U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150033

Gramts.gov Tracking#: GRANT11769097

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Nonresponsive

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
10/23/2014	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: RI Department of Elementary and Secondary Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
05-6000522	929956563000C

d. Address:

* Street1:	255 Westminster St.
Street2:	
* City:	Providence
County/Parish:	
* State:	RI: Rhode Island
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	02903-3400

e. Organizational Unit:

Department Name:	Division Name:
RI Department of Education	Educator Excellence

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Mrs.	* First Name:	MaryAnn
Middle Name:			
* Last Name:	Snider		
Suffix:			

Title: Chief, Educator Excellence & Instructional

Organizational Affiliation:
RI Department of Education

* Telephone Number:	401-222-8492	Fax Number:	401-222-3605

* Email: maryann.snider@ride.ri.gov

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-102314-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number 84.419B

13. Competition Identification Number:

84 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Areas Affected by Project.pdf | Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Rhode Island State Pre-K Program Expansion

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT11769097 Funding Opportunity Number:ED-GRANTS-102314-002 Received Date:2014-10-23T11:34:29-04:00

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant RI-02 * b. Program/Project ALL

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

17. Proposed Project:

* a. Start Date: 01/01/2015 * b. End Date: 12/31/2018

18. Estimated Funding ($):

* a. Federal	19,031,533.00
* b. Applicant	0.00
* c. State	(b)(4)
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ **I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms. * First Name: Deborah

Middle Name: A.

* Last Name: Gist

Suffix:

* Title: Commissioner

* Telephone Number: 401-222-8706 Fax Number: 400 222 6178

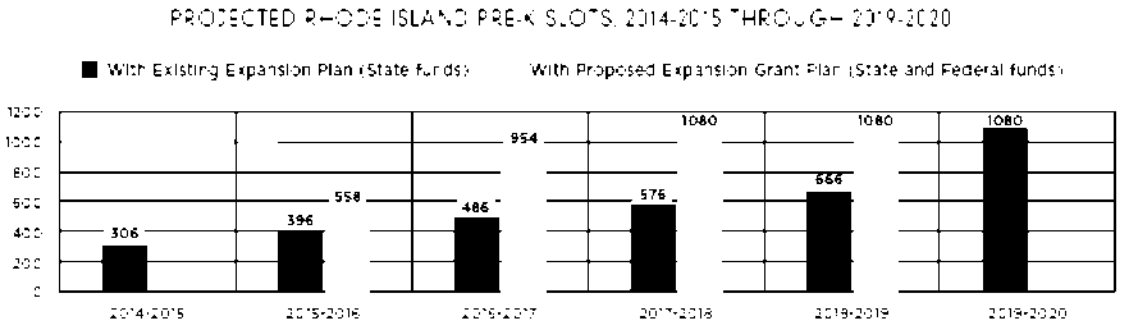
* Email: deborah.gist@ride.ri.gov

* Signature of Authorized Representative: David Luther * Date Signed: 10/23/2014

Areas Affected by the Project

(A)(2) Provide High-Quality Preschool Programs in Seven High-Need Communities

Rhode Island's achievable and ambitious plan to use this Pre-Kindergarten Expansion Grant is designed to expand access to the Rhode Island Pre-K Program from the existing 17 classrooms in school year 2014-15 to 60 classrooms in school year 2019-20. All of these classrooms will be in the seven communities that have more than 50% of children enrolled in Free- and Reduced-Price Lunch (i.e. in families with incomes less than 185% of the federal poverty level): Central Falls, East Providence, Newport, Pawtucket, Providence, West Warwick and Woonsocket. These seven communities as a whole are termed Tier One communities. Funding for the Rhode Island Pre-K Program is supported as a categorical component of Rhode Island's education funding formula, through a ten-year phased in expansion. Rhode Island proposed to use the federal Expansion funds to accelerate the planned expansion of the State's funding for Pre-K. The financing plan for this proposal has been designed to significantly expand State . . Pre-K capacity while also ensuring that the state has a mechanism, through the education funding formula, to sustain the new Pre-K classrooms when the federal expansion grant expires in four years. The chart below shows this expansion in the capacity of the Rhode Island Pre-K Program using the federal Preschool Expansion grant (gray bars) as compared with the existing plan (black bars).....



The federal expansion grant plan proposed here will enable 1,548 more four-year-olds to be enrolled in new state Pre-K slots than would have been possible without the federal grant. For

example, in the 2015-2016 school year there would be 558 four-year-olds enrolled in state Pre-K, 162 more children than the capacity of our existing expansion plan (which would only serve 396 children). In 2016-2017, there will be 468 more children enrolled due to the federal grant (954 children as compared to our existing plan for 486 children), etc. This is a significant increase in the number of children served by state Pre-K over four years.

(D)(2) How Each High-Need Community is Currently Underserved

Demographics of the Seven Target Communities

The city of Providence has an estimated 2,382 four-year-olds. Census data indicates that approximately 36% are living below the poverty line and 65% are living in low-income families (below 200% FPL). Approximately 56% of children in Providence are Hispanic or Latino, 16% are Black, and 16% are White. In 2013, 63% of births were to single women, 20% of births were to women without a high school diploma, and 10% of births were to teen girls. For children under age 3, 7% had an identified developmental delay or disability and were enrolled in Early Intervention and 5% of children between age 3 and kindergarten were enrolled in preschool special education. Almost half of all students (48%) of students scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

The city of Pawtucket has an estimated 1,006 four-year-olds. Census data indicate that approximately 31% are living below the poverty line and 53% are living in low-income families (below 200% FPL). Approximately 29% of children are Hispanic or Latino, 39% are White, and 17% are Black. In 2013, 60% of all births in Pawtucket were to single mothers, 16% were to women without a high school diploma, and 6% were to teen girls. For children under age 3, 6% had an identified developmental delay or disability and were enrolled in Early Intervention and 6% of children between age 3 and kindergarten were enrolled in preschool special education. In the 2012-2013 school year, 13% of Pawtucket K-12 students were English Language Learners. Of all students, 38% scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

The city of Central Falls is home to an estimated 345 four-year- olds. Census data indicates that approximately 46% are living below the poverty line and 78% are living in low-income families (below 200% FPL). Approximately 70% of children are Hispanic or Latino, 13% are White, and 9% are Black. In 2013, 71% of all births in Central Falls were to single mothers, 34% were to women without a high school diploma, and 15% were to teen girls. For children under age 3, 7% had an identified developmental delay or disability and were enrolled in Early Intervention and 5% of children between age 3 and kindergarten were enrolled in preschool special education. In the 2012-2013 school year, 27% of Central Falls K-12 students were English Language Learners. More than half (56%) of all students scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

The city of Woonsocket is home to an estimated 584 four-year-olds. Census data indicate that approximately 39% are living below the poverty line and 63% are living in low-income families (below 200% FPL). Approximately 27% of children are Hispanic or Latino, 52% are White, and 7% are Black. In 2013, 69% of all births in Woonsocket were to single mothers, 18% were to women without a high school diploma, and 13% were to teen girls. For children under age 3, 8% had an identified developmental delay or disability and were enrolled in Early Intervention and 9% of children between age 3 and kindergarten were enrolled in preschool special education. In the 2012-2013 school year, 8% of Woonsocket K-12 students were English Language Learners. Just under half (47%) of all students scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

The city of Newport is home to an estimated 232 four-year-olds. Census data indicate that approximately 15% are living below the poverty line and 50% are living in low-income families (below 200% FPL). Approximately 17% of children are Hispanic or Latino, 59% are White, and 8% are Black. In 2013, 44% of all births in Newport were to single mothers, 13% were to women without a high school diploma, and 5% were to teen girls. For children under age 3, 4% had an identified developmental delay or disability and were enrolled in Early Intervention and 9% of children between age 3 and kindergarten were enrolled in preschool special education. In the 2012-2013 school year, 4% of Newport K-12 students were English Language

Learners. Of all students, 39% scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

The city of West Warwick is home to an estimated 354 four-year- olds. Census data indicate that approximately 24% are living below the poverty line and 57% are living in low-income families (below 200% FPL). Approximately 10% of children are Hispanic or Latino, 79% are White, and 3% are Black. In 2013, 50% of all births in West Warwick were to single mothers, 13% were to women without a high school diploma, and 8% were to teen girls. For children under age 3.7% had an identified developmental delay or disability and were enrolled in Early Intervention and 9% of children between age 3 and kindergarten were enrolled in preschool special education. In the 2012-2013 school year, 2% of West Warwick K-12 students were English Language Learners. More than one-quarter (29%) of all students scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

The city of East Providence is home to an estimated 469 four-year- olds. Census data indicate that approximately 22% are living below the poverty line and 46% are living in low-income families (below 200% FPL). Approximately 9% of children are Hispanic or Latino,72% are White, and 7% are Black. In 2013, 39% of all births in East Providence were to single mothers, 7% were to women without a high school diploma, and 3% were to teen girls. For children under age 3, 5% had an identified developmental delay or disability and were enrolled in Early Intervention and 8% of children between age 3 and kindergarten were enrolled in preschool special education. In the 2012-2013 school year, 4% of East Providence K-12 students were English Language Learners. Also in the 2012-2013 school year, 38% of students scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
David Zutner	Commissioner
APPLICANT ORGANIZATION	**DATE SUBMITTED**
RI Department of Elementary and Secondary Education	10/23/2014

Standard Form 424B (Rev. 7-97) Back

Tracking Number:GRANT11769097 Funding Opportunity Number:ED-GRANTS-102314-002 Received Date:2014-10-23T11:34:29-04:00

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* n/a

** Street 1* n/a *Street 2*

** City* n/a *State* R.I. Rhode Island *Zip*

Congressional District, if known:

6. * Federal Department/Agency:

n/a

7. * Federal Program Name/Description:

Preschool Development Grants

CFDA Number, *if applicable:* 84.419

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* n/a *Middle Name*

** Last Name* n/a *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* n/a *Middle Name*

** Last Name* n/a *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** David Lubker

***Name:** *Prefix* ** First Name* David *Middle Name*

** Last Name* Lubker *Suffix*

Title: **Telephone No.:** **Date:** 10/21/2014

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT11769097 Funding Opportunity Number:ED-GRANTS-102314-002 Received Date:2014-10-23T11:34:29-04:00

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION	RI Department of Elementary and Secondary Education
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Deborah
Middle Name: A.	
* Last Name: Gist	Suffix:
* Title: Commissioner	
* SIGNATURE: David Tucker	* DATE: 10/23/2014

Tracking Number:GRANT11769097 Funding Opportunity Number:ED-GRANTS-102314-002 Received Date:2014-10-23T11:34:29-04:00

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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Preschool Development - Expansion Grants
Rhode Island Pre-K Program Expansion Proposal, Submitted 10-14-14

As one of only four state preschool programs in the country that meets or exceeds the nation's highest quality benchmarks as measured by the National Institute for Early Education Research (NIEER), the Rhode Island Pre-Kindergarten Program (RI Pre-K) is a model of high-quality preschool programming both within Rhode Island and nationally. The state's long-standing efforts to create a coordinated early childhood system have positioned Rhode Island to use the federal Preschool Development Expansion Grant resources to significantly increase enrollment of four-year-olds in Pre-K in seven High-Need Communities and to enhance the existing state Pre-K infrastructure to support this expansion. Rhode Island's Pre-K Program uses a mixed delivery system that includes public schools, Head Start programs and community-based child care programs. The state is recognized as a national leader because it requires and supports all state funded Pre-K classrooms to achieve the same high-quality standards, regardless of setting. Rhode Island's Pre-K program already meets the federal requirements and is funded with sufficient resources to meet national quality benchmarks. The Rhode Island Pre-K program was recognized as one of only 15 in the U.S. to have adequate funding to meet national quality standards. Through a combination of high-quality design, comprehensive program regulations and policies, a competitive selection process, regular monitoring, comprehensive supports, and ongoing external program evaluation, Rhode Island actualizes its commitment to a High Quality State Pre-K Program.

Rhode Island proposes to use federal Preschool Development Expansion Grant dollars to 1) Expand access to the high quality Rhode Island Pre-K Program by both accelerating the existing state expansion plan and leveraging the federal dollars to achieve increased access for Eligible Children in seven high-need communities that have more than 50% of children enrolled in Free and Reduced Price Lunch: Providence, Pawtucket, Woonsocket, West Warwick, Newport, Central Falls and East Providence, and 2) Improve upon the state processes and supports that ensure the quality implementation of the program, including attention to increasing monitoring capacity, technical assistance to program sites and the implementation of a rigorous program evaluation. Rhode Island's achievable and ambitious plan is designed to expand access to the Rhode Island Pre-K Program from the existing 17 classrooms in school year 2014-15 to 60 classrooms in school year 2019-20. Over four years, the federal expansion grant plan proposed will enable 1,548 more four-year-olds to be enrolled in new State Pre-K slots than would have been possible without the federal grant.

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Executive Summary

(A)(1) Rhode Island's Progress to Date

As one of only four state preschool programs in the country that meets or exceeds the nation's highest quality benchmarks as measured by the National Institute for Early Education Research (NIEER), the Rhode Island Pre-Kindergarten Program (Pre-K) has been a national leader in the development of high-quality preschool programs. Rhode Island's high quality Pre-K Program sits within the state's comprehensive early childhood system – with connections to health services, mental health services, and family support services. This comprehensive early learning system provides additional interventions and supports to all young children, including children enrolled in the Rhode Island Pre-K Program. The early learning system in Rhode Island is wholly focused on improving program quality and improving access for all children, with particular attention to children in low-income families and communities as well as children who are dual language learners and those who have high needs due to disabilities, developmental challenges, homelessness or who are involved in the child welfare system.

The state's long-standing efforts to create a coordinated early childhood system have positioned Rhode Island to use the federal Preschool Development Expansion Grant resources to significantly increase enrollment of four-year-olds in Pre-K in high-need communities and to build and enhance the state Pre-K Program infrastructure. Rhode Island's Pre-K Program uses a mixed delivery system that includes public schools, Head Start programs and community-based child care programs. We are recognized as a national leader because Rhode Island requires and supports all state Pre-K funded classrooms to achieve the same high-quality standards, regardless of setting. Rhode Island does not need to expend substantial dollars for program improvement as our Pre-K program already meets the federal requirements and is funded with sufficient resources to meet national quality benchmarks. The Rhode Island Pre-K Program was recognized as one of only 15 in the U.S. to have adequate funding to meet national quality standards. The state started with a high-quality design and has only improved upon it with the implementation of key systems and policies. Rhode Island has been intentional in creating systems of monitoring and evaluation that ensure access to data about current Pre-K quality and children's outcomes. These data are used consistently to guide the planning and implementation of supports to state Pre-K classrooms, thereby continuing to enhance quality. Through a combination of high-quality

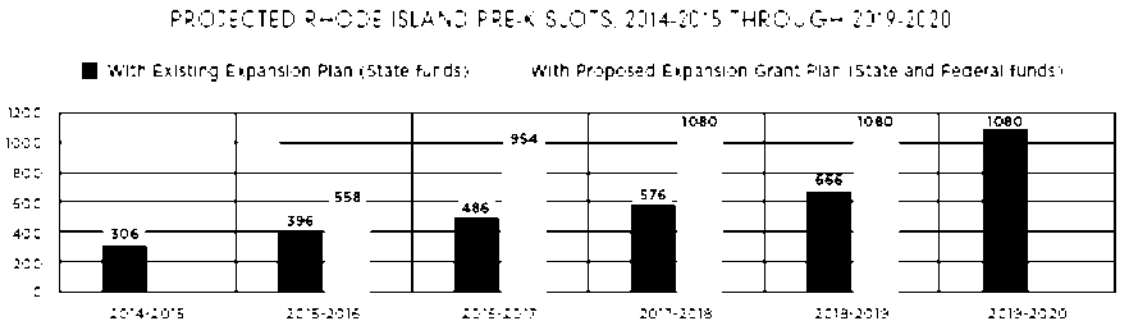
design, Comprehensive Early Childhood Education (CECE) program regulations, competitive selection, regular monitoring, comprehensive supports, and ongoing external evaluation, Rhode Island actualizes its commitment to a High-Quality State Pre-K Program. On the whole, Rhode Island's Pre-K Program is much like the state itself, small but mighty, and the federal resources available through this Preschool Expansion Grant will accelerate the expansion of this excellent state investment and have a powerful impact on the lives of significantly more children than would otherwise be served with existing resources.

Rhode Island proposes to use federal Preschool Development Expansion Grant dollars to 1) Expand access to the high quality Rhode Island Pre-K Program by both accelerating the existing state Pre-K expansion plan and leveraging the federal dollars to achieve increased access for eligible children in high need communities, and 2) Improve upon the state processes and supports that ensure the quality implementation of the program, including attention to increasing monitoring capacity, technical assistance to program sites and implementation of a rigorous program evaluation. This elegantly simple plan contains ambitious goals and is achievable because we have worked hard to build our quality early childhood systems for the past decade. Rhode Island's work to date has created a strong foundation of aligned expectations for children, for the early learning workforce, and for early learning programs, as well as intentional connections and coordination with the other sectors of the early childhood system. Letters of Support and Letters of Interest are in Appendix B.

(A)(2) Provide High-Quality Preschool Programs in Seven High-Need Communities

Rhode Island's achievable and ambitious plan to use this Pre-Kindergarten Expansion Grant is designed to expand access to the Rhode Island Pre-K Program from the existing 17 classrooms in school year 2014-15 to 60 classrooms in school year 2019-20. All of these classrooms will be in the seven communities that have more than 50% of children enrolled in Free- and Reduced-Price Lunch (i.e. in families with incomes less than 185% of the federal poverty level): Central Falls, East Providence, Newport, Pawtucket, Providence, West Warwick and Woonsocket. These seven communities as a whole are termed Tier One communities. Funding for the Rhode Island Pre-K Program is supported as a categorical component of Rhode Island's education funding formula, through a ten-year phased in expansion. Rhode Island

proposed to use the federal Expansion funds to accelerate the planned expansion of the State's funding for Pre-K. The financing plan for this proposal has been designed to significantly expand State Pre-K capacity while also ensuring that the state has a mechanism, through the education funding formula, to sustain the new Pre-K classrooms when the federal expansion grant expires in four years. The chart below shows this expansion in the capacity of the Rhode Island Pre-K Program using the federal Preschool Expansion grant (gray bars) as compared with the existing plan (black bars).



The federal expansion grant plan proposed here will enable 1,548 more four-year-olds to be enrolled in new state Pre-K slots than would have been possible without the federal grant. For example, in the 2015-2016 school year there would be 558 four-year-olds enrolled in state Pre-K, 162 more children than the capacity of our existing expansion plan (which would only serve 396 children). In 2016-2017, there will be 468 more children enrolled due to the federal grant (954 children as compared to our existing plan for 486 children), etc. This is a significant increase in the number of children served by state Pre-K over four years.

(A)(3) Increase the Number and Percentage of Eligible Children Served in High-Quality Preschool Programs

Within the first three years of this Preschool Development Expansion Grant, the number of Rhode Island children served in the Rhode Island Pre-K Program will have more than tripled from the current enrollment of 306 children in federal 2014-2015 to 1,080 children in 2017-2018. The state Pre-K serves 2.8% of four-year-olds statewide, based on an average daily attendance in first grade of 10,931 students. The total number of four-year-old children in the seven Tier One

communities that are the focus of this expansion plan is 4,960 based on average daily first grade enrollment. The chart below shows the current penetration rate for state Pre-K in each of the Tier One communities and the aggregate for the seven Tier One high-need communities (4.7% of children served).

Community	**Average Daily First Grade Enrollment (as of June 30, 2014)**	**Participation in State Pre-K (as of September 2014)**	
		Number of Children Enrolled	***As a % of All Children***
Providence	2,150	90	4%
Pawtucket	945	18	2%
Central Falls	343	18	5%
Woonsocket	583	36	6%
Newport	195	36	19%
West Warwick	302	36	12%
East Providence	442	-	-
TOTAL for Seven Tier One Communities	4,960	234	4.7%

The proposed expansion plan increases the proportion of children served by the Rhode Island Pre-K Program in the seven Tier One communities, from 4.7% of all 4-year-olds in 2014-2015 to 21% of all four-year-olds in 2017-2018. Based on the estimates of eligible children as defined for the expansion grant program (less than 200% of the federal poverty level), the percentage of eligible low-income children served by the Rhode Island Pre-K Program will grow from 7% of eligible children served in Year 1 to 29% of eligible children served in Year 4, as shown in Table A of the required Excel spreadsheets included in this proposal.

RI's Pre-K design enrolls children from families with mixed incomes but focuses on high-poverty communities. Children are selected for the program by a lottery that ensures that the proportion of children under 185% of the federal poverty level reflects that of the school District. Approximately 80% of the children enrolled in the state Pre-K Program will be from families with income below 200% of the federal poverty level (FPL). Only children who are below 200% of the FPL will be funded with funds from this grant. Children above 200% of the FPL will be funded using state funds in order to comply with the requirements of the Preschool

Development Expansion Grant. In addition, Rhode Island will ensure that children with special needs – as evidenced by an Individualized Education Plan (IEP) – will meet or exceed the state rate of 7% of preschool-age children with IEPs. The current Pre-K Program has 6% of children with IEPs at entry and this rate tends to increase as the school year proceeds and children's special needs are identified.

Pre-K Program sites are selected through a competitive Request for Proposals (RFP) administered by the Rhode Island Department of Education (RIDE). This competitive RFP is issued annually when new funds are appropriated. (See RFP in Appendix C). The RFP lists the targeted communities and is open to public schools, community-based programs, and Head Start programs. All programs must compete for funding. The state does not automatically award funding on the basis of program type, e.g. public schools or Head Start. The state believes this method for selecting Sub-grantees allows for the selection of programs that are most prepared to operate at the level of quality required in the state Pre-K Program.

Children in the RI Pre-K Program are selected by lottery. RIDE conducts and will continue to conduct under this grant, an annual randomized, weighted State lottery to select children for slots in each state Pre-K Program. Children must meet the age requirement (four years old by September 1) and reside in the community where the Pre-K Program is located. Families may apply for any and all programs located in their community. There are no income requirements for families to enter the lottery; *all children* who meet the age and residency requirements are eligible to enter the state lottery for the Pre-K Programs in their community. The lottery is weighted to ensure the proportion of children eligible for free and reduced priced lunch (FRPL income is less than 185% of the federal poverty live) chosen for each classroom reflects that of the community (e.g., if a district has 50% of students eligible for FRPL, 9 of 18 children chosen in the lottery would be below 185% of the federal poverty line). If selected, families are required to provide evidence of age, residency and annual income. Rhode Island's state Pre-K lottery policies ensure that eligible children, as well as children from families with incomes over 200% of the FPL, will participate in high-quality preschool programs under this grant. The state maintains the randomized application lists and if a child disenrolls, the next child on the list is offered the slot – again based on family income category. Under this grant, the state lottery will be held in the winter or early spring prior to the upcoming school year in order to

provide families with time to arrange for other early education options if their child is not selected in the state lottery.

The Rhode Island Department of Education works closely with the Rhode Island Pre-K Programs in each community to ensure that the Pre-K lottery is available and accessible to all families in the community. Implementing a full range of culturally and linguistically diverse outreach strategies will continue to be a high priority as the Pre-K Program expands to serve more children. In addition, RIDE and the selected Pre-K Program providers do extensive outreach in local communities to identify hard to reach families with young children and also to provide information to the agencies that work with children in the child welfare system and who are homeless.

(A)(4) Characteristics of High Quality Preschool Programs

Rhode Island is one of the newest states to develop a state Pre-K Program and was able to learn from the experiences of states that had implemented Pre-K before Rhode Island launched its Pre-K Program in 2009. The resounding message of the Pre-K pioneers was that it was easier to increase access than to increase quality. This wisdom and the significant research evidence that only high-quality programs produce child outcomes were key factors in the state's decision to implement a Pre-K design that prioritized and supported quality, even if that meant starting with a smaller number of classrooms. The Rhode Island Pre-K Program meets all NIEER recommended national benchmarks and exceeds the benchmarks for teacher and teacher assistant qualifications, class size, and other key program requirements. (See NIEER Report in Appendix D). In addition, Rhode Island's Pre-K Program model meets all of the criteria outlined in the Federal Definition of a High Quality Preschool Program, including criteria for high staff qualifications for teachers and teacher assistants, comparable salary with K-12 teachers, professional development for all staff, child:staff ratios, class size, full-day programs, and inclusion of children with disabilities. The table at the end of this section summarizes the Rhode Island Pre-K Program Standards in comparison with the federal criteria for a high-quality preschool program.

At the same time that Rhode Island was working on the design for Pre-K, the state was also working to develop and launch BrightStars, the state's research-based quality rating and

improvement system for child care and early learning programs. When using a mixed delivery system for Pre-K, it is essential to have a quality rating and improvement system that accurately measures quality and provides a mechanism for early learning programs to advance toward higher quality, thereby ensuring a pipeline of higher quality programs that are capable of delivering high-quality Pre-K. BrightStars also works to improve program quality for children who are too young to enroll in Pre-K (children ages birth through three) and expanded learning opportunities for older children before and after school. Race to the Top Early Learning Challenge resources have been used to significantly increase the numbers of community-based child care programs, Head Start programs, and public schools participating in BrightStars. Currently, 73% of Rhode Island's child care centers participate in the BrightStars TQRIS.

Rhode Island takes a strong hand in ensuring that the Pre-K Program is not only high-quality in design, but also in implementation. The state's experiences in monitoring program quality within its Individuals with Disabilities Education Act programs and the monitoring of its preschool approvals, now called the Comprehensive Early Childhood Education (CECE) Approval, revealed significant differences in quality among programs. Data on program quality in child care and Head Start, collected as part of the development of BrightStars also showed significant differences in quality among community-based early learning programs. For this reason, Rhode Island does not use NAEYC Accreditation or Head Start Performance Standards as a proxy for meeting high quality program expectations. All RI Pre-K classrooms must meet the highest level of program quality expectations, CECE Approval, as well as comply with specific State Pre-K Policies and Procedures. (See Appendix E for CECE Regulations and Appendix F for State Pre-K Policies and Procedures.) The CECE regulations align with NAEYC accreditation standards and Head Start Performance Standards, but have also been designed to exceed those standards in key areas. All early learning programs that operate a RI Pre-K classroom must participate in BrightStars and work toward improving overall program quality for children of all ages enrolled in their programs.

Rhode Island selects all of its Pre-K Program sites through a competitive RFP process targeted to the highest need communities in the State. Even with a competitive selection process, state experiences reveal that additional ongoing support is necessary to ensure high level performance in state Pre-K classrooms. Rhode Island has been committed to on-site monitoring

as well as external program evaluation from the beginning and has worked with NIEER on two occasions in the state's brief history of providing Pre-K to better understand the quality of the state Pre-K classrooms. These evaluations, along with state monitoring, CECE Approval (that includes a required Early Childhood Environmental Rating System – ECERS – score of at least five in every classroom) and BrightStars TQRIS rating reports, provide information that is then used to design specific technical assistance and professional development supports to improve the quality of the state Pre-K implementation.

As illustrated below, Rhode Island ensures that the state Pre-K Program meets or exceeds the federal definition of a High Quality Preschool Program as shown in the following chart.

Federal Criteria of High Quality Preschool Programs	**Rhode Island Criteria for RI Pre-K Program Quality**
High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials	Teacher: BA with RI Certification in Early Childhood Education Teacher Assistant: minimum of 12 credits in Early Childhood Education All programs are all also required to have an Education Coordinator who is also a certified Early Childhood Educator (Appendix E, CECE 4.1, 4.2, 4.3)
High-quality professional development for all staff	Required to meet CECE regulations that specify: The program shall assure that each teacher/teacher assistant/Education Coordinator shall have an individual professional development plan to complete at least 20 hours of professional development related to the Workforce Knowledge and Competencies appropriate to his/her position. This plan shall be developed and updated annually as part of each staff person's annual performance evaluation. (Appendix E, CECE 4.1, 4.2, 4.3)
A child-to-instructional staff ratio of no more than 10 to 1	Required to meet CECE regulations which specify a staff:child ratio of 1:9 (Appendix E, CECE 3.4)
A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in paragraph (a) of	Required to meet CECE regulations which specify a class size of no more than 18 with at least one qualified teacher in each classroom

this definition	(Appendix E, CECE 3.4 and 3.5)
A full-day program	6 hours, 180 days – with required wraparound child care stipulated in contracting (See Appendix G for State Pre-K Program Contract)
Inclusion of children with disabilities to ensure access to and full participation in all opportunities	Required to meet CECE regulations (See Appendix E, CECE 5.12, 5.13) that specify: The program shall welcome children and families of all abilities, modify the program, make reasonable accommodations, and collaborate with key partners to **support all children**. The program shall have a written plan which describes the process for supporting all children including, but not limited to, those with developmental delays and disabilities, mental health diagnosis and behavioral challenges. . . And CECE 7.13 For children requiring special education services, **early childhood educators and special education providers shall work collaboratively**, and in **partnership with families**, in supporting successful participation in inclusive environments and in ensuring that each partner has access to the necessary information and supports.
Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry	CECE program-level and classroom-level standards for Curriculum (6.1 6.23) encompass all components of the federal definition (Appendix E, CECE 6.1-6.22)
Individualized accommodations and supports so that all children can access and participate fully in learning activities	Required to meet CECE regulations (Appendix E, CECE 5.12, 5.13) which specify: The program shall welcome children and families of all abilities, modify the program,

	make reasonable accommodations, and collaborate with key partners to **support all children**. The program shall have a written plan which describes the process for supporting all children including, but not limited to, those with developmental delays and disabilities, mental health diagnosis and behavioral challenges. As well as (Appendix E, CECE 7.12) Teachers shall **use child assessment information** to: • Identify children's strengths, learning styles and developmental levels; • Inform classroom instruction, make sound decisions about individual and group curriculum content, inform teaching approaches, guide personal interactions, and inform the design of the children's learning environment; • Identify children who might benefit from additional or increased supports and/or special services; • Document and implement a plan for each child that supports his or her inclusion and success; and, • Share information on each child's progress with families and other authorized parties.
Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff	Required in State Pre-K RFP, also required for State budget approval (Appendix C for RFP language, Appendix F for State Pre-K Policies)
Program evaluation to ensure continuous improvement	Required in State-level Pre-K policies (Appendix F)
On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development	Required to meet State Pre-K policies, which specify: Must participate in food program, provide wrap around child care, ensure screening, work with LEAs
Evidence-based health and safety standards	All CECE approved programs are expected to

	comply with either DCYF child care licensing regulations or, if located in a public or private PK-12 school, with RIDE Basic Education Program (BEP) Regulations, G-14-4 "Ensuring a Safe and Healthy Physical Environment," in addition to CECE Program standards which build upon the core approvals – DCYF or BEP to ensure consistency across settings.

(A)(5) Set Expectations for School Readiness

The state Pre-K Program uses Teaching Strategies GOLD's 64 dimensions as its measurable set of expectations for children's school readiness across all Essential Domains of School Readiness. These dimensions measure children's progress toward the RI Early Learning and Development Standards (RIELDS) learning goals (See Appendix H).The GOLD dimensions are aligned with the RIELDS (See Appendix I for full alignment), and RIDE provides intensive professional development (PD) and technical assistance (TA) to sub-grantee administrators and teachers to support their understanding of GOLD outcomes in relationship to the RIELDS learning goals. The alignment document was the first step in this alignment process. All new sub-grantees will participate in PD that explains the alignment, how to use GOLD to measure outcomes, and how to use GOLD outcomes to understand children's progress toward RIELDS learning goals. In addition, RIDE is working to expand the alignment document to provide clear and specific expectations for children's outcomes that programs will be able to use as a part of their continuous quality improvement plans and RIDE will use to inform necessary PD/TA supports. This expanded alignment will be ready for use in the summer of 2015 and will be provided to sub-grantees along with PD related to use of the document, RIELDS, and TS GOLD.

Provided below are examples of measureable outcomes based on the GOLD "Widely Held Expectations" that are aligned with the RIELDS 60-month indicators. These include specific knowledge and skills that children are expected to have by the end of their Pre-K year, and indicate preparedness for Kindergarten across the essential domains of school readiness. While teachers currently use all TS GOLD dimensions to measure children's progress throughout the year, the expanded alignment document will clarify the specific measureable outcomes students are expected to demonstrate by the end of the Pre-K year. In addition, school readiness expectations will be aligned with the kindergarten Common Core State Standards.

Essential Domain	RIELDS Learning Goal	RIELDS 60 month indicator	TS GOLD Dimension	Measureable Outcome
Language & Literacy	LD1.1.a. Young children attend to, understand and respond to increasingly complex language	Demonstrates an understanding of complex statements, questions and stories containing multiple phrases and ideas	8a. Comprehends language	Responds appropriately to complex statements, questions, vocabulary, and stories
	L6.6.a. Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication	Write their first name nearly correctly (may switch the order of letters or write some letters backwards)	19a. Writes name	-Writes all the letters of own name, although some may not be sequenced correctly -Writes all the letters of own name, but some of the letters are not formed or oriented correctly
Cognition & General Knowledge	M1.1.a. Children develop number recognition and counting skills and learn the relationship between numbers and the quantity the represent	Recognize and order each written numeral up to 10	20c. Connects numerals with their quantities	Identifies numerals to 10 by name and connects each to counted objects
		Associate a quantity with a written numeral up to 10	20c. Connects numerals with their quantities	Identifies numerals to 10 by name and connects each to counted objects
	M2.2.a. Children learn to use numbers to compare quantities and solve problems	Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other	20b. Uses number concepts and operations	Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same
Approaches toward	CD4.3.a. Children's skills	Maintain focus on a project for a	11a. Demonstrates	Sustains attention to tasks or projects

Learning	increase in filtering impulses and sustaining attention on a task	sustained period of time and over several days	positive approaches to learning	over time (days to weeks)
Physical Well-being & Motor Development	PH2.2.b. Children develop traveling skills	Run with control and balance, making quick turns without losing speed and quick stops	4. Demonstrates traveling skills	Moves purposefully from place to place with control
Social & Emotional Development	SE1. 1.b. Children engage In positive relationships and Interactions with other children.	Can predict the causes of other children's emotions	2b. Responds to emotional cues	Identifies basic emotional reactions of others and their causes accurately

(A)(6) Supported by a Broad Group of Stakeholders

Rhode Island's Pre-K Program is supported by a broad group of stakeholders as evidenced by the many state government leaders, political leaders, philanthropy, community-based agencies and community leaders who have dedicated time and commitment to designing, launching and implementing a Pre-K Program model that is of the highest quality and that serves children most in need. A commitment to Pre-K Program quality and expansion is included in the strategic plan of Rhode Island's Early Learning Council (ELC). Rhode Island's Early Learning Council was formed in June 2010 according to the guidelines for State Early Care and Education Advisory Councils outlined in the federal *2007 Head Start Reauthorization Act*. The Council was appointed by the Governor and is co-chaired by Deborah A. Gist, Rhode Island Commissioner of Elementary and Secondary Education and Elizabeth Burke Bryant, Executive Director of Rhode Island KIDS COUNT. Commissioner Gist is an early childhood educator and has a strong commitment to the state Pre-K Program as a core strategy to meet goals for educational outcomes for all students. A list of Early Learning Council members is in Appendix J.

The ELC's Strategic Plan (Appendix K), approved in December of 2012, identifies the primary charge of the Council as expanding access to ensure that more children, particularly children from low-income and vulnerable families, participate in high-quality early learning and development programs, including high-quality child care (both center-based and family child-

care homes), Head Start, Early Head Start, Pre-K, Early Intervention, preschool Special Education, and full-day kindergarten. This overarching goal is supported by strategies in five areas of focus:

- Expanding Access to High Quality Programs
- Improving Program Quality
- Developing and Sustaining an Effective Early Care and Education Workforce
- Improving Early Learning and Child Development Outcomes
- Measuring Outcomes and Progress

Within the ELC's goal of Expanding Access to High-Quality Programs is a target related to increasing access to state-funded Pre-K, specifically: "By 2016-2017 school year, there will be at least 504 children enrolled in a state Pre-K program (28 classrooms), growing from 144 children in 2012-2013 (8 classrooms), a 250% increase." It is heartening to know that this Preschool Development Expansion Proposal will allow the state to exceed this aspiration.

Other allies in the expansion of Rhode Island's Pre-K Program include the (b)(4) (b)(4). Both of these statewide public charities have contributed to the development and sustainability of the state Pre-K Program through their leadership and financial support. (b)(4), a nationally recognized leader in the early childhood field, has dedicated countless hours and resources to the campaign for quality early learning programs for children in Rhode Island and is a reliable ally in the continued work to support, sustain and expand the Rhode Island Pre-K Program to serve all children, especially those who can benefit most. In addition, the early learning program providers and school district leaders are partners in the Pre-K work in our state and are involved in design, implementation and evaluation of the Rhode Island Pre-K Program.

Letters of Support from stakeholders are in Appendix A. Letters of Interest from potential Pre-K expansion sites are in Appendix B.

(A)(7)(a) Activities that Build State Pre-K Program Infrastructure

From the beginning, Rhode Island has held the quality of the state Pre-K Program as its highest priority and has demonstrated a commitment to expanding the number of classrooms while maintaining quality. This commitment has resulted in the successful implementation of

one of the highest quality state Pre-K programs in our country. Continuously expanding access to the high-quality Rhode Island Pre-K Program has been a state priority since 2007. Rhode Island recognized early on that without ensuring high quality, the Pre-K Program would not achieve the learning and developmental outcomes that are vital to children's kindergarten readiness and success in the early elementary years. Those lessons learned early in the development of the state Pre-K model have never been forgotten and the State and allies remain committed to moving ahead with the vision to provide greater access to Rhode Island's high-quality Pre-K Program, with special attention to children with the highest needs and communities with high proportions of low-income families.

Rhode Island will allocate 5% of the federal expansion grant to support the Rhode Island Pre-K Program infrastructure and quality improvements at the state level with specific attention to the following components: Monitoring, Technical Assistance and Measuring Outcomes. The infrastructure strategies are designed to improve upon state processes and supports to further increase the quality of the Rhode Island Pre-K Program and ensure quality across the system. As described more fully in Selection Criteria C, Rhode Island's goals include:

1) Expand state monitoring and support for continuous program improvement processes to encompass all sub-grantees.
2) Implement an effective technical assistance supports and services plan with sub-grantees.
3) Measure targeted child learning and development outcomes, including the essential domains of school readiness, through a variety of mechanisms – including a rigorous program evaluation.

Since Rhode Island's state Pre-K Program currently meets the criteria for high-quality preschool programs outlined in this grant competition, the Rhode Island plan focuses primarily on monitoring and supporting sub-grantees' implementation of the program model through technical assistance and measurement of resulting outcomes for children. The expansion of Pre-K Program sites and classrooms will require additional resources for program monitoring, including on-site visits. Right from the start, professional development and technical assistance supports and services will be informed by aggregate data from monitoring, technical assistance and evaluation activities. In this way, the infrastructure investments are integrated to focus

specifically on the high-quality delivery of the state Pre-K model as defined by CECE Program Regulations and state Pre-K policies. Sub-grantees will be engaged in a continuous program improvement process focused on effective implementation of the CECE Program Regulations and state Pre-K Program policies and achievement of individual program improvement goals. These key activities and their delivery are further explained in Selection Criteria C and E.

The federal expansion grant will enable Rhode Island to implement the state Pre-K evaluation model that has been designed by the National Institute for Early Education Research. The NIEER model, designed specifically for Rhode Island, includes three components: 1) investigation and documentation of program quality, 2) determination of the short-term and long-term effects of participation in the Rhode Island Pre-K Program on children's early learning outcomes, and 3) comparison of the costs of the program to the savings that are attributable to the outcomes of the state pre-kindergarten program. Further details on the components of the state's plan to further ensure Pre-K program quality are found in Selection Criteria C. A recommended model for an evaluation of the Rhode Island Pre-K Program was developed by NIEER (Appendix L). A qualified vendor will be selected via competitive bidding and contracted to undertake the evaluation.

(A)(7)(b) Subgrants to Early Learning Providers to Implement Voluntary, High-Quality Rhode Island Pre-K Programs

Prior to the availability of the federal expansion grants, the Rhode Island legislature made a commitment through the education funding formula to expand funding for the Rhode Island Pre-K Program over ten years in order to increase access to high-quality Pre-K for children, particularly from the highest need communities. The federal expansion grant resources will be used to accelerate this plan to meet the goal within the next three years rather than within the next six years. This will expand access to 1,548 four-year-olds who would not otherwise benefit from Pre-K enrollment without the federal expansion grant. The state is confident that this federal investment will support and expand Rhode Island's successful implementation of high-quality Pre-K, leverage state funds and enhance both state and federal aspirations to move toward high-quality pre-kindergarten that is universally available to all children, particularly children who are likely to benefit most from participation in Pre-K.

Rhode Island is committed to expanding its high-quality Pre-K Program in seven high-need communities in Rhode Island. These communities are racially, ethnically and linguistically diverse and represent the communities in the state where at least 50% of children are eligible for Free- and Reduced-Price Lunch. Rhode Island will subgrant at least 95% of its federal grant funds to local Pre-K providers in child care centers, Head Start and public schools. In Selection Criteria D and Competitive Priority #3, the state's analysis of the capacity and interest to expand high-quality Pre-K is discussed and its planned expansion is described. We are confident that Rhode Island will be able to meet the expansion plan outlined in this proposal with 14 new classrooms opening in the fall of 2015; 22 new classrooms opening in the fall of 2016; and seven opening in the fall of 2017. The total number of classrooms will increase from the current 17 classrooms to 60 classrooms at the end of three years with a sustainable investment of state funds to support these classrooms into the future. The identified goals of Rhode Island's expansion plan include:

1) Assess the capacity of the state's existing early learning programs to implement Rhode Island's high-quality Pre-K Program in seven high-needs communities: Central Falls, East Providence, Newport, Pawtucket, Providence, West Warwick and Woonsocket.
2) Select and support the highest quality sub-grantees to be ready to offer state Pre-K in September of 2015.
3) Expand access to the state Pre-K Program using the funding available through the state's education funding formula and the federal Preschool Development Expansion Grants and ensure that the new Pre-K slots made possible by this grant are sustained into the future .

Alignment within A Birth to Five Continuum

The RI Pre-K Program has played a significant role in defining quality educational expectations and practices within the early learning system from birth through third grade. To date, most of Rhode Island's focus has been on its birth through age five early learning system, as the state has worked to implement its Race to the Top – Early Learning Challenge (RTT-ELC) grant. The progress made under RTT-ELC sets the stage for the work on preschool to third grade alignment that will begin in fall 2014 within the national initiative, *Making it Work: Implementing a Comprehensive P – 3 Approach*. Rhode Island is steadily succeeding, with the

support of federal and state resources, in building an early childhood system that increases our children and families' access to high quality early learning programs that both prepare children for kindergarten and support their continued growth and development into the early elementary years.

Rhode Island, guided by Rhode Island Department of Education (RIDE) leadership and in partnership with state agency and community partners, has continued to build on the foundational work of Successful Start to create a comprehensive system of early learning, birth to grade three that includes the high-quality state Pre-K Program. As outlined here and further described in Selection Criteria F, Rhode Island has used its Race to the Top-Early Learning Challenge grant to create a high-quality birth to five (B-5) early learning system, by:

1) Creating a B-5 system for <u>all</u> early learning programs that includes a continuum of expectations and supports that aligns with Pre-K expectations for both the early learning workforce and early learning programs and that center on supporting children's learning and development, and
2) Sustaining the B-5 impacts and ensuring a seamless transition into the K-3 system by aligning expectations, policies, and practices in key areas to ensure children have the knowledge and skills to be successful in kindergarten and that the K-3 system is prepared to support children's continued learning and development.

By focusing on defining and supporting quality educational expectations and practices that are aligned for all programs, the state promotes quality in the whole early learning community and ensures readiness for state Pre-K expansion within a mixed delivery model, as well as access to quality for children not served by the state Pre-K. Under RIDE's leadership, the state has also been intentional in its RTT-ELC work to align expectations, policies, and practices in key areas with the K – 3 educational system, thus paving the way for its next phase of work to ensure that children transition seamlessly into kindergarten with the knowledge and skills to be successful and that the K – 3 system is prepared to support children's their continued learning and development.

Competitive Priorities 1 and 3

Rhode Island is contributing (b)(4)% state matching funds to support the ambitious and achievable plan outlined in this proposal. Rhode Island is using 95% of the federal funds provided through the expansion grant program to open new Pre-K classrooms for more children. The number of children served by the Rhode Island Pre-K Program will grow from the current capacity of 306 children to a capacity of 1,080 children by the end of year 3, representing an increase from 17 classrooms to 60 classrooms. The new Pre-K classrooms will be sustained after the grant ends by being integrated into the state's funding mechanism for Pre-K through the education funding formula.

Further information on Competitive Priorities 1 and 3 is provided in the proposal and the attached Excel spreadsheets that are part of the application package.

Competitive Priority 2

Rhode Island has an achievable and ambitious plan to meet Competitive Priority 2: Supporting a Continuum of Early Learning as summarized here and expanded on further later in the proposal. Rhode Island has dedicated state and federal resources to the creation of a comprehensive early childhood system. The goal is to ensure that young children, ages birth to five – and their families – have access to supports and services vital to their healthy growth and development. The plan proposed here builds on the work that has been done over more than a decade in Rhode Island to construct a coordinated early childhood system. This work on the early childhood system was essential in creating a strong foundation that would support the expansion and impact of the state Pre-K Program. In 2003 Rhode Island received funding from the federal Health Resources and Services Administration (HRSA), to develop a state plan (called Successful Start) that resulted in the creation of a coordinated, streamlined early childhood system of services and supports (See Appendix M)..

Led by the Rhode Island Department of Health (HEALTH), with the involvement of all state agencies and many community partners, the 2005 Successful Start plan was developed with a focus on the coordination and streamlined delivery of services within four core early childhood system elements 1) early care and education, 2) medical homes, 3) social emotional (mental) health, and 4) parent engagement and family support. The state efforts guided by Successful Start

focused on and actualized the coordinated provision of evidence-based services such as: home visiting, early childhood mental health consultation for early care and education, and the establishment of medical homes. The Successful Start plan catalyzed the design of BrightStars, the state's Quality Rating and Improvement system for child care and early learning programs and the Rhode Island launch of the T.E.A.C.H. Early Childhood scholarship model. In addition, state and community level policies were aligned to create a more seamless system of services for families; and state resources were aligned to maximize funding. Work outlined in the Successful Start plan was extended through multiple funding opportunities: Evidence-Based Home Visiting to Prevent Maltreatment, Maternal, Infant and Early Childhood Home Visiting Grants, systems building grants focused on prevention and mitigation of trauma and toxic stress, the ARRA State Advisory Council grant, and most recently with the 2012-2015 Race to the Top – Early Learning Challenge grant awarded to Rhode Island in the first round of the national competition.

While there are multiple programs, interventions, and supports within RI's comprehensive early childhood system, there are three key connections the state has been strategically integrating within each initiative. Those three connectors are: developmental screening, early learning and development standards, and high-quality early learning programs. This effort seeks to ensure that every child is screened and connected to supports and interventions, all adults in children's lives understand expectations for their learning and development and how to support them, and families are supported to identify and choose high quality early learning programs. When fully implemented, the coordinated system offers a continuum of supports and interventions to all children that strengthen their readiness for kindergarten.

To address Competitive Priority #2, the state proposes to fully connect services and supports within the four components of the early learning system – early care and education, medical homes, social-emotional health/mental health, and parent engagement and family support for a defined cohort of children in four of the seven Tier One communities that are the focus of the Pre-K expansion. Specifically, children attending Rhode Island Pre-K Programs and their families will be seamlessly connected to the full continuum of supports and interventions that are available to support child health and development. The key goals are to:

1. Promote access to developmental screening for <u>all</u> young children in Pre-K families.

2. Expand available evidence-based interventions to include services and programs for 3-5 year olds, thus providing additional supports for Pre-K children and their siblings.
3. Implement policies and procedures to support direct, automatic referrals for all children in Pre-K families to key programs.
4. Conduct cross training of key staff in different community programs to put in place specific, connected referral and follow-up policies and practices.

B. Commitment to State Preschool Programs

Rhode Island's commitment to developing, implementing, expanding and sustaining a high-quality, state-funded Pre-kindergarten Program is evident in 1.) the high-quality design and implementation of the Rhode Island Pre-K Program, 2) the legislative and financial investments that support expansion and the inclusion of Pre-K in the education funding formula as a regular funding mechanism, and 3) the integration of the Rhode Island Pre-K Program into key strategic systems initiatives, thereby ensuring coordination within the larger system of early childhood and K-12 education.

(B)(1) Early Learning and Development Standards

The Rhode Island Early Learning and Development Standards (RIELDS) are a set of expectations, guidelines, or developmental milestones that has the following attributes:

- Describes what all children from birth to kindergarten entry should know and be able to do and their disposition toward learning;
- Is appropriate for each age group (e.g., infants, toddlers, and preschoolers), for English learners and for children with disabilities or developmental delays;
- Covers all essential domains of school readiness; and,
- Is universally designed and developmentally, culturally, and linguistically appropriate.

The Rhode Island Early Learning and Development Standards (previously, the Rhode Island Early Learning Standards or RIELS), were revised and expanded in 2013 to include new expectations for infants and toddlers and updated expectations for three through five year olds.

The changes made to the Early Learning Standards reflect advancements in understanding children's learning and development and include expectations specific to dual language development, children with special needs and new research on executive functioning skills. The revisions also ensure alignment with expectations at kindergarten entry, namely the Common Core State Standards and Rhode Island's Grade Level Expectations. A copy of the RIELD Standards is in Appendix H.

The RIELDS are actively used to guide continuous quality improvement in Rhode Island early learning programs. Rhode Island offers four comprehensive training options to support the early childhood workforce in understanding and using the RIELDS to support effective teaching and learning. These trainings have been updated and revised to align with the new standards and regulations (See Appendix N).

RIELDS Training Modules are as follows:

Training: Foundations for the RI Early Learning and Development Standards
This 18-hour, six-session training supports participants in understanding the RIELDS nine domains of learning and development, key components of child development that influence practice, and the importance of each to the growth and development of young children. This course is intended for all individuals new to the RIELS/RIELDS, including Teacher Assistants, Teachers, Administrators and other Early Childhood Professionals. It is a pre-requisite for other RIELDS courses.

Training: Developing a Standards-Based Curriculum
This 36-hour, 12-session course focuses on developing an understanding of the RIELDS nine domains of learning and development and a working knowledge of the four components of curriculum: content, context, process, and teaching and facilitating. Participants examine their classroom curriculum and align their practices to the standards. This course is equal in rigor to a 100-level college course.

Training: Implementing a Standards-Based Classroom

This 36- hour, 12-session course focuses on developing and implementing a high-quality classroom, including: understanding the RIELDS nine domains of learning and development for children birth through age five; recognizing the connection between responsive care and education for infants and toddlers; reflecting on teaching practices; understanding the connection between a quality standards-based classroom and the RIELDS; creating meaningful opportunities for community and family engagement; expanding knowledge of the four components of curriculum; and understanding authentic assessment and using assessment information in curriculum planning. Upon completion of this, training participants have developed a broad understanding of the key components of a high-quality classroom. This course is equal in rigor to a 400-level college course.

Training: Implementing a Standards-Based Program

This 36-hour, 12-session course for Education Coordinators and other early childhood administrators focuses on understanding the RIELDS nine domains of learning and development and how to use this information in implementing a standards-based program. Topics covered include recognizing the connection between responsive care, early care and education and the RIELDS; reviewing the content presented in the curriculum and the classroom course staff will have attended; recognizing and connecting RI's Quality Rating and Improvement System (including RIDE approval and Bright Stars) and strategies to support staff in implementing RIELDS. Work includes developing a personal and Program Improvement Plan with an emphasis on strategic planning. Successful completion of either a RIELS training or completion of the Foundations course is required before beginning this course. Participants in this course should have a strong early childhood background that includes a minimum of an Associate's degree. This course is equal in difficulty to a 400-level college class.

(B)(2) State's Financial Investment

The primary funding source for the Rhode Island Pre-K Program is the Rhode *Island Education Aid Foundation Funding Formula* (Education Funding Formula). The Education Funding Formula includes an annual expansion increase of $(b)(4) per year for the Rhode Island Pre-K Program over ten years, with a total allocation of $(b)(4) in 2019-2020. With federal expansion dollars, Rhode Island will accelerate the planned expansion of State Preschool and match federal funds by 60% as shown in the chart below.

Type of State Match	*Increased* State Funding in Fiscal Year 2014	Match for Year 1	Match for Year 2	Match for Year 3	Match for Year 4	Overall Matching Funds	Match %
2E: State Matching Funds (if applicable)	(b)(4)						

Rhode Island's phased-in approach to expanding Pre-K prioritizes communities that have a high proportion of children eligible for free and reduced price lunch, specifically the seven Tier One communities with the highest rates of Free or Reduced Price Lunch eligibility. The current funding for Pre-K of $(b)(4) supports 17 classrooms, 306 children, in eight (8) communities. The current Pre-K funding per child is (b)(4) for a six-hour program with a planned increase to (b)(4) per child based on an assessment and review of the costs of running the program to date, and the addition of targeted funds for professional development.. Rhode Island is committed to a mixed delivery model; currently, one of the Pre-K classrooms is located in a public school, eight of the classrooms are located in Head Start programs, and the remaining eight classrooms are located in community-based child care programs.

The Rhode Island Pre-K Program intentionally grew slowly in the first few years after it was launched in September 2009. Rhode Island made the commitment to starting with high-quality programs and knew that we faced an immediate challenge due to a significant economic recession. With the implementation of the regular funding mechanism and funding commitment for Pre-K through the Education Funding Formula, the state Pre-K Program has a track record of

success with expansion and is on a strong path toward serving many more children over the next several years. The chart on page 26 shows the importance of the federal expansion dollars to accelerate the pace of expansion and serve many more children over the next four years. The number of classrooms will increase from 17 to 60 and the capacity of the Pre-K Program will increase from 306 children to 1,080 children.

With the expansion plan proposed in this application, the proportion of all children served by the Rhode Island Pre-K Program in the Tier One communities will grow from 234 children (4.7% of children) to 1,080 children by Year 4 or 21.1% of children. Based on the estimates of eligible children as defined for the expansion grant program (less than 200% of the federal poverty level), the percentage of eligible children served by the Rhode Island Pre-K Program in Tier One communities will grow from 7% of eligible children served in Year 1 to 29% of eligible children served in Year 4, as shown in Table A of the required Excel spreadsheets and copied below.

	Year 1	**Year 2**	**Year 3**	**Year 4**
3A: Total Eligible Children	3,007	3,007	3,007	3,007
3B: Eligible Children Served in New Preschool Slots	202	763	864	864
3C: PPE/Slot	$13,889	$10,026	$10,475	$10,475
3D: Estimated Cost (Rounded)	$2,800,000	$7,650,000	$9,050,000	$9,050,000
3E: % Eligible Children Served in New Preschool Slots	7%	25%	29%	29%

(B)(3) Enacted and Pending Legislation, Policies and Practices

Rhode Island's history of recognizing preschool as a component of the state's educational system dates back to 1969. It was then that the Department of Elementary and Secondary Education was given statutory authority to approve "educational programs for very young children." (See Appendix O). The authority to set standards and an approval process for

preschool resides with the Commissioner of Education, and thus has allowed RIDE to set and enforce clear expectations for high-quality early education programming. The Rhode Island Board of Regents more recently recognized the importance of pre-kindergarten in March 2009 when they established the guiding principles for the *Rhode Island Education Aid Foundation Formula*. (See Appendix P)The Regents' guiding principles stated that additional funding must be provided for pre-kindergarten programs and the goal of a foundation formula for education is to deliver an effective core Pre-K to12 education system as defined in the Basic Education Program (BEP) regulations. The state's BEP regulations revised and approved in 2009 state that "every public school student will have equal access to a high-quality, rigorous, and equitable array of educational opportunities from Pre-K to12."

The state's legislative support for the Rhode Island Pre-Kindergarten Program began when the Rhode Island General Assembly passed the *2008 Rhode Island Pre-Kindergarten Act* (see Appendix Q). With passage of the *Pre-K Act*, the General Assembly acknowledged the need to adequately prepare all children to succeed in school by providing access to a publicly-funded high quality pre-kindergarten education program. The *Pre-K Act* acknowledges that there are substantial numbers of children in Rhode Island entering kindergarten who are not adequately prepared to succeed in school. These children are at risk for dropping out of school, failing to achieve their full potential, becoming dependent on public assistance or becoming involved in criminal activities. The *Pre-K Act* directed RIDE to begin planning an initial, pilot pre-kindergarten program that met high quality standards, built on the existing early childhood education infrastructure in the state (including child care, Head Start and public schools) and served children ages three and four who resided in communities with concentrations of low performing schools. A Pre-K Design Team was formed to identify key structural components of the Pre-K Program. The *Pre-K Act* specified that the Rhode Island Pre-K program pilot would be expanded over time starting with communities that had the highest concentration of low-performing schools. When funding for Pre-K was built into the education funding formula, the Pre-K pilot transitioned to the Rhode Island Pre-K Program, administered by RIDE and with funding phased in over ten years.

At the same time as the Pre-K Design Team was working to identify the key structural elements of the program, RIDE was also completing the revision of its program regulations

governing "educational programs for very young children." These program regulations were intentionally revised to reflect a vision of high-quality, comprehensive early childhood education by aligning with national Pre-K benchmarks, research, and evidence-based practice shown to improve educational and developmental outcomes for children. The revised program regulations (finalized in January of 2010) also incorporated a framework for providing high-quality educational services aligned with early learning standards. Under Rhode Island's 2012-2015 Race to the Top Early Learning Challenge grant these program regulations were revised once again to ensure alignment with the newly updated Rhode Island Early Learning and Development Standards (RIELDS). The newly revised program regulations, called the Comprehensive Early Childhood Education (CECE) Program Regulations, were promulgated in June of 2013, and are the program regulations that all state-funded Pre-K programs must meet. (see Appendix E). The CECE Programs Regulations outline both structural expectations (e.g. class size, teacher credentials) and comprehensive educational expectations in the areas of curriculum, child assessment, and family engagement. In particular, the CECE Program Regulations specify that curriculum and assessment be aligned with the RIELDS and ensure this by requiring that teaching staff (teacher, assistant teacher, and Education Coordinator) hold a certificate indicating successful completion of RIELDS training appropriate to their position.

While the *Pre-K Act* planning legislation passed in 2008, funding for the Rhode Island Pre-K Program was first appropriated by the RI General Assembly for state FY 2010. The *2008 RI Pre-Kindergarten Education Act* specified that the State's Pre-K program was to "build on the existing early childhood education infrastructure in the state (including child care, Head Start, and public schools)." To accomplish this, the RI Department of Education issued a competitive Request for Proposals (RFP) to identify high quality programs to implement the first state-funded Pre-K classrooms in school year 2009-2010.

Simultaneously, the Rhode Island was in the midst of creating an education funding formula to guide funding to the Districts. In June of 2010, the state committed to a greater financial investment in Pre-K when the RI General Assembly passed the *Rhode Island Education Aid Foundation Formula*, legislation creating an equitable Education Funding Formula. This funding formula, developed under the leadership of Rhode Island's Commissioner of Education, Deborah A. Gist, and the legislature provides a regular funding mechanism for state Pre-K and

provides additional funding for high-quality Pre-Kindergarten programs. The three key components of the formula driven funding system, include: a core per pupil funding amount that adequately funds student instructional needs as described in the Basic Education Program (BEP), a student success factor that provides additional funding to support student needs beyond the core services with the ultimate goal of closing student achievement gaps, and a state share ratio that considers a district's revenue generating capacity and concentration of at-risk students. The categorical funding, which is a regular part of the overall formula distribution, includes funding for:

- Excess costs associated with special education students.
- Start-up and maintenance of high-cost career and technical programs.
- **Early childhood programs to increase access to high-quality programs.**
- Transportation costs to offset the costs of regional school districts and the transportation of out-of-district non-public school students.
- Stabilization fund for the local share of Central Falls Public Schools.

The Education Funding Formula went into effect for the September 2011 school year. At the time the formula was approved, the plan was that the redistribution of existing education aid would be transitioned over a period not to exceed seven years for districts that would be receiving more education aid and ten years for districts that would be receiving less education aid. This transition plan was created to minimize the impact on communities that would now be receiving less state aid. Currently, Rhode Island is in year five of the transition. The transition plan includes annual increases to the categorical funds for the state Pre-K Program of $(b)(4) dollars per year, with a total allocation of $(b)(4) in year 10 (2019-2020). It is important to note that the inclusion of the state Pre-K program in Rhode Island's education funding formula legislation was a strategic decision by the Commissioner and the General Assembly to ensure that Rhode Island's new high-quality state Pre-K program, which is so important to achieving positive educational outcomes, would have a stable, predictable, sustainable funding mechanism with an expansion plan.

(B)(4) Quality of Existing State Preschool Programs

Rhode Island's state-funded Pre-Kindergarten Program is one of only four programs nationally that meets all ten of the NIEER's national benchmarks for quality (NIEER 2014 State of Preschool Report – See Appendix D). The policies and procedures that support the implementation of the RI Pre-K Program are intentional about quality implementation, clearly outline high-quality educational practices and are supported with ongoing professional development and on-site monitoring and technical assistance. Accompanying the CECE Program Regulations is a set of implementation policies specific to the state-funded Rhode Island Pre-K Program: *State Pre-K Program Policies and Procedures*. These policies (see Appendix F) address the following areas: Grants and Contracting, Pre-K Program Budget Development, Child Lottery, Child Data Collection, Monitoring Policies and Procedures, Technical Assistance and Professional Development. These policies and procedures provide additional program level requirements that expand on specific CECE regulations; including State Pre-K Teaching Staff Vacation, State Notification when Pre-K Staffing Changes Occur, Mandatory Attendance and Participation in State Pre-Kindergarten Technical Assistance and Professional Development Opportunities, Fiscal Responsibility – Participation in USDA Child and Adult Care Food Program, and State Pre-Kindergarten Program Child Attendance Policy and Procedures. These policies are specific to programs receiving state funding to operate a Pre-K Program and provide guidance to ensure consistent implementation of the Pre-K model within a mixed delivery system.

The high quality standards met by the Rhode Island Pre-K Program are due to deliberate planning and ongoing work across a wide range of stakeholders, beginning with the Pre-K Exploration Committee in 2007 and continuing through the current implementation of the program. The history of Rhode Island's work on Pre-K Program quality is highlighted here.

High-Quality Design and Implementation: Pre-K Program Design

Rhode Island began its efforts to establish a state-funded preschool program in September 2007, when Peter McWalters, then Commissioner of the Rhode Island Department of Elementary and Secondary Education (RIDE), and Elizabeth Burke Bryant, Executive Director of Rhode Island KIDS COUNT, invited approximately 30 people to serve on a focused, short-term

committee to "explore the potential for expanding access to high-quality Pre-Kindergarten programs for young children in Rhode Island." This Pre-K Exploration Committee was co-chaired by Commissioner McWalters and Ms. Burke Bryant and included the Chairman of the Board of Regents for Elementary and Secondary Education as well as representatives from state government, city government, the early childhood education community including Head Start and child care, K-12 education, higher education, a teacher's union, the General Assembly, and other community-based organizations and businesses. The Pre-K Exploration Committee met several times to 1) examine access to high-quality early education in Rhode Island, 2) consider the impact of Pre-K on improved early childhood development and efforts to close the achievement gap, 3) identify effective strategies to increase access to high-quality Pre-K programs for 3 and 4 year olds, and 4) learn from other states that had designed and financed Pre-K programs.

When the *Rhode Island Pre-Kindergarten Act* was passed in 2008, a Pre-K Design Team was formed in response to the legislative directive to create a Pre-K pilot. The Design Team was comprised of 15 people, including some representatives of the original Pre-K Exploration Committee plus additional individuals who had expertise in early childhood education. The Group was appointed to provide feedback and recommendations to RIDE related to the structure and implementation strategy for a Pre-K Program in Rhode Island, in accordance with the *Pre-K Act*. In making recommendations, the Pre-K Design Team considered existing research, the work of the Pre-K Exploration Committee, national benchmarks as outlined by the National Institute for Early Education Research, information on Pre-K programs in other states, data on schools and early education programs in Rhode Island, and Rhode Island's desired school readiness and school success outcomes. In February of 2009, the Pre-K Design Team finalized its overarching recommendations to RIDE (see Appendix R). The high-quality design of the Rhode Island Pre-Kindergarten Program began with these recommendations, but was further delineated through a set of early childhood program regulations and policies detailed earlier.

High-Quality Design and Implementation: Pre-K Program Selection

In addition to outlining clear expectations for state Pre-K Program design via the CECE Program Regulations, RIDE uses a competitive process to select each of its Pre-K program

grantees. When funding is allocated to expand the program, a Request for Proposals is issued, and applications are reviewed and ranked by a team of early childhood specialists. The application for funding is rigorous (see Appendix C) and is designed to identify applicants best prepared to meet the high expectations for educational programming that have become a hallmark of the RI Pre-K Program. Each selected grantee then signs a 3-year contract that stipulates key annual deliverables of the state Pre-K Program. All programs must participate in the BrightStars TQRIS and have an active plan for continuous quality improvement. All programs must obtain Comprehensive Early Childhood Education (CECE) Approval within the first year of operating the program.

Grantees who do not meet the annual terms of their contract may be offered conditional, continued funding or may be defunded and required to re-compete for continued funding. At the conclusion of each three-year contract, grantees are automatically required to re-compete for funding, though competitive points are available for documentation of successful participation as a previously funded state Pre-K Program. This same RFP process will be used to select high-quality sub-grantees that will open classrooms using the federal expansion grant funding.

High-Quality Design and Implementation: Pre-K Program Monitoring and Support

Once selected for funding as a state Pre-K Program, grantees are monitored and supported to ensure effective implementation. Monitoring is two-fold. Programs are monitored to ensure compliance with the CECE Program Regulations and they are monitored to ensure compliance with Pre-K Program deliverables and polices. CECE monitoring occurs as a function of receiving CECE Approval. The state specialist responsible for CECE Approval conducts annual, unannounced visits to assess whether approved programs continue to meet the CECE Program Regulations. To maintain CECE approval, programs must engage in an annual renewal process that includes progress reporting on individual professional development plans and program quality improvement plans and an on-site compliance assessment. State Pre-K programs, as CECE-approved programs, are included in the same monitoring plan. In addition, state Pre-K programs participate in an intensive monitoring protocol integral to the RI Pre-K Program model.

The state specialist responsible for managing the Pre-K Program also monitors Pre-K program implementation by reviewing on-line formative assessment data from Pre-K Programs, conducting frequent on-site visits to Pre-K classrooms, and reviewing annual grantee reports. Increased support includes access to individualized training and technical assistance by highly qualified, masters degree professionals. Specifically, RIDE provides state Pre-K Programs with one year of individualized technical assistance consultation to each new grantee each year. The state specialist meets regularly with the technical assistance consultant(s) to review updates on each grantee's quality improvement plan progress and activities. RIDE also implements program-level professional development opportunities each year for all pre-kindergarten program staff. These evidence-based professional development opportunities occur throughout the school year and focus on professional development areas that are common across Pre-K Programs. State Pre-Kindergarten Program staff is mandated to attend all RIDE sponsored professional development opportunities. Pre-K Programs also develop additional individualized program improvement and professional development goals that are a requirement of CECE Program Approval.

High- Quality Design and Implementation: State Pre-K Program Initial Outcomes

In addition to regulations, policies and procedures that set clear expectations for implementation, using a competitive process to select the most qualified grantees, and monitoring and supporting implementation, the state has committed to ongoing external evaluation of the quality and outcomes of the state Pre-K Program. The first example is an evaluation conducted by the National Institute for Early Education Research (NIEER) during the first two years of the Rhode Island Pre-K Program implementation. This evaluation included measures of program quality using a variety of classroom observation tools including the Early Childhood Environment Rating Scale – Revised (ECERS-R) and Classroom Assessment Scoring System (CLASS) and measures of child outcomes comparing children who attended one year of Pre-K with children who did not attend the program. The results of the evaluation of this nascent Pre-K program were very promising, (See Appendix S for full reports). Key findings, included:

- Children who participated in the Rhode Island Pre-K Program showed significantly greater gains in *print knowledge* and *early math skills* compared to the children in the control group. These gains resulted in assessment scores in early math that increased from the 50th percentile to the 62nd percentile.
- The positive effects of state Pre-K Program participation on children's *receptive vocabulary* were greater for children living below 185% of poverty. These children scored higher on average on the receptive vocabulary test than children living below 185% of poverty in the control group. The magnitude of these effects suggests that the children's assessment scores increased from the 50th percentile to the 65th percentile over the school year.
- There was a similar effect on early math skills for children living above 185% of poverty enrolled in the state Pre-K program. These children had higher scores than children in the control group living above 185% of poverty. This corresponds with an increase in assessment scores from the 50th to the 63rd percentile over the school year.

It is important to note that the control group in this study included children who were attending other types of early childhood programming, including child care, public school preschools, Head Start, and family child care, as well as children who did not attend any programs.

Rhode Island remains committed to ensuring continuous quality improvement of the state Pre-K Program. In 2014, RIDE contracted with NIEER to conduct classroom quality assessments using ECERS-R and CLASS in all its Pre-K classrooms. The results show strong levels of classroom quality. Additionally, RIDE commissioned NIEER to research and recommend an evaluation design for future evaluation of the Rhode Island Pre-K Program. These recommendations have been included in the plan outlined in Selection Criteria C and can be found in detail in Appendix L.

(B)(5) Coordination of Preschool Programs and Services

Rhode Island uses a number of strategies to enhance the coordination of the Rhode Island Pre-K Program with the other preschool programs that make up the state's system of early care and education, as well as other sectors that support children's early learning and development.

The Pre-K policies that govern the state Pre-K programs also specify community collaborations and partnerships, and the provisions of or access to comprehensive services that support families and ensure their continued participation in the Pre-K Program. One such example of this coordination is the requirement for Pre-K grantees to work collaboratively with Local Education Agencies (LEAs), including close coordination with early childhood special education. Partnerships between the state Pre-K Programs and LEAs focus on ensuring access and removing barriers that may prevent participation for preschool children with disabilities. In all communities, school districts work closely with the state Pre-K Programs to identify children with developmental delays and disabilities and to provide preschool special education services to children with IEPs. Altogether, there is ample evidence of Rhode Island's implementation of diverse strategies to ensure that Pre-K is a fully integrated component of a larger early learning system:

- The state Pre-K Program uses a mixed delivery model and current grantees include community-based child care programs, Head Start grantees, and public schools.
- All Pre-K grantees are required to work collaboratively with Local Education Agencies to 1) ensure that all children are screened and followed up with evaluation when necessary to ensure provision of entitlements under IDEA, and 2) ensure that children with disabilities are supported within the Pre-K classroom to the maximum extent possible, and to identify children with special needs.
- All Pre-K Programs are required to ensure that families have access to wrap around child care programming and that programming must be accessible via the Child Care Subsidy Program funded with the Child Care and Development Block Grant.
- All Pre-K Programs must participate in the state's Tiered Quality Rating and Improvement System, BrightStars, in order to ensure continuous quality improvement of all classrooms, including infant and toddler classrooms.
- All Pre-K Programs must participate in the USDA Child and Adult Care Food Program.
- All Pre-K Programs must hold a valid child care license or be housed with a public school that meets the Basic Education Program Regulations thereby ensuring basic health, safety, and facilities standards are met.

Specifically, the competitive selection process used to identify new Pre-K grantees requires the applicant to demonstrate community collaboration that supports participation in the full range of early learning opportunities:

- Participate in BrightStars, RI's Quality Rating and Improvement System.
- Be able to provide wrap-around child care OR have a strong connection with and transportation to/from at least one child care provider for families that need it.
- Enroll and manage USDA Child and Adult Care Food Program (CACFP) applications of eligible Pre-K children and their families.
- Open state Pre-Kindergarten Program classroom(s) without displacing families currently enrolled in preschool programs.

(B)(6) Role in Promoting Coordination of Preschool with Other Sectors

Rhode Island's Pre-K Program is well integrated and coordinated with other preschool programs and with other sectors that support children's learning and development. This integration and coordination begins with the inclusion of Pre-K in the strategic plans of two key entities: The Rhode Island Early Learning Council and the Rhode Island Department of Education (RIDE). As mentioned previously, Pre-K is included in the strategic plan of the Early Learning Council. The Council works to facilitate the development and sustainability of high-quality systems of early childhood education and care serving children from birth through age 8, with the goal of improving school readiness and success in school. In this role, the Council's collaborative, cross-sector, cross-department strategic plan aligns strategies and resources to support high quality early care and education services and improve coordination and collaboration among multiple agencies, organizations and programs. Additionally, the work of the Council builds on the early care and education recommendations of the Successful Start Early Childhood System Plan, developed through a strategic planning process coordinated by the Rhode Island Department of Health. The Successful Start strategic plan describes systems-building goals, objectives and implementation strategies that will improve and coordinate services among key sectors, resulting in improved child and family outcomes. The sectors addressed by Successful Start include Parent Education and Family Support, Early Care and Education, Medical Homes, Social-Emotional Development. The work of the Early Learning

Council includes special attention to the needs of children who are low-income, hard to reach, involved with the child welfare system, have special needs due to disability or homelessness, and other factors that may compromise healthy child development. Data and information is assessed in terms of the impact of geographical, linguistic, racial/ethnic and cultural factors on access and outcomes. . .

Second, RIDE's Strategic Plan, *Transforming Education in Rhode Island* (See Appendix T), includes Pre-K as an area of focus within the strategic goals around of Accelerating Achievement. The specific strategy states and key implementation items follow:

Strategy AS1.1 Improve the quality and accessibility of early learning programs available for children from age three to kindergarten.

- Provide technical assistance on Regents-approved early childhood standards.
- Approve and monitor early childhood programs.
- Identify and seek additional resources to support Pre-K expansion.
- Expand the pool of qualified providers.
- Coordinate and collaborate with other state agencies, community partners, institutes of higher education, and early childhood professionals to strengthen quality program implementation in the areas of governance, operations, and outreach.

It is important to note that Rhode Island is also rapidly expanding enrollment in full-day kindergarten. As of the current school year, all of the seven Tier One communities that are the target of the Pre-K Expansion proposed now offer universal access to Full-Day Kindergarten Programs, including Woonsocket which just restored Full-Day Kindergarten for the 2014-2015 school year. With Full-Day Kindergarten in place in all Tier One school districts and steady progress in moving all districts statewide to implement Full-Day Kindergarten, the state is more than ready to take on the job of Pre-K expansion as a core mechanism for getting children ready to enter school with the skills and developmental attributes for success in school.

C. Ensuring Quality in Preschool Programs

(C)(1) Investments in State Level Infrastructure and Quality Improvements and (C)(2) Implement a System for Monitoring

With 5% of the funds awarded as part of this grant, Rhode Island will build upon the existing infrastructure in order to ensure high-quality state Pre-K Program implementation throughout the course of expansion and beyond. Specifically, Rhode Island will 1) coordinate and improve the systematic implementation of state monitoring, 2) supplement existing technical assistance supports for continuous quality improvement, and 3) implement a rigorous evaluation of the state Pre-K Program.

Goal: All State Pre-K Programs will Provide a High Quality Teaching and Learning

Outcomes:

- State Pre-K Programs will meet all Comprehensive Early Childhood Education Regulations and use tools for continuous quality improvement.
- Children will make progress across all essential domains of school readiness as measured by Teaching Strategies Gold "Widely Held Expectations"
- More children will enter school with higher levels of skills as measured by the Kindergarten Entry Assessment (currently being developed).

Strategies:

- Mandatory Technical Assistance (TA) for all first year sub-grantees.
- Rigorous evaluation of the state Pre-K Program.
- Measurement of preschool quality and feedback to inform and drive state and local continuous quality improvement.
- Ongoing Professional Development (PD) in state Pre-K Programs.
- Clearly specified measurable outcomes, including school readiness, to be achieved by the program.
- Statewide Longitudinal Data System to track student progress from preschool through

third grade.

- Measurement of targeted child learning and development outcomes, including the essential domains of school readiness, during the first few months of their admission into kindergarten
- Individual child outcome data collected at the classroom level and used to inform classroom- and program-level curriculum, assessment, and family engagement plans.

Children with High Needs:

- **Recruitment and outreach addresses children in low-income families**
- **Programs are competent in teaching dual language learners**
    - PD opportunities will be developed under the guidance of national leading experts and focus on supporting Dual Language Learners and their families
- **Information is provided to agencies working with children who are homeless and in the child welfare system**
    - State staff will ensure information about lottery enrollment is provided and will ensure Pre-K staff are supported to meet the needs of children who are homeless or in the child welfare system.

Key Activities	**Responsible Parties**	**Y1**	**Y2**	**Y3**	**Y4**
Deliver TA to first-year Pre-K Programs	**RIDE, TA Providers**	**X**	**X**	**X**	**X**
Support the state's model for program evaluation, developed in collaboration with the National Institute For Early Education Research (NIEER)	**RIDE, Evaluation Vendor**		**X**	**X**	**X**
Redesign current State Pre-K and RIDE CECE program application, approval and monitoring procedures and protocols so that a seamless process is designed and ready for implementation	**RIDE, Subgrantees**	**X**			

Develop support the state's expanded and enhanced Pre-K Program monitoring processes and implement new monitoring systems	**RIDE**	**X**	**X**	**X**	**X**
Design and implement PD in collaboration with national experts and TA providers	**RIDE, National Consultants, TA Providers**	**X**	**X**	**X**	**X**
Revise and expand TS GOLD and RIELDS alignment to clearly specify measurable child outcomes	**RIDE**	**X**			
Implement KEA pilot with school districts that have state Pre-K Programs, then statewide	**RIDE, LEAs**	**X**	**X**	**X**	**X**
Integrate Kindergarten Entry Assessment (KEA) with the SLDS	**RIDE**		**X**	**X**	**X**
Provide sub-grantees with PD/TA supports to ensure valid and reliable measurement of children's developmental progress using TS GOLD	**RIDE, TA Providers**	**X**	**X**	**X**	**X**

Since its inception, the primary focus of the Rhode Island State Pre-K has been to ensure quality in both design and implementation. It was this commitment that led the state to pursue and participate in a randomized control study of its nascent program in year one of implementation, knowing that the evaluation data would prove invaluable to ongoing efforts to ensure quality implementation of Pre-K programming. This early experience directly informed the development of comprehensive systems of monitoring, professional development, and technical assistance that have become foundational supports for Pre-K sub-grantees, resulting in a culture of continuous quality improvement within the Rhode Island Pre-K Program. The components provided by the State include: monitoring that provides feedback for the continuous

quality improvement, individualized technical assistance and professional development, and program-wide external evaluation to support the overall state Pre-K model.

Coordinate and Improve Pre-K Program Monitoring Processes

Rhode Island has an ambitious and achievable plan to coordinate and improve the monitoring processes for the Rhode Island Pre-K Program with the goal that all programs within the state Pre-K Program meet high-quality standards. Sub-grantees are required to either meet the CECE Program Regulations or demonstrate during the competitive RFP process described earlier that they can successfully achieve approval within the first year of operation. The CECE Approval process includes four components:. facilities site visit, CECE Application, ECERS/CLASS assessments, and a programmatic site visit conducted by the state specialist responsible for CECE Program Approvals.. Currently, state Pre-K Specialists spend an additional four hours for each Pre-K visit, monitoring compliance with Pre-K policies and contract deliverables..

The state intends to strengthen the validity and reliability of data coming from the Pre-K program monitoring system, as well as expand state Pre-K monitoring activities by hiring additional monitoring staff to implement one streamlined monitoring process that addresses both CECE Program Regulations and state Pre-K policies.. These additional monitors are necessary to ensure that the expanded numbers of classrooms are visited in a timely manner to ensure that data from monitoring can be used to inform supports that the state will provide for all Pre-K sub-grantees. The state CECE Program Regulations specialist, not the state Pre-K specialist who supervises and develops all program quality improvement activities, will supervise all monitoring activities and staff. This redesigned state monitoring structure will separate monitoring responsibilities from program quality improvement responsibilities, strengthening the validity of monitoring data and reporting on state Pre-K Program quality.

Prior to the beginning of the first Pre-K school year, the state will facilitate the analysis and redesign of current state Pre-K and RIDE CECE Program application, approval and monitoring procedures and protocols so that a seamless process is designed and ready for implementation. This process will occur in collaboration with sub-grantees. At a minimum, two monitoring visits will be conducted annually with each program, in late fall and spring, to assess programs' progress toward each of meeting the CECE Program Regulations and the state Pre-K

policies. Visits are guided by protocols for reviewing evidence of meeting CECE Program Regulations and state Pre-K policies, and will be expanded to include parent satisfaction measures and requirements for monitors to provide comprehensive, written feedback to programs, two components which do not currently exist. The current monitoring protocol for the state Pre-K Programs is in Appendix U.

An additional component of current state-level program quality monitoring occurs concurrently with the state Pre-K Program monitoring via the initial approval or renewal of each state Pre-K Program's RIDE CECE Program Approval. The application component of the approval process requires each state Pre-K Program's submission of its current policies and procedures that address:

1. Physical facilities
2. Health, safety, and nutrition
3. Enrollment and staffing
4. Staff qualifications and ongoing professional development
5. Administration
6. Curriculum
7. Child assessment
8. Family engagement

All program policies and procedures are reviewed, as well as updates to staffing and facilities, to ensure compliance with the CECE Program Regulations. Quality improvement plans, as well as individual professional development plans, receive intensive review and detailed feedback. In addition, CECE approved classrooms must achieve a minimum of an average score of 5 on the ECERS-R in order to receive approval. CLASS assessments are also conducted, and although the state does not currently require a benchmark score, programs are expected to identify individual professional development goals that support improvement in identified CLASS dimensions into teacher professional development plans.

Additionally, the CECE Program Regulations specific to continuous quality improvement require programs to plan for and implement family engagement activities. However, RIDE review currently does not look at the *effectiveness* of such plans, and thus no reliable or valid data is available to support state Pre-K Programs' continuous program improvement process. To

address this, all sub-grantees will be required to participate in professional development on implementation of the Family Provider/Teacher Relationship Quality Measures (FPTRQ) beginning in year two of this grant. The FPTRQ, developed through the Administration for Children and Families' Office of Head Start and Office of Planning, Research, and Evaluation, will allow programs to collect data on the effectiveness of their family engagement efforts. The state will include the collection and review of state Pre-K FPTRQ data in its monitoring procedures and use this information to inform state program quality improvement supports, including the development of family engagement-focused professional development. The Rhode Island Pre-K Program PD/TA plans are described in greater detail within Selection Criteria E.

The enhancement and expansion of the current process will require additional consultants to support RIDE staff for the expansion period described in Selection Criteria D. In addition to RIDE's CECE Regulations Specialist, who monitors all programs undergoing RIDE CECE approval and renewal, Rhode Island will contract with these consultants to effectively complete the high-quality, intensive monitoring process for the expansion Pre-K sub-grantees. Two consultants will be hired and trained to follow all monitoring protocols and procedures, including conducting on-site monitoring visits and desk reviews of key documents related to compliance with program standards and providing extensive, written feedback to programs. Consultants will be hired and trained in August 2015 and begin monitoring in October 2015.

Supplement Existing Technical Assistance Supports for Continuous Quality Improvement

RIDE will support continuous quality improvement through mandatory technical assistance (TA) for all first year sub-grantees as well as through monitoring and professional development. RIDE has historically provided intensive technical assistance to all programs during their first year as part of the state Pre-K Program, with the goal of ensuring all sub-grantees meet or exceed all CECE and Pre-K Program Standards. RIDE uses a pool of approved consultants to provide this individualized technical assistance. The TA focuses on both classroom- and program-level implementation of the Pre-K Program and provides information to the state to guide the state-level implementation of the Pre-K Program. Under the current system of monitoring, once selected as a state Pre-K sub-grantee, all Pre-K Programs engage in a

program-level continuous quality improvement process, supported with technical assistance consultation, and monitored by the state Pre-K Specialist. The primary purpose of the technical assistance is to focus on supporting programs in successfully implementing the State Pre-K policies and CECE Program Regulations, and improvement in areas identified through program evaluation. All technical assistance and monitoring activities begin with the Pre-K Program's Quality Improvement Plan. To develop the plan, every state Pre-K Program must engage in a comprehensive self-assessment process "*to determine its compliance with the structural and educational program standards contained within the RIDE CECE Standards for Preschool Program approval, as well as any other standards and regulations governing the program and the program's effectiveness in meeting the needs of children and families. This assessment shall include a review and analysis of program-wide child assessment information that reveals patterns and trends. The process shall involve families and staff*" (RIDE CECE Standard 5.14).

RIDE will continue to fund this invaluable support for first-year sub-grantees. Technical Assistance Providers conduct initial needs assessments with Pre-K Programs, conduct monthly technical assistance visits, and provide quarterly reports to RIDE detailing sub-grantees' progress toward Quality Improvement Plan goals. TA Providers will engage with programs immediately upon contracting, beginning in March 2015, in order to conduct a needs assessment that will inform the content prioritized in both the administrator and educator inductions described in Selection Criteria (E). Following these induction experiences, TA Providers will work with programs on-site at least monthly throughout the first school year.

Within the first month of this partnership, TA Providers will work with programs to create or revise their Quality Improvement Plans by assisting programs in conducting a self-assessment as outlined in the CECE Standards. TA Providers will also use tools such as the Preschool Rating Instrument for Science and Math (PRISM), Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA), the Supportive Environmental Quality Underlying Adult Learning (SEQUAL) and the Inclusive Classroom Profile (ICP) to inform the initial needs assessment, to help programs identify goals for their QIP, as well as assess progress throughout the year toward individual program goals. The tools will also serve to guide overall state Pre-K Program policy and practice, as well as design of PD. The state Pre-K Specialist meets regularly with state Pre-K TA Providers to monitor each Program's ongoing activities as

well as to formulate responsive PD/TA activities that support progress. After the first year of implementation, Pre-K programs may use money allocated in their contracts to continue to working with state-approved TA Providers.

Implement a Rigorous Evaluation of the State Pre-K Program

Rhode Island recognizes the critical role that program evaluation data plays in relation to state and sub-grantee continuous program improvement. In order to ensure valid and reliable data are available to inform state and Pre-K Program continuous program improvement goal setting, RIDE has annually funded external evaluators to conduct a program quality evaluation. From 2009 – 2011, NIEER conducted the program evaluation of the RI Pre-Kindergarten Demonstration Project. The evaluation results for this two-year study documented improved levels of program quality and evidence of positive child learning outcomes. Evaluation reports also included recommendations for professional development (PD) and technical assistance (TA) to bolster quality across programs. The state followed those recommendations, providing targeted professional development and technical assistance on math and science instruction as well as overall program quality.

In the following years, RIDE continued to fund external evaluators to measure and report state Pre-K Program quality. The current Rhode Island Pre-K Program evaluation informs both state and Pre-K Program continuous improvement plans. As summarized by the 2014 Program Quality Report (see Appendix V), the state evaluation is designed to "*measure, document and report the quality of all RI State pre-kindergarten program classrooms by collecting valid, reliable data using evidence-based evaluation tools, including the Early Childhood Environment Rating Scale – Revised (ECERS-R) and the Classroom Assessment Scoring System - Preschool (CLASS) on a year-long timeline which informs state agency monitoring and program quality improvement*" (p. 1, NIEER, 2014).

The evaluation findings are reported both in the aggregate and by individual Pre-K Program. The aggregate program quality scores inform state monitoring and ongoing state-level Pre-K Program PDTA plans. The Pre-K Programs use individual program quality data to develop and update goals within their Program Quality Improvement Plans. These early investments in understanding the quality of the Rhode Island Pre-K Program classrooms have played a key role

in the development of the system of professional development and technical assistance that support quality within the state Pre-K Program. The current system includes mandatory TA for first year grantees as well as ongoing attention to continuous quality improvement planning and aligned professional development goals.

RI's Model for Program Evaluation, Including Child Outcomes, Developed in Collaboration with the National Institute for Early Education Research (NIEER)

Rhode Island is committed to evaluating its state Pre-K Program to determine the impact on child outcomes. In 2014, the state worked with NIEER to develop a plan to evaluate its program using a randomized control trial (RCT) design. This design uses the "gold standard" in research to garner the true effects of the state Pre-K. This evaluation will provide Rhode Island with robust program quality and child outcome data to inform revisions to Pre-K Program policies or practices and to share with individual state Pre-K Programs for their review. Through this grant, Rhode Island will fund this robust evaluation, including the cost of evaluation tools, the collection and evaluation of data at the state, program, and classroom levels, and high-level expertise to staff and oversee the evaluation. This evaluation will begin in year two, starting with identifying a random sample through the Pre-K lottery process, and will continue for the remainder of the grant.

The state's Pre-K evaluation plan includes three components: 1) investigation and documentation of program quality, 2) *determination of the short- and long-term effects of participation in these programs on children's early learning outcomes* and 3) comparison of the costs of the program to the savings that are attributable to the outcomes of the state Pre-K program. While investigating and documenting program quality and using that data to continuously improve quality will directly impact student outcomes, it is the second component of the proposed study that will provide the clearest picture of the impact of participation in high-quality programs by directly measuring student outcomes not only as they enter kindergarten and first grade, but in comparison to children who did not have access to the high-quality state Pre-K Program. Using resources under this grant, the state will identify a vendor to implement all three

components using the proposed randomized control trial study design with a longitudinal component.

RIDE will require the use the recommended research design, but due to prohibitive costs, may use a stratified sample approach rather than include the entire population of state Pre-K children. The table below provides a visual of the design timeline. The following information is quoted directly from page eight of the NIEER Report commissioned by RIDE to develop a model evaluation plan for the State Pre-K Program:

"*All children that apply for the Rhode Island State Pre-K Program (n=X classrooms) will be included in the evaluation. Those children that are selected through the lottery to participate in the program will serve as the treatment group. Those children that do not get selected and either attend another pre-k program or stay at home will serve as the comparison group. In 2016 - 2017 a stratified sample of up to 300 children across all communities will be identified to participate in the evaluation, and an equal number of children who apply but are not selected, bringing the full sample to about 600 children. All children will be tracked each year for follow-up assessments. This design allows for the comparison of effects after preschool, and into the end of first grade. This is possible because children that become part of the study will be assessed at the beginning of pre-k (year 1), the beginning of kindergarten (year 2), and the end of first grade (year 3).*"

Planned Cohort Design – Rhode Island Pre-K Program Evaluation

	Year 1	*Year 2*	*Year 3*
Pre-K(2016/17)	*Pre-test* Fall 2016		
Kindergarten (2017/18)		*Post-test* Fall *2017*	
1st Grade (2018/19)			*Post-test Spring 2019*

Ongoing Professional Development in All Pre-K Programs

Under this grant, each sub-grantee's contract will include a $10,000 set-aside in order to fund the program's annual technical assistance and professional development needs as identified in the CECE and state Pre-K Program requirements. The CECE Regulations address multiple requirements related to continuous quality improvement and ongoing professional development. CECE Approved programs are expected to ensure every staff person has an individual professional development plan aligned with the state's Workforce Knowledge and Competencies (CECE 4.1, 4.2, 4.3), to engage in continuous quality improvement as evidenced by a Quality Improvement Plan (CECE 5.14), and to ensure a system of staff evaluation and professional development (CECE 5.15 – 5.18).

This set-aside, which is described further in Section E, is also partially reserved for mandatory state Pre-K Professional Development (PD) Days. These PD Days, also described in Selection Criteria (E) will focus on key areas of the CECE and Pre-K Program Standards identified through monitoring and program evaluation as issues common across state Pre-K classrooms. The Rhode Island Department of Education has done substantial work to create professional development that is aligned with the CECE and Pre-K Program Standards through both the current state Pre-K Program and through its Race to the Top – Early Learning Challenge Grant. As described in detail in Selection Criteria E, Rhode Island will build upon this work, as well as further develop PD in key areas related to the Program Standards for administrators and teaching staff.

In addition to PD Days, Rhode Island supports programs through participation in required, monthly state Pre-K Program Learning Communities. Because TA Providers are so closely involved with Pre-K Programs' day-to-day operations, they have been a vital part of providing input for the content and structure of monthly meetings of state Pre-K Program Learning Communities. The Learning Communities help to ensure that state support is responsive to the individual needs of programs as well as needs that are common across programs. Each month, two Learning Communities convene: one for all state Pre-K administrators and the other for all state Pre-K teachers and teacher assistants. During these

monthly meetings, the state Pre-K Program Specialist provides the opportunity for Administrators and teaching staff to support each other in working through challenges and celebrating successes specific to major components of implementing a high-quality program. For example, administrators have convened to reflect on successes and challenges in implementing their Comprehensive Assessment Plans, including sharing evidence of implementation and monitoring of the plans and evidence that the programs were on target to meet their goals. This grant will support using TA Providers as key partners in the Pre-K Learning Communities planning process.

Data from the ongoing TA sessions provided to each sub-grantee will be aggregated and used by the state Pre-K Specialist to identify common continuous quality improvement issues among sub-grantees. Data will also be reviewed to ensure that programs are accessible and relevant to children with special needs, dual language learners, children in the child welfare system and children who are homeless. TA Providers will continue to work collaboratively with the state Pre-K Specialist to design and implement professional development at all levels: during state Pre-K PD days, monthly learning communities, and within their individual work with Pre-K sub-grantees. The supports for the 2014-15 school year will begin in August 2015.

Assessing Child Outcomes

The state will use a multi-faceted approach to measure targeted child learning and development outcomes, including the Essential Domains of School Readiness. While Rhode Island is committed to ensuring program quality, the primary purpose of implementing high-quality programs is to impact the lives of children and families participating in the programs. From its inception, Rhode Island's state Pre-K Program has prioritized the need to set standards for children and document not only children's progress toward those standards, but children's growth and development in relationship to national norms. The Rhode Island Early Learning and Development Standards (RIELDS) identify the specific child learning and development outcomes to be achieved by all state Pre-K Program Sub-grantees. The RIELDS outline early learning expectations at key benchmarks, from birth to 60 months of age. With nine Domains, including the Essential Domains of School Readiness, RIELDS learning goals identify competencies, behaviors, knowledge, and skills that children develop in increasing degrees and

with increasing sophistication as they grow. In order to document children's growth and progress toward these goals, the state uses four different types of data collection and analysis, each with different purposes and requiring different types of measurement tools. The result is a comprehensive and clear picture of the impact of the state Pre-K Program on children's short- and long-term outcomes.

1.) The primary source of child outcome data is RI's external program evaluation (described earlier in this section) , which maintains the highest level of validity and predictive value and is used to inform program- and state-level policies as well as technical assistance and professional development plans. This purpose requires standardized assessments to be used on a sample of participating children and provides group-level child outcomes that are compared with a control group and to national norms. The planned evaluation described earlier will also collect outcome data longitudinally, providing a clear picture of both short- and long-term outcomes of state Pre-K Program participation.
2. Child outcome data are also collected via RI's State Longitudinal Data System (SLDS) which, once connected to RI's early learning data system in 2015, will enable state-, district- and school-level analysis of children's progress and developmental histories from birth to third grade. The development of an Early Childhood Data System connected to the SLDS has been a core component of Rhode Island's Race to the Top – Early Learning Challenge Implementation. The infrastructure is nearly in place to be able to track child level, program level and workforce level data across early childhood and K-12 systems. Rhode assigns a unique identifier for each child who attends the state Pre-K Program at the start of the Pre-K year that enables data to be tracked throughout Pre-K and K-12 enrollment, following all relevant state and federal laws for data sharing.
3. RI's Kindergarten Entry Assessment (KEA) data will be included in the SLDS and provide data on what all RI children know and are able to do at the beginning of kindergarten. While the KEA will not be a direct measure of outcomes in relation to the state Pre-K Program, it will provide valuable data points in the SLDS that, when combined with other data, will demonstrate how children who have and have not participated in the state Pre-K Program have been prepared by their communities and early learning experiences to succeed in kindergarten. The KEA will be a validated tool

and will use authentic, classroom-based approaches to collect data during the first few weeks of school. Measures in the KEA have not been selected yet but will include measures in all five Essential Domains of School Readiness, as described earlier. The state anticipates the KEA will be piloted in select Districts beginning in September 2015, and implemented statewide in September 2016.

4. Individual child outcome data are collected at the classroom level and inform classroom- and program-level curriculum, assessment, and family engagement plans. This purpose requires authentic methods of assessment, with the majority of assessment data collected in a formative way using Teaching Strategies Gold (TSG). TSG data focus on individual child outcomes and uses a performance-based assessment tool to support reliable and valid data collection.

In addition to the information provided earlier in this section, the following provides additional information on how Rhode Island's plans to assess child outcomes at the state, program, and classroom levels, as well as plans for assessing targeted child learning and development outcomes, including the Essential Domains of School Readiness, during the first few months of children's admission into kindergarten.

(C)(2)(a) Has the capacity to measure preschool quality, including parent satisfaction measures, and provide feedback to inform and drive State and local continuous quality improvement.

All aspects of these criteria have been addressed earlier in this section, with the exception of parent satisfaction measures. All Sub-grantees will be required to participate in professional development on implementation of the Family Provider/Teacher Relationship Quality Measures (FPTRQ) beginning in year two of this grant. The FPTRQ, developed through the Administration for Children and Families' Office of Head Start and Office of Planning, Research, and Evaluation, will allow programs to collect data on the effectiveness of family engagement efforts. The state will include the collection and review of state Pre-K Program FPTRQ data in its monitoring procedures to inform state program quality improvement plans, including the development of family engagement-focused professional development. In addition,

Rhode Island is open to exploring the use of additional parent measures – including parent satisfaction measures – that are valid and reliable. Once measures are identified and data collected, it will be analyzed and used to support continuous quality improvement in areas that are interest and concern to families.

(C)(2)(b) Using the RI Statewide Longitudinal Data System to track student progress from preschool through third grade.

In 2012, the Rhode Island Department of Elementary and Secondary Education (RIDE), the Rhode Island Office of Higher Education (RIOHE), the Rhode Island Department of Labor and Training, the Rhode Island Higher Education Assistance Authority, and The Providence Plan applied for and received a grant from the U.S. Department of Education to develop a Statewide Longitudinal Data System (SLDS) that expanded upon the Rhode Island's efforts to create a seamless data infrastructure which links RIDE's PK-12, RIOHE, and Rhode Island career and training databases. In addition, Project Six of RI's RTT-ELC grant is focused on building a statewide, cross-departmental early learning data system that links to the Rhode Island Department of Education's Statewide Longitudinal Data System for PK-12. When complete, Rhode Island will have a seamless SLDS that supports the implementation of a P-20W policy agenda by 2015.

"*When ECE data are linked with an SLDS, teachers and administrators can track and support individual children's educational progress from ECE programs through elementary school and beyond. With these data linkages in place, policymakers and researchers may also be able to analyze long-term outcomes for children who participate in publicly funded ECE programs.* (p.6, The Early Childhood Data Initiative, September 2012)

The integration of the Kindergarten Entry Assessment (KEA) with the SLDS provides a perfect example of how the system is being designed and how it will work. As further described below, the KEA will produce scores in each of the domains that will be suitable for inclusion in the RI SLDS and early learning data systems. Domain scores and performance levels for the KEA portion of the assessment in each of the five essential domains will be available in the web-based

system for inclusion in state data systems. The five domains of the KEA results map directly to the five Assessment Early Learning Developmental Domains in the Common Education Data Standards (CEDS). The assessment system will be designed to incorporate the state-assigned student identifiers (SASIDs) the SLDS use and to export the SASIDs, domain scores, and any information states identify as necessary to allow for easy merging of the data.

(C)(2)(c) Clearly specifies the measurable outcomes, including school readiness, to be achieved by the program.

Individual child outcome data are collected at the classroom level and inform classroom- and program-level curriculum, assessment, and family engagement plans. Children's learning and development are documented and measured at the classroom level using authentic assessment practices guided by the performance-based assessment system Teaching Strategies GOLD (TS GOLD). These outcome data are used by teachers and administrators to directly inform curriculum and assessment planning and to support the engagement of families in the education of their children. RIDE provides intensive professional development and technical assistance to support each state Pre-K Program's valid and reliable use of TS GOLD.

Over the past year RIDE has re-defined state Pre-K Program administrator roles and supervisory responsibilities specific to supporting high-quality formative assessment practices and has developed PD and TA supports that focus on enabling programs to use TS GOLD in the way that it was intended – that is, to guide curriculum development and track individual child progress toward identified learning goals. The existing formative assessment PDTA materials and trainings, which successfully supported existing state Pre-K Programs in effective formative assessment, including the administrator roles and supervisory responsibilities component, will be implemented under this grant as further described in Selection Criteria E. Please refer to Selection Criteria A and Appendix I for a description of the "Widely Held Expectations" that are part of TSG and aligned with the Rhode Island Early Learning and Development Standards.

(C)(3) Measuring targeted child learning and development outcomes, including the Essential Domains of School Readiness, during the first few months of their admission into

kindergarten using an assessment or assessments, such as a Kindergarten Entry Assessment.

Rhode Island has joined a multi-state consortium under the federal Enhanced Assessment Grants Program, which supports the development or enhancement of a kindergarten entry assessment (KEA) that is aligned with state early learning and development standards (RIELDS) and covers all Essential Domains of School Readiness. Through this existing initiative, the state will measure targeted child learning and development outcomes in the Essential Domains of School Readiness by a implementing a pilot of the KEA with school districts that have state Pre-K Programs, then implementing the completed KEA statewide. The goal of the consortium is to enhance the K-3 formative assessment system developed by North Carolina under its RTT-ELC grant. This enhancement will include a KEA that will be aligned with our state's ELDS and provide data that will support:

- Teachers and students in guiding instruction and learning,
- Families in understanding and supporting child's learning and development,
- Coaches and principals in identifying curricular and PD needs, and
- District and state leaders in analyzing aggregate data in SLDS for professional development needs and resource allocation.

The primary outcome of this work will be a developmentally appropriate KEA that provides teachers with a snapshot of what children know and are able to do at kindergarten entry. There will be a child profile of scores across the five domains. This information will be used by teachers at the classroom level to guide instruction across the five domains of development and learning and in the aggregate at district and state levels to inform policy development, curriculum decisions, and professional development plans. At the state level, data will be analyzed over time to better understand whether children's learning is improving from year to year and will be combined with other data points in the SLDS to determine how community and/or state systems are supporting children's development and learning from birth to age five. While the state will use KEA data in the aggregate to inform programmatic adjustments and the development of supports for the systems supporting young children, data will not be used to evaluate the effectiveness of programs (National Research Council, 2008).

Once the KEA development is complete, state policies, guidelines and professional development will be rolled out by the state to support a KEA pilot. The pilot is scheduled for 2015 in school districts that have state Pre-K Programs, with statewide implementation beginning in 2016. In addition to preparing LEAs for administration of the KEA, early learning programs will be provided with supports to help them communicate with families about the KEA, its purpose, and what it will mean for their children.

(D) Expanding High-Quality Preschool Programs in Each High-Need Community

Rhode Island's plan for expanding the RI Pre-Kindergarten Program in seven High-Need Communities includes the following goals:

1.) Recruit child care, Head Start and public school sites in the target communities that are ready to launch new Rhode Island Pre-K Program classrooms. Target communities for Pre-K Program expansion are the seven communities in Tier One (highest rates of children enrolled in free or reduced price lunch). These seven communities are Providence, Pawtucket, Central Falls, Woonsocket, Newport, West Warwick, and East Providence.
2.) Through a competitive RFP and subsequent contract, select and support the highest quality sub-grantees to be ready to offer state Pre-K beginning in September 2015.
3.) Expand and sustain the expanded number of state Pre-K Program classrooms using the funding available through Rhode Island's education funding formula.

Goal: Expand Access to the High-Quality Rhode Island Pre-K Program in the Seven Tier One Communities with the Highest Rates of Eligible Children (less than 200% federal poverty level)

Outcomes:

- An additional 1,548 children will be enrolled in state Pre-K Programs over the next four years than would have been possible without the federal expansion grant.
- 29% of eligible four-year-olds in the Tier One communities will be served by the state

Pre-K Program compared with the current rate of 7%.

Strategies:

- Participation by child care, Head Start and public school sites in the target communities that are ready to launch new Rhode Island Pre-K Program classrooms.
- Selection and support of the highest quality sub-grantees to be ready to offer state Pre-K beginning in September 2015.
- Begin by opening 14 new state Pre-K classrooms in the fall of 2015. Continue expansion in years 2 and 3.
- Expand and sustain the expanded number of state Pre-K Program classrooms using the funding available through Rhode Island's Education Funding Formula.

Children with High Needs:

- **Recruitment and outreach addresses children in low-income families**
  - Rhode Island's approach to Pre-K expansion targets communities in three Tiers, with the Tier One communities having the highest concentrations of children at risk for poor educational outcomes, Tier Two communities having the next highest concentrations of low-income families, and Tier Three having neighborhood pockets of concentrated poverty.
  - The Pre-K expansion plan prioritizes funding Pre-K programs in communities based on the percentage of kindergarten children eligible for free and reduced price lunch
- **Programs are competent in teaching dual language learners**
  - Programs in high-need communities are selected for funding based on their ability to demonstrate that proposed Pre-K classrooms meet high-quality program standards, including competency in teaching dual language learners.
- **Information is provided to agencies working with children who are homeless and in the child welfare system**

Key Activities	Responsible Parties	Y1	Y2	Y3	Y4

Release Competitive RFP & select sub-grantees – (January)	**RIDE, Sub-grantees**	**X**	**X**	**X**	**X**
Recruit children and conduct state lottery (March-April)	**RIDE, Sub-grantees**	**X**	**X**	**X**	**X**
Work with sub-grantees to achieve high-quality program benchmarks (March-August)	**RIDE, Sub-grantees**	**X**	**X**	**X**	**X**
Open expanded Pre-K Classrooms (September)	**RIDE, Sub-grantees**	**X**	**X**	**X**	**X**

(D)(1) How the State has Selected Each High-Need Community and Each Sub-Grantee

Selection of High-Need Communities

The decision to target communities with high concentrations of low-income children for Pre-K expansion reflects the fact that family income is strongly correlated with children's cognitive and social skills at kindergarten entry. Children in the highest socio-economic group have cognitive test scores that are 60% higher than the scores of children in the lowest socio-economic group when they enter kindergarten. At age 4, children from low-income families are typically 18 months behind their peers from higher income families. Families with higher incomes also have more access to preschool. National data from the U.S. Census American Community Survey indicate that 89% of four-year-olds and 71% of three-year-olds in families with incomes over $100,000 are enrolled in preschool while only 55% of four-year-olds and 20% of three-year-olds in families with incomes between $20,000 and $30,000 are enrolled.

Rhode Island's current approach to Pre-K expansion targets communities in three Tiers, with the Tier One communities having the highest concentrations of children at risk for poor educational outcomes (similar to the Abbott districts in New Jersey), Tier Two communities having the next highest concentrations of low-income families, and Tier Three having neighborhood pockets of concentrated poverty. The current Pre-K expansion plan prioritizes funding Pre-K programs in communities based on the percentage of kindergarten children eligible for free and reduced price lunch, as depicted in the chart below and based on June 2014

data. The proposed expansion plan for the Rhode Island Pre-K Program described here will be targeted to the seven communities in Tier One.

Tier One: **Communities with >50% kindergarten children eligible for free and reduced price lunch (FRPL)**		
Community	***% Kindergarten children with FRPL***	***Current Pre-K Program***
Providence	88.1%	Yes
Central Falls	84.9%	Yes
Pawtucket	77.8%	Yes
Woonsocket	77.3%	Yes
Newport	61.8%	Yes
West Warwick	53.9%	Yes
East Providence	52.5%	No
Tier Two: **Communities with 30-49% of kindergarten children eligible for FRPL**		
Tier Three: **Communities with at least one elementary school with >40% kindergartners eligible for FRPL**		

Selection of Sub-grantees

RIDE issues a competitive RFP to select sub-grantees in target communities as described elsewhere in this proposal. Programs in high-need communities are selected for funding based on their ability to demonstrate that proposed Pre-K classrooms meet high-quality program standards. This selection process is comprehensive and rigorous and ensures that the state investment goes to the highest quality programs within a mixed delivery system including child care, Head Start, and public schools. As specified in the RFP, applicants for state Pre-K funding must:

- Have knowledge of and capacity to meet the 2013 RIDE Comprehensive Early Childhood Education Programs Standards for Approval.
- Participate in BrightStars, RI's Quality Rating and Improvement System.

- Have, at the time of application, at least one staff that meets the qualifications for Education Coordinator as specified in the RIDE Comprehensive Early Childhood Education Programs Standards for Approval.
- Be able to staff each state-funded Pre-Kindergarten classroom with a teacher and a teacher assistant who meets the qualifications as specified in the RIDE Comprehensive Early Childhood Education Programs Standards for Approval by the program start date.
- Be able to provide wrap-around child care OR have a strong connection with and transportation to/from at least one child care provider for families that need it.
- Be prepared to assume the administrative responsibilities associated with participation in this program and its evaluation, including, attendance monitoring, on-going progress monitoring using an on-line child assessment system, review of internal self-assessment and external monitoring reports to determine progress in implementing program standards, site visits by RIDE and evaluators to observe the Rhode Island Pre-Kindergarten Program classrooms and conduct meetings with administrators and others, participation by grantees in required components of the evaluation, provision of required information through narrative and budget reports submitted on a quarterly basis and other informational requests, participation at required grantee meetings and trainings.
- Host an Open House for prospective parents to facilitate the outreach and recruitment process by allowing prospective families to visit the program.
- Be prepared to conduct recruitment, manage the application process, conduct a state-supervised lottery to select children for participation, and to notify all applicants of lottery results.
- Enroll and manage USDA Child and Adult Care Food Program (CACFP) applications of eligible Pre-K children and their families.
- Be prepared to participate in state Teaching Strategies GOLD (TSG) assessment system training, and then implement the TSG child assessment system within the Pre-Kindergarten program.
- Operate the Pre-Kindergarten Program classroom for a minimum of 6 hours per day and 180 days per year.

- Compensate all Rhode Island Pre-Kindergarten Program teachers and teaching assistants with a competitive salary and benefits based on their credentials, experience, and past performance.

Additionally, applicants must present narrative responses addressing the Comprehensive Early Childhood Program, Staffing, Administrative Supervision and Support, and Community Collaboration. Responses to these sections require detailed descriptions and evidence of the applicant's educational practices.

(D)(2) How Each High-Need Community is Currently Underserved

Demographics of the Seven Target Communities

The city of Providence has an estimated 2,382 four-year-olds. Census data indicates that approximately 36% are living below the poverty line and 65% are living in low-income families (below 200% FPL). Approximately 56% of children in Providence are Hispanic or Latino, 16% are Black, and 16% are White. In 2013, 63% of births were to single women, 20% of births were to women without a high school diploma, and 10% of births were to teen girls. For children under age 3, 7% had an identified developmental delay or disability and were enrolled in Early Intervention and 5% of children between age 3 and kindergarten were enrolled in preschool special education. Almost half of all students (48%) of students scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

The city of Pawtucket has an estimated 1,006 four-year-olds. Census data indicate that approximately 31% are living below the poverty line and 53% are living in low-income families (below 200% FPL). Approximately 29% of children are Hispanic or Latino, 39% are White, and 17% are Black. In 2013, 60% of all births in Pawtucket were to single mothers, 16% were to women without a high school diploma, and 6% were to teen girls. For children under age 3, 6% had an identified developmental delay or disability and were enrolled in Early Intervention and 6% of children between age 3 and kindergarten were enrolled in preschool special education. In the 2012-2013 school year, 13% of Pawtucket K-12 students were English Language Learners.

Of all students, 38% scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

The city of Central Falls is home to an estimated 345 four-year- olds. Census data indicates that approximately 46% are living below the poverty line and 78% are living in low-income families (below 200% FPL). Approximately 70% of children are Hispanic or Latino, 13% are White, and 9% are Black. In 2013, 71% of all births in Central Falls were to single mothers, 34% were to women without a high school diploma, and 15% were to teen girls. For children under age 3, 7% had an identified developmental delay or disability and were enrolled in Early Intervention and 5% of children between age 3 and kindergarten were enrolled in preschool special education. In the 2012-2013 school year, 27% of Central Falls K-12 students were English Language Learners. More than half (56%) of all students scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

The city of Woonsocket is home to an estimated 584 four-year-olds. Census data indicate that approximately 39% are living below the poverty line and 63% are living in low-income families (below 200% FPL). Approximately 27% of children are Hispanic or Latino, 52% are White, and 7% are Black. In 2013, 69% of all births in Woonsocket were to single mothers, 18% were to women without a high school diploma, and 13% were to teen girls. For children under age 3, 8% had an identified developmental delay or disability and were enrolled in Early Intervention and 9% of children between age 3 and kindergarten were enrolled in preschool special education. In the 2012-2013 school year, 8% of Woonsocket K-12 students were English Language Learners. Just under half (47%) of all students scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

The city of Newport is home to an estimated 232 four-year-olds. Census data indicate that approximately 15% are living below the poverty line and 50% are living in low-income families (below 200% FPL). Approximately 17% of children are Hispanic or Latino, 59% are White, and 8% are Black. In 2013, 44% of all births in Newport were to single mothers, 13% were to women without a high school diploma, and 5% were to teen girls. For children under age 3, 4% had an identified developmental delay or disability and were enrolled in Early Intervention

and 9% of children between age 3 and kindergarten were enrolled in preschool special education. In the 2012-2013 school year, 4% of Newport K-12 students were English Language Learners. Of all students, 39% scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

The city of West Warwick is home to an estimated 354 four-year- olds. Census data indicate that approximately 24% are living below the poverty line and 57% are living in low-income families (below 200% FPL). Approximately 10% of children are Hispanic or Latino, 79% are White, and 3% are Black. In 2013, 50% of all births in West Warwick were to single mothers, 13% were to women without a high school diploma, and 8% were to teen girls. For children under age 3,7% had an identified developmental delay or disability and were enrolled in Early Intervention and 9% of children between age 3 and kindergarten were enrolled in preschool special education. In the 2012-2013 school year, 2% of West Warwick K-12 students were English Language Learners. More than one-quarter (29%) of all students scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

The city of East Providence is home to an estimated 469 four-year- olds. Census data indicate that approximately 22% are living below the poverty line and 46% are living in low-income families (below 200% FPL). Approximately 9% of children are Hispanic or Latino,72% are White, and 7% are Black. In 2013, 39% of all births in East Providence were to single mothers, 7% were to women without a high school diploma, and 3% were to teen girls. For children under age 3, 5% had an identified developmental delay or disability and were enrolled in Early Intervention and 8% of children between age 3 and kindergarten were enrolled in preschool special education. In the 2012-2013 school year, 4% of East Providence K-12 students were English Language Learners. Also in the 2012-2013 school year, 38% of students scored below proficient on the NECAP 4th grade reading assessment (given at the beginning of 4th grade and measuring 3rd grade skills).

Access to Preschool in High-Need Communities

The table below indicates the number and percentage of four-year-olds currently enrolled in the Rhode Island Pre-K Program and other publically funded preschool programs in the

selected communities, including LEA programs funded with a combination of local funds, IDEA, and/or Title I and Head Start Programs. The LEA programs largely serve children with disabilities. The LEA programs and the Head Start programs enroll three and four year old children. At this time, data are reported for the total number of three and four-year-olds enrolled – numbers for four-year-olds only are not available. In addition, there is some duplication across categories, since children with disabilities and delays can be enrolled in Head Start or in State Pre-K and be counted in the LEA total when they receive preschool special education services from the district.

Community	Average Daily First Grade Enrollment (as of June 30, 2014)	Participation in state Pre-K (children age 4 as of September 2014)	Participation in LEA preschool programs (children ages 3 and 4 as of June 30, 2014)	Participation in Head Start (children ages 3 and 4 as of October 2013)
Providence	2,150	90	369	641
Pawtucket	945	18	163	189
Central Falls	343	18	106	81
Woonsocket	583	36	69	160
Newport	195	36	43	84
West Warwick	302	36	79	123
East Providence	442	0	77	102
TOTAL	4,960	234	906	1,380

(D)(3) How the state will conduct outreach to potential sub-grantees

Rhode Island is committed to a mixed delivery model that includes public schools, community-based child care centers and Head Start programs. In order to determine the feasibility of accelerating the state's Pre-K expansion plan with new federal funding, RIDE considered the numbers of early learning programs that currently meet higher quality benchmarks as identified by Levels 4 and 5 of the BrightStars Tiered Quality Rating and Improvement System and Comprehensive Early Childhood Education Approval. Programs at

Level 3 are also considered good candidates to deliver high-quality state Pre-K Programs as long as they can meet the CECE Approval within a year of funding, they have an active quality improvement plan and are working toward a BrightStars 4 or 5 star rating. Because Rhode Island's QRIS uses a building blocks model and assesses the quality of all classrooms (including infant and toddler classrooms), star ratings reflect the quality of the lowest quality classroom. Thus, it is possible to have a very high-quality Pre-K classroom in a center or school that has more moderate level quality overall. Experience in the early years of the RI Pre-K Program indicates that funding and supporting a high-quality Pre-K classroom in a moderate quality program actually helps the entire program accelerate quality improvement.

The chart below depicts the analysis done for the purposes of identifying potential sub-grantees for the Pre-K expansion plan (current sites with Pre-K classrooms are identified with an asterisk):

Tier One: Seven High Need Target Communities for Pre-K Expansion **Communities with >50% kindergarten children eligible for free and reduced price lunch (FRPL)**
Providence* . . Beautiful Beginnings Child Care Center (4 Star and CECE Approved)* . . Bright Futures (4 Star) . . Children's Friend and Service – Manton (4 Star) . . . East Side Nursery School (4 Star) . . . Rhode Island College Cooperative Preschool (4 Star) . . Smith Hill Early Childhood Learning Center (4 Star)* . . Brown/Fox Point Early Childhood Education Center (5 Star) . . . . Child's Play (5 Star) . . . . Dr. Pat Feinstein Child Development Center (5 Star and CECE Approved) . . Mariposa Pre-K Program (5 Star and CECE Approved)* . . R2LP Pre-K Program at CCRI (5 Star and CECE Approved)* . . Children's Friend and Service- Carter (applied for 4 Star) . . Children's Friend and Service- Berkshire (applied for 4 Star) Central Falls*

Carrusel Day Care Center (4 Star)

The Children's WorkShop- Central Falls (applied for 5 Star)

Central Falls School District (pending BrightStars rating)*

Pawtucket*

Smithfield Avenue Nursery School and Kindergarten (4 Star)

Children's Friend and Service-Varone (applied for 4 Star)

Heritage Park YMCA/Ready to Learn Providence Partnership (3 Star)*

Woonsocket*

Hope Street Child Care Center (4 Star)

WHSCDA - Highland Park Children's Center (4 Star and CECE Approved)

WHSCDA - Bourdon Boulevard Center (5 Star and CECE Approved)

WHSCDA - Cass Park Center (5 Star and CECE Approved)

WHSCDA - Karen G. Bouchard Children's Center (5 Star and CECE Approved)*

YWCA Rhode Island – (CECE Approved, applied for 4 Star)

Newport*

East Bay Community Action Program-Chaffee (4 Star)*

West Warwick*

Academy for Little Children (CECE Approved, applied for 4 Star)

Child Inc. - Payan Street (4 Star and CECE Approved)*

East Providence

Beehive Child Care Center (4 Star)

Covenant Cooperative Preschool (4 Star)

East Bay Community Action Program- East Providence (4 Star)

Based on this analysis, the state conducted meetings with two key groups on September 25, 2014 to assess their interest and capacity to open new Pre-K classrooms beginning in September 2015. The first meeting included Superintendents and LEA leaders from the Tier One and select Tier Two communities. The second meeting included 4 and 5 Star BrightStars Programs and RIDE CECE Approved programs in the Tier One communities. This group included existing state Pre-K programs. The response from both groups was overwhelmingly

positive and 16 agreed to sign a Letter of Interest indicating their interest and potential capacity, *based on their initial assessment*, to open an estimated 34 Pre-K classrooms over the four years of the grants. It is important to note that the potential Sub-grantees indicated the interest and capacity to open a total of 22 new classrooms for school year 2015-2016. This indication of capacity promises that we will have a strong pool of applicants for the 14 new classrooms that would open in 2015 through this expansion grant plan, as well as the classrooms to be opened in years 2 and 3.

The numbers below represent initial assessments of capacity to expand based on interest and the availability of space. Many of the agencies contacted indicated interest in working in partnership with other agencies to identify available space and to potentially increase the numbers of classrooms that could be added, but did not have firm commitments in place at the time of application submission. Examples of these potential partnerships included LEAs working with community providers and vice versa, and programs with higher BrightStars ratings working with lower rated programs with available space. Thus the state feels that the numbers below underestimate the available capacity for expansion. Letters of Committment from the potential Sub-grantees who were able to immediately identify capacity are in Appendix B.

Projected New Classroom Capacity, by Year Classroom Could Open					
Community	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	***Total 4 Years***
Central Falls	3	1			4
East Providence	6				6
Newport	2				2
Pawtucket					
Providence	9	5	3	2	19
West Warwick	1				1
Woonsocket	1	1			2
TOTAL	22	7	3	2	34

Based on this preliminary outreach to potential Pre-K providers, it was determined that there was sufficient need and interest and capacity to expand in the following high need Tier One communities. While there is a clear need for expansion in each of these communities as evidenced by current enrollment rates in Pre-K and publically funded preschool, and a demonstrated interest and capacity to expand as evidenced by the Letters of Committment, the state is committed to maintaining very high-quality standards as we accelerate expansion of the state Pre-K Program. To this end, the state proposes to issue the competitive Request for Proposals immediately upon notification of its award under this competition. This competitive process will allow the RIDE to select the sub-grantees by February of 2015 that are most ready to implement a high-quality Pre-K program. This will enable us to meet the 90-day requirement under this grant for contracts to be in place for first year sites. It will also enable the selected sub-grantees to access the substantial program improvement resources available under the state's Race to the Top Early Learning Challenge Grant for any areas which will require improvement prior to opening a state Pre-K classroom in September of 2015.

State Pre-K staff will review existing quality improvement plans with the selected sub-grantees and will work in partnership with them to ensure that the plan prioritizes areas which relate directly to state Pre-K program requirements. The resources available under the state's RTT-ELC grant are comprehensive and include; 1) access to program quality improvement

grants for up to $(b)(4) per year, 2) access to facilities grants to improve the health and safety of early learning classrooms, 3) access to individualized technical assistance to support program improvement implementation, and 4) access to high-quality professional development aligned with the state's Workforce Knowledge and Competencies. These resources are available to all programs participating in the BrightStars TQRIS and to support programs to achieve CECE Approval. Selecting Pre-K sub-grantees in early 2015 provides them with ample time to hire staff and make any identified improvements prior to a September 2015 Pre-K start date.

(D)(4) State's Expansion Plan (i.e. How the State will subgrant at least 95% of its Federal grant award to sustain voluntary, High Quality Preschool Programs in High Need Communities)

Rhode Island's Existing Pre-K Expansion Plan

State funding for the Rhode Island Pre-Kindergarten Program is allocated through the *Rhode Island Education Aid Foundation Formula* (Education Funding Formula), described in Section B. The three key components of the education funding formula include: a core funding amount that adequately funds student instructional needs as described in the Basic Education Program (BEP), a student success factor that provides additional funding to support student needs beyond the core services with the ultimate goal of closing student achievement gaps, and a state share ratio that considers a district's revenue generating capacity and concentration of at-risk students. The categorical funding, which is a regular part of the overall formula distribution, includes funding for:

- Excess costs associated with special education students.
- Start-up and maintenance of high-cost career and technical programs.
- **Early childhood programs to increase access to high-quality programs.**
- Transportation costs to offset the costs of regional school districts and the transportation of out-of-district non-public school students.
- Stabilization fund for the local share of Central Falls Public Schools.

The Education Funding Formula went into effect for the September 2011 school year. At the time the formula was approved, the plan was that the redistribution of existing education aid

would be transitioned over a period not to exceed seven years for districts that would be receiving more education aid and ten years for districts that would be receiving less education aid. This transition plan was created to minimize the impact on communities that would now be receiving less state aid. Currently, Rhode Island is in year five of the transition. At the time the education funding formula was being developed, Commissioner Gist wanted to ensure that there would be a stable, predictable, sustainable source of funding for the state's newly launched, high quality, mixed delivery state Pre-K program and with the support of the Governor and the legislature, Early Childhood/Pre-K was included in the funding formula as a categorical program to be funded each year as regular part of the funding formula.

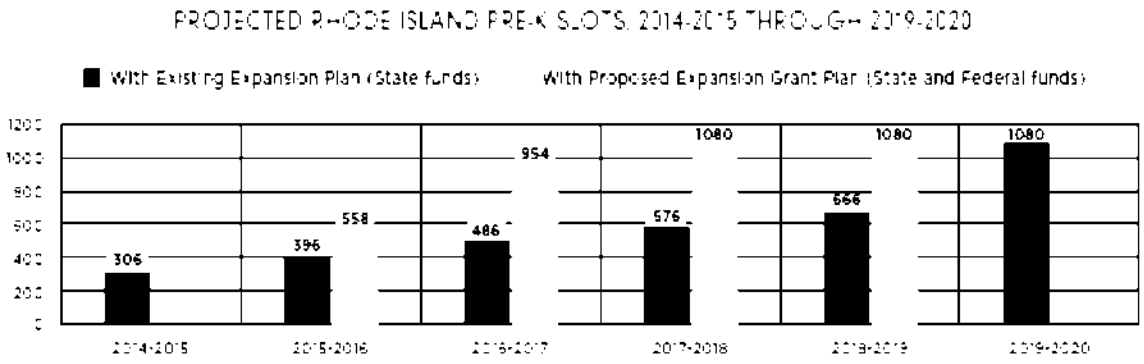
The transition plan includes annual increases to the categorical funds for the state Pre-K Program of $(b)(4) dollars, with a total allocation of $(b)(4) in year 10 (FY 2022). This phased-in approach to expanding Pre-K prioritizes communities that have a high proportion of children eligible for free and reduced price lunch. The annual expansion increase began in state FY 2013 and accounts for RI's current investment of $(b)(4) supporting 17 classrooms, 306 children, in 8 communities. With the implementation of the funding commitment through the Education Funding Formula, the state Pre-K Program has a track record of success with expansion and is on a strong path toward serving many more children over the next several years.

Rhode Island's Proposed Expansion Plan with the Preschool Development Expansion Grant

The state's current phased-in approach to expanding the number of Pre-K classrooms would create 50 Pre-K classrooms serving 900 children in RI communities with concentrations of low-income families by state Fiscal Year (FY) 2022 with a state investment of $(b)(4) annually. The planned budget for the 95% federal Preschool Expansion Grants will allow the state to significantly accelerate the state's planned expansion of the RI Pre-K program with more classrooms added each year over four years than would have been possible with State funds alone. A total of 43 new classrooms will be added over four years under the accelerated expansion made possible through this federal grant, reaching 60 classrooms in FY17 – five years earlier than the existing timetable. Specifically, in September of 2015, the state intends to add 14 classrooms to the 17 existing classrooms for a total of 31 classrooms serving 558 children. In September of 2016, an additional 22 classrooms will be added increasing access for 954 children.

Seven (7) more classrooms will be added in September of 2017, reaching the state goal under this plan of 60 classrooms serving 1,080 children. The plan to stagger expansion while still concentrating it in the early years allows the state to capitalize on federal funds while expanding at a manageable level. This also ensures the state has a mechanism to sustain the Pre-K classrooms at the end of the federal expansion grant. The chart below shows the importance of the federal Expansion dollars to accelerate the pace of Pre-K Program expansion.

The chart below shows this expansion in the capacity of the Rhode Island Pre-K Program using the federal Preschool Expansion grant (gray bars) as compared with the existing plan (black bars).



Over the four years of the grant, this expansion plan will afford 1,548 more children access to a high-quality Pre-K classroom than would have been able to access if the state follows its current gradual expansion plan. For example, in the 2015-2016 school year there would be 558 four-year-olds enrolled in State Pre-K, 162 more children than the capacity of our existing expansion plan (which would only serve 396 children). In 2016-2017, there will be 468 more children enrolled due to the federal grant (954 children as compared to our existing plan for 486 children), etc. This is a significant increase in the number of children served by state Pre-K over four years.

(D)(5) How the State Plans to Sustain High-Quality Preschool Programs After the Grant Period

Rhode Island's existing planned expansion results in a significant state match to support the goals outlined in this proposal. State leaders have used this federal grant as an opportunity to

propose an acceleration to the expansion timeline and a $(b)(4) increase to the planned expansion amount of $(b)(4). As mentioned previously, the plan proposed here will afford 1,548 more children access to a high-quality Pre-K classroom than would have been possible if the state follows its current gradual expansion plan. The proportion of eligible children in the Tier One communities served by the Rhode Island Pre-K Program will increase from the current rate of 7% of eligible four-year-olds served to 29% of eligible four-year-olds served by the end of the four-year-federal investment. This significant increase in access was overwhelmingly supported by current state leaders as evidenced by the Letters of Support provided (See Appendix A). In particular, letters from current state leaders including members of the General Assembly, Mayors of the Tier One communities, both gubernatorial candidates for Rhode Island's November election, and the Chair of the Rhode Island Board of Education, attest to the importance of increased access to Rhode Island's high-quality Pre-K program. This support provides strong evidence backing the state's proposed strategy to fully leverage state funding through the Education Funding Formula to sustain the new classrooms when the federal grant expires and beyond.

Specifically, beginning in state FY17, RIDE's annual budget request for state Pre-K funds will increase to accommodate the accelerated expansion and the $2M additional funding leveraged through the federal grant. Thus, RIDE's annual increased funding request for the Rhode Island Pre-K Program during the grant period will be:

- $1M in FY16 for a total of $3,960,000
- $1.21M in FY17 for a total of $5,160,000
- $1.8M in FY18 for a total of $6,240,000
- $1.12M in FY19 for a total of $7,360,000

The above figures indicate that over the course of the four years of the grant, Rhode Island will invest a total of $22.7 million in the state Pre-K Program.

The chart below details this expansion and funding transition during the grant years and the year following the end of the grant:

	State Funded Classrooms	Education Funding Formula Total	Grant Funded Classrooms	Grant Total	Total Classrooms	Total Budget (State and Federal Funds)
FY15	(b)(4)		0	0	(b)(4)	
FY16			14	$2,240,000		
FY17			34	$5,440,000		
FY18			36	$5,760,000		
FY19			29	$4,640,000		
FY20			0			

Note to Table: All children who live in families with income over 200% of the federal poverty level will be funded with State Funds.

In FY19, the state's plan does not add additional classrooms and instead moves seven (7) classrooms from federal funding onto state funding. In FY2020, the state's request will increase by $(b)(4) which will allow the remaining 36 classrooms to move onto state funding provided by the education funding formula. Because Rhode Island funds the state Pre-K program as a regular part of the state's education funding formula, all of the new state Pre-K Program slots that will be created through this grant by accelerating the planned expansion of the state Pre-K Program will be maintained and continue to serve children after the end of this grant because those slots will be incorporated into the regular funding through the funding formula in the years after this grant expires.

E. Collaborating with Each Sub-grantee and Ensuring Strong Partnerships

(E)(1) Roles and Responsibilities of the State and Sub-grantees

The Rhode Island Department of Education (RIDE) has established processes for selecting and contracting, monitoring, and working collaboratively with its Pre-K sub-grantees in order to ensure that each sub-grantee is effectively implementing the state Pre-K program. The state's role is well-defined and extends beyond the provision of funds. Specifically, the state's plan for partnering with sub-grantees includes 1) ensuring the effective start-up and implementation of state Pre-K classrooms, 2) working collaboratively with sub-grantees to implement coordinated systems, and 3) ensuring strong partnerships to provide comprehensive professional-, family- and program-level services that result in the delivery of a high-quality state Pre-K program for enrolled children.

Goal: Collaborating with Each Sub-grantee and Ensuring Strong Partnerships that support the Implementation of High-Quality Pre-K in Rhode Island

Outcomes:

- Sub-grantees operate high-quality Rhode Island Pre-K Programs to meet the expansion goals of this plan (60 classrooms by the end of four years).
- Children, including those with special needs, dual language learners, and hard to reach families, are enrolled in a state Pre-K program based on participation in the lottery.
- Programs show continuous quality improvement.
- Children develop school readiness skills across all of the Essential Domains of School Readiness.

Strategies:

- Effective start-up and implementation of state Pre-K classrooms,
- Collaboration with sub-grantees to implement coordinated systems
- Strong partnerships to provide comprehensive professional-, family- and program-level services that result in the delivery of high-quality state Pre-K programs.
- Minimized local administrative costs
- Coordination with existing services for preschool age children
- Individualized Technical Assistance and Professional Development results in improved quality.

Children with High Needs:

- **Recruitment and outreach addresses children in low-income families**
  - The lottery is weighted to ensure the proportion of children chosen for each classroom whose families fall below the federal poverty line reflects that of the community.
  - The state collaborates with LEAs to send out messages to all families via the district automated phone systems ("robo-calls") to inform families of the opportunity to submit an application into the RI State Pre-K child lottery..
  - User-friendly online state Pre-K application is available in Spanish and English
- **Programs are competent in teaching dual language learners**
  - Sub-grantees are supported in providing full inclusion of children who are dual language learners.
- **Information is provided to agencies working with children who are homeless and in the child welfare system**
  - Sub-grantees are supported in providing Comprehensive Services by coordinating with other community partners to ensure seamless access to needed supports.

Key Activities	Responsible Parties	Y1	Y2	Y3	Y4
Implement established state Pre-K Program funding policies within its program selection criteria and competitive process as well as our State Pre-K child lottery policies	**RIDE, Sub-grantees**	X	X	X	X
Implement the State's vital, established roles and responsibilities as defined in existing state Pre-K Program policies related to Sub-grantee contracts and budgets, as well as program monitoring and evaluation	**RIDE, Sub-grantees**	X	X	X	X
Conduct the annual RI State Pre-K Program child lottery using effective state- and community-level, culturally and linguistically	**RIDE, DHS, BrightStars, United Way, RIPIN, Faith-**	X	X	X	X

responsive outreach and communication efforts to reach all families, particularly those families of eligible children who are isolated or hard-to-reach.	**based organizations, Head Start, Sub-grantees**				
Ensure that high-quality preschool programs have age-appropriate facilities to meet the needs of eligible Children	**RIDE, LISC RI, Sub-grantees**	**X**	**X**		
Develop state Pre-K Program contracts that ensure that each sub-grantee minimizes local administrative costs and coordinates, but not supplants, the delivery of high-quality preschool programs funded under this grant with existing services for preschool aged children.	**RIDE, LEAs, Sub-grantees**	**X**	**X**	**X**	**X**
Provide professional development on early learning and kindergarten standards, assessments, curricula, and culturally and linguistically responsive strategies to help families build protective factors, build parents' capacity to support their children's learning and development, and engage parents as decision-makers in their children's education.	**RIDE**	**X**	**X**	**X**	**X**
Improve state Pre-K Programs' culturally responsive implementation of RIDE Comprehensive Early Childhood Education (CECE) Standard Eight (8) on Family Engagement by providing professional development and technical assistance resources focused on research-based practices.	**RIDE,LEAs,Sub-grantees**	**X**	**X**		

Develop and implement a systematic procedure for sharing data and other records consistent with Federal and State law	**RIDE**	**X**			
Ensure the provision of Comprehensive Services, coordinated with other community partners thereby ensuring state Pre-K families' access to needed supports	RIDE, Community Agencies, LEAs, RIPIN, Head Start, Sub-grantees	**X**	**X**		
Support full inclusion of eligible children with disabilities and developmental delays which ensures their access to and full participation in the Rhode Island Pre-K Program as well as the inclusion of children who may be in need of additional supports, children who are English learners and all eligible Children as defined in this grant	RIDE, LEAs, Sub-grantees	**X**	**X**	**X**	
Use community-based learning resources as appropriate in strengthening the state Pre-K Program	RIDE	**X**	**X**	**X**	**X**
Support sub-grantee partnerships with LEAs to carry out activities that provide children and their families with successful transitions from preschool into kindergarten	RIDE, LEAs, Sub-grantees	**X**	**X**	**X**	**X**

RIDE staff play a central role in ensuring that the intent and goals of the state Pre-Kindergarten Program are achieved. RIDE's specific responsibilities include management and implementation of the state Pre-K program grants and contracting activities, child lottery and enrollment eligibility, child outcome data collection, monitoring program performance and

quality, coordination of technical assistance and professional development supports, and facilitation of partnerships among key sectors of the early childhood community. RIDE has managed and implemented these responsibilities with high effectiveness, evidenced by a comprehensive understanding of each of the state Pre-K sub-grantees that has informed ongoing efforts to build high-quality, meaningful supports and facilitated the development of partnerships with the state Pre-K Program. The partnership between the state and sub-grantees begins with the selection and contracting process.

After selection, sub-grantees enter into a contractual agreement with RIDE. State Pre-K contracts include high-level deliverables and the required timelines associated with implementing the state Pre-K Program, including referencing CECE Program Regulations and Pre-K Program policies that delineate in detail the roles and responsibilities of the sub-grantees. State Pre-K Program contracts are legal agreements that clarify the rights, roles, and responsibilities of the state and the state Pre-K Program Sub-grantee. State procurement policies and procedures for issuing grant funds ensure Pre-K Program contracts are in place by the start of the school year. See Appendix C the RI Pre-K Program RFP and Appendix G for the RI Pre-K Program Contract.

(E)(2) How High-Quality Preschool Programs will be implemented

Sub-grantee Start-Up and Implementation

The operation of the state Pre-K programs begins with selecting and contracting with early learning programs with demonstrable readiness for Pre-K implementation and supporting their recruitment of children for Pre-K enrollment. As part of its original ten-year Pre-K Program expansion plan, mandated by the funding priorities established in Rhode Island State Pre-K Program legislation, RIDE created policies for identifying Rhode Island communities who are eligible to receive state funding for Pre-K Programs. These state Pre-K funding policies prioritize high needs communities for the expansion of the state Pre-K and designate communities into one of three tiers. The tiers are structured by the percentage of children eligible for Free or Reduced Price Lunch (FRPL) within a school district during the prior school year. Tier One communities are those in which 50% or more of the children attending the school district qualify for Free or

Reduced Price Lunch. Tier Two communities are those in which 30 – 49% of children qualify, and Tier Three communities are those in which at least one elementary school in the district has 40% or more of children qualifying for Free or Reduced Price Lunch.

Each year, the state issues a competitive RFP to identify the sub-grantees most ready to implement the state Pre-K model. The expansion plan proposed here will focus on Tier One communities. The state will release an RFP the targets grant competition to RI's Tier One communities (those with greater than 50% FRPL), thereby ensuring that all sub-grantees will be located in communities with the highest proportion of children living in poverty. Child care centers, Head Start programs and school districts located within these communities will be eligible to apply. Under this grant, RIDE will continue to be responsible for overseeing the competitive review process, the selection of sub-grantees, and approval and issuance of state Pre-K Program contracts. The competitive RFP process is designed to support the state in identifying sub-grantees with the organizational capacity and existing infrastructure needed for providing implementing the high-quality state Pre-K model by requiring applicants to demonstrate their readiness to meet CECE Program Regulations, in particular, in the areas which outline staffing requirements, facilities, and program management systems. All state Pre-K Programs must participate in the BrightStars TQRIS, have and active Quality Improvement Plan and be working toward quality improvement. Programs rated 4 or 5 Stars receive higher preference within the selection process.

The CECE Program Regulations define and describe the state Pre-K Program staffing requirements and program management systems necessary to implement the state Pre-K program. They identify essential state Pre-K Program staff qualifications and roles as well as the responsibilities of each: Program Administrator, Education Coordinator, Early Childhood Education certified Teacher, and a Teacher Assistant who has completed, at minimum, 12 credits in Early Childhood Education. The CECE Program Regulations also detail program management requirements for general administration, continuous quality improvement, staff evaluation and professional development. With regard to early learning facilities, RIDE provides school districts with comprehensive guidance on facilities through the State Basic Educational Plan (BEP), and the RI Department of Children, Youth, and Families provides comprehensive guidance to child care centers across the state in the RI Child Care Licensing Regulations.

Compliance with the BEP and Child Care Licensing regulations, as applicable, are integrated into the RIDE CECE Regulations and establish the foundational-level of approval necessary to become a RIDE CECE Standards-approved program. RIDE CECE Regulations include additional requirements related to facilities outlined (CECE 1.1 – 1.16) in order to ensure comparable expectations regardless of classroom location. Improvements to early learning facilities can be funded through state resources currently available under the Race to the Top, Early Learning Challenge grant. Rhode Island has established a Facilities Fund in cooperation with the Local Initiatives Support Corporation of RI (LISC RI). LISC RI has been and will continue to be a strong partner with RIDE related to age-appropriate facilities; providing technical assistance and funding opportunities to address the needs of communities. The state anticipates accessing those resources if necessary to ensure that expansion sub-grantees have early learning facilities that meet CECE Regulations.

(E)(3) How the sub-grantee will minimize local administrative costs

RIDE staff work with the selected sub-grantees to develop budgets that comply with state funding guidance. This state Pre-K Program budget guidance was based on a recent analysis completed by Anne Mitchell of Early Childhood Policy Research in an effort to ensure that funding levels were adequate to achieve the expectations for Pre-K implementation. This guidance informs budget requirements specified in the RFP and provides for and prioritizes expenditures necessary to deliver the high-quality state Pre-K model. It limits administrative costs to those necessary for the operation of the Pre-K classroom. RIDE staff are responsible for approving all state Pre-K Program budgets as part of the contracting process, as well as all monthly expenditures.

In addition, the RFP process requires sub-grantees to demonstrate how the addition of state Pre-K classrooms does not supplant the use of existing funds by requiring applicants to describe how they have the capacity to open a state Pre-K classroom. During the budgeting process, RIDE staff work with sub-grantees to ensure that other sources of funding are blended appropriately and are not in fact supplanting other existing sources of funds. Historically, this has included ensuring that IDEA funds, via the Local Education Agency (LEA), continue to fund early childhood special education services for children with disabilities who attend the State Pre-

K Programs, ensuring that Child Care Development Block Grant funds are used to supplement the program and support the before and after school care for eligible children, and that Head Start funds are used to expand access to 4 year olds who are not selected into the state Pre-K, as well as to expand their services to a greater number of three-year-olds in the state. This is a particularly valuable opportunity to coordinate multiple funding sources for Rhode Island's children and families since three-year-olds are not part of the RI state Pre-K Program model.

(E)(4) How the State will monitor Pre-K Programs

The other additional component of ensuring state Pre-K implementation that falls under the state's roles and responsibilities is monitoring of program implementation. As previously described in Selection Criteria B, the CECE Program Regulations identify and describe high quality standards for all preschool programs in RI. Programs that meet these standards receive RIDE CECE Program Approval – recognizing that the program has reached the highest quality preschool standards in RI. RIDE also developed state Pre-K Program policies that define and describe requirements, including the attainment of CECE Program Approval, plus requirements specific to the state Pre-K Program for both the state agency (RIDE) responsible for the state Pre-K Program. In 2014, RIDE released Rhode Island State Pre-Kindergarten Program Implementation Guidelines in order 1) to identify and describe the State Pre-K Program model, policies and procedures and 2) to provide guidance to the diverse organizations (private child care, school districts and Head Start) that implement a state Pre-K Program.

Once contracting is complete, RIDE monitors sub-grantees to ensure the delivery of all components of high-quality preschool programs. On-site visits include a specific monitoring protocol that includes observations, interviews and document review. As part of the monitoring process and through data sharing agreements, all sub-grantees provide access to child assessment data, as well as physical site and program records for purposes of ensuring the sub-grantee is complying with all aspects of the grant contract. Additionally, per contract, all sub-grantees not already fully approved under the state's Comprehensive Early Childhood Education Program Standards must achieve full approval within the first year of implementation. The Rhode Island Department of Education (RIDE) also provide supports through professional development and

technical assistance, as described in Selection Criteria C to ensure they implement state policies and standards with fidelity.

(E)(5) How the State and the Sub-grantee will coordinate plans

In addition to its role in the start-up and implementation of the state Pre-K sub-grantees, RIDE oversees the coordination of the Pre-K systems that are common components of the state program, specifically: child assessments, data sharing, family engagement, professional development, and program evaluation. For child assessment, the state currently contracts with and funds all state Pre-K Program child assessment portfolios through Teaching Strategies GOLD. All state Pre-K classrooms are required to use TSG to record on-going assessment information for all Pre-K children. Use of TSG in compliance with guidance provided in annual trainings provided to sub-grantees is monitored on a quarterly basis by state staff. State Pre-K Program contracts and policies further describe the state and sub-grantee responsibilities for and access to state Pre-K Program- and child-level assessment data. In addition, sub-grantees are required by contract to provide RIDE with additional data as requested. Under this grant RIDE will, in collaboration with sub-grantees, review existing data sharing policies and procedures, and develop as needed systematic procedures, including the development of data sharing agreements, consistent with federal and state law.

Professional Development

Because this grant will provide the opportunity to greatly expand the number of grantees, the state will initially create and mandate attendance of a spring Pre-K Administrator Induction and summer Pre-K Teacher Induction to support Pre-K Program staff in implementing the CECE and Pre-K Program standards. Administrators' focus will be on effectively implementing state Pre-K requirements, including minimizing administrative costs, as well as curriculum, assessment, and family engagement policies and procedures. Teacher and teacher assistants will attend Induction in July/August of 2015 and will focus on implementing quality curriculum, assessment systems, and family engagement in accordance with CECE Regulations. After these trainings and over the course of the school year, Pre-K sub-grantees will be required to participate in common Pre-K Professional Development (PD) days and monthly Teacher and

Administrator Learning Communities. These PD opportunities will be flexible in design and topic, prioritizing topics based on needs identified through a review of all Pre-K sub-grantee Quality Improvement Plans and input of technical assistance professionals and monitoring staff. The opportunities will build upon the existing high-quality practices of programs, including knowledge and skills learned in induction, focusing not on foundational knowledge, but instead on nuanced, sophisticated, research-based and innovative implementation of a high-quality educational program. Four community PD topics have already been identified based on the needs of current Pre-K Programs. These topics improve the quality delivery of the state Pre-K Program by introducing and supporting the program implementation of evidence-based early childhood education practices that enhance the learning opportunities for every child enrolled in the state Pre-K Program. They include:

- *Tiered System of Supports*. A model of differentiated teaching, informed by reliable assessment data. The PD design will build upon RIDE's current work stemming from the emerging research on the Recognition and Response model in early childhood (Buysse & Peisner-Feinberg, 2013). This model includes program- and classroom-level procedures that support teachers and administrators, as well as families – the entire assessment team – in making data-driven decisions about how to support each Pre-K child's individual learning goals within their program curriculum. Although the recognition and response model comes from the special education field, it is directly relevant in its application to individualizing curriculum for *all* children, including those who are English learners.
- *Coordinating and supporting families' access to community-based Comprehensive services*. RIDE CECE Preschool Program Approval Regulations (Standards Five and Six) require the development of community connections specific to supporting children's healthy development and learning. Facilitated TA "roundtable" sessions will bring together State Pre-K Administrators, Local Education Agencies (LEA) administrators in key districts, and service providers by community. Prior to the convening of these roundtables, the RIDE staff will work with the Rhode Island Department of Health (RIDH), Department of Human Services (DHS), and Office of Health and Human Services (OHHS) to identify areas of linkages related to supporting families in Pre-K Programs, including programs and persons responsible.

- *Partnering with Families to Support their Child's Pre-K Education.* As mentioned above, Pre-K sub-grantees are required to implement a family engagement plan, which partners families with teachers in their children's education and in program-decision making. In order to support programs to better serve families, Rhode Island will implement the Family Provider/Teacher Relationship Quality Measure (FPTRQ) measure developed through the Administration for Children and Families' Office of Head Start and Office of Planning, Research, and Evaluation. The FPTRQ will allow programs to collect data that inform continuous quality improvement of family engagement plans.
- *Connecting with LEAs on Shared Educational Topics.* Very few opportunities have existed for early educators, including kindergarten and early childhood special education teachers, to participate in professional development on cross-system issues, such as early learning and kindergarten standards, assessments, curricula, and effective family engagement, including building parents' capacity to support their children's learning and development and engaging parents as decision-makers in their children's education. Developing these opportunities as the state Pre-K expands will be critical to establishing a coordinated P-3 system.

Other PD opportunities will likely include the following: implementing comprehensive child assessment systems, use of evidence-based curriculum resources, supporting English learners, and effective transitions to kindergarten. Additionally, state Pre-K sub-grantees have direct access to the Rhode Island Center for Early Learning Professionals in order to access professional development to meet their individual needs. The Center develops and delivers early childhood education PD and TA experiences, aligned with RI's Workforce Knowledge and Competencies (see Appendix W), which also support State Pre-K Programs' continuous program improvement processes. Programs can use Quality Improvement Grants, available under the Race to the Top Early Learning Challenge Grant, to pay for college-level coursework and research-based professional development for staff to meet goals within their required Individual Professional Development Plans (IPDP) and Program Quality Improvement Plans (QIP).

Flexible Professional Development Opportunities and Individualized Technical Assistance

Over the course of the grant timeline, Rhode Island will support sub-grantees with flexible professional development opportunities designed to meet the current needs of programs. The State will provide a $(b)(4) set-aside within each Pre-K budget for the directed use of hiring technical assistance providers who meet the qualifications set-forth by the state, participating in annual state Pre-K professional development series, and funding any individual professional development opportunities. First-year Pre-K Programs will be required to use this $(b)(4) set-aside to fund the state model of first-year sub-grantee Technical Assistance, with the goal of ensuring all sub-grantees meet or exceed all CECE and Pre-K Program Standards. Sub-grantees will use a pool of state-approved consultants to provide this individualized technical assistance that focuses on both classroom- and program-level implementation of the Pre-K Program and provides information to the state to guide the state-level implementation of the Program.

All technical assistance and monitoring activities begin with the Pre-K Program's Quality Improvement Plan. To develop the plan, every state Pre-K Program must engage in a comprehensive self-assessment process "*to determine its compliance with the structural and educational program standards contained within the RIDE CECE Standards for Preschool Program approval, as well as any other standards and regulations governing the program and the program's effectiveness in meeting the needs of children and families. This assessment shall include a review and analysis of program-wide child assessment information that reveals patterns and trends. The process shall involve families and staff*" (RIDE CECE Standard 5.14).

RIDE will continue to fund this invaluable support for first-year sub-grantees. Technical Assistance Providers conduct initial needs assessments with Pre-K Programs, conduct monthly technical assistance visits, and provide quarterly reports to RIDE detailing sub-grantees' progress toward Quality Improvement Plan goals. TA Providers will engage with programs immediately upon contracting, beginning in March 2015, in order to conduct a needs assessment that will inform the content prioritized in both the administrator and educator inductions described below. Following the induction experiences, TA Providers will work with programs on-site at least monthly throughout the first school year. Within the first month of this partnership, TA Providers

will work with programs to create or revise their Quality Improvement Plans by assisting programs in conducting a self-assessment as outlined in the CECE Standards.

TA Providers will also use tools such as the Preschool Rating Instrument for Science and Math (PRISM), Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA), the Supportive Environmental Quality Underlying Adult Learning (SEQUAL) and the Inclusive Classroom Profile (ICP) to inform the initial needs assessment, to help programs identify goals for their Quality Improvement Plans, as well as assess progress throughout the year toward individual program goals. The tools will also serve to guide overall State Pre-K Program policy and practice, as well as design of PD. The state Pre-K Specialist meets regularly with state Pre-K TA Providers to monitor each program's ongoing activities as well as to formulate responsive PD/TA activities that support progress. After the first year of implementation, Pre-K programs may use money allocated in their contracts to continue to working with state-approved TA Providers.

Program Evaluation

RIDE is also responsible for implementing the over-arching, research-based State Pre-K Program evaluation. RIDE's evaluation design and plan (see Appendix L) was developed this year by the National Institute for Early Education Research (NIEER) to investigate and document state Pre-K Program quality and the short- and long-term effects of participation on children's early learning outcomes and to compare the costs of the program to the savings that are attributable to outcomes directly related to participation in the Program. Per state policies, Pre-K programs are required to participate in all evaluation components. The planned evaluation is discussed in more detail in Selection Criteria C.

(E)(6) Coordination with Existing Services for Preschool Age Children

Rhode Island is sometimes referred to as a "city-state" due to its small size. There are advantages to being small. One such advantage is the ability of the state to bring Pre-K Program sub-grantees, LEAs, and community agencies together in one place, at the same time, to establish practical and effective communication strategies that link agencies and result in the systematic provision of and access to comprehensive services for Pre-K families, as well as the coordinated

provision of resources to the professionals and programs who serve them. Prior to convening these roundtables, the Rhode Island Department of Education will work with the Rhode Island Department of Health (RIDH), Department of Human Services (DHS), and Office of Health and Human Services (OHHS) to identify areas of linkages related to supporting families in Pre-K programs, including programs and persons responsible. Once linkages have been defined, RIDE will support sub-grantees through facilitated discussions, in building local partnerships with community social service agencies and LEAs to:

1) Ensure the provision of comprehensive services by coordinating with other community partners to ensure seamless access to needed supports,
2) Support the full inclusion of children with disabilities and developmental delays, children who are English learners, as well as children who may be in need of additional supports (e.g. mental health services),
3) Use community-based learning resources as appropriate in strengthening high-quality preschool programs, and
4) Carry out activities that provide children and their families with successful transitions from preschool into kindergarten.

Please also refer to section (B)(5) for additional information on Rhode Island's strategies to ensure coordination between the state Pre-K Program and existing preschool programs and services, including child care and Head Start.

(E)(7) How the Sub-grantees will integrate High-Quality Pre-K Programs within economically diverse, inclusive settings

Economic Diversity

Once selection and contracting are completed, RIDE works in partnership with sub-grantees to recruit children for enrollment and to conduct an annual randomized, weighted state lottery to select children. Children must meet the age requirement (four years old by September 1) and reside in the community where the Pre-K Program is located. Families may apply for any

and all programs located in their community. There are no income requirements for families to enter the lottery; *all children* who meet the age and residency requirements are eligible to enter the State lottery for the Pre-K Programs in their community. The lottery is weighted to ensure the proportion of children chosen for each classroom whose families fall below the federal poverty line reflects that of the community (e.g., if a district has 50% of students below the FPL, 9 of 18 children chosen in the lottery would be below the poverty line). If selected, families are required to provide evidence of age, residency and annual income to the Pre-K sub-grantee where the child will be enrolled. Rhode Island's state Pre-K Program lottery policies ensure that children both below 185% of poverty and above are able to participate in the state Pre-K program. Children above 200% of the FPL will be funded using state funds so as to comply with the requirements of this grant. Under this grant, the state lottery will be held in the winter-early spring prior to the upcoming school year in order to provide families with time to arrange for other early education options if their child is not selected in the state lottery.

In 2014, just over 1,000 families submitted their children's names into the state Pre-K child lottery, hoping to be chosen for one of 306 slots available in the state Pre-K Program. The state and its sub-grantees employed two primary recruitment strategies this past year, which resulted in a twenty percent (20%) increase in state Pre-K child lottery applications. First, the state reached out to community school districts and formulated plans to send out messages to all families via the district automated phone systems ("robo-calls") to inform families of the opportunity to submit an application into the RI state Pre-K child lottery. Since the start of the child lottery process in 2009, these automated phone systems have been employed as part of the recruitment plan, with state Pre-K Programs reporting back that this recruitment strategy is by far the most effective at reaching all families of eligible children. Second, this year as part of the state's ongoing commitment to recruit as many children as possible and reach families who are isolated or hard-to-reach, the national non-profit, Code for America, was engaged to create an online state Pre-K application option. The State coordinated input from current state Pre-K Programs which helped to inform the initial design of the online application. The online application was available in Spanish and English. RIDE and Code for America have already begun to refine the online procedures to improve its "user friendliness" for families of Eligible Children in preparation for next year; revisions largely build upon input from state Pre-K

Program administrators. Under this grant the state, in collaboration with sub-grantees, will build on the effective recruitment strategies described above, creating comprehensive communication plans emphasizing culturally and linguistically responsive outreach and communication efforts, customized to reach all families. In order to accomplish this goal, the state will engage and link child and family service organizations such as the Rhode Island Parent Information Network (RIPIN) as well as State offices and programs such as the RI Department of Human Service's Supplemental Nutrition Assistance Program (SNAP) in delivering targeted communication about the state Pre-K lottery to families of eligible children.

Inclusive Settings

The support of children with developmental delays and disabilities has been at the forefront of state focus since the inception of the Pre-K investment. RIDE ensures that state Pre-K Programs are fully inclusive by design, through policy monitoring and professional development, and in delivery. RIDE aligns all state Pre-K Program policies, activities and guidance materials with established "zero-reject" language in the CECE Program Regulations. As stated within the RIDE CECE Standard 5.13:

The program shall have a ***written philosophy statement*** *describing the educational beliefs and practices which inform the implementation of a Comprehensive Early Childhood education program, including… how all children are welcomed into the program and exclusionary practices of any kind are not allowed (principal of "zero reject"); how the program supports children and families of all abilities, modifies the program, makes reasonable accommodations, and collaborates with key partners to support children with developmental delays and disabilities in inclusive/integrated classroom settings; how each child's individual interests, individual learning goals, and individual learning styles are supported, including English language learners as well as children with developmental disabilities and delays in inclusive settings….*

While state standards and policies communicate the inclusive nature of the state Pre-K model, full inclusion remains an ongoing area of development. Over the last two years RIDE has

engaged both Pre-K's and LEA's in collaborative professional development, technical assistance, and planning around the support of children with disabilities within the Least Restrictive Environment as required by IDEA. Initial goals included a shared understanding of compliance issues such as those related to screening, special education referral, evaluation, and eligibility. In collaboration with the RIDE office that administers special education programs, RIDE staff created early childhood special education guidance documents that were shared with a wide group of stakeholders. In addition, Pre-K and LEA partners collaborated on individual plans for communication and coordination. RIDE will continue working to build and improve the collaborative relationships between state Pre-K Programs and LEAs towards the ultimate goal of providing special education services to support children with disabilities or developmental delays within the state Pre-K Programs with which they are enrolled.

Rhode Island has provided intensive PD/TA to support Pre-K Programs' improvement in meeting the learning needs of all children, including children with and without documented disabilities and developmental delays. As indicated earlier in this section, RIDE has followed and studied the emerging research on the Recognition and Response model in early childhood (Buysse & Peisner-Feinberg, 2013) and is implementing intensive PD/TA this year on Tiered Systems of Support. Included in the 2015 PD plans for the state Pre-K Programs, specific to further improving services for children with disabilities, Tiered Systems of Support will be complemented by the introduction of the Itinerant Early Childhood Special Education (IECSE) service delivery model. As in Recognition and Response, the IECSE model stresses the importance of consultation, embedding learning and intervention based on collaborative problem solving, data collection and progress monitoring. "Itinerant early childhood special education (IECSE) is a service delivery model that supports the inclusion of young children with disabilities whose primary placement is a community-based program such as a private preschool, child care center, or Head Start classroom" (Dinnebeil & McInerney, 2011). On a regular basis, the IECSE teacher visits children within their general early childhood program and provides individualized education program (IEP)-based services. Unlike the traditional direct-service model however, in the IESE model the special educator serves as a consultant and coach. The IECSE teacher supports the general early childhood teacher and parent in embedding IEP-based instruction and evidence-based instructional strategies into the child's daily routines. "Many

view the role of itinerant teacher as consultant or coach as 'best practice' in early childhood special education. This recommendation is based on results of research focused on the effectiveness of school-based consultation and peer coaching practices. It is also based on the premise that learning opportunities should be distributed across the day and integrated into daily routines and activities that naturally interest children" (Dinnebeil & McInerney, 2011). Professional development for Pre-K Programs, families and LEAs includes a common understanding of the IECSE model, the associated research, connection to the Response and Recognition initiative, as well as the and the roles and responsibilities of each early childhood partner. . . .

Flexibility to Use Resources to Meet the Diverse Needs of Children

While the state Pre-K Program model is guided by comprehensive regulations and policies which guide the implementation of a high-quality program, it also includes flexibility in relation to the design and delivery of curriculum, avoiding "cookie cutter" curriculum and instead encouraging Pre-K teachers to incorporate various learning theories, research-based instructional tools and recommended teaching practices into their RI Early Learning and Development Standards-aligned curriculum. It is within this context that RIDE encourages sub-grantees to use community-based learning resources as they deem appropriate to strengthen their high-quality Pre-K program. Within contractual and budgetary approval procedures, sub-grantees can identify use of their state Pre-K PD funds for purchase of arts and arts education programs, public library programs, or partnerships with the zoo. The state requires that sub-grantees ensure that such community-based partnerships be thoughtfully designed in relation to what Rhode Island believes young children should know and be able to do to succeed in Kindergarten . as defined in the alignment of such learning experiences with RI Early Learning and Development Standards and the Program's curriculum. .

Under this grant through existing budgetary approval procedures, the state will support sub-grantees in using state Pre-K Program funds to enrich their curricula as appropriate by partnering with community-based resources.

(E)(8) How the Sub-grantees will deliver High-Quality Preschool Programs to children who may be in need of additional services

Rhode Island's state Pre-K Program model is designed to deliver excellent early childhood education within Rhode Island's system of child and family services as described below in the Rhode Island state Pre-K policies.

"Since the state Pre-K program exists within the state and local social support systems for RI families, Pre-K Program staff support and implement effective transitions for children in and out of the Pre-K, provide access to/coordination of before and after care if needed, and engage in community collaboration with social service agencies or other relevant organizations (school districts, community mental health providers, health centers). Linking to existing state support services rather than duplicating services allows the state Pre-K programs to focus on the provision of excellent early childhood education while participating in and supporting the coordination of family supports with other professionals as needed."

RIDE's state Pre-K Request for Proposals outlines essential tasks and deliverables that sub-grantees are responsible for delivering each year. Sub-grantees must assure the State that they are able to *"provide wrap-around child care OR have a strong connection with and transportation to/from at least one child care provider for families that need it"* (p. 5, 2014 RI state Pre-K Request for Proposals). As Rhode Island expands its state Pre-K Program, contracting and monitoring procedures aligned with our state Pre-K policies and program implementation guidelines will ensure that sub-grantees coordinate these Comprehensive Services, including coordinating before- and after-school care, to all state Pre-K Program families. Current state Pre-K Programs are part of RI community agencies, such as mental health organizations, community action programs (CAP), school districts, and Head Start programs. Administrators in these Programs have ready access and preexisting links to comprehensive services for Pre-K Program children and families and their experiences serve as a resource to other sub-grantees. The majority of Rhode Island families have access to health insurance, including RIteCare health insurance that supports their access to needed medical and mental health services. While individual Pre-K Programs have developed these links, such links have

not systematically been established within all state Pre-K Programs for all identified family and child needs.

Under this grant, RIDE will build on current successful strategies, investigate recommended practices, and engage sub-grantees with their community partners in health, mental health, nutrition, and other comprehensive services to form communication and service systems that support the provision of seamless access to comprehensive services for all state Pre-K Program children and families. For example, through monthly Early Childhood Leadership Learning Community meetings, RIDE will link sub-grantees with Early Childhood Mental Health Consultation: Intervention Supports services. This service is part of Rhode Island's Early Childhood Mental Health continuum of promotion, prevention and intervention supports and services. This mechanism was designed to support all early childhood education programs statewide, including state Pre-K Programs, in identifying and addressing children's significant social and emotional challenges within the classroom setting, in ensuring referral and collaboration with LEAs, accessing additional classroom supports such as KidsConnect (a supportive service for young children with behavioral health needs), and in accessing case management for referral and coordination of community-based services.

(E)(9) How the State will ensure outreach to enroll isolated or hard-to-reach families; help families build protective factors and engage parents and families

Outreach to Enroll Isolated or Hard-to-Reach Families

The state has an ongoing commitment to reach and recruit as many children as possible and reach families who are isolated or hard-to-reach. In addition to the outreach strategies described in Section (E)(7) above, this year the national non-profit, Code for America, was engaged to create an online state Pre-K application option. The state coordinated input from current state Pre-K Programs that helped to inform the initial design of the online application. The online application was available in Spanish and English. RIDE and Code for America have already begun to refine the online procedures to improve its "user friendliness" for families of eligible children in preparation for next year; revisions largely build upon input from state Pre-K Program administrators.

Under this grant the state, in collaboration with sub-grantees, will build on the effective recruitment strategies described above, creating comprehensive communication plans emphasizing culturally and linguistically responsive outreach and communication efforts, customized to reach all families. In order to accomplish this goal, the State will engage and link child and family service organizations such as the Rhode Island Parent Information Network (RIPIN) as well as State offices and programs such as the RI Department of Human Service's Supplemental Nutrition Assistance Program (SNAP) in delivering targeted communication about the state Pre-K lottery to families of eligible children.

Family Engagement

RIDE's CECE Regulations, state Pre-K policies and BrightStars TQRIS require programs to develop and implement family engagement plans. The CECE Regulations specifically describe "*program practices for communicating with and involving family members as partners in their child's education and in program decision-maki*ng" (CECE Regulations 8.1-8.15). Additionally, state Pre-K policies require that families of children selected for the state Pre-K Program are contacted by sub-grantees immediately following the lottery process. These initial contacts are used as opportunities to determine the language spoken in the home, observe the child and ask parents questions about their child's development, and document initial details regarding the strengths and needs of each child and each child's family. Family orientation days are offered by programs to help families to prepare for their role in partnering with teachers to support their children's learning and development in the coming Pre-K school year. These activities all meet an essential goal of Rhode Island's Pre-K Program: establishing a collaborative relationship with the family from the start.

All state Pre-K sub-grantees are required to have a Family Engagement Plan in place as a component of a CECE Approval. Family engagement plans include specific strategies (identified by the state Pre-K Program) for, "*communicating with and involving family members as partners in their child's education and in program decision-making. Family members include adults and children significant in the child's daily life who influence the child and support their learning*" (p.28, RIDE CECE Standards). One strategy currently in place, and lauded by many state Pre-K Programs, is the delivery of a RIELDS "Fun Family Activities" (FFA) Training each year. A

Pre-K staff member who is trained as a FFA trainer leads a six-week family training series. Families learn about the RI Early Learning and Development Standards, and gain direct experience trying activities that they can do at home with their children. The Training is based on the published Family Fun Activity Cards that all families receive to take home. Each activity (and activity card) describes activities linked and designed to support specific RI Early Learning and Development Standards. The FFA cards are available in Spanish and English and include activities for children ages birth through five, so younger children in the family can participate and benefit as well. These hands-on, experiential trainings also provide an enjoyable context for families to get to know each other and often lead to family friendships that last throughout the school year and into the early elementary years.

Under this grant, RIDE will partner with sub-grantees and expand the implementation of FFA Trainings to include all new state Pre-K Programs, using to the greatest extent possible an existing RIELDS-aligned resource. While the state has established a solid foundation for family engagement in each state Pre-K program, it does not presently require valid and reliable data to document the effectiveness of the plans in place. Under this grant, RIDE will introduce all sub-grantees to the Family and Provider/Teacher Relationship Quality Measurement (FPTRQ) tool. This tool is a promising resource, designed for use in early childhood settings with families from culturally diverse backgrounds. RIDE will, in collaboration with sub-grantees, develop and provide professional development and technical assistance activities to ensure effective implementation of the FPTRQ. Programs will gather the data needed to assess, revise and determine effective strategies for partnering with all families in supporting the healthy development and learning of all children in their program.

(E)(10) How the State will ensure strong partnerships between each Sub-grantee and LEAs

The state intends to expand its efforts to support strong partnerships between state Pre-K sub-grantees and their LEAs. Over the past six years, state Pre-K Programs on their own have forged successful partnerships with LEAs and collaboratively created locally effective transition plans for state Pre-K Program children and their families. Some school districts send principals and kindergarten teachers to visit the state Pre-K Programs, others send community liaison staff whose primary role is to support families' successful transition into their elementary schools.

Many state Pre-K Program teachers visit the local school district Kindergarten classrooms each year and speak with the Kindergarten teachers about their children. One state Pre-K Program invites "graduates" and their families back to share their transition to kindergarten stories and suggestions with current Pre-K children and families. All state Pre-K Programs develop student portfolios and learning summaries that are given to families and the receiving elementary schools. However, none of these activities have been systematically discussed in relation to research on effective transition practices.

Under this grant, RIDE will develop and facilitate professional development and technical assistance opportunities in coordination with sub-grantees and LEAs that engage them in learning about recommended preschool to kindergarten transition practices, then collaboratively identifying and implementing locally designed and research-based transition policies and procedures. The resulting practices will be incorporated more specifically into state Pre-K policies and shared with the wider audience of early learning programs to improve upon the transition experiences of all children. Further information on the connections between State Pre-K and K-12 is in Selection Criteria F.

F. Alignment Within a Birth Through Third Grade Continuum

Rhode Island's plan to ensure that the Rhode Island Pre-Kindergarten Program is aligned with programs and systems within the Birth to Grade 3 continuum includes two major goals:

- Create a Birth to Five (B-5) system for <u>all</u> early learning programs that includes a progression of expectations and supports that align with Pre-K expectations for the early learning workforce and early learning programs. The goal is to support children's learning and development.
- Sustain the B-5 impacts and ensure a seamless transition into the K-3 system by aligning expectations, policies, and practices in key areas to ensure children have the knowledge and skills to be successful in K and that the K-3 system is prepared to support children's continued learning and development.

Goal: Align the Rhode Island Pre-Kindergarten Program within the Birth to 5 system, ensur a seamless transition into the K-3 system and sustain the B to 5 impacts.

Outcomes:

- Birth to 5 programs, including state Pre-K Programs, have systems in place for outreach and for referral to ensure continuity of services from birth to school entry.
- Children and families receive information and assistance that supports the child's transition to kindergarten.
- Children enter school with skills across the Essential Domains of School Readiness as measured by Teaching Strategies Gold and the Kindergarten Entry Assessment.
- Children make progress in skills across grades K to 3.

Strategies:

- An aligned, high-quality birth to 5 (B-5) system for all early learning programs that includes a progression of expectations and supports that align with Pre-Kindergarten expectations for the early learning workforce and early learning programs, consisting of:
    - an aligned continuum of learning and development expectations for children
    - a continuum of expectations for key roles within the early learning workforce by developing workforce knowledge and competency (WKC) frameworks
    - increased access to high-quality programs
- Sustained B-5 impacts and seamless transition into the K-3 system by aligning expectations, policies, and practices in key areas:
    - effective early childhood formative assessment practices within the B-5 system that align with expectations for K-3 formative assessment initiatives
    - development of a Kindergarten Entry Assessment that aligns with early learning and development standards and CCSS
    - an Early Care and Education Data system that connects to the Statewide Longitudinal Data system and links information about children, teachers, and programs B-5 with K-12 data

Children with High Needs:

- **Recruitment and outreach addresses children in low-income families**
- **Programs are competent in teaching dual language learners**
- **Information is provided to agencies working with children who are homeless and in the child welfare system**

Key Activities	**Responsible Parties**	**Y1**	**Y2**	**Y3**	**Y4**
Provide comprehensive professional development (PD) supporting the use of the RIELDS to Early Intervention and home visiting programs and to kindergarten teachers	**RIDE, EOHHS, HEALTH, LEAs**	**X**	**X**	**X**	**X**
Provide Pre-K teachers with comprehensive PD supporting the understanding of K-3 standards	**RIDE, Subgrantees**	**X**	**X**	**X**	**X**
Expand WKCs expectations to include K-3 teachers	**RIDE, LEAs**	**X**	**X**		
Provide aligned PD opportunities that support effective early childhood formative assessment practices within the B-5 and K-3 systems	**RIDE, LEAs, Subgrantees**	**X**	**X**	**X**	**X**
Develop and implement a Kindergarten Entry Assessment that aligns with early learning and development standards and provides kindergarten teachers with baseline information that informs their ongoing instruction	**RIDE, LEAs**	**X**	**X**	**X**	**X**
Link the Early Childhood Education Data System to the statewide longitudinal data system within the Department of Education and use the data to inform policy and practice within birth to third programs and systems.	**RIDE**	**X**			

(F)(1) Birth Through Age 5 Programs

Creating a High-Quality B-5 System for All Programs

Rhode Island is committed to increasing access for all children, but especially children with high needs, to high quality early learning programs. This vision is articulated in the RI Early Learning Council's Strategic Plan and was the core of the state's first –round winning proposal for the Race to the Top – Early Learning Challenge. The first step toward realizing this vision was to create a continuum of expectations and supports that align with State Pre-K expectations for both the early learning workforce and early learning programs. These expectations center on supporting children's development and learning as defined by the state's Early Learning and Development Standards. The second step was to engage and include all early learning programs (child care, Head Start, and public schools) in the aligned system so that all were working toward the same sets of expectations. So while all early learning programs may not currently meet the high-quality standards of the RI Pre-K Program, there is a clear path and set of supports available to them. The early learning system has a culture of continuous quality improvement that improves access to quality early learning for all children. Rhode Island has made significant progress toward actualizing this plan and will continue to move forward using a combination of RTT-ELC and state resources.

(F)(2) Kindergarten Through Third Grade

Sustaining B-5 Impacts in K-3

While moving forward with a comprehensive B-5 plan, Rhode Island has also been intentional in aligning expectations, policies, and practices in key areas within the K-3 educational context. The goal is to ensure that children have knowledge and skills to be successful in kindergarten and beyond and that the K-3 system is prepared to support children's continued learning and development. In July of 2014, Rhode Island submitted an application to the National P-3 Center for the *Making it Work: Implementing a Comprehensive P-3 Approach* Institute. In August, Rhode Island received notification that it had been selected for participation. In this acceptance letter, it was noted that:

"In assembling the 2014 cohort, the Committee selected teams that were able to most effectively show evidence of thoughtfully conceived goals and ongoing activities toward implementing a comprehensive P-3 approach."

Participation in the Institute will afford Rhode Island the opportunity to build on its work to date, and expand in key areas to ensure the development and implementation of an aligned system.

The goals and activities for both sections (F)(1) and (F)(2) are described below.

Creating an Aligned Birth-Grade 3 System

Rhode Island has made significant progress in the development of a coordinated, seamless system of early care and education that begins at birth and extends into the primary grades. Efforts in this area are characterized by the key activities below, noted as 1) completed, 2) in progress, 3) planned but not yet started, or 4) ongoing work. Timelines for activities that are in progress or planned but not started are provided.

Outline and support the use of an aligned continuum of learning and development expectations for children.

- Revise the state's early learning standards to include expectations for infants and toddlers, in addition to expectations for preschoolers (COMPLETED)
- Revise the states early learning standards to ensure alignment with the Kindergarten expectations in the Common Core State Standards (Mathematics and ELA/Literacy) and RI's Grade Level Expectations in Science, Social Studies, Fine Arts, Health/Physical Education (COMPLETED)
- Ensure RIELDS are integrated into expectations for the workforce (WKCs) and into program regulations and standards (COMPLETED)
- Support the use of the new Early Learning and Development Standards (RIELDS) by providing comprehensive professional development:
    - to the B-5 workforce (ONGOING WORK) within teacher preparation programs (ONGOING WORK)
    - to Early Intervention and home visiting programs (PLANNED WORK)

  - to other state and community staff (ONGOING WORK)
  - to kindergarten teachers (PLANNED WORK)
- Support the understanding of K-3 standards by Pre-K teachers (PLANNED WORK)
- Align RIELDS courses to higher education teacher preparation programs (ONGOING WORK)
- Create and sustain a high level of family and parent engagement as children move from high quality Pre-K programs into the early elementary school years and ensure cultural competency with all family engagement activities (PLANNED WORK)

Rhode Island completed the revision of its Early Learning and Development Standards (RIELDS) in May of 2013. The RIELDS now represent an aligned set of expectations for infants, toddlers, and preschoolers that are informed by national experts and thus represent the most current understanding of appropriate learning goals for each age group. The RIELDS were also aligned with expectations for children at the end of kindergarten. In Rhode Island, those expectations include the Common Core State Standards (Mathematics and ELA/Literacy) and RI's Grade Level Expectations in Science, Social Studies, Fine Arts, and Health/Physical Education. Additionally, the state has a comprehensive set of professional development opportunities designed to support the use of the RIELDS by educators working with infants, toddlers, and preschoolers. As specified in the 2013 CECE regulations, RI Pre-K Program teachers are required to hold RIELDS training certificates, and the numbers of staff holding RIELDS training certificates are a component of the BrightStars TQRIS at the higher levels of quality. The Workforce Knowledge and Competencies for Early Childhood Teachers and for Family Child Care also address the knowledge and use of RIELDS in the domain of Curriculum. Institutes of higher education with approved PK-2 teacher preparation programs were engaged in a process to evaluate and improve alignment with the WKCs, including RIELDS, thereby ensuring that future early childhood certified teachers understand and use the RIELDS. The evaluation and alignment is also aimed at ensuring RIELDS course content is embedded within teacher preparation programs so that upon degree receipt these educators also receive RIELDS certification.

The use of the RIELDS for instructional purposes is also included in each set of regulations/standards within the program quality continuum. Child care licensing regulations – that also apply to center-based, Head Start, and family child care programs – require "developmentally appropriate activities guided by the RI Early Learning and Development Standards." (See Appendix X, p.29). BrightStars TQRIS Standards address the use of RIELDS at higher levels of quality within the Curriculum domain. CECE Regulations, which all state-funded Pre-K programs must follow, outline detailed expectations in Standards Six: Curriculum and Standards Seven: Child Assessment for use of RIELDS.

By infusing expectations about the knowledge and use of the RIELDS into each component of the B-5 system, Rhode Island communicates that all early learning programs are responsible for supporting children's learning and development. Going forward, Rhode Island's plan will focus on providing professional development to support shared understanding across systems. Specifically, professional development to support kindergarten teachers' understanding of the RIELDS and to support preschool teachers' understanding of the kindergarten expectations will be developed and provided. This will foster enhanced collaboration between Pre-K and kindergarten teachers. Efforts are also underway to engage and inform programs connected to but outside of the early learning community, such as Early Intervention and home visiting programs, to encourage and support understanding and use of the RIELDS.

Create a continuum of expectations for key roles within the early learning workforce by developing workforce knowledge and competency (WKC) frameworks

- Ensure the WKCs address the workforce's knowledge and skills in supporting children's learning and development in each of the nine ELDS domains (IN PROGRESS)
- Support the workforce to improve their knowledge and skills by providing free professional development which is aligned to the WKCs (ONGOING WORK)
- Revise and pilot a PK-2 teacher preparation program to strengthen teacher understanding of ELDS and key educational practices in curriculum, child assessment, and family engagement (ONGOING WORK)

- Support the workforce to improve their knowledge and skills by providing access to college credits and credential programs (AA and BA) which are aligned to the WKCs (ONGOING WORK)
- Expand expectations for teachers into K-3 (PLANNED WORK)
- Evaluate pilot PK-2 teacher preparation program and incorporating positive findings into existing programs (PLANNED WORK)

Rhode Island's approach to outlining expectations for professionals within the early learning field starts with the development of a compendium of Workforce Knowledge and Competency (WKC) frameworks aligned with key roles. By developing role-specific WKCs, the precise knowledge and skills of each role can be delineated. To date, WKCs have been finalized for Early Childhood Teachers and Early Intervention/Early Childhood Special Educators, Early Childhood Teacher Assistants, Family Child Care Educators, and Early Childhood Education Professional Development Providers. The final set will address Early Childhood Administrators/Education Coordinators, and is slated to be completed by spring 2015. The WKCs for Early Childhood Teachers and Early Intervention/Early Childhood Special Educators have been aligned with NAEYC's accreditation criteria for both the AA and BA levels and also with RI's Rhode Island Professional Teaching Standards. Going forward, Rhode Island's plan will consider delineating additional expectations for K-3 teachers and connecting with teacher evaluation systems, developing PD supports for educational administrators and coordinators, and developing an approval mechanism which will assist school districts and individual teachers in identifying aligned professional development.

In addition to outlining expectations for the early learning workforce via WKCs, Rhode Island's plan has focused on ensuring that supports provided to the field are aligned with those WKCs and are available at no or low cost. This has included requiring all state-funded professional development (PD) and technical assistance (TA) to be aligned and available for free, as well as developing an application and approval process for identifying aligned PD or TA provided by other entities. It has also included supporting RI's Institutes of Higher Education to align approved teacher preparation programs to the WKCs. This work has included supporting the Community College of RI to engage in the process of applying for NAEYC Accreditation,

and providing both the University of Rhode Island and Rhode Island College with resources to conduct an alignment evaluation of their existing teacher preparation programs and to develop and implement plans to make revisions to the existing programs to increase alignment. Each of these efforts ensures that teachers entering the profession at various levels and from various institutions understand key expectations related to their work in an aligned manner. Additionally, Rhode Island College has been provided resources to develop and pilot a unique teacher preparation program, the Rhode Island College Institute for Teaching and Learning, focused on supporting the existing early learning workforce to achieve early childhood PK-2 certification or a BA in Infant/Toddler Education. This program is aligned to the WKCs at the BA level and also incorporates wrap around supports in both academic and non-academic areas and delivery mechanisms (e.g. hybrid courses, site-based practices) designed to meet the needs of the existing workforce to support their successful completion of the program. This program ensures that Rhode Island's high expectations for teachers within its quality continuum are accessible to both the existing workforce, as well as to new teachers following a more traditional pathway. Going forward, the Institute for Teaching and Learning will evaluate the pilot program and report on outcomes. These findings will be used to inform revisions to existing traditional teacher preparation programs at both RI College and the University of Rhode Island. Access to college courses and to approved programs of study at both the AA and BA level are supported through state contracts and with T.E.A.C.H. Early Childhood scholarships. The T.E.A.C.H. Early Childhood workforce development model was established in Rhode Island in 2010 and has been expanded with Race to the Top – Early Learning Challenge funds. Providing college completion scholarships and other supports to the existing early learning workforce was identified as a top prioritity in the Rhode Island Early Learning Council's ARRA application as a strategy to support advancement within BrightStars and to develop the workforce for Pre-K expansion. The 2008 Rhode Island Pre-K Education Act includes language directing RIDE to "work with other state departments and private philanthropy to establish a statewide, comprehensive, research-based early childhood workforce development scholarship program to expand the numbers of early childhood educators who have an associate's or bachelor's degree in early childhood education."

Finally, Rhode Island has established progressive credential and professional development requirements for early childhood educators and administrators. At the foundational level of quality, child care licensing specifies credential requirements for Administrators and Education Coordinators which are aligned with state Pre-K requirements. Licensing regulations also specify that the 20 hours of PD required annually for staff must be aligned to the WKCs. Moving up the quality continuum, BrightStars and CECE standards require staff develop and report on short and long-term professional development goals aligned to the WKCs. The state's TQRIS, BrightStars, requires increasing numbers of teachers with professional credentials and college experience at the AA and BA levels. BrightStars standards also ensure that allowable college credits reflect coursework related specifically to early childhood education. At the highest level of quality, RIDE CECE regulations require a certified teacher in every CECE-Approved classroom, including the State Pre-Ks.

Create a continuum of expectations for early learning programs by aligning foundational health and safety regulations to BrightStars Tiered Quality Rating and Improvement Standards to Comprehensive Early Childhood Education Program Regulations

- Ensure that all sets of program regulations/standards governing early learning programs were part of the alignment process to ensure consistency of expectations (COMPLETED).
- Ensure that programs standards/regulations at each level of the continuum address the core educational practices required to support children's learning and development; curriculum, child assessment, and family engagement (COMPLETED).
- Support early learning programs to engage in continuous quality improvement by providing technical assistance and program quality improvement grants (ONGOING WORK).

Rhode Island has completed extensive activities to align expectations for B-5 early learning programs (child care, Head Start, and public schools) and to create a continuum that delineates increasing levels of quality. This work focused on revising three core sets of regulations/standards in tandem in order to ensure alignment and articulate increasing quality

expectations. The regulations/standards that were aligned included the child care licensing regulations for centers and family child care, the BrightStars TQRIS standards, and RIDE's Comprehensive Early Childhood Education (CECE) Program Regulations. Additional sets of regulations/standards were also used to ensure that expectations were consistent across all early learning programs. This additional alignment occurred within the revisions of the three core sets. Specifically, the Basic Education Program (BEP) regulations that govern early learning programs that are housed in public schools were cross-walked with child care licensing regulations to ensure consistent expectations for health, safety, and facilities. The BEP was also cross-walked with the CECE Regulations to ensure consistent alignment with general educational program expectations. The BrightStars TQRIS standards were cross-walked with Head Start performance standards and NAEYC Accreditation Standards for curriculum, child assessment, and family engagement. It was determined that both Head Start and NAEYC standards exceeded BrightStars standards in these areas and thus compliance with those standards suffice as evidence of meeting the BrightStars criteria in those areas. The RIDE CECE Regulations were also cross-walked with both Head Start Performance Standards and NAEYC Accreditation standards and were found to meet or exceed both sets. In addition, CECE was reviewed against the Individuals with Disabilities Education Act regulations, both state and federal, in order to assess consistency of expectations. The key areas for all alignment included; health and safety, staff credentials, curriculum, child assessment, and family engagement and included intentional connections to the RIELDS and WKCs as described previously.

Rhode Island created a system to support early learning program improvement, including policies requiring that specific early learning programs participate in BrightStars (including programs receiving Child Care Assistance Program fund and State Pre-K funds). Our goal is to have all public schools with early childhood classrooms and licensed early learning programs (including Head Start programs) participating in BrightStars and moving up the quality ladder. As a result of this new policy and significant outreach, as of August 31st, 73 percent of Rhode Island's licensed child care centers were participating in BrightStars. The quality improvement system includes technical assistance conducted with programs either in small groups or on an individual basis and tied to the program's Quality Improvement Plan, a document that is common to the BrightStars TQRIS and RIDE CECE Approval. Under the Race to the Top –

Early Learning Challenge grant, program improvement grants and facilities grants are available to support an early learning program's improvement plan. Going forward, Rhode Island's plan will address program implementation guidelines for K-3 classrooms that align with and build upon the CECE regulations.

Increase access to high-quality programs by expanding the numbers of early learning programs participating in the BrightStars TQRIS and achieving CECE Approval and ensuring policies that support family access.

- Expand access to high-quality early learning programs via a variety of strategies including increasing funding for Pre-K, restoring state funded Head Start slots, requiring all programs that accept child care subsidies to participate in BrightStars TQRIS. . (ONGOING WORK).
- Require programs participating in the state child care subsidy program to participate in BrightStars (ONGOING WORK).
- Require all CECE Approved programs participate in BrightStars (ONGOING WORK).
- Ensure that the costs of operating higher quality programs do not result in additional costs to families by providing Quality Awards to programs operating at higher levels of quality (ONGOING WORK)
- Ensure that the costs of operating higher quality programs do not result in additional costs to families by continuing to operate a mixed delivery model of state Pre-K where Pre-K funding helps to mediate the cost of operating at high-quality (ONGOING WORK)
- Require no current child care families are displaced when State Pre-K Program grantees open new classrooms (ONGOING WORK)
- Extensive recruitment to maximize Pre-K participation, including making an on-line application available (ONGOING WORK).
- Ensure that Pre-K Programs support families by connecting them to other services they may need (ONGOING WORK)

- Ensure parents have easily accessible information on the quality of early learning programs (COMPLETED).
- Incentivize the provision of full day kindergarten (ONGOING WORK).

The Rhode Island Early Learning Council's Strategic Plan (Appendix K) sets clear goals for increasing access to all types of early learning programs via both increased funding and improved polices which are supportive of families. Specific programs addressed include the Child Care Subsidy Program (CCAP), state-funded Head Start, state-funded Pre-K, and access to full day kindergarten. The Strategic Plan also sets targets for the numbers of children who receive developmental screening, as screening serves as the first step for determining the need for additional services to support learning and development.

In order to ensure that parents have high-quality programs from which to choose, Rhode Island has implemented two key regulatory initiatives designed to increase early learning program participation in the BrightStars TQRIS. First, all child care programs participating in the state child care subsidy program are required to participate in BrightStars or risk losing approval to receive payment for state subsidies. This change was implemented over a period of six months in order to minimize impact on families whose children were enrolled in non-participating programs. Second, all programs approved under the CECE Regulations are also required to participate in the BrightStars TQRIS to ensure that all classrooms, including those not approved as a CECE classroom, are on a quality improvement pathway. Another key activity to increase the numbers of programs participating in the BrightStars TQRIS was to revise the BrightStars standards to remove barriers to public school participation, for example, by adding language requiring child care licensing OR compliance with Basic Education Program regulations.

Under the RTT-ELC grant several activities have been designed to ensure that improvements in quality do not have unintended consequences of increased costs of operation that are passed along to families. First, the state conducted a cost analysis of operating at different levels of the BrightStars TQRIS. That information was then used to design a methodology to issue Quality Awards to programs participating in the state child care subsidy program that have achieved a 3, 4, or 5 Star Level rating, where the costs to operate exceed the typical program's ability to generate revenue. This cost analysis revealed that community-based

programs that operate at least one state-funded Pre-K classroom realize a significant cost benefit that dramatically impacts its ability to operate at higher levels of quality. This finding offers continued support for the state's Pre-K model of using a mixed delivery system that includes community-based programs, Head Start programs, and public schools.

Within the state Pre-K program itself, both the selection process and state Pre-K policies seek to ensure that the state-funded classrooms do not displace currently enrolled families (funding application requirement), and that the additional needs of families are addressed so that participation is maximized (requiring wrap around child care, connections to comprehensive services, and partnerships with LEAs to support children with disabilities and developmental delays). Maximum participation is also achieved via the extensive recruitment efforts during the Pre-K lottery application process. Though limited Pre-K slots are available, significant efforts are made to ensure that as many families as possible are made aware of the opportunity to apply. These recruitment efforts include the availability of an on-line application, news releases, neighborhood-based notifications by Pre-K grantees, radio announcements, website postings, and robo-calls by local school departments. Rhode Island is also developing a coordinated web site linked to the state's Early Childhood Education Data System (ECEDS), which will provide parents with information on the quality of all early learning programs. The search function is set to launch in the fall of 2014.

In addition to the focus of increasing access to high-quality early learning programs, Rhode Island has made significant progress in expanding access to full-day kindergarten and has two strategies to incentivize the expansion to full-day kindergarten for the seven remaining communities that do not offer it. First, the state education funding formula includes a differential per child allocation for part-time versus full-time students and recent legislation ensures that LEAs that transition to full-day kindergarten do not have to wait a year to benefit from this increased funding. Second, the state has allocated $ (b)(4) per year during each of the past two years to be awarded to districts to partially offset one-time, start-up costs incurred during the transition to full-day programming. Between the 1999-2000 school year and the 2013-2014 school year, the percentage of children enrolled in full-day kindergarten programs increased form 18% to 70%. Although enrollment data is not yet available for the current school year, we know that virtually all school districts are working on plans to convert to full-day kindergarten

and the Woonsocket Public School District (the only high need community that did not offer full-day K last year) restored full-day kindergarten this year.

Create systems that support the ongoing monitoring of children's learning and development at the individual, classroom, program, and state level.

- Ensure all children B-5 access regular developmental screening to assess development and assist in early identification of special needs and connection with interventions (ONGOING WORK)
- Support effective early childhood formative assessment practices within the B-5 system that align with expectations for K-3 formative assessment initiatives (ONGOING WORK)
- Develop a Kindergarten Entry Assessment that aligns with early learning and development standards and provides kindergarten teachers with baseline information that informs their ongoing instruction (IN PROGRESS)
- Build an Early Care and Education Data system that connects to the Statewide Longitudinal Data system and links information about children, teachers, and programs B-5 with K-12 data (IN PROGRESS)

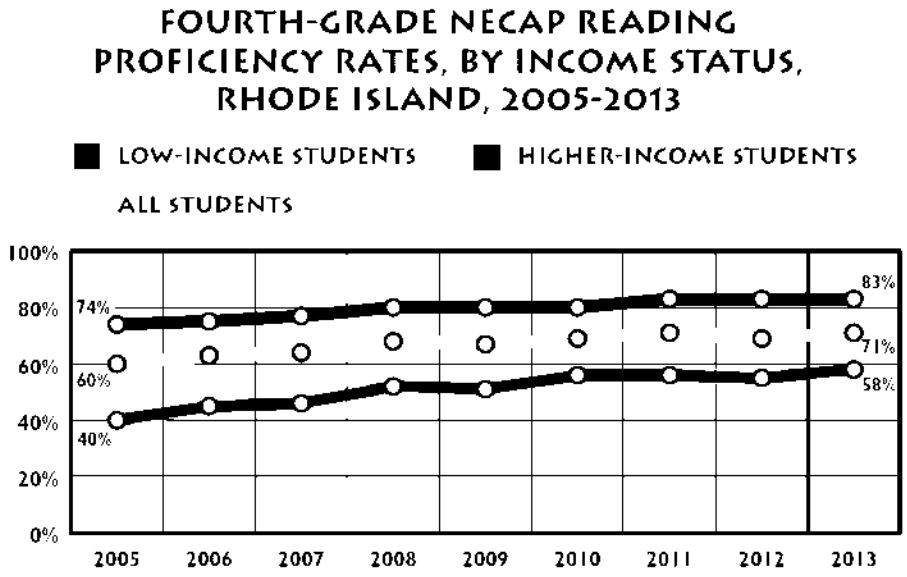
The first component of Rhode Island's comprehensive system of child assessment addresses the children's ongoing development through increasing access to regular developmental screening. Systems to support screening for children birth through age three are supported in pediatric practices across the state through the use of technical assistance to set up screening systems using the Tufts University Survey of Well-being of Young Children (SWYC) tool and through access to an electronic screening system called CHADIS (Child Health and Development Information System). Additionally, resources have been allocated through RI's RTT-ELC grant to create a centralized referral number, as well as access to a variety of interventions linked to a child's needs identified via screening. Children who screen positive are also referred directly to Early Intervention (Part C of IDEA) for further evaluation for special education services. For children ages three through five, screening is available on an annual basis through Child Outreach programs operated by LEAs. Child Outreach programs are also hubs for

referrals to Early Childhood Special Education programs for further evaluation for eligibility for special education services. In September of 2014, a new statewide data system for collecting developmental screening information from Child Outreach programs was launched. The data collected will provide important information for identifying potential gaps in available intervention services for 3-5 year olds and RTT-ELC resources may be used to address these gaps.

The second component of Rhode Island's child assessment system addresses ongoing formative assessment conducted in early learning programs and used to guide teacher instruction. The concepts related to formative assessment have been aligned between the professional development offered to B-5 educators and the professional development provided to K-3 educators. Teachers within the state Pre-K are further supported to use formative assessment via access to Teaching Strategies GOLD on-line assessment tool. Community-based early learning programs are offered the opportunity to purchase access to Teaching Strategies GOLD at the state rate (a savings of approximately 50%) provided they sign an MOU which outlines key expectations, including data sharing across and among early learning programs that serve the same children (e.g., programs serving a child who is enrolled in Head Start and also receiving preschool special education services can share data in Teaching Strategies GOLD)...

Another element of Rhode Island's approach to monitoring children's development and learning is its Kindergarten Entry Assessment. RI joined a multi-state consortium under the federal Enhanced Assessment Grants Program that supports the development or enhancement of a kindergarten entry assessment (KEA) aligned with a common set of early learning and development standards. This assessment will be piloted in the fall of 2015, with statewide implementation in the fall of 2016..

Rhode Island continues to make steady progress in improving K-3 instruction which has resulted in improved third grade reading skills (measured at the beginning of 4th grade with the New England Common Assessment Program (NECAP). Between 2005 and 2013, the percentage of 4th graders who scored at or above proficiency on the NECAP increased from 60% to 71%. In addition, the gap between percentage of proficient low-income readers and proficient higher-income readers has shrunk by 9 points (from a 34 point gap to a 25 point gap)



Source: Rhode Island Department of Education, *New England Common Assessment Program (NECAP)*, October 2005–October 2013. Low-income status is determined by eligibility for the free or reduced-price lunch program.

Finally, the last component of Rhode Island's plan to monitor children's learning and development is the creation of its Early Childhood Education Data System (ECEDS). This data system will link to the statewide longitudinal data system within the Department of Education and connect to other state agency data systems to bring together data on early learning programs, the early learning workforce, and children – beginning at birth and continuing through their K-12 years. Specifically, ECEDS will link to the RI Department of Health's universal public health database, KIDSNET, that includes newborn screening data as well as early childhood data. All children born in Rhode Island or who receive an immunization in Rhode Island are included in this database. Connecting ECEDS to KIDSNET will provide information on young children's access to the variety of services and supports before kindergarten entry, in addition to their kindergarten entry assessment information. Collectively, this information will allow the state to look at trends and will present a more comprehensive picture of conditions that support children's readiness at kindergarten entry.

Rhode Island has made significant progress in the development of an aligned Birth through Grade 3 system. With the help of its RTT-ELC resources a comprehensive system supporting quality early learning for all children B-5 is well under way and the state is well on its

way to extending those efforts into the K-3 years. Rhode Island's state-funded Pre-K Programs are expected to meet the highest expectations for both program regulations and workforce credentials. The state Pre-K Program has been designed intentionally and deliberately in order to enhance the existing early learning infrastructure, sustain positive impacts on children and create alignment across the Birth to 5 and K-3 systems.

(G) Budget and Sustainability

(G)(1) Use of the Funds From This Grant

Rhode Island's requests $19,031,533 over four years to support the work described in this Preschool Expansion proposal. This funding will be used to support four projects: Expansion; Monitoring; Technical Assistance; and, Evaluation.

The majority of funds (95%) are allocated to the Expansion Project. These are funds that will be awarded to Sub-grantees through a competitive RFP process conducted in January of 2015, 2016, and 2017 in the seven Tier One communities. This competitive process will be open to public schools, community-based child care programs, and Head Start programs. The remaining funds (5%) in the state's proposed budget will fund the infrastructure needed to support the quality of the implementation of the Expansion Project. The funds for each of these three projects will be awarded via a competitive RFP process to an entity that can manage the resources efficiently. The competitive selection and procurement processes for both Sub-grantees and contractors conform with the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. The state intends to limit any indirect costs on these projects to 10% or less.

In the Monitoring Project, funds will be used to employ consultants as monitors to ensure that the policies and systems required by the CECE Regulations and state Pre-K Implementation Policies. These monitors will ensure that the state's plan to accelerate expansion of the Rhode Island Pre-K Program includes the capacity to move new sub-grantees through the CECE Approval Process, to develop of systems to implement required Pre-K policies and achieve quality benchmarks. The funds for the project titled Technical Assistance (TA) will be used to hire TA consultants who will assist state staff in gathering baseline information about all Sub-grantees which will be used to inform the supports provided to the state Pre-K as a whole during state Pre-K Professional Development days. Sub-grantees also have funds within their state Pre-

K budgets (b)(4) that they will use to support their Quality Improvement Plan goals, including state goals and their individually identified goals. The Evaluation Project sets aside funds for an external program evaluation and accounts for the majority of the state's infrastructure (5%) budget. Additionally, the state's infrastructure budget includes the annual $(b)(4) required set aside for federal technical assistance.

For more information on the budget allocations, see the Excel spreadsheets and the Budget Narrative Attachment.

(G)(2) Coordinate the use of existing funds from Federal sources that support early learning and development for activities and services that help expand high-quality preschool programs.

Rhode Island is ideally poised for the federal Preschool Expansion grant because it has significant additional resources that will help to ensure the high-quality delivery of the Rhode Island Pre-K Program by building the pipeline of early learning programs in our state that are capable of delivering high-quality Pre-K. Rhode Island school districts have a track record of using federal Title I dollars for early childhood education programs, including investing in the Rhode Island Pre-K Program (both Tier One communities of Providence and Central Falls have used Title I funds to operate state Pre-K classrooms). Funding through Section 619 of Part B of IDEA supports preschool special education services in public schools and in community-based programs across the state will be used to identify eligible children with developmental delays and disabilities in the Pre-K Program as well as to develop and deliver individualized special education services for eligible children in the Pre-K Program. Quality improvement efforts associated with Part B Section 619 have also helped to create a pool of public schools that are interested and able to operate high-quality, inclusive preschool classrooms.

Federal and state funding for Head Start has been and continues to be very important in creating a group of high-quality early childhood education programs that have been very successful at competing for and delivering the high-quality Rhode Island Pre-K Program. As of the current school year, almost half (47%) of the Rhode Island Pre-K classrooms program are

operated by Head Start grantees. Head Start also serves as a model for family engagement and comprehensive services.

The Child Care and Development Block Grant (CCDBG) has also helped to build the capacity of community-based child care programs (operating 10 hours a day for 50-52 weeks per year) to deliver high-quality preschool programs. Resources from CCDBG supported the development and pilot testing and now support the ongoing implementation of BrightStars in Rhode Island, providing a framework for quality improvement and building the supply of high-quality programs. CCDBG funds are also used to support Rhode Island's child care licensing system that ensures basic health and safety standards are in place, including in the Rhode Island Pre-K programs. In 2001, CCDBG funds were used to create the Rhode Island Early Learning and Child Care Facilities Fund at LISC in partnership with the Rhode Island Foundation, the United Way of Rhode Island, and other private funders. CCDBG funds continue to support the Facilities Fund which has helped child care programs improve and expand their indoor and outdoor facilities, including many of our current state Pre-K Programs. CCDBG funds also support early childhood health and mental health consultation for child care providers, professional development on the new Rhode Island Early Learning Development Standards, training on the Strengthening Families model within child care and Head Start centers, and the professional development system operated by the new Center for Early Learning Professionals all of which support delivery and expansion of the Rhode Island Pre-K program.

Rhode Island received a Round 1 Race to the Top Early Learning Challenge (RTT-ELC) grant that is bringing $50 million into Rhode Island's Early Learning System from 2012 through 2015. These critical dollars provide a top notch foundation for the work of the Preschool Development Expansion grant. RTT-ELC funds have been used to align program quality standards, to significantly increase the percentage of licensed child care programs, Head Start agencies (which are all licensed child care programs in Rhode Island) and public schools with a quality star rating from Rhode Island's TQRIS (BrightStars). RTT-ELC funds are also being used to provide program quality improvement grants and quality bonuses (at the higher star levels) to pay for the cost of quality. Through RTT-ELC, Rhode Island was able to launch the new Center for Early Learning Professionals which will be central hub for the ongoing professional development that will be part of this grant (in addition to the direct TA from RIDE)

and has been able to significantly expand the T.E.A.C.H. Early Childhood scholarship program (creating a pipeline of qualified early childhood teachers with bachelor's degrees in early childhood education and teaching assistants with at least 12 college credits in early childhood education). RTT-ELC funds have also been used improve the infrastructure so we can implement universal developmental screenings statewide for children from birth to kindergarten entry. RTT-ELC resources are also being used to launch www.exceed.ri.gov – a new interactive state website that will allow parents to find high quality programs for their children, including high quality state Pre-K Programs. Finally, all state Pre-K Programs are required to participate in the US Department of Agriculture's Child and Adult Care Food Program (CACFP).

(G)(3) Sustainability

Rhode Island's existing plan for Pre-K expansion results in a significant State match to support the goals outlined in this proposal. State leaders have used this federal grant as an opportunity to accelerate the expansion timeline – increasing the number of classrooms added each year by using federal expansion dollars. In addition, Rhode Island will support a $(b)(4) increase to the planned expansion amount of $(b)(4). As mentioned previously, the plan proposed here will afford 1,548 more children access to a high-quality Pre-K classroom than would have been possible if the state follows its current gradual expansion plan. The proportion of children in the Tier One communities served by the Rhode Island Pre-K Program will increase from the current rate of 4.7% of four-year-olds to 21.7% of four-year-olds by the end of the four-year-federal investment. For eligible children (those less than 200% of the federal poverty level) the impact on the penetration rate is even greater – going from 7% of eligible Children currently served by state Pre-K to 29% of eligible children served by the end of three years. This significant increase in access was overwhelmingly supported by current state leaders as evidenced by the Letters of Support provided (See Appendix A). In particular, letters from current state leaders (including members of the General Assembly, Mayors of the Tier One communities, both gubernatorial candidates for Rhode Island's November election, and the Chair of the Rhode Island Board of Education), attest to the importance of increased access to Rhode Island's high-quality Pre-K program. This support provides strong evidence backing the state's proposed strategy to fully leverage state funding through the Education Funding Formula to

sustain the new classrooms when the federal grant expires and beyond... Specifically, beginning in state FY17, RIDE's annual budget request for state Pre-K funds will increase to accommodate the accelerated expansion and the $(b)(4) additional state funding leveraged through the federal grant. Thus, RIDE's annual Pre-K funding request during the grant period will be:

- $1M in FY16
- $1.21M in FY17
- $1.8M in FY18
- $1.12M in FY19

The chart below details this expansion and funding transition during the grant years and the year following the end of the grant:

	State Funded Classrooms	Education Funding Formula Total	Grant Funded Classrooms	Grant Total	Total Classrooms	Total Budget (State and Federal Funds)
FY15	(b)(4)		0	0	(b)(4)	
FY16			14	$2,240,000		
FY17			34	$5,440,000		
FY18			36	$5,760,000		
FY19			29	$4,640,000		
FY20			0			

In FY19, the state's plan does not add additional classrooms and instead moves seven (7) classrooms from federal funding onto state funding.. In FY2020, the state's budget request for Pre-K will be $(b)(4) This amount will allow the remaining 36 classrooms to move onto state funding provided by the education funding formula.. The expansion plan described here is ambitious and achievable, significantly increasing access to the high-quality Rhode Island Pre-K Program in a way that leverages state funds during the four years of the grant and that is sustainable when the federal grant expires...

Competitive Priority 1: Contributing Matching Funds

Rhode Island's Plan for State Match to the federal Expansion Grant

In June of 2010, the Rhode Island General Assembly enacted an education funding formula. Prior to this, RI was the second to last state in the country without an education aid formula. This had allowed measurable disparities and inequities to develop between school districts. The basic premise of the Rhode Island's assumptions was that the current education system was adequately funded but that funding needed to be redirected to the neediest students to close student achievement gaps. The resulting formula gradually redistributed the existing state education aid to account for large disparities that have developed between districts' ability to generate revenues and the students they serve. The three key components of the formula driven funding system, include: a core funding amount that adequately funds student instructional needs as described in the Basic Education Program (BEP), a student success factor that provides additional funding to support student needs beyond the core services with the ultimate goal of closing student achievement gaps, and a state share ratio that considers a district's revenue generating capacity and concentration of at-risk students. The categorical funding that is a regular part of the overall formula distribution includes funding for:

- Excess costs associated with special education students
- Start-up and maintenance of high-cost career and technical programs;
- **Early childhood programs to increase access to high-quality programs;**
- Transportation costs to offset the costs of regional school districts and the transportation of out-of-district non-public school students; and
- Stabilization fund for the local share of Central Falls Public Schools

At the time the funding formula was approved, the plan was that the redistribution of existing education aid would be transitioned over a period not to exceed seven years for districts that would be receiving more education aid and ten years for districts that would be receiving less education aid. Currently, Rhode Island is in year five of the transition.

As highlighted above, "early childhood programs" are funded through the categorical component of the formula. These programs refer specifically to the Rhode Island Pre-

Kindergarten Program. At the time the education funding formula was being developed, Commissioner Gist wanted to ensure that there would be a stable, predictable, sustainable source of funding for the state's high quality, mixed delivery state Pre-K program and with the support of the Governor and the legislature, Pre-K was included in the funding formula as a categorical program to be funded each year as regular part of the funding formula. The authorizing legislation clearly distinguishes these funds as solely for, "voluntary, free, high-quality pre-kindergarten programs," and directs the Department of Education to set the criteria for their allocation. Other preschool programs provided by districts receive funding through the per pupil component of the funding formula and are required to meet the BEP regulations only. This categorical allocation for the state Pre-K is also part of the 10 year transition process. The planned expansion includes an annual increase of (b)(4). In state fiscal year (FY) 2015, the current year, the state Pre-K allocation was increased by $(b)(4) to a total of $(b)(4).

Over the course of the timeline for this federal grant (FY16 to FY 19), Rhode Island's investment, as planned, will increase by $(b)(4) to a total of $(b)(4), with three years left to transition. This includes the annual increases of $(b)(4) per year that are in the current expansion plan plus an additional (b)(4) increase that will be requested over the course of the grant. In addition, state funding for Pre-K increased by $(b)(4) in FY 15. Given that the state's request under this Notice of Funding is for $19M, this results in a state match percentage of (b)(4)%. Commitment to maintaining this planned expansion is evidenced by the historical increases consistently provided for the expansion. Over the four years of the federal expansion grant, Rhode Island's investment in state Pre-K through the funding formula will total more than $(b)(4). Letters of Support from state leaders who play a key role in state budgeting and appropriation provide additional evidence of the state's leadership and commitment to the expansion plan proposed here. Specifically, by submitting this proposal, the Rhode Island Department of Education led by Commissioner Deborah A. Gist demonstrates its intent to request the additional planned increases each year as part of the budgeting process. Members of the Rhode Island Board of Education, including Eva Marie Mancuso, Chair, have also submitted Letters of Support. The Board of Education approves the Department of Education's budget. Additionally, key members of the Rhode Island General Assembly have also provided Letters of Support. The General Assembly approves the state budget. Finally, Rhode Island will elect a

new Governor in November of 2014, and Letters of Support for the state's application have been received by both Gubernatorial candidates.

Competitive Priority 2: Supporting a Continuum of Early Learning and Development

Rhode Island has a long history of working to develop a coordinated early childhood system that ensures access to high-quality early learning programs, individualized interventions, and family support services for children birth through age five. In 2003 RI received funding from the Health Resources and Services Administration (HRSA) to develop a state plan for a comprehensive early childhood system of services and supports, which would incorporate four core elements 1) Early care and Education; 2) Medical Homes; 3) Social Emotional Health; 4) Parent Engagement/ Family support. The plan, called Successful Start, was developed with input from over 200 stakeholders and completed in 2005. In the past decade over 90% of the objectives in the plan were achieved. These objectives included implementing evidence based home visiting, connecting mental health consultation with early care and education, starting to develop a pediatric medical home, developing a Quality Rating and Improvement System for child care and early learning programs, implementing the T.E.A.C.H. Early Childhood Scholarship program, improving systems to ensure all infants and toddlers under age three who have been maltreated are screened for developmental delays and disabilities and referred for Early Intervention as needed,. In addition, state- and community-level policies were aligned to create a more seamless system of services for families; state resources were aligned to maximize funding. The work outlined in the Successful Start plan has been extended through Rhode Island's Race to the Top – Early Learning Challenge grant, its Maternal, Infant and Early Childhood Home Visiting Grants, and current iteration of the systems building grants which focus on prevention and mitigation of Toxic stress/Trauma. This work is particularly relevant to Goal 2 in the Successful Start Strategic plan: "Early childhood and family services are part of a streamlined and coordinated early childhood system that allows parents and families to access a range of services through multiple points of entry."

While there are multiple programs, interventions, and supports within this comprehensive early childhood system, there are three key connections the state has been intentionally

integrating within each initiative: 1) developmental screening, 2) early learning and development standards, and 3) high-quality early learning programs. When fully implemented, the coordinated system will offer a continuum of supports and interventions to all children that will strengthen their readiness for kindergarten.

Goal. In the four target communities for this strategy, fully operationalize delivery of the continuum of supports and interventions to ensure that eligible children attending state-funded Pre-K classrooms, and their families, are seamlessly connected to the various components of the early childhood system.

Outcomes:

- All young children in Pre-K families in Providence, Pawtucket, Central Falls and Woonsocket will receive developmental screening and follow-up services.
- More children will transition from a birth to three program to a preschool program.
- More children in Pre-K Programs in these communities will transition to Kindergarten with the skills to succeed.
- More program providers in these four communities will support children's transition across programs in the birth to five years and into kindergarten.

Strategies:

- Access to developmental screening for all young children in Pre-K families
- Expanded evidence-based interventions available to children birth – 3 to include services and programs for 3-5 year olds
- Policies and procedures to support direct, automatic referrals to key programs for all children in Pre-K families
- Cross training of key staff to highlight connected referral and follow-up policies and practices
- Kindergarten transition community-based teams and community-wide action plans to support seamless transition into Kindergarten

Children with High Needs:

- Recruitment and outreach addresses children in low-income families
  - Providence, Pawtucket, Central Falls, and Woonsocket are the high-needs communities identified as focus areas for operationalizing the continuum of interventions and supports the state has been building.
- Programs are competent in teaching dual language learners
  - All State Pre-K programs engage in best practices for teaching dual language learners, and use the RI Early Learning and Development Standards to guide appropriate planning and instruction for DLLs
  - All DLLs enrolled in State Pre-K programs, as well as other younger children in their families, have access to culturally and linguistically appropriate developmental screening and related interventions
- Information is provided to agencies working with children who are homeless and in the child welfare system
  - Children who are homeless or in the child welfare system are prioritized to receive annual developmental screenings. Families of children eligible to participate in the State Pre-K program are supported in applying for the lottery.
  - Any child enrolled in a State Pre-K program at risk for homelessness or being placed outside the home will receive a direct referral to one of RI's evidence-based programs with prioritized enrollment.

Key Activities	**Responsible Parties**	**Y1**	**Y2**	**Y3**	**Y4**
Revise screening and referral policies and procedures to promote screening for all children in Pre-K families	**RIDE, HEALTH**	**X**			
Develop and implement training on revised policies and procedures with Pre-K staff, Child Outreach, and Referral Liaison	**RIDE, HEALTH**	**X**	**X**	**X**	**X**
Expand evidence-based interventions directory to include additional providers	**RIDE, HEALTH**	**X**			

Train LEAs and Child Outreach Coordinators to use evidence-based interventions directory	**RIDE, HEALTH**		**X**	**X**	**X**
Convene Kindergarten transition community-based teams to develop and implement transition plans	**RIDE, LEAs, Subgrantees**	**X**	**X**	**X**	**X**
Develop and implement cross-sector training on core components; screening, RIELDS, and high-quality early learning	**HEALTH, EOHHS**	**X**	**X**	**X**	**X**

Implement Continuum of Developmental Interventions in Four High-Needs Communities

To address this competitive priority, the state proposes to fully operationalize components of the system as described below to ensure that eligible children attending state-funded Pre-K classrooms, and their families, are seamlessly connected to the full continuum of supports and interventions (as needed) within the following communities: Providence, Pawtucket, Central Falls, and Woonsocket. The plan includes the following key activities to be implemented with families enrolled in all state-funded Pre-K classrooms in each community:

1. Conduct cross-training of key staff to highlight connected referral and follow-up policies and practices
2. Ensure access to developmental screening for all young children of Pre-K families
3. Expand available evidence-based interventions to include services and programs for 3-5 year olds
4. Implement policies and procedures to support direct, automatic referrals to key programs for all children in Pre-K families

As mentioned above, significant progress has been made in Rhode Island to establish a continuum of supports and interventions to ensure children's ongoing learning and development and ultimately readiness for kindergarten. The primary entry point to this continuum is developmental screening. Screening serves as an efficient mechanism by which to quickly evaluate children's development, as it is a relatively brief experience. When incorporated into systems that have regular contact with children, universal screening can be a reasonable target.

However, screening alone is insufficient. Screening results should be used to indicate instances where further evaluation and follow-up to individualized interventions are warranted. Additionally, when screening systems are linked to service coordination, children and families can also be connected to supports available in addition to interventions. Rhode Island has made significant progress in the creation of this system.

Currently, each state Pre-K classroom is required to ensure that Child Outreach screens every enrolled Pre-K child. This requirement is a component of the CECE regulations and Pre-K implementation polices and is included in contract deliverables. Under this plan, the requirement would be to ensure that not only the enrolled Pre-K child is screened, but also that screening is promoted for all young children in the household. Families will be encouraged to attend well child visits, and Pre-K staff can further assist by helping each enrolled child and family identify a medical home if they do not have one. A system for connecting families that need services with community resources that provide those services has been developed for the birth to age three system through Screening to Succeed. This system will be expanded to function similarly for children 3-5 who are screened by Child Outreach. The selected school districts in this plan will then be able to refer children through the existing database. This will provide some economies of scale and will create a streamlined implementation process, because in RI many of the community based services that reach children under 3 and their families also provide services for children 3-5. Since the Resource and Referral Specialist serves as the point of contact for both pediatricians and Child Outreach staff, in this instance, specifically for children in Pre-K families, Pre-K administrators will work in partnership with the Resource and Referral Specialist to ensure families connect to all of the interventions and supports for which children are eligible.

The specific strategies to achieve the goals outlined above would involve two components: revising, developing and formalizing policies and procedures within the state Pre-K program, Child Outreach, and referral liaison program, and cross sector training of staff responsible for implementing those policies and procedures. At a minimum, policies and procedures to ensure referrals to Early Intervention (Part C), home visiting, WIC, Early Childhood Special Education (Part B), and evidence-based interventions provided through Screening to Succeed will be developed.

In addition to ensuring access to identified interventions for all children within Pre-K families, Pre-K families will also be supported to use the RIELDS to support the learning and development of all children in the family. Pre-K programs in these communities will be encouraged to provide RIELDS Fun Family Activity Parent Trainings for Pre-K families. Families will also be supported to locate and access high-quality early learning programs for children not enrolled in Pre-K, including school-age children requiring before and after school care. Although state Pre-K programs are required to provided wrap around child care for enrolled Pre-K students, they are not required to operate infant/toddler programs or before and after school programs. The mixed delivery system in Rhode Island mitigates the impact of this for most families; however, if these options are not available within the Pre-K program itself, families will be supported to identify alternative high-quality programs. This support for families will take into account the family's ability to afford early learning program enrollment and will be intentional in linking families with high-quality programs that are available at low or no cost, including Head Start/Early Head Start and programs which accept child care subsidies Finally, specific attention will focus on the transition of Pre-K children into full day Kindergarten. Full day kindergarten is offered in each of these four communities and under this plan, Pre-K administrators and LEA administrators will be brought together to examine the individual transition plans that each state Pre-K is required to develop in order to identify common policies and procedures which support seamless transition into Kindergarten and to develop community-wide action plans to implement these policies and procedures.

Starting with state Pre-K families allows the state to focus on a defined cohort. However, it is important to acknowledge that the ultimate goal is that all families, no matter what their entry point into the early childhood system, are connected with the all needed interventions and supports that promote their ability to support their child's learning and development. To this end, this plan includes cross-sector training for key program staff in these identified communities to understand and implement the policies and procedures for all the children who receive their services. Specifically, this training will focus on:

- developmental screening as the primary access point for interventions and supports and policies and procedures which promote access to screening

- resources to support family understanding and use of early learning and development standards and ways to connect and integrate RIELDS into their work
- identifying high quality early learning programs and ways to intentionally support families to access high-quality programs.

Key participants for these trainings would include, but not be limited to home visitors, Early Interventionists, pediatricians, and Early Childhood Special Educators, Pre-K program administrators, high-quality early learning program administrators, including Head Start, child welfare workers, LEA representatives and Child Outreach screeners. Community-based teams would be assembled to create intentional, practical connections.

Increase Rates of Developmental Screening

Rhode Island's strategy to increase rates of developmental screening includes three components: 1) developing supports and aligned systems for pediatric offices and LEA-operated Child Outreach Programs, which are responsible for screening children ages birth to 3 and 3-5, respectively, 2) requiring early learning programs to communicate with families regarding the importance of developmental screening and collaborate with Child Outreach Programs to provide on-site screenings, and 3) conducting a statewide developmental screening campaign to communicate directly with families regarding the importance of developmental screening and how they can access screenings for their children.

For children birth to age 3, screening is conducted at birth (newborn screening) and then is primarily promoted within the child's pediatric practice. Rhode Island's Medicaid Early Periodic Screening, Diagnosis and Treatment (EPSDT) schedule requires developmental screening at a child's 9, 18, and 30-month well-child visits. The American Academy of Pediatrics also recommends screening at these ages with specific recommendations included in the AAP "Recommendations for Preventive Pediatric Health Care" or "periodicity schedule" and further recommended by the 2 current AAP compilations of well-child care guidelines: *Bright Futures* and *Guidelines for Health Supervision III*. In response to this requirement and recommendation, RI focused on increasing standardized developmental screening in pediatric practices, focusing on practices that serve children with high needs. Pediatric and family practices are eligible to participate in the Department of Health's (HEALTH) developmental

screening project, called Screening to Succeed, if they meet either of these criteria: a) ≥ 25% of the 0-3 year olds are on Medicaid and the practice has at least 25 children, from 0 – 3 years old who are on Medicaid; or b) <25% of the 0-3 year olds are on Medicaid but the practice has at least 50 children, from 0 -3 years old, who are on Medicaid. In RI, the Medicaid population is spread out among practices statewide; an estimated 79 practices meet these criteria. A recruitment and engagement plan is in place to gradually bring these 79 practices on board, with the practices serving the highest numbers of 0-3 year olds on Medicaid targeted first.
RI recognized the need to develop a sustainable system of pediatric screening that was simple to implement and did not require additional staffing. RI evaluated electronic, web-based screening systems, and the Child Health and Development System (CHADIS) was determined to be the best system for RI. CHADIS houses over 75 questionnaires. Because it is a web-based system, parents can complete the screening tools online at home or in the doctor's office, using a tablet, smart phone, or laptop. Upon parental submission, CHADIS scores the tool(s) so that physicians and/or office staff have immediate results, which the parents do not see.

Through Screening to Succeed, practices receive one-year user licenses for their office to use CHADIS, technical assistance to implement CHADIS, and tablets that allow patients' families and clinical staff to access and utilize the CHADIS program over the internet. Practices who participate are encouraged to use either the Ages and Stages Questionnaire-3 (ASQ-3) or the Survey of Well-being of Young Children (SWYC), to screen their patients. In addition, HEALTH staff members provide on-site technical assistance to make sure that screening is integrated into the practice's workflow in the most streamlined way. When practices that utilize CHADIS screen at least 50% of eligible patients in the first six months of using the system, they receive an incentive. An additional incentive is available at one year if the screening rates are increased to 80% of eligible patients. Both CHADIS and HEALTH staff members set goals, provide reports, and continue to assist with workflow to ensure that the practices are able to meet these rates.

Through this project, HEALTH's universal public health database, KIDSNET, has been enhanced to accept screening results from CHADIS. Practices will be asked, for each patient who is screened, to indicate their plan for the family including whether they plan to send a referral to the Resource and Referral Specialist. This information will also be sent to KIDSNET.

Physicians will be able to see the history of their patients' development from birth through age 3, while eliminating duplicative screening. In addition, practices will be supported to continue speaking to families about the importance of screening after 30months and to connect them to the Child Outreach Program, responsible for annual screenings up until kindergarten entry. These Child Outreach Programs follow statewide screening guidelines and conduct annual screenings in five areas: vision, hearing, speech and language, general development, and social and emotional development.

Child Outreach programs are guided by the RIDE-developed Child Outreach Implementation Guidelines, which include policies and procedures for using validated screening tools with high sensitivity and specificity, establishing and monitoring reliable use and interpretation of screening tools, and ensuring that children identified as needing additional evaluation are referred to special education evaluation teams or other interventions.

Through the state's RTT-ELC grant, resources were used to expand the KIDSNET database to include developmental screening information from Child Outreach Programs. This system is now operational as of September 2014. Connecting Child Outreach Program data to the larger KIDSNET data system supports several key activities which will lead to higher screening percentages, lowered duplicative screenings, and greater numbers of children and families connected to the interventions they need. First, because KIDSNET is a universal database, Child Outreach Programs now have access to contact information for every child residing in their school districts, including children who are not enrolled in an early learning program. This means that children and families who are typically difficult to reach will be able to be identified and contacted. Second, LEAs and state leaders are now able to analyze screening data at the aggregate level in order to inform policy decisions and improve the screening system. Third, primary care providers are able to access Child Outreach screening data to see if patients have been screened and/or referred. For children who have not yet had their annual screening, physicians are able to refer them to their local Child Outreach Program. Finally, the KIDSNET database will eventually be connected to the RIDE PK-12 SLDS, which will enable screening and referral data to be used by LEAs to better understand the screening and intervention histories of their incoming kindergarten children.

In addition to building screening systems to effectively identify and screen children, early learning programs are directed by Rhode Island's continuum of program regulations/standards--including child care licensing regulations, BrightStars TQRIS standards, and RIDE's CECE Regulations-- to provide information to families about developmental screening, to promote screening of children B-3 by pediatricians, and/or to coordinate with Child Outreach Programs to provide on-site screening for children 3-5. Screening results are also available to early learning programs in order discuss results with families and provide supports if additional evaluations or interventions are indicated.

Finally, Rhode Island plans to launch a statewide developmental screening campaign beginning in October of 2014. The goals for the screening campaign are to:

- Increase the number of families, with children ages birth-5, who:
    - understand the importance of developmental screening and
    - know how to access it for their children.
- Increase the number of families who seek screening, especially those with children who are not enrolled in an early learning program.
- Celebrate developmental milestones and communicate the importance of paying close attention to development in the earliest formative years.

Raising awareness and creating efficient, effective screening systems connected to pediatric practices and Child Outreach Programs will ensure that all children, especially children who may not be enrolled in an early learning program, have access to developmental screening. From there, connections will be made to the array of supports and interventions available to children and families.

Connect to Interventions and Supports

Ensuring that all children receive regular developmental screenings is only the first step in creating a continuum of supports and interventions that will strengthen children's readiness for kindergarten. Equally important is connecting children and families to effective interventions that are targeted toward the identified need(s). Rhode Island has made significant progress in these areas by 1) designating KIDSNET as the database for all screening information B-5 and

ensuring that it also includes data on referral and follow-up status, 2) creating a centralized referral system which links families with the appropriate intervention, 3) ensuring direct referrals to Early Intervention (Part C) and Early Childhood Special Education (Part B), 4) allocating resources to support evidence-based practices such as Itinerant Early Childhood Special Education supports within state funded Pre-K's, and 5) allocating resources to provide a variety of evidence-based interventions, including home visiting programs available under the states MIECHV grants. The Developmental Screening System is shown in the following graphic.

Once pediatricians start screening children and identifying needs, they are encouraged to send a request for referral to HEALTH's Resource and Referral Specialist, who then links families to appropriate services that are available and accessible. Currently, many physicians refer families directly to Early Intervention. In many cases, when a physician refers a family to EI, the family is responsible for contacting EI and making and keeping evaluation appointments. This can be challenging for families and potentially limits engagement or even accessing needed services. In contrast, the Resource and Referral Specialist receives a referral from a physician

and then refers the family directly to EI, confirms that the family has engaged, and follows up with the physician. In cases where the family does not engage or the family does not qualify for EI, the Resource and Referral Specialist, if necessary, can use First Connections to help. First Connections is a short-term home visiting program that offers health education and linkages to more intensive services available and accessible in the community. A multidisciplinary team including a maternal child and health nurse, a social worker, and/or a community health worker provide comprehensive assessment of mothers, infants, and their families, brief interventions including risk reduction health education, and referral to appropriate health care and human services and other parental supports. First Connections can help to link families to many services, including social supports such as WIC and housing as well as parental mental health or partner conflict resolutions.

The Resource and Referral Specialist also makes referrals to HEALTH's evidence-based home visiting services. Three evidence-based home visiting programs, Nurse-Family Partnership, Healthy Families America, and Parents as Teachers, are available for eligible families in Providence, Pawtucket, Central Falls, Woonsocket, and surrounding areas. HEALTH currently has funding to help families access evidence-based services that are not covered by insurance. As practices increase their screening rates, they will likely identify needs that may not be addressed by EI, First Connections, or Evidence-based Home Visiting. Using their data from screenings, physicians can indicate that they need an onsite mental health consultant or parenting education programs. Finally, HEALTH, along with Healthcentric Advisors, the Screening to Succeed subcontractor, is developing a resource directory to track referrals. Through this directory, the Resource and Referral Specialist will be able to send a referral directly to a resource, such as a First Connections provider. Service providers will have access to this directory through an online portal; they will be able to respond to the referral and track engagement. This will help ensure that families are linked to services in a timely and effective manner. In addition, Healthcentric Advisors will be able to track payments to evidence-based services that are used as part of the Screening to Succeed Project.

For children 3-5, Child Outreach programs serve as the primary point of connection to interventions. Child Outreach programs are operated by LEAs and serve as the primary mechanism for meeting federal and state Child Find requirements for children 3-5. Under the

IDEA, states are required to have policies and procedures to ensure that all children with disabilities are identified, located, and evaluated. In RI, Child Outreach was developed to meet these federal requirements and in recognition of the need for early identification and intervention for young children. Goals of the Child Outreach program include 1) identifying children who may have special needs or are at risk for a learning problem and who could benefit from intervention, and 2) serving as a resource to families regarding general child development, referral to programs, and opportunities for family involvement in their child's development. As such, Child Outreach programs have specific processes for referring children for further evaluation for early childhood special education (Part B). Additionally, under current RTT-ELC efforts, Rhode Island will pilot the use of HEALTH's Resource and Referral Specialist described above, in two communities, Smithfield and Cranston. The purpose of this pilot will be to assess the potential volume of and types of referrals that come from Child Outreach programs. Data from this pilot will help the state determine whether it has adequate resources to meet the potential demand from all Child Outreach programs and whether there are gaps in access to evidence-based interventions for 3-5 year olds and their families.

In addition to creating a centralized referral system to directly connect children whose screenings indicate a potential need for intervention to a variety of evidence-based interventions, it is important to connect families to other available supports that help support their children's learning and development. Specific supports include: information about choosing high-quality early learning programs, including access to a searchable database which will launch in 2014; information about the Rhode Island Early Learning and Development Standards; access to the RIELDS parent resources which include the Parent Guide and Fun Family Activity Cards; parent training opportunities using the Fun Family Activities; and information on family support resources including, but not limited to Child Care Assistance Program, WIC nutrition program, and Temporary Assistance for Needy Families. Because RI's goal is to ensure that all children receive regular screenings, designing and implementing a centralized referral system will support doctors and Child Outreach in connecting significantly higher numbers of children and families with the support services they need.

Ensure Seamless Transitions and Connections

Once families have accessed identified interventions and supports, it is important that they receive consistent experiences that highlight the importance of partnerships between families and professionals, with the goals of supporting children's learning and development and creating seamless transitions from one program to the next. Rhode Island has taken many steps toward realizing these goals, and those steps revolve around a simple frame: we want all families to repeatedly hear the same messages from multiple sources: 1) Have your child screened regularly, 2) Use RIELDS Fun Family Activity resources to support your child's learning and development, and 3) Choose a high-quality early learning program.

One of HEALTH's Screening Coordinators is serving as Rhode Island's Learn the Signs Act Early (LTSAE) Ambassador. The LTSAE program aims to improve early identification of children with autism and other developmental disabilities so children and families can get the services and support they need. The program provides a large number of free resources, which will be shared in a coordinated way, via the developmental screening campaign, with pediatric practices, Child Outreach Coordinators, and families. The resources will include a developmental milestones booklet for families to learn about and track their children's development and a book for parents of children from ages 2 – 4 that shows what to look for as their children grow and develop. These resources will be combined with information regarding when children should be screened and who parents should seek out in order to access those screenings.

Another key strategy to ensure families are consistently connected to core messages is the intentional integration of the RIELDS into key program practices and supports. Early Intervention (Part C), Early Childhood Special Education (Part B), and high-quality early learning programs are already working to integrate the RIELDS into their policies and practice. Plans are in place to provide additional professional development to EI and ECSE on expanding the use and integration of the RIELDS in their work. The state has started the work to use the RIELDS to inform home visiting programs and child welfare initiatives supporting foster parents, as well as child welfare workers. As the state makes a wider array of evidenced-based interventions available as described above, integration and connection to RIELDS will be critical to maintaining a common message of supporting children's learning and development.

The last area of focus is common messaging about choosing high-quality early learning programs. Many children will participate in early learning programs in addition to interventions they receive, and the goal is to support families in choosing high-quality programs. It is especially important to ensure that families also have information on supports that can assist them in accessing high-quality early learning programs if they are unable to access them on their own. From the Resource and Referral Specialist to Child Outreach screeners, to home visitors and Early Intervention providers, all will receive supports and training so they understand the quality continuum for early learning programs and are able to connect families to supports which ensure access to high-quality early learning programs.

Rhode Island's common messaging regarding screening, ELDS, and high-quality early learning also helps to ensure more seamless transitions for families as they move from one program to the next or attend multiple programs simultaneously. However, common messages are not sufficient to ensure alignment and seamless transition. Specific policies and practices need to be developed to form intentional relationships among programs, and they need to address collaboration, as well as transition. To that end, Rhode Island has initiated cross-sector, cross-departmental planning between Early Intervention and home visiting, Early Intervention and Early Childhood Special Education, child welfare and Child Outreach, and child welfare and Early Intervention. Specific examples of policies and practices that are in place to support transition and connections include:

- All children within the child welfare system, under the age of three, are automatically referred to First Connections to ensure that they are connected with all available services.
- For families who are at risk of having a child placed out of the home, a direct referral to one of RI's evidence-based home visiting programs is made, and the family is prioritized for enrollment.
- In communities that support evidence-based home visiting, weekly referral team meetings ensure that families who come to the attention of any one of the participating agencies are offered the most appropriate services.
- Early childhood transition procedures and timelines are being aligned and coordinated, relative to the 6 months prior to exit from Early Intervention services under Part C and the potential transition to ECSE under Part B.

Competitive Priority 3: Creating New High Quality State Preschool Program Slots

Rhode Island has made a strong commitment to implementing a high-quality State Pre-K Program from the start, and opted to start with a small, well-funded program and expand from there. As a result, the state's existing state Pre-K Program meets or exceeds the federal definition of high-quality Preschool Programs. The side-by-side cross walk of the federal definition and state policies and regulations is provided in Selection Criteria A. The areas in which the state Pre-K exceeds the federal definition include:

- class size
    - RI state Pre-K is capped at 18
- teacher child ration
    - RI state Pre-K is 9:1
- teacher qualifications
    - RI requires a certified early childhood educator versus a teacher with a BA and early childhood coursework
    - RI requires a teacher assistant with 12 credits in ECE
    - RI requires an educational leader that meets the requirements for early childhood teacher certification

The quality of Rhode Island's State Pre-K Program model positions the state perfectly to use all of the 95% of its federal grant funds targeted for enrollment to increase the number of Pre-K classrooms. More information on the expansion plan is provided in Selection Criteria D.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** FINAL Excel Spreadsheets.xls

Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Nonresponsive

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Expansion Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): Lincoln D. Chafee	Applicant's Mailing Address: State House Providence, RI 02903
Employer Identification Number: 05-6000522	Organizational DUNS: 929956563
Lead Agency: RI DEPARTMENT OF EDUCATION Contact Name: MARY ANN SNIDER *(Single point of contact for communication)*	Lead Agency Contact Phone: 401-222-8491 Lead Agency Contact Email Address: MaryAnn.Snider@ride.ri.gov

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.)*:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name): Lincoln Chafee

Telephone: 401 222-7640

Signature of Governor or Authorized Representative of the Governor.

Date: Oct. 7, 14

Lead Agency Authorized Representative (Printed Name): Deborah A. Gist

Agency Name: RI Department of Education

Signature of Lead Agency Authorized Representative:

Date: October 8, 2014

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name): Lincoln Chafee	
Signature:	Date: Oct. 7. 14

Appendix

State Pre-K Program Policies and Procedures

RHODE ISLAND DEPARTMENT OF EDUCATION

STATE PREKINDERGARTEN POLICIES AND PROGRAM IMPLEMENTATION GUIDELINES

October 2014

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INTRODUCTION

Intensive, high quality pre-kindergarten programs can close much of the early achievement gap for lower income children. This substantially increases their school success and produces a host of life-long benefits, including increased school achievement and social and economic success as adults (Schweinhart et al., 2005). These goals can be reached through the creation and support of high quality pre-kindergarten programs. The pre-kindergarten effort presents an extraordinary opportunity to meet the needs of Rhode Island's youngest citizens, particularly our most disadvantaged children. State-funded pre-kindergarten programs in private child care settings, local Head Start agencies, and school districts must at minimum, include all of the major elements identified by the Department as essential for the implementation of a high quality pre-kindergarten program as defined in the Rhode Island Department of Education Comprehensive Early Childhood Education Program Approval Standards.

The purpose of this document is two-fold. First, the state-level pre-kindergarten (Pre-K) model, policies and procedures are identified. This information explains the design of the state Pre-K program, as well as the critical role that the Rhode Island Department of Education plays in ensuring that the intent and goals of the Rhode Island State Pre-Kindergarten Program are achieved; in accordance with Chapter 08-110, The Rhode Island Pre-Kindergarten Education Act. Secondly, this document provides guidance to private child care providers, local Head Start agencies, and school districts in the planning and implementation of high quality prekindergarten programs for four year old children. These guidelines are designed to meet the Rhode Island Department of Education Comprehensive Early Childhood Education Program Approval Standards which were approved by the Rhode Island Board of Education in 2013.

The guidelines in this document offer a basic framework for individual programs to use when implementing each component of the state pre-kindergarten program and when evaluating how well children and their communities are being served.

STATE PRE-KINDERGARTEN MODEL

By design, state pre-kindergarten program classrooms meet all ten of The National Institute for Early Education Research's (NIEER) quality benchmarks. These elements are the essential ingredients of effective preschool education. Highly qualified ECE teachers and teacher assistants are imperative. Enrollment does not exceed eighteen children in any pre-kindergarten classroom. Classroom spaces, indoor and outdoor, are well-outfitted, sufficiently large, safe and offer developmentally appropriate learning opportunities. Curriculum development aligns with the RI Early Learning and Development Standards and is informed by systematic, ongoing assessment on children's learning and development. Family engagement is maximized – so families understand how they support their children's learning and development in the Pre-K. All of these elements form a high quality Pre-K program when an effective and informed ECE program leader is regularly observing, supervising and supporting the

growth and development of the teaching staff; as well as the implementation of an effective curriculum, assessment and family engagement plans.

Since the state Pre-K program exists within the state and local social support systems for RI families, Pre-K program staff support and implement effective transitions for children in and out of the Pre-K, provide access to/coordination of before and after care if needed, and engage in community collaboration with social service agencies or other relevant organizations (school districts, community mental health providers, health centers). Linking to existing state support services rather than duplicating services allows the state Pre-K programs to focus on the provision of excellent early childhood education while participating and supporting the coordination of family supports with other professionals when needed.

STATE PRE-KINDERGARTEN POLICIES AND PROCEDURES

Grants and Contracting

Annual Public Informational Meeting on Pre-Kindergarten Grant

The state pre-kindergarten agent is responsible for implementing an informational meeting for potential applicants each year prior to the funded school year. An announcement of the meeting is emailed or mailed to all interested parties, including eligible child care centers and school districts.

State Pre-Kindergarten Program Request for Proposals

The state pre-kindergarten agent is responsible for posting the annual request for proposals (RFP), see Appendix X, for the state pre-kindergarten program prior to the funded school year. The posting is placed on the Early Childhood Programs page of the Rhode Island Department of Education (RIDE) website. Links to the RFP are disseminated through RIDE listservs and distributed widely to early childhood organizations across the state. The RIDE procurement policies and procedures for competitive grant bids ensure all fair review and scoring of all applications.

Each year the RFP will be revised to reflect the current needs of the Pre-K program expansion, ensuring the intent and goals of the Pre-K program legislation are met (for example, promoting expansion within specific geographic locations to address greater need for more Pre-K classrooms within specific communities).

Final scores and recommendations for grant awards are made by a RIDE Technical Review Team to the Commissioner of Education no later than June 30 of each year. In July, grantees are notified of grant awards. Grant award decisions are based on each applicant's ranked application score, their community's federal Free and Reduced Price Lunch statistics, and state funding availability. All awarded applications are kept on file at RIDE along with all scoring documentation. Programs can request an official summary (see Appendix A) of their application scores by contacting the state pre-kindergarten agent via email or in writing.

Contracting

RIDE procurement policies and procedures for grant funds ensure pre-kindergarten contracts are in place by the start of the school year. State Pre-K contracts are legal agreements which clarify the rights and responsibilities of the State and the State Pre-K Grantee. Pre-kindergarten grants are awarded for a three year period, pending the annual allotment of funds by the RI General Assembly and documented evidence that the grantee meets all deliverables each year as determined through annual state monitoring processes. All pre-kindergarten grants are re-competed after the third year. Grantees are responsible for following RIDE procurement policies and procedures in order to receive funding.

Pre-K Program Budget Development

The state pre-kindergarten agent is responsible for approving all Pre-K program expenditures of state funds related to the implementation of a state Pre-K classroom. Annual budget approval is required before Pre-K contracts are submitted to RIDE's Fiscal office. A state Pre-K program budget provides for and prioritizes expenditures necessary to deliver the state Pre-K model.

RI Pre-K Child Lottery and Enrollment Eligibility

Lottery Procedures

State Pre-K child lottery applications (see Appendix B) are disseminated online by RIDE each year by July, prior to the start of the program year. Pre-K enrollment is determined solely by the state lottery process.

To enter their child into the lottery:

a. Parents can (1) apply online (2) pick up an application at one of the state prekindergarten sites or (3) download an application from the RIDE website. Applications are available in English and Spanish.
b. Parents must fill out the entire application and then deliver the application to the state prekindergarten program site which they want their child to attend in the fall or complete the application online.
c. There is a deadline for completing online or delivering the application to the programs which will also be noted on the application. The Department of Education does not accept student applications for Pre-K. Applications must be completed online or delivered directly to the participating Pre-K programs.
d. Parents may apply at more than one site if multiple sites exist in the community of residence, but only one application per site will be accepted. If selected during the lottery, enrollment will be offered for that site only.

Upon selection for a specific Pre-K program, families are responsible for providing valid documentation of the child's age, proof of residency, and family income. Grantees are responsible for reviewing the submitted information, then determining and documenting enrollment eligibility. Children must be four years of age on or before September 1st of the program year AND reside in the community where the Pre-K program is located. Children who are age eligible for kindergarten (five on or before September 1st

of the program year) cannot enroll in a RI Pre-K program. Family income does not exclude a child from being eligible for the state Pre-K program but does impact final determination of enrollment.

The pre-kindergarten (Pre-K) administrator enters the application information on behalf of families who chose to submit a hard copy application into the online lottery database. All hard copy applications must be entered by the receiving Pre-K program by the designated lottery day. All families applying online must complete their online application prior to the designated lottery day.

Prior to the start of the program year, RIDE holds a lottery for each community that is providing a Pre-K program and randomly selects children from the applications that have been submitted. The distribution of the 18 child slots available for each classroom reflects the income profile of each community. For example, in 2012, the Providence school district reported that 83% of the children qualified for Free or Reduced Price Lunch. Therefore, in each Pre-K classroom in Providence, 83% of the children who received slots were income eligible for Free and Reduced Price Lunch.

All Grantees electronically receive a ranked list of selected children and a ranked list of waitlisted children for their Pre-K program.

Immediately following the lottery, each Pre-K program will contact the families of children chosen through the lottery. The Department of Education does not notify families. All required documentation of child eligibility is maintained at the program site and is available for review during the state monitoring process.

State Pre-Kindergarten Waiting List

The state maintains an annual waiting list for enrollment into each state pre-kindergarten program. When a child dis-enrolls from a particular pre-kindergarten program, the program administrator contacts the state pre-kindergarten agent to identify the next eligible child on the randomized, ranked enrollment list for that program. The program administrator takes the child information and contacts the families of each eligible child (in ranked order) until a child is identified to take the available pre-kindergarten slot. The program administrator maintains the same enrollment eligibility documentation procedures throughout the enrollment process.

Child Data Collection

Child Assessment Data Storage

The state is responsible for contracting with and paying for an online database for the storage of all Pre-K child assessment data.

Annual Student Demographic Survey

The state pre-kindergarten agent will send a pre-kindergarten student demographics survey to each program in October of each year. This data informs state planning and effective utilization of resources to support positive student outcomes.

State Assigned Student Identifier (SASID)

The state pre-kindergarten agent is responsible for annually sharing the following information with the RIDE Information Technology department in order to assign a SASID to each state pre-kindergarten student. This information is compiled by October of each school year. Assigning a student identifier allows the state to maintain each child's confidentiality while evaluating program quality and outcomes.

- Child's first and last name
- Gender
- Date of Birth
- Community of Residence
- Name of Pre-Kindergarten Program

Attendance

Pre-kindergarten programs submit monthly attendance reports to RIDE. Children are required to regularly attend the state pre-kindergarten program in order to maintain their enrollment slot. State pre-kindergarten program policies are in place to inform families of the importance of and to support families in maintaining their child's regular attendance. If policies have been followed and a child accumulates 20 or more days of unexcused absences, their enrollment slot is placed at risk and the state will offer the slot to the next eligible child on the ranked, randomized enrollment list for that program. All attendance records are maintained at RIDE and inform pre-kindergarten program evaluation.

Monitoring Program Performance and Quality

RIDE is responsible for monitoring Grantees on a regular basis to ensure the Grantees are delivering quality programs. Monitoring occurs through online access to assessment data as well as during onsite visits. The Grantee shall provide RIDE access to its online Pre-K assessment data, as well as its physical site and program records for purposes of monitoring and ensuring the Grantee is complying with all aspects of the grant contract.

RIDE may, at any reasonable time, log on to the online assessment data system, make site visits to inspect the program, facility, books, records, and equipment relating to the provision of the early childhood education services, review program accomplishments and management and financial control systems, as well as interview any officials and/or employees whose work involves the performance of the grant contract.

Accessing Online Assessment Data for Monitoring Purposes

RIDE is responsible for monitoring programmatic entry of assessment data for all children enrolled in the state Pre-K program. RIDE regularly monitors the quality, frequency, and completion of program- and child- level assessment data entry and its use in developing curriculum. Information gathered from these monitoring sessions is shared with the Pre-K program leader, teacher and RIDE technical assistance consultant as needed. Outcomes are documented and placed in grantee's file.

On-site Monitoring Visits

RIDE is responsible for implementing on-site monitoring visits to Pre-K Grantees on a regular basis, up to three times per year, to ensure Grantees are delivering quality programs. The Grantees shall provide the state pre-kindergarten agent all contractual deliverables on the specified timeline within the grant contract (see Appendix D). Monitoring procedures shall include:

- classroom and playground observations
- interviews/discussion with teachers and teacher assistants
- interviews/discussion with education coordinators
- interviews/discussion with program directors and/or other grantee organizational leadership as required
- document review of program policies and procedures manuals, program improvement plans, attendance data, child information, child and program assessment data (formative and summative) and reports, lesson plans, and staff information and supervision notes
- review of staff attendance data at mandatory state meetings and professional development trainings

An annual monitoring plan and schedule will be developed by the state pre-kindergarten agent in coordination with the Early Childhood Associate Director and shared with all grantees. Annual monitoring reports will be placed in each grantee's file.

Pre-Kindergarten Program Evaluation

The state pre-kindergarten agent is responsible for implementing in coordination with the Early Childhood Associate Director, the state pre-kindergarten evaluation contract with the identified vendor. The research-based pre-kindergarten program evaluation, led by guiding evaluation questions developed and regularly reviewed by RIDE (see Appendix E), includes the following activities:

1. Measures, documents and reports the quality of all RI state prekindergarten program classrooms by collecting valid, reliable data using evidence-based evaluation tools (see Appendix F).

2. Investigates and documents program quality, the short and long term effects of participation in these programs on children's early learning outcomes and compares the costs of the program to the savings that are attributable to the outcomes of the state prekindergarten program.

Annual evaluation data and reports will be maintained by the state pre-kindergarten agent at RIDE.

Pre-Kindergarten Teacher Evaluation

The state pre-kindergarten agent is responsible for monitoring the implementation of a RIDE approved teacher evaluation process within the state Pre-K program.

Grantee Reporting

Each Grantee is required to complete a Final Pre-Kindergarten Program Status Report (see Appendix G) by June 30 of each year. The report contains specific, descriptive data regarding how each contractual deliverable was met for the past year. The state pre-kindergarten agent reviews, follows up if needed, and approves all status reports by July 30 of each year, placing each approved report in the Grantee's file at RIDE.

Technical Assistance and Professional Development Supports

RIDE funds one year of technical assistance consultation to each new grantee each year. The technical assistance goals and activities are determined through a collaborative, data-driven process that occurs at the beginning of the school year. Programs are expected to utilize their RIDE Comprehensive Early Childhood Education Standards Approval self-assessment data, BrightStars rating quality data as well as other available sources of child and program assessment data to develop their improvement plans. The state pre-kindergarten agent meets regularly with the technical assistance consultant(s) to receive updates on each grantee's quality improvement plan progress and activities.

RIDE funds and the state pre-kindergarten agent designs, in coordination with the Early Childhood Associate Director, and implements program-level professional development opportunities each year for all pre-kindergarten program staff. These evidence-based professional development opportunities occur throughout the school year, at least once a month, focusing on program or role specific evidence-based content and practice knowledge. All professional development opportunities are aligned with the RI Workforce Competencies for Early Childhood Teachers and the RI Early Learning and Development Standards as appropriate. State pre-kindergarten program staff is mandated to attend all professional development opportunities. As appropriate, RIDE will seek Professional Development Approval for Pre-K professional development days and sessions.

The effectiveness of the technical assistance and professional development opportunities are evaluated annually by pre-kindergarten program staff. This data is regularly reviewed by the state pre-kindergarten agent and the Early Childhood Associate Director for planning and quality improvement purposes.

STATE PRE-KINDERGARTEN PROGRAM COMPONENTS

The Rhode Island Comprehensive Early Childhood Education (RI CECE) Program Standards for Approval of Preschool and Kindergarten Programs are the essential foundation and framework of the state pre-kindergarten program implementation guidelines and standards. All state pre-kindergarten programs will: 1) meet requirements for core level of approval as defined in the RI CECE Program Standards, 2) successfully complete the approval process and maintain RI CECE Standards approval, and 3) implement fully all *Structural Standards for Programs* and *Early Learning and Development Standards for Programs* as described and defined within the RI CECE Program Standards (see Appendix H).

Additionally the following state pre-kindergarten program policies and procedures are required above and beyond the RI CECE Program Standards.

Structural Standards for Programs

Facilities – None at this time

Health, Safety and Nutrition – None at this time

Enrollment and Staffing – See additional policies and procedures below

State Pre-K Teaching Staff Vacation

State Pre-K grantees are responsible for ensuring that state Pre-K teaching staff (Teacher and Teacher Assistant) is present, other than for illness or personal reasons when the Pre-K school year is in session.

State Notification when Pre-K Staffing Changes Occur

State Pre-K grantees are responsible to notify the State Pre-K agent of any education staff (Education Coordinator, Teacher, Teacher Assistant) changes (extended absences due to illness, resignations, or maternity leaves) when they occur during the Pre-K program school year or while under contract. Grantees will be asked to provide a written plan which addresses these changes and maintains required staffing patterns in the state Pre-K program.

State Pre-Kindergarten Lottery Policies and Procedures

Recruitment and Enrollment. Grantees are responsible for completing all activities related to the state pre-kindergarten lottery that lead to the enrollment of children in the pre-kindergarten program lottery. This includes: making applications available to all families, disseminating state pre-kindergarten lottery information and applications to their communities, communicating with interested families in person or via email or phone, providing information to families as requested regarding the state lottery process and holding Open House events during the recruitment and application period which is typically July or August prior to the school year.

Grantees are responsible for determining and documenting RI Pre-K Child Lottery and Enrollment Eligibility including the child's age, residence and family income level. Grantees will communicate with families and ensure that children enrolled in the state lottery are four years of age on or before September 1st of the program year, reside in the community where the Pre-K program is located, gather required family income documentation, and confirm that the child will be attending Kindergarten in the same community that the Pre-K program is located within.

The pre-kindergarten (Pre-K) administrator will keep record of all applications for their program on a state-supplied lottery application Excel file (see Appendix X) and sends all application information to the state pre-kindergarten agent as required..

In July or August prior to the start of the program year, the program education coordinator or program director will attend the RIDE state pre-kindergarten lottery for their community.. The education coordinator or program director will receive the list of children who are identified to attend their Pre-K and will contact the families of children is chosen through the lottery.. The program education coordinator or program director will ensure that all required documentation of child eligibility is maintained at the program site and is available for review during the state monitoring process.

Staff Qualifications and Ongoing Professional Development – See additional policies and procedures below.

Mandatory Attendance and Participation in State Pre-Kindergarten Technical Assistance and Professional Development Opportunities

In the first year as a pre-kindergarten program grantee, a technical assistance consultant will be provided by the state. The program director, educational coordinator, and program teaching staff will participate in the development of technical assistance goals and activities via a collaborative, data-driven process that occurs at the beginning of the school year. The program staff is expected to utilize their RIDE Comprehensive Early Childhood Education Standards Approval self-assessment data, BrightStars rating quality data as well as other sources of child and program assessment data to develop their improvement plans.. Once a plan is developed the program director and/or education coordinator are responsible for implementing, monitoring progress on and updating the plan as needed.

All pre-kindergarten program staff will attend and actively participate in state pre-kindergarten program professional development opportunities each year. Qualified substitutes will be provided as needed to support regular attendance at monthly meetings and annual professional development days.

Administration – See additional policies and procedures below.

Fiscal Responsibility

State Pre-K Grantees are responsible for the enrollment and management of USDA Child and Adult Care Food Program applications for all eligible Pre-K children and families. Federal funds accessed through this program should be applied to the cost of providing meals and snacks for the eligible children in the state Pre-K classroom.

State Pre-K Grantees are responsible to provide wrap-around child care OR have a strong connection with and transportation to/from at least one child care provider for families that need it. Identified providers must also be approved Child Care Assistance Program (CCAP) approved so families who are CCAP eligible can utilize that state resource for this need.

State Pre-Kindergarten Program Attendance Policy and Procedures

Enrolled children are required to regularly attend the full school day for the state pre-kindergarten program in order to maintain their enrollment slot. The following policies and procedures should be in place to inform families of the importance of regular attendance, to support families in maintaining their child's regular attendance, and to inform families of the programmatic consequence of excessive unexcused absence. Excused absences are:

1. Personal illness (program may require doctor's note verifying absence or evidence of a doctor's visit after 5 days)

2. Quarantine under the direction of a health officer.

3. Personal medical, dental, optometric or chiropractic appointment.

4. Funeral services for a member of the immediate family.

5. Observance of a religious holiday or ceremony.

All other reasons for absence (i.e. overslept, family vacation, travel plans, lack of transportation) are deemed unexcused unless prior approval has been given by the Program Director or Education Coordinator.

Once a child is out, late or leaves early for more than 5 days due to unexcused absences, an identified staff member will schedule a meeting with the family to develop a school attendance plan. The goal of the meeting is to identify barriers to regular attendance and identify solutions/resources to ensure their child is present each day. Program staff should share accessible information and research on the importance of attendance in relation to a child's readiness for kindergarten. During the meeting, staff will work to get a commitment from the family that they understand and are dedicated to their child's attendance.

Once the child is out, late or leaves early for more than 10 days due to unexcused absences, the program staff will meet again with the family. At that meeting staff and family will collaboratively revisit the attendance plan, make revisions as needed and reaffirm the goal of regular attendance. Staff will also tell the family that the state pre-kindergarten program policy states that a child must regularly attend Pre-K in order to maintain their enrollment slot. State policy further delineates that if the child continues to miss school for unexcused reasons, and has been out for 20 or more school days, the child will lose his/her state Pre-K slot and another child's family will be offered the slot.

Once the child is out, late or leaves early for more than 15 days for unexcused absences, the program staff will send a letter home (keep a copy) and call the family to let them know that if the child misses time during 5 more days of school due to unexcused absences for the remainder of the school year, that the child is at risk to lose his/her state Pre-K slot and another child's family will be offered the slot..

If program staff have followed and documented their implementation of the unexcused absence policies and a child and family have reached 20 days, the documentation should be sent to the state pre-kindergarten program agent and the program director or education coordinator should schedule a meeting (via phone or in person) to make a decision regarding the child's continued enrollment. If the decision is made to dis-enroll the child from the program, the Program Director or Education Coordinator will contact the family to inform them of the decision. The state pre-kindergarten agent will then identify the next eligible child on the ranked, randomized enrollment list for the pre-kindergarten program.

Staff must continuously offer to support the family in identifying resources that support the regular and timely attendance of the child. If program staff believes that a specific family and child situation creates an exception to the state pre-kindergarten policy, the Program Director or Education Coordinator will contact the state pre-kindergarten agent to speak directly about the situation. Exceptions to this state policy are made individually based on the family and child situation.

Early Learning and Development Standards for Programs

Curriculum – None at this time

Child Assessment – None at this time

Family Engagement – See additional policies and procedures below.

Since the state Pre-K program exists within the state and local social support systems for RI families, Pre-K program staff are responsible for supporting and implementing effective transitions for children in and out of the Pre-K, provide access to/coordination of before and after care if needed, and engaging in community collaboration with social

service agencies or other relevant organizations (school districts, community mental health providers, health centers). State Pre-K administrators are responsible for building community linkages and for actively coordinating Pre-K family supports with other professionals when needed.

Appendix A

Rhode Island Pre-K Program Contract

Deborah A. Gist
Commissioner

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

GRANT AGREEMENT

BETWEEN: Rhode Island Department of Education
Office of Instruction Assessment and Curriculum
255 Westminster Street
Providence, Rhode Island 02903

AND: x

FEIN: XX-XXXXXXX

RELATING TO:

Work and activities by **x** to be undertaken in accordance with the attached SECTION I Terms and Conditions and SECTION II Work Program Specifications in consideration of compensation to be paid by the Rhode Island Department of Education (RIDE) as set forth in SECTION III Budget.

THIS GRANT IS NOT VALID OR LEGALLY BINDING UNTIL SIGNED BY BOTH PARTIES. DO NOT PERFORM ANY WORK ON THIS GRANT THAT PREDATES THE GRANT AWARD DATE. GRANT PAYMENTS WILL NOT BE PROCESSED UNTIL THIS SIGNED AGREEMENT IS RECEIVED BY RIDE.

ACCEPTED:

RHODE ISLAND DEPARTMENT OF EDUCATION x

Deborah Gist	x
Commissioner of Education	x
DATE: _____	DATE: _____

SECTION I

A. SPECIFIC TERMS AND CONDITIONS

1. x

   XX-XXXXXXX

2. Start Date: x

   Termination Date: x

3. Contract Officer: x

4. Project Officer: x

5. $x

6. Special Conditions: RIDE reserves the right to extend the contract for up to twelve months by mutual consent.

Article 1
Parties to Agreement. This Agreement is made by and between the Rhode Island Department of Elementary and Secondary Education (RIDE) and the party specified in SECTION I A1 (the Grantee).

Article 2
Period of Performance. This Agreement will be effective on the starting date as specified in SECTION I A2 and, unless renewed or extended, will expire on the termination date as specified in SECTION I A2. It is understood and agreed by and between the parties that this Agreement covers work and services to be provided by the Grantee for the period specified in SECTION I A2.

Article 3
Modification of Agreement. This Agreement may be amended or extended by mutual written consent provided that such consent may not be unreasonably withheld, and further provided, that there is a fiscal appropriation for any extension.

Article 4
Contract Officer. The Grantee agrees to maintain close and continuing communication with the RIDE contract officer, as specified in SECTION I A3, throughout the performance of work and services undertaken under the terms of the Agreement. The contract officer is responsible for authorizing all payments made by RIDE to the Grantee under this Agreement.

Article 5
Project Officer. The project officer, as specified in SECTION I A4, is responsible for coordinating and reporting work performed by the Grantee under this agreement.

Article 6
Delays. Whenever the Grantee has knowledge that any actual or potential situation is delaying, or tends to delay the timely performance of work under this Agreement, the Grantee shall immediately give written notice thereof, including all relevant information with respect thereto, to RIDE.

Article 7
Funding. This is a cost reimbursement Agreement. In consideration of work and services performed by the Grantee in accordance with SECTION II of this Agreement, RIDE agrees to reimburse the Grantee for allowable costs incurred by the Grantee under this Agreement in an amount not to exceed the amount specified in SECTION I A5 and in accordance with estimated expenditures as set forth in SECTION III Budget. Reimbursement for travel within the continental United States is limited to the per diem rates established by the General Services Administration (GSA). Per diem rates are posted at: www.gsa.gov/perdiem. RIDE shall process all invoices within 30 days of date of invoice. All payments are provisional pending the final audit by appropriate state and/or federal officials.

Article 8

Federal Funding Provisions. Funds made available to the Grantee under this Agreement are or may be derived from federal funds made available to RIDE. The provisions of Article 7 and SECTION III notwithstanding, the Grantee agrees to make claims for reimbursement under this Agreement in Accordance with federal policies governing allowable costs to be charged against federal grants. The Grantee agrees that no expenditures claimed for reimbursement under this Agreement will be claimed for reimbursement under any other agreement, grant, or contract that the Grantee may hold which provides funding from state or federal sources. The Grantee further agrees to be liable for audit exceptions that may arise from examination of expenditures: (a) claimed by the Grantee for reimbursement under this Agreement, and/or (b) submitted by the Grantee in meeting any cost participation requirements.

In executing this Agreement the Grantee is serving as grantee or independent Grantee under a federal grant or contract between the federal government and RIDE. The master grant award or cooperative agreement made to RIDE by the federal government governing activities under this Agreement is, therefore, made a part of this agreement. The Grantee specifically agrees to abide by all applicable federal requirements for grantees, Grantees, or independent Grantees receiving federal funds including, but not limited to, those requirements set forth or referenced in the master grant or contract relating to this Agreement and in the following documents which are incorporated by reference hereto: 34CFR Parts 74-86 and 97-99 (Administration of Grants); OMB Circular A-102 (Grants and Cooperative Agreements with State and Local Governments); OMB Circular A-110 (Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals and other Nonprofit organizations); and A-133 (Audits of Institutions of Higher Education and Other Nonprofit Organizations).

It is understood and agreed that in the event that less than full federal funding or other funding is received by RIDE due to the failure of the Grantee to comply with the terms of this agreement, the Grantee is liable to the State of Rhode Island for an amount equal to the amount of the denied funding. The amount of the denied funding shall be payable upon demand of RIDE.

Article 9

Prepayment. Articles 7 and 8 notwithstanding, prepayment will be allowed provided that it is requested and approved under the appropriate mechanism and subsequently accounted for with proper documentation.

Article 10

Withholding of Payments. The Grantee shall, in a satisfactory and proper manner in accordance with industry standards, complete all obligations and duties as stipulated in this Agreement. Failure of the Grantee to perform or deliver required work, services, or reports under this Agreement may result in the withholding of payments by RIDE to the Grantee.

The Grantee understands and agrees that failure to meet its requirements under this Agreement may result in withdrawal of other state or federal funds that may have been made available to the Grantee hereunder, at the option of RIDE.

Article 11

Termination of Agreement. In the event that either of the parties materially fails to perform its obligations under this Agreement, the other of the parties may terminate this Agreement upon written notification of termination setting forth the nature of the failure to perform said obligations under this Agreement. Prior to termination, the terminating party shall give the other party thirty (30) days to cure the alleged defect or otherwise commence activities designed to remedy the alleged defect.

RIDE may, without cause, terminate this Agreement at any time upon giving sixty (60) days advance notice in writing to the Grantee. The above mentioned sixty (60) days written notice notwithstanding, the State expressly reserves the unilateral right to terminate, amend and/or reduce services and payments under this Agreement, effective immediately upon written notice to the Grantee in the event that the funding underlying the participation of RIDE is eliminated, limited or curtailed.

In the event of termination by either party, all property and finished or unfinished documents, data, studies, and reports prepared by the Grantee under this Agreement, shall be assigned as described herein in Article 17. Notwithstanding the above, the Grantee shall not be relieved of liability to RIDE for damages sustained by RIDE by virtue of any breach of this Agreement by the Grantee; and RIDE may withhold payment to the Grantee for the purpose of setoff until such time as the exact amount of damages due to RIDE from the Grantee is determined. Notice of the effective date of termination will include the reports that must be completed.

In the event of termination by either party, final payment by RIDE to the Grantee for work and services provided by the Grantee under this Agreement up to the effective date of termination shall be made in proportion to work completed and allowable expenses incurred, in accordance with the principles of cost reimbursement, agreements and contracts. Notwithstanding the foregoing, costs related to any reports required to be completed after the effective date of termination will be reimbursed.

Article 12

Indemnification. The Grantee shall hold harmless and indemnify the State of Rhode Island, RIDE, and their officers, employees, and agents from and against all liability, damage, loss, claims, demands, and actions of any nature whatsoever, including the cost of defending any action (including reasonable attorneys fees), which arise out of or are connected with, or are claimed to arise out of or be connected with any of the services provided to the State under this Agreement. The foregoing provision shall not be deemed to be released, waived or modified by reason of any insurance provided by the Grantee under the provisions of this Agreement.

Article 13

Recordkeeping/Inspection of Records and Reports. The Grantee agrees to keep discrete financial records of expenditures made under this Agreement, including time records of employees whose work is to be charged in whole or in part to this Agreement; to maintain such records in accordance with standard accounting practices; to make such records available on request to appropriate state and/or federal officials for examination or audit, ensure that audits are conducted in accordance with OMB Circulars A-110 and A-133 if applicable, and to keep such records on file until the final audit of RIDE records under the federal grant funding of this Agreement, or until such time as federal provisions permit the records to be discarded. All management correspondences that accompany audit reports must be sent to RIDE. If a client served by this contract is charged for service, the Grantee must report this income.

Article 14

On-Site Inspection. The Grantee agrees to permit on-site monitoring, evaluation, and inspection of all activities related to this Agreement by officials of the RIDE, its designee, and, where appropriate, the federal government.

Article 15

Partnership. It is understood and agreed that nothing herein is intended or should be construed in any manner as creating or establishing the legal relation of partnership between the parties hereto, or as constituting the employees, agents, or representatives of the Grantee included in this Agreement as employees, agents, or representatives of RIDE.

Article 16

Severability. If any provision of this Agreement is held invalid, the remainder of this Agreement shall not be affected thereby if such remainder would then continue to conform to the terms and requirements of applicable law.

Article 17

Proprietorship. RIDE and the Grantee shall be considered Joint Owners (as that term is defined by US Copyright Law) of all intellectual property including finished or unfinished documents, computer software, data studies, and reports prepared or acquired by the Grantee under this Agreement and for which reimbursement was claimed under this Agreement. RIDE will own all tangible property and equipment acquired by the Grantee under this Agreement and for which reimbursement was claimed under this Agreement. The Grantee further understands and agrees to abide by federal regulations, requirements, and policies governing the disposition of equipment or property purchased with funds made available to the Grantee under this Agreement or with funds identified by the Grantee as matching expenditures under this Agreement. The Grantee agrees to maintain an equipment inventory list under this Agreement and to identify related equipment properly for inspection.

Article 18

Copyright. Reports or other documents produced in whole or in part under this Agreement shall either bear no copyright notice or indicate that the Grantee and RIDE are Joint Owners of the copyright.

Article 19

Publicity. The Grantee will give due credit to RIDE and the appropriate state and/or federal agencies. RIDE will be credited on all media announcements, billboards, and educational materials produced or developed under the scope of this Agreement. RIDE will give due credit to the Grantee on all media announcements, billboards, and educational materials produced or developed under the scope of this Agreement.

Article 20

Interest of the Grantee. The Grantee covenants that it presently has no pecuniary interest and shall not acquire any such interest, direct or indirect, which would conflict in any manner or degree with the performance of services required to be performed under this Agreement. The Grantee further covenants that in the performance of this Agreement no person having any such interest shall be employed.

Article 21

Civil Rights. The Grantee agrees to abide by applicable provisions of Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975 (P.L. 94-135, Title III); the Americans with Disability Act of 1990 (P.L. 101-336); and all other applicable federal and state laws relating to equal employment opportunities. The Grantee asserts that no person shall, on the grounds of race, color, national origin, religion, sex, age, political belief, sexual preference, or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activities undertaken in behalf of this Agreement. In addition, the Grantee agrees to establish a procedure for complaint from any person who believes that such discrimination is being practiced in any activity relating to this Agreement.

Article 22

Drug Free Workplace Policy. The Grantee agrees to maintain and enforce its Drug Free Workplace Policy. The Grantee acknowledges that a violation of the Drug Free Workplace Policy may, at RIDE's option, result in termination of this Agreement.

Article 23

Environmental Tobacco Smoke. The Grantee agrees to comply with Public Law 103-227, also known as the Pro-Children Act of 1994 (Act), which requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by the entity and used routinely or regularly for the provision of RIDE day care, early childhood development services, education or library services to children under the age of 18, if the services are funded by Federal programs either directly or through State or local governments, by federal grant, contract, loan or loan guarantee. The law also applies to children's services that are constructed, operated or maintained with such

funds. The law does not apply to children's services provided in private residences; portions of facilities used for inpatient drug or alcohol treatment; service providers whose sole source of applicable Federal funds is Medicare or Medicaid; or facilities where WIC coupons are redeemed.

Article 24

Subcontracts. Any proposed subcontract under this Agreement shall be submitted to the Rhode Island Department of Elementary and Secondary Education contract officer for approval prior to execution. Failure to comply with the provisions of this article could result in denial of reimbursement for such non-approved sub contractual services.

Article 25

Lobbying. All Grantees must comply with all federal laws restricting and/or limiting lobbying activities of recipients of federal funds including but not limited to 31 U.S.C. Section 1352 and Section 503 of the Departments of Labor, RIDE and Human Services, and Education, and Related Agencies Appropriations Act (Public Law 104-209).

Article 26

Department of Administration's Approval. This Agreement shall take effect upon the issuance of a purchase order by the Department of Administration's Division of Purchases.

Article 27

Licensure/Certification. The Grantee shall have any and all licenses necessary to operate his/her facility in place prior to the start date of this Agreement and for the duration of the contract period. Further, all personnel delivering RIDE services shall be licensed/certified and/or registered as required by law.

SECTION II

x

I. BACKGROUND/OVERVIEW/PURPOSE:

The Rhode Island Department of Education is committed to ensuring that all children begin school ready to learn and are ready to have success in their schooling careers, as life-long learners, and productive citizens. Research shows that attending high quality early childhood education programs helps children develop important social and cognitive skills and knowledge that prepares them to succeed in school. There is clear evidence of long-lasting benefits for children who participate in very high quality educationally focused early childhood programs. The benefits to children can also generate substantial government savings, including reduced need for special education services, reduced need for cash assistance and other public benefits as well as reduced rates of incarceration. In fact an analysis by economist Robert Lynch, from the Economic Policy Institute, predicts that:

"A public investment in providing high-quality prekindergarten to all Rhode Island children ages 3 and 4 would start paying for itself by generating cost savings within 9 years. By the year 2050, the ratio of total benefits to total costs would be 8 to 1."

Currently, there are substantial numbers of children in Rhode Island entering kindergarten who are not adequately prepared to succeed in school which may ultimately increase the risk that these children drop out of school or fail to achieve their full potential.

This grant award supports the implementation of one high-quality Prekindergarten classroom for the 2014-2015 school year as part of the Rhode Island Pre-Kindergarten Program. The RI Pre-Kindergarten Program will include a total of seventeen classrooms. Children will be randomly selected for participation through a state-run lottery process.

RIDE issued an RFP in April of 2014 and a Technical Review Committee (TRC) was formed to review the proposals received. After a comprehensive examination of x capacity to operate a RI Pre-Kindergarten Program classroom, x proposed plans for the educational program; staffing; professional development, supervision and monitoring; family involvement; community collaboration; and quality improvement and program assessment, x was selected as a RI Pre-Kindergarten Program site.

II. SCOPE OF THE WORK:

Tasks

1. Provide high-quality preschool educational programming for 18 children (selected via state lottery process) for a minimum of six hours per day for a minimum of 180 days.
2. Cooperate fully to complete all aspects of Pre-Kindergarten Program evaluations.
3. Participate fully in all identified Pre-Kindergarten Program training and technical assistance activities.
4. Conduct ongoing authentic child assessment using Teaching Strategies GOLD.

Deliverables

Item	Schedule
Re: Task #1 -- Provide high-quality preschool educational programming for 18 children (selected via state lottery process) for a minimum of six hours per day for a minimum of 180 days.	
1. Maintain DCYF License in good standing, as applicable.	September 1 – June 30 Ongoing
2. Maintain an average ECERS score of 5 or above.	September 1 – October 30
3. Review available classroom quality data and develop a continuous improvement plan. Plan due to RIDE by September 30th.	September 1 – September 30
4. Achieve and maintain RIDE Comprehensive Early Childhood Education Program Approval for the RI Pre-Kindergarten classroom. RIDE Approval action plan due to RIDE by September 30th.	September 1 – June 30 Ongoing
5. Employ teaching and administrative staff with required credentials as specified in RIDE Comprehensive Early Childhood Education Program Approval Standards	September 1 – June 30 Ongoing
6. Provide ongoing, regular supervision and mentoring to classroom teachers by a qualified individual. Ongoing supervision plan due to RIDE by September 30th.	September 1 – June 30 Ongoing
7. Implement a comprehensive curriculum aligned with RI Early Learning and Development Standards which addresses all the components of a quality curriculum.	September 1 – June 30 Ongoing
8. Implement meaningful parent engagement activities that will ensure that parents play an integral role in supporting children's learning through both classroom-based and home activities	September 1 – June 30 Ongoing
9. Coordinate and collaborate with local school department to ensure that Pre-Kindergarten Program children are screened by Child Outreach	September 1 – October 30
10. Coordinate and collaborate with local school department to support the IEP goals of Pre-Kindergarten Program children with disabilities.	September 1 – June 30 Ongoing
11. Develop and implement a collaborative plan for transitioning Pre-Kindergarten Program children into kindergarten	Develop by April 30; implement by June 30
12. Enroll children according to lottery requirements developed by RIDE	September 1 – June 30 Ongoing
13. Consult with RIDE Early Childhood Specialist prior to engaging in any publicity or press related activities specific to the RI Pre-Kindergarten Program.	September 1 – June 30 Ongoing
14. Submit monthly attendance within one week of month's end.	September 1 – June 30 Ongoing

15. Provide required information through narrative and budget reports as requested.	September 1 – June 30 Ongoing
Re: Task #2 -- Cooperate fully to complete all aspects of Pre-Kindergarten Program evaluations.	
1. Assist evaluators, as needed, to complete child assessments in fall and spring.	September 1 – June 30 Ongoing
2. Participate, as required, in classroom based assessments conducted in fall and spring.	September 1 – June 30 Ongoing
3. Provide program information, as appropriate, as requested.	September 1 – June 30 Ongoing
Re: Task #3 -- Participate fully in all identified Pre-Kindergarten Program training and technical assistance activities.	
1. Develop and implement a training and technical assistance plan in collaboration with RIDE's TA provider	September 1 – June 30 Ongoing
2. Participate fully in all required grantee meetings and trainings	September 1 – June 30 Ongoing
Re: Task #4 -- Conduct ongoing authentic child assessment using Teaching Strategies GOLD	
1. Attend required trainings on authentic assessment and Teaching Strategies GOLD	September 1- October 30
2. Ensure access to necessary technology for Teaching Strategies GOLD	September 1- October 30
3. Provide adequate time for classroom staff to collect, enter, and analyze child assessment data on a weekly basis. Schedule due to RIDE by September 30th.	September 1 – June 30 Ongoing
4. Conduct Progress Checkpoint assessments on each child three times during the year according to the GOLD checkpoint schedule.	September 1 – June 30 Ongoing
5. Use child assessment data to advise parents of children's progress a minimum of three times during the year.	September 1 – June 30 Ongoing
6. Offer parent/teacher conferences a minimum of two times during the year.	September 1 – June 30 Ongoing

III. PAYMENT TERMS:

SECTION III

BUDGET

The Contractor estimates that its budget for work to be performed under this Agreement is as follows:

Expense Category	Year 1	Year 2	Year 3
1. Employee Salary and Benefits	0	0	0
2. Purchased Services	0	0	0
3. Supplies and Materials	0	0	0
4. Travel	0	0	0
5. Printing	0	0	0
6. Office Expense	0	0	0
7. Other: *(describe)*	0	0	0
8.	0	0	0
Subtotal	0	0	0
Indirect Cost *	0	0	0
TOTAL	0	0	0

It is understood and agreed that the amounts indicated above for the several line items are estimates of expenditures to be incurred by the Contractor on behalf of this Agreement and to be claimed by the Contractor for reimbursement under this Agreement. It is further understood and agreed that actual expenditures may vary from the estimates set forth above and that such variations shall not in themselves be cause for disallowance of reimbursement by RIDE; provided, however, that the Contractor shall notify the contract officer of the variance and obtain pre-approval, in writing; and provided further that unless permission of the contract officer shall have been obtained in advance, no expenditure shall be claimed by the Contractor for reimbursement by RIDE under this Agreement if such expenditure shall have been incurred in a line item category not listed above. Transfer of funds between categories requires prior written approval by RIDE. In no event shall the total amount of reimbursement claimed by the vendor under this agreement exceed the total approved contract amount.

** Attach a copy of the approved indirect cost documentation*

BUDGET DETAIL SHEET *
FISCAL YEAR 2015

EMPLOYEE SALARY AND BENEFIT DETAIL (TOTAL COMPENSATION)**

NAME	POSITION TITLE	NUMBER OF HOURS	HOURLY RATE (including benefits)	SALARY and BENEFIT TOTAL $
TOTAL REQUEST				

PURCHASED SERVICES DETAIL

NAME	POSITION TITLE	HOURS	HOURLY RATE $	TOTAL $
TOTAL REQUEST				$

OTHER EXPENDITURES DETAIL

EXPENSE CATEGORY	DESCRIPTION	TOTAL
Supplies and Materials		
Travel ***		
Printing		
Office Expense		
Other: *(describe)*		
Indirect Cost		
	Total	$

* Please include a detail budget sheet for each state fiscal year (July 1st – June 30th)

** Please round hourly rates to the nearest whole dollar and ensure there are no rounding differences with the extended totals.

*** Reimbursement for travel within the continental United States is limited to the per diem rates established by the General Services Administration (GSA). Per diem rates are posted at www.gsa.gov/perdiem.

Appendix B

RI Early Learning and Development Standards (RIELDS)

STANDARDS

THESE EARLY LEARNING STANDARDS ARTICULATE SHARED EXPECTATIONS FOR WHAT YOUNG CHILDREN SHOULD KNOW AND BE ABLE TO DO. FURTHER, THEY PROVIDE A COMMON LANGUAGE FOR MEASURING PROGRESS TOWARD ACHIEVING SPECIFIC LEARNING GOALS.

RIDE

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ACKNOWLEDGEMENTS

The Rhode Island Board of Education adopted the Rhode Island Early Childhood Learning and Development Standards on May 23, 2013. The Race to the Top – Early Learning Challenge grant provided funds for the revision and expansion of the state's early learning and development standards.

Charting the Course for Success: Rhode Island's Early Childhood Learning and Development Standards were made possible by many dedicated individuals giving countless hours to the project. We are grateful for the multitude of early childhood stakeholders: the RI Early Learning Council (ELC), ELC Early Learning and Development Standards Subcommittee, family child care providers, child care administrators and teachers, Head Start providers participating in BrightStars, RIDE Pre-K, public school, and special education programs and parents who provided input and made recommendations that enhanced the level of content and quality of the standards. Rhonda Farrell of the Rhode Island Head Start Association and Colleen Dorian of Family Child Care Homes of Rhode Island deserve special recognition for arranging the many public feedback sessions. Special thanks to Leslie Gell from Ready to Learn Providence and Sunny Carter and Bryna Lepert of the Providence Center for ensuring the voice of the Spanish speaking early childhood community was incorporated into these standards.

We must also recognize those who were instrumental in drafting multiple versions of the early learning and development standards:

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RATIONALE

As they grow and learn, their brains change dramatically, especially during the first three years of life. These changes are influenced by genetics and environmental experiences (including relationships and physical conditions) as children develop in realms of thinking, speaking, behaving, and reasoning.

By interacting with their world, young children make discoveries, figure out how things work, try out new behaviors, learn social rules, and solve problems. High-quality early learning and relationships enhance their development in every way: social, cognitive, linguistic, artistic, and physical. When they actively explore environments and materials, children build concepts, knowledge, and thinking skills. When they are able to develop nurturing and supportive relationships with caregivers (their parent or other primary caregiver, adult family members, and other familiar adults), childcare providers, and teachers, they are also laying a solid foundation for learning. Early development across all domains secures this foundation for a child's later success in school and in life.

Early learning standards articulate shared expectations for what young children should know and be able to do. Further, they provide a common language for measuring progress toward achieving specific learning goals. *Charting a Course for Success in the Ocean State: Rhode Island's Early Learning and Development Standards* (hereafter, *The Standards*) outlines early learning expectations at key benchmarks, from birth to 60 months of age.

While presented in a stand-alone document, these standards should not be considered in isolation. They comprise one key element of the state's early learning system—has and have been strategically designed to work in conjunction with other parts of the system—assessment, curriculum, professional development, program standards, and workforce competencies. *The Standards* are designed to promote high-quality care and education for the state's youngest children, including those at risk for entering kindergarten without adequate foundations for success. In this way, the document serves as a valuable resource to the entire early care and education community.

INTENDED USE

Early learning is the foundation of Rhode Island's entire educational system. *The Standards* will serve several purposes in the state's early childhood part of that system. First and foremost, these revised standards will guide early care and education practices, such as curriculum and assessment choices, to ensure children receive every opportunity to make progress in the designated learning domains. These standards also can support the understanding among caregivers and family members of key early learning milestones. Additionally, the standards inform primary grade teachers of the educational trajectory of the state's youngest learners so that those teachers are even better prepared to serve children.

The following guidance clarifies the intended use of *The Standards*.

How to Use These Standards

- To guide early educators in the development of curriculum
- To inform families about learning milestones
- To provide a framework for implementing high-quality early childhood programs
- To orchestrate optimal early learning trajectories into kindergarten

How NOT to Use These Standards

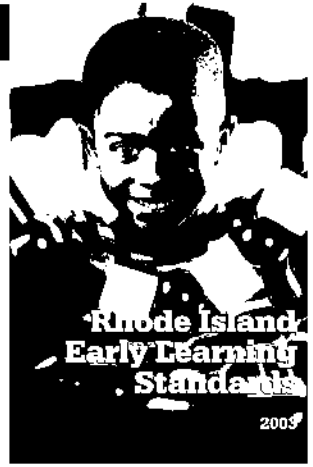
- As specific teaching practices or materials
- As a checklist of competencies
- As a stand-alone curriculum or program

This core, or master, set of standards articulates comprehensive educational expectations for children from birth to five years of age. They have been derived from the latest research and public input. The Rhode Island Department of Education will offer ongoing technical assistance and resources to help administrators, teachers, and families understand and implement them.

PR/Award # S419B150033

HISTORY

This document extends Rhode Island's 2003 early learning standards, which were originally created by the state's Early Childhood Task Force. The 2003 standards were based on the then-latest research on child development and learning and they provided clear and comprehensive guidance to families, teachers, and administrators on what children should know and be able to do by the time they enter kindergarten. The 2003 standards were of exceptional high quality and thus provided the foundation for the revisions.



Since 2003, the field of early learning has seen dramatic advances. For example, the National Early Literacy Panel (2008) and National Mathematics Advisory Panel (2008) have published groundbreaking reports that summarize the scientific literature on the development of literacy and mathematical skills in very young children. The Center for the Developing Child at Harvard University has also stimulated advancements in the field by articulating the key components of executive functioning—a set of skills that lay the foundation for adaptive, goal-directed thinking and behavior that enable children to override more automatic, or impulsive actions and reactions. At the same time, Head Start and Early Head Start have adopted new national standards (2007), and most states have endorsed the K-12 Common Core State Standards for English language arts and mathematics. Rhode Island's revised early learning and development standards incorporate principles from these scientific advances and national level indicators.

In 2011, Rhode Island was one of nine states to be awarded a federal Race to the Top Early Learning Challenge grant, which provided the state with the resources to revise its early learning standards. The Rhode Island Department of Education and the Executive Office of Health and Human Services worked collaboratively with national experts, Rhode Island's higher education community, and Rhode Island's early childhood stakeholders to articulate this new set of early learning and development standards that meet or exceed nationally recognized criteria and that are uniquely adapted for the children and families in the state.

These standards extend educational expectations to infants and toddlers, and they are integrated with preschool early learning standards to create a seamless birth-to-60-month continuum. The infant and toddler standards are set forth with the following important considerations, which are relevant to all early learners:

> Early learning occurs within the context of nurturing relationships; it is only through consistent and secure early relationships that children feel safe enough to explore their environments and learn. Play, especially with adults and with other children, is a key element for early learning and a primary vehicle through which young children begin to understand themselves in relation to others and to orient themselves to the world and to the delight of learning. Strictly defined, it is any freely sought activity that is pleasing to the "player." It can be physical (bounding up and down on riding a tricycle), imaginative (playing "peek-a-boo" or "dress-up"), creative (building with blocks or drawing pictures), social (acting out a dramatic episode), or mental (daydreaming). And it can be any combination of these. Paradoxically, play is the most important work of childhood.
>
> Early learning is integrated across all areas of development, and while specific domains of learning are identified, each area of learning is influenced by progress in others. As well, each child may progress at different rates in each of the domains. Finally, while learning is sequential—starting simple (concrete) and becoming more complex (abstract)—development unfolds in fits and starts.
>
> Early learning is rooted in culture and supported by the family.

GUIDING PRINCIPLES

The principles that guided *The Standards* are set forth below and divided into two areas. The first set of principles and values, that the state holds true for the implementation of all early learning and development standards in early childhood programs. These principles are outlined in the original standards document published in 2005 and repeated here.

Respect and the well-being of children and families will be given the highest priority in the organization and planning of community actions.

Policymakers will take into consideration and be knowledgeable about the education, care and support of children and families when developing and assessing legislation, regulation and funding of programs for young children.

Families will be respected and supported as partners in the education and development of their child.

Teachers, families, and children will use play as a way to develop the whole child, generate knowledge of the larger world, and support the development of qualities for lifelong learning.

Educators will base their decisions upon current knowledge of predictable sequences of child development and how children learn, the differences among children and families, and subjects that are related to the interests of children.

Child development theory will be foundation for teaching – recognizing that learning is sequential, dependent upon experience, and based on knowledge of the whole child including the child's culture and individual characteristics.

All children will be regarded and respected as competent individuals who differ in their learning styles, their home environments and the ways that they understand and represent their world.

Children will learn in an environment where their physical and psychological needs are met so they feel safe, feel valued as unique individuals, and are engaged actively in acquiring new skills and knowledge.

A child's sense of responsibility to self and others will be best supported when teachers shape the learning environment in ways that support the development of an involved citizenry.

Education programs will be developed in partnership with families, teachers, and the community in order to inspire children to acquire knowledge, build new skills, seek challenges, and develop as citizens.

Several additional principles and considerations guided the development of the revised early learning and development standards:

While *The Standards* represent expectations for all children, each child will reach the individual learning goals at his or her own pace and in his or her own way.

The Standards are appropriate for all children, birth to 60-months, including children who are dual language learners and children with disabilities.

The Standards represent the expectations for children's learning and development, and are to serve as a guide for selecting curriculum and assessment tools.

In order to meet *The Standards*, individual children will require different types and intensities of support across domains.

The Standards are aligned with the K-12 Common Core State Standards and the Head Start Child Development and Early Learning Framework.

The revised early learning and development standards feature one notable change from Rhode Island's 2005 standards: *The Standards* now embed play as an important aspect of learning throughout the document. As such, play is not treated as a specific standard to be met but as the primary means by which children demonstrate early learning accomplishments. It is *through* play that children learn the skills, knowledge, and dispositions that help support their success in later schooling. This philosophy is emphasized throughout the document.

The Standards represent expectations for young children's learning and continual growth in all areas: intellectual, physical, and emotional. Updated and expanded, they are grounded in foundational knowledge about how young children develop and learn. Research confirms that successful approaches to supporting early learning are based on knowledge of the whole child, including a child's individual strengths, characteristics, and culture; that learning is dependent upon experiences; that developmental domains are interconnected; that relationships and play are fundamental to children's learning; and that the intentionality of teachers and caregivers can greatly enhance growth and development.

Educating all children: All children differ in their intellectual, physical, and emotional abilities and potential, and children frequently develop at different rates. Some require a great deal of time and support, while others are fiercely independent. Regardless of a child's pace of development or inherent capacity, research has confirmed that the earliest years are the most critical, particularly for any child who might be struggling. "There is an urgent and substantial need to identify as early as possible those infants and toddlers in need of services to ensure that intervention is provided when the developing brain is most capable of change."

Children with disabilities: *The Standards* represent expectations for all children. However, specific timelines and indicators may need to be adapted for individual children, particularly those with disabilities. Some children may need more individualized or more intensive instruction than others in order to make progress. Other children may require accommodations to their environment, or they may need adaptive or assistive technology in order to participate in learning experiences that promote progress. Teachers need to understand that all children should be provided with a variety of ways to demonstrate what they know and can do. Differentiating instruction and individualizing its intensity and frequency through a data-based, decision-making process will ensure that all children are meeting those important early learning standards.

Supporting children who are dual language learners: In Rhode Island, the ethnic diversity within communities also means that young learners bring a wide range of linguistic experiences to their early care and education settings. Children who speak a language other than English in their homes and communities have varying levels of exposure to and competence in English when they enter early care and education programs. While confirming the importance of supporting these children to learn English, *The Standards* also clearly recognizes those children's home language as a source of tremendous strength, and its guidelines and indicators promote the continued development and growth of every child's home language as the child learns English—thus the term "dual language learners" (DLLs).

A child's home language can be thought of as a foundation for the acquisition of English. Indeed, research shows that, when they have a strong background in their first language, children learn a second language more easily as well. They have cognitive, academic, personal, and cultural advantages.

In other words, the stronger the foundation in the home language, the better able children are to learn to understand and speak English and to learn across all domains. Clearly, programs need to ensure the continued development of children's home language, *while* promoting their acquisition of English. Additionally, children who are dual language learners should have the opportunity to interact and demonstrate their abilities, skills, and knowledge in any language—English *and* their home language.

In addition to differences in ability and language, children come to an early childhood classroom or care setting with widely ranging familial, social, and cultural experiences and expectations. Educators and caregivers face an important challenge in accommodating these differences and creating learning environments that support the growth and development of all children. While no one can be expert in every field, educators and caregivers can develop collaborative networks that include other area agencies and services that are designed to support and promote the development of young children. These kinds of partnerships take effort to establish. But since no one individual or agency can "do it all," collaboration among agencies and services goes far toward enhancing the lives of both children and the educators who serve them.

Because individuals bring a huge variety of skills, needs, and interests to learning, classrooms and care settings are most effective when they reflect the principles of universal design for learning (UDL), which help to guide the development of curricula that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single "one-size-fits-all" solution but rather "flexible approaches that can be customized and adjusted for individual needs."

The three foundational principles of UDL involve support for (a) "recognition learning" by providing multiple, flexible methods of presentation; (b) "strategic learning" by providing multiple, flexible methods of expression and apprenticeship;

[illegible]

and (c) "affective learning" by providing multiple, flexible options for engagement" . Research shows that when UDL principles are applied in the classroom, children become learners who are resourceful and knowledgeable, strategic and goal-directed, and purposeful and motivated.

In order to provide challenging and developmentally appropriate experiences for all children, educators and caregivers must consider the entire range of learning needs of each child. Appropriate learning experiences enable each child to achieve at the maximum level of his or her abilities. In sum, developmentally appropriate learning experiences should:

- incorporate appropriate adaptations for children diagnosed with disabilities;
- demonstrate knowledge of and respect for the language skills and culture of learners; and
- reflect an understanding of universal design for learning.

Integrated development: A child's development does not occur in a straight line. Each domain or specific area of learning identified in *The Standards*, connects to other domains. Children learn through authentic experiences that include interactions with adults, peers, and materials. As they construct knowledge and learn in one domain, children are influenced by their progress in others. High quality, early learning environments and curricula that focus on the whole child—their intellectual, social, physical, and emotional development—will reflect a knowledge of this "whole-child" process of development and stimulate the integrated, simultaneous learning of knowledge and skills across multiple domains.

Executive function: In order to organize the early learning and development standards, the process of learning is divided into domains, even though learning for the young child is not isolated by domains but occurs across areas. Advances in the field of neuroscience have provided insight into how a child develops across these domains, emphasizing a particular set of cognitive skills referred to as "executive function." These skills are important for learning, problem-solving, and regulating emotions:

- Working memory: the ability to hold information in one's mind and to manipulate it to perform tasks;
- Inhibitory control: the ability to filter impulses, resist temptation, and sustain attention on a task;
- Cognitive flexibility: the ability to adjust to changes in demands, priorities, and perspectives;

Taking turns, getting along with others, controlling emotions, following instructions, and being self-directed—all executive function skills—are critical skills for school readiness.

The importance of relationships: Healthy development and successful learning are dependent upon the positive relationships and interactions that children have with nurturing adults who are consistently present in their lives. In this way, both home and early education environments influence school readiness and early academic success. Children thrive when their relationships promote growth through a series of significant interactions that:

- build on a child's own interests, capabilities, and initiative;
- shape the child's self-awareness; and
- are tailored to a child's unique personality.

Relationships affect all aspects of a child's development. Early relationships lay the foundation for later academic and social success. Adults, families, and teachers need to nurture each child's potential through consistent, positive interactions that promote a child's self-confidence, sense of safety and stability, and motivation to learn. The early learning and development standards reflect the importance of building these kinds of relationships.

The necessity of intentional teaching: How a child learns varies from child to child and also varies over time. Children learn best when teachers purposefully support children's self-guided discovery through play, which then allows children to construct their own knowledge and develop skills through exploration and experience, including the experience of interacting with their peers.
Play allows children to learn the skills, knowledge, and dispositions that support success in later schooling. Several types of play foster early learning:

- Social play, which advances cooperation and sharing;
- Constructive play, which allows children to explore objects and discover patterns;
- Physical play, which provides opportunities for gross and fine motor development;
- Expressive play, which supports the expression of feelings;
- Fantasy play, which encourages the development of the imagination.

Teachers positively influence children's learning outcomes when they do two things, when they act in a full awareness of the importance of intentionality; that is, when they act with knowledge and purpose to ensure that young children acquire the knowledge and skills (content) they need to succeed in school and in life; and then, when they understand the ways that play facilitates progress toward each domain's learning goals and thus incorporate play into their intentional strategies.

ORGANIZATION OF *THE STANDARDS*

Rhode Island's Early Learning and Development Standards are organized into domains, components, learning goals, and indicators.

Domains represent the broad areas of early learning.

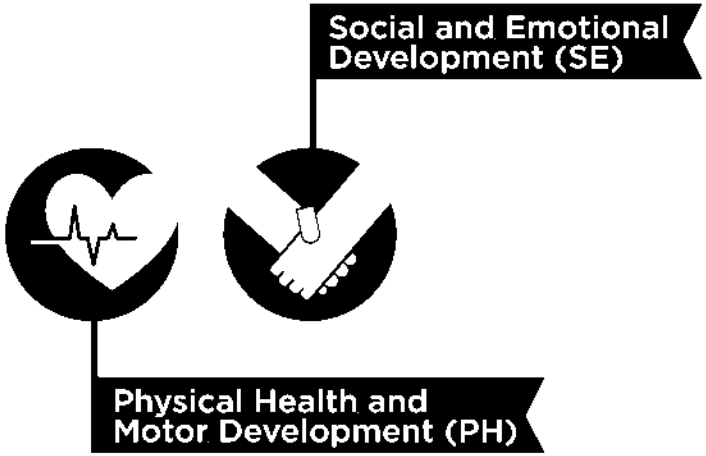
Components are specific areas within a domain. For example, the domain of physical health and motor development is divided into three components: health and safety practices, gross motor development, and fine motor development.

Learning goals state those general categories of competencies, behaviors, knowledge, and skills that children develop in increasing degrees and with increasing sophistication as they grow. For example, the gross motor development component includes two learning goals:

a) Children develop large muscle control, strength, and coordination

b) Children develop traveling skills

The goals remain the same throughout childhood, although now they are realized changes and becomes more complex as children grow and develop.



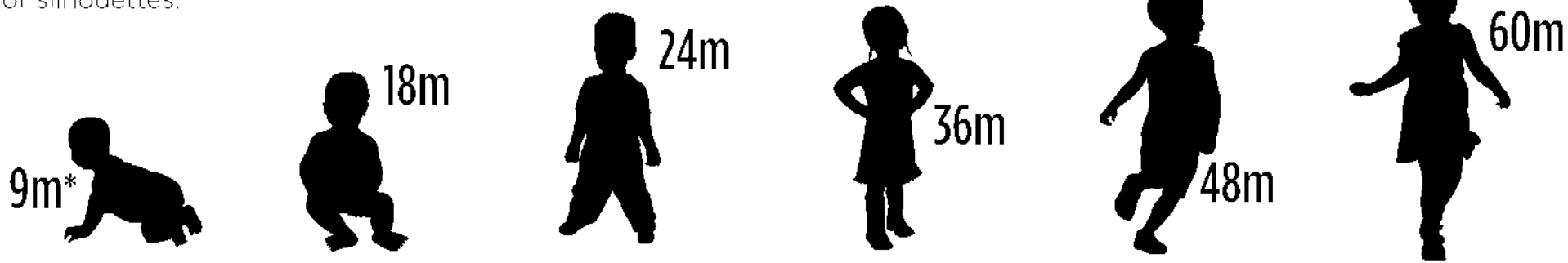
Domains are represented by this series of icons

ORGANIZATION OF *THE STANDARDS* CONTINUED

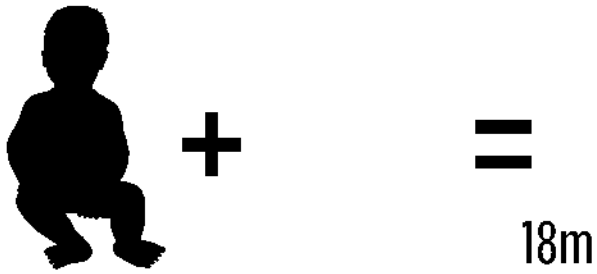
Indicators establish the specific developmental benchmarks for the competencies, behaviors, knowledge, and skills that most children possess by exhibiting at a particular age or each learning goal. Such a together, the indicators depict the progression of development over time. While the first set of benchmarks is positioned at nine months, it is important to remember that a tremendous amount of growth and development occurs before that age.

Early Learning Continuum: The early learning and development standards outline a birth to 60 month continuum, with six developmental benchmarks:

The Early Learning Continuum is represented by this series of silhouettes:



Throughout this resource the 9 domain icons are used in combination with the 6 silhouettes to visually represent the indicators across the document. For example, at right, the 18 month silhouette in combination with the science domain icon which helps to easily access information.



Outline of Rhode Island's Early Learning and Development Standards

Physical Health and Motor Development (PH)

PH 1: Health and Safety Practices

- PH 1a: Children engage in structured and unstructured physical activity.
- PH 1b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.
- PH 1c: Children develop self-help skills.

PH 2: Gross Motor Development

- PH 2a: Children develop large-muscle control, strength, and coordination.
- PH 2b: Children develop traveling skills.

PH 3: Fine Motor Development

- PH 3a: Children develop small-muscle control, strength, and coordination.
- PH 3b: Children develop writing and drawing skills.

Social and Emotional Development (SE)

SE 1: Relationships with Others

- SE 1a: Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.
- SE 1b: Children engage in positive relationships and interactions with other children.

SE 2: Sense of Self

- SE 2a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.
- SE 2b: Children develop the confidence to complete an action successfully or independently.

SE 3: Self-regulation

- SE 3a: Children develop the ability to express and regulate their own emotions.
- SE 3b: Children develop the ability to control impulses.

Language Development (LD)

LD 1: Receptive Language

- LD 1a: Young children attend to, understand, and respond to increasingly complex language.

LD 2: Expressive Language

- LD 2a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.

LD 3: Pragmatics

- LD 3a: Young children understand, follow, and use appropriate social and conversational rules.

LD 4: Language Development of Dual Language Learners

- LD 4a: Young children attend to, understand, and respond to increasingly complex language, as well as a range of topics and types of texts (including digital texts) in English.
- LD 4b: Young children become increasingly proficient in expressing their thoughts and ideas in English.

Literacy (L)

L 1: Phonological Awareness

- L 1a: Children notice and discriminate the sounds of spoken language.

L 2: Alphabet Knowledge

- L 2a: Children recognize and identify letters, and make letter-sound connections.

L 3: Print Knowledge

- L 3a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.

L 4: Comprehension and Interest

- L 4a: Children show interest in and an understanding of a variety of literacy experiences.

L 5: Literacy Development for Dual Language Learners

- L 5a: Children become increasingly engaged in literacy experiences in English.

L 6: Emergent Writing

- L 6a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.
- L 6b: Children use writing to represent and communicate ideas in a variety of contexts. They use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.

OUTLINE OF *THE STANDARDS* CONTINUED

Cognitive Development (CD)

CD 1: Logic and Reasoning

CD 1.a Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.

CD 2: Memory and Working Memory

CD 2.a Children hold information in their mind and manipulate it to perform tasks.

CD 3: Attention and Inhibitory Control

CD 3.a Children's skills increase in filtering distractions and sustaining attention on a task.

CD 4: Cognitive Flexibility

CD 4.a Children's skills increase at adjusting to changes in demands, priorities, and perspectives.

Mathematics (M)

M 1: Number Sense and Quantity

- 1.a Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.

M 2: Number Relationships and Operations

- 2.a Children learn to use numbers to compare quantities and solve problems.

M 3: Classification and Patterning

- 3.a Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.

M 4: Measurement, Comparison, and Ordering

- 4.a Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.

M 5: Geometry and Spatial Sense

- 5.a Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.

Science (S)

S 1: Scientific Inquiry and Application

S 1.a Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.

S 2: Knowledge of Science Concepts

S 2.a Children explore the characteristics of objects and materials that are living, non-living, man-made, or naturally occurring.

Social Studies (SS)

SS 1: Self, Family, and Community

SS 1.a Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.

SS 2: Self, History, and Geography

SS 2.a Children understand the concepts of time (past, present, and future) and place.

Creative Arts (CA)

CA 1: Experimentation and Participation in the Creative Arts

CA 1.a Children gain an appreciation for and participate in the creative arts.

The emphasis in this domain is on physical health and motor development as an integral part of children's overall well-being. The healthy development of young children is directly related to practicing healthy behaviors, strengthening large and small muscles, and developing strength and coordination. As their gross and fine motor skills develop, children experience new opportunities to explore and investigate the world around them. Conversely, physical health problems can impede a child's development and are associated with poor child outcomes. As such, physical development is critical for development and learning in all other domains. The components within this domain address health and safety practices, gross motor development, and fine motor development.

Children with physical disabilities may demonstrate alternate ways of meeting gross and fine motor goals, for example, by pedaling an adaptive tricycle, navigating a wheelchair, or feeding themselves with a specialized spoon. Children with cognitive disabilities also meet these same goals, in a different way, often at a different pace, with a different degree of accomplishment, and in a different order than typically developing children. When observing how children demonstrate what they know and can do, teachers must consider appropriate adaptations and modifications, as necessary. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curricula that best support the physical health and motor development of all children.

Remember: While this domain represents general expectations for physical health and motor development, each child will reach the individual learning goals at his or her own pace and in his or her own way.

PH 1: Health and Safety Practices

PH 2: Gross Motor Development

PH 3: Fine Motor Development

Component 1: Health and Safety Practices
Learning Goal 1.a: Children engage in structured and unstructured physical activity.

By the following ages, most children will:

9m

Sustain physical activity for at least three to five minutes at a time

Participate in simple movement games with an adult (e.g., following a moving object or person with their eyes or body)

18m

Participate in active physical play with an adult

Watch and often run when they see older children running

Attempt to try new games and toys

Stand with feet wide apart and sway to the sound of music

24m

Write larger toys with some accuracy (e.g. pounding on a pegboard and pegs or on a pounding board

Back into a chair to sit down

Squat while playing

Carry a large toy while walking or playing

Run after older children who are running

36m

Sustain physical activity for at least 15 minutes at a time for at least 30 minutes total each day

Participate in outdoor play

Try new games and toys without assistance

Actively participate in games and dances

48m

Carry bags or objects over short distances

Practice kicking, throwing, and running

60m

Increase their amount of play and activity, using more muscles and for longer periods of time (i.e., at least 60 minutes total each day)

All children have built-in capacities to attain developmental goals in multiple ways and under varying conditions.

- Neurons to Neighborhoods

Component 1: Health and Safety Practices
Learning Goal 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.

By the following ages, most children will:

9m

Express discomfort or anxiety in stressful situations

Demonstrates a recognition of the difference between their primary caregiver and a stranger

18m

Sometimes responds appropriately to redirection given by an adult caregiver

24m

Responds appropriately to redirection by adults unless too caught up in a game or emotion

Demonstrates a beginning understanding when adults say "stop" or "danger" by stopping or listening to adults

Holds hands only with adults when walking but often break contact when distracted by another person or object

36m

Recognize or identify some harmful or unsafe objects and situations

Stop a behavior in response to direction by an adult

Understand and participate in the routine of holding hands with an adult when walking in public places

Seek an adult's help in some unsafe or dangerous situations

48m

Recognize unsafe situations and tell an adult; alert adult when another child is in a dangerous situation

Understand the difference between "safe touch" and "unsafe touch," especially if previously instructed

Tell what the consequences are of unsafe behaviors

With adult assistance, look both ways before crossing the street

60m

Follow safety rules with adult assistance

Recognize symbols or signs for danger (e.g., poison labels) and avoid those objects or areas

Follow emergency routines after adult instruction

Understand the consequences of not following rules related to safety

Play is the answer to the question, how does anything new ever come about?

- Jean Piaget

By the following ages, most children will:

9m

- Fuss or cry when hungry and quiet down when picked up to be fed in a timely manner
- Coordinate sucking and swallowing
- Assist with self-feeding by holding a bottle or breast, turn their head away when full
- Explore food with their hands and fingers (e.g. crackers and other easy-to-handle foods)
- Accept most basic care routines administered by adults (e.g., gum cleaning or nose wiping)
- Relax during bathing routines
- Babble or coo after diapering
- Indicate their needs and wants (e.g., wanting food or a dirty diaper to be changed)

18m

- Point to food when wanting more
- Feed themselves finger foods
- Drink from a cup with some spilling
- Drink from a straw
- Use a spoon with some spilling
- Accept more involved care routines administered by adults (e.g., tooth brushing)
- Participate in hand-washing with assistance
- Participate in dressing or attempt to dress themselves
- Remove some clothing
- Use gestures, body language, or vocalizations to seek out help from an adult

24m

- Feed themselves with spoon and fork (with some spilling) if early self-help skills are valued and taught in their family culture
- Drink from a cup (with some spilling) if early self-help skills are valued and taught in their family culture
- Participate in some self tooth brushing while an adult is helping them brush the teeth
- Indicate choices in clothes and shoes by gesturing or using simple words
- Have limited control over bowels and bladder
- Use a tissue when offered by an adult to wipe nose, face, or hands

36m

- Understand the difference between food and non-food items
- Recognize when foods are now to them and choose whether to taste or not
- Cooperate and assist with tooth brushing
- Wash hands with assistance
- Dress or undress with minimal assistance
- Sit on a toilet
- Obtain and use tissues to wipe their nose, face, or hands
- Indicate when not feeling well

48m

- Help with routine routines, such as setting a table
- Brush their teeth with assistance from an adult
- Wash and dry hands with verbal prompts and support
- Attempt dressing and undressing
- Put their shoes on but may need assistance with tying them
- Choose their own clothes to wear
- Use a toilet
- Cover their mouth when coughing

60m

- Help in preparing snacks and meals
- Demonstrate independence in personal self-care skills (e.g., washing hands, brushing teeth)
- Dress or undress
- Manage zippers, buttons, buckles, and Velcro
- Tell an adult caregiver when tired

Component 2: Gross Motor Development
Learning Goal 2.a: Children develop large muscle control, strength, and coordination.

By the following ages, most children will:

9m

- Reach and play with toys while sitting
- Reach for objects and bring them to their mouth
- Pound on a table and other objects
- Roll both ways (front to back and back to front)
- Get into sitting position without help while lying down or crawling
- Sit without support
- Pull up to a standing position

18m

- Squat to pick up toys or other objects
- Jump with feet apart
- Carry a toy while walking
- Stand on one foot with assistance

24m

- Bend or stoop over to pick up a toy or other object
- Pull toys behind themselves
- Climb onto and off of couches, chairs, large rocks or logs
- Roll a large ball
- Toss a ball into a large container
- Sit on and move small wheeled riding toys

36m

- Play "catch" using a large rubber ball
- Throw underhand with some direction
- Climb on outdoor play equipment

48m

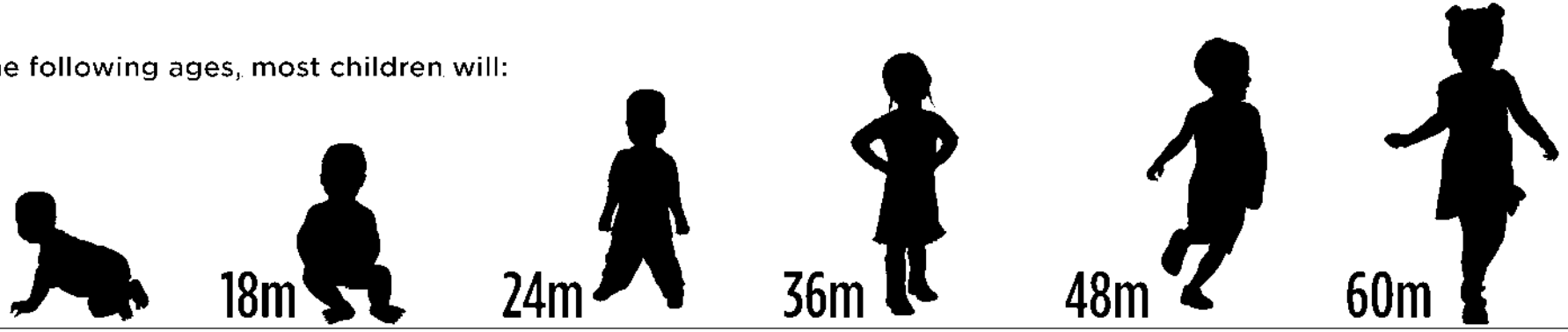
- Pedal a tricycle
- Aim and throw a ball, overhand, toward a target
- Bounce a ball
- Hit a stationary ball with a plastic or foam bat
- Use arms and legs in a coordinated manner to "pump" on a swing
- Jump off a bottom step with two feet
- Jump with two feet over small objects

60m

- Catch a small ball with two hands
- Bounce a ball and catch it
- Aim and throw a ball with some accuracy

Component 2: Gross Motor Development
Learning Goal 2.b: Children develop traveling skills.

By the following ages, most children will:



9m

Shift between lying down, sitting, and balancing on their hands and knees

Crawl

18m

Move from one place to another by walking

Sometimes run instead of walk

Walk upstairs holding an adult's hand or crawl, upstairs on hands and knees

24m

Run sturdily

Walk up steps with some help

Walk backwards

Walk on tiptoes

36m

Change direction while walking or running

Stop suddenly after running (displaying increased coordination and regulation of large muscles)

Climb upstairs using alternating feet, walk downstairs, placing both feet on one step before approaching each subsequent step down

Jump forward at least six inches

Move in, under, and over objects in the environment with ease

48m

Run up to a ball and kick it while maintaining balance

Walk or run around obstacles and corners

Walk up and down stairs, alternating feet

Understand the position or orientation of their body to other objects and people

60m

Hop forward on one foot without losing balance

Walk along a beam or edge

Gallop

Skip

Run with control and balance, making quick turns, without losing speed and quick stops

Demonstrate how their body can move forward, backward, left and right

Demonstrate how their body can move fast or slow

> You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose. You're on your own, and you know what you know. And you're the guy | girl | who'll decide where to go.
>
> - Dr. Suess

Component 3: Fine Motor development
Learning Goal 3.a: Children develop small muscle control, strength, and coordination.

By the following ages, most children will:

9m

- Hold onto a toy when it is handed to them
- Reach for, grasp, and shake things
- Bring hands and objects to their mouth
- Transfer a toy from one hand to another
- Pat, shake, or hit objects
- Mimic a hand clap or wave

18m

- Turn the pages of books and point to pictures while being read to
- Hold objects in both hands
- Pick up very small objects with their index finger and thumb
- Bang two toys together
- Play part a cake without much help (such as someone moving their hands for them)
- Begin to stack two to three blocks

24m

- Open cabinets, drawers, and boxes
- String large beads
- Turn containers over to empty out the contents
- Remove lids from containers
- Stack four to six large blocks/cubes
- Attempt snipping with scissors

36m

- String large beads onto shoe laces
- Turn knobs and unscrew lids, pull lids on post, unwrap candy, etc.
- Put three or four blocks into a puzzle board
- Dig and scoop sand or water
- Use scissors

48m

- String small beads onto shoe laces
- Continues to fit together manipulatives and connecting toys (e.g., Legos, or Lincoln Logs)
- Use scissors with purpose

60m

- Fold a piece of paper with accuracy and symmetry
- Work puzzles of up to 10 pieces
- Use simple tools (e.g. stapler, hole punch, scissors, tape dispenser)
- Hold paper and begin to cut with scissors along a straight line

By the following ages, most children will:

9m

Grasp objects with their thumb, index, and middle fingers (i.e., using pincer grip)

Bring their hands to their midline (i.e., moving hands towards each other over the middle of their body)

18m

Grasp and hold large writing objects, such as crayons, with their whole fist

Scribble spontaneously on paper

24m

Hold large writing objects, such as crayons, in an approximate thumb and finger grip

Make spontaneous dots, lines, and wobbly circles when painting or drawing

Fold paper approximately in half

36m

Hold a pencil in an approximate thumb and finger grip

Attempt to copy a drawn circle

Attempt to imitate a drawn cross

Attempt to imitate a horizontal and vertical stroke

48m

Hold a regular pencil using an adult grip

Imitate a horizontal and vertical stroke

Imitate a drawn cross

Imitate a drawn circle

Write letter or number-like forms

60m

Draw recognizable shapes

Write some letters and numerals

Infants and young children are not just sitting twiddling their thumbs, waiting for their parents to teach them to read and do math. They are expending a vast amount of time and effort in exploring and understanding their immediate world. Healthy education supports and encourages this spontaneous learning.

- David Elkind

Social and emotional development encompasses young children's evolving capacity to form close and positive adult and peer relationships; to actively explore and act on the environment in the process of learning about the world around them; and to experience, regulate, and express a full range of positive and negative emotions in socially and culturally appropriate ways. These skills developed in early childhood are essential for lifelong learning and success. A child's temperament (traits that are biologically based and that remain consistent over time) plays a significant role in every child's development and should be carefully considered when determining when and how a child should meet social and emotional learning goals. Healthy social and emotional development depends on consistent, positive interactions with educators and other familiar adults who appreciate each child's individual temperament. This appreciation is central to promoting positive self-esteem, confidence, and trust in relationships. The components within this domain address children's relationships with others—adults and other children—their sense of personal identity and self-confidence, and their ability to regulate their emotions and behavior.

Children with disabilities may demonstrate alternate ways of meeting social and emotional goals; for example, children with visual impairments may never make eye contact but rather demonstrate their interest in and need for human contact in other ways (through acute listening and touch); and children with cognitive disabilities may initiate play at a different pace and with a different degree of articulation and accomplishment. In general, the presence of a disability may cause a child to demonstrate alternate ways of meeting social and emotional goals. However, the goals for all children are the same, even though the path and the pace toward realizing the goals may be different. When observing how children respond in relationship, teachers must consider appropriate adaptations and modifications as necessary. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curriculum that best support the social and emotional development of all children.

Remember: While this domain represents general expectations for social and emotional development, each child will reach the individual learning goals at his or her own pace and in his or her own way.

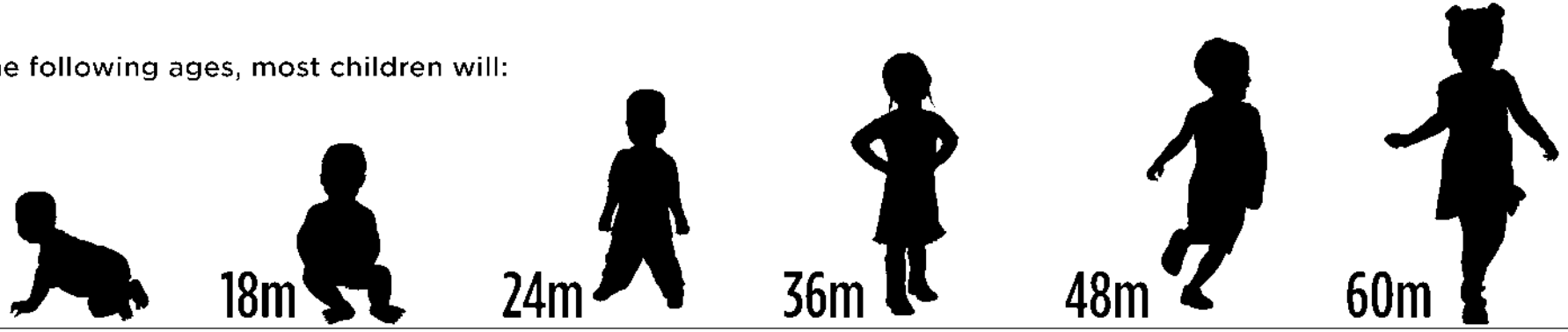
SF 1: Relationships with Others

SE 2: Sense of Self

SE 3: Self-regulation

Component 1: Relationships with Others
Learning Goal 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.

By the following ages, most children will:



9m

Socialize with preferred adults, by reciprocally smiling, laughing, or vocalizing

"Converse" with familiar adults, by imitating or making faces at adults who make faces at them

Relax when picked up and held by a familiar adult

Search for an adult caregiver who might be out of sight

Engage in turn-taking interactions, such as peek-a-boo

Repeat actions that elicit social responses from others

18m

Imitate adult behavior, by repeating and practicing through play (e.g., sweeping with a toy broom, "talking" on a cell phone)

Use gestures, body language, and/or vocalizations to seek out help from a preferred adult

Participate in back and forth games with adults

Seek comfort, reassurance, preferred adult when tired or hungry

Expand their exploration of their environment in the presence of trusted adults, and regularly check in (visually or physically) with these adults when experiencing stress or uncertainty

24m

Imitate by continuing to repeat actions they have seen long after they have seen them

Initiate play and interactions with familiar adults (e.g., pretending to drive a car or bake a cake)

Interact with adults to meet needs and wants, communicating through gestures, facial expressions, and simple words

Continue to seek out the primary adults in their life as their secure base (using simple words as well as regular visual or physical contact) while playing or exploring the environment and when uncertain

36m

Seek adult assistance when challenged

Demonstrate affection for familiar adults

Seek comfort from an adult after falling down or getting hurt

Interact with adults to solve problems or communicate about experiences or ideas

48m

Seek approval from adults

Separate from trusted adults with minimal distress when in familiar settings or with familiar and trusted adults

60m

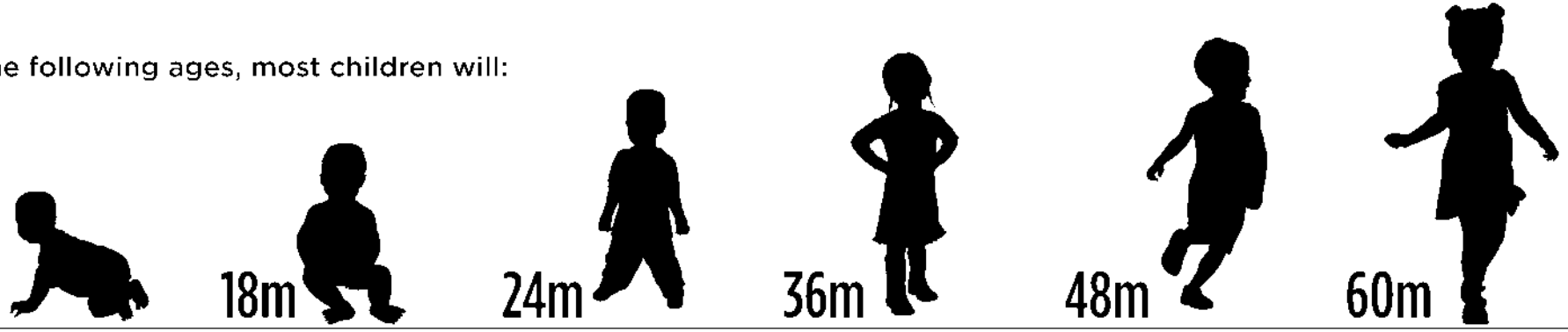
Maintain well-being while apart from parents or primary caretakers when in familiar settings or with familiar and trusted adults

Have a close relationship with a consistent, non-parental caregiver, showing interest in the adult's feelings, preferences, and well-being and sharing their experiences

Participate in longer and more reciprocal interactions (when interacting with familiar adults in role play, games, or structured activities) and take greater initiative in social interaction (including turn-taking)

Component 1: Relationships with Others
Learning Goal 1.b: Children engage in positive relationships and interactions with other children.

By the following ages, most children will:



9m

Reach and smile to show their interest in other children

Intently watch other people and children, especially their faces

Track the activity of other children and notice/move toward others when hearing sounds of excitement

Reach out to touch other children's hair, face, etc.

18m

Engage in positive interactions with other children while supervised

Imitate and respond to other children's actions and behaviors

Play alone or engage in parallel play (i.e., play next to but not directly involved in another child's play)

Recognize and respond differently to younger children

24m

Demonstrate interest or concern for a peer who is hurt, fallen, or in a stress

Recognize the idea of possessions (i.e., acting as though they own some thing) and demonstrate an understanding of "mine" and "not mine"

Predominately use parallel play (next to others) while trying out associative play (sharing toys or commenting on the play of others)

36m

Watch and copy other children's play activities

Seek assistance from an adult caregiver in resolving conflicts with other children

Understand how to take turns during play with other children with adult guidance and assistance

Participate in associative play with other children (i.e., engaging in separate play activities while occasionally sharing toys or commenting on another child's play)

48m

Share and take turns using materials

Suggest solutions to conflicts with adult guidance and assistance

Initiate play and conversations with other children

Participate in pretend play with other children

Express how another child or storybook character might feel

Notice and show concern for peers' feelings

Comfort peers when they are hurt or upset with adult guidance and assistance

60m

Make decisions with other children, with adult guidance and assistance

Demonstrate consideration for and cooperation with other children

Prefer to play with one or two special friends

Suggest solutions to conflicts

Demonstrate an ability to compromise when working or playing in a group

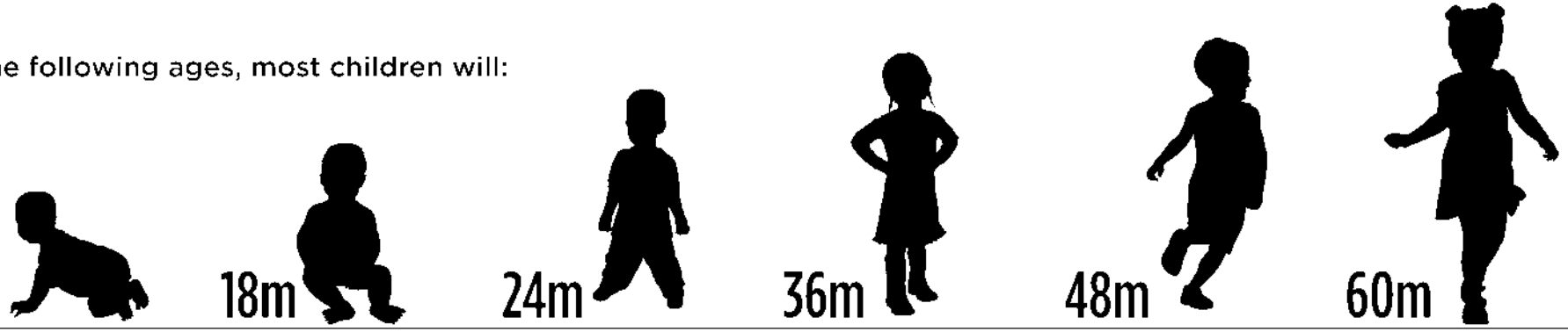
Sustain interactions with friends for increasing periods of time

Successfully enter into play when a group of children are already involved

Can predict the causes of other children's emotions (e.g., "she's sad because ...")

Component 2: Sense of Self
Learning Goal 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.

By the following ages, most children will:



9m	18m	24m	36m	48m	60m
Explore their own hands and feet Demonstrate a recognition of themselves in a mirror Respond to their own name	Explore various play materials and show preferences for specific books, toys, or food Demonstrate displeasure when unable to exert influence on events Indicate their dislike by saying "no" or through some other method (e.g., shaking their head or turning their head/body away) Make simple choices	Recognize some body parts (e.g., pointing to eyes, ears, or nose when asked) Refer to themselves by name Use "me" and "mine" in reference to themselves and to objects Express preferences for certain toys or objects Enjoy playing alone for short periods of time Try to do some things without help	Become aware of the idea of ownership (i.e., "This is mine" and "that is yours.") Demonstrate preferences and choices for people, toys, or activities Recognize a picture of themselves (e.g., by pointing or saying "me") Describe some personal characteristics (e.g., hair color) Provide their first and last names when asked	Describe their own and others' personal characteristics (e.g., "My hair is red; your hair is black.") Understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas, and feelings. Demonstrate an awareness of their own likes and preferences	Differentiate themselves from others based on characteristics they use to describe themselves, such as "shy" or "smart." Differentiate themselves from others in terms of specific abilities (e.g., "I am a fast runner" or "I am a good climber.")

Component 2: Sense of Self
Learning Goal 2.b: Children develop the confidence to complete an action successfully on independently.

By the following ages, most children will:

9m

Demonstrate interest in objects or people

Accept new toys or objects with interest

Reach for objects of interest

Focus on objects and people of interest for longer periods of time

18m

Show pleasure at their own actions

Show attachment to or preference for specific toys

Ask for similar activities to be repeated over and over

Attempt to perform self-care activities independently of adult help

Recognize their ability to influence their surroundings (e.g., standing on a table or feeding chair to indicate hunger to an adult)

24m

Alternate between doing things independently and seeking help or comfort

Repeat activities and words and songs over and over

Participate in solitary pretend play (e.g., washing dishes, talking on a phone)

Help with simple tasks (e.g., picking up toys)

36m

Demonstrate joy in their own accomplishments (e.g., throwing away a napkin, flushing a toilet)

Initiate new activities and explore new materials

Demonstrate interest and pride in handling personal care routines (e.g., removing coat) with minimal assistance

48m

Choose materials and activities

Participate in new experiences with confidence and independence (e.g., selecting more challenging puzzles)

60m

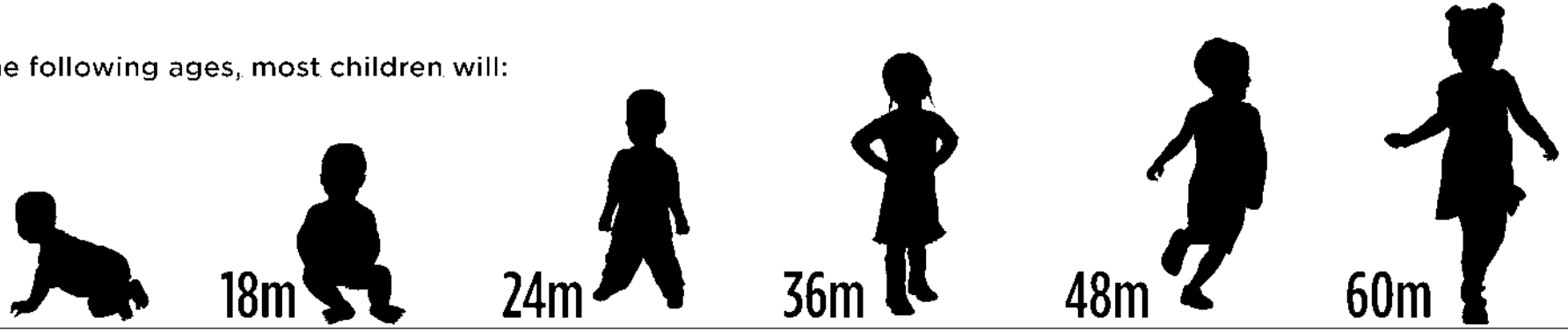
Resist help and demonstrate a sense of competence (e.g., insisting on dressing themselves, pouring their own juice, etc.)

Stay with a task until it is completed

Move between independence and dependence in a way that meets their needs for both and that is appropriate for the circumstances

Component 3: Self-regulation
Learning Goal 3.a: Children develop the confidence to complete an action successfully or independently.

By the following ages, most children will:



9m

Demonstrate the ability to self-sooth (calm down) through behaviors such as babbling, thumb/fist sucking, or rocking

Calm down when taken to be held, or rocked by a preferred caregiver

Express a range of emotions (e.g., joy, excitement, or sadness) through facial expressions, gestures, and sound

18m

Self-sooth when offered a special toy or blanket in combination with caregiver nurturance

Look to a trusted adult for comfort when upset or stressed

Demonstrate joy, pleasure, and excitement in learning to do new things

24m

Accept a security toy or blanket to self-sooth

Demonstrate familiarity with routines

Demonstrate strong emotions such as anger through actions (e.g., falling down on the floor and kicking their legs—throwing a "tantrum") and calm down with caregiver assistance

Express emotions (e.g., happiness, sadness, or anger) through singing and pretend play (in addition to "tantrums")

36m

Calm themselves down after a temper tantrum in a reasonable amount of time with caregiver assistance

Comfort themselves by seeking out a special toy, object, or caregiver

Use words to express their emotions

48m

Are increasingly able to regulate their impulses in certain situations (e.g., waiting their turn for a favored toy)

Can express emotions using words, signs, or other communication methods

Take pride in their accomplishments

Continue to use physical ways of expressing themselves when their feelings are intense (e.g., throwing things, pounding)

60m

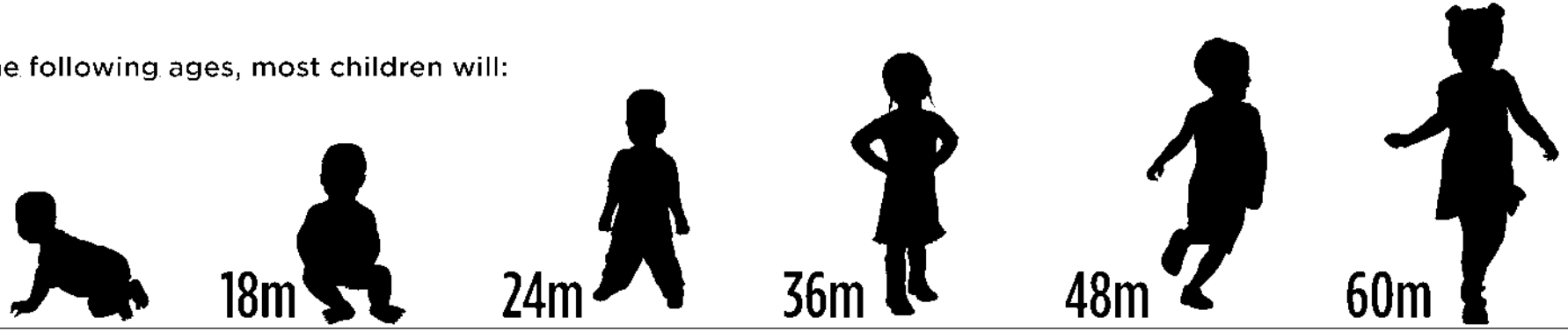
Control strong emotions most of the time in an appropriate manner

Persist at a difficult task with decreasing amounts of frustration

Can name emotions using words, signs, or other communication methods

Component 3: Self-regulation
Learning Goal 3.b: Children develop the ability to control impulses.

By the following ages, most children will:



9m	18m	24m	36m	48m	60m
Exhibit the ability to wait for a desired object or person	Amuse themselves for a short period of time Respond to verbal requests to alter their behavior, sometimes continuing with the behavior and sometimes accepting the redirection Say "no" to express their unwillingness (or sign "no" if they have been taught to sign)	Respond to redirection most of the time Once redirected, change focus to the new object, person, or play Participate in routines with adult guidance	Follow simple rules most of the time Control impulses (e.g. walking around—rather than through—a puddle when directed) Adapt their behavior to the environment (e.g. shifting from an "outside voice" to an "inside voice") Adjust to changes in daily routines with preparation and adult assistance	Usually follow classroom rules and expectations Adjust to changes in routines and activities Ask or wait for adult permission before doing something they are unsure about Use materials with purpose, safety, and respect Can delay having desires met (e.g. agreeing to the use of a timer to indicate the return for a computer) Stop an engaging activity to transition to another less desirable activity with adult guidance and support	With adult assistance, demonstrate control over actions, words, and emotions in response to a situation Follow rules and apply them to new situations and environments (e.g. putting their coat in a cubby at school but hanging it on a peg at home) Participate in group activities for increasing amounts of time Consistently demonstrate the ability to stop an engaging activity to transition to another less desirable activity

The task of emotion regulation is not simply a matter of learning to suppress emotions. It is more broadly one of deploying emotions effectively in relationships, while playing and learning, and in a wide range of settings.

- Neurons to Neighborhoods

Language development indicators reflect a child's ability to understand increasingly complex language (receptive language skills), a child's increasing proficiency when expressing ideas (expressive language skills), and a child's growing understanding of and ability to follow appropriate social and conversational rules. The components within this domain address receptive and expressive language, pragmatics, and English language development specific to dual language learners.

As a growing number of children live in households where the primary spoken language is not English, this domain also addresses the language development of dual language learners. Unlike most of the other progressions in this document, however, specific age thresholds do not define the indicators for English language development (or for development in any other language). Children who become dual language learners are exposed to their second language for the first time at different ages. As a result, one child may start the process of developing second language skills at birth and another child may start at four, making the age thresholds inappropriate. So instead of using ages, *The Standards* use research-based *stages* to outline a child's progress in English language development. It is important to note that there is no set time for how long it will take a given child to progress through these stages. Progress depends upon the unique characteristics of the child, his or her exposure to English in the home and other environments, the child's motivation to learn English, and other factors.

Children with disabilities may demonstrate alternate ways of meeting the goals of language development. If a child is deaf or hard of hearing, for example, that child may demonstrate progress through gestures, symbols, pictures, augmentative and alternative communication devices, and/or signs, as well as through spoken words. Children with cognitive disabilities may also demonstrate alternate ways of meeting the same goals, often meeting them at a different pace, with a different degree of accomplishment, and in a different order than typically developing children. When observing how children demonstrate what they know and can do, the full spectrum of communication options—including the use of American Sign Language and other low- and high-technology augmentative/assistive communication systems—should be considered. However, the goals for all children are the same, even though the path and the pace toward realizing the goals may be different. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curricula that best support the language development of all children.

While this domain represents general expectations for language development, each child will reach the individual learning goals at his or her own pace and in his or her own way.

Receptive Language

Young children attend to, understand, and respond to increasingly complex language.

By the following ages, most children will:

9m	18m	24m	36m	48m	60m
Turn toward familiar voices or sounds Recognize more than one tone of voice in adults and respond with body movement and sounds Demonstrate a recognition of names of familiar people and favorite objects Respond to voices and sounds in the environment Can be quieted by a calm, familiar voice Become excited upon hearing familiar words, such as "nursing" or "bottle" Startle or cry when there is a loud sound	Look at what an adult is pointing to and share attention Identify familiar people or objects when prompted Understand more words than they can say Respond appropriately to familiar words, signs, and songs Follow simple, one-step directions, especially if accompanied by adult gestures (e.g., "stop" or "come here")	Understand approximately 200 words (receptive language) Follow one-step directions, with few adult gestures (e.g., responding to an adult saying, "Please lift your arms.")	Demonstrate an understanding of descriptive words Respond appropriately to others' comments, questions, or stories Follow two-step directions that involve familiar experiences and objects (e.g., "Find your shoes and bring them to me.")	Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge Demonstrate an understanding of conversations by responding to questions and prompts Demonstrate an understanding of several hundred words in their home language, including those relating to objects, actions, and attributes encountered in both real and symbolic contexts (conversations and texts) Distinguish between real and made-up words Understand increasingly longer and complex sentences, including sentences with two or more phrases or ideas Follow directions that involve multiple steps (e.g., "Please, would you get the sponge, dampen it with water, and clean your table?")	Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas Respond appropriately to a specific and varied vocabulary Follow detailed, multi-step directions (e.g., "Put away your toys, wash your hands, and come to the table.")

Expressive Language

Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.

By the following ages, most children will:

9m

Experiment with making sounds

Engage in babbling (including consonant sounds followed by a vowel sound)

Say "mama" and "dada"

Use vocalizations, gestures, and facial expressions to communicate needs and wants and to express interest or dislike

18m

Communicate in a way that is understood by most familiar people (e.g., eye glances, gestures, sounds)

Produce some words and word-like sounds

Use sign language or individual words to communicate wants, needs, interests, and dislikes

Combine words and gestures to communicate

Use short, telegraphic phrases (of one or two words) to communicate wants, needs, and thoughts

Use some pronouns

24m

Communicate basic needs in a way that is understood by many people outside the family or child care

Use "please" and "thank you"

Combine words with gestures and expressions (cues) to ensure adults understand their desires or requests (e.g., pointing to the door and saying, "Go outside.")

Have one-sided conversations with stuffed animals and dolls

Start to use the plural forms of nouns and verbs

Start to use the past tense of verbs

36m

Communicate basic ideas in a way that is understood by most people

Use a vocabulary of more than 100 words in their home language (words, signs, and/or alternative communication) including words for familiar people, objects, and animals and words that describe (adjectives)

Expand their vocabulary by asking others to name unfamiliar objects

Use two- and some three-syllable words

Combine words into simple three- to four-word sentences

Use simple adjectives in statements ("big," "little," "hard," "soft")

48m

Communicate clearly enough to be understood by unfamiliar listeners but may make some pronunciation errors

Pronounce new, long, or unusual words if they have modeling and support

Use a variety of vocabulary words including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and to express needs

Demonstrate an understanding of the meaning of words by describing the use of familiar objects, talking about categories of objects, using several words to explain the same idea (i.e., synonyms), and relating words to their opposites

Determine with modeling and support the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany text

Experiment with using new words in conversation

60m

Communicate clearly enough to be understood by unfamiliar listeners with few pronunciation errors

Expand their vocabulary with words of increasing specificity and variety

Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words

Use increasingly complex, longer sentences, including sentences that combine two or three phrases

Expressive Language

Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.

Continued from previous:

9m	18m	24m	36m	48m	60m
			Use simple adverbs in statements (e.g., "That car goes very fast!") Use some plurals appropriately (e.g., distinguishing between "car" and "cars") Ask "who," "what," "why," and "where" questions	Use longer, more increasingly complex sentences, including complete four- to six-word sentences Use, with modeling and support, more complex grammar and parts of speech, including common prepositions, regular plural nouns, correct subject-verb agreement, pronouns, and possessives Continue to ask "who," "what," "why," and "where" questions	Use more complex grammar and parts of speech, including prepositions, regular and irregular plural forms of nouns, correct subject-verb agreement, pronouns, possessives, and regular and irregular past tense verbs

Pragmatics

Young children understand, follow, and use appropriate social and conversational rules.

Pragmatics is the study of communicative action in its social cultural context. Communicative action includes not only speech acts—such as requesting, greeting, and so on—but also participation in conversation, engaging in different types of discourse, and sustaining interaction in complex speech events.

By the following ages, most children will:

9m	18m	24m	36m	48m	60m
Respond to the speech of others by looking toward the speaker	Respond to others' communication with gestures, facial expressions, body movements, and sounds	Participate in simple turn-taking during one-on-one conversations	Respond to others' statements, prompts, and questions	Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them	Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such directions as "Only one child speaks at once; raise your hand.")
Initiate and engage in simple back-and-forth interactions with others by using facial expressions, vocalizations, and gestures	Communicate vocally or use nonverbal strategies to communicate when interacting with a responsive adult	Demonstrate concern for others through gestures and facial expressions	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings	Use appropriate volume and intonation when speaking in a variety of social situations	Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously
Express enjoyment and a desire for "more" through body language (cues), such as kicking their legs, waving their arms, and smiling	Engage in joint attention by directing their gaze toward what a speaker is looking at or pointing to	Directly interact with adults to signal enjoyment or a desire for more (e.g., by tugging on an adult's pant leg, patting an adult, holding an adult's arm, or verbalizing)	Use social conventions to initiate and sustain exchanges of communication	Follow commonly accepted norms of communication in group settings, with support and modeling (e.g., responding appropriately to such directions as "Only one child speaks at once; raise your hand.")	Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes
	Point in order to request an object		Demonstrate an understanding of simple humor	Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously	
	Use body language (cues) such as nodding their head, raising their eyebrows, smiling, or tilting their head to signal enjoyment or their desire for more of an activity from an adult				

Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.

In English language development, children:

Demonstrate an understanding of age-appropriate language usage, related to conversational, as well as basic and advanced concepts, in the home language but will not know all the same words in their home language and in English.

Attend to English oral language in both real and pretend activities, relying on the intonation, facial expressions, or gestures of the speaker, in the same way that they attend to their home oral language.

Begin to attend to and participate in English language small and large group activities, such as circle time, storybook reading, etc.

Begin to follow simple directions in English, especially when they are accompanied by contextual cues such as gestures, pointing, and voice modulation.

In English language development, children:

Make progress in their home language.

Demonstrate an understanding of English words for objects and actions and of English phrases encountered frequently in both real and pretend activities.

Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.).

Respond appropriately to requests in English that involve one-step directions (e.g., "clean up") when personally directed by others (these requests may occur with or without contextual cues).

In English language development, children:

Demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities.

Demonstrate an understanding of words in English related to more advanced concepts (e.g., abstract, emotions and ideas).

Follow directions that involve a one- or two-step sequence, relying less on contextual cues.

In English language development, children:

Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others

Use age-appropriate vocabulary in the home language

Listen and converse in their home language

Use age-appropriate grammar in their home language

Ask a variety of questions (e.g., "what," "why," "how," "when," and "where") in their home language

Use simple English expressions that are phonetically correct but may be inappropriate to the context of the conversation or the situation (pragmatically inappropriate; e.g., missing social, contextual, or self-referential cues)

In English language development, children:

Combine nonverbal with some verbal communication to be understood by others

Code-switch (insert a home language word into an English sentence to get the point across when they don't know the word in English)

Use telegraphic speech (two-word phrases rather than full sentences, such as "want food")

Use formulaic speech (expressions that are learned whole, e.g., "don't know")

Use English vocabulary that mainly consists of concrete nouns and some verbs and pronouns

Converse with others in English using two or three words at a time but switch back and forth between English and their home language

Use some English grammatical markers (e.g., "-ing" or the plural-forming "-s") and apply at times the rules of grammar of the home language to English

Use "what" and "why" questions in English, sometimes with errors

In English language development, children:

Demonstrate increasing reliance on verbal communication in English to be understood by others

Use new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary

Sustain a conversation in English with increasingly complex syntax, including conjunctions, subject-verb-object patterns, and other more advanced elements of English sentence construction

Expand the use of different forms of grammar in English (e.g., plurals, possessive pronouns, simple past-tense verbs), sometimes with errors

Use "what," "why," "how," "when," and "where" questions in more complete forms in English, sometimes with errors

The development of early literacy skills is critically important for children's future, academic and personal success. Yet, children enter kindergarten varying considerably in these skills and it is difficult for a child who starts behind to close the gap once he or she enters school (National Early Literacy Panel, 2008). The components within this domain address phonological awareness, alphabet knowledge, print awareness, text comprehension and interest, and emergent writing.

As a growing number of children live in households where the primary, spoken language is not English, this domain also addresses the literacy development of dual language learners. However, specific age thresholds do not define the indicators for literacy development in English, unlike most of the other developmental progressions. Children who become dual language learners are exposed to English (in this country) for the first time at different ages. As a result, one child may start the process of developing English literacy skills very early in life, and another child, not until age four, making the age thresholds inappropriate. So, instead of using age, *The Standards* use research based *stages* to outline a child's progress in literacy development. It is important to note that there is no set time for how long it will take a given child to progress through these stages. Progress depends upon the unique characteristics of the child, his or her exposure to English in the home and other environments, the child's motivation to learn English, and other factors.

Children with disabilities may demonstrate alternate ways of meeting the goals of literacy development. For example, a child with a visual impairment will demonstrate a relationship to books and tactile experiences that is significantly different from that of children who can see. As well, children with a cognitive impairment may reach many of these same goals, but at a different pace, with a different degree of accomplishment, and in a different order than typically developing children. However, the goals for all children are the same, even though the path and the pace toward realizing the goals may be different. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curricula that best support the literacy development of all children.

While this domain represents general expectations for literacy development, each child will reach the individual learning goals at his or her own pace and in his or her own way.

Phonological Awareness

Children notice and discriminate the sounds of spoken language.

By the following age, most children will:

9m	18m	24m	36m	48m	60m
Experiment and play with sound Respond differently to different sounds	Listen attentively to familiar stories, rhymes and songs Use sounds for a variety of purposes	Repeat words in rhymes and chants with prompting Identify familiar melodies and rhythms in music (in the way that early readers listen for sound alike words and patterns) Recognize combinations of words Use two- to three-word sentences (e.g., "Go bye-bye," "Mommy's car") Repeat new words adults say	Engage in word and sound play with adults (e.g., rhymes, nonsense words) Distinguish between words that contain similar sounding phonemes ("cat, mat," "pig, g") Fill in modeling phrases of familiar songs, stories, and finger plays Sing simple songs and lullabies (such as those with repeating initial sounds)	Demonstrate an awareness of words as separate units Identify whether two words rhyme Engage in rhyming games and songs, can complete a familiar rhyme Orally blend and segment familiar compound words, with modeling and support Comprehend and use new words introduced within thematic units, stories, and daily activities	Match beginning sounds of some words; are able to name several words that begin with the letter sound of their name Produce words (real or nonsense) that rhyme with other common words (e.g., "dance, prance, xance") Identify whether or not two words begin with the same sound (i.e., when an adult gives three or four one-syllable words, children can select those that begin with same sound although they may not be able to identify the letter) Blend and delete compound words without the support of pictures or objects (e.g., "butterfly, butter crunch, butter sand wich, butter bear" With modeling and support, identify, blend, and segment syllables in spoken words With modeling and support, delete the onsets of words (e.g., "bear-ear, fruit-root") With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard "c" sound with "-ook" to make "cook")

Alphabet Knowledge

Children recognize and identify letters and make letter-sound connections.

By the following ages, most children will:

9m	18m	24m	36m	48m	60m
Respond to visual stimuli in their environment. Demonstrate an increasing awareness of and interest in the sounds of spoken language by focusing on the speaker.	Point to pictures in a book.	Point to pictures and groupings of words (e.g., paragraphs) in books. Recognize simple environmental print (e.g., McDonald's "M" and Wal-Mart "W" although they may not say the letter). Imitate the sounds of animals and people pointed to in books (e.g., making the sound of a squawking duck or a crying baby).	Recognize more symbols and logos in the environment. Recognize letters as a special form of symbol that can be individually named. Recognize and identify a few letters in their own name.	Recognize and name some letters of the alphabet, especially those in their own name as well as letters that occur frequently in environmental print. Produce the sound for some of the letters they recognize. Recognize, with modeling and support, their own name or other common words in print. Recognize words that start with the same letter as their name.	Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print. Produce the sound for many of the letters they recognize. Correctly sort letters and find words that contain specified letters. Demonstrate an understanding that strings of letters represent a sequence of spoken sounds.

Print Knowledge

Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.

By the following ages, most children will:

9m	18m	24m	36m	48m	60m
Explore physical features of books Demonstrate an interest in books from an engaging collection of toys Demonstrate an interest in books by looking intently at or reaching for colorful pictures in books	Demonstrate an increasing ability to handle books without assistance Hold books and look at pictures as if reading Respond to features of books, such as pictures and sensory features (e.g., the fluffy cotton in *Pat the Bunny*) Actively participate in shared reading experiences by pointing to and turning pages	Open books and bring books to an adult to read Point out pictures in books and say the names of items in the pictures Actively participate in shared reading experiences by making one- or two-word comments and continuing to point to and turn pages	Recognize specific books by their covers and seek out specific pages in familiar books Know where books are kept, take them to an adult reader, and return books to the designated place when finished Make scribble marks on paper and "read" the meaning they assign to the marks Recognize letters and numerals as a special form of symbol that can be individually named	Hold a book in correct orientation and turn pages from front to back usually one at a time Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name on a sign, saying a name, pointing to a street sign and asking an adult, "What does that say?") Imitate the act of reading a book and demonstrate appropriate book-handling skills Handle and care for books in a respectful manner	Demonstrate an awareness of various conventions of print (e.g., upper and lower case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page Describe roles of authors and illustrators and connect books to specific authors or illustrators Identify familiar words in books and the environment Recognize their own printed name and those of their siblings or friends

Comprehension and Interest

Children show interest and an understanding of a variety of literacy experiences.

By the following ages, most children will:

9m

Attend to their caregiver's voice when being held and read to

Become quiet, or show pleasure when an adult tells or reads a familiar story, or rhyme or sings a familiar song

Explore books with various senses (sight, touch, even taste)

18m

Focus their attention for short periods of time on, and actively participate in, shared reading experiences by pointing to pages, turning pages, and making sounds or saying simple words

Request that adults read to them

Point to and make sounds for familiar pictures, objects, and characters in books and photographs

Make movements and sounds in response to cues in songs and finger plays

Demonstrate preferences for favorite books

24m

Use words, gestures and/or expressions to request rhymes and rhythm games from adults (e.g., asking an adult by demonstrating part of a rhyme's movement and commencing the movement with words)

Request adults to read books or certain pages in books to them (e.g., bringing a book to an adult while speaking words of request or making facial expressions that indicate the request.)

Use gestures and body actions to indicate their interest in having a book read (e.g., nodding their head, raising eyebrows, and pointing)

Prefer to listen to familiar or favorite books multiple times (e.g., asking a sibling or each day)

36m

Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts

Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials

Demonstrate a preference for conventional books, over board books

Enjoy books about a variety of topics

Choose to look at books, magazines, and other print materials without assistance

Incorporate books or other print materials into their play

48m

Enjoy and ask to engage in book reading, book writing, or other literacy-related activities

Explore a variety of literary genres, such as fiction, fantasy, informational texts

Share opinions about what they did or did not like about a book or story

With assistance and support, engage in writing activities (e.g., labeling a picture)

Begin to understand the sequence of a story

With support, retell or recreate familiar stories with pictures or prop as prompts

Ask and answer questions about main characters or events in a familiar story

60m

Attend to and request longer and more complex books or stories

Engage in independent writing activities during routine times, such as pretending to write in their own journal

Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions)

Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause and effect, relationships, and summarizing stories

Retell a familiar story, in the proper sequence, including major events and cause-and-effect relationships

Comprehension and Interest

Children show interest and an understanding of a variety of literacy experiences.

Continued from previous:

9m	18m	24m	36m	48m	60m
			Recite some words of a familiar book when read to (especially from books with repeating text) Recall specific characters or events from familiar stories and retell some parts of a story with prompting and support With modeling and support, anticipate what comes next in familiar stories	With modeling and support, make predictions about what might happen next in a story and confirm if the predictions were confirmed With modeling and support, demonstrate knowledge from informational texts Respond to the question "what made you think so?" in response to their ideas about books and stories with more depth and detail	Demonstrate knowledge from informational texts in a variety of ways (e.g. recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs With guidance and support, relate events and information from stories to their own experiences

- Lev Vygotsky

Children become increasingly engaged in literacy experiences in English.

In English language development, children:

Attend to an adult reading a short storybook written in the home language or to a storybook written in English if the English story has been read in the home language first and especially if the book contains cues (pictures)

"Read" familiar books (written in the home language or in English) when encouraged by others and use the home language to talk about the books

Begin to identify and relate to a story from their own life experiences in their home language

Retell a story in their home language when read or told a story in the home language

In English language development, children:

Participate in reading activities using books written in English when the language is predictable

Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English

Describe their own experiences related to the topic of a story, sometimes using topic-specific and/or formulaic speech in English

Begin to narrate using English that reflects an increasingly larger vocabulary and more complex grammar

Retell a story using the home language and some English when read or told the story in English

In English language development, children:

Participate in reading activities using a variety of genres that are written in English

Choose to read familiar books written in English with increasing independence and to talk about the books in English

Engage in extended conversations in English about stories

Retell in English the majority of a story read or told in English

Emergent Writing

Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.

By the following ages, most children will:

9m	18m	24m	36m	48m	60m
Focus on people and express particular interest in facial contours and expressions	Scribble spontaneously Focus on easy-to-hold books, such as board books, which invite adults to be active (e.g., sitting in a car seat)	Use things the way they are intended to be used (e.g. scribbling on paper rather than on table surfaces)	Explore a variety of writing tools Describe drawings and paintings simply (e.g., "that's Mama") Watch when adults write Imitate the act of writing during play	Understand that writing carries a message and use scribbles, shapes, letter-like symbols, letters, and numerals to write or represent words or ideas With modeling and support, write some letters With modeling and support, write numerals one through nine	With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms Write their first name nearly correctly (may switch the order of letters or write some letters backwards) Use invented spelling With modeling and support, write numerals one through twenty

- David Elkind

Emergent Writing

Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.

By the following ages, most children will:

9m	18m	24m	36m	48m	60m
Attend to visual stimuli in their environment	Make marks or scribbles on paper using a variety of media (e.g., chalk, pencil, markers, paint)	Make intentional scribbles and shapes when offered paper and crayons or other writing instruments, and show their drawings to others.	Use scribbles as representations of oral language (e.g., describing scribbles as writing or language by telling about what they mean) Create drawings and assign meaning to them Imitate the act of writing during play	Use letter-like symbols to create written materials during play or to express an idea Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center) Dictate ideas, sentences, and stories With modeling and support, discuss or answer questions about their writing and drawings	With modeling and support, use writing and or digital tools to communicate information, tell a story, or answer a question Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant order in a dramatic play area, writing a grocery list)

- Moore-Hart, 2010

Infants and young children rely on their senses and relationships with others; exploring objects and materials in different ways and interacting with adults both contribute to children's cognitive development. Everyday experiences and interactions provide opportunities for young children to learn how to solve problems, differentiate between familiar and unfamiliar people, attend to things they find interesting even when distractions are present, and understand how their actions affect others. Research in child development has highlighted specific aspects of cognitive development that are particularly relevant for success in school and beyond. These aspects fall under a set of cognitive skills called executive function and consist of a child's working memory, attention and inhibitory control, and cognitive flexibility. Together, these skills function like an air traffic control system, helping a child manage and respond to the vast body of information and experiences he or she is exposed to daily. The components within this domain address logic and reasoning skills, memory and working memory, attention and inhibitory control, and cognitive flexibility.

Children with disabilities may demonstrate alternate ways of meeting the goals of cognitive development. In particular, children with a cognitive impairment may reach many of these same goals, but at a different pace, with a different degree of accomplishment, and in a different order than typically developing children. However, the goals for all children are the same, even though the path and the pace toward realizing the goals may be different. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curricula that best support the cognitive development of all children.

While this domain represents general expectations for cognitive development, each child will reach the navigation learning goals at his or her own pace and in his or her own way.

By the following ages, most children will:

9m

Explore objects and materials in different ways (e.g., mouthing, reaching for or hitting, banging, and squeezing them)

Bang a block (or other object) on the floor repeatedly to hear the sound that it makes

Combine banging schemes to learn more about an object (e.g., mouthing and then shaking a rattle)

Demonstrate an understanding of simple cause and effect relationships (e.g., looking toward the sky when they hear an airplane)

18m

Explore small openings and look for items to put in the openings, including their fingers

Solve simple problems independently (e.g., by climbing to retrieve an out of reach object)

Demonstrate recognition of cause-and-effect relationships (e.g., pushing on a toy truck and watching it roll away)

Use visual comparisons to compare quantities (e.g., which pile of crackers has more)

Stack and then knock down "towers" and then stack them up again

24m

Explore the properties of objects by grabbing, pushing, pulling, turning over, and throwing them

Make simple decisions, take action, and observe the effect of their actions on others (e.g., pushing a toy truck toward an adult, watching it hit the adult, and observing how the adult reacts)

Treat objects differently as they begin to understand similarity and difference (e.g., squeezing stuffed animals and throwing balls)

Separate objects by a single feature (e.g., color)

Match simple geometric forms (e.g., circle, square, triangle) that have the same size and orientation

Develop banging schemes related to people and actions (e.g., saying "goodbye" and then waving, or asking for music and then banging to it)

36m

Make plans before attempting to solve some simple problems

Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., rolling a car down a ramp repeatedly and observing the distance the car travels)

Engage in pretend play and games requiring several sequential actions (e.g., playing kickball, which requires kicking a ball, running, and then stopping at a base)

48m

Use previous experiences to make plans before attempting to solve some problems (e.g., using a wagon to gather toys into one spot rather than trying to carry them all by hand)

Solve simple problems without trying every possibility (e.g., putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple)

Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., rolling two different cars down a ramp and observing the different distances traveled)

Sort objects and then count and compare the groups formed

60m

Solve complex problems by planning and carrying out a sequence of actions

Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together)

Explain their reasoning behind a strategy or choice and why it worked or didn't work

Memory and Working Memory

Children hold information in their mind and manipulate it to perform tasks.

By the following ages, most children will:

9m

Respond to familiar people and objects in a way that is different from the way they respond to unfamiliar people or objects

After repeated experiences with the same objects and persons, sometimes remember that unseen objects are still there (e.g., remembering that a ball is under the blanket)

Attend to unexpected events

18m

Point to, or in some other way indicate familiar people and objects when they are named

Remember the location of objects that are meaningful to them

Demonstrate an understanding of object permanence, such as reaching under a blanket to retrieve a stuffed animal

24m

Demonstrate a solid understanding of object permanence (e.g., looking for a car after it enters a tunnel, finding play dough that has been put away in a cupboard)

Purposefully put two actions together in sequence (e.g., grabbing a large ball and rolling it)

36m

Remember and communicate what happened earlier in the day; recall basic components of recent events (e.g., are able to follow a daily routine)

Know where things are kept in familiar environments and can retrieve them when needed

Successfully follow two-step directions

48m

Communicate with some detail about events that happened in the past

With support, recall or recount familiar stories including such details as characters, phrases, and events

Put several objects or groups in order by a quantitative attribute (number, length, etc.)

Solve simple word problems with totals of five or fewer items (e.g., conclude that they have a total of four pencils if they already have three and are given one more)

Successfully follow three-step directions

60m

Accurately recount past experiences in the correct order and include relevant details

Retell a familiar story in the proper sequence, including such details as characters, phrases, and events

Remember more and more minute details from a story, and are able to answer questions accurately (e.g., "How did the peacock feel when the monkeys didn't give him back his eggs?")

Place four or more objects or groups in order of a quantitative attribute (number, length, etc.)

Solve simple word problems with totals of 10 or fewer items (e.g., conclude that they have nine grapes if they have seven and are given two more)

Successfully follow detailed, multi-step directions

- Frost

Attention and Inhibitory Control

Children's skills increase in filtering impulses and sustaining attention on a task.

By the following ages, most children will:

9m

Pause or stop when an adult says "stop" or tells them not to do something

Demonstrate caution around new or unusual people or events

Explore objects by holding, mouthing, grooming, etc.

18m

Inhibit themselves from reaching for a visible but inaccessible object or reward (e.g., a toy on the other side of a window or out of reach)

Attend to a short, familiar storybook but may not want to follow the book page by page

24m

Have a general understanding of the passing of time and the meaning of phrases like "not now" and "after lunch"

Comply with simple two-part requests that involve waiting (e.g., "Eat your breakfast and then we'll play with the blocks.")

36m

Wait to be handed a desired object

Attend to specific features of objects and identify elements within a complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.)

Follow adult directions when given simple guidance

Focus on tasks or materials of interest despite distractions (e.g., can dump out and solve a favorite puzzle, even with other children playing in the background)

48m

With adult support, avoid imitating the negative behavior of another child

With adult reminders, wait to communicate information in a group

Focus on increasingly complex tasks for longer periods of time

Return to complete a task if interrupted

Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture)

Solve simple arithmetic problems

Build block buildings and include such structure features as arches and ramps

60m

Without adult reminders, wait to communicate information in a group

Maintain focus on a project for a sustained period of time and over several days

Return with focus to an activity or project after having been away from it for a period of time

Demonstrate an awareness of important activities that are "coming up" or in the near future (e.g., keeping track of the days until a birthday or vacation trip) as a strategy to control excitement

Combine shapes into patterns that make new shapes or complete puzzles (e.g., rear ranging a collection of circles and various sized rectangles to make the image of a person)

Build complex block buildings, intentionally maintaining such features as symmetry

- Vivian Gussin Paley

Cognitive Flexibility

Children's skills increase at adjusting to changes in demands, priorities, and perspectives.

By the following ages, most children will:

9m

Try new actions with a familiar object (e.g., dropping or throwing a rattle in addition to mouthing it)

Demonstrate an ability to self-sooth or calm (e.g. sucking on their thumb or fists)

Develop their own regular, sleep-eat-wake cycle

Begin to show anticipation of familiar routines

Use their bodies as "tools". (i.e., as a means to an end reaching out and grasping to get a rattle, for example)

18m

Use basic items creatively (e.g., turning a pot over to use it as a drum)

Demonstrate comfort in familiar routines and activities

Engage in more complex play sequences based on an understanding of everyday events and routines (e.g., pretending to punch in numbers on a phone and then "talking" to grandpa after waiting for an answer)

Understand the use of people as "tools" for help (e.g., recognizing that an adult can reach an object for them on a high shelf)

View world from an egocentric perspective (e.g., crying when frustrated that things are not going their way)

24m

Change their behavior in response to environmental cues (e.g., when an adult sits on the floor with a book, they put down their blocks and go over to the adult to listen to the adult read)

Change their behavior in response to their environment by using the "tools" around them (e.g., if a toy is on a towel, pulling the towel to bring the toy closer rather than just going over to the toy)

36m

Use objects in new ways to solve a problem or meet a goal (e.g., propping up a track with a piece of chalk so a toy train can pass underneath)

Transition from one activity to the next activity with adult support.

Adjust when necessary to brief disruptions in routines (while still preferring consistent rules and routines)

Make use of their environment by adapting objects as "tools" (e.g., using a stick to reach something that is under a chair).

48m

Require minimal adult support to transition from one activity to another (e.g., moving from computer to circle time)

Understand that different contexts may require different behaviors (e.g., taking off shoes when entering the house but leaving them on when entering the classroom)

Generate a new approach or change their plan of action, if a better alternative is found or suggested (e.g., accepting a suggestion to secure a tower's greater stability by building it on the floor rather than on a thick rug)

Continue to count when another item is added to a set.

Understand that not all children want the same things

60m

Quickly adjust and respond to a new rule (e.g., being up inside the building rather than outside when the weather gets colder or it rains)

Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor voices or feet)

Reconstruct a pattern, using different materials or modalities

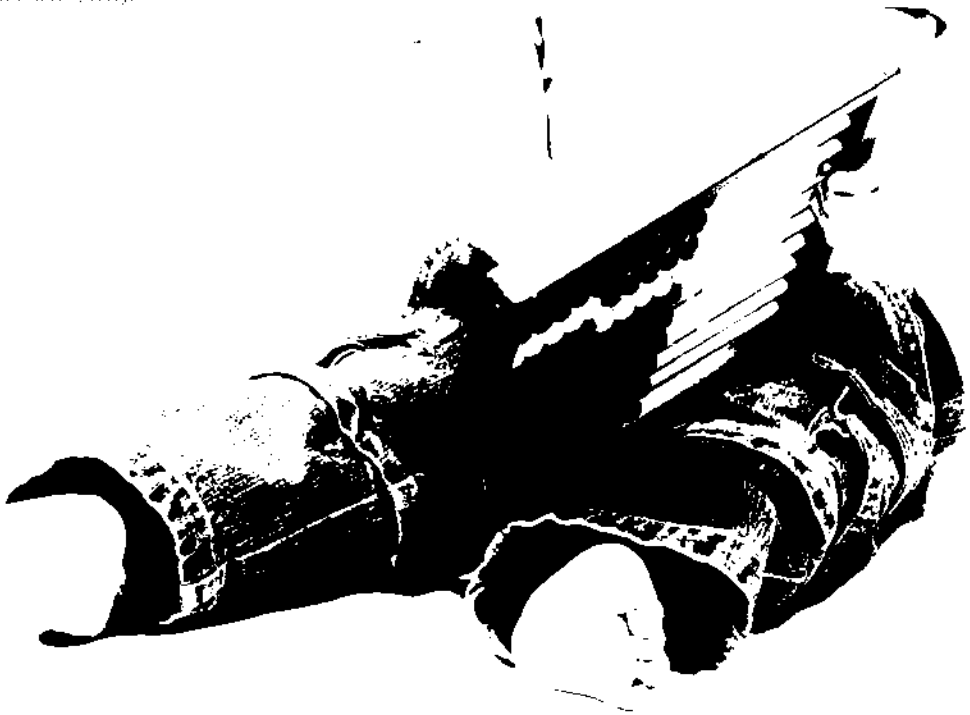
Sort by more than one attribute (e.g., color and shape) into two or more groups

Correctly add an object to an existing series (e.g., of increasing lengths)

Knowledge of basic math concepts and the skill to use math operations to solve problems are fundamental aspects of school readiness and are predictive of later success in school and in life. The components within this domain address number sense and quantity; number relationships and operations; classification and patterning; measurement, comparison, and ordering; and geometry and spatial sense.

Children with disabilities may demonstrate alternate ways of meeting the goals of mathematics development. In particular, children with cognitive impairments may reach many of these same goals, but at a different pace, with a different degree of accomplishment, and in a different order than typically developing children. However, the goals for all children are the same, even though the path and the pace toward realizing the goals may be different. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curricula that best serve the mathematics development of all children.

While this domain represents general expectations for mathematics development, each child will reach the individual learning goals at his or her own pace and in his or her own way.



Number Sense and Quantity

Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.

By the following ages, most children will:

9m	18m	24m	36m	48m	60m
Hold two objects, one in each hand Gesture (e.g., for "more" when eating)	Use words or gestures for action phrases (e.g., "all gone" and "more") Recognize that there are "one" or "two" of something	Name their first number word (typically "two" for they hold up two fingers) Bring two treats when asked to get treats for two people Match small and large objects (e.g., counting bears to make "Mommy and Me" pairs)	Verbally count to ten (or in some way indicate a knowledge of words for the numbers from one to ten in sequence), with occasional errors Count up to five objects accurately Name and identify some written numerals Identify numerals as being different from letters	Quickly name the number in a group of objects, up to four Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence), with occasional errors Use strategies to accurately count sets of up to 10 objects Understand that the last number counted represents the number of objects in a set Associate a quantity with a written numeral up to five Recognize and write some numerals up to 10	Quickly name the number in a group of objects, up to 10 Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern Use strategies to count large sets of objects (more than 10) Know the number that comes before or after a specified number (up to 20) Recognize and order each written numeral up to 10 Associate a quantity with a written numeral up to 10

- National Research Council, 2010

Children learn to use numbers to compare quantities and solve problems.

By the following ages, most children will:

9m	18m	24m	36m	48m	60m
Hold two objects, one in each hand	Demonstrate early, one-to-one correspondence (e.g., filling containers with objects by dropping them in one at a time) Will usually choose a set that has more of something they prefer over a set that has less, when given the option Create larger and smaller sets of objects by grouping and ungrouping items (e.g., loading and removing rings on a vertical peg)	Begin to say or gesture the number "two" when asked how old they are Put objects in accurate, one-to-one correspondence when supported by the context (e.g., placing one plastic egg into each compartment of an egg carton) Compare collections that are quite different in size (e.g., one that is at least twice the other) Notice when another child has more of something and gesture or verbalize "I want more" Put groups of objects together and begin to subtract (i.e., share) objects by offering one or more to a friend or adult	Use visual cues to approximate which of two sets of objects has more Understand that putting two sets of objects together makes "more" and taking sets of objects apart will make less Add and subtract with sets of objects smaller than three	Understand that a entire set of objects is more than its parts when the set is divided into smaller groups Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five Use one-to-one correspondence to compare small sets of similar objects	Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other Understand that adding one or taking away one changes the number in a group of objects by exactly one Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than ten

Classification and Patterning

Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.

By the following ages, most children will:

9m

Classify, informally as they intuitively recognize, objects or situations as similar (e.g., "things I can hold")

Explore the size and shape of objects, through various means (banging, mouthing, dropping, etc.)

Engage in repeated actions, including movements and vocalizations

Follow daily routines (i.e., patterns), such as being fed and then going to sleep almost immediately

Enjoy and begin to anticipate repetition, such as playing the "peek-a-boo" game or hearing a familiar song each time they are diapered

18m

Identify objects or creatures by implicitly recognizing their basic attributes and applying labels that adults perceive as classes (e.g., all canines are "doggies", all felines are "kitties")

Form sets intuitively in which objects in each set are the same (point out) and objects in the other set are different (e.g., putting all of the cars in one pile and all of the cars in another)

Repeat certain action sequences over and over such as filling and emptying containers

Make patterns intuitively by repeating bodily movements and vocalizations

Watch, bounce, or dance to rhythmic sounds or sing along when an adult sings a song or chant

24m

Sort and match toys and other objects by attributes, such as color or size

Form sets with objects that are similar in some properties (but not necessarily identical), such as separating groups by color

Make simple patterns of movement through repeated rhythmic activity

Copy an adult's made-up verbal pattern (e.g., "ma, ma, ma, ma")

Recognize and begin to participate in patterns within stories and in songs

36m

Follow verbal cues for sorting objects into sets

Notice when two things share similar attributes

Recognize and extend a simple repeating pattern (e.g., stomp-clap-stomp-clap), with modeling and support

48m

Sort objects by one attribute into two or more groups (e.g., size (e.g., medium, and small)

Classify everyday objects that go together (e.g., mittens, hats, coats)

Demonstrate recognition of a simple, repeating pattern

Replicate, complete, and extend repeating patterns

Recognize, name, and extend basic, growing (or enlarging) patterns (e.g., "one, more")

60m

Sort objects by more than one attribute (e.g., color and shape) into two or more groups

Sort sets of objects by one characteristic, then sort by a different characteristic, and explain the sorting rules (e.g., "These are all of the red ones, but these are all of the big ones")

Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives)

Identify the core unit of sequentially repeating patterns (i.e., that set of characteristics or items that repeat)

Replicate and extend simple growing (or enlarging) patterns

Measurement, Comparison, and Ordering

Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.

By the following ages, most children will:

9m

Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.)

Explore volume as they wrap their fingers around an object or around an adult's finger

Explore weight as they push, pull, or lift toward themselves

Explore speed by moving hands or legs

18m

Notice large differences in size between two objects (e.g., pointing to the bigger ball)

Use such words as "big" and "little" to differentiate sizes

Explore relative size by trying to squeeze a large object into a smaller container (e.g., putting a doll into doll stroller and then trying to fit themselves into the stroller)

24m

Use words such as "big," "small," and "more" to indicate differences in quantity

Understand and use general measurement words, such as "big" and "hot"

Recognize when their food bowl is empty and gesture to indicate that fact, or say "more" or "all gone"

Find and point to small objects (e.g., the tiny mouse on the pages of *Goodnight, Moon*)

36m

Compare small quantities (e.g., knowing that "two" is more than "one" or choosing the larger bowl for cereal over the smaller one)

Know the sequence of some parts of their daily routine

Use language to compare the sizes of objects (e.g., "big" and "little" and "mommy," "daddy," and "baby")

48m

Compare two small sets of objects (five or fewer)

Make small series of objects (e.g., putting three or four objects in order by length)

Recognize differences in measureable attributes by direct-comparison measuring (e.g., when trying to pour the same amount of juice into three cups, looking to see if one cup has more than the others)

Use multiple copies of the same unit to measure (e.g., seeing how many "building blocks high" a pillow forts is)

Use comparative language (e.g., "shortest," "heavier," "biggest")

60m

Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest)

Use some appropriate tools to measure different attributes (e.g., choosing a scale for weight and a cup for volume)

Use measurement language to describe the attributes of objects (e.g., "This is three-blocks long.")

- National Research Council, 2010

Geometry and Spatial Sense

Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.

By the following ages, most children will:

9m

Explore the size and shape of objects through various means (e.g., banging, mouthing, dropping, etc.)

Explore the way objects move by tracking objects with their eyes and head

Explore distance by reaching for something

Explore their spatial sense through movement, both involuntary and voluntary (e.g., being picked up, scooting, and rolling up)

18m

Explore how differently shaped objects fit or do not fit together by manipulating such things as nesting cups or stacking cones

Explore barriers to movement when not able to walk or push past something

Compare the attributes of objects or pictures and identify those that are similar

Explore their spatial sense (e.g., by bumping into things; squeezing into a tight space; or looking at an object or a toy from a different angle, when bending over, or with head tilted)

24m

Match familiar shapes (e.g., circle, square, triangle) that have the same size and the same orientation

Attempt to stack blocks as high or higher than themselves

Match simple shapes (e.g., placing a shape on a shape board)

Explore gravity (e.g., push toy cars down an incline such as a slanted board)

Respond to spatial directions such as "come here," "go over there," and "get down on the floor," especially if the words are accompanied by gestures such as pointing

36m

Link or sort (put together) familiar shapes (e.g., circle, square, triangle) that have different sizes and orientation

Build pictures or designs with two dimensional shapes and create buildings or structures with three-dimensional shapes, such as building blocks

Recognize and name some familiar shapes

Understand and use basic language related to locations (e.g., "above," "below," "under," "over")

48m

Build familiar two-dimensional shapes from components or parts (e.g., using a set of circles, rectangle, and line shapes to create an image of a snowman)

Combine and separate shapes to make designs or pictures (e.g., completing shape puzzles)

Build simple examples of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks

Name familiar two-dimensional shapes (circle, triangle, square, rectangle) regardless of their size or orientation

Use basic language to describe their location (e.g., "I am under the bed.")

Correctly follow directions involving their own positions in space (e.g., "move forward," "left," "behind," etc.)

60m

Describe and compare shapes using their attributes (e.g., "a triangle has three sides, but a square has four.")

Combine and separate shapes to make other shapes (e.g., using two triangles to make a square)

Build more complex models of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks

Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus)

Correctly name some three-dimensional shapes (e.g., cube, cone, cylinder)

Understand and use language related to directionality, order, and the position of objects such as "up," "down," "in front," and "behind"

As they grow older, they become increasingly more adept at using their observations to make predictions and to plan investigations in order to solve problems and answer questions. These skills are important aspects of school readiness as they provide a process for children to ask and answer their own questions by absorbing and making sense of information. The components within this domain address a child's ability to use scientific methods—observing, planning for investigations, collecting and analyzing data, and communicating information—as well as indicators of a child's content knowledge of the natural and physical world.

Children with disabilities may demonstrate alternate ways of meeting the goals of science development. Children with visual impairments, for example, will explore and understand a flower in a way that is different from that of a child who can see, and children with a cognitive impairment may reach many of these same goals, but at a different pace, with a different degree of accomplishment, and in a different order than typically developing children. However, the goals for all children are the same, even though the path and the pace toward realizing the goals may be different. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curricula that best support the science development of all children.

While this domain represents general expectations for science development, each child will reach the individual learning goals at his or her own pace and in his or her own way.

By the following ages, most children will:

9m	18m	24m	36m	48m	60m
Demonstrate an awareness of individual objects and stimuli Feel and explore objects placed in their hands and bring the objects to their mouth Use multiple senses to observe and respond to their natural world Bang a block or other object on the floor repeatedly to hear the sound it makes Repeatedly turn an object over and listen to the sound or its movement; purposely push buttons on a toy box to produce a sound Use their bodies as "tools" (a means to an end) to gather information and obtain results (e.g., reaching out and grasping to get the rattle	Demonstrate an awareness that new objects and stimuli are different from already known objects Vary their behaviors or actions to see what the result will be (e.g., splash hands in water, watch toys move) Explore and manipulate objects to see what happens or how things work (e.g., flip light switches on and off, press buttons on a music player) Pat, push, squish, and pound clay, dough, clay, or wet sand to experience how it feels and discover what they can do with it Demonstrate a recognition of cause and effect relationships (e.g., pushing on a toy truck and watching it roll away)	Make simple observations, take action, and observe the effect of their actions on others (e.g., knocking down a tower of blocks) Make simple predictions about what comes next based on previous experience (e.g., predicting that "outside" time comes after their nap) Explore cause and effect relationships (e.g., pushing a button on an adult's smart phone to change the picture) Use tools to collect information and to influence the environment (e.g., flip a toy, stand on a tower, pulling the blanket to bring the toy closer)	Provide simple descriptions of objects, people, and events based on observations Ask questions about the world around them Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., attempting to balance blocks on slanted surfaces, using fingers, to move objects on a touch screen) Collect information and adapt an approach to reaching a goal by using actual objects as tools (e.g., using a stick to reach something that is under a chair)	Make increasingly complex observations about objects and events in the environment (e.g., noticing patterns in events or identifying attributes of objects that are similar and/or different) Make simple predictions and plans to carry out investigations Explore cause and effect relationships by intentionally varying the action to change the reaction (e.g., changing the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down) Demonstrate an understanding that tools can be used to gather information and investigate materials (e.g., placing objects on a balance scale to see which is heavier)	Use a variety of tools (e.g., measuring devices) to gather information and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food then observing fish and recording how much they eat) Engage in elements of the scientific process, which includes observing, making predictions, recording predictions (through pictures, drawing, or dictation), developing plans for testing hypotheses, trying out ideas, and communicating outcomes Analyze the results of an attempted solution and use the new information to solve a problem (e.g., after observing a paper boat sinking in the water, making a new boat out of different material to see if the new one will float)

Scientific Inquiry and Application
Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.

Continued from previous:

9m	18m	24m	36m	48m	60m
	Understand the use of people as "tools" for help (e.g., pulling on an adult's hand and guiding it to twist the knob on a wind-up toy)				

- Dr. Kathy Cabe Trundle

Knowledge of Science Concepts

Children explore the characteristics of objects and materials that are living, non-living, man-made, or naturally occurring.

By the following ages, most children will:

9m

Show interest and curiosity in the natural world

Explore the properties of objects and materials

18m

Explore the characteristics of living things (e.g., petting a cat or dog to explore the soft fur)

Actively experiment with and explore the physical properties of objects and substances (e.g., stacking and knocking down towers and stacking them up again; bouncing balls; playing with play dough)

24m

Observe and react to living things (e.g., when outside, chasing or follow a small creature, such as a butterfly, bird, or lizard)

Explore living surfaces (e.g., rolling in grass or playing in the dirt)

Explore representations of living things (e.g., playing with a stuffed animal and referring to it as a "doggy")

Explore characteristics of man-made and natural materials (e.g., playing with rocks that are bumpy and smooth, pairing mother and baby toy animals)

36m

Show curiosity and ask questions about the natural world

Make observations about the characteristics of living things

Observe and identify natural materials

Compare and contrast properties of physical objects

Demonstrate an understanding that different weather requires different clothing (e.g., looking outside at new fallen snow and running to get boots and mittens)

48m

Demonstrate an understanding of the differences between living and non-living things

Describe how living things change over time

Understand the characteristics of and differences between habitats for people and habitats for animals

Investigate the properties of natural elements and provide simple descriptions

Use observable characteristics to describe and categorize physical objects and materials based on differences or similarities

60m

Describe the characteristics that define living things

Observe the similarities, differences, and categories of plants and animals

Ask and answer questions about changes in the appearance, behavior, and habitats of living things

Use increasingly complex vocabulary to describe nature elements

Differentiate between nature and man-made materials

Describe changes that occur in the natural environment over time

Make observations about physical properties of objects, the motion of toys and objects, and changes in matter

The area of social studies involves children's ability to understand how they relate to their family and community, their understanding of social norms and the ability to recognize and respect similarities and differences in people. In addition to helping children develop an understanding of time (past, present, and future) and place (geography), these skills are important because they also help children place themselves within a broader context of the world around them and to think beyond the walls of their home and early childhood classroom. The components within this domain address children's understanding of self, family, and community, as well as basic geography and a sense of past, present, and future.

Children with disabilities may demonstrate alternate ways of meeting the goals of social studies development. In particular, children with a cognitive impairment may reach many of these same goals, but at a different pace, with a different degree of accomplishment, and in a different order than typically developing children. However, the goals for all children are the same, even though the path and the pace toward realizing the goals may be different. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curricula that best support the social studies development of all children.

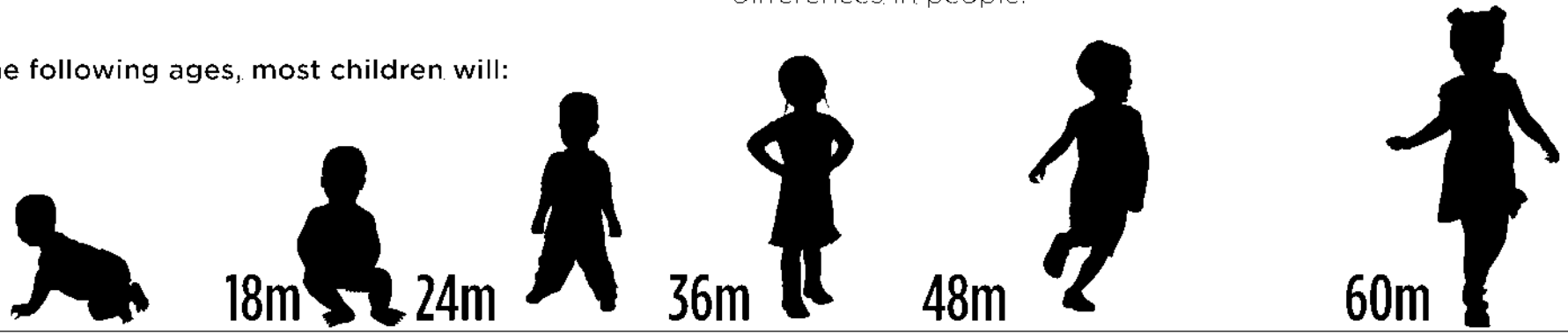
Remember: While this domain represents general expectations for social studies development, each child will reach the individual learning goals at his or her own pace and in his or her own way.

SS 1: Self, Family, and Community

SS 2: Self, History, and Geography

Component 1: Self, Family, and Community
Learning Goal 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.

By the following ages, most children will:



9m

Demonstrate an interest in themselves (e.g., observing themselves in a mirror, looking at their own hands and feet)

Use gestures to communicate their interest in objects and people

Smile when someone familiar smiles at them

Focus their attention on others and engage in interactions

Kick their legs or reach with their arms when they see a familiar person

Demonstrate a preference for familiar versus unfamiliar adults

Actively explore the similarities and differences among people by feeling their hair, touching their faces, watching their facial expressions, listening to their voices

18m

Look to caregivers for assistance, guidance, and safety

Distinguish between familiar and unfamiliar adults

Show an awareness of the unique attributes of people

24m

Demonstrate an understanding of simple rules and prompts, such as "stop," but often do not follow directions

"Chat" with family members, although only half of the words they use may be recognizable

Identify known people in pictures

Shadow adults in their work by imitating such activities as sweeping or picking up toys, and attempting to help

36m

Follow rules and understand that there may be different rules for different contexts

Identify themselves as members of a family or classroom, and participate as active members of these communities

Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll)

Identify basic similarities and differences between themselves and others

48m

Share information about their family and community

Demonstrate an awareness of and appreciation for family and culture, stories

Create art that contains realistic elements (e.g., depicting some of their drawings and saying, "This is our house.")

Demonstrate an awareness of group rules and the outcomes of choices

Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up)

Engage in pretend play, using objects as representations of something else (e.g., using a stick as a fireman's hose or an empty plate that serves "dinner")

Identify and ask questions about similarities and differences between personal, family, and cultural characteristics

Demonstrate an awareness of and appreciation for personal characteristics (e.g., saying "That man is nice," or "She has red hair.")

60m

Talk about family in more complex ways (e.g., explaining the importance of unique family traditions, beyond common holiday customs)

Engage in sociodramatic play (i.e., complex pretend play involving assigned roles and an general plot, for example, by acting out family or community roles and events)

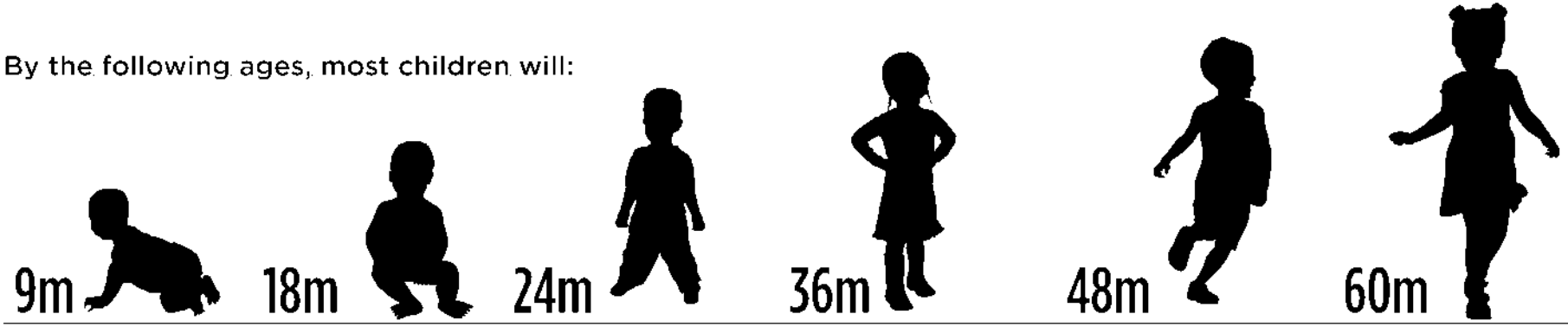
Demonstrate an understanding that "fairness" involves taking turns and sharing roles

Engage in peer conflict resolution with increasing independence

Make comparisons about similarities and differences among people and use themselves as a reference (e.g., saying "That boy is bigger than me.")

Component 2: History and Geography
Learning Goal 2.a: Children understand concept of time (past, present, and future) and place.

By the following ages, most children will:



24m

Have a general understanding of the passing of time and the meaning of phrases like "not now" and "after lunch"

Use spatial cues to find or describe the location of objects (e.g., "behind the bookshelf" or "on top of the table")

36m

Demonstrate an awareness of a daily routine

Demonstrates an awareness of familiar buildings and signs and knows their meaning (e.g., recognizing a stop sign and knowing the car must stop; says "Hey! There's the zoo")

48m

Communicate about personal history (e.g., "When I was little . . . .")

Use such words as "today" or "day" and "night"

Communicate with increasing specificity about the location of objects and areas at school and home

60m

Use such terms as "today," "tomorrow," and "next time" with some accuracy

Use and understand concepts of "before" and "after"

Recognize the passage of time through day-and-night cycles and through changing seasons

Recognize common features in the immediate environment (e.g. talking about the apple tree outside the back door, or commenting on the river they cross on their way to school)

Create drawings of home and school

Create simple maps of home and school and talk about the things that are in certain areas (a book in a closet in the bedroom)

Identify familiar landmarks (police or fire station, grocery store)

Play is the serious and necessary occupation of children; it's not just a pleasant hobby or a frivolous means of spending nonworking hours.

– Vivian Gussin Paley

The arts provide children with a vehicle and organizing framework to express ideas and feelings. Music, movement, drama, and visual arts stimulate children to use words, manipulate tools and media, and solve problems in ways that simultaneously convey meaning and are aesthetically pleasing. As such, participation in the creative arts is an excellent way for young children to learn and use creative skills in other domains. The component within this domain addresses a child's willingness to experiment with and participate in the creative arts.

Children with disabilities may demonstrate alternate ways of meeting the goals of creative arts development. Children who cannot speak, for example, will focus on activities that are rhythmic rather than vocal, and children with hearing impairments will be able to respond to music by feeling the vibrations in the air. Children with cognitive disabilities also may reach many of these same goals, but at a different pace, with a different degree of accomplishment, and in a different order than typically developing children. However, the goals for all children are the same, even though the path and the pace toward realizing the goals may be different. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curricula that best support participation in creative arts for all children.

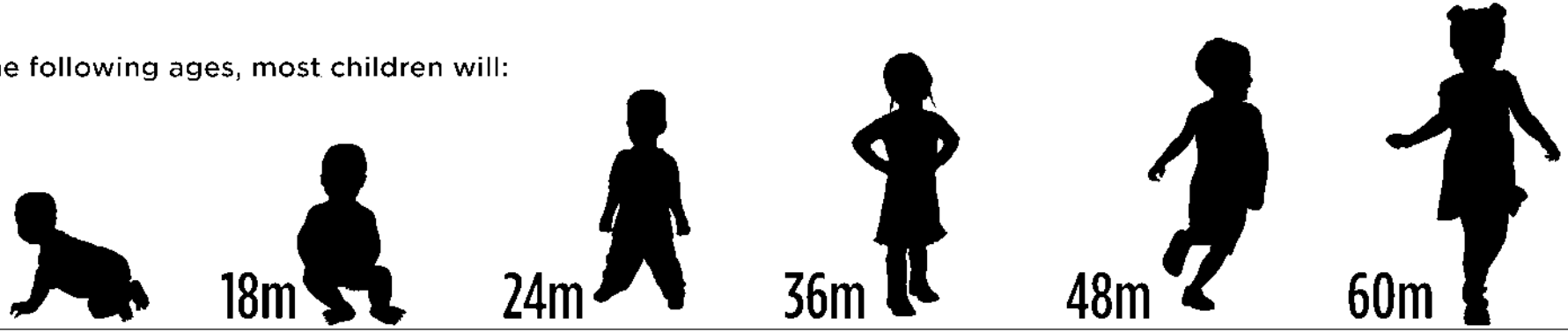
Remember: While this domain represents general expectations for creative arts development, each child will reach the individual learning goals at his or her own pace and in his or her own way.

CA.1: Experimentation and Participation in the Creative Arts

Component 1: Experimentation and Participation in the Creative Arts

Learning Goal 1.a: Children gain appreciation for and participate in the creative arts.

By the following ages, most children will:



9m

Show curiosity and explore sensory materials; enjoy feeling various pleasing sensations and textures.

Gaze at pictures, photographs, and mirror images.

Attend to, bright, and/or contrasting colors.

Respond to music and being sung to by listening and moving their heads, arms, and legs.

Imitate, by babbling during or after an adult sings or chants.

Make eye contact with singers.

Move their bodies with some intent and control.

Engage in social play with adults.

Continued

18m

Recognize and associate a certain song or sound with a particular meaning (e.g., hearing a nap time song and thinking that it's safe, secure, and time to nap).

Use facial expressions, sound (e.g., vocalizations, clapping), and movement to encourage singers or music to continue.

Use sounds and their voice as they play or look at books with adults.

Make loud noises just for fun, such as screaming or yelling.

Make movements and sounds in response to cues in songs and finger plays.

Stand with feet wide apart and sways to the sound of music.

Continued

24m

Talk or sing to themselves for comfort or enjoyment.

Stop, turn their head to listen, and watch when music or other rhythmic sounds play on a TV.

Squeeze soft clay and dough into abstract shapes.

Repeat the same song over and over.

Dance alone or with others.

"Play" musical instruments (e.g., attempting to blow into a whistle or harmonica).

Seek out imaginative play opportunities with trusted adults.

Explore roles through imaginative play, such as saying "boo" to an adult and acting scared when the adult says "boo" to them.

36m

Demonstrate preferences for favorite colors.

Move their bodies with increasing skill to express emotions and rhythms.

Create representations of real objects in art work.

Create new songs and dances or add their own words to songs with support from adults.

Dance to music in a group with support from adults.

March with musical instruments with support from adults.

Imitate simple songs and finger play movements.

Watch and copy other children's play activities.

Use imaginative play as a vehicle to express their own life experiences and familiar stories.

Continued

48m

Express preferences for some different types of art, music, and drama.

Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom.

Notice and communicate about art, music, and drama.

Explore musical instruments and use them to produce rhythms and tones.

Mold and build with dough and clay and then identify and sometimes name their creation (e.g., "I made a dog and his name is Spot").

Act out the plots and characters found in familiar stories.

Continued

60m

Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.

Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.).

Write and act out stories based upon familiar topics or characters.

Enjoy and engage with displays of visual art, music, and drama and may express clear preferences for types of artwork or art activities.

Plan art and show increasing care and persistence in completing it.

Continued

Component 1: Experimentation and Participation in the Creative Arts
Learning Goal 1.a: Children gain appreciation for and participate in the creative arts.

Continued from previous:

9m	18m	24m	36m	48m	60m
Continued from previous	*Continued from previous*	*See previous*	*Continued from previous*	*Continued from previous*	*Continued from previous*
Use objects as tools to make sounds (for example banging blocks together with adult help)	Use a variety of materials in exploring and creating visual art Create marks with crayons, paints and chalk Enjoy producing music and other sounds with simple instruments (e.g. triangles, tambourines, etc.) Engage in more complex play sequences based on an understanding of everyday events and routines (e.g., pretending to drink from a cup and then saying "Ah!" when finished)		Tell about their artistic creations	Participate in pretend play with other children Choose their own art for display in the classroom or for inclusion in a portfolio or book and orally explain their choice	Choose own art for display in the classroom or for inclusion in a portfolio or book and explain their choices and preferences in some detail Communicate about elements appearing in art, music, and drama

Play is often talked about as if it were relief from serious learning. But for children play is serious learning. Play is really the work of childhood.

- Fred Rogers

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GLOSSARY

Accommodation	Service or support related to a student's disability that allows him or her to fully access a given subject matter and to accurately demonstrate knowledge without requiring a fundamental alteration to the assignment's or test's standard or expectation.
Adaptation	A generalized term that describes a change made in the presentation, setting, response, timing or scheduling of an activity or assessment that may or may not change the construct of the activity or assessment.
Adapting instruction	To make changes to classroom instruction in order to allow students equal access to the curriculum and to give students the opportunity to both process and demonstrate what has been taught. Instructional adaptations can include both accommodations and modifications.
Adaptive equipment	See "Assistive technology device".
Alternative and augmentative communication	A term used to describe the different methods that can be used to help people with disabilities communicate with others. These methods can be used as an alternative to speech or to supplement it and can include individual methods of sign and gestures, standardized signing, symbol systems, and complex electronic devices.
Assistive technology device	As defined in Section 602 of the Individuals with Disabilities Education Act (1997), an assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.
Augmentative communication system	One of a family of alternative methods of communication, which include communication boards, communication books, sign language, and computerized voices, used by individuals unable to communicate readily through speech.
Authentic experiences	Experiences are "authentic" in the sense that they take place in the real life contexts where young children naturally find themselves, and are embedded in tasks that children see as significant, meaningful and worthwhile. Authentic experiences are situated in meaningful contexts that reflect the way tasks might be found and approached in real life.
Benchmarks	Benchmarks are "preferred" points within the design of a document that describe the knowledge and skills that all children should know and be able to do, in relation to specific development and learning goals, by the time they reach a certain age.
Best practices	Term used to describe instructional techniques "scientifically based" practices or methods found through research or experience to be the "best" ways to achieve desired outcomes.

Codeswitch	The use of both home language and English to convey a message
Constructive play	Play in which children engage in active inquiry and construct knowledge through creative exploration with materials.
Conventions of print	The understanding that when language is written down, it is transcribed in a standard, uniform manner so that words and ideas communicated through writing are consistently and easily understood by all readers. Conventions of print include the following: • Directionality: Language is written and in a standard format (e.g. English is read and written from left to right and from top to bottom) • Punctuation: communicates meaning and expression to readers • Spacing: Writers use space to separate ideas, indicate when readers should pause for thought, and to separate words so that they are easily read • Case: Letters come in two forms, uppercase and lowercase. Case can provide additional meaning to readers about the beginning of new ideas and indicates to the reader whether a noun is describing a specific person, place, or thing • Grammar: Written language subscribes to the rules affecting the form words can take including verb tense, plurals, possessives, and modifiers like adverbs and adjectives. • Usage: Writers understand how incomplete sentences, run-on sentences, and improper use of pronouns can impede effective communication of ideas. • Spelling: Words are spelled according to convention so that they are easily read by others to facilitate effective communication
Curriculum	An evidence-based, written plan that describes program practices for supporting the learning of each child based on their individual developmental levels, learning styles and interests, and is informed by the IRI Early Learning and Development Standards and/or Common Core State Standards/Grade Level Expectations for Kindergarten
Developmentally Appropriate Practice	Developmentally appropriate practice, often shortened to DAP, is an approach to teaching grounded both in the research on how young children develop and learn and in what is known about effective early education. Its framework is designed to promote young children's optimal learning and development
Developmental delay	Term used to encompass a variety of disabilities in infants and young children indicating that they are significantly behind the norm for development in one or more areas, including motor development, socialization, independent functioning, cognitive development, or communication.
Domains (of early learning)	Domains are general areas of child development.
Developmental milestone	Significant cognitive, physical, social, emotional, changes in children's abilities and are used as guidelines for determining whether children are developing as expected in relation to other children at the same age (e.g., rolling over, sitting up without support, crawling, pointing to get an adult's attention, walking, and talking)
Digital texts	Digitized content including text, graphics, audio, and video that can be transmitted over the internet or computer networks

Dual language learner	Children who are Dual Language Learners acquire two or more languages simultaneously as well as learn a second language while continuing to develop the first language. The term "dual language learners" encompasses other terms frequently used such as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a language other than English (LOTE).
Environmental print	Words and symbols of everyday life; the symbols, signs, numerals, and colors found in road signs (e.g. stop, crosswalk, or school signs). Also includes print used for a purpose, such as classroom rules, attendance charts, and posters.
Executive functioning	Executive functions, an umbrella term used to refer to a variety of interdependent skills that are necessary for purposeful, goal-directed activity, such as when stringing beads. The child must have a plan, regulate their movements, sequence the steps, problem solve, modifying plans about which beads will fit, which are too hard to string, and finding one with a bigger hole. Executive functions entail self-regulation, sequencing of behavior, flexibility, response inhibition, planning, and organization of behavior.
Expressive play	Play in which children develop the ability to express their own emotions and feelings, while also providing opportunities to interpret the emotions of others.
Family	1. a unit of love and nurturing; 2. a child's primary caregiver: a parent, a relative, or someone outside the biological family who has assumed the primary responsibility for caring for and raising a child.
Fantasy play	Play in which children assume the roles of characters and act out story lines. Through fantasy play children develop flexible thinking; learn to create beyond the here and now; stretch their imaginations; use new words and word combinations in a risk-free environment; and use numbers and words to express ideas, concepts, dreams, and stories.
Fine (small) motor skills	Skills which require the coordinated use of small muscle groups such as hands and fingers, and frequently involve eye-hand coordination. Fine motor skills are necessary to engage in smaller, more precise movements of the hands and fingers.
Formulaic speech	Speech characterized by formulas or chunks and phrases that the child uses without completely understanding how they function in the language (expressions that are learned as a whole, e.g., I don't know.)
Grammar	The system of rules by which words are formed and put together to make sentences.
Gross (large) motor skills	Skills which require the use and coordination of large muscle groups, such as those in the arms, legs and trunk for movement activities.
Home language	The language that is used primarily by the child's family in the home environment. For some children, there may be more than one home language (e.g., when the mother speaks Chinese and the father speaks English).

Intentional teaching	"To be 'intentional' is to act purposefully, with a goal in mind and a plan for accomplishing it. Intentional acts originate from careful thought and are accompanied by considerations of their potential effects. Thus, teachers who are acting intentionally have clearly defined learning objectives for children, employ instructional strategies likely to help children achieve the objectives, and continually assess progress and adjust the strategies based on that assessment. The teacher who can explain 'just why she is doing what she is doing' is acting intentionally — whether she is using a strategy tentatively for the first time or automatically from long practice, as part of an elaborate set up or spontaneously in a teachable moment."
Manipulatives	Concrete objects used by children to explore, experiment, and make meaning.
Phoneme	The basic sounds of a language or the smallest units of sound that make a difference in a word's meaning. The exact number of phonemes depends on the language. In English, for example, there are 44 phonemes. Phonemes outnumber the letters of the English alphabet because combinations of letters represent different phonemes such as ch and th.
Motor / Physical Play	Motor play provides critical opportunities for children to develop both individual gross and fine muscle strength and an overall integration of muscles, nerves, and brain functions.
Play	Any freely sought activity that is pleasing to the "player". It can be physical (bouncing up and down or riding a tricycle), imaginative (playing "peek-a-boo" or "dress-up"), creative (building with blocks or drawing pictures), social or mental. And it can be any combination of these. Paradoxically, play is the most "important" work of childhood. It is the primary means by which children demonstrate early learning accomplishments.
Play-based learning	A context for learning through which children organize and make sense of their social worlds, as they engage actively with people, objects and representations.
Pragmatics	The effective use of language to communicate with others in a variety of conversational and social situations (e.g., points and gestures, waves, bye-bye, uses words to communicate needs).
Print concepts	"Children's understanding of letters, words, sentences, punctuation, and directionality of reading."
Scientific skills and methods	Process used to observe, plan, investigate, test hypotheses (ideas), solve problems, and report on findings.
Seriate	The ability to arrange objects in a specific order by gradual changes in attributes.
Social play	Interacting with others in play settings. Through social play, children learn social rules such as give and take, reciprocity, cooperation, and sharing; and learn to use moral reasoning to develop a mature sense of values.

GLOSSARY CONTINUED

Special Education	Special Education is specially designed instruction (adaptation of content, methodology or delivery of instruction), which meets the unique needs of a child with a disability while ensuring access to the general education curriculum.
Syllable	A syllable is a word part that contains a vowel or, in spoken language, a vowel sound (e-vent, news-pa-per).
Synonym	A word having the same or nearly the same meaning as another in the language.
Syntax	The ordering of and the relationship between the words and other structural elements in phrases and sentences.
Telegraphic speech	Speech characterized by the use of a few content words without functional words or certain grammatical markers as in telegraphs (e.g. Daddy, car).
Temperament	Traits that are biologically based and that remain consistent over time. Influences the quality and intensity of a person's emotional reactions to different situations.
Travelling skills	Motor skills in which the feet move the body from one place to another. They are (roughly in order of how children learn them): walking, running, hopping, jumping, skipping, galloping, sliding (a sideways gallop), leaping.
Universal Design for Learning (UDL)	A research-based framework for teachers to incorporate flexible materials, techniques, and strategies for delivering instruction and for students to demonstrate their knowledge in a variety of ways.
Writing conventions	The rules and guidelines taught to students for the development of their writing skills. The conventions are divided into three categories: grammar, punctuation, and usage.

CITATIONS

A special thank you is due to the California Department of Education for their approval of Rhode Island adopting the Dual Language Learner component of the California Preschool Learning Foundations Vol. 1.

STANDARDS

A Publication of the Rhode Island Department of Education

Visit www.rields.com for more information or scan this code with your device for our mobile friendly version.

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Appendix

Rhode Island Early Learning and Development Standards Alignment with Teaching Strategies GOLD

RIELDS ALIGNMENT WITH TEACHING STRATEGIES GOLD

Revised: April, 2014

RIELDS Domain: Physical Health and Motor Development

RIELDS Component 1: Health and Safety Practices	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 1.a: Children engage in structured and unstructured physical activity.	<u>Physical</u> 4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross-motor manipulative skills <u>The Arts</u> 35. Explores dance and movement concepts
Learning Goal 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.	<u>Social–Emotional</u> 1. Regulates own emotions and behaviors b. Follows limits and expectations c. Takes care of own needs appropriately c4. Personal Safety
Learning Goal 1.c: Children develop self-help skills.	<u>Social–Emotional</u> 1. Regulates own emotions and behaviors c. Takes care of own needs appropriately

RIELDS Domain: Physical Health and Motor Development

Component 2: Gross Motor Development	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 2.a: Children develop large muscle control, strength, and coordination.	<u>Physical</u> 4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross-motor manipulative skills
Learning Goal 2.b: Children develop traveling skills.	<u>Physical</u> 4. Demonstrates traveling skills

RIELDS Domain: Physical Health and Motor Development

RIELDS Component 3: Fine Motor Development	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 3.a: Children develop small muscle control, strength, and coordination.	<u>Physical</u> 7. Demonstrates fine-motor strength and coordination a. Uses fingers and hands
Learning Goal 3.b: Children develop writing and drawing skills.	<u>Physical</u> 7. Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools* * Refer to TSG progression to identify the age range for this skill.

RIELDS Domain: Social and Emotional Development

RIELDS Component 1: Relationships with Others	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.	<u>Social–Emotional</u> 2. Establishes and sustains positive relationships a. Forms relationships with adults
Learning Goal 1.b: Children engage in positive relationships and interactions with other children.	<u>Social–Emotional</u> 2. Establishes and sustains positive relationships b. Responds to emotional cues c. Interacts with peers* d. Makes friends* 3. Participates cooperatively and constructively in group situations b. Solves social problems*

* Refer to TSG progression to identify the age range for this skill.

RIELDS Domain: Social and Emotional Development

RIELDS Component 2: Sense of Self	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings and perspectives.	<u>Social Studies</u> 29. Demonstrates knowledge about self** 30. Shows basic understanding of people and how they live**
Learning Goal 2.b: Children develop the confidence to complete an action successfully or independently.	<u>Social–Emotional</u> 1. Regulates own emotions and behaviors c. Takes care of own needs appropriately <u>Cognitive</u> 11. Demonstrates positive approaches to learning a. Attends and engages b. Persists c. Solves problems d. Show curiosity and motivation

**Refer to both TSG and RIELDS to identify whether "No evidence yet", "Emerging" or "Meets program expectations" applies for this skill.

RIELDS Domain: Social and Emotional Development

RIELDS Component 3: Self-regulation	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 3.a: Children develop the ability to express and regulate their own emotions.	<u>Social–Emotional</u> 1. Regulates own emotions and behaviors a. Manages feelings <u>Language</u> 9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary 10. Uses appropriate conversational and other communication skills a. Engages in conversations b. Uses social rules of language*
Learning Goal 3.b: Children develop the ability to control impulses.	<u>Social–Emotional</u> 1. Regulates own emotions and behaviors a. Manages feelings b. Follows limits and expectations <u>Cognitive</u> 12. Remembers and connects experiences b. Makes connections*

*Refer to TSG progression to identify the age range for this skill.

RIELDS Domain: Language Development

RIELDS Component 1: Receptive Language	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 1.a: Young children attend to, understand, and respond to increasingly complex language.	<u>Language</u> 8. Listens to and understands increasingly complex language a. Comprehends language b. Follows directions

RIELDS Component 2: Expressive Language	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.	<u>Language</u> 9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary b. Speaks clearly c. Uses conventional grammar* 10. Uses appropriate conversational and other communication skills a. Engages in conversations

RIELDS Component 3: Pragmatics	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 3.a: Young children understand, follow, and use appropriate social and conversational rules.	<u>Social-Emotional</u> 3. Participates cooperatively and constructively in group situations b. Solves social problems* 10. Uses appropriate conversational and other communication skills a. Engages in conversations b. Uses social rules of language*

* Refer to TSG progression to identify the age range for this skill.

RIELDS Domain: Literacy

RIELDS Component 1: Phonological Awareness	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 1.a: Children notice and discriminate the sounds of spoken language.	<u>Literacy</u> 15. Demonstrates phonological awareness a. Notices and discriminates rhyme* b. Notices and discriminates alliteration* c. Notices and discriminates smaller and smaller units of sound*
RIELDS Component 2: Alphabet Knowledge	**Teaching Strategies GOLD Objectives and Dimensions**
Learning Goal 2.a: Children recognize and identify letters and make letter-sound connections.	<u>Literacy</u> 16. Demonstrates knowledge of the alphabet a. Identifies and names letters* b. Uses letter–sound knowledge*
RIELDS Component 3: Print Knowledge	**Teaching Strategies GOLD Objectives and Dimensions**
Learning Goal 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.	<u>Literacy</u> 17. Demonstrates knowledge of print and its uses a. Uses and appreciates books b. Uses print concepts* 18. Comprehends and responds to books and other texts b. Uses emergent reading skills*

* Refer to TSG progression to identify the age range for this skill.

RIELDS Domain: Literacy

RIELDS Component 4: Comprehension and Interest	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 4.a: Children show interest and an understanding of a variety of literacy experiences.	<u>Cognitive</u> 11. Demonstrates positive approaches to learning d. Shows curiosity and motivation 14. Uses symbols and images to represent something not present a. Thinks symbolically* b. Engages in socio-dramatic play* <u>Literacy</u> 17. Demonstrates knowledge of print and its uses a. Uses and appreciates books 18. Comprehends and responds to books and other texts a. Interacts during read-alouds and book conversations b. Uses emergent reading skills* c. Retells stories* 19. Demonstrates emergent writing skills b. Writes to convey meaning*

* Refer to TSG progression to identify the age range for this skill.

RIELDS Domain: Literacy

RIELDS Component 6: Emergent Writing	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.	<u>Cognitive</u> 14. Uses symbols and images to represent something not present a. Thinks symbolically* <u>Literacy</u> 19. Demonstrates emergent writing skills a. Writes name* b. Writes to convey meaning*
Learning Goal 6.b: Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.	<u>Literacy</u> 17. Demonstrates knowledge of print and its uses b. Uses print concepts* 19. Demonstrates emergent writing skills b. Writes to convey meaning*

* Refer to TSG progression to identify the age range for this skill.

RIELDS Component 1: Logic and Reasoning	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.	<u>Cognitive</u> 11. Demonstrates positive approaches to learning c. Solves problems d. Shows curiosity and motivation e. Shows flexibility and inventiveness in thinking* 12. Remembers and connects experiences a. Recognizes and recalls b. Makes connections
RIELDS Component 2: Memory and Working Memory	**Teaching Strategies GOLD Objectives and Dimensions**
Learning Goal 2.a: Children hold information in their mind and manipulate it to perform tasks.	<u>Cognitive</u> 12. Remembers and connects experiences a. Recognizes and recalls b. Makes connections

* Refer to TSG progression to identify the age range for this skill.

RIELDS Component 3: Attention and Inhibitory Control	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 3.a: Children's skills increase in filtering impulses and sustaining attention on a task.	<u>Social–Emotional</u> 1. Regulates own emotions and behaviors b. Follows limits and expectations 3. Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others* <u>Cognitive</u> 11. Demonstrates positive approaches to learning a. Attends and engages b. Persists

RIELDS Component 4: Cognitive Flexibility	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 4.a: Children's skills increase at adjusting to changes in demands, priorities, and perspectives.	<u>Cognitive</u> 11. Demonstrates positive approaches to learning c. Solves problems e. Shows flexibility and inventiveness in thinking*

*** Refer to TSG progression to identify the age range for this skill.**

RIELDS Component 1: Number Sense and Quantity	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 1.a. Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent	<u>Mathematics</u> 20. Uses number concepts and operations a. Counts* b. Quantifies* c. Connects numerals with their quantities*

RIELDS Component 2: Number Relationships and Operations	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 2.a: Children learn to use numbers to compare quantities and solve problems	<u>Mathematics</u> 20. Uses number concepts and operations a. Counts* b. Quantifies* 22. Compares and measures*

RIELDS Component 3: Classification and Patterning	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 3.a: Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.	<u>Cognitive</u> 13. Uses classification skills* <u>Mathematics</u> 22. Compares and measures* 23. Demonstrates knowledge of patterns*

*** Refer to TSG progression to identify the age range for this skill.**

RIELDS Component 4: Measurement, Comparison, and Ordering	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 4.a: Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.	<u>Mathematics</u> 22. Compares and measures*

RIELDS Component 5: Geometry and Spatial Sense	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 5.a: Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.	<u>Cognitive</u> 14. Uses symbols and images to represent something not present a. Thinks symbolically* <u>Mathematics</u> 21. Explores and describes spatial relationships and shapes a. Understands spatial relationships* b. Understands shapes*

* Refer to TSG progression to identify the age range for this skill.

RIELDS Component 1: Scientific Inquiry and Application	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 1.a: Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.	<u>Science and Technology</u> 24. Uses scientific inquiry skills** 26. Demonstrates knowledge of the physical properties of objects and materials** 28. Uses tools and other technology to perform tasks**

RIELDS Component 2: Knowledge of Science Concepts	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.	<u>Science and Technology</u> 25. Demonstrates knowledge of the characteristics of living things** 26. Demonstrates knowledge of the physical properties of objects and materials** 27. Demonstrates knowledge of Earth's environment**

**Refer to both TSG and RIELDS to identify whether "No evidence yet", "Emerging" or "Meets program expectations" applies for this skill.

RIELDS Domain: Social Studies	
RIELDS Component 1: Self, Family, and Community	**Teaching Strategies GOLD Objectives and Dimensions**
Learning Goal 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.	**<u>Social Studies</u>** **29. Demonstrates knowledge about self**** **30. Shows basic understanding of people and how they live****
RIELDS Component 2: History and Geography	**Teaching Strategies GOLD Objectives and Dimensions**
Learning Goal 2.a: Children understand concept of time (past, present, and future) and place.	**<u>Language</u>** **9. Uses language to express thoughts and needs** **d. Tells about another time and place*** **<u>Social Studies</u>** **31. Explores change related to familiar people or places*** **32. Demonstrates simple geographic knowledge**** *** Refer to TSG progression to identify the age range for this skill** ****Refer to both TSG and RIELDS to identify whether "No evidence yet", "Emerging" or "Meets program expectations" applies for this skill.**

RIELDS Domain: Creative Arts

RIELDS Component 1: Experimentation and Participation in the Creative Arts	Teaching Strategies GOLD Objectives and Dimensions
Learning Goal 1.a: Children gain appreciation for and participate in the creative arts.	<u>The Arts</u> 33. Explores the visual arts** 34. Explores musical concepts and expression** 35. Explores dance and movement concepts** 36. Explores drama through actions and language**

**Refer to both TSG and RIELDS to identify whether "No evidence yet", "Emerging" or "Meets program expectations" applies for this skill.

Appendix

Rhode Island Early Learning Council & Work Group

Rhode Island Early Learning Council & Work Group

Membership October 2014

Co-Chairs
Deborah Gist, Commissioner, Rhode Island Department of Elementary and Secondary Education
Elizabeth Burke Bryant, Executive Director, Rhode Island KIDS COUNT

Members
Brenda Almeida, Licensing Supervisor, RI Department of Children, Youth and Families
Chris Amirault, President, RI Association for the Education of Young Children
Christine Arouth, Executive Director, Newport Family and Child Opportunity Zone
Leanne Barrett, Senior Policy Analyst, Rhode Island KIDS COUNT
Karen Beese/Deb Anthes, State Child Care Administrator, RI Department of Human Services
Blythe Berger, Perinatal and Early Childhood Health, RI Department of Health
Donna Chartier, President, Family Child Care Homes of Rhode Island
Regina Costa, State Child Advocate, Office of the Child Advocate
Terese Curtin, Executive Director, Connecting for Children and Families
Janice DeFrances, Director, Rhode Island Department of Children, Youth and Families
Susan Dickstein, President, RI Association for Infant Mental Health
Brenda DuHamel, Early Intervention/Part C Coordinator, RI Executive Office for Health and Human Services
Rhonda Farrell, Head Start Director, Tri-Town Community Action Program
Maryann Finamore-Allmark, Early Childhood Consultant
Michael Fine, Director, Rhode Island Department of Health
Ruth Gallucci, Part B/Section 619 Coordinator, RI Department of Elementary and Secondary Education
Lisa Hildebrand, Executive Director, Rhode Island Association for the Education of Young Children
Leslie Gell, Director, Ready to Learn Providence
Deborah Grossman-Garber, Associate Commissioner, RI Office of Higher Education
Pamela High, Director of Developmental-Behavioral Pediatrics, Hasbro Children's Hospital
Cindy Larson, Director, Rhode Island Child Care Facilities Fund
Khadija Lewis Khan, Executive Director, Beautiful Beginnings Child Care Center
Susan Lusi, Superintendent, Providence Public Schools
Anthony Maione, President and CEO, United Way of Rhode Island
Deborah Masland, Chair, RI Interagency Coordinating Council on Early Intervention
Mindy Mertz, Supervisor, Providence Public Schools
Aimee Mitchell, Head Start Director, Children's Friend/RI Head Start Association
Charlotte Moretti, Chair, RI Child Care Directors Association
Susan Orban, Director, Washington County Coalition for Children
Michele Palermo, Associate Director – Early Childhood Education, RI Department of Elementary and Secondary Education
Carol Patnaude, Department Chair, Community College of Rhode Island
Sandra Powell, Director, Rhode Island Department of Human Services
Larry Pucciarelli, Director, Rhode Island Head Start Collaboration Office
Leslie Sevey, Assistant Professor, Rhode Island College
Melinda Smith, Superintendent, North Providence Public Schools
Neil Steinberg, President & CEO, The Rhode Island Foundation
Abby Swienton, Policy and Legislative Analyst, Office of the Governor
Susan Warford, Coordinator, URI Child Development Center

Coordinator: Leanne Barrett, Senior Policy Analyst, Rhode Island KIDS COUNT

Appendix B

Rhode Island Early Learning Council Strategic Plan

Rhode Island Early Learning Council Strategic Plan 2012-2016

December 2012

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LETTER FROM THE RHODE ISLAND EARLY LEARNING COUNCIL CO-CHAIRS

Dear Fellow Rhode Islanders,

Thank you for taking the time to read and understand our strategic plan. This plan outlines the long-term goals, targets and key strategies of the Rhode Island Early Learning Council - a collaborative, cross-sector, cross-departmental body intended to align systems and resources statewide to support high quality early care and education services and improve coordination and collaboration among multiple agencies, organizations and programs.

This plan is meant to be a living document that will help prioritize our work and set our direction as a Council over the next five years from 2012 – 2016. We believe the goals and targets that we have set are both ambitious and achievable. We have also worked hard to ensure that the strategies reflected in this document are aligned and integrated across the multiple state agencies responsible for early learning in this State. The broad goals and vision articulated in this plan are supported by all of the state partner agencies and we know that full implementation of all the components of this ambitious plan will require additional funding and advocacy support.

Our major goal, the primary charge of the Council, is to expand access to ensure that more children, particularly children from low-income and vulnerable families, participate in high-quality early learning and development programs, including high-quality child care (both center-based and family child-care homes), Head Start, Early Head Start, Pre-K, Early Intervention, preschool Special Education, and full-day kindergarten. This overarching goal is supported by strategies in five areas of focus:

- Expanding Access to High Quality Programs
- Improving Program Quality
- Developing and Sustaining an Effective Early Care and Education Workforce
- Improving Early Learning and Child Development Outcomes
- Measuring Outcomes and Progress

This is an exciting time for early learning in the State of Rhode Island. We have a strong foundation in place and a plan and resources upon which to build. We are especially excited by Rhode Island's recent Race to the Top – Early Learning Challenge award, a competitive grant program jointly administered by the U.S. Departments of Education and Health and Human Services. This $50 million award over four years (2012 – 2015) will go a long way toward accelerating Rhode Island's efforts to improve early learning and development opportunities for Rhode Island's youngest children and create an effective, accountable early learning system that increases access to quality early care and development programs for the highest need children in our State.

Sincerely,

Deborah A. Gist
Co-chair, RI Early Learning Council
Rhode Island Commissioner of Education

Elizabeth Burke Bryant
Co-chair, RI Early Learning Council
Executive Director, Rhode Island KIDS COUNT

ROLE OF THE EARLY LEARNING COUNCIL

Rhode Island's Early Learning Council was formed in June 2010 according to the guidelines for State Early Care and Education Advisory Councils outlined in the 2007 federal Head Start Reauthorization Act. The Council is made up of 24 key leaders representing all the sectors of the early learning and development field and is co-chaired by the Commissioner of Education, Deborah A. Gist, and by Elizabeth Burke Bryant, the Executive Director of Rhode Island KIDS COUNT, an independent children's policy and research organization.

The Rhode Island Early Learning Council's overarching goal is "to expand access to ensure that more children, particularly from low-income and vulnerable families, participate in high-quality early learning programs, including high-quality child care (both center-based and family child-care homes), Head Start, Early Head Start, Pre-K, Early Intervention, preschool Special Education, and full-day kindergarten." To achieve this goal, the Council works to facilitate the development and sustainability of high-quality systems of early childhood education and care serving children from birth through age 8, with the goal of improving school readiness and success in school. In this role, the Council has developed a collaborative, cross-sector, cross-department strategic plan that aligns strategies and resources to support high quality early care and education services and improve coordination and collaboration among multiple agencies, organizations and programs. This initial plan is focused on developing and sustaining a high-quality system of early childhood education and care for our youngest children, age birth to five.

Race to the Top Early Learning Challenge

In December 2011, Rhode Island was one of nine states awarded grants from the $500 million Race to the Top – Early Learning Challenge fund, a competitive grant program jointly administered by the U.S. Departments of Education and Health and Human Services. Rhode Island was awarded $50 million over four years to improve early learning and development opportunities for Rhode Island's young children. These grant funds will enable Rhode Island to build on its many strengths and accelerate its efforts to create an effective, accountable early learning system that increases access to quality early care and development programs for the State's highest need children.

This initiative will be managed and implemented by the Rhode Island Department of Education (RIDE) and its partner agencies, including the Executive Office of Health and Human Services, the Department of Human Services, the Department of Health and the Department of Children, Youth and Families. The work will be carried out by Core Project Management Teams led by state agency staff. Each Core Project Management Team includes a representative from the Early Learning Council in addition to state staff to carry out the work. Core Project Management Teams will consult with local and national experts for policy guidance as needed.

The Rhode Island Early Learning Council will provide leadership and oversight to the grant implementation to ensure the development of cross-sector and cross-departmental systems and programs. It is also charged with facilitating overarching policy decisions to help ensure the effective implementation of the grant. To support the work, seven Early Learning Council Sub-Committees have been established and will take the lead

in gathering and synthesizing stakeholder and public input and recommendations to inform the Core Project Management teams which are responsible for carrying out the grant activities on a day-to-day basis, ensuring the goals are achieved. The Early Learning Council Sub-Committees are as follows:

Early Learning Council Sub-Committee	Sub-Committee Co-Chairs
Early Learning and Development Standards	Susan Dickstein and Kristen Greene
Early Childhood Assessment	Mindy Mertz and Judy Stevenson-Garcia
Program Standards Alignment	Elizabeth Burke Bryant and Michele Palermo
Program Quality Improvement	Leanne Barrett and Karen Beese
Workforce Knowledge and Competencies	Khadija Lewis Khan and Karen Beese
Data System	Tammy Camillo and Mike Bosworth
Access to High Quality Programs	Elizabeth Burke Bryant and Lawrence Pucciarelli

Early childhood stakeholders will be a critical partner in the process and will be provided a number of opportunities to review documents and make recommendations to the Core Project Management team as the work progresses. This input is considered vital for the success of the Race to the Top-Early Learning Challenge Initiative.

RHODE ISLAND EARLY LEARNING COUNCIL MEMBERS

Co-Chairs

Deborah A. Gist, Commissioner, Rhode Island Department of Elementary and Secondary Education

Elizabeth Burke Bryant, Executive Director, Rhode Island KIDS COUNT

Members

Jim Berson, Chair, RI Interagency Coordinating Council on Early Intervention

Tammy Camillo, Executive Director, Rhode Island Association for the Education of Young Children

Regina Costa, State Child Advocate, Office of the Child Advocate

Janice DeFrances, Director, Rhode Island Department of Children, Youth and Families

Susan Dickstein, President, RI Association for Infant Mental Health

Colleen Dorian, President, Family Child Care Homes of Rhode Island

Maryann Finamore-Allmark, Director, Westbay Children's Center

Dr. Michael Fine, Director, Rhode Island Department of Health

Cynthia Garcia Coll, Professor of Education, Psychology, and Pediatrics, Brown University

Leslie Gell, Director, Ready to Learn Providence

Deborah Grossman-Garber, Associate Commissioner, RIOHE

Pamela High, Director of Developmental-Behavioral Pediatrics, Hasbro Children's Hospital

Cindy Larson, Senior Program Officer, Rhode Island Child Care Facilities Fund

Khadija Lewis Khan, Executive Director, Beautiful Beginnings Child Care Center

Susan Lusi, Superintendent, Providence Public Schools

Anthony Maione, President and CEO, United Way of Rhode Island

Aimee Mitchell, RI Head Start Association

Charlotte Moretti, Chair, RI Child Care Directors Association

Michele Palermo, Associate Director, Early Childhood Education, Rhode Island Department of Elementary and Secondary Education

Sandra Powell, Director, Rhode Island Department of Human Services

Larry Pucciarelli, Director, Island Head Start Collaboration Office

Neil Steinberg, President & CEO, The Rhode Island Foundation

Susan Warford, Coordinator, URI Child Development Center

Ex Officio:

Leanne Barrett, Senior Policy Analyst, Rhode Island KIDS COUNT & Coordinator, Rhode Island Early Learning Council

RHODE ISLAND EARLY LEARNING COUNCIL WORKGROUP MEMBERS

Co-Chairs

Leanne Barrett, Senior Policy Analyst, Rhode Island KIDS COUNT

Michele Palermo, Associate Director, Early Childhood Education, Rhode Island Department of Elementary and Secondary Education

Larry Pucciarelli, Director, Rhode Island Head Start Collaboration Office

Members

Brenda Almeida, Licensing Supervisor, Rhode Island Department of Children, Youth and Families

Chris Amirault, President, Rhode Island Association for the Education of Young Children

Christine Arouth, Executive Director, Newport Family and Child Opportunity Zone

Karen Beese, Child Care Specialist, Rhode Island Department of Human Services

Blythe Berger, Team Leader – Perinatal and Early Childhood Health, Rhode Island Department of Health

Tammy Camillo, Executive Director, Rhode Island Association for the Education of Young Children

Diane Cook, State Child Care Administrator, Rhode Island Department of Human Services

Terese Curtin, Executive Director, Connecting for Children & Families

Susan Dickstein, Ph.D., President, RI Association for Infant Mental Health

Colleen Dorian, President, Family Child Care Homes of Rhode Island

Brenda Duhamel, Chief, Family Health Systems, Rhode Island Office of Health and Human Services

Rhonda Farrell, Rhode Island Head Start Association

Maryann Finamore Allmark, Director, Westbay Children's Center

Ruth Gallucci, Education Specialist: Early Childhood Special Education, Rhode Island Department of Elementary and Secondary Education

Leslie Gell, Director, Ready to Learn Providence

Jerry Hatfield, Professor and Chair – Department of Human Services, Community College of Rhode Island

Cindy Larson, Senior Program Officer, Rhode Island Child Care Facilities Fund

Khadija Lewis Khan, Executive Director, Beautiful Beginnings Child Care Center

Mindy Mertz, Supervisor, Providence Public Schools

Susan Orban, Coordinator, Washington County Coalition for Children

Leslie Sevey, Ph.D., Assistant Professor, Rhode Island College

Melinda Smith, Director of Curriculum, Lincoln Public Schools

Susan Warford, Coordinator, URI Child Development Center

DEVELOPMENT OF THE STRATEGIC PLAN

This strategic plan integrates and consolidates the plans developed by the Rhode Island Early Learning Council since its inception in June 2010 including strategies and priorities from the following work products of the Council:

- State Early Learning Council ARRA application
- Early Learning Council Access Recommendations
- Early Learning Council Kindergarten Entry Assessment Recommendations
- Early Learning Council Data Team Recommendations
- Race to the Top-Early Learning Challenge Application
- Rhode Island's Early Learning and School-Age Professional Development System Plan

It is important to note that the Council's plan, while inclusive of the Race to the Top - Early Learning Challenge strategies is broader and more encompassing. The Council will continue to work towards its overarching goal of "expanding access to ensure that more children, particularly from low-income and vulnerable families, participate in high-quality early learning programs" after the four year Race to the Top – Early Learning Challenges grant is over and the systems building initiatives are in place by continuing to: conduct regular ongoing assessment of needs and gaps in services and identify opportunities for and barriers to increasing access, including financing as well as other strategies for expanding access to ensure that more children (particularly children with high needs) participate in high quality early learning.

Each of the work products that informed the strategic plan were reviewed and endorsed by the Rhode Island Early Learning Council. In addition, initial drafts of the strategic plan were reviewed by Council Work Group members. Feedback was gathered and used to revise the draft, and at the Council meeting on December 5, 2012, the Rhode Island Early Learning Council unanimously approved the plan.

For additional information about the Rhode Island Early Learning Council:

Contact Leanne Barrett, Coordinator, at 401-351-9400 or lbarrett@rikidscount.org

RHODE ISLAND EARLY LEARNING COUNCIL FOCUS AREAS

Expanding Access to High-Quality Programs

Measuring Outcomes and Progress

A high-quality system* of early childhood care and education, from birth to age 8.

Developing and Sustaining an Effective Early Care and Education Workforce

Improving Program Quality

Improving Early Learning and Child Development Outcomes

*The Early Childhood Care and Education System must have intentional linkages to systems that support the health and wellness of children and families, acknowledging the importance of children's development in the context of culture and supportive relationships.

OBJECTIVES AT A GLANCE

A. Expanding Access to High-Quality Early Learning and Development Programs, particularly for Children with High Needs[1]

ACCESS1: Assess needs and gaps.
ACCESS2: Identify opportunities for and barriers to increasing access, including financing.
ACCESS3: Expand access to ensure that more children (particularly children with high needs) participate in high quality early learning.

B. Improving Program Quality

QUALITY1: Adopt a common, statewide quality rating and improvement system (BrightStars).
QUALITY2: Promote 100% participation in BrightStars for early learning programs.
QUALITY3: Ensure effective rating and monitoring of the quality of programs participating in BrightStars.
QUALITY4: Invest resources to improve the quality of early care and education programs and sustain quality over time.
QUALITY5: Study the effectiveness of the BrightStars Quality Rating and Improvement System and make adjustments as needed.

C. Developing and Sustaining an Effective Early Care and Education Workforce

WORKFORCE1: Develop workforce knowledge and competency frameworks and corresponding progressions of aligned credentials.
WORKFORCE2: Support early childhood educators in improving their knowledge, skills and abilities.

D. Improving Early Learning and Development Outcomes for Children

CHILD OUTCOMES1: Develop and use high-quality early learning and development standards.
CHILD OUTCOMES2: Support effective uses of comprehensive child assessment systems.

E. Ongoing Measurement of Outcomes and Progress

MEASUREMENT1: Develop and implement a common, statewide Kindergarten Entry Assessment aligned with State Standards.
MEASUREMENT2: Build an early learning data system.

[1] Children with High Needs includes young children with disabilities and developmental delays; who have behavioral and mental health needs; young children who have been victims of an indicated case of child maltreatment(including children in foster care); young children who are from low-income families; who are English Language Learners (ELL) and/or have experienced homelessness.

A. Expanding Access to High-Quality Early Learning and Development Programs, particularly for Children with High Needs

Goal

Increase access to high-quality programs for Children with High Needs, including children who are low-income, English language learners, children who have disabilities or special needs, and children who are involved with the child-welfare system or have experienced homelessness.

Targets

Child Care Assistance Program

- By 2016, more children from low-income families will be participating in the Child Care Assistance Program, growing from 7,708 in December 2011 to 10,000 in December 2016. (30% increase in child enrollment).
- Increase the percentage of children receiving CCAP, age birth to K entry, that are in high-quality early learning programs.

Early Head Start/Head Start

- By 2016, more eligible low income children will be enrolled in Early Head Start growing from 519 (6.5%) in 2011-2012 to 800 (10%) in 2015-2016. (54% increase in enrollment).
- By 2016, more eligible children from low income families will be enrolled in Head Start growing from 2,432 (43%) in 2011-2012 to 2,972 (53%) in 2015-2016. (22% increase in enrollment).

State Pre-K

- By 2016-2017 school year, there will be at least 504 children enrolled in a state Pre-K program (28 classrooms), growing from 144 children in 2012-2013 (8 classrooms), a 250% increase.

Early Childhood Special Education

- By 2016, 100% of children, age birth through 3, who have been victims of child maltreatment, will be referred to Early Intervention/First Connections by DCYF for assessment and access to appropriate intervention services, up from 65% in 2011.
- By 2016, 85% of preschool children with disabilities and developmental delays will be receiving their special education services within high quality inclusive early childhood settings, up from 52% in 2011.

Full-Day Kindergarten

- By the 2016-2017 school year, 100% of Rhode Island kindergarteners enrolled in public school will be enrolled in full day kindergarten, growing from 64% in 2011-2012.

Overview

State economic and budget conditions resulted in major reductions in State funding for the Child Care Assistance Program (through a decrease in eligibility levels and rates that have not been updated for several years) and for Head Start programs. More work needs to be done to continue to demonstrate that

investments in high quality early learning programs pay greatly increased dividends down the road by ensuring that young children have the early childhood foundation they need to succeed in school and in life. Rhode Island has implemented two critical system-building efforts that will lead to lasting change by emphasizing increased access to *high-quality* early learning programs, particularly for children with high needs:

1) BrightStars, Rhode Island's research-based Quality Rating and Improvement System; and,

2) The planning, design and launch of the State Pre-K Program and the work to include the state Pre-K Program as a categorically funded program in Rhode Island's newly adopted Education Funding Formula, which successfully passed the General Assembly in 2010. Funding for the State Pre-K program, as a categorical program in the school funding formula, started to flow in State FY 2013 and will ultimately expand over ten years to $10 million per year.

These system elements have significantly strengthened Rhode Island's foundation upon which to build a coordinated, comprehensive State system, however much more work needs to be done to improve access to high-quality early learning programs. The objectives and strategies articulated on the following pages represent the Council's key actions for putting in place policies and funding that will enable more children, particularly children with high needs, to access high-quality, early learning and development programs and services and help to close achievement gaps in young children. These strategies are supported by all of the state partner agencies but due to the role they play with year by year budgets they cannot endorse specific recommendations that have budget implications.

The objectives and strategies outlined below articulate our key actions for achieving these goals.

Objectives

ACCESS Objective 1: Assess Needs and Gaps

Strategy 1.1 Conduct annual statewide needs assessments on the quality and availability of early childhood education and development programs and services from birth to school entry.

Strategy 1.2 Identify gaps in access, quality and affordability with special attention to Children with High Needs.

ACCESS Objective 2: Identify Opportunities For and Barriers to Access, Including Financing

Strategy 2.1 Use the Early Learning Council as a vehicle for seeking regular input on opportunities and barriers to collaboration.

Strategy 2.2 Ensure regular two-way communication with existing advisory bodies which focus on the systems and programs which touch young children (e.g. between the Successful Start Steering Committee, the Permanent Legislative Commission on Child Care and the Early Learning Council).

ACCESS Objective 2: Identify Opportunities For and Barriers to Access, Including Financing (Cont'd)

Strategy 2.3 Identify current financing structure and develop financing recommendations that will increase children's access to high quality learning programs.

ACCESS Objective 3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning.

Child Care Assistance Program- Strategies

Strategy 3.1 Develop and implement community outreach strategies to ensure more low-income, working families (including non-English speaking families) know about and participate in CCAP.

Strategy 3.2 Develop educational materials and outreach strategies for families participating in CCAP to inform them about importance of quality and opportunities to enroll in high-quality early learning programs through CCAP.

Strategy 3.3 Through passing the "exit bill," implement a cliff-effect prevention policy in CCAP so that currently enrolled families (≤180% of the Federal Poverty Level) remain eligible for the program as their income increases, up to an exit income limit of 225% of Federal Poverty Level. There are 19 states that have differential entrance and exit income limits to help families avoid the "cliff effect" where they lose child care subsidy but are not earning enough money to pay for licensed child care.

Strategy 3.4 Continue to pursue changing CCAP policy through legislation to restore eligibility for child care subsidies to 225% of the FPL.

Strategy 3.5 Change CCAP policy to allow families to maintain eligibility for child care assistance for 12 weeks during periods of unemployment (beyond current 3 week period).

Strategy 3.6 Change CCAP policy to take in to account a family's expenses associated with repayment of student loans when determining eligibility for child care subsidy.

Strategy 3.7 Incentivize and support program quality improvement by implementing tiered reimbursement rates, above the current base rates, for programs serving children receiving child care subsidies so higher quality programs receive higher rates of reimbursement.

Strategy 3.8 In order to help ensure that low-income children have access to high-quality programs, implement the Rhode Island Biennial Child Care Plan's goal of having all providers that receive Child Care Assistance Program payments participate in BrightStars, the state's Quality Rating and Improvement System.

ACCESS Objective 3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning (Cont'd)

Strategy 3.9 Change CCAP policy so that 4-year old children who are enrolled in quality early learning programs (including center-based and family child care) can remain enrolled during their entire pre-K year at least half-time (20 hours per week) when a parent loses a job.

Strategy 3.10 Coordinate RI Works with CCAP to ensure that all children ages 3-K entry who are receiving RI Works are enrolled in a quality early learning program (through CCAP, Head Start, State Pre-K, or Preschool Special Education – including both center-based and family child care programs) regardless of parent work status.

Strategy 3.11 Change CCAP policy to remove specific approved hours from CCAP vouchers, while still maintaining maximum approved hours, so low-income, working families can have better access to high-quality early learning opportunities through CCAP. Families who are approved to drop off children at 11:00 a.m. are missing key early learning opportunities in the morning. Families approved for child care during 2nd or 3rd shift have very few options to access high-quality early learning through CCAP and likely need to sleep during the morning.

Strategy 3.12 Review and strengthen the KIDS CONNECT program managed by the Executive Office of Health and Human Services to ensure families of children with disabilities and behavior challenges have access to high-quality child care and early learning programs (both center-based and family child care) in every community. Ensure the KIDS CONNECT program helps high-quality early learning providers in every community accept and meet the needs of children with disabilities and behavior challenges.

Strategy 3.13 Review and strengthen DCYF policies and education/support for foster parents to ensure children receiving CCAP subsidies through DCYF involvement are enrolled in high-quality early learning programs (both center-based and family child care). Ensure foster parents and DCYF workers across the state are aware of opportunities and resources available to enroll children in high-quality child care and early learning programs.

Strategy 3.14 Amend eligibility requirements for teen parents so that the grandparent's income is not considered for eligibility.

ACCESS Objective 3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning (Cont'd)

Early Head Start/Head Start - Strategies

Strategy 3.14 Advocate for increased federal and state funding to expand access to Early Head Start and Head Start.

Strategy 3.15 Expand collaboration between Head Start and community-based child care programs (center-based and family child care) to better meet the needs of low-income children enrolled in child care.

Strategy 3.16 Review and strengthen DCYF policies and education/support for foster parents to ensure children involved with DCYF have opportunities to enroll in Head Start and Early Head Start.

PreK - Strategies

Strategy 3.17 Continue the implementation of the education funding formula plan to expand the state Pre-K program to provide a high-quality early childhood education program through a diverse delivery system, including center-based and family child care programs, Head Start, and public schools, for 3- and 4- year old children in the critical preschool years.

Strategy 3.18 Continue the policy of targeting communities with greatest numbers of students in free/reduced priced lunch to ensure children in low-income families and other children with high needs have priority access to state Pre-K .

Early Childhood Special Education - Strategies

Strategy 3.19 Adopt recommendations from the Early Intervention – Child Welfare Committee convened by DCYF and the Early Intervention Interagency Coordinating Council to improve access to and quality of Early Intervention services available for children, age birth through 3, who have been victims of child maltreatment.

Strategy 3.20 Expand opportunities for children with disabilities and developmental delays to enroll in community-based and public school early learning programs serving typically developing children.

Strategy 3.21 Ensure adequate training and supports are available to all early learning programs (child care, Head Start, Pre-K, and public schools) so that children with disabilities and developmental delays can be successful in inclusive settings.

ACCESS Objective 3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning (Cont'd)

Full-Day Kindergarten

Strategy 3.22 Encourage school districts to expand access to full-day kindergarten by maintaining differential reimbursement within the funding formula (e.g. half-day funding for half-day programming).

Strategy 3.23 Secure funding for the new Full-Day Kindergarten Start-Up Fund managed by RIDE (enabling legislation passed in 2012 legislative session).

Strategy 3.24 Prioritize state Full-Day Kindergarten resources for districts serving high percentages of low-income children. It is particularly important to restore Full-Day Kindergarten in Woonsocket.

Cross- Sector strategies to expand Access for Children with High Needs

Strategy 3.25 Expand transportation resources so more children with high needs can participate in high-quality early learning programs.

Strategy 3.26 Expand training and resources available for community-based child care and early learning programs (including both center-based and family child care) so they can successfully serve children with disabilities and developmental delays.

Strategy 3.27 Expand training and resources available for community-based child care and early learning programs (including both center-based and family child care) to serve non-English speaking children and provide research-based English language learning opportunities.

Strategy 3.28 Expand resources for preschool-age children with mental health/behavioral needs, who are not eligible for special education, so they have access and can be effectively served in high-quality early learning programs.

Strategy 3.29 Develop and use a Statewide Early Learning Data System to track specific populations of Children with High Needs participation in high-quality early learning programs.

Strategy 3.30 Develop resources to improve early learning opportunities for young children who are not enrolled in formal programs (care from families, friends and neighbors).

B. Improving Program Quality

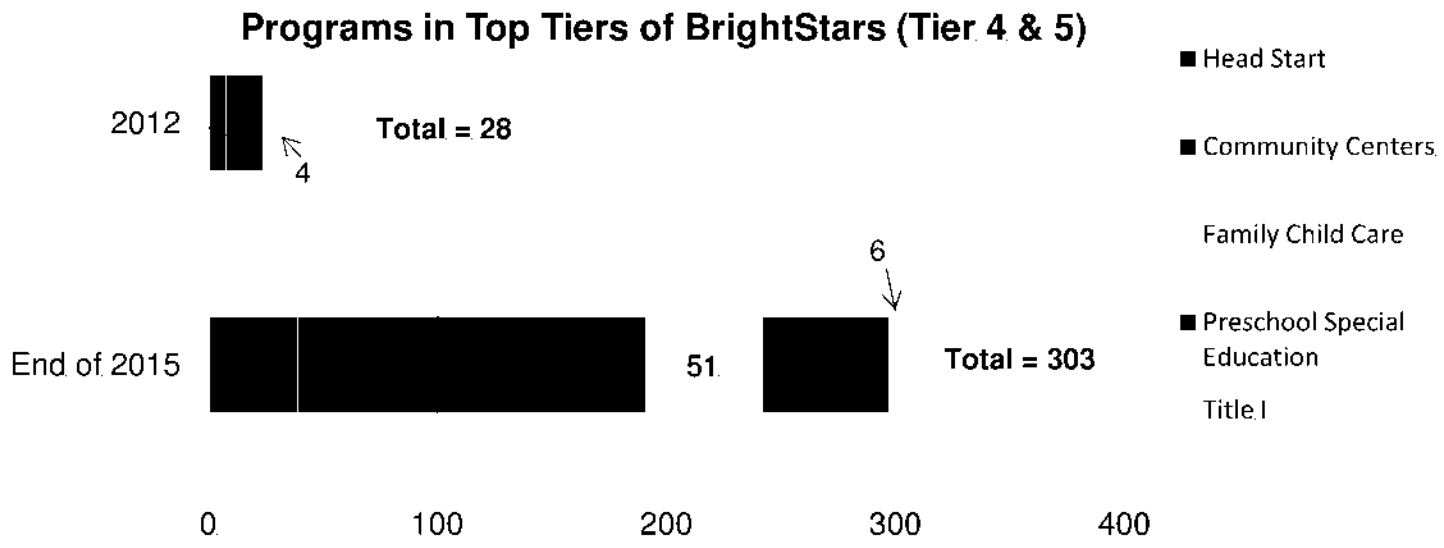
Goal

Increase the quality of early learning programs, particularly those serving children with high needs.

Targets

By December 2015, 303 early learning programs in Rhode Island (30% of programs) will achieve the Top Tiers of BrightStars as follows[2]:

- 100% of Preschool Special Education (51 out of 51)
- 100% of Title I (6 out of 6)
- 100% of center-based Head Start/Early Head Start (39 out of 39)
- 56% of centers that do not offer Head Start/Early Head Start (151 out of 272)
- 8% of family child care (51 out of 700)



Overview

Rhode Island has established a research-based Tiered Quality Rating and Improvement System, called BrightStars, which serves as a roadmap for programs seeking to improve the quality of their program. In addition, there are three other key sets of state-level Program Standards that exist in Rhode Island including: 1) child care licensing standards for center-based and family child care homes; 2) the Rhode Island Department of Education's (RIDE) Basic Education Program Standards for programs in public schools; and, 3) Comprehensive Early Childhood Education Program Standards reflecting voluntary requirements for RIDE Comprehensive Early Childhood Education Program Approval. The Council's goals are to align all of these standards into a common Tiered Quality Rating and Improvement System (TQRIS), and to promote participation in the TQRIS through policy changes, resources, incentives and technical assistance with the goal

[2] This target it based on a percentage of the total licensed programs and schools which many change in any given year.

of achieving 100% participation in BrightStars by December 2013. The objectives and strategies outlined below represent our key actions for aligning these standards and creating a continuum of incentives and supports to help programs increase their quality designation within the TQRIS.

The objectives and strategies outlined below articulate our key actions for achieving these goals.

QUALITY Objective 1: Adopt a Common, Statewide Quality Rating and Improvement System.

Strategy 1.1 Use BrightStars as the State's Unified QRIS with linkages to DCYF Licensing and RIDE Comprehensive Early Childhood Education Program Approval.

Strategy 1.2 Ensure alignment of program quality standards and monitoring practices across all programs and settings.

- Use a collaborative process to revise and align BrightStars standards, DCYF licensing regulations and RIDE Comprehensive Early Childhood Education Program Approval standards.
- Improve community understanding of the alignment of standards for early learning programs.
- Ensure that BrightStars standards are clear and measurable and meaningfully differentiate quality.

Strategy 1.3 Update DCYF licensing regulations.

Strategy 1.4 Clarify/streamline cross agency roles and responsibilities regarding program quality.

QUALITY Objective 2: Promote 100% Participation in BrightStars.

Strategy 2.1 Design and implement changes needed to enroll all licensed DCYF and RIDE funded programs in BrightStars.

Strategy 2.2 Require that all DCYF-licensed, DHS Child Care Assistance Program-funded and RIDE-funded programs enroll in BrightStars.

Strategy 2.3 Build the capacity of BrightStars program-assessment and improvement systems to include more participating programs.

QUALITY Objective 3: Ensure Effective Rating and Monitoring of the Quality of Programs Participating in BrightStars.

Strategy 3.1 Build the staff capacity of BrightStars to provide ratings for all eligible programs as the State moves to 100-percent participation by early learning programs.

QUALITY Objective 3: Ensure Effective Rating and Monitoring of the Quality of Programs Participating in BrightStars (Cont'd).

Strategy 3.2 Review, strengthen, align, and improve efficiency of monitoring practices and systems within DCYF, BrightStars and RIDE.

Strategy 3.3 Identify and train a pool of assessors to achieve reliability on standardized classroom quality assessments.

Strategy 3.4 Build the capacity of DCYF licensing to inspect licensed family child-care homes at least once per year.

Strategy 3.5 Build data and information-sharing systems to share licensing compliance information with parents/public via the Internet.

Strategy 3.6 Share licensing compliance information with parents/public.

QUALITY Objective 4: Invest Resources to Improve the Quality of Early Care and Education Programs and Sustain Quality Over Time.

Strategy 4.1 Implement a tiered quality incentive payment system.

Strategy 4.2 Offer Program Quality Improvement Contracts to help programs serving Children with High Needs meet quality benchmarks.

Strategy 4.3 Research and implement policies and financial supports to incentivize program quality improvement and encourage retention of effective early childhood educators.

Strategy 4.4 Expand and align technical assistance resources to help program serving Children with High Needs meet quality benchmarks.

QUALITY Objective 5: Study the Effectiveness of the BrightStars Quality Rating and Improvement System and Make Adjustments as Needed.

Strategy 5.1 Work with an independent evaluator to conduct a study of BrightStars to validate its effectiveness.

C. Developing and Sustaining an Effective Early Care and Education Workforce

Goal: Increase the capacity of the State's professional development and higher education system to provide a range of high-quality supports to improve the knowledge and competencies of the early childhood workforce. Ensure that individuals have the ability to progress to higher levels of credentials and increase their access to higher-education credits for applicable training and education.

Targets

- By December 31, 2015, the number of Early Childhood Educators progressing to higher levels of credentials that are aligned with the Workforce Knowledge and Competency Framework in the State Career Progression will grow to at least 1,000 individuals at Level 1 (12 college credits in ECE), 700 individuals at Level 2 (AA degree in ECE), 500 individuals at Level 3 (BA degree in ECE) and 100 individuals at Level 4 (MA degree in ECE).

- By December 31, 2015, the number of Early Childhood Educators receiving credentials from postsecondary institutions and that are aligned with the Workforce Knowledge and Competency Framework will grow to at least 150 individuals per year (100 percent of postsecondary credentials at CCRI, URI, and RIC), and the number of Early Childhood Educators receiving professional development aligned with the Workforce Knowledge and Competency Framework will grow to at least 2,500 individuals per year.

- By December 31, 2015, 11 higher education institutions and professional development providers that are providing programs that are aligned with the Workforce Knowledge and Competency Framework.

- By December 31, 2015, 2,500 early childhood educators will be credentialed by higher education institutions or professional development providers that are providing programs that are aligned with the Workforce Knowledge and Competency Framework.

Overview

The most important factor in high-quality early learning is having an effective educator in every setting every day. The objectives and strategies outlined below list a number of key strategies that will significantly increase the capacity of the State's professional-development system to improve the knowledge and competencies of the early childhood workforce and ensure that individuals have the ability to move up their respective career progressions and increase their access to higher-education credits for applicable training and education.

The objectives and strategies outlined below articulate our key actions for achieving these goals.

Strategy 1.1 Complete the development and release of teacher and teacher assistant Workforce Knowledge and Competencies (WKC) and Career Progressions. Develop WKC's and Career Progressions for preschool special educators, family child care, early intervention providers, program administrators/directors, education coordinators, professional development providers and higher education.

Strategy 1.2 Ensure alignment of higher education teacher-preparation programs and professional development training with the workforce knowledge and competencies.

Strategy 2.1 Develop an adequately funded, evidence-based system of both credit bearing and non-credit bearing professional development.

Strategy 2.2 Increase the availability and accessibility of a variety of high-quality professional development opportunities that are aligned with Rhode Island's new Workforce Knowledge and Competencies Frameworks.

- Ensure that professional development opportunities are proven, evidence-based and data informed, build core competencies, and incorporate adult learning principles.
- Ensure that only professional development that meets these requirements is accepted for meeting program standards requirements, such as licensing.
- Expand access for infant, toddler, and preschool educators and administrators, including family child care providers, to high quality professional development, particularly in the areas of curriculum development, child assessment and differentiated instruction.
- Ensure that trainings are accessible to working professionals.
- Ensure that trainings are accessible for Spanish speaking providers.
- Identify, recruit and train bilingual professional development providers to meet the professional development needs of the current workforce
- Identify, recruit and train professional development providers with expertise working with English Language Learners (ELL) children
- Review and identify best practices from other states to ensure early childhood educators are trained to support the development of young children's language and literacy skills, with particular attention to ELL.

Strategy 2.3 Develop clear, articulated Career Progressions for early learning:

- Develop one clear resource (website/calendar) for access to information – Professional Development information, registration, Workforce Knowledge and Competencies, Career Progressions, career advising, etc.
- Incorporate strategies to support the transfer of skills and knowledge gained through Professional Development to actual practice in programs (e.g. require teams of teachers to attend training together with program administrators, provide on-site technical assistance as follow-up to classroom based Professional Development).

- Explore alternative pathways for earning college credit / teacher certification.

Strategy 2.4 Explore the development of a Birth through 2nd grade state certification for teachers that is aligned with the Workforce Knowledge and Competencies.

Strategy 2.5 Adequately finance the Professional Development system:

- Expand resources available to provide a variety of high-quality professional development opportunities for early childhood educators across the workforce spectrum, including family child care providers, infant/toddler caregivers, preschool teachers, teaching assistants, , education coordinators, program administrators, and special educators.

- Work cross-sector (child care, Head Start, state Pre-K, Early Intervention, and Preschool Special Education) to provide high-quality, shared professional development opportunities and to combine funding streams to more effectively match professional development needs.

- Identify resources to support staff participation in comprehensive professional development (e.g. scholarships, funds for substitutes to cover staff release time, stipends for staff to attend training on weekends or at night).

- Expand higher education resources for early care and education, including expanding the T.E.A.C.H. Early Childhood program and other effective pathways to increased educational attainment for the full range of the early learning workforce in Rhode Island.

Strategy 2.6 Map the capacity of the institutes of higher education in the development of early educators and assess effectiveness in meeting the needs of the workforce:

- Continue to support articulation agreements, policies and procedures among higher education institutions that are formal, transparent, active and easily accessible to students.
- Work with organizations who offer Professional Development to connect community-based Professional Development to higher education.

Strategy 2.7 Collect, use and publicly report aggregated data on early childhood educator development, advancement and retention to inform the Professional Development system:

- Use national research to identify effective Professional Development models in areas of high need identified through data system, registry and workforce study.
- Support the development of a state-wide comprehensive Early Learning Data System.
- Develop a Trainer and Workforce Registry.
- Develop systems to evaluate and assess learning outcomes for participants.

D. Improving Early Learning and Development Outcomes for Children

Goals:

Improve outcomes for all children, but especially for children with high-needs, by developing and ensuring the effective use of early learning standards for children at birth through age five.

Ensure that delays and disabilities which impact children's learning and development are identified as early as possible so that children's needs can be addressed.

Targets

- By 2013, the Rhode Island Early Learning Standards will be revised and updated and will include learning guidelines for Infants and Toddlers. By 2016, the standards will be implemented and used statewide in all early learning programs.
- By 2016, by 36 months of age, 50% of children will have a complete set of developmental screenings in KIDSNET.
- By 2016, 80% of 4 year olds will have received at least one Child Outreach screening.
- By 2015, the state Kindergarten Entry Assessment will be piloted in at least 4 urban core districts. By 2020, the state kindergarten entry assessment will be implemented in all districts statewide.
- By December 31, 2016, Rhode Island will have a system in place across State Departments to use the Early Learning Data System and Kindergarten Entry Assessment data to address the readiness gaps for children with High Needs, including young children with disabilities and developmental delays; who have behavioral and mental health needs; young children who have been victims of an indicated case of child maltreatment(including children in foster care); young children who are from low-income families; who are English Language Learners (ELL) and/or have experienced homelessness.

Overview

The overarching goal of the Rhode Island Early Learning Council is to improve outcomes for children in order improving school readiness and success in school. This requires attention to several elements including, common standards for what children should know and be able to do as they develop along the birth-to-kindergarten age span, comprehensive assessment and developmental screening. Rhode Island has a strong foundation in place for all of these elements and plans to use that foundation to:

1) Build a comprehensive set of birth to five early learning standards.
2) Provide professional development to support the use of the Early Learning Standards by early childhood educators.
3) Expand availability of parent-training opportunities designed to support children's learning and development across all domains of child development.
4) Expand the use of a research-based comprehensive formative assessment system, e.g.Teaching Strategies GOLD, so that classroom teachers can tailor instruction to the needs and strengths of individual children and groups of children.
5) Expand the capacity of primary health care providers, especially those serving large numbers of high-needs children, to conduct reliable developmental screenings. This effort will ensure that even children

who are not currently enrolled in programs will be recognized if they have a disability or developmental delay that needs attention.

The objectives and strategies outlined below articulate our key actions for achieving these goals.

CHILD OUTCOMES Objective 1: Develop and Use High-Quality Early Learning and Development Standards (ELDS)

Strategy 1.1 Develop birth-to-age five early learning and development standards for infants, toddlers and preschoolers.

Strategy 1.2 Incorporate knowledge and use of new early learning and development standards into existing program standards and workforce knowledge and competency frameworks.

Strategy 1.3 Develop and implement a process for reviewing and approving curriculum resources aligned with the ELS.

Strategy 1.4 Develop and implement new professional development and technical assistance opportunities to support the use of the ELDS. Align existing professional development opportunities.

Strategy 1.5 Review K-3 curriculum, teaching strategies and assessment practices in RI and best practices in other states and recommend strategies to build children's language and literacy skills.

CHILD OUTCOMES Objective 2: Support Effective Uses of Comprehensive Assessment Systems

Strategy 2.1 Provide professional development opportunities to develop reliability in child assessment and to support the use of assessment data to inform practice.

Strategy 2.2 Use policies and incentives to expand the use of research-based formative assessment systems, e.g.Teaching Strategies GOLD.

Strategy 2.3 Invest in technological supports to facilitate seamless entry of child assessment data by teachers.

Strategy 2.4 Modify KIDSNET to track developmental screening data and use data to develop strategies to increase the numbers of children birth to 5 years old who receive regular developmental screening, including training and supporting pediatric primary care offices to use developmental screening tools and ensuring efficient communication and referral pathways.

Strategy 2.5 Train regional English Language Learner (ELL) teams to provide culturally and linguistically appropriate Child Outreach screening to young English learners.

Strategy 2.6 Create a public-awareness campaign regarding the importance of regular developmental screening for children between birth and age 5.

E. Ongoing Measurement of Outcomes and Progress

Goal: Ensure that the state has data on programs, children, the workforce, and the overall system needed to inform policy decisions. Design and develop effective data systems and to improve outcomes across all domains of child development.

Targets:

- By December 31, 2015, Rhode Island will have a cross-departmental, shared Early Learning Data System that includes all of the essential elements[3] and is fully integrated with the State Longitudinal Data System and KIDSNET (the universal health-and-development database). This data system will enable the State to track child outcomes by population and program.

- By December 31, 2015, Rhode Island will support the use of a statewide formative child-assessment system to track children's development and learning from birth to kindergarten entry.

- By December 31, 2015, Rhode Island will have a system in place across State Departments to use the Early Learning Data System and Kindergarten Entry Assessment to ensure that specific populations of Children with High Needs have opportunities to participate in high-quality early learning programs and to address the readiness gap, including young children who are English learners, young Latino children, young children involved with the child-welfare system, and young children who have experienced homelessness.

Overview

Rhode Island is working to build a comprehensive longitudinal data system that will provide child, program, and educator data so that stakeholders across systems and sectors (birth through Grade 3) can promote continuous improvement. This includes providing aggregated data to inform policy makers and guide resource allocation to support increased school readiness of children. A longitudinal data system that starts at birth and continues into elementary school and beyond can help identify areas most in need of intervention, and inform decisions on how to improve program quality, build a skilled workforce, increase access to programs and services, and improve child outcomes. It should also be used to track the results of these investments, monitor trends over time, sustain and grow current investments in effective programs.

In addition, Rhode Island is committed to developing a common, statewide Kindergarten Entry Assessment, as part of a comprehensive system of assessment for children age birth through eight, that is aligned with the

[3] The Rhode Island Early Learning Data System will include all of the Essential Data Elements: a unique child identifier (expansion of RIDE student ID system); a unique early childhood educator identifier (expansion of RIDE teacher ID system); a unique program-site identifier (expansion of RIDE school ID system); child and family demographic information (captured from KIDSNET birth certificate data and other sources); early childhood educator demographic information by program site (entered during licensing process for community-based programs) with verified data on professional development, educational attainment, and teacher certification (still to be determined how this data will be collected and verified); program-level data on structure (entered during licensing process for community-based programs) and quality (captured during BrightStars QRIS and RIDE Preschool classroom approval processes); and Child-level data on program participation and attendance data (entered directly by programs).

state's Early Learning and Development Standards and covers multiple domains of readiness, including social-emotional development, to inform instruction in the early elementary grades.

The objectives and strategies outlined below articulate our key actions for achieving these goals.

MEASUREMENT Objective 1: Develop and implement a common, statewide Kindergarten Entry Assessment aligned with State Standards.

Strategy 1.1 Review kindergarten assessment systems in other states and develop a kindergarten assessment system that addresses all domains of child development.

Strategy 1.2 Ensure that the assessment can be used for the purpose of guiding instruction and to describe the entry status of children at the population level (state and community).

Strategy 1.3 Utilize Early Learning Council recommendations for the development and implementation of a statewide Kindergarten Entry Assessment.

MEASUREMENT Objective 2: Build an Early Learning Data System.

Strategy 2.1 Plan and build an data infrastructure to track data on young children's development and learning from birth to kindergarten entry, including development and implementation of a statewide common formative child assessment system during the early childhood years and at entry to kindergarten.

Strategy 2.2 Create a governance structure and data-oversight process that ensures shared planning, access and use of the Early Learning Data System across State Departments, by early learning intermediary organizations and by early learning programs.

Strategy 2.3 Expand RIDE's Longitudinal Data System and build a strong link to the RI HEALTH KIDSNET database to track information on children, programs and the workforce.

Strategy 2.4 Expand KIDSNET to track information on children's developmental screening and follow-up action.

Strategy 2.5 Establish a central storage place for program quality data (including BrightStars star level, licensing status, accreditation status, RIDE preschool classroom approval status). Strengthen resources to encourage program participation and support quality improvement.

Strategy 2.7 Establish a central storage place for data on Rhode Island's early learning workforce (including demographic, education, compensation/benefit, and turnover/retention data). Build on data collected and systems in place at DCYF, BrightStars, RIDE, and R2LP (TEACH). Consider using licensing data as the foundation for requiring programs applying for and renewing a DCYF license to enter/update workforce data in a registry where they can also track annual professional development hours.

DEFINITIONS

Basic Education Program Standards – A set of regulations promulgated by the Board of Regents that articulates the standards for the Rhode Island public education system and the maintenance of local appropriations to support its implementation.

BrightStars – Rhode Island's Quality Rating and Improvement System for child care and early learning programs. BrightStars assesses programs in six quality domains: Child's Daily Experience, Teaching and Learning, Staff-Child Ratio and Group Size, Family Communication and Involvement, Staff Qualifications, and Program Management.

Rhode Island's Child Care Assistance Program - A state program that helps eligible working families pay for child care. For parents that participate in the Rhode Island Works Program, there is no income limit for child care because if a family is eligible for RI Works, they already meet the income requirements for the Child Care Assistance Program (CCAP). For families not participating in the RI Works Program, eligibility for child care assistance is based on working at least 20 hours per week at or above Rhode Island's minimum wage. Child Care Assistance is only available to families with earnings up to 180% of the federal poverty level and only available to cover hours of employment. Families may be required to pay a co-payment based on their family size, income level, and number of children.

Children with High Needs - Young children with disabilities and developmental delays; who have behavioral and mental health needs; young children who have been victims of an indicated case of child maltreatment(including children in foster care); young children who are from low-income families; who are children of adolescent parents; who are English Language Learners (ELL) and/or have experienced homelessness.

Comprehensive Assessment System - A coordinated and comprehensive system of multiple assessments, each of which is valid and reliable for its specified purpose and for the population with which it will be used, that organizes information about the process and context of young children's learning and development in order to help Early Childhood Educators make informed instructional and programmatic decisions and that conforms to the recommendations of the National Research Council reports on early childhood. A Comprehensive Assessment System includes, at a minimum:

(a) Screening Measures;
(b) Formative Assessments;
(c) Measures of Environmental Quality; and
(d) Measures of the Quality of Adult-Child Interactions.

Comprehensive Early Childhood Education Program Standards - Comprehensive program quality standards that reflect the substantive advances in the field defining what constitutes high-quality education for children ages 3 to 6 developed and used by the RI Department of Education to approve Comprehensive Early Childhood Education programs. The standards cover physical facilities, health and safety, class size and adult-child ratio, staff qualifications and ongoing professional development, program administration, curriculum, child assessment, differentiated teaching and learning, and family engagement. The standards are voluntary, and all types of early learning and development program may seek approval under these standards - provided they are in compliance with either DCYF child-care licensing or the Basic Education Program standards.

Developmental Screening Measures - Age and developmentally appropriate, valid, and reliable instruments that are used to identify children who may need follow-up assessment to identify if further supports are

needed to address developmental, learning, or health needs in, at a minimum, the areas of physical health, behavioral health, oral health, child development, vision, and hearing.

Early Childhood Educator - Any professional working in an Early Learning and Development Program, including but not limited to center-based and family child care providers; infant and toddler specialists; early intervention specialists and early childhood special educators; home visitors; related services providers; administrators such as directors, supervisors, and other early learning and development leaders; Head Start teachers; Early Head Start teachers; preschool and other teachers; teacher assistants; family service staff; and health coordinators.

Early Learning Program - Any State-licensed or State-regulated program or provider, regardless of setting or funding source, that provides early care and education for children from birth to kindergarten entry, including, but not limited to, any program operated by a child care center or in a family child care home; (b) preschool program funded by the Federal Government or State or local educational agencies (including any IDEA-funded program); (c) Early Head Start and Head Start program; and (d) a non-relative child care provider who is not otherwise regulated by the State and who regularly cares for two or more unrelated children for a fee in a provider setting; and other programs that may deliver early learning and development services in a child's home, such as the Maternal, Infant and Early Childhood Home Visiting; Early Head Start; and part C of IDEA .

Early Learning and Development Standards - A set of expectations, guidelines, or developmental milestones that:

- Describe what all children from birth to kindergarten entry should know and be able to do and their disposition toward learning;
- Are appropriate for each age group (*e.g.*, infants, toddlers, and preschoolers); for English learners; and for children with disabilities or developmental delays;
- Cover all Essential Domains of School Readiness; and
- Are universally designed and developmentally, culturally, and linguistically appropriate.

Early Intervention – A comprehensive educational program for young children birth to age 3 who are at risk or who have been identified as having a disability or a developmental delay.

Evidence-Based Professional Development - Professional development that is based on theory and research about effective practices which support teachers to learn and master new and evidence-based practices.

Early Head Start and Head Start - A federally-funded program targeting low-income children ages birth-5 and providing a variety of services, including preschool education, family support, and nutrition and medical services.

KIDSNET - A confidential, computerized child health information system managed by the Rhode Island Department of Health that serves families, pediatric providers, and public health programs with the goal of facilitating the collection and appropriate sharing of health data with healthcare providers, parents, maternal and child health programs, and other child service providers for the provision of timely and appropriate preventive health services and follow up.

Kindergarten Entry Assessment - An assessment that:

- Is administered to children during the first few months of their admission into kindergarten;
- Covers all Essential Domains of School Readiness;

- Conforms with the recommendations of the National Research Council reports on early childhood; and
- Is valid and reliable for its intended purposes and for the target populations and aligned to the Early Learning and Development Standards. Results of the assessment should be used to inform efforts to close the school readiness gap at kindergarten entry and to inform instruction in the early elementary school grades. This assessment should not be used to prevent children's entry into kindergarten.

Program Quality Improvement Contracts - A program intended to help early learning programs, who are seeking to make improvements in their program, to move up one or more levels within BrightStars. Programs participating in BrightStars would be eligible for a program-improvement contract for one to two years at each level to support improvements necessary to achieve quality benchmarks at the next level. Budgets for contracts would be aligned with the Program Quality Improvement Plan.

State-funded Pre-K - A state Pre-K program administered by the Rhode Island Department of Education and designed to meet nationally recognized high quality standards. State Pre-K in Rhode Island is designed as a free, voluntary program for four-year-olds delivered in a mixed delivery system that includes community-based child care, Head Start and public schools. During the 2009-2010 and 2010-2011 school years, the state Pre-K Demonstration Program has provided high-quality preschool for 126 four-year-olds in seven classrooms. In 2012-2013, 144 children in eight classrooms will receive high-quality preschool. State Pre-K is included in the state education funding formula and will gradually expand capacity over the next ten years.

Statewide Longitudinal Data System - The State's longitudinal education data system that collects and maintains detailed, high-quality, student- and staff-level data that are linked across entities and that over time will provide a complete academic and performance history for each student.

T.E.A.C.H. Early Childhood RI – An national early childhood workforce development model that is being implemented in Rhode Island. T.E.A.C.H. is designed to improve the educational qualifications of the workforce and to help address staff compensation and turnover issues. The T.E.A.C.H. model is operating in 22 states and provides scholarships to early childhood educators to complete coursework in higher education, to pursue college degrees, and to receive increased compensation.

Teaching Strategies GOLD - An authentic observation-based assessment system for children from birth through kindergarten. The system may be implemented with any developmentally appropriate curriculum. It blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. Teaching Strategies GOLD can be used to assess all children, including English-language learners, children with disabilities, and children who demonstrate competencies beyond typical developmental expectations.

Tiered Quality Rating and Improvement System (TQRIS) - A system through which the State uses a set of progressively higher Program Standards to evaluate the quality of an Early Learning and Development Program and to support program improvement. A Tiered Quality Rating and Improvement System consists of four components: (a) tiered Program Standards with multiple rating categories that clearly and meaningfully differentiate program quality levels; (b) monitoring to evaluate program quality based on the Program Standards; (c) supports to help programs meet progressively higher standards (*e.g.*, through training, technical assistance, financial support); and (d) program quality ratings that are publically available; and includes a process for validating the system.

Tiered Quality Incentive Payment System – A system of incentives intended to provide some financial supports for programs to improve and maintain quality. Through Race to the Top- Early Learning Challenge.

Workforce Core Knowledge and Competencies (WCKC) - The essential skills and knowledge that educators who work with young children in an early learning program need to know, understand, and be able to do to promote young children's healthy development and learning.

Appendix

NIEER RI State Pre-Kindergarten: Evaluation Model Proposal

NIEER
NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH

RI STATE PRE-KINDERGARTEN: EVALUATION MODEL PROPOSAL

Jessica Francis & Milagros Nores
NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH

NIEER worked with the Rhode Island Department of Education (RIDE) to develop an evaluation model for the state. This report provides the final model and rationale as determined by NIEER in collaboration with RIDE, which satisfies the following deliverable:

- In collaboration with RIDE staff, develop an approved state pre-kindergarten evaluation model, which will begin in FY15, that investigates and documents program quality, the short and long term effects of participation in these programs on children's early learning outcomes and compares the costs of the program to the savings that are attributable to the outcomes of the state pre-kindergarten program.

This evaluation model is part of a larger project, for which the following two deliverables have already been met:

- Measure, document and report the quality of all 2013 – 2014 RI state pre-kindergarten program classrooms by collecting valid, reliable data using evidence-based evaluation tools, including the Early Childhood Environment Rating Scale Revised (ECERS-R) and the Classroom Assessment Scoring System - Preschool (CLASS) on a year-long timeline which informs state agency monitoring and program quality improvement.

- Research and propose a state pre-kindergarten evaluation model which will investigate and document program quality, the short and long term effects of participation in these programs on children's early learning outcomes and compare the costs of the program to the savings that are attributable to the outcomes of the state pre-kindergarten program.

The first component listed above was addressed through observations of all 13 state-funded Rhode Island pre-kindergarten programs. Each classroom was observed twice during the spring of 2014; one time with the ECERS-R and one time with the CLASS. An overall report with means and ranges for all ECERS-R items and subscales and all CLASS dimensions and domains was presented to RIDE. In addition, classroom-level reports with the same information were presented to each center director.

The second component listed above was addressed in a previous report, for which we reviewed pre-k evaluations in the United States carried out between 2000 to present. We focused on

program design, measures and samples sizes, in addition to outcomes and results. We used the information that was gathered to create a matrix that provided the year, design, length of follow-up, measures, sample size, and outcomes for each evaluation, and we determined our evaluation model based on this information. The matrix presented in our previous report is presented again here (Table 1), prior to the description of our final chosen model. This type of comparison allowed for an overview of the state of the field and helped to guide our decision on the final evaluation design, instrumentation, and sample size that were chosen in collaboration with RIDE.

TABLE1. MATRIX OF PRE-K EVALUATIONS ACROSS THE UNITED STATES, 2000-PRESENT.

State and link to source	Year Study Began	Design	Length of follow-up	Measures	Sample Size (children)	Outcomes
Arkansas: http://www.nieer.org/sites/nieer/files/Arkansas%20Longitudinal%20Report%20May2013n.pdf	2005	RDD[1] and "within-cohort" longitudinal	Pre-k through 4th grade	PPVT (language) /Pre-CTOPPP (literacy) WJ (math)	About 1600 each year	Effects on language (.28), literacy (.82) and math (.33) after pre-k; Effects on literacy (.13) after 3rd grade
Arkansas (8 state paper - not yet published; NIEER)	2006	RDD (ITT[2] analysis)	Pre-k	PPVT (language) /Pre-CTOPPP (literacy) WJ (math)	901	Significant effects on language (.28) & math (.27) & literacy (1.00)
California (8 state paper- not yet published; NIEER)	2006	RDD (ITT analysis)	Pre-k	PPVT (language) /Pre-CTOPPP (literacy) WJ (math)	1630	Significant effects on language (.39) & math (.34) & literacy (1.19)
Boston: Weiland & Yoshikawa (Child Development, 2013) http://onlinelibrary.wiley.com/doi/10.1111/cdev.12099/pdf	2008	RDD	Pre-k	PPVT (language) /WJ (LW & AP; literacy & math)/ERQ & TOQ & FDS & BDS & Pencil Tapping & DCCS (emotional development & EF skills)	2018 4- and 5-year olds	Statistically significant improvements for pre-k group in all areas; largest effects for language (.45), literacy (.62), math (.58)
Michigan: http://onlinelibrary.wiley.com/doi/10.1002/pam.20310/pdf (this link is useful for next 4 state studies listed, as well)	2004-05	RDD	Pre-k	PPVT (language) /Pre-CTOPP (literacy)/WJ (math)	871	Significant effects on math (.19) & literacy (1.52); ES language (.19)

[1] Regression Discontinuity Design.
[2] Intent to Treat Analysis.

Michigan: **(8 state paper - not yet published; NIEER)**	2008	RDD (ITT analysis)	Pre-k	PPVT (language) /Pre-CTOPP (literacy)/WJ (math)	634	Significant effects on math (.47) & literacy (.96); ES language (-.16)
New Jersey **http://www.highscope.org/file/Research/MultiState1007.pdf**	2004-05	RDD	Pre-k	PPVT (language) /Pre-CTOPP (literacy)/WJ (math)	2072	Significant effects on language (.36) & math (.23) & literacy (.50)
New Jersey **(8 state paper - not yet published; NIEER)**	2006	RDD (ITT analysis)	Pre-k	PPVT (language) /Pre-CTOPPP (literacy) WJ (math)	1538	Significant effects on language (.30) & math (.38) & literacy (.56)
Oklahoma: **http://www.highscope.org/file/Research/MultiState1007.pdf**	2004-05	RDD	Pre-k	PPVT (language) /Pre-CTOPP (literacy)/WJ (math)	838	Significant effects on language (.29); ES math (.35), literacy (.43)
South Carolina: **http://www.highscope.org/file/Research/MultiState1007.pdf**	2004-05	RDD	Pre-k	PPVT/Pre-CTOPP	777	Significant effects on literacy (.79); ES language (.05)
West Virginia: **http://www.highscope.org/file/Research/MultiState1007.pdf**	2004-05	RDD	Pre-k	PPVT (language) /Pre-CTOPP (literacy)/WJ (math)	720	Significant effects on literacy (.83); ES language (.14), math (.11)
New Mexico **(8 state paper - not yet published)**	2008	RDD (ITT analysis)	Pre-k	PPVT (language) /Pre-CTOPPP (literacy) WJ (math)	1333	Significant effects on language (.18) & math (.33) & literacy (1.06)

Georgia: http://www.fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/GAPre-kEval_RDDReport%203-4-2014.pdf	2012-13	RDD	Pre-k	WJ (picture vocabulary, Letter-Word Identification, sound awareness, work attack, and Applied Problems) /Social Awareness Task (general knowledge)/SSiS (social skills and behavior problems)/Counting Task/ Letter Knowledge	1,181	Significant effects on literacy (.59-1.20), math (.51-.86), and general knowledge (.43). No sig effects on vocabulary (.01) or behavior skills (.10-.23)
Tennessee: http://peabody.vanderbilt.edu/research/pri/TN_VPK_Evaluation_Technical_Report_Appendices_5_5_13.pdf	2009-10; 2010-11	RCT	Pre-k(will continue through 3rd)	WJ (letter-word, spelling, oral comprehension, picture vocabulary, applied problems, quantitative concepts); Cooper-Farran social behavior and work-related skills; ACBR prep for K, peer relations, behavior problems, feelings about school	1077	Significant effects on all measures; literacy (.26-.46), language (.12-.19), math (.13-.32), work related skills and social behavior (.12-.34)

North Carolina (more at four pre-k program): http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/MAF_Yr2_full_report.pdf **http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/MAF_EOG_full_report.pdf**	2002-03; 2003-04	Pre-post; no comparison group	Pre-k through 3rd grade	PPVT (language); Naming Letters, Story and Print Concepts (literacy); Counting Task and WJ-Applied Problems (math); Social Awareness and Color Naming (general knowledge); SSRS (social and behavioral skills)	271	Score improvement across all learning domains at the end of pre-k, significant gains for receptive language and social skills; higher math and reading scores for pre-k participants in third grade
North Carolina: http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/NC%20Pre-K%20Eval%202012-2013%20Report.pdf	2012-13	Pre-post; No comparison group	Pre-k	ROWPVT-4, EOWPVT-4/WJ letter-word, applied problems, SSiS (social skills and problem behaviors subscales)/Social Awareness Task/preLAS	561	Significant growth across all learning domains

AN EVALUATION MODEL FOR THE RI PRE-KINDERGARTEN PROGRAM

The evaluation model proposed by NIEER in the previous report was accepted by RIDE, upon which several details were discussed. A description of the final collaborative design with estimated costs and details for execution is presented next. Several aspects of the design that were presented in the previous report are provided again for clarification.

All strong evaluation designs include the use of a counterfactual group of classrooms and/or children in either an experimental (randomized control trial or RCT) or quasi-experimental design (such as a regression discontinuity design or RDD and propensity score matching or PSM). A counterfactual group is a group of individuals who are similar to those enrolled in the treatment condition (i.e. the pre-kindergarten program), and the only difference is that they did not receive the treatment. As a result of including a counterfactual group of individuals, researchers can have confidence that differences in the children's development can be attributed to participation in the RI pre-kindergarten program. The extent to which this representation is valid depends on how the counterfactual group is formed. RCT, RDD or PSM differ precisely on this, and the strength of any evaluation is highly dependent on how well this counterfactual is formed.

The strongest possible design is a randomized control trial (as was done for the evaluation of the Tennessee voluntary pre-kindergarten program) with a longitudinal component, which requires the use of random assignment to the pre-kindergarten program and information on the types of preschool experiences of the control group. In an RCT, one group of children receives the treatment, and another group does not, and this is based on a lottery (which is what makes it 'random'). This is possible when the demand for a program exceeds program capacity. This is rarely possible in state prekindergarten programs, and given the unique ability to use this approach in the state of Rhode Island it is the best choice for an evaluation. For instance, in the majority of the studies that were reviewed above, a RCT design was not possible because children attended pre-kindergarten programs on a first come first serve basis, and there was no randomization involved in the process of deciding which children were enrolled.

A comprehensive RCT requires pre-tests (fall) and post-tests (spring) during the pre-kindergarten year, or post-tests in the fall of the kindergarten year. In addition, it is possible to measure program effects over time by tracking children for follow up assessments in the spring of subsequent school years. This makes the RCT longitudinal and allows to track whether program effects persist in the primary school years, and to look into schooling effects (such as retention and special education). This design allows answering the following questions:

(1) What effect does pre-kindergarten have on children's academic achievement and social skills at kindergarten entry?

(2) What effect does pre-kindergarten have on academic achievement and social skills beyond kindergarten entry?

(3) What effect does the pre-kindergarten program have on grade retention and special education status?

In addition, the parallel examination of quality through observational data collection allows understanding the impact of the quality of programs on student outcomes, as well as interpreting children outcomes. It will also be useful for understanding if and how the quality of programs changes over time. Information on quality allows answering the questions:

(4) Is quality changing or improving over time in the RI pre-kindergarten program?

(5) How do children's outcomes in the RI pre-kindergarten program compare relative to other pre-kindergarten programs of equivalent quality?

Finally, a cost study allows interpreting program effects relative to costs. Assessing costs requires a survey to providers together with aggregation of state data. An analysis of costs and benefits is possible after program effects are determined. An estimation of benefits will require extrapolating from short term outcomes, on the basis of the existing literature. Cost-benefit analyses are more accurate with an underlying RCT design. A cost study allows answering the following questions:

(6) What are the costs and benefits of the RI pre-kindergarten program?

Details regarding the study design are provided next.

Sampling

As mentioned, a randomized control trial (RCT) design with a longitudinal component will be used to answer the research questions mentioned above. It will include classroom observations, child assessments, and web-based surveys of provider costs. All children that apply for the Rhode Island state pre-k program (n=13 classrooms) will be included in the evaluation. Those children that are selected through the lottery to participate in the program will serve as the treatment group. Those children that do not get selected and either attend another pre-k program or stay at home will serve as the comparison group. Given that there approximately 300 pre-k slots anticipated for the 2015-16 school year, and that an equal number of parents are expected to apply for the program, this will allow for a full sample of about 600 children. All children will be tracked each year for follow-up assessments.

This design allows for the comparison of effects after preschool, and into the end of first grade. This is possible because children that become part of the study will be assessed at the beginning of pre-k (year 1), the beginning of kindergarten (year 2), and the end of first grade (year 3). Table 1 below provides a visual of this assessment timeline.

Table 2. Cohort design

	Year 1	*Year 2*	*Year 3*
PreK (2015/16)	*Pre-test* Fall 2015		
Kindergarten (2016/17)		*Post-test* Fall *2016*	
1st Grade (2017/18)			*Post-test Spring 2018*

Each child will be assessed 1 on 1 with a battery of assessments in each evaluation year. The cognitive assessments chosen and described below have been widely used in previous pre-k evaluations. An additional measure of social and emotional development will also be administered, though lacking in previous state evaluations, given the importance of this construct in children's' overall development. Descriptions of each child assessment are provided next.

Measuring child development

Peabody Picture Vocabulary Test, 3rd Edition (PPVT-III; Dunn & Dunn, 1997).

The PPVT III is a 204-item test in standard English administered by having children point to one of four pictures shown when given a word to identify. The PPVT-III directly measures vocabulary size and the rank order of item difficulties is highly correlated with the frequency with which words are used. This test is also used as a quick indicator of general cognitive ability, and it correlates reasonably well with other measures of linguistic and cognitive development related to school success. Spanish-speaking children should be assessed with the Test de Vocabulario en Imágenes Peabody (TVIP; Dunn, Lugo, Padilla, & Dunn, 1986). The TVIP uses 125 translated items from the PPVT to assess receptive vocabulary acquisition of Spanish-speaking and bilingual students.

The PPVT has been used for many years (over several versions) and substantial information is available on its technical properties. Reliability is good as judged by either split-half reliabilities or test-retest reliabilities. The test is adaptive in that the assessor establishes a floor below which the child is assumed to know all the answers and a ceiling above which the child is assumed to know none of the answers. This is important for avoiding floor and ceiling problems (Rock & Stenner, 2005).

Woodcock-Johnson Tests of Achievement, 3rd Edition (Woodcock, McGrew, & Mather, 2001) and *Bateria Psico-Educativa Revisada de Woodcock-Muñoz* (WM-R) (Woodcock, McGrew, & Mather, 2001; Woodcock & Munoz-Sandoval, McGrew, Mather, & Schrank, 2005)

This assessment includes multiple subtests, but only the Applied Problems subtest 10 will be used to assess children's early math skills. The English form of the subtests was normed on a stratified random sample of 6,359 English speaking subjects in the United States. The Spanish form was normed on 3,911 primarily monolingual Spanish-speaking subjects from samples obtained both inside and outside the United States. Internal consistency reliabilities range from the high 0.70s to low 0.90s on these subtests for preschool-aged children. Correlations of the WJ-R and WM-R with other tests of cognitive ability and achievement are reported to range from 0.60 to 0.70. This measure has been used in numerous large-scale preschool studies (e.g., Early, et al., 2007; Wong, Cook, Barnett, & Jung, 2008).

The aforementioned standardized assessments have been widely used in national and statewide studies providing a substantial database regarding their reliability and validity. Further, they can be used with children as young as preschool-age and as old as adulthood, so they are useful for assessing growth over time and in particular, they have shown to be effective at capturing program effects in early childhood evaluations.

In addition to the battery of standardized assessments that have been used widely in state pre-k evaluations, the following two measures of executive function skills will also be administered to children in each year of the evaluation.

Dimensional Card Change Sort (DCCS)

The DCCS (Zelazo, P.D., Frye, D., Rapus, T., 1996; Zelazo, 2006) assesses young children's ability to task-switch. Children are required to sort according to one dimension and then switch their attention to another dimension. It has predictive validity with academic outcomes.

Head Toes Knees Shoulders (HTKS)

The HTKS (Ponitz, McClelland, Matthews & Morrison, 2009; Ponitz, McClelland, Jewkes, Conner, Farris & Morrison, 2008) examines behavioral regulation in children's early years. It requires children to remember and respond to behavioral commands. It has predictive validity with achievement and teacher-ratings of self-regulation.

Measuring Classroom Quality

In addition to measuring children's outcomes, assessing classroom quality is fundamental for placing outcome results in context, and for understanding which aspects of the delivery process enhance children's development. Assessing quality in each year of the evaluation will also allow for an understanding of changes in program quality over time and it allows for interpreting variations in program outcomes across classrooms. Therefore, in addition to the assessment of program quality in the 2013-14 year (which is currently being collected) we propose for classroom quality to be assessed in subsequent years with at least the same two measures currently being used (ECERS-R and CLASS). Descriptions of each of these measures are provided below.

The ECERS-R (Harms, Clifford, & Cryer, 1998) is an observation and rating instrument for preschool classrooms serving children aged three to five. The total ECERS-R score represents an average of the scores on the 43 items. A rating of 1 indicates inadequate quality, 3 indicates minimal quality, 5 indicates good quality, and 7 indicates excellent quality. Descriptions of each ECERS-R subscale are provided in Table 5 below.

Table 5. ECERS-R Subscale Descriptions

Subscale	Description
Space and Furnishings	This subscale addresses the areas of indoor and outdoor space, room arrangement, organization, display, furnishings and equipment.
Personal Care Routines	This subscale addresses practices around daily routines like greeting and departure, meals, naptime, and toileting as well as health and safety practices.
Language-Reasoning	This area addresses the classroom's formal and informal communication, language and reasoning opportunities.
Activities	This subscale looks at the learning opportunities in each of the areas of the classroom including fine motor, art, music/movement, blocks, sand/water, dramatic play, nature/science, math/number, use of video/computer, and diversity.
Interactions	This area addresses supervision of children, discipline, staff-child interactions, and interactions among children.
Program Structure	This area addresses classroom operations and schedule, including groupings, transitions and flexibility.
Parents and Staff	This area addresses the program's supports for both parents and staff, including opportunities to evaluate, communicate child-related information, family involvement and professional development opportunities.

The CLASS (Pianta, LaParo and Hamre, 2008) is an observational system that assesses classroom practices in preschool by measuring the interactions between students and adults. Observations consist of 4 to 5, 20minute cycles, followed by 10-minute coding periods. Scores are assigned during various classroom activities, and then averaged across all cycles for and overall quality score.

Interactions are measured through 10 different dimensions (see Table 2) for descriptions of each CLASS dimension) which are divided into three larger domains. The emotional support domain is measured through the use of four dimensions: Positive Climate, Negative Climate,

Teacher Sensitivity, and Regard for Student Perspectives. The CLASS also measures Classroom Organization through three dimensions: Productivity, Behavior Management, and Instructional Learning Formats; and Instructional Support through three dimensions: Concept Development, Quality of Feedback, and Language Modeling.

Each scale uses a 7-point Likert-type scale, for which a score of 1 or 2 indicates low range quality and a score of 6 or 7 indicate high range quality. Each dimension and domain is assigned a score during each 20-minute cycle (or, observation period). The number of children and adults in the classroom are also recorded during each 20-minute cycle. Descriptions of each CLASS dimension are provided in Table 8 below.

Table 8. Pre-K CLASS Dimension Descriptions

Domain	Dimension	Description
Emotional Support	Positive Climate	Reflects the emotional connection between teachers and children and among children, and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions.
	Negative Climate	Reflects the overall level of expressed negativity in the classroom. The frequency, quality, and intensity of teacher and peer negativity are key to this dimension
	Teacher Sensitivity	Encompasses the teacher's awareness of and responsiveness to students' academic and emotional needs.
	Regard for Student Perspectives	Captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy.
Classroom Organization	Behavior Management	Encompasses the teacher's ability to provide clear behavior expectations and use effective methods to prevent and redirect misbehavior.
	Productivity	Considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities.
	Instructional Learning Formats	Focuses on the ways in which teachers maximize students' interest, engagement, and abilities to learn from lessons and activities.

Instructional Support	Concept Development	Measures the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction.
	Quality of Feedback	Assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation.
	Language Modeling	Captures the effectiveness and amount of teacher's use of language-stimulation and language-facilitation techniques.

EVALUATION ESTIMATED COSTS

The costs of conducting the longitudinal evaluation model described above were estimated for a 3.5-year period (e.g. July 1, 2015 -August 31, 2018). This includes 3 years of data collection, followed by 6-months of data analyses and report writing. These costs are based on the possibility that the evaluation could be conducted by a remote institute, and therefore it includes costs for both remote personnel, as well as a local subcontractor. Costs in each category are detailed below.

Salaries, wages and fringe benefits	$333,000
Data Collection	$250,000
Educational supplies/Instruments	$18,213
Copying, Office, Phone and Postage	$4,060
Participant Support (Incentives)	$12,000
Total Direct	**$605,273**
Total Indirect (10%)	**$60,500**
Total Estimated Costs (3.5 years)	**$665,773**

<u>Salaries, Wages, and Fringe Benefits</u>: **$333,000**

The total amount for salaries and wages across 3.5 years of the project accounts for the time needed to oversee and provide support on methodological and statistical issues, and support analysis and report writing. In addition, time will be needed to oversee the coordination of the project and manage and complete the data cleaning and entry, budgeting and reporting, as well as to head the collaboration with a local research partner. Further time will be needed for human resource aspects related to contractual work and payroll processing.

<u>Data Collection</u>: **$250,000**

Data collection costs include the following components:

Administrator Surveys/Interviews: Provider surveys will be conducted in each of 11 centers in the 1st year of the study.

Classroom Observations utilizing ECERS and CLASS will be completed in 13 classrooms in years 1, 2, and 3. Each observation takes about 3 hours. Costs involve training, reliability, and data collection.

Child assessments utilizing PPVT, WJ, HTKS, DCCS will be completed with approximately 600 children in each year of the study. Costs involve training, staff attendance during lottery, and data collection.

Additional costs include mileage reimbursement for roundtrip school visits for classroom observation and child assessment data collection, travel for staff members to attend lottery process and oversee data collection, travel for trainings and meetings, and meals for trainings.

Funds will also be needed to cover the costs for a local coordinator to oversee the lottery and enrollment of participants, as well as all aspects involved in the completion of local data collection. This includes all costs associated with data collection such as training, local travel, office supplies, copying, scanning, and telephone calls.

Educational Supplies: **$18,213**

Child assessment materials (est. 1800 child assessments)

- PPVT score sheets, 25 per pack, 2 times a year, @ $51.00: $3,000
- PPVT manuals, 6 data collectors @ 126/manual: $800
- TVIP score sheets, 25 per pack, 2 times a year, @ $40.00: S575
- TVIP manuals, 2 data collectors @ xx/manual: $190
- WJ 3 score sheets, 25 per pack, 2 times a year, @ $93.00: $5,400
- WJ 3 manuals, 6 data collectors @ 608/manual: $3,600
- WM Bateria-3 score sheets, 25 per pack, 2 times a year, @ S81 per pack: $1,200
- WM manuals, 2 data collectors @ S546/manual: S1,000

Classroom Observation materials

- CLASS score sheets, 3 packages each year, @$28.00: S260
- CLASS training registration fee (@ $175/person, fee includes manual), 4 data collectors each year: $2,100
- ECERS-R manuals, 4 data collectors each year: $88

Copying Costs: **$2,300**

Funds are requested to cover the cost of copying including provider interview survey materials, as well as score sheets for ECERS-R, HTKS, and DCCS.

Office Supplies: **$360**

Funds are requested to cover costs of materials for filing and storing data.

Postage/Messenger Services/Telephone: **$1,600**

Funds are requested to cover postage and telephone cost for the project period.

Participant Support: **$12,000**

Funds are requested to compensate each parent (600 parents) $30 in the first year to answer assess their children and complete a family demographic survey (this amount is not included in Total Direct Costs).

Total Approximate Direct Costs for 3.5-year evaluation: **$605,273**

Approximate Indirect Costs: **$60,500**
Funds are needed to cover all indirect costs, calculated at 10% MTDC.

Total Direct and Indirect Costs: **$665,773**

A total of approximately $665,773 will be needed for a study of this design and scale.

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Appendix

Successful Start Plan

SUCCESSFUL START

Rhode Island's Early Childhood Systems Plan

November

SUCCESSFUL START, Rhode Island's Early Childhood Comprehensive Systems Initiative, is administered by the Rhode Island Department of Health through a grant from the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau.

This report was prepared by the Rhode Island Department of Health, Division of Family Health and Rhode Island Kids Count based on input from more than 200 early childhood leaders across the state during a two-year strategic planning process. Rhode Island Kids Count provided expertise and technical assistance throughout the strategic planning phase of the initiative.

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RHODE ISLAND'S YOUNGEST CHILDREN

Strong families and healthy communities provide the foundation for children's healthy development. Community-based early childhood services are part of the critical network of supports for families. An effective early childhood system addresses the needs of all children, while providing more intensive services for infants and children most at risk.

FAMILY INCOME

Children in poor families generally score lower on standardized tests of verbal ability and cognitive skills than children in higher-income families. Research indicates that when family income improves so does elementary school performance. Strategies that support high-quality early learning opportunities for children most at risk are also effective in closing the achievement gap that exists at kindergarten entry. One in five Rhode Island children under age 6 lives in a family with income below the federal poverty threshold of $15,219 for a family of four with two children. Two-thirds of all poor children in Rhode Island live in the six core cities. The core cities are those communities in which 15% or more of the children live in families with income below the federal poverty threshold: Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

RACE AND ETHNICITY

Significant disparities in child outcomes continue to exist in Rhode Island. Black, Hispanic, Asian and Native American children are three times more likely than White, non-Hispanic children to be poor and more likely to live in Rhode Island's poorest urban neighborhoods. Children most at risk of not achieving their full potential are children in poverty. Of the 77,648 Rhode Island children under age five, 70% are white, non-Hispanic, 16% are Hispanic, 5% are Black, 3% are Asian and Pacific Islander, 4% are two or more races and 1% are some other race.

SPECIAL NEEDS

Children with special needs are those who have a chronic disease or disability that requires educational services, health care and/or related services of a type or amount beyond that required by children generally. Without appropriate supports in the early years, children with special needs are less likely to be ready for school and are at higher risk for poor educational outcomes.

ENGLISH AS A SECOND LANGUAGE

Rhode Island's children are diverse in race, ethnic background, language, and country of origin as well as how long they and their families have been in the United States. Children who speak a language other than English at home and have difficulty speaking English are more likely to have barriers to academic success. They are more likely to start school with reading and math skills that lag behind their peers.

To create a comprehensive and coordinated early childhood system that supports families and communities in promoting positive early childhood development so that **all children enter school healthy and ready to learn.**

Successful Start partners will use Rhode Island's Early Childhood Systems Plan to ensure that all young children reach their full potential through a system of services that promotes healthy **social-emotional development**, quality **early care and education**, coordinated **medical homes**, and effective **parent education and family support** services.

The Successful Start Partnership is comprised of over 200 early childhood leaders, including all of the state departments that administer programs for young children, community-based agencies, child care providers, health care and mental health professionals, child advocates, and parents. The project is administered by the Rhode Island Department of Health, Division of Family Health. Rhode Island Kids Count provided expertise and technical assistance throughout the strategic planning phase. The Successful Start Steering Committee provides guidance and oversight for the initiative and addresses challenges in systems building. The Early Childhood Council, a blue-ribbon panel of state agency directors, legislators, and community leaders convened by Rhode Island Kids Count, provided input into the strategic plan and will continue to work to ensure that public and private partners implement effective policies to coordinate and improve the early childhood system.

Fill gaps in services.
Coordinate programs.
Develop effective policies.
Maximize resources.
Reduce inefficiencies.
Build capacity for quality.

Evidence-based systems of service delivery and model programs are included in Rhode Island's Early Childhood Systems Plan.

STRATEGIC PLANNING RESULTS IN A STATEWIDE EARLY CHILDHOOD SYSTEMS PLAN

Successful Start is a five year systems building initiative. The first two years of the initiative (September 2003 through September 2005) focused on the development of a statewide Early Childhood Systems Plan. The next three years (October 2005-September 2008) focus on implementation. The plan presented in this document describes goals, objectives and implementation strategies that will improve and coordinate services, resulting in improved child and family outcomes.

As part of strategic planning, Successful Start conducted a needs assessment to identify strengths, weaknesses, and opportunities in the existing early childhood system and to assess child and family needs. Special attention was paid to needs and gaps in the areas of ***capacity, access, coordination, quality, and financing***. Components of the environmental scan included:

- Survey of early childhood and family service programs.
- Analysis of data and indicators.
- Workgroup discussions.
- Key informant interviews.
- Parent focus groups conducted in multiple languages.

Successful Start partners used this information to address areas most in need of improvement.

GUIDING PRINCIPLES FOR RHODE ISLAND'S EARLY CHILDHOOD SYSTEM

A core set of guiding principles provides the foundation for Rhode Island's Early Childhood Systems Plan.

Rhode Island's early childhood system:

- Recognizes parents and families as a child's first teacher and most important support system.
- Supports all families, while still addressing the needs of children and families at high risk.
- Provides services that are individualized to meet child and family needs and build on family strengths.
- Ensures access through multiple points of entry.
- Integrates prevention, early intervention and early and complete response.
- Invests in high-quality, evidence-based practice and programs.
- Promotes cultural and linguistic competence.
- Involves parents in the design, delivery and evaluation of services.
- Maximizes resources and reduces inefficiencies.
- Includes target outcomes for children, families and systems and tracks progress over time.

THE FOUR COMPONENTS OF ARE:

- PARENT EDUCATION AND FAMILY SUPPORT
- EARLY CARE AND EDUCATION
- MEDICAL HOMES
- SOCIAL-EMOTIONAL DEVELOPMENT

These are critical components of a **comprehensive and coordinated early childhood system** that promotes the healthy development of infants, toddlers and young children. An effective early childhood system ensures that children are in safe and nurturing environments, supports the healthy development of all children and addresses the needs of families and young children at high risk for poor outcomes.

In the earliest stages of Successful Start planning several key themes emerged: 1) prevention is critical; 2) services and systems cannot operate categorically but must address the needs of the whole child and family; and, 3) strategies to specifically promote social-emotional development should be woven into the delivery of all services that touch children and families. Successful Start partners have focused on creating systems improvement where it will have the greatest positive impact on children and families.

DOMAINS OF CHILD DEVELOPMENT

Experiences during the first five years set the stage for a child's entire life, including success in school and productivity as an adult. Recent research demonstrates that brain development during a child's first five years is a complex interaction between physiology and environmental experiences. During early childhood the foundations for later development are established, creating a strong or weak framework within which language, cognition, and social and emotional skills develop.

Early childhood development has significant implications for children's readiness for school. The Early Childhood Systems Plan that is presented here is designed to improve child development in all five domains critical to school readiness:

- **Physical well-being and motor development.**
- **Social and emotional development.**
- **Approaches to learning.**
- **Language development.**
- **Cognition and general knowledge.**

This report outlines the comprehensive, statewide Early Childhood Systems Plan developed to create a better system of services for young children and families in our state.

IMPLEMENTATION OF THE EARLY CHILDHOOD SYSTEMS PLAN

OPPORTUNITIES

Successful Start coincides with a renewed focus on preventing negative outcomes for children and families. There is widespread consensus that fragmented systems have resulted in too many children and families falling through the cracks. Strong momentum exists to shift resources to systems and programs that focus on primary prevention so that families are assisted in overcoming challenges and in supporting their children's optimal development. Other opportunities include interdepartmental cooperation among state agencies that administer health and social service programs, facilitated by the newly formed Office of Health & Human Services. Successful Start is also partnering with the United Way of Rhode Island's Solutions for Children, Youth and Families Impact Group in its efforts to promote quality services and systems in the fields of Early Care and Education and Parenting and Family Support.

CHALLENGES

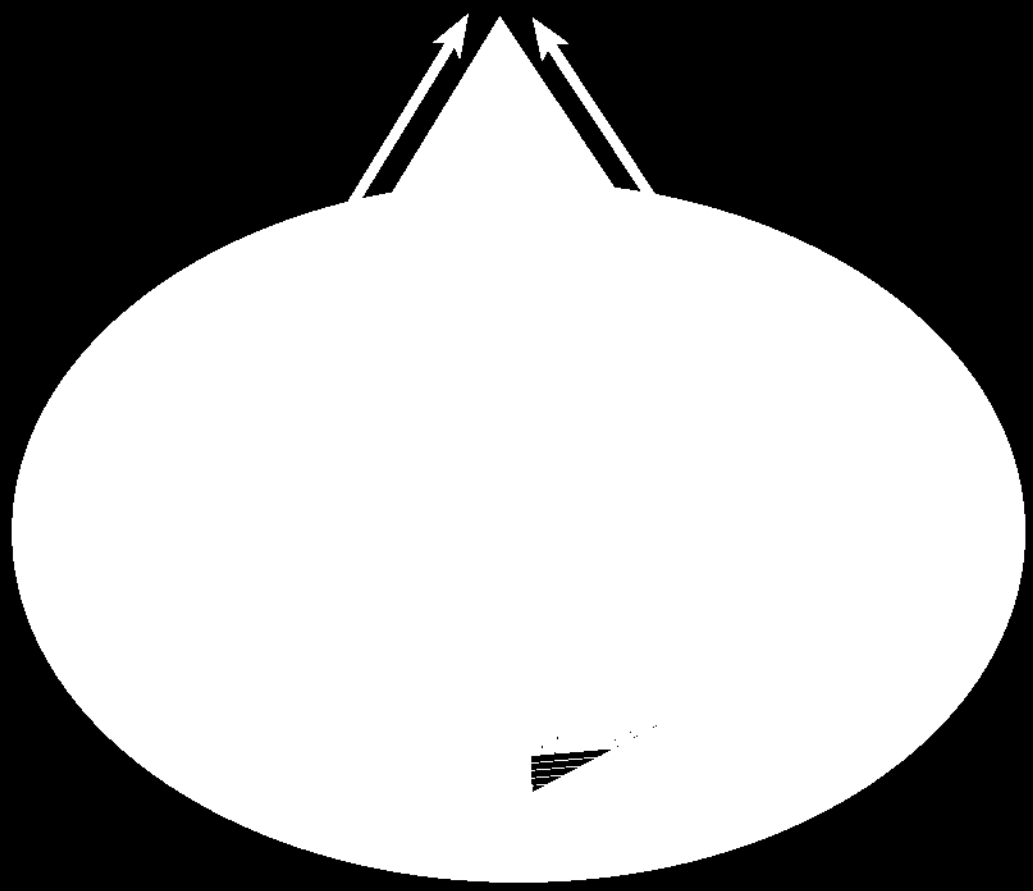
Financing the development of a comprehensive early childhood system remains a significant challenge. Successful Start will work to ensure that the impact of existing funding is maximized through creative strategies of blending and coordinating funding, integrating services and resources, reducing administrative inefficiencies and duplication of services and supporting evidence-based models of service delivery. Successful Start recognizes several health system needs that are beyond the scope of the project, but critical to its success. The Social-Emotional Development component of the plan assumes that Rhode Island must increase the supply and capacity of behavioral health professionals and the Medical Homes component assumes that Rhode Island will assure that children have access to medical specialty providers and oral health providers. These needs are being addressed through a number of existing efforts including the Governor's Balanced Health Care Initiative, the Office of Health and Human Services implementation team on mental health, RIte Care and the Oral Health Access Project. Successful Start will contribute to these ongoing discussions.

EVALUATION

Evaluation of the implementation phase of Successful Start will include assessing the extent to which goals and objectives are achieved, and whether changes made to the early childhood system have a positive impact on the health and well being of young children and families. Performance measures have been developed to track progress toward achievement of specific Early Childhood Systems Plan objectives. In addition, Successful Start will build on the work of the Rhode Island School Readiness Indicators initiative to assess service system capacity and access, monitor outcomes for children and families, and track progress in meeting goals and improving the early childhood system.

NEXT STEPS & IMPLEMENTATION

Successful Start is now ready to begin full-scale implementation of the Early Childhood Systems Plan. The Successful Start initiative continues to build support among key constituents, including policymakers, legislators, state and community-based agencies and consumers. Successful Start partners are committed to the vision and mission of the initiative and have dedicated their time and resources to move the plan forward. Our work to build a better early childhood system will be directed at realizing our vision that all children enter school healthy and ready to learn.



Many factors influence the types of services that a child or family may need. All families and children have some need for support, but families with multiple and significant risk factors may require a greater intensity of services. Therefore systems of services and programs must respond to the individual strengths and needs of families with a continuum of services. Within Rhode Island's early childhood system, gaps in services were identified at various levels of intensity. It is critical that community-based services reinforce family knowledge and strengths, build networks of support in neighborhoods, and are affordable, accessible, and culturally competent. Successful Start goals focus on effective state policies and systems changes that are likely to have the greatest positive impact on children and families statewide and in local communities.

SNAPSHOT OF GOALS AND OUTCOMES FOR CHILDREN & FAMILIES

CROSS SECTOR

GOAL #1 Families, communities, and policymakers understand the importance of the early childhood years and there is **public and political will for accessible and effective early childhood services.**

- Families in Rhode Island are supported in their roles as caregivers and teachers through effective policies and services.

GOAL #2 Early childhood and family services are part of **a streamlined and coordinated early childhood system** that allows parents and families to access a range of services through multiple points of entry.

- Families can easily access services in their neighborhoods when they need them.

GOAL #3 High-quality parenting and early childhood information, services, and supports are **universally available to all families** to support and promote young children's healthy development.

- Families are offered information about activities they can do with their children that promote positive development.
- Information and services are available to families where they spend time.

GOAL #4 All young children have access to quality **developmental screening** and are connected to appropriate **and effective intervention** services.

- Children are screened early and periodically for developmental risks.
- Children get necessary intervention services at the earliest points possible.

GOAL #5 Effective **intensive and comprehensive services** are available to all children and families with significant risk factors for poor developmental outcomes.

- Families who need intensive home visiting services receive them.
- Children at risk for poor outcomes receive appropriate, comprehensive and timely services.

GOAL #6 Consensus exists about what constitutes **quality services** for early care and education, medical homes, parent education and family support, and early childhood behavioral health. **Quality standards and performance measures** are in place and used for licensure, regulation, and recognition purposes.

- Families can compare the quality of services on a standardized scale and make informed choices.
- The overall quality of early childhood services improves and more high quality programs are available to families.

Parent Education & Family Support

- **GOAL #7** All families with young children have access to **community-based parenting and family support programs** that provide direct services to families and link them to other resources including health and behavioral health care, child care, food and nutrition services, housing assistance, income supports and work readiness programs.

- Families receive the same level of high quality, culturally competent support from all service providers.
- Parents are educated and supported in raising their children and are able to access support services in their community.

Early Care & Education

- **GOAL #8** All child care providers have access **to training and higher education on key early childhood issues** including children's behavioral health, infant-toddler care, inclusion of children with special health care needs, and service coordination.

- Children with special health care needs are able to spend time in natural environments with their typically developing peers.
- All children in early care and education programs are cared for in a way that supports their development and learning.

- **GOAL #9** All **children with challenging behaviors and special needs** have access to quality early care and education.

- Children with challenging behaviors are not excluded from child care. They receive inclusive, stable, nurturing care that supports their development, intervenes appropriately, and prepares them for school.

Medical Homes

- **GOAL #10** All pediatric primary care practices incorporate the seven **medical home core components** – care that is accessible, family-centered, continuous, comprehensive, coordinated, compassionate, and culturally effective.

- Children and families receive culturally appropriate anticipatory guidance at well-child visits.
- Children have access to oral health care and to behavioral health and medical specialty providers as needed.
- Families are partners in their children's health care.

Social Emotional Development

- **GOAL #11** All early childhood service providers have the capacity and ability to **support the healthy social-emotional development of young children** and families.

- Caregivers interact with children in ways that promote positive development and healthy relationships. They educate and assist families in understanding and promoting their children's social emotional health.

The development of the Successful Start plan has been an evolving process. Four workgroups specific to each of the critical components – Early Care & Education, Medical Homes, Parent Education & Family Support, and Social-Emotional Development – were convened during the first phase of the two-year strategic planning process. Work groups identified strengths, needs, and opportunities within each sector and began formulating goals and objectives.

As individual workgroup priorities developed, the groups merged into one Successful Start Partnership to ensure that the work would be systemic and comprehensive. A child's development cannot be divided into single domains of behavior, health, or learning. Therefore, the Successful Start Early Childhood Systems Plan proposes an integrated approach across the critical components. The full partnership continues to focus on building a better early childhood system across all sectors.

To address goals for the Early Childhood System as a comprehensive, coordinated set of services for young children and families, Successful Start developed The Cross-Sector Goals are systemic in nature and policy-oriented. These goals will change the way the early childhood system is structured and the way services are delivered. They will facilitate collaboration between service providers in different sectors, resulting in a system that is efficient, effective, comprehensive and family-centered.

GOAL #1

Families, communities, and policymakers understand the importance of the early childhood years and there is public and political will for accessible and effective early childhood services.

First Steps for Action

PRIORITY STRATEGIES

- Communicate Successful Start vision and mission through a public engagement campaign that targets consumers, policymakers, program planners, local community leaders, and the private sector.
  - Develop materials to inform and educate parents about the physical, cognitive, and social-emotional needs of young children.
  - Convene small group meetings with legislators to discuss the issues affecting families with young children.
  - Outreach to and engage the Rhode Island business community as advocates for working families.
  - Develop materials and fact sheets to help consumers to advocate for effective early childhood policies and services.

GOAL #2

Early childhood and family services are part of a streamlined and coordinated early childhood system that allows parents and families to access a range of services through multiple points of entry.

First Steps for Action

PRIORITY STRATEGIES

- Promote service delivery models that build interagency partnerships and co-location of services.
  - Communicate best practice models of integrated services. Examples of effective models include family resource centers and co-location of behavioral health and primary care.
  - Develop statewide policies that support integrated services. Partner with the Rhode Island Office of Health and Human Services in this work.
- Improve collaboration between child care providers, school districts, Early Intervention providers, and health care providers.
  - Develop transition plans between child care providers and Kindergarten programs.

SUBSEQUENT STEPS

- Align eligibility criteria for state programs.
- Align funding streams to agencies to create more flexible funding.

GOAL #3

High-quality parenting and early childhood information, services, and supports are universally available to all families to support and promote young children's healthy development.

FIRST STEPS FOR ACTION

PRIORITY STRATEGIES

- Support child care providers as a primary access point for providing information and access to parenting education and family support services.

  Create a public-private leadership team that includes child welfare, family support and early care and education providers to implement *Strengthening Families through Early Care & Education* models and approaches. Integrate the Strengthening Families approach into existing child care training and professional development efforts statewide and in local communities.

  Engage child care providers in promoting use of the *Early Learning Standards* family materials and activities.
- Provide child development information to parents during pregnancy and immediately post-partum. Ensure parents of newborns are linked to and can access appropriate services.
- Expand the Family Outreach Program's capacity to outreach and provide services to pregnant women.

SUBSEQUENT STEPS

- Develop parenting workshops and offer them in settings easily accessible to families.
- Develop a web site for parents so that information about early childhood services is accessible and easily understood.
- Expand the capacity of evidence-based parent education programs, e.g. Parents as Teachers, Home Instruction for Parents of Preschool Youngsters and the Incredible Years.

STRENGTHENING FAMILIES THROUGH EARLY CARE & EDUCATION

Strengthening Families is a research-based, cost-effective strategy to prevent child abuse and neglect. The strategy involves child care centers in supporting families and building protective factors in the lives of children. Strengthening Families initiatives are now being implemented in seven states, including Rhode Island.

The goals of the initiative are:

- To increase awareness that strengthening families is central to quality child care.
- To increase the number of early childhood programs that are working to prevent child abuse and neglect by building protective factors in the lives of children and families.
- To build effective relationships among early childhood systems, child welfare systems, and child abuse prevention programs and initiatives.

Strengthening Families Rhode Island is managed by Prevent Child Abuse Rhode Island in collaboration with a community leadership team and is supported by a grant from the United Way of Rhode Island. Technical assistance is provided by the Center for the Study of Social Policy. Additional information on *Strengthening Families* is available at www.cssp.org/doris_duke/index.html

GOAL #4

All young children have access to quality developmental screening and are connected to appropriate and effective intervention services.

FIRST STEPS FOR ACTION

PRIORITY STRATEGIES

- Expand developmental screening of young children in natural settings. Create mechanisms to refer children with positive screening results for assessment, treatment, and other needed intervention services.
  - Work with the UCLA Center for Healthier Children, Families and Communities to identify best practice models of developmental services.
  - Convene a workgroup to identify appropriate screening tool(s), settings in which children will be screened, and effective referral mechanisms.
  - Address issues relating to the capacity of intervention services.
  - Address reimbursement policies for developmental screening in the medical home.
- Increase the number of three and four year-olds receiving comprehensive screening through the Child Outreach program.
  - Support existing efforts at the Rhode Island Department of Education to increase the number of children screened.
  - Promote the use of reliable and validated screening tool(s) by all school districts.

SUCCESSFUL START DEVELOPMENTAL SCREENING & SERVICES

Successful Start is working to increase the number of young children receiving quality, comprehensive, developmental screening and appropriate assessment and treatment services. Research shows that standardized developmental screening identifies physical, cognitive, and emotional health issues that may go undetected by health care providers, parents, and other caregivers, providing the opportunity to intervene to correct problems at the earliest points possible.

In partnership with the Rhode Island Chapter of the American Academy of Pediatrics, Successful Start has convened a work group to develop a plan to integrate developmental screening into medical homes and community settings, design effective referral pathways, and build relationships and partnerships among families, health care providers, child care providers, mental health, and family support services. In 2006, the model of developmental screening and services will be piloted in selected communities.

This work is supported in part by a grant award from the Vermont Child Health Improvement Project (VCHIP), the Commonwealth Fund, and the National Initiative for Children's Healthcare Quality (NICHQ). Technical assistance and expertise are provided by Dr. Neal Halfon from the UCLA Center for Healthier Children, Families and Communities.

GOAL #5

Effective intensive, comprehensive services are available to all children and families with significant risk factors for poor developmental outcomes.

First Steps for Action

PRIORITY STRATEGIES

- Develop protocols to refer all infants and young children birth to age three who have had an indicated case of child abuse and/or neglect for an assessment to determine eligibility for Early Intervention or other early childhood development services.
  - Work with the Early Intervention Interagency Coordinating Council to develop and evaluate the effectiveness of referral procedures and protocols.
- Expand comprehensive, intensive, evidence-based programs for families with young children at high risk. Programs that have been shown to produce positive child outcomes include Early Head Start and the Nurse Family Partnership.
  - Develop a sustainable public-private funding stream. Work with state agencies, local funders, and community partners to develop financing strategies using a combination of existing resources, new resources and public-private partnerships.
  - Examine successful intensive, comprehensive service delivery models in other states and communities.

SUBSEQUENT STEPS

- Provide comprehensive, intensive services for all teen parents to promote healthy child development and decrease repeat births to teens.
- Develop data sources and other mechanisms to identify the universe of high-risk pregnant women, children and families.

GOAL #6

Consensus exists about what constitutes quality services for early care and education, medical homes, parent education and family support, and early childhood behavioral health. Quality standards and performance measures are in place and used for licensure, regulation, and recognition purposes.

First Steps for Action

PRIORITY STRATEGIES

- Develop and implement a statewide child care Quality Rating System (QRS) that includes center-based child care programs and family child care homes.
  - Convene a task force/steering committee to design the system.
  - Evaluate current quality of child care and set benchmarks for improvement.
  - Pilot QRS in selected sites, followed by statewide implementation.

SUBSEQUENT STEPS

- Develop and implement quality standards and performance measures for medical homes, parenting education, family support, and early childhood behavioral health services.
- Develop mechanisms to obtain consistent outcome data from programs serving young children... Use this data to set benchmarks and track progress over time.

RHODE ISLAND QUALITY RATING SYSTEM PARTNERSHIP

Experience in other states shows that designing and implementing a Quality Rating System is a proven strategy to systemically improve the quality of child care children experience. A Quality Rating System measures the quality of a program against a common set of community-developed research-based standards, offers supports to help programs meet these standards and promotes the quality of programs to parents and other consumers through easily recognized symbols,. usually stars.. Based on the success of similar projects in 10 other states, Rhode Island has established a 30-member steering committee to design a reliable system to assess the quality of early care and education and after school programs.. Quality rating information will help parents select a program for their child and will help the state focus resources to improve the quality of care and education available. The steering committee aims to pilot an initial Quality Rating System beginning in Fall 2007.

Rhode Island Kids Count coordinates the Quality Rating System Partnership that is leading the 24-month research and development phase of the Quality Rating System. The Partnership is funded by the United Way of Rhode Island and is supported by an expert consultant team, including Anne Mitchell from the National Child Care Information Center.

Parents and families are a child's first and most important caregivers and teachers. All families face challenges and needs as they raise their children. programs that enhance parents' skills, provide child development services, create social networks, and build community linkages are critical resources for all parents and families. Families at high risk may need specialized supports and services that address a range of social, economic and emotional needs and build on their strengths. Research shows that intensive, high quality family support services can improve children's health, development, behavior and educational outcomes.

Currently, there is limited infrastructure to support the delivery of parent education and family support services and coordinate and integrate these services into existing systems. Rhode Island, like many other states, also has an insufficient supply of comprehensive, intensive services for families at risk. Although Rhode Island faces significant challenges, there are foundations on which to build. Rhode Island is fortunate to have a number of state and community programs that offer a range of parent education and family support services and programs. Examples of these include Early Head Start and Parents as Teachers programs that operate in various communities in the state, providing home visiting and other critical supports to children and families at risk.

GOAL #7

All families with young children have access to community-based parenting and family support programs that provide direct services to families and link them to other resources including health and behavioral health care, child care, food and nutrition services, housing assistance, income supports and work readiness programs.

FIRST STEPS FOR ACTION

PRIORITY STRATEGIES

- Develop a statewide parent education and family support infrastructure. Develop a shared mission and vision for parent education and family support.
  - Use Rhode Island KIDS COUNT's definitions of family support across various levels of intensity to assess current system capacity.
  - Develop and convene a statewide Parent Education & Family Support Alliance to work on issues of capacity, quality, and coordination.
- Develop activities and programming that build on family strengths, use peer-to-peer-models, and increase families' capacity to self-advocate.
  - Expand the Pediatric Practice Enhancement Project peer-to-peer model to additional medical and non-medical settings.
  - Research and disseminate information on best practice outreach, engagement, and family support models.

RHODE ISLAND'S PARENTING AND FAMILY SUPPORT CONTINUUM

The Rhode Island KIDS COUNT July 2005 Issue Brief on Parenting and Family Support offers a continuum for classifying and defining parenting and family support services. Services and programs generally fall into five categories, based on the intensity of the services:

- Basic Information and Support.
- Screenings, Assessments, and Referrals.
- Parent Education and Peer Support.
- Intensive, Individualized Family Support.
- Family Preservation.

Families vary in the type and intensity of services they find helpful at any particular point in time. Communities that have a diversity of services and offer a variety of programs along a continuum are most able to address the broadest range of family and community needs over time. While family support programs vary in program setting, size, delivery method, and intensity of services, all work to build on family strengths while addressing family needs.

plays an important role in the social, emotional and cognitive development of infants and young children. Children who receive high quality care score higher on tests of cognitive and social skills, do better in school, are less likely to repeat a grade, and are better at problem-solving and working with others. Quality early care and education can further enhance child development by connecting parents to supports and services and by providing opportunities to enhance parenting skills and knowledge of child development. High quality early child care and education programs can also offer an entry point into family support and health care through early identification and referral of children with health conditions, developmental disabilities or other risk factors.

Rhode Island is nationally recognized for its investments in an accessible, affordable, high-quality child care system. Rhode Island is the only state with a legal entitlement to child care subsidies for working families earning up to 225% of the federal poverty threshold. Reimbursement for child care providers who accept subsidies are set at the 75th percentile of the market rate, ensuring the low-income families have a choice in their children's child care. Building on these accomplishments, Successful Start is working to further enhance the quality and accessibility of early care and education for all families.

GOAL #8

All child care providers have access to training and higher education on key early childhood issues including children's behavioral health, infant-toddler care, inclusion of children with special health care needs, and service coordination.

First Steps for Action

PRIORITY STRATEGIES

- Develop a higher education scholarship program for early care and education providers.
  - Work with the Department of Human Services, United Way of Rhode Island, and community partners to implement the T.E.A.C.H. scholarship program.
- Ensure that training and coursework incorporate evidence-based practices, target specific topics, and meet the education needs of early care and education providers.
  - Review and revise higher education curricula with a workgroup of child care directors, teachers, education coordinators, and higher education.
  - Develop mechanisms to give college credit for experience and other completed training.

RHODE ISLAND EARLY LEARNING STANDARDS

Rhode Island has established a set of early learning standards to provide guidance to families, teachers and administrators on what children should know and be able to do as they enter kindergarten. The *Rhode Island Early Learning Standards* are organized into eight domains with defined learning goals and expectations. The eight domains are: approaches to learning, social and emotional development, language development and communication, literacy, mathematics, science, creativity, and physical health and development. Professional development – often with college credit – is available to early childhood programs to help teachers recognize four-year-old behavior that meets expectations and to implement curricula and activities that build competence in relation to each learning goal. Family materials are also available for parents so that they can support their child's learning at home and in their early education setting.

The Rhode Island Early Learning Standards project is a partnership of the Rhode Island Department of Elementary and Secondary Education and the Rhode Island Department of Human Services.

GOAL #9

All children with challenging behaviors and special needs have access to quality early care and education.

FIRST STEPS FOR ACTION

PRIORITY STRATEGIES

- Develop and implement a consultation model for child care providers that includes health, behavioral health, parent education and family support.
  - Build the capacity of the Child Care Support Network and Healthy Child Care Rhode Island to provide various levels of services including on-site consultation and referrals.
  - Link consultation services to the Strengthening Families initiative.
  - Evaluate the effectiveness of current child care health consultant licensing requirements and research other state licensing models.
- Expand the capacity of KIDS CONNECT to provide on-site therapeutic services to children with special health care needs and behavioral challenges in child care settings.
- Educate and inform child care providers about state and local resources for health, behavioral health, and family support.

THERAPEUTIC CHILD CARE AND YOUTH CARE

KIDS CONNECT supports the participation of children with special health care needs in typical child care settings. Medicaid-eligible children with physical, developmental, emotional, or behavioral special needs are eligible for the program. Inclusion in child care settings offers opportunities for socialization, communication, and overall skill development. Children with special health care needs often have limited access or no access to opportunities to interact with their peers in natural settings.

Child care and after-school care settings that are certified KIDS CONNECT providers hire and support additional staff who are specially trained to help children with special health care needs participate in group child care settings with their typically developing peers. An individualized therapeutic integration plan is developed for each child by a licensed clinician. Medicaid reimburses child care providers for staff time, development of a plan and nursing care when needed. Two child care providers in Rhode Island currently offer KIDS CONNECT services, and many more are being recruited.

KIDS CONNECT (previously named Therapeutic Child & Youth Care) is managed by the Rhode Island Department of Human Services and is supported through state and federal Medicaid funding.

High quality early care and education, parenting and family support, and medical homes contribute to healthy social and emotional development in early childhood.

All children benefit from a , that is, a regular source of health care from a primary care provider (pediatrician, family physician, nurse practitioner, etc.) that is familiar with the child's family and medical history and developmental progress. Pediatric providers that have a regular, ongoing relationship with a family have a greater likelihood of understanding the family and community context in which the child is developing. They are more likely to partner with parents and other providers to identify and access all the medical and non-medical services needed to help children reach their full potential. Medical homes provide essential acute care, chronic care and developmental services and are culturally and linguistically competent.

Rhode Island leads the country in ensuring children's access to health and medical care. Rhode Island's strong commitment to RIte Care has resulted in one of the lowest rates of uninsured children in the country. Some children with special health care needs are supported through specialized programs and services such as Early Intervention and CEDARR Family Centers. The foundation for Rhode Island's child health system is a strong and active provider community, with leadership by the Rhode Island Chapter of the American Academy of Pediatrics, community health centers and family practice physicians.

GOAL #10

All pediatric primary care practices incorporate the seven medical home core components – care that is accessible, family-centered, continuous, comprehensive, coordinated, compassionate, and culturally-effective.

First Steps for Action

PRIORITY STRATEGIES

- Promote the use of parent consultants in primary care offices to assist families in accessing and navigating medical and non-medical services and supports. Build on the work of the Pediatric Practice Enhancement Project.
  - Secure stable funding to support current programming and expand capacity.
- Provide training to primary care providers on strategies to incorporate child development and anticipatory guidance into primary care.
  - Promote the use of Bright Futures and other recognized tools and guidelines for developmental surveillance and anticipatory guidance.
  - Offer provider training at hospital grand rounds.
  - Offer training and support to providers related to maximizing reimbursement for medical home-type services, including developmental screening and care coordination.

PEDIATRIC PRACTICE ENHANCEMENT PROJECT

The Pediatric Practice Enhancement Project (PPEP) supports pediatric practices in providing comprehensive and coordinated care to children and their families within a Medical Home. The project places trained parent consultants into pediatric primary care practices. The primary role of the parent consultant is to create linkages between the family, pediatric practice, and the community as a whole. All parent consultant activities are driven by the needs identified by individual families.

Currently, nine pediatric offices, each serving large numbers of children with special health care needs, participate in the project. Practices cover a large geographic area and represent several different practice types including private practices, community health centers, academic clinics, and a multi-specialty group practice.

The project is managed by the Rhode Island Parent Information Network and receives support from the Rhode Island Department of Human Services and Rhode Island Department of Health.

Healthy in early childhood provides the foundation for healthy behavior, cognitive development and school achievement. Social development refers to children's ability to interact with their peers and with adults. Emotional development includes such factors as children's perceptions of themselves and their abilities to both understand the feelings of other people and to interpret and express their own feelings. Throughout the Early Childhood Systems Plan there is the recognition that children build their social and emotional skills and capacities primarily through through everyday social interactions with the adults at home, in child care, and in other settings. Components of this plan that address high quality early care and education and parenting and family support are also strategies to ensure healthy social and emotional development in early childhood. Strategies within the medical home component of the plan are also critical to ensure that pediatric providers give anticipatory guidance to families, screen for behavioral problems and risks, and provide appropriate treatment and referral.

Rhode Island has struggled to provide appropriate services to children and families with significant behavioral health needs. Currently, there is widespread recognition that a system to address problems early and appropriately is needed, and that resources should be shifted from crisis intervention to primary prevention services. Many of the Successful Start goals incorporate the promotion of healthy social-emotional development through prevention, early identification, and early and complete response.

GOAL #11

All early childhood service providers have the capacity and ability to support the healthy social-emotional development of young children and families.

POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS

The Positive Educational Partnerships initiative will bring together the state's community-based behavioral health and education investments in both elementary and pre-school settings to prevent the development of serious behavioral disorders in children and to offer assistance to children who have serious emotional disturbances in the least restrictive and most natural settings. The project will develop training and evidence-based interventions to build positive environments that best support children's learning and development. Within the school setting, educators will implement Positive Behavioral Intervention and Supports (PBIS), which is a shift from a reactive approach to managing problem behavior to one that is preventive and positive. This approach involves a partnership between health, behavioral health, child welfare and social service supports in the community. The Positive Educational Partnerships initiative is managed by the Rhode Island Department of Children, Youth, & Families and is supported by a grant from the Substance Abuse and Mental Health Services Administration.

First Steps for Action

PRIORITY STRATEGIES

- Support ways for behavioral health specialists to provide consultation and direct services in natural settings, including primary care, child care, and parenting and family support programs.
  - Address barriers to providing services in natural settings.
  - Educate the provider community on successful local and national models.
  - Develop an effective financing strategy.
  - Build on the work of the Foundations for Learning grants in Rhode Island.
- Expand and support the use of evidence-based tools and models in child care to build social-emotional protective factors in children.
  - Train and support child care providers in the use of the Devereaux Early Childhood Assessment tools and activities.
  - Implement Strengthening Families and Positive Behavioral Intervention and Supports (PBIS) in early care and education settings.
- Develop and offer multi-disciplinary professional development opportunities focused on early childhood social-emotional development, including workshops, in-service training, online classes, and conferences.
  - Identify and recruit persons qualified to conduct training, including professionals working in the field and higher education.
  - Conduct training in collaboration with professional organizations and other groups that provide training to service providers.

SUBSEQUENT STEPS

- Increase the capacity of early childhood service providers to address parent and family behavioral health problems, through on-site treatment or referral to services.
- Incorporate social-emotional development into higher education curriculum for child care providers, pediatricians, and other service providers.

GLOSSARY

Bright Futures

Bright Futures is a vision, philosophy, set of expert guidelines, and a practical developmental approach to providing health supervision for children and adolescents from birth through age 21. Bright Futures publishes tools and materials and provides technical assistance and training to health professionals, families, and communities to promote children's health and development.

CEDARR Family Centers

CEDARR (Comprehensive, Evaluation, Diagnosis, Assessment, Referral and Re-evaluation) Centers serve as a one-stop source of information for Rhode Island families with children with special health care needs. CEDARR Centers provide information, professional assessment, specialty clinical evaluation, care planning, coordination of services, and ongoing referral assistance and support.

Child Care Support Network

The Child Care Support Network is a comprehensive support system for both center-based and family child care providers in Rhode Island offering on-site technical assistance, training workshops, and access to resources.

Child Outreach

Child Outreach screening is sponsored by the Rhode Island Department of Education and is offered through the local school districts. It is a screening process to evaluate the developmental, speech, vision and hearing needs for children ages three through five.

Devereaux Early Childhood Assessment (DECA)

The DECA Program is a strength-based assessment and planning system for children ages two through five. Based on resilience theory, DECA is a five-step system designed to support early childhood teachers, mental health professionals, and parents in their goal of helping children develop healthy social/emotional skills and reduce challenging behaviors.

Early Head Start / Head Start

Head Start and Early Head Start are comprehensive child development programs that serve children from birth to age 5, pregnant women, and their families. They are child-focused programs and have the overall goal of increasing the school readiness of young children in low-income families.

Early Intervention

Early Intervention serves families with children birth to three years old with a medical condition that may affect their growth and development, a known developmental delay, or a risk of delayed growth or development. Early Intervention provides complete developmental testing for children, services to meet the child's and family's special needs, and links to resources in the community.

Family Outreach Program

The Family Outreach Program is a statewide home-visiting program for families with young children. Families of newborns are referred to the program if they screen positive for specific risk factors at birth. Family Outreach Program nurses, social workers, and trained paraprofessionals provide home and developmental assessments, referrals to community services, and parent education.

Foundations for Learning

Through the Foundations for Learning grant program, the U.S. Department of Education provides funding to community organizations to deliver services to children and their families with significant risk factors for poor outcomes. Grantees develop services and programs that foster children's emotional, behavioral, and social development, coordinate and facilitate access to community resources, and develop early childhood community partnerships and build toward a community system of care. In Rhode Island, the Providence Center and Children's Friend and Service have been recipients of Foundations for Learning grants.

Healthy Child Care Rhode Island

Healthy Child Care Rhode Island promotes the healthy development of children in all child care settings through quality assurance, health consultation, and a medical home for all children.

Home Instruction for Parents of Preschool Youngsters (HIPPY)

HIPPY is a parent involvement and school readiness program that offers home based early childhood education for three, four and five year-old children working with their parent(s) as their first teacher. Parents are provided with a set of carefully developed materials, curriculum and books designed to strengthen children's cognitive skills, early literacy skills, social/emotional and physical development.

Nurse Family Partnership

The Nurse Family Partnership program is an evidence-based program of home visiting by registered nurses. Nurse-Family Partnership clients are low-income, first-time mothers, and client participation is voluntary. Highly educated nurse home visitors begin making visits during pregnancy and continue through the first two years of the child's life. The program has been proven to improve pregnancy outcomes, children's health and development, and family economic self-sufficiency.

Office of Health & Human Services

In March 2004, Governor Donald L. Carcieri created the Office of Health and Human Services to facilitate cooperation among the five state agencies that administer Rhode Island's critical health care and social service programs. The Office was created to eliminate redundancies, maximize purchasing power, and to magnify the departments' joint ability to meet client needs. State Departments included in the Office are: Elderly Affairs, Health, Human Services, Mental Health, Retardation and Hospitals, and Children, Youth and Families.

Parents as Teachers

Parents as Teachers is an international early childhood parent education and family support program serving families throughout pregnancy until their child enters kindergarten. The program is designed to enhance child development and school achievement through parent education accessible to all families.

School Readiness Indicators Initiative

Rhode Island is one of 17 states that participated in the national School Readiness Indicators Initiative. Through this work, Rhode Island state agencies and policymakers identified a set of indicators to track progress in meeting the goal that all children enter school healthy and ready to learn. These 12 key indicators emphasize the importance of physical health, economic well-being and attention to child development. The set of school readiness indicators can be used as a starting point in developing indicators to track progress in meeting the goals of Successful Start. Rhode Island's School Readiness Indicators report, *Benchmarks for Progress: Preparing Rhode Island's Children to Succeed in School* is available at www.GettingReady.org or www.rikidscount.org.

T.E.A.C.H.

The T.E.A.C.H. Early Childhood Project gives scholarships to child care workers to complete course work in early childhood education and to increase their compensation. All T.E.A.C.H. scholarships link continuing education with increased compensation and require that recipients and their sponsoring child care programs share in the cost. The T.E.A.C.H. Early Childhood Project is an umbrella for a variety of different scholarship programs for teachers, directors and family child care providers working in regulated child care programs.

ACKNOWLEDGMENTS

Successful Start is managed by the Rhode Island Department of Health through a grant from the Maternal and Child Health Bureau of the U.S. Department of Health and Human Services. The Successful Start team at HEALTH acknowledges the participation and input of the following state agencies that are instrumental in providing the services that are needed by Rhode Island's youngest children and their families. We look forward to working together to build an effective and comprehensive early childhood system.

Rhode Island Department of Health
David R. Gifford, Director

Rhode Island Department of Children, Youth and Families
Patricia Martinez, Director

Rhode Island Department of Elementary and Secondary Education
Peter McWalters, Commissioner

Rhode Island Department of Human Services
Ron Lebel, Acting Director

Rhode Island Office of Health and Human Services
Jane Hayward, Managing Director

We also thank the agencies that are members of the Governor's Children's Cabinet for their work in support of the goal that all children enter school healthy and ready to learn.. We acknowledge the contributions of the many state agency staff, children's service providers, community leaders and parents who contributed to the final goals and strategies that are part of Rhode Island's Early Childhood Systems Plan..

SUCCESSFUL START STEERING COMMITTEE

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Rhode Island KIDS COUNT
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For additional copies of this report, visit the Successful Start website at www.health.ri.gov or call the Rhode Island Department of Health at 401-222-4354.

Appendix

Description of RIELDS Courses

Description of RIELDS Courses

Foundations for the RI Early Learning and Development Standards*

*Required for all who do not have a RIELS Certificate PRIOR to enrolling in any of the course below

Participants in this eighteen hour, six session training will develop an understanding of the RIELDS nine domains of learning; begin to develop an understanding of key components of child development, 0-5 that influence practice; and the importance of each to the growth of young children.

This course is intended for individuals new to RIELS/RIELDS or Early Childhood, Teacher Assistants, Teachers, Administrators and other Early Childhood Professionals. It is a pre-requisite for other RIELDS courses (except for those holding a current RIELS certificate).

Upon successful completion of the six session training, participants receive a Certificate of Achievement from the RI Department of Education and eighteen hours of RIDE professional development credits.

Developing a Standards Based Curriculum

This thirty-six hour, twelve session course focuses on developing an understanding of the RIELDS nine domains of learning and development and how they inform care and teaching; defining reflection and using reflection regularly; developing a working knowledge of the four components of curriculum: content, context, process, and teaching and facilitating. Participants will examine their classroom curriculum and align their practice to the standards.

Participants choosing this course should have previous training in child development, experience working with the 0-5 population, and be prepared to complete college-level written and reading assignments. This course is equal in rigor to a 100 level college course. Thus, participants must have a minimum of a high school diploma or GED.

Upon successful completion of this twelve session course, participants receive a Certificate of Achievement from the RI Department of Education and thirty-six hours of RIDE professional development credit. Participants who complete thirty-six hours of core training plus nine hours in the Next Steps series are eligible to receive three undergraduate credits through the University of Rhode Island.

Implementing a Standards Based Classroom

This intensive thirty-six hour, twelve session course focuses on developing and implementing a high quality classroom which includes: an understanding of the RIELDS nine domains of learning and development for children birth- age 8; recognizing the connection between responsive care and education for infants and toddlers; reflecting on teaching practices; understanding the connection between a quality standards-based classroom and the RIELDS; creating meaningful opportunities for community and family engagement; expanding knowledge of the four components of curriculum; and understanding authentic assessment and using assessment information in curriculum planning.

Participants in this course should have a strong early childhood background with knowledge and experience in the areas of curriculum and assessment. Participants should also currently be working in a classroom, since activities used throughout the course relate to day to day teaching. Individuals should have an early childhood educational background that includes a minimum of twelve higher education credits in Early Childhood Education.

This course includes twelve, three hour sessions. Participants who successfully complete the thirty-six hours of training receive a Certificate of Achievement through the RI Department of Education and thirty-six hours of RIDE professional development credits. Participants who complete thirty-six hours of core training plus nine hours in the Next Steps series are eligible to receive three undergraduate/graduate credits at the 400 level through the University of Rhode Island.

Implementing a Standards Based Program

This intensive thirty-six hour, twelve session course focuses on developing and implementing a high quality classroom which includes: an understanding of the RIELDS nine domains of learning and development for children birth- age 8; recognizing the connection between responsive care and education for infants and toddlers; reflecting on teaching practices; understanding the connection between a quality standards-based classroom and the RIELDS; creating meaningful opportunities for community and family engagement; expanding knowledge of the four components of curriculum; and understanding authentic assessment and using assessment information in curriculum planning.

Participants in this course should have a strong early childhood background with knowledge and experience in the areas of curriculum and assessment. Participants should also currently be working in a classroom, since activities used throughout the course relate to day to day teaching. Individuals should have an early childhood educational background that includes a minimum of twelve higher education credits in Early Childhood Education.

This course includes twelve, three hour sessions. Participants who successfully complete the thirty-six hours of training receive a Certificate of Achievement through the RI Department of Education and thirty-six hours of RIDE professional development credits. Participants who complete thirty-six hours of core training plus nine hours in the Next Steps series are eligible to receive three undergraduate/graduate credits at the 400 level through the University of Rhode Island.

Appendix

RIDE Statutory Authority for Pre-K

IV. STATE LAW (RIGL 16-48) RELATED TO EDUCATIONAL SERVICES TO VERY YOUNG CHILDREN

CHAPTER 16-48: EDUCATIONAL SERVICES TO VERY YOUNG CHILDREN

SECTION
16-48-1. Applicability
16-48-2. Establishment and operation of schools and programs
16-48-3. Rules and Regulations
16-48-4. Enforcement
16-48-5. Revocation of approval
16-48-6. Penalty

16-48-1. Applicability. -- This chapter shall pertain to private nursery schools and such other regular programs of educational services to children between the ages of two (2) years, eight (8) months and six (6) years of age where such schools and programs operate one or more sessions daily. It does not include bonafide kindergarten and nursery classes which are part of a non-public elementary school system.

16-48-2. Establishment and operation of schools and programs.
(a) No person, unincorporated society, association, or corporation desiring to operate a school or program as defined in this chapter shall be permitted to establish and maintain such a school or program unless and until an application has been filed with the Commissioner of Education and suitable provision has been made to fulfill such minimum requirements of adequate faculty, health, safety, sanitation, site, physical plan, educational program and such other standards as may be established through rules and regulations promulgated by the Commissioner of Education. Upon satisfactory compliance with the standards as established by the Commissioner of Education, along with the certification by the appropriate fire, health and building inspectors, such school or program shall be approved for a period of one year, which approval shall require renewal unless sooner revoked by said Commissioner for cause.
(b) Upon application to establish a school or program as defined in this chapter or to renew the application, the applicant will submit the names of its owner, officers, and employees. The commission may request the bureau of criminal identification of the state police to conduct a nationwide criminal records check of the owners, officers, and employees of the school or program and the bureau of criminal identification of the state police will conduct criminal records checks on request. To accomplish nationwide criminal records checks, the commissioner may require owners, officers, and employees of the schools or programs to be fingerprinted by the bureau of criminal identification of the state police. The commissioner may examine these criminal records checks to aid in determining the suitability of the applicant for approval or renewal of approval.

16-48-3. Rules and Regulations. -- The Commissioner of Education shall make all necessary rules and regulations as he shall deem necessary or expedient, in conformity with the provisions of this chapter and not contrary to law, for the necessary accreditation of the schools and programs, and he shall do all things and perform all acts necessary to enforce the provisions of this chapter.

16-48-4. Enforcement -- It shall be the duty of the Commissioner of Education to prosecute any person, firm or corporation violating the provisions of this chapter, and the director of said department of any duly authorized agent thereof may make complaint for the violation of the provisions of said chapter, and such director or such agent making such complaint shall not be required to give surety for the payment of cost.

16-48-5. Revocation of approval. -- The Commissioner of Education may revoke or refuse to renew the approval of any nursery school or program so approved upon reasonable notice to such school authorities and/ provided further that a hearing on such revocation shall be afforded such parties. Grounds for revocation or refusal to renew shall include: failure to maintain standards; refusal to submit proper reports or records; refusal to admit authorized representatives of the department; furnishing or making misleading or false statements of reports; failure to maintain adequate financial resources; or for any other cause which, in the opinion of the Commissioner, may be detrimental to the health/ education, safety/ or welfare of the children involved.

16-48.6. Penalty. -- Every person who violates any of the provisions of this chapter by conducting such a school or program without first having obtained approval as herein provided or who shall refuse to permit a reasonable inspection and examination of such a facility as herein provided or who shall intentionally make any false statements or reports to the Commissioner of Education or his agents with reference to the matters contained herein or who conducts such facility after approval has been revoked or suspended, shall, upon conviction of the first offense be imprisoned for a term not exceeding six (6) months or be fined not exceeding one hundred dollars ($100.00) for each week that such facility shall have been maintained without approval, and on the second or subsequent offense shall be imprisoned for a term not exceeding (1 year) or be fined not exceeding five hundred dollars ($500.00) for each week that such facility shall have been maintained without approval or both such fine and imprisonment.

CHAPTER 16-48.1: CERTIFICATION OF PERSONNEL PROVIDING EDUCATIONAL SERVICES TO VERY YOUNG CHILDREN

SECTION
16-48.1-1. Definitions
16-48.1-2. Qualification
16-48.1-3. Employment background checks
16-48.1-4. Criminal records checks -- Operations
16-48.1-5. Criminal records check -- Employee
16-48.1-6. Prior criminal records checks
16-48.1-7. Rules and regulations
16-48.1-8. Destruction of fingerprint records

16-48.1-1. Definitions. --
(1) . The term "commissioner" means the commissioner of elementary and secondary education or the designee of the commissioner.
(2) The term "person" when used to describe the owner or operator of a facility which must be licensed or registered with the commissioner includes individuals, associations, and corporations.

16-48.1-2. Qualification. -- Notwithstanding any other provisions of law to the contrary/ any person seeking to operate or seeking employment in any facility covered under § 16-48-1, if the employment involves supervisory or disciplinary power over a child or children or involves frequent and routine contact with a child or children without the presence of other employees, shall undergo an employment background check and criminal records check as provided for in this chapter. The commissioner may by rule identify those positions requiring background checks and criminal record checks.

16-48.1-3. Employment background checks. -- Any person seeking to operate a facility covered under § 16-48-1 will submit an affidavit to the commissioner providing information relating to individual employment history as shall be required by rule promulgated by the commissioner. Any person operating a facility covered under § 16-

48-1 shall require all persons seeking employment, if the employment involves supervisory or disciplinary power over a child or children or involves routine contact with a child or children without the presence of other employees, to execute a similar affidavit prior to employment and will maintain the affidavit on file subject to inspection by the commissioner. Failure to require the affidavit or failure to maintain the affidavit on file will be prima facie grounds to revoke the authority of the facility to operate.

16-48.1-4. Criminal records checks -- Operations. -- Any person seeking to operate a facility covered under § 16-48-1 shall apply to the bureau of criminal identification of the state police or the local police department for a nationwide criminal records check. The check will conform to the applicable federal standards including the taking of fingerprints to identify the applicant. The commissioner will determine by rule those items of information appearing on a criminal records check which constitute disqualifying information because the information would indicate that the operation or, in the case of an employee, the employment could endanger the health or welfare of a child or children. Upon the discovery of any disqualifying information with respect to a proposed operator, the bureau of criminal identification of the state police or the local police department will inform the commissioner in writing of the nature of the disqualifying information.

16-48.1-5. Criminal records check -- Employee. -- Any person seeking employment/ if the employment involves supervisory or disciplinary power over a child or children or involves routine contact with a child or children without the presence of other employees, in any facility covered under § 16-48-1 shall, after acceptance by the employer of the affidavit required by § 16-48.1-3, apply to the bureau of criminal identification of the state police or the local police department for a nationwide criminal records check. The check will conform to applicable federal standards including the taking of fingerprints to identify the applicant. Upon the discovery of any disqualifying information as defined in accordance with the rule promulgated by the commissioner, the bureau of criminal identification of the state police or the local police department will inform the applicant, in writing, of the nature of the disqualifying information. In addition, the bureau of criminal identification of the state police or the local police department will inform the employer, in writing, without disclosing the nature of the disqualifying information, that an item of disqualifying information has been discovered. In those situations in which no disqualifying information has been found, the bureau of criminal identification of the state police or the local police department will inform both the applicant and the employer, in writing, of this fact. The employer will maintain on file, subject to inspection by the commissioner, evidence that the criminal records checks have been initiated on al~ employees seeking employment after August 1, 1985/ and the results of the checks. Failure to maintain that evidence on file will be prima facie grounds to revoke the license or registration of the operator of the facility. It will be the responsibility of the bureau of criminal identification of the state police or the local police department to conduct the nationwide criminal records check pursuant to this section. The nationwide criminal records check will be provided to the applicant for employment without charge.
16-48.1-6. Prior criminal records checks. -- If an applicant for employment has undergone a nationwide criminal records check pursuant to § 16-48.1-4 within eighteen (18) months of an application for employment, then an employer may request from the bureau of criminal identification of the state police or the local police department a letter indicating if any disqualifying information was discovered. The bureau of criminal identification will respond by stating if an item of disqualifying information was discovered without disclosing the nature of the disqualifying information. The letter may be maintained on file to satisfy the requirements of § 16-48.1-4.

16-48.1-7. Rules and regulations. -- The commissioner is authorized to promulgate rules and regulations to carry out the intent of this chapter.

16-48.1-8. Destruction of fingerprint records. -- At the conclusion of any background check required by this chapter, the state police or the local police department will promptly destroy the fingerprint card of the applicant.

INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES ○
NO ○

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: 07/01/2014 To: 06/30 /2015

Approving Federal agency: _X_ED ___HHS ___Other

(Please specify agency): _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.

2. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.

Appendix

Rhode Island Education Funding Formula, Section 16-7.2-6

2010 -- H 8094 SUBSTITUTE A AS AMENDED

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LC02484/SUB A/4
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STATE OF RHODE ISLAND

IN GENERAL ASSEMBLY

JANUARY SESSION, A.D. 2010

. . . . . .

A N A C T

RELATING TO EDUCATION -- FOUNDATION LEVEL SCHOOL SUPPORT

Introduced By: Representatives Costantino, Hearn, Mattiello, E Coderre, and Giannini

Date Introduced: May 05, 2010

Referred To: House Finance

It is enacted by the General Assembly as follows:

SECTION 1. Sections 16-7-16, 16-7-20, 16-7-22, 16-7-23, 16-7-23.1, 16-7-24, 16-7-39, and 16-7-41 of the General Laws in Chapter 16-7 entitled "Foundation Level School Support" are hereby amended to read as follows:

16-7-16. Definitions. -- The following words and phrases used in sections 16-7-15 to 16-7-34 have the following meanings:

(1) "Adjusted equalized weighted assessed valuation" means the equalized weighted assessed valuation of a community as determined by the department of revenue or as apportioned by the commissioner pursuant to the provisions of section 16-7-21;

(2) "Average daily membership" means the average number of pupils in a community during a school year as determined pursuant to the provisions of section 16-7-22, less any students who are served in a program operated by the state and funded through the permanent foundation education aid formula pursuant to chapter 16-7.2 ~~which program is part of the operations aid formula~~;

(3) "Basic education program" means the cost of education of resident pupils in grades twelve (12) and below in average daily membership for the reference year as determined by the mandated minimum program level ~~plus all transportation costs including school bus monitors~~;

(4) "Certified personnel" means all persons who are required to hold certificates issued by or under the authority of the board of regents for elementary and secondary education;

(5) "Community" means any city, town, or regional school district established pursuant

1 to law and/or the department of children, youth, and families; provided, however, that the
2 department of children, youth, and families shall not have those administrative responsibilities
3 and obligations as set forth in chapter 2 of this title; provided, however, that the member towns of
4 the Chariho regional high school district, created by P.L. 1958, chapter 55 as amended, shall
5 constitute separate and individual communities for the purpose of determining and distributing
6 the foundation level school support including state aid for noncapital excess expenses for the
7 special education of children with disabilities provided for in section 16-24-6 for all grades
8 financed in whole or in part by the towns irrespective of any regionalization and any school
9 operated by the state department of elementary and secondary education;
10 (6) "Department of children, youth, and families" means that department created
11 pursuant to chapter 72 of title 42. For purposes of this section, sections 16-7-20, 16-24-2, and 42-
12 72-5(b)(22), "children" means those children who are placed, assigned, or otherwise
13 accommodated for residence by the department of children, youth, and families in a state operated
14 or supported community residence licensed by a state agency and the residence operates an
15 educational program approved by the department of elementary and secondary education;
16 (7) "Equalized weighted assessed valuation" means the equalized weighted assessed
17 valuation for a community as determined by the division of property valuation pursuant to the
18 provisions of section 16-7-21;
19 (8) "Full time equivalency students" means the time spent in a particular activity divided
20 by the amount of time in a normal school day;
21 (9) "Incentive entitlement" means the sum payable to a local school district under the
22 formula used;
23 (10) "Mandated minimum program level" means the amount that shall be spent by a
24 community for every pupil in average daily membership as determined pursuant to the provisions
25 of section 16-7-18;
26 (11) "Reference year" means the next year prior to the school year immediately
27 preceding that in which the aid is to be paid~~; and~~. For the purposes of calculating the permanent
28 foundation education formula aid as described in section 16-7.2-3, the reference date shall be one
29 year prior to the year in which aid is paid; and
30 (12) "Regularly employed" and "service" as applied to certified personnel have the same
31 meaning as defined in chapter 16 of this title.
32 **16-7-20. Determination of state's share. --** (a) For each community the state's share
33 shall be computed as follows: Let
34 R = state share ratio for the community.

v = adjusted equalized weighted assessed valuation for the community, as defined in section 16-7-21(3).

V = sum of the values of v for all communities.

m = average daily membership of pupils in the community as defined in section 16-7-22(3).

M = total average daily membership of pupils in the state.

E = approved reimbursable expenditures for the community for the reference year minus the excess costs of special education, tuitions, federal and state receipts, and other income.

Then the state share entitlement for the community shall be RE where

R = 1. - 0.5 vM/(Vm) through June 30, 2011, and R = 1 - 0.475 vM/(Vm) beginning on July 1, 2011 and thereafter.

Except that in no case shall R be less than zero percent (0%). ~~This percentage shall be applied to one hundred percent (100%) of all expenditures approved by the board of regents for elementary and secondary education in accordance with currently existing rules and regulations for administering state aid, including but not limited to the setting of appropriate limits for expenditures eligible for reimbursement; provided, however, that the costs of special education required under chapter 24 of this title shall be excluded; and the costs for regional vocational school operation and tuition which are funded in chapter 45 of this title for the reference year 1987-1988 and thereafter, shall be excluded. "Special education costs" mean the costs that are in excess of the average per pupil expenditure in average daily membership for the second school year preceding. The average per pupil expenditure in average daily membership of those students receiving special education shall be included in the cost of the basic program for the reference year, as "reference year" is defined in section 16-7-16. Expenditures from federal money in lieu of taxes shall not be counted and, provided further that the individual communities in the Charlho regional districts shall each receive the seven and five hundredths percent (7.05%) for those grades serviced by the regional school district.~~

~~(b) The department of elementary and secondary education shall base reimbursement on one hundred percent (100%) of the expenditures for its state operated schools in accordance with the reference year provision as defined in section 16-7-16(11). Any funds to supplement the reimbursement shall be appropriated and included in the department budget.~~

~~(c) This section shall apply to the School for the Deaf and the Davies Vocational School notwithstanding any provisions of this section to the contrary.~~

(d) Whenever any funds are appropriated for educational purposes, the funds shall be used for educational purposes only and all state funds appropriated for educational purposes must

be used to supplement any and all money allocated by a city or town for educational purposes and in no event shall state funds be used to supplant, directly or indirectly, any money allocated by a city or town for educational purposes. The courts of this state shall enforce this section by writ of mandamus.

(c) Notwithstanding the calculations in subsection (a), the hospital school at the Hasbro Children's Hospital shall be reimbursed one hundred percent (100%) of all expenditures approved by the board of regents for elementary and secondary education in accordance with currently existing rules and regulations for administering state aid, and subject to annual appropriations by the general assembly including, but not limited to, expenditures for educational personnel, supplies, and materials in the prior fiscal year.

16-7-22. Determination of average daily membership. -- Each community shall be paid pursuant to the provisions of section 16-7-17 an amount based upon the following provisions:

(1) On or before September 1 of each year the average daily membership of each city and town for the reference year shall be determined by the commissioner of elementary and secondary education from data supplied by the school committee in each community in the following manner: The aggregate number of days of membership of all pupils enrolled full time in grade twelve (12) and below, except that pupils below grade one who are not full time shall be counted on a full time equivalent basis: (i) increased by the aggregate number of days of membership of pupils residing in the particular city or town whose tuition in schools approved by the department of elementary and secondary education in other cities and towns is paid by the particular city or town; and (ii) decreased by the aggregate number of days of membership of nonresident pupils enrolled in the public schools of the particular city or town and further decreased by the aggregate number of days of membership equal to the number of group home beds calculated for the purposes of reimbursement pursuant to section 14-64-1.1; and (iii) decreased further, in the case of a city or town which is a member of a regional school district during the first year of operation of the regional school district, by the aggregate number of days of membership of pupils residing in the city or town who would have attended the public schools in the regional school district if the regional school district had been operating during the previous year, divided by the number of days during which the schools were officially in session during the reference year. The resulting figures shall be the average daily membership for the city or town for the reference year. For purposes of calculating the permanent foundation education aid as described in section 16-7.2-3 (1) and (2), the average daily membership for school districts shall exclude charter school and state school students.

(2) The average daily membership of pupils attending public schools shall apply for the purposes of determining the percentage of the state's share under the provisions of sections 16-7-16(3), 16-7-16(10), 16-7-18, 16-7-19, 16-7-20, ~~and~~ 16-7-21 and 16-7.2-4.

(3) In the case of regional school districts, the aggregate number of days of membership by which each city or town is decreased in subdivision (1)(iii) of this section divided by the number of days during which the schools attended by the pupils were officially in session shall determine the average daily membership for the regional school district during the first year of operation. After the first year of operation, the average daily membership of each regional school district, except the Chariho regional high school district, shall be determined by the commissioner of elementary and secondary education from data supplied by the school committee of each regional school district for the reference year in the manner provided in subdivision (1) of this section.

16-7-23. Community requirements -- Adequate minimum budget provision. -- (a) The school committee's budget provisions of each community for current expenditures in each budget year shall provide for an amount from all sources sufficient to support the basic program and all other approved programs shared by the state. Each community shall contribute local funds to its school committee in an amount not less than its local contribution for schools in the previous fiscal year except to the extent permitted by section 16-7-23.1. Provided, that for the fiscal years 2010 and 2011 each community shall contribute to its school committee in an amount not less than ninety-five percent (95.0%) of its local contribution for schools for the fiscal year 2009. Calculation of the annual local contribution shall not include Medicaid revenues received by the municipality or district pursuant to chapter 8 of title 40. A community which has a decrease in enrollment may compute maintenance of effort on a per pupil rather than on an aggregate basis when determining its local contribution; furthermore, a community which experiences a nonrecurring expenditure for its schools may deduct the nonrecurring expenditure in computing its maintenance of effort. The deduction of nonrecurring expenditures shall be with the approval of the commissioner. The courts of this state shall enforce this section by writ of mandamus.

(b) Whenever any state funds are appropriated for educational purposes, the funds shall be used for educational purposes only and all state funds appropriated for educational purposes must be used to supplement any and all money allocated by a city or town for educational purposes and, in no event, shall state funds be used to supplant, directly or indirectly, any money allocated by a city or town for educational purposes. All state funds shall be appropriated by the municipality to the school committee for educational purposes in the same fiscal year in which

they are appropriated at the state level even if the municipality has already adopted a school budget. All state and local funds unexpended by the end of the fiscal year of appropriation shall remain a surplus of the school committee and shall not revert to the municipality. Any surplus of state or local funds appropriated for educational purposes shall not in any respect affect the requirement that each community contribute local funds in an amount not less than its local contribution for schools in the previous fiscal year, subject to subsection (a) of this section, and shall not in any event be deducted from the amount of the local appropriation required to meet the maintenance of effort provision in any given year.

16-7-23.1. Special maintenance of effort rules for high local contribution and high per pupil expenditure communities. -- (a) Any community that has a local appropriation that funds at least eighty five percent (85%) of the basic education program shall be defined as a high local contribution community. A high local contribution community that has provided full funding of the basic education program and all other approved programs required in law and regulation is authorized to reduce its local appropriation to schools by an amount up to ten percent (10%) of any increase it receives in state school funds, pursuant to the implementation of the permanent foundation education aid formula as defined in section 16-7.2-3.

(b) Any community that has a local appropriation that combined with state education aid provides full funding of the basic education program and exceeds the benchmarks established by the department of elementary and secondary education for costs outside the permanent foundation education aid formula, pursuant to section 16-7.2-3, including but not limited to transportation, facility maintenance, and retiree health care, shall be defined as a high per pupil expenditure community. A high per pupil expenditure community is authorized to reduce its local appropriation to schools by an amount up to ten percent (10%) of any increase it receives in state school funds, pursuant to the implementation of the permanent foundation education aid formula as defined in section 16-7.2-3.

(c) Upon request of the local community, and for good cause shown, the commissioner of elementary and secondary education may grant variances to subsection (a) and (b) if the commissioner finds that such adjustment does not disrupt the continued effective operation of the public school system of the city or town.

16-7-24. Minimum appropriation by a community for approved school expenses. -- Each community shall appropriate or otherwise make available to the school committee for approved school expenditures during each school year, to be expended under the direction and supervision of the school committee of that community, an amount, which, together with state education aid and federal aid: (1) shall be not less than the costs of the basic program during the

reference year, (2) plus the costs in the reference year of all optional programs shared by the state; provided, however, that the state funds provided in accordance with section 16-5-31 shall not be used to supplant local funds. The board of regents for elementary and secondary education shall adopt regulations for determining the basic education program and the maintenance of local appropriation to support the basic education program. A community that has a local appropriation insufficient to fund the basic education program pursuant to the regulations described in this section and all other approved programs shared by the state and required in law shall be required to increase its local appropriation in accordance with section 44-5-2 or find efficiencies in other non-education programs to provide sufficient funding to support the public schools. The city of Central Falls annual local contribution to education shall be determined pursuant to subsection 16-7.2-6(d).

16-7-39. Computation of school housing aid ratio. -- For each community, the percent of state aid for school housing costs shall be computed in the following manner;

(1) The adjusted equalized weighted assessed valuation for the district is divided by the resident average daily membership for the district (grades twelve (12) and below); (2) the adjusted equalized weighted assessed valuation for the state is divided by the resident average daily membership for the state (grades twelve (12) and below); (1) is then divided by (2) and the resultant ratio is multiplied by a factor currently set at sixty-two percent (62%) which represents the approximate average district share of school support; the resulting product is then subtracted from one hundred percent (100%) to yield the housing aid share ratio, provided that in no case shall the ratio be less than thirty percent (30%). Provided, that effective July 1, 2010, and annually at the start of each fiscal year thereafter, the thirty percent (30%) floor on said housing aid share shall be increased by five percent (5%) increments each year until said floor on the housing aid share ratio reaches a minimum of not less than forty percent (40%). This provision shall apply only to school housing projects completed after June 30, 2010. The resident average daily membership shall be determined in accordance with section 16-7-22(1).

16-7-41. Computation of school housing aid. -- (a) In each fiscal year the state shall pay to each community a grant to be applied to the cost of school housing equal to the following:

The cost of each new school housing project certified to the commissioner of elementary and secondary education not later than July 15 of the fiscal year shall be divided by the actual number of years of the bond issued by the local community or the Rhode Island Health and Educational Building Corporation in support of the specific project, times the school housing aid ratio; and provided, further, with respect to costs of new school projects financed with proceeds of bonds issued by the local community or the Rhode Island Health and Educational Building

Corporation in support of the specific project, the amount of the school housing aid payable in each fiscal year shall not exceed the amount arrived at by multiplying the principal and interest of the bonds payable in each fiscal year by the school housing aid ratio and which principal and interest amount over the life of the bonds, shall, in no event, exceed the costs of each new school housing project certified to the commissioner of elementary and secondary education. If a community fails to specify or identify the appropriate reimbursement schedule, the commissioner of elementary and secondary education may, at his or her discretion set up to a five (5) year reimbursement cycle for projects under five hundred thousand dollars ($500,000); up to ten (10) years for projects up to three million dollars ($3,000,000); and up to twenty (20) years for projects over three million dollars ($3,000,000).

(b) Aid shall be provided for the same period as the life of the bonds issued in support of the project and at the school housing aid ratio applicable to the local community at the time of the bonds issued in support of the project as set forth in section 16-7-39.

(c) Aid shall be paid either to the community, or in the case of projects financed through the Rhode Island Health and Educational Building Corporation, to the Rhode Island Health and Educational Building Corporation or its designee including, but not limited to, a trustee under a bond indenture or loan and trust agreement, in support of bonds issued for specific projects of the local community in accordance with this section, section 16-7-40 and section 16-7-44. Notwithstanding the preceding, in case of failure of any city, town or district to pay the amount due in support of bonds issued on behalf of a city or town school project financed by the Rhode Island Health and Educational Building Corporation, upon notification by the Rhode Island Health and Educational Building Corporation, the general treasurer shall deduct the amount from aid provided under this section, section 16-7-40 and section 16-7-44 due the city, town or district and direct said funding to the Rhode Island Health and Educational Building Corporation or its designee.

(d) Notwithstanding any provisions of law to the contrary, in connection with the issuance of refunding bonds benefiting any local community, any net interest savings resulting from the refunding bonds issued by such community or a municipal public buildings authority for the benefit of the community or by the Rhode Island health and educational building corporation for the benefit of the community, in each case in support of school housing projects for the community, shall be allocated between the community and the state of Rhode Island, by applying the applicable school housing aid ratio at the time of issuance of the refunding bonds, calculated pursuant to section 16-7-39, that would otherwise apply in connection with school housing projects of the community. In connection with any such refunding of bonds, the finance director

or the chief financial officer of the community shall certify such net interest savings to the commissioner of elementary and secondary education. Notwithstanding section 16-7-44 or any other provision of law to the contrary, school housing projects costs in connection with any such refunding bond issue shall include bond issuance costs incurred by the community, the municipal public buildings authority or the Rhode Island health and educational building corporation, as the case may be, in connection therewith. In connection with any refunding bond issue, school housing project costs shall include the cost of interest payments on such refunding bonds, if the cost of interest payments was included as a school housing cost for the bonds being refunded. A local community or municipal public buildings authority shall not be entitled to the benefits of this subsection (d) unless the net present value savings resulting from the refunding is at least three percent (3%) of the refunded bond issue.

(e) Any provision of law to the contrary notwithstanding, the commissioner of elementary and secondary education shall cause to be monitored the potential for refunding outstanding bonds of local communities or municipal public building authorities or of the Rhode Island Health and Educational Building Corporation issued for the benefit of local communities or municipal public building authorities and benefiting from any aid referenced in this section. In the event it is determined by said monitoring that the net present value savings which could be achieved by refunding such bonds of the type referenced in the prior sentence including any direct costs normally associated with such refundings is equal to (i) at least one hundred thousand dollars ($100,000) and (ii) for the state and the communities or public building authorities at least three percent (3%) of the bond issue to be refunded including associated costs then, in such event, the commissioner (or his or her designee) may direct the local community or municipal public building authority for the benefit of which the bonds were issued, to refund such bonds. Failure of the local community or municipal public buildings authority to timely refund such bonds, except due to causes beyond the reasonable control of such local community or municipal public building authority, shall result in the reduction by the state of the aid referenced in this section 16-7-4.1 associated with the bonds directed to be refunded in an amount equal to ninety percent (90%) of the net present value savings reasonably estimated by the commissioner of elementary and secondary education (or his or her designee) which would have been achieved had the bonds directed to be refunded been refunded by the ninetieth (90th) day (or if such day is not a business day in the state of Rhode Island, the next succeeding business day) following the date of issuance of the directive of the commissioner (or his or her designee) to refund such bonds. Such reduction in the aid shall begin in the fiscal year following the fiscal year in which the commissioner issued such directive for the remaining term of the bond.

(f) Payments shall be made in accordance with section 16-7-40 and this section.

SECTION 2. Section 16-21.1-2 of the General Laws in Chapter 16-21.1 entitled "Transportation of School Pupils Beyond City and Town Limits" is hereby amended to read as follows:

16-21.1-2. School bus districts established. -- (a) There are hereby established school bus districts within the state to provide bus transportation in the interest of public safety, health, and welfare for pupils in grades kindergarten through twelve (12), or in special education programs, who attend public schools, including vocational schools and special education programs provided in accord with regulations of the board of regents for elementary and secondary education, consolidated schools, regional schools established under the provisions of section 16-3-1 et seq., or who participate in cooperative programs as provided by section 16-3.1-1 et seq., and nonpublic nonprofit schools which are consolidated, regionalized, or otherwise established to serve residents of a specific area within the state which schools satisfy the requirements of law for any of the grades of school, kindergarten through twelve (12), as follows:

(1) Region I: The towns of Burrillville, North Smithfield, and Cumberland, and the city of Woonsocket;

(2) Region II: The county of Kent, except the town of West Greenwich and the towns of Foster, Glocester, and Scituate;

(3) Region III: The towns of Lincoln, Smithfield, Johnston, North Providence, Barrington, Warren, and Bristol, and the cities of Cranston, Central Falls, East Providence, Pawtucket, and Providence;

(4) Region IV: The county of Washington and the towns of Jamestown and West Greenwich;

(5) Region V: The towns of Little Compton, Middletown, Portsmouth, and Tiverton, and the city of Newport.

(b) A pupil attending a school, including a public school, vocational school, special education program provided in accord with regulations of the board of regents for elementary and secondary education, a regional school established under the provisions of section 16-3-1 et seq., as authorized by section 16-3.1-1 et seq., or a nonpublic nonprofit school for grades kindergarten through twelve (12), consolidated, regionalized, or otherwise established to serve residents of a specific area within the state for any of the grades of schools, kindergarten through twelve (12), in the interest of public safety, health, and welfare, shall be provided with bus transportation to the school or facility which the pupil attends, within the region in which the pupil resides, by the school committee of the city or town within which the pupil resides. The cost of transporting a

pupil attending a charter school, the William M. Davies, Jr. Career and Technical High School ("Davies"), or the Metropolitan Regional Career and Technical Center "(the Met Center") within the established region shall be charged to the receiving school at the same grade level transportation per pupil cost of the resident district. Districts may offer transportation to charter schools, Davies, or the Met Center outside the established region in order to facilitate efficiency provided there is not additional cost to the resident district.

SECTION 3. Section 16-45-6 of the General Laws in Chapter 16-45 entitled "Regional Vocational Schools" is hereby amended to read as follows:

16-45-6. Powers additional to previous authority. -- (a) The powers delegated and authorized in this chapter for the board of regents for elementary and secondary education and the department of elementary and secondary education shall be in addition to those previously authorized by any other general or public law.

(b) The governance, funding, and programming of the William M. Davies, Jr. vocational technical school and the Metropolitan Career and Technical School shall be in accordance with the rules and regulations formulated by the board of regents for elementary and secondary education pursuant to chapter 35 of title 42. Provided, however, the additional appropriation by the General Assembly in fiscal year 2005 for the William M. Davies, Jr. Vocational Technical School shall be used to fund sixty (60) additional placements. Forty (40) of those placements shall be made available to students from the City of Providence.

(c) The purpose of this chapter is to restructure the system of career and technical schools in Rhode Island for the benefit of the students, the economy, and the general welfare. The paramount aim is to enable the schools to make more significant contributions in providing the state's students with the career preparation they need to compete and succeed in the world of today and of the future. To ensure student success, a system of model career and technical schools will be established and supported. These schools will provide: integrated academic and vocational curricula, up to date technology, programs to meet the varying needs of all students, and strong links to business, industry, postsecondary education, and the community.

(d) (1) There shall be a system of state operated career and technical schools serving geographic areas of the state. Students attending these regional schools will do so on a full time basis with the costs for their education at the regional school ~~fully funded by the state~~ being shared by the state and the district of residence as described in section 16-7.2-5. State schools currently participating in the state retirement system that are not receiving reimbursement pursuant to section 16-16-22 shall have their state aid adjusted to reflect full reimbursement for expenses related to employer retirement contributions for those staff employed by the state.

(2) These schools shall be operated as local education agencies and each shall be governed by a board of trustees. With the exception of those powers and duties reserved by the director, the commissioner of elementary and secondary education, and the board of regents for elementary and secondary education, the board of trustees shall have the powers and duties of school committees. The Davies school shall be the first school operated under the provisions of this chapter and shall be renamed the William M. Davies, Jr. career and technical high school. The Metropolitan Career and Technical School shall be the second school operated under the provisions of this chapter.

(e) (1) The board of regents for elementary and secondary education shall appoint the members of the board of trustees from nominations made by the commissioner of elementary and secondary education. The chairperson shall also be selected in this manner. The board of regents shall determine the number, qualifications, and terms of office of members of the board of trustees. The board of trustees will be broadly representative of the local communities served by each school and the larger statewide workforce interests.

(2) The board of regents shall establish strategic directions for the career and technical education system that are consistent with the state's economic development plans, workforce requirements, and educational priorities and learner outcomes established by the board of regents.

(3) The board of regents shall provide parameters for the overall budget requests, approve the budget, and participate in budget development as required in subsection (i).

(f) (1) The commissioner of elementary and secondary education shall recommend parameters for the overall budget requests, recommend a budget and participate in budget development as required in subsection (i).

(2) The commissioner shall approve the process for selection of a director of each regional school. The commissioner shall develop a plan for statewide implementation of the provisions of this chapter.

(g) The board of trustees shall meet monthly and serve without compensation. Nine (9) members of the board of trustees shall be required to attend teacher appeal hearings conducted pursuant to section 16-13-4. The board of trustees shall have broad policy making authority for the operation of the school consistent with subsection (e) and the following powers and duties:

(1) To identify the educational needs of the communities in the district.

(2) To develop educational policies to meet the needs of students in the communities served by the school district.

(3) To appoint a director of its regional school to serve as its chief executive officer and to approve assistant and associate directors from nominations made by the director.

1 . (4) To provide policy guidance and participate in budget development as required in
2 subsection (i).
3 (5) To develop staffing policies which ensure that all students are taught by educators of
4 the highest possible quality.
5 . (h) (1) The director will serve at the pleasure of the board of trustees with the initial
6 appointment to be for a period of not more than three (3) years, provided, that the term and
7 conditions of employment are subject to the approval of the board of regents for elementary and
8 secondary education.
9 . (2) It is the responsibility of the director to manage and operate the school on a day to
10 day basis. The director's duties shall include the following:
11 . (i) To be responsible for the entire care, supervision, and management of the career and
12 technical high school.
13 (ii) To recommend to the board of trustees educational policies to meet the needs of the
14 district, and to implement policies established by the board of trustees.
15 . (iii) To present nominations to the board of trustees for assistant and associate directors
16 and to appoint all other school personnel.
17 (iv) To provide for the evaluation of all school district personnel.
18 . (v) To establish a school based management approach for decision making for the
19 operation of the school.
20 (vi) To prepare a budget and participate in budget development as required in subsection
21 (i), and to authorize purchases consistent with the adopted school district budget.
22 (vii) To report to the board of trustees on a regular basis the financial condition and
23 operation of the school, and to report annually on the educational progress of the school.
24 . (viii) To establish appropriate advisory committees as needed to provide guidance on
25 new directions and feedback on the operation of the school.
26 (i) With policy guidance from the board of trustees and extensive involvement of the
27 administrators and faculty in the school, the director of each regional school shall annually
28 prepare a budget. The board of trustees will approve the budget and transmit it to the
29 commissioner. The board of regents for elementary and secondary education, upon
30 recommendation of the commissioner of elementary and secondary education, shall provide
31 parameters for the overall budget request. Based on review and recommendation by the
32 commissioner, the board of regents shall approve the total budget and incorporate it into its
33 budget request to the governor and to the general assembly. Line item budgeting decisions shall
34 be the responsibility of the director.

(j) Nothing in this section shall be deemed to limit or interfere with the rights of teachers and other school employees to bargain collectively pursuant to chapters 9.3 and 9.4 of title 28 or to allow the board of trustees or the director to abrogate any agreement by collective bargaining. Employees at the William M. Davies school shall continue to be state employees and the bargaining units which are presently established at the school shall remain intact.

SECTION 4. Chapter 16-7.2 of the General Laws entitled "The Education Equity and Property Tax Relief Act" is hereby amended by adding thereto the following sections:

16-7.2-3. Permanent foundation education aid established. -- (a) Beginning in the 2012 fiscal year, the following foundation education aid formula shall take effect. The foundation education aid for each district shall be the sum of the core instruction amount in (a)(1) and the amount to support high need students in (a)(2), which shall be multiplied by the district state share ratio calculated pursuant to section 16-7.2-4 to determine the foundation aid.

(1) The *core instruction amount* shall be an amount equal to a statewide per pupil core instruction amount as established by the department of elementary and secondary education, derived from the average of northeast regional expenditure data for the states of Rhode Island, Massachusetts, Connecticut, and New Hampshire from the National Center for Education Statistics (NCES) that will adequately fund the student instructional needs as described in the basic education program and multiplied by the district average daily membership as defined in section 16-7-22. Expenditure data in the following categories: instruction and support services for students, instruction, general administration, school administration and other support services from the National Public Education Financial Survey as published by NCES and enrollment data from the Common Core of Data also published by NCES will be used when determining the core instruction amount. The core instruction amount will be updated annually. For the purpose of calculating this formula, school districts' resident average daily membership shall exclude charter school and state-operated school students.

(2) The *amount to support high need students* beyond the core instruction amount shall be determined by multiplying a student success factor of forty percent (40%) by the core instruction per pupil amount described in section 16-7.2-3 (1) and applying that amount to all resident children eligible for USDA reimbursable school meals.

(b) LEAs may set aside a portion of funds received under subsection (a) to expand learning opportunities such as after school and summer programs, full day kindergarten and/or multiple pathway programs provided that the basic education program and all other approved programs required in law are funded.

16-7.2-4. Determination of state's share. -- For each district, the state's share of the

foundation education aid calculated pursuant to section 16-7.2-3 (a) shall use a calculation that considers a district's revenue generating capacity and concentration of high-need students. The calculation is the square root of the sum of the state share ratio for the community calculation (SSRC), pursuant to section 16-7-20, squared plus the district's percentage of students eligible for USDA reimbursable school meals in grades PK-6 (PK6FRPL) squared, divided by two.

$$State\ Share\ Ratio\ (SSR) = \sqrt{\frac{SSRC^2 + \%PK6FRPL^2}{2}}$$

For purposes of determining the state's share, school district student data used in this calculation shall include charter school and state school students. These ratios are used in the permanent foundation education aid formula calculation described in section 16-7.2-5.

16-7.2-5. Charter public schools, the William M. Davies, Jr. Career and Technical High School, and the Metropolitan Regional Career and Technical Center. -- (a) Charter public schools defined in chapter 16-77, the William M. Davies, Jr. Career and Technical High School (Davies) and the Metropolitan Regional Career and Technical Center (the Met Center) shall be funded pursuant to section 16-7.2-3. If the October 1 actual enrollment data for any charter public school shows a ten percent (10%) or greater change from the prior year enrollment which is used as the reference year average daily membership, the third and fourth quarter payments to the charter public school will be adjusted to reflect actual enrollment. The state share of the permanent foundation education aid shall be paid by the state directly to the charter public schools, Davies, and the Met Center pursuant to section 16-7.2-9 and shall be calculated using the state share ratio of the district of residence of the student as set forth in section 16-7.2-4. The local share of education funding, as defined by the department of elementary and secondary education and approved by the General Assembly, shall be paid to the charter public school, Davies, and the Met Center by the district of residence of the student and shall be the local per pupil cost calculated by dividing the local appropriation to education from property taxes net of debt service and capital projects as defined in the uniform chart of accounts by the average daily membership for each city and town, pursuant to section 16-7-22, for the reference year.

(b) Local district payments to charter public schools, Davies, and the Met Center for each district's students enrolled in these schools shall be made on a quarterly basis in July, October, January and April; however, the first local district payment shall be made by August 15 instead of July. Failure of the community to make the local district payment for its student(s) enrolled in a charter public school, Davies, and/or the Met Center may result in the withholding of state education aid pursuant to section 16-7-31.

16-7.2-6. Categorical programs, state funded expenses. -- In addition to the foundation

education aid provided pursuant to section 16-7.2-3 the permanent foundation education aid program shall provide direct state funding for:

(a) Excess costs associated with special education students. Excess costs are defined when an individual special education student's cost shall be deemed to be "extraordinary,". Extraordinary costs are those educational costs that exceed the state approved threshold based on an amount above five times the core foundation amount (total of core instruction amount plus student success amount) The department of elementary and secondary education shall prorate the funds available for distribution among those eligible school districts if the total approved costs for which school districts are seeking reimbursement exceed the amount of funding appropriated in any fiscal year;

(b) Career and technical education costs to help meet initial investment requirements needed to transform existing or create new comprehensive career and technical education programs and career pathways in critical and emerging industries and to help offset the higher than average costs associated with facilities, equipment maintenance and repair, and supplies necessary for maintaining the quality of highly specialized programs that are a priority for the state. The department shall recommend criteria for the purpose of allocating any and all career and technical education funds as may be determined by the general assembly on an annual basis. The department of elementary and secondary education shall prorate the funds available for distribution among those eligible school districts if the total approved costs for which school districts are seeking reimbursement exceed the amount of funding available in any fiscal year;

(c) Programs to increase access to voluntary, free, high-quality pre-kindergarten programs. The department shall recommend criteria for the purpose of allocating any and all early childhood program funds as may be determined by the general assembly;

(d) Central Falls Stabilization Fund is established to assure that appropriate funding is available to support the community, including students from the community that attend the charter schools, Davies, and the Met Center pursuant to section 16-7.2-5, due to concerns regarding the city's capacity to meet the local share of education costs. This fund requires that the difference between education aid calculated pursuant to section 16-7.2-3 and education aid, as of the effective date of the formula, shall be shared between the state and the city of Central Falls. The state's share of the fund will be paid directly to the Central Falls school district upon verification that the city has transferred its share of the local contribution for education. At the end of the transition period defined in section 16-7.2-7, the municipality will continue its contribution pursuant to section 16-7-24; and

(e) Excess costs associated with transporting students to out of district non-public schools

1 and within regional school districts. (1) This fund will provide state funding for the costs
2 associated with transporting students to out of district non-public schools, pursuant to title 16,
3 Chapter 21.1. The state will assume the costs of non-public out-of-district transportation for those
4 districts participating in the statewide system; and (2) This fund will provide direct state funding
5 for the excess costs associated with transporting students within regional school districts,
6 established pursuant to title 16, chapter 3. This fund requires that the state and regional school
7 district share equally the student transportation costs net any federal sources of revenue for these
8 expenditures. The department of elementary and secondary education shall prorate the funds
9 available for distribution among those eligible school districts if the total approved costs for
10 which school districts are seeking reimbursement exceed the amount of funding available in any
11 fiscal year. . .
12 (f) Public school districts that are regionalized shall be eligible for a regionalization
13 bonus as set forth below.
14 (1) As used herein, the term "regionalized" shall be deemed to refer to a regional school
15 district established under the provisions of chapter 16-3 including the Chariho Regional School
16 district.
17 (2) For those districts that are regionalized as of July 1, 2010, the regionalization bonus
18 shall commence in FY2012. For those districts that regionalize after July 1, 2010, the
19 regionalization bonus shall commence in the first fiscal year following the establishment of a
20 regionalized school district as set forth section 16-3, including the Chariho Regional School
21 District. .
22 (3) The regionalization bonus in the first fiscal year shall be two percent (2.0%) of the
23 state's share of the foundation education aid for the regionalized district as calculated pursuant to
24 sections 16-7.2-3 and 16-7.2-4 in that fiscal year.
25 (4) The regionalization bonus in the second fiscal year shall be one percent (1.0%) of the
26 state's share of the foundation education aid for the regionalized district as calculated pursuant to
27 sections 16-7.2-3 and 16-7.2-4 in that fiscal year.
28 (5) The regionalization bonus shall cease in the third fiscal year. . .
29 (6) The regionalization bonus for the Chariho regional school district shall be applied to
30 the state share of the permanent foundation education aid for the member towns.
31 (7) The department of elementary and secondary education shall prorate the funds
32 available for distribution among those eligible regionalized school districts if the total approve
33 costs for which regionalized school districts are seeking a regionalization bonus exceed the
34 amount of funding appropriated in any fiscal year.

1 (g) Categorical programs defined in (a) through (f) shall be funded pursuant to the
2 transition plan in section 16-7.2-7.
3 **16-7.2-7. Transition plan. --** The general assembly, shall annually determine the
4 appropriation of education aid pursuant to this chapter using a transition plan to begin in fiscal
5 year 2012, not to exceed seven (7) years for LEA's for whom the calculated education aid
6 pursuant to section 16-7.2-3 is more than the education aid the LEA is receiving as of the
7 effective date of the formula, and ten (10) years for LEA's for whom the calculated education aid
8 pursuant to section 16-7.2-3 is less than the education aid the LEA is receiving as of the effective
9 date of the formula.
10 The local share of funding pursuant to section 16-7.2-5 shall be transitioned
11 proportionately over a period not to exceed 5 years. The transition shall provide a combination of
12 direct aid to districts, funds for the categorical programs, and district savings through state-
13 assumed costs, as determined by the general assembly on an annual basis, Updates to any
14 components of the permanent foundation education aid formula, such as student data, property
15 values, and/or median family-income, that result in an increase or decrease in state education aid
16 that impacts the total state and local contribution by more than three percent (3%) shall be
17 transitioned over a period of time not to exceed three (3) years.
18 **16-7.2-8. Accountability. --** (a) Pursuant to sections 16-7.1-3 and 16-7.1-5, the
19 department of elementary and secondary education shall use the uniform chart of accounts to
20 maintain fiscal accountability for education expenditures that comply with applicable laws and
21 regulations, including but not limited to the basic education program. This data shall be used to
22 develop criteria and priorities for cost controls, efficiencies, and program effectiveness. The
23 department of elementary and secondary education shall present this information in the form of
24 an annual report to the general assembly.
25 (b) The department of elementary and secondary education shall establish and/or
26 implement program standards to be used in the oversight of the use of foundation aid calculated
27 pursuant to section 16-7.2-3. Such oversight will be carried out in accordance with the
28 progressive support and intervention protocols established in chapter 7.1 of this title.
29 **16-7.2-9. Applicability. --** This chapter applies to education aid for any city, town or
30 regional school district including the Central Falls state operated school district, charter schools,
31 the William M. Davies, Jr. Career and Technical High School, and the Metropolitan Regional
32 Career and Technical Center. Calculation and distribution of aid under §§ 16-7-20.5, 16-7.1-6,
33 16-7.1-8, 16-7.1-9, 16-7.1-10, 16-7.1-11, 16-7.1-11.1, 16-7.1-12, 16-7.1-15, 16-7.1-16, 16-7.1-17,
34 16-7.1-18, 16-7.1-19, 16-67-4, and 16-77.1-2 is hereby suspended effective July 1, 2011, until

1 further action by the general assembly. . Aid under this chapter will be paid pursuant to section
2 16-7-17, except that aid to the Central Falls state operated school district and charter schools,
3 Davies, and the Met Center pursuant to section 16-7.2-5 shall be paid in twelve (12) equal
4 installments on the first of each month. .
5 **16-7.2-10. Reporting to the General Assembly. --** On or before November 15, 2010, the
6 department of education shall report to the senate president, speaker of the house, and chairs of
7 the Senate and House Finance Committees on the following: (a) The identification and evaluative
8 impact of alternative mechanisms to update or supplement the median family income factor relied
9 upon in the EWAV variable utilized in the permanent education aid formula in accordance with
10 this section; (b) An analysis of the feasibility, alternative financing mechanisms, and impact of
11 the Central Falls Stabilization Fund pursuant to this section; and, (c) a multi-year analysis of the
12 impact of the financing of charter schools and vocational schools, pursuant to this section, on
13 local school districts.
14 . SECTION 5. This act shall take effect upon passage.

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LC02484/SUB A/4
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EXPLANATION

BY THE LEGISLATIVE COUNCIL

OF

A.N. A.C.T.

RELATING TO EDUCATION -- FOUNDATION LEVEL SCHOOL SUPPORT

***

1 This act would establish a permanent education foundation aid formula for calculating

2 state aid to public education.

3 This act would take effect upon passage..

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LC02484/SUB A/4
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Appendix

2008 Rhode Island PreKindergarten Act

Chapter 110
2008 -- S 2921 AS AMENDED
Enacted 06/30/08

A N A C T
RELATING TO EDUCATION -- RHODE ISLAND PREKINDERGARTEN EDUCATION ACT

Introduced By: Senators Paiva-Weed, Revens, Gallo, and Maselli
Date Introduced: April 03, 2008

It is enacted by the General Assembly as follows:

SECTION 1. Title 16 of the General Laws entitled "EDUCATION" is hereby amended by adding thereto the following chapter:

CHAPTER 87
RHODE ISLAND PREKINDERGARTEN EDUCATION ACT

16-87-1. Short title. – This act shall be known and may be cited as the "Rhode Island Prekindergarten Education Act."

16-87-2. Findings. -- (a) The general assembly hereby finds that attending high quality early childhood education programs help children develop important social and cognitive skills and knowledge that prepares children to succeed in school. Research has shown long-lasting benefits for children who participate in very high quality, educationally focused early childhood programs. The benefits to children can also generate substantial government cost savings, including reduced need for special education services, reduced need for cash assistance and other public benefits, and reduced rates of incarceration.

(b) The general assembly finds that there are substantial numbers of children in Rhode Island entering kindergarten who are not adequately prepared to succeed in school. Early school failure may ultimately contribute to such children dropping out of school at an early age, failing to achieve their full potential, becoming dependent upon public assistance, or becoming involved in criminal activities.

(c) Furthermore, the general assembly finds that there is an existing infrastructure of early childhood programs in Rhode Island serving preschool age children in full-day and half-day programs that is supported through state and federal investments in child care, Head Start and special education. It is the goal of the general assembly to support a system of publicly-funded, high quality prekindergarten education programs that are operated through a diverse delivery network, including child care, Head Start and public school districts.

(d) By enacting this law, the general assembly acknowledges the need to adequately prepare all children to succeed in school by providing access to publicly-funded high quality prekindergarten education programs.

16-87-3. Planning phase for a prekindergarten program. – (a) The Rhode Island department of elementary and secondary education shall begin planning an initial, pilot prekindergarten program that meets high quality standards, builds on the existing early childhood education infrastructure in the state (including child care, Head Start and public schools) and serves children ages three (3) and four (4) who reside in communities with concentrations of low performing schools. This planning phase will develop specific goals to expand the pilot prekindergarten program over time and will also identify opportunities to strengthen care and learning programs for infants and toddlers.

(b) During this planning phase, the Rhode Island department of elementary and secondary education will quantify the resources needed to achieve and maintain high quality standards in prekindergarten programs and identify incentives and supports to develop a qualified

early education workforce, including opportunities for experienced early childhood educators and paraprofessionals to acquire college degrees and earn early childhood teacher certification.

(c) The Rhode Island department of elementary and secondary education will begin to develop plans to collect and analyze data regarding the impact of the pilot prekindergarten program on participating children's school readiness and school achievement.

16-87-4. Early childhood workforce development. -- The Rhode Island department of elementary and secondary education shall work with other state departments and private philanthropy to establish a statewide, comprehensive, research-based early childhood workforce development scholarship program to expand the numbers of early childhood educators who have an associate's or bachelor's degree in early childhood education and who work with children from birth to age (5).

16-87-5. Reporting. -- The Rhode Island department of elementary and secondary education shall report back to the general assembly and the governor on the progress of the pilot planning phase no later than October 31, 2008.

SECTION 2. This act shall take effect upon passage.

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LC02614
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Appendix

Pre-K Planning Group Recommendations, 2009

Response and Recommendations to RIDE from the Pre-K Planning Group: Pre-K Education Demonstration and Expansion Initiative

Background and Process

In June of 2008, the Rhode Island General Assembly passed the Rhode Island Pre-Kindergarten Act which directs the Rhode Island Department of Education (RIDE) to engage in a planning process for a Rhode Island Pre-K Program, including designing a pilot [1]Pre-K program and creating plans to scale up the program after the pilot stage is completed.

During the Fall of 2008 the Commissioner appointed a Pre-K Planning Committee comprised of fifteen (15) people including some representatives of the original Pre-K Exploration Committee plus a few additional people who also have expertise in early childhood education to do additional work to design the components of the Pre-K program in keeping with the required elements set forth in the law.

Approach

The Planning Committee met six (6) times between September 2008 and January 2009 to review and discuss a series of design proposals put forth by RIDE based on a set of core components specified in the Act and research and national best practice as follows:

- Voluntary enrollment. Children will not be required to attend Pre-K.
- Pre-K will be offered in a variety of settings, including child care, Head Start, public schools (this is referred to as a diverse delivery system model).
- Rhode Island's Pre-K program will start with a high-quality, demonstration Pre-K project and expand over time.
- The ultimate goal is universal Pre-K for all 3 and 4 year olds, however the program will start with providing Pre-K for children in the highest need communities first (with high concentrations of low performing schools).
- Pre-K programs need a consistent and stable funding stream sufficient to meet quality standards.

[1] Based on advice from the National Institute for Early Education Research, RIDE is proposing a demonstration project rather than a pilot. This initiative would not be testing a new program design but, rather would be demonstrating the efficacy of research-based best practices in Pre-Kindergarten education in Rhode Island and generating local evidence to support the implementation of universal Pre-K across the state.

- Rhode Island's Pre-K program quality standards will meet or exceed National Institute for Early Education Research's Pre-K standards including a lead teacher with a BA and specialized training in Early Childhood Education and an assistant teacher with a CDA or equivalent.

- Children ages 3 and 4 will be enrolled in the demonstration.

The Pre-K Planning group considered a range of topics including how the program would be designed and also how the program would evolve towards universal voluntary Pre-K. Elements of the program design included proposals from RIDE on 19 different topics ranging from program structure to staffing. The program design, as proposed by RIDE, remained relatively the same for both the demonstration project and the long-term expansion to universal Pre-K with the understanding that there could be "mid-course" corrections based on experience with the demonstration project. A summary of the planning group's response and recommendations for both the demonstration project and the plan for expansion can be found in the following sections. Please note that this document is intended to reflect a range of opinions and ideas about the proposals put forth by RIDE. It does not represent a majority opinion and attempts to capture all of the perspectives put forth during the process. As a result, there are some recommendations that may seem incongruent with each other reflecting differences of opinion within the group. The detailed minutes of the planning group meetings are attached.

Overall Considerations and Recommendations

The planning group as a whole saw the Pre-K initiative as an opportunity for both children and early childhood providers in Rhode Island. Specifically, the majority of the group agreed on several premises as follows:

1) ***Goal of Universal Access to Pre-K:*** Striving to provide high quality voluntary Pre-Kindergarten for all children in Rhode Island is an important goal that will help children develop important social and cognitive skills and knowledge that prepares them to succeed in school.

2) ***Commitment to providing high quality childcare and early education:*** This initiative provides an opportunity to raise the overall quality of preschool programs for children in Rhode Island.

3) ***Existing Strengths that can be Leveraged:*** Rhode Island has an existing early childhood system with a number of strengths that can be leveraged in this effort including:

    a. A diverse delivery system of providers (including child care centers, Head Start and family child care providers), many of whom are already delivering high quality programs without commensurate funding or support.

b. Developed and implemented Early Learning Standards that have begun to positively influence the quality of Pre-K classrooms statewide.

c. The development of a premier quality rating and improvement system, BrightStars, created to improve the care and education of infants, toddlers, preschoolers and school-aged children in Rhode Island.

d. A Child Care Facilities Fund, started in 2001, to provide capital and technical expertise for child care programs to improve the quality and capacity of their physical space.

4) ***Professionalization of the Field:*** This initiative, if implemented as intended, will be an important step towards elevating and professionalizing the field of early childhood education and ensuring that staff are paid competitively.

5) ***Adequate Funding & Consistent Child Access:*** Adequate funding enables programs to meet high quality standards. Stable and consistent access that is not tied to parental work status, family income or other changing thresholds is essential to the long-term success of this initiative.

Given these opportunities, the group thoughtfully anticipated and raised several overarching challenges for RIDE to consider as it moves ahead:

1) ***Unintended Effects on Child Care System:*** Without careful planning, some planning group members feel that this initiative has the potential to negatively impact the overall early child care system. Some group members felt that the initiative could divert funding away from child care and Head Start or create the perception that programs other than Pre-K are of lower quality. There was concern that there is a lot of energy being invested in Pre-K while there is not a similar effort to address the systemic challenges that currently exist in the early child care system. Members of the planning group stressed that it is important that the entire early childhood education system (0-5) infrastructure remain healthy – especially if a diverse delivery system is desired. It will be critical to have a value of "no programs left behind." How can Pre-K be used to elevate all boats? For example, how can infant and toddler care be strengthened at the same time that we focus on Pre-K? How can we prevent Pre-K from undermining the business model of private child care providers?

2) ***Workforce Development:*** Group members also pointed out that it will be critical to prepare for the expansion by planning for and implementing a well-resourced, comprehensive strategy for workforce development simultaneously with the implementation of the demonstration project – especially considering the qualifications required by RIDE (a lead teacher with a BA and specialized training in Early Childhood Education and an assistant teacher with a CDA or equivalent). There was concern by some planning group members that the requirement that teachers have a BA will be very difficult for community-based providers to attain and will prove to be a significant barrier to participation – particularly for diverse, urban center-based and family child care providers – as well as be an indication that there is not a strong commitment to a diverse delivery system. These planning group members stressed that it is critical that a workforce development program be designed so that diverse providers can truly participate by recognizing prior experience and ensuring appropriate funding for workforce development and an appropriate

timeframe for coming up to standard. They also emphasized the importance of building a well resourced, comprehensive professional development system and working closely with higher education to create appropriate degree pathways that accommodate the needs of full-time, experienced workers.

3) ***Prioritizing Communities for Expansion:*** The planning group also emphasized that it will be important to establish clear criteria for prioritizing communities as the program expands. RIDE will need to strike the right balance between reaching the children with the greatest need first without typecasting the program and undermining support for universal Pre-K. One suggestion was that RIDE require a local match for more affluent communities. Another suggestion was that RIDE seek to integrate programs based on socio-economic background (there is a growing body of research that suggests that this is very beneficial for children).

4) **Governance and Management:** Current governance and management of the early childhood system (including funding, licensing, quality monitoring, and professional development) is fragmented and managed by several different state agencies including the Department of Human Services, Department of Children, Youth and Families, the Rhode Island Department of Education, and the Department of Health. Planning group members felt that it would be very important to develop a more coherent system of oversight, support and monitoring for the early childhood system as a whole and recommended that Rhode Island create an Office of Early Learning similar to the role that the Office of Adult Education plays in integrating and coordination adult education and training efforts across multiple state agencies.

Pre-K Demonstration Project – Program Structure

The following section presents the concerns and recommendations of the planning group on the program design including program structure and staffing.

Design Proposal: Timeframe, Ages, Class Size and Demonstration Project Size

Timeframe: The Pre-K demonstration program will span two years and launch in September 2009.

Ages: Children ages 3 and 4 will be enrolled in the demonstration. Children must be age 3 by September 1 to be eligible.

Class Size: The maximum Pre-K class size will be 18 children for both 3 and 4 year olds.

Demonstration Project Size: The demonstration program will include 396 children (22 classrooms of 18 children each).

Comments/Concerns:

- Will there be a minimum class size? Can classrooms with fewer than 18 children participate?
- The inclusion of 3 year old children will mean that some 4 years olds who could have been served will not be able to access the demonstration. They will not have another chance to enter the program while the 3 year olds will.

Recommendations:

- To maximize manageability, start with the smallest statistically significant sample size possible.
- Prioritize four years olds.
- Ensure that the Pre-K program is not competing for the same four year olds as Head Start.
- Design the demonstration to have the greater possible effect. . . If including three year olds increases effect then we should design the demonstration to serve both ages.

Design Proposal: Delivery System

A diverse delivery system will be used. Providers could include public school, Head Start, private preschool, private school, charter school or child care centers.

Comments/Concerns:

- The requirement that teachers have a BA will be very difficult for community-based providers to attain without appropriate funding and support. In addition, the majority of children in Providence, Pawtucket and Central Falls are attending family child care homes and child care center programs that will not be eligible to participate (either because they are family child care or do not meet the specified quality standards).
- It will be important to ensure that the program is designed and supported so that diverse delivery providers can truly participate; community providers and public schools cannot be treated the same.
- Having a diverse delivery system will help with cultural competence; it will leverage the existing early childhood workforce so that there is racial and cultural diversity that is greater than what we see in the public schools.

Recommendations:

- Ensure that there is an established criterion for selecting high quality, capable providers.
- Ensure that the program is designed to be inclusive of non-public school providers. There needs to be adequate funding and support to allow these programs to come up to standard in a reasonable timeframe.
- Look for opportunities for community-based programs to run Pre-K programs within public schools.

Response and Recommendations to RIDE from the Pre-K Planning Group: Pre-K Education Demonstration and Expansion Initiative

Design Proposal: Curriculum, Length of Day, Transportation and Special Education

Curriculum: Demonstration classrooms will implement a curriculum that aligns with RI Early Learning Standards. Teachers use a variety of teaching strategies to engage children in carefully-designed, play-based learning opportunities to foster development of language, literacy, math, and social skills. Provider training along with coaching and mentoring support will be provided to demonstration classrooms.

Length of Day: Demonstration classrooms will operate for a minimum of 6 hours per day and 180 days per year and have the ability to provide wrap-around child care to families who need it OR have a strong connection with and transportation to/from at least one child care provider for families that need it. The program day will include time for morning snack, lunch, nap and outdoor learning/play periods and full breakfast, if needed.

Transportation: Programs would not be required to provide transportation to and from home .

Special Education: Demonstration classrooms must be able to accommodate children with disabilities.

Comments/Concerns:

- It will be critical to ensure that demonstration classrooms are delivering comparable program quality. How will this be monitored and supported?
- Requiring programs to adhere to the RI Early Learning Standards will not yield consistent results –standards without a common curriculum will result in different outcomes.
- Have the linguistic and cultural background of the kids been considered? Research shows that if children are enrolled in an English-language program for six hours at age 3 they are likely to be less fluent in their home language at 4th grade and at 9th grade and are more likely to have problems in school, with dropping out, and losing touch with their families. Is there a way to consider dual language Pre-K? Bilingualism and biculturalism needs to be incorporated into the curriculum – it is fundamental. Is there attention to this in the qualifications for participation and in the overall goals for the Pre-K initiative? If not, parents will not go to the program.
- It will be important to ensure that literacy development is done effectively in all settings. There needs to be a clear strategy for addressing the needs of ESL students. Teachers must also be proficient in English and not just their first language.
- A six hour day is long for this age group. There should be an option for a shorter day.
- Using 6 hour days and 180 days per year reflects the public school structure and may send the wrong message to community providers.
- Allowing providers to link with a childcare provider to cover extended hours would require multiple transitions for the child and is not optimal for a child at that age.
- Will programs that are not handicap accessible be able to participate?

- Where will the special education services be delivered and who gets to decide where and how they are provided?
- Lack of transportation will likely exclude some children.

Recommendations:

- The requirement to implement a curriculum aligned with the Rhode Island Early Learning Standards should be monitored through provider training/coaching and listing a few sample curriculums that could be used.
- Programs should be required to provide evidence of a curriculum framework in the selection process.
- RIDE should require that demonstration programs use a standard curriculum across all classrooms.
- Incorporate bi-lingual and bi-culturalism requirements into the curriculum requirements.
- Develop a clear strategy for addressing the needs of ESL students.
- Balance the intensity and frequency of special education interventions per classroom.
- Parents should have choices not only around which Pre-K setting would be best but also about where the services are provided (e.g. does the special education provider come to the Pre-K program or is the child pulled out?)
- Only programs handicapped accessible to all should be allowed to participate in a publicly-funded program.
- Offer flexible options (half versus full day versus extended day) – this will meet a more diverse range of family needs and accommodate different cultural beliefs and economic realities.
- Consider thinking about the program in terms of total hours and allow programs to deliver those hours over different timeframes (e.g. 4 hours per day over 12 months is almost the same as 6 hours a day for 180 days.)
- Offer a four hour program with additional hours based on family need.
- Ensure that extended day programming is available both before and after school.
- Consider requiring programs to provide extended day programming versus "linking" to other high quality childcare which would add transitions that would not be optimal for the children.
- Learn from the demonstration and see if choice of hours in needed in full implementation.
- Require that programs offer a full breakfast, if needed based on their student population.
- Change the language to say "Providers may opt to provide transportation to and from home".

Design Proposal: Eligibility and Fees

Eligibility and Fees: There will be no specific income eligibility requirements. Children will be selected using a lottery system. The demonstration will be free of charge to all children. There will be no co-payments, registration fees, field trip fees or enrichment fees. Field trips and enrichment activities are expected to be built into the program.

Comments/Concerns:

- How will this work for programs that have both state-funded and parent-funded classrooms? How will parents react when they cannot access the program's best quality and free classroom and are told they will have to pay for a potentially lower quality classroom?
- Income should be a selection criterion and low-income children should be prioritized.
- Is this realistic to expect programs not to charge additional feels for field trips and enrichment activities?

Recommendations:

- Prioritize families who have lost or are at risk of losing their childcare subsidy.
- Use objective selection criteria unless you can assure a spot for every child that applies.
- Prioritize communities with schools that are low performing.
- Ensure that teachers have input into the budget process.
- Programs should be able to assess fees for families who need/want care beyond established program hours.

Design Proposal: Funding

There will be a consistent and stable funding stream that is sufficient for providers to meet quality standards. Start-up costs associated with equipping a Pre-K classroom with adequate high-quality equipment and materials will be provided (Note: process for distributing start-up funds is not yet determined).

Comments/Concerns:

- Funding is fundamental to the success of this initiative. Adequate funding must be a non-negotiable.
- The Pre-K program needs to be coordinated with attention to other funding streams and possible unintentional outcomes. For example, some parents may choose to enroll in a 6-hour Pre-K program instead of a half-day Head Start program, which could leave some Head Start slots vacant and not be a good use of federal funds that might have to be returned if there is under-enrollment in Head Start.

Recommendations:

- An effective system for allocating start-up funds needs to be developed.
- Give programs flexibility to use a portion of the funds to elevate their whole program. Programs should be able to use professional development funds for staff in non-state-funded classrooms.
- Include funds to pay for substitute teachers to cover for other teachers participating in professional development activities.
- Ensure that the Pre-K program is coordinated with attention to other funding streams so that resources are not left unutilized. For example, minimize competition between Head Start and Pre-K so that Head Start slots are not left vacant and unfunded by Federal dollars.
- Ensure that the program's performance and outcomes are clearly linked to program funding.

Pre-K Demonstration Project – Staffing (teacher qualifications, compensation, professional development)

Design Proposal: Teacher Qualifications

Each demonstration classroom will have one lead teacher with a BA and specialized early childhood training and one assistant teacher with a CDA or equivalent (12 college credits in Early Childhood Education).

Comments/Concerns:

- A few members of the group argue that, while it is a good goal, this requirement will exclude participation of quality community-based programs, especially in the core urban communities, unless there are appropriate pathways, funding and a reasonable timeframe. Others argues that to increase the quality of the whole field, compensation must be attached to education and experience - the BA justifies the compensation and that starting with less than a BA would give the impression that the Pre-K initiative was not high quality.
- The current system of higher education does not have capacity to meet the new demand that this will generate and work must begin immediately to engage them in a plan to develop that capacity. **(see workforce development for more details.)**
- These requirements exceed the new draft requirements for RIDE Pre-K approval.

Recommendations:

- Require that there is "at least" one teacher with a BA in a classroom.
- Start with an AA requirement and progress to a BA requirement overtime; give teachers credit for prior experience.
- Ensure that there is adequate funding and that staff with higher credentials see improved benefits and salaries **(see workforce development recommendations on page 14).**
- Align the teacher qualification requirements for this initiative with the new draft RIDE Pre-K Approval standards.
- Use the demonstration project to gather data to look at classroom outcomes for AA teachers compared to BA teachers.

Design Proposal: Teacher Compensation

All Pre-K teachers with Early Childhood Teacher Certification and early childhood qualified teaching assistants in state-funded Pre-K demonstration classrooms will be paid on the same salary scale as local public school teachers and teachers' assistants. Both public and community-based programs will be required to pay qualified staff working in state-funded Pre-K classrooms according to the scale. For further information, please reference the attached fact sheet from NIEER on the impact of low wages on program quality.

Comments/Concerns:

- Some group members are concerned about the inequity of paying teachers differently within a program that has both publically and privately-funded classrooms - especially when all the teachers have a BA and similar experience. There is a similar concern about how the salary differential would affect infant/toddler teachers. Others felt that the infusion of funds in a classroom would be celebrated because it elevates the whole.
- This initiative is an opportunity to align performance, merit and accountability with compensation. It would be a mistake to adopt the human resource management structure of the local school systems.

Recommendations:

- Ensure that Pre-K salaries are competitive while not inheriting the human resource management structure of the public school system. The Pre-K system should build its own structure with attention to performance, merit and accountability. Program Directors should have some flexibility to set teacher salaries.
- Consider differences in salary structures across districts.
- Consider strategies for helping community-based providers minimize internal wage disparity.
- Ensure that teachers are compensated for planning time.

Design Proposal: Professional Development (see workforce development for more detailed related to developing a workforce to meet the demand that this initiative will generate)

Teachers and assistant teachers in Pre-K demonstration classrooms will receive training in curriculum and child assessment (for all domains of development including social and emotional)

Comments/Concerns:

- The current system of professional development for early education is very fragmented. More coordination and alignment is needed.
- How will bi-lingualism and bi-culturalism be incorporated into professional development and into the plan for workforce development?

Recommendations:

- Centralize State agency monitoring and management of the Early Childhood system.
- Include training on social/emotional development and potentially evaluate this in the research design.
- Ensure that bi-lingual and bi-culturalism are incorporated into professional development for Pre-K classroom staff.

Pre-K Demonstration Project – Staffing Target Communities and Provider Selection

Design Proposal: Target Communities

Target Pre-K demonstration funding to the 15 communities with state intervention status in 2008 (including watch status): Central Falls, Coventry, Cranston, Cumberland, East Providence, Middletown, Newport, North Kingstown, North Providence, Pawtucket, Portsmouth, Providence, Warwick, West Warwick and Woonsocket.

Comments/Concerns:

- Intervention status is not a good overall indicator of the performance of a district. A district could be in intervention status because of low high school math scores. Elementary literacy scores should be core criteria.
- Why should we open an RFP up to an entire district if only one school/neighborhood is struggling? Is there a way to be more specific? How do we balance targeting struggling schools with generating evidence for universal Pre-K and not typecasting the program as only for low-income students?

Recommendations:

- Double-check literacy proficiency by community to be sure that communities with very poor 4th grade reading results are included. Within these target communities, further target highest need neighborhoods and feeder schools.
- Mandate that a certain number of classrooms must come from the core cities.
- Make sure that programs are located in places where there is full-day Kindergarten.

Design Proposal: Provider Selection

RIDE will develop an RFP with community input inviting any public school, Head Start, private preschool, private school, charter school or child care center operating or planning to operate in a target community to apply for 2 years of Pre-K funding at $XXX,XXX per classroom. RIDE requires applicants to demonstrate that they are:

-Located in a target community
-Currently serving 3 and 4 year old children.
-Currently have at least one RIDE Early Childhood Certified Teacher (CEE or Professional Certificate) on staff.
-Have staff who have completed the RI Early Learning Standards training.
-Have experience serving low-income children.
-Able to open a new state-funded Pre-K classroom without displacing current families (can apply for more than one classroom, can operate classrooms in another space e.g. child care programs could operate a Pre-K classroom in a public school building.
-Able to staff each of the state-funded Pre-K classrooms with a BA/Early Childhood Certified lead teacher and a CDA credentialed assistant teacher.
-Are able to provide supervision, mentoring and support to the state-funded Pre-K classroom by a qualified supervisor.
-Are able to provide wrap-around child care to families who need it OR have a strong connection with and transportation to/from at least one child care provider for families that need it.
-Implementing a curriculum in state-funded Pre-K classrooms that aligns with RI Early Learning Standards. Evidence of a curriculum framework is required.

Priority will be given to programs that are participating in Bright Stars.

Comments/Concerns:

- "Define" participating in Bright Stars. What will be the capacity of Bright Stars in 2009? Bright Stars is a new, untested program – it might be too early to explicitly link it to the Pre-K initiative.
- All of the quality improvement rating systems are focused on child care. How do we assess the quality of public school classrooms?
- Allowing providers to link with a childcare provider to cover extended hours would require multiple transitions for the child and is not optimal for a child at that age.
- There is not enough emphasis on family engagement.
- Will programs need to add a new classroom or can they convert an existing classroom? It is important to ensure that programs do not displace children.

Recommendations:

- Allow providers who had not previously operated in a target community to apply (to run a program in the target community)
- Require programs to demonstrate that quality staff will be hired rather than say "able to staff."
- Prioritize programs participating in Bright Stars or the current NAEYC accreditation (under new system).
- Require programs to demonstrate that they have a well developed system for ongoing quality assessment and program improvement.
- Make sure there is community input to the RFP development.
- Add a requirement that providers must demonstrate that they have a strong family engagement component to their program.
- Require programs to show that they have applied to RIDE for Pre-K approval.
- Include a site visit as a component of the selection process.
- Assess Bright Stars when it is more developed and determine whether there should be a minimum rating for participation in Pre-K.
- Ensure that extended care is clearly defined as before and after school.
- Priortize programs that provide extended care rather than a strong connection with another child care program. Change the language in item (i) to say "high quality" child care program.

Pre-K Demonstration Project – Evaluation

Design Proposal: Evaluation

The demonstration project will be evaluated using a randomized, control group design. Children will be randomly assigned to receive Pre-K or to a control group.

Comments/Concerns:

- Is a randomized control trial worth the investment? Isn't national evidence enough?
- Will a study so early in the implementation set us up for failure?
- Are there other evaluation tools that are more reliable?
- Is this good for children in the control group?
- Will there be enough uniformity in the control group to see effect e.g. some will end up in other programs and some will be home with parents, etc.

Recommendations:

- Ensure that the demonstration is evaluated using the most reliable, kid-friendly, cost-effective evaluation methodology.

Pre-K Demonstration Project AND Expansion – Workforce Development

Design Proposal: Workforce Development

Funding: Invest state funds to establish Teacher Education and Compensation Helps (TEACH) Early Childhood in Rhode Island to provide scholarships to child care workers to complete coursework in early childhood education and to increase their compensation. Secure matching funds from private philanthropy. Allow early childhood staff in a variety of settings to access TEACH scholarships (family child care, directors, preschool staff, infant/toddler staff, etc.). In addition, create a state-funded loan forgiveness program for Early Childhood Education.

Pathways: Engage RI institutions of higher education in planning to meet increased market demand for early childhood education programs and develop alternatives pathways for obtaining degree credits including:

-Create pathways for current CDA's to obtain their BA in early childhood.
-Ensure that C.E.C.s count towards core requirements
-Offer programs that accommodate the needs of full-time workers.
-Give a reasonable timeframe for degree completion.
-Update the State's requirements for early childhood education coursework.

Professional Development: Provide leadership to strengthen the overall professional development system for early child care and education professionals. Ensure that higher education programs are closely aligned with professional in-service training requirements. Investigate successful professional development systems in other states (Connecticut's Charts-A-Course, Maine's Roads to Quality, Illinois's Gateways to Opportunity)

Comments/Concerns:

- Are the resource levels in TEACH enough to meet our workforce development needs? TEACH scholarships are small relative to the cost of tuition in Rhode Island. In addition, the salary increases required by TEACH are very small.
- How does access to TEACH get prioritized? Is it for everyone or only staff in state-funded Pre-K programs.
- Directors will have to be flexible for staff to get to courses and higher education will have to be flexible to offer courses at different times.
- Does higher education have the capacity to meet the increased demand for Early Childhood BA's and CDA's?

- We need to make sure that we focus on both CDA's and BA's. The current supply of CDA's in the state does not appear to be enough to meet the potential demand.

Recommendations:

- Make sure the program includes coaching and mentoring support for funded classrooms and appropriate supervision.
- Make sure there are alternative methods for obtaining credits e.g. ensuring that C.E.C.'s count towards core degree requirements and programs that can accommodate the unique needs of full-time workers.
- Engage higher education, especially CCRI, in the planning. Ensure that the articulation agreement between CCRI and URI keeps going and develop articulation agreements with Rhode Island College.
- Create pathways for CDAs that want to obtain their BA and pair experienced CDAs with inexperienced BA teachers.
- Create a loan forgiveness program for Early Childhood similar to the Pharmacy program that was implemented recently.
- RIDE should update the course work needed for an Early Childhood Degree.
- Make sure the timeframe for achieving a BA or CDA is realistic.
- Continue to offer affordable courses, like the Rhode Island Early Learning Standards course that are eligible for credit.
- Ensure that higher education programs in Early Children are connected with in-service training requirements.
- Track changes in the early childhood education workforce over time to monitor impact.

Additional Planning Considerations

In addition to responding to the program design proposals, the planning group generated a list of areas that will require further analysis and planning as RIDE moves forward including:

- Planning for Infrastructure Needs: Members of the planning group pointed out that RIDE will need to plan for and make an investment in the infrastructure of early childcare programs – many community-based providers do not have the space, equipment or materials to meet the quality standards of this initiative and are not in a position to secure funds to invest in infrastructure improvements. In addition, some programs will be adding new classrooms and converting old ones, requiring new equipment. RIDE should review infrastructure needs at the local level and assess the amount of funds needed for materials, buildings, curriculum, etc. Can the Childcare Facilities Fund be used to help assess needs?

- Fostering a Diverse Delivery System: The group felt that there needed to be more thinking around the logistics of how all the stakeholders in a diverse delivery system would interact. For example, what will be the relationship between the Local Education Authority and community-based providers? What can Rhode Island learn from New Jersey's experience?

- Inclusion of Family Child Care Providers: There were mixed opinions about the efficacy of including family child care providers in the expansion. Some members of the group felt strongly that as integral members of the child care system, family child care providers should have the opportunity to participate. Others noted that inclusion of family childcare providers will require some special considerations. For example, family-based childcare providers would have smaller groups of kids versus the class size of 18 that we are envisioning. Would they be required to only take 3 and 4 year olds? Or could they serve mixed ages (toddler, infant and Pre-K)? In addition, it will be important to consider economies of scale. It is a lot more expensive for a BA to serve 2-6 kids than 18 kids. What would be the impact of the cost model of a significantly smaller student to teacher ratio? It will be important to look at best practices re: inclusion of family-based childcare providers. How have other states cost effectively included home-based providers? How have they provided quality assurance and support?

- Child Selection: The planning group felt that the process for selecting children as the program grows beyond the demonstration will need to be carefully designed (note: child selection will be centralized at RIDE for the demonstration but handled locally as the program expands necessitating a different process for selection). Questions from the group included:

    - Should sites be required to prioritize children based on need?
    - Will siblings be prioritized?
    - How will a lottery be done?
    - What best practices can we utilize from public/charter schools' experience with lotteries?

Attachments

- Pre-K Planning Group Participants
- Pre-K Planning Group Meeting Minutes

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Appendix

NIEER Evaluation Report, RI Pre-K

Rhode Island Prekindergarten Demonstration Project Evaluation:

Year One Progress Report

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National Institute for Early Education Research

July 5, 2011

At the beginning of the 2009-2010 school year, the National Institute for Early Education Research (NIEER) began a randomized trial to examine the effects on low- and middle-income children's outcomes of participation in a state-funded, preschool education for all initiative in the state of Rhode Island. During the 2009-2010 school year, 339 children were included in the study, about 40% of whom were randomly selected to attend a Rhode Island state-funded preschool program. A second wave of preschool children was selected for study during the 2010-2011 school year, data collection for which has just recently been completed.

A significant research base demonstrates the short- and long-term value of high-quality preschool education for disadvantaged children (Barnett, 2008). However, because most publicly funded early education programs have been targeted at lower-income preschoolers, the field lacks a randomized trial on the effects of such programs for middle-income 4-year olds, who also are at risk for school failure. Given the increased policy focus on improving children's access to early education that improves short- and long-term academic outcomes, the current investigation of the impacts of state-funded preschool education for both low- and middle-income children is particularly important.

The questions guiding the current study are as follows:

1) What are the effects of enrollment in these programs on children's early learning outcomes?
2) What is the effect of classroom quality on children's outcomes?
3) Do effects of participation differ for low- and middle-income children?
4) Do effects of classroom quality differ for low- and middle-income children?
5) How does pre-K classroom quality vary when different inputs are present?

The current progress report provides information on methodology and instrumentation, as well as preliminary sample characteristics and child outcomes during the 2009-10 school year. The report is divided into two sections. The first describes the methodology for child and classroom data collection, and the second describes the sample characteristics and child outcome findings from the 2009-10 school year. Full findings from both years of the study will be presented after data from the 2010-11 school year has been analyzed.

Child and classroom data collection and analysis comprise the major components of the Rhode Island Prekindergarten Demonstration Project Evaluation. The NIEER team designed the study, trained the child assessors, and collected the classroom data. All data was cleaned and entered at the NIEER office. A research coordinator based in Rhode Island hired local data collectors and was responsible for managing child data collection. The methodology and measures used to collect child and classroom data are described in greater detail in the following section.

Method

Settings. The study took place in 7 classrooms in Rhode Island that are part of the demonstration project for the state's new pre-K program. Parents applied for their child's enrollment at one of four sites (Providence, Central Falls, Warwick, and Woonsocket) and a lottery system was used to determine which children were selected to attend the state pre-K program. In order to ensure

that the sample included both middle-class and lower-income families, half of the middle-income parents who applied for enrollment at each site were selected to participate. Children not selected by the state lottery to participate in the state pre-K program were included in the study as the control group.

Sample and Recruitment. In July of 2009, parents applied to enroll their children in one of seven pre-k classrooms. The bulk of applications were completed during one week, at four different sites. Researchers from NIEER, as well as local researchers hired to collect data for the study, were on-site during this application period. At this time, parents were given information about the study, and were asked to sign a consent form to participate in the study, regardless of whether they would be selected into the program. Upon receiving consent, researchers administered child assessments and conducted brief interviews with parents. Upon completion of the interview, as well as a brief follow-up interview and post-assessment in the spring, parents were given a $30 gift card, to thank them for their time. Control parents were given an additional $50 gift card in the spring, as assessments often had to be scheduled at their homes. Baseline assessments and interviews were continued into the early fall of 2009, as not all children and parents were available in July. The sample for baseline assessments included 339 4-year olds, with 123 randomly assigned to the treatment group (enrollment in Rhode Island state pre-K). The remaining 216 children became our control group for comparison assessments.

All children were contacted for post-assessments in Spring 2010. Despite our collection of contact information for all children at enrollment, it was difficult to track down a large number of children for assessments in the spring. Phone numbers on file were often disconnected or parents were very difficult to get in contact with, and since we did not have school information for control group children we had a large percentage of attrition in spring 2010. This resulted in disproportionate samples of control versus treatment group children and a sample that was insufficient for comparison purposes. As a result, we took extreme measures to track down and re-assess participating children in the winter of 2011, thus leaving us with better samples for comparison. We will use assessment scores from winter 2011 for post-test comparisons in the current report.

Child and Classroom Data Collection and Analysis

Children's receptive vocabulary, emergent literacy, early math skills, and self-regulation skills were assessed at the beginning and end (winter, 2011) of the school year. Spanish-speakers were tested in both English and Spanish. Primary language was ascertained from parents or the classroom teacher. Assessments were conducted one-on-one in the child's school (or at a location designated by the school for parents to complete the enrollment process), and assessments were scheduled to avoid meals, naptime, and outdoor play times.

Assessors were trained on each assessment and then shadow scored in practice assessments until they reached agreement with a trainer. The site coordinator was responsible for assuring adequate reliability throughout the study.

The following child assessment instruments were administered.

- *Language: The Peabody Picture Vocabulary Test – Third Edition (PPVT – III) and Test de Vocabulario en Imagenes Peabody (TVIP).* The PPVT III (Dunn & Dunn, 1997) is a 204-item test of receptive vocabulary in standard English. The TVIP (Dunn, Lugo, Padilla, & Dunn, 1986) uses 125 translated items from the PPVT to assess receptive vocabulary acquisition of Spanish-speaking and bilingual students. These instruments were normed on separate populations of native language speakers and have established split/half and test/retest reliability as well as concurrent and predictive validity. NIEER has used both versions of the instrument in studies nationwide and have found that they are useful in discriminating growth across a broad range of children.

- *Math: The Woodcock-Johnson Psycho-Educational Battery-Third Edition (WJ-III) and the Bateria Psico-Educativa Revisada de Woodcock-Muñoz (WM-R.)* The WJ-III and WM-R (Woodcock & Johnson, 1989; Woodcock & Munoz-Sandoval, 1996) are comprehensive sets of individually administered tests of cognitive abilities and achievement.

- *The Test of Preschool Early Literacy (TOPEL*; Lonigan, Wagner, Torgesen, & Rashotte, 2007) *and the Preschool Comprehensive Test of Phonological and Print Processing* (Pre-CTOPPP; Lonigan, Wagner, Torgesen, & Rashotte, 2002). The TOPEL (in English) and Pre-CTOPPP (in Spanish) will be used to assess Print Knowledge. Print Knowledge items measure whether children recognize individual letters and letter-sound correspondences, and whether they differentiate words in print from pictures and other symbols.

- *The Head-Toes-Knees-Shoulders Task* (*HTKS*, Ponitz et al., 2008). We anticipate using the HTKS as a quick measure of behavioral regulation. The HTKS is presented as a two-part game in which children are asked first to copy movements demonstrated by an examiner and then to perform movements that are the opposite of the movement requested by the examiner.

- *The Early Literacy Skills Assessment* (*ELSA*, DeBruin-Parecki, 2005). The ELSA measures four key principles of early literacy: comprehension, phonological awareness, alphabetic principle, and concepts about print. It has 23 items presented in a children's storybook form which is very attractive to the children.

Child testing sessions lasted about 30-minutes. At the beginning of the school year, children were assessed with the PPVT-III, WJ-III, TOPEL, and HTKS. At the end of the school year, children were assessed with these same measures, as well as the ELSA (data for which has not yet been analyzed). Spring testing was broken into two separate sessions, as the length of assessments greatly exceeded 30-minutes with the addition of the ELSA.

In addition, we measured the overall quality of the 7 Rhode Island treatment classrooms. The observations were conducted by NIEER researchers during the late fall and winter, and individual classroom reports were presented soon thereafter. Each classroom was observed for one day with the following preschool observational measures:

- *The Early Childhood Environmental Rating Scale - Revised (ECERS-R;* Harms, Clifford and Cryer, 1998). The ECERS-R provides a global measure of preschool classroom quality with 43 items that cover a broad range of quality considerations from safety to teacher-child interaction to parent involvement.

- *The Classroom Assessment of Supports for Emergent Bilingual Acquisition* (*CASEBA*; Freedson, Figueras, & Frede, 2008). The CASEBA is a research tool designed to assess the degree to which preschool teachers and classrooms are providing support for the social, cognitive and linguistic development of English Language Learners, with a focus on language and literacy. It consists of 26 distinct rating scale items which cluster around six broad aspects of the early childhood curriculum; each item measures one component of a high-quality classroom environment and instruction, based on what research tells us about effective language and emergent literacy supports for 3- to 5-year-old children who speak a language other than English at home, and who are in the process of acquiring English as a second language.

- *The Preschool Rating Instrument for Science and Math* (*PRISM*; Stevenson Boyd, Brenneman, & Frede, 2008). The PRISM measures the presence of classroom materials and teaching strategies that support early science and mathematical concept development. Math items assess supports for counting, comparing, estimating, and recognizing number symbols; measurement; classifying and seriating; geometric thinking and spatial relations. Science items focus on materials and teaching interactions that support explorations of biological and non-biological science; encourage reading, writing, and drawing about science; encourage investigations and discussions of scientific concepts; and support observing, predicting, comparing, and contrasting.

In addition to observing state pre-k classrooms, we also conducted interviews with control group teachers to gain a sense of the experiences had by children who did not attend state pre-k classrooms. Interviews included questions regarding teacher education and experience, as well as general classroom curricular activities and practices. Teachers received a $40 gift card for Barnes & Noble, to thank them for their time. Interview data were gathered for 26 control group teachers during the 2009-2010 school year.

Sample Status and Preliminary Findings

Our 2009-2010 sample includes 123 treatment and 216 control children at pre-test. Demographic information for each group at pretest, as ascertained through parent interviews, is presented in Table 1. below.

Table 1. Sample Demographics at Pretest

	Overall (n=339)		Comparison (n=216)		State preK (n=123)
Gender	% (N)		% (N)		% (N)
Male	55.5 (188)		54.6 (118)		56.9 (70)

Female	44.5 (151)		45.4 (98)		43.1 (53)
Ethnicity					
White	31.0 (105)		27.8 (60)		36.6 (45)
African American	18.0 (61)		19.4 (42)		15.4 (19)
Hispanic	39.2 (133)		40.3 (87)		37.4 (46)
Asian/Pacific Islander	3.8 (13)		2.8 (6)		5.7 (7)
America Indian/Alaska Native	0.6 (2)		0.9 (2)		0
Other	5.0 (17)		7.4 (16)		0.8 (1)
Refused/missing	2.4 (8)		1.4 (3)		4.1 (5)
Home Language					
English	78.8 (267)		79.6 (172)		77.2 (95)
Spanish	18.3 (62)		18.5 (40)		17.9 (22)
Other	1.5 (5)		1.4 (3)		1.6 (2)
Employment status					
Employed	60.8 (206)		59.3 (128)		63.4 (78)
Not employed	37.5 (127)		39.8 (86)		33.3 (41)
missing	1.8 (6)		0.9 (2)		3.3 (4)
Poverty Level					
Above 185%	24.8 (84)		20.8 (45)		31.7 (39)
At 185% or below	73.5 (249)		78.7 (170)		64.2 (79)
missing	1.8 (6)		0.5 (1)		4.1 (5)
Parent Education					
Less than HS	11.9 (41)		12.5 (27)		11.4 (14)
HS diploma	33.4 (115)		32.9 (71)		35.8 (44)
Some college	33.4 (115)		37.5 (81)		27.6 (34)
BA/Graduate School	17.4 (60)		15.7 (34)		21.1 (26)
missing	3.8 (13)		1.4 (3)		4.1 (5)

As can be viewed in Table 1, there were differences between groups in terms of percentage of families at or below a 185% poverty level, percentages of parents with some college, and ethnicity breakdown.

We also examined differences in children's outcome scores at pretest before they had any preschool experiences. There were no significant differences between treatment and control group children on any measure at pretest after controlling for poverty level, ethnicity, and maternal education.

Next, we calculated effect sizes of the state pre-k program participation on children's outcomes, separately for those children above and below a 185% poverty level, controlling for pre-test. We initially controlled for demographic characteristics, including parent education and ethnicity, given the differences between groups. However, none of these variables were found to have statistically significant effects on post-test scores, so we removed them from our analyses.

As is shown in table 2 below, the analysis results show benefits of participating in the state preK program, as demonstrated through children's receptive vocabulary and behavioral regulation skills. Specifically, children from families below a 185% poverty level who participated in the state preK program scored 3.13 standard score points higher on the PPVT. This improvement is about 21% of the standard deviation for the control group. Effects were much smaller, and not significant, for those above poverty.

The estimated effect of state prek on children's behavioral regulation was statistically significant for those children above the 185% poverty level. Attending the state prek program was associated with an increase of 4.237 points on the HTKS, an improvement of about 37% of the standard deviation for the control group. Effects for children below poverty were not significant.

Table 2. Estimated Effects and Effect Sizes of the Rhode Island State Prek Program

	185% Poverty and Below		Above 185% Poverty	
	PreK v. No PreK		PreK v. No PreK	
	Estimated Effect	Effect Size	Estimated Effect	Effect Size
Receptive Vocabulary	3.13*	0.21	0.123	0.01
Early Math Skills	-0.126	-0.01	-0.516	-0.03
Early Literacy Skills	0.937	0.18	0.859	0.16
Behavioral regulation	-4.025	-0.35	4.237*	0.37

*$p < .05$, **$p < .01$

There are a few important considerations to note in light of the findings presented. First, that the state prek program had significant effects on children both above and below poverty is particularly promising. While our findings are preliminary, we can be encouraged that program effects appear to translate to both low and middle-income children. However, the post-test scores are from winter of 2011, after the children had already began kindergarten, thus kindergarten itself may have some effects that were not considered. Results from the second cohort of children

will allow us to get a handle on whether the beginning of kindergarten had a notable impact on children's scores, perhaps disguising true treatment effects.

Moving forward, we will conduct more sophisticated analyses of the child assessment data from winter 2011 (outlined above), as well as analyses of fall 2010 and spring 2011 data from the second cohort of preschoolers, examining potential differences in children's experiences as contingent upon classroom quality and teacher survey results. Specifically, it will be important to look at different groups of control children, for example, those who did and did not attend any preschool, compared to their state prek participating peers.

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Rhode Island Prekindergarten Demonstration Project Evaluation:

Year 2 Draft Report

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December 9, 2011

At the beginning of the 2009-2010 school year, the National Institute for Early Education Research (NIEER) began a randomized trial to examine the effects on low- and middle-income children's outcomes of participation in a state-funded, preschool education for all initiative in the state of Rhode Island. During the 2009-2010 school year, 339 children were included in the study, about 40% of whom were randomly selected to attend a Rhode Island state-funded preschool program. A second wave of xxx preschool children was selected for the study during the 2010-2011 school year.

A significant research base demonstrates the short- and long-term value of high-quality preschool education for disadvantaged children (Barnett, 2008). However, because most publicly funded early education programs have been targeted at lower-income preschoolers, the field lacks a randomized trial on the effects of such programs for middle-income 4-year olds, who also are at risk for school failure. Given the increased policy focus on improving children's access to early education that improves short- and long-term academic outcomes, the current investigation of the impacts of state-funded preschool education for both low- and middle-income children is particularly important.

The questions guiding the current study are as follows:

1) What are the effects of enrollment in these programs on children's early learning outcomes?
2) What is the effect of classroom quality on children's outcomes?
3) Do effects of participation differ for low- and middle-income children?
4) Do effects of classroom quality differ for low- and middle-income children?
5) How does pre-K classroom quality vary when different inputs are present?

Preliminary findings from data collected during the 2009-10 school year were presented in the July 2011 progress report. Briefly stated, the state prek program had significant effects on children both above and below poverty. Effects of state prek program participation on children's receptive vocabulary were statistically significant for children below a 185% poverty level, and its effects on behavioral regulation were statistically significant for those above the poverty level.

The current report expands on 2009-10 findings (cohort 1) and provides information on methodology and instrumentation, as well as sample characteristics and child outcomes during the 2010-11 school year. Further, while findings from cohort 1 were indeed promising, the post-test scores were from winter of 2011, after the children had already began kindergarten, thus kindergarten itself may have some effects that were not considered. Results from the second cohort of children will allow us to get a handle on whether the beginning of kindergarten had a notable impact on children's scores, perhaps disguising true treatment effects.

The report is divided into two sections. The first describes the methodology for child and classroom data collection, which mirrors that which was employed in 2009-10. The second describes the sample characteristics and child outcome findings from the 2010-11 school year.

Child and classroom data collection and analysis comprise the major components of the Rhode Island Prekindergarten Demonstration Project Evaluation. As was the case in the first year of the

study, the NIEER team designed the study, trained the child assessors, and collected the classroom data. All data was cleaned and entered at the NIEER office. A research coordinator based in Rhode Island hired local data collectors and was responsible for managing child data collection. The methodology and measures used to collect child and classroom data are reviewed in the following section.

Method

Settings. The study took place in 7 classrooms in Rhode Island that are part of the demonstration project for the state's new pre-K program. Parents applied for their child's enrollment at one of four sites (Providence, Central Falls, Warwick, and Woonsocket) and a lottery system was used to determine which children were selected to attend the state pre-K program. In order to ensure that the sample included both middle-class and lower-income families, half of the middle-income parents who applied for enrollment at each site were selected to participate. Children not selected by the state lottery to participate in the state pre-K program were included in the study as the control group.

Sample and Recruitment. In July of 2010, parents applied to enroll their children in one of seven pre-k classrooms. The bulk of applications were completed during one week, at four different sites. Researchers from NIEER, as well as local researchers hired to collect data for the study, were on-site during this application period. At this time, parents were given information about the study, and were asked to sign a consent form to participate in the study, regardless of whether they would be selected into the program. Upon receiving consent, researchers administered child assessments and conducted brief interviews with parents. Upon completion of the interview, as well as a brief follow-up interview and post-assessment in the spring, parents were given a $30 gift card, to thank them for their time. Control parents were given an additional $50 gift card in the spring, as assessments often had to be scheduled at their homes. Baseline assessments and interviews were continued into the early fall of 2010, as not all children and parents were available in July. The sample for baseline assessments included 284 4-year olds, with 128 randomly assigned to the treatment group (enrollment in Rhode Island state pre-K). The remaining 156 children became our control group for comparison assessments.

All children were contacted for post-assessments in spring 2011. As a result of families moving, or difficulty locating them, the sample in spring 2011 included 242 4-year olds (an 85% retention rate, with no significant differences in attrition between the control and treatment groups).

Child and Classroom Data Collection and Analysis

Children's receptive vocabulary, emergent literacy, early math skills, and self-regulation skills were assessed at the beginning and end of the 2010-11 school year. Spanish-speakers were tested in both English and Spanish. Primary language was ascertained from parents or the classroom teacher. Assessments were conducted one-on-one in the child's school (or at a location designated by the school for parents to complete the enrollment process), and assessments were scheduled to avoid meals, naptime, and outdoor play times.

Assessors were trained on each assessment and then shadow scored in practice assessments until they reached agreement with a trainer. The site coordinator was responsible for assuring adequate reliability throughout the study.

The following child assessment instruments were administered.

- *Language: The Peabody Picture Vocabulary Test Third Edition (PPVT III) and Test de Vocabulario en Imagenes Peabody (TVIP).* The PPVT–III (Dunn & Dunn, 1997) is a 204-item test of receptive vocabulary in standard English. The TVIP (Dunn, Lugo, Padilla, & Dunn, 1986) uses 125 translated items from the PPVT to assess receptive vocabulary acquisition of Spanish-speaking and bilingual students. These instruments were normed on separate populations of native language speakers and have established split/half and test/retest reliability as well as concurrent and predictive validity. NIEER has used both versions of the instrument in studies nationwide and have found that they are useful in discriminating growth across a broad range of children.

- *Math: The Woodcock-Johnson Psycho-Educational Battery-Third Edition (WJ-III) and the Bateria Psico-Educativa Revisada de Woodcock-Muñoz (WM-R.).* The WJ-III and WM-R (Woodcock & Johnson, 1989; Woodcock & Munoz-Sandoval, 1996) are comprehensive sets of individually administered tests of cognitive abilities and achievement.

- *The Test of Preschool Early Literacy* (*TOPEL*; Lonigan, Wagner, Torgesen, & Rashotte, 2007) *and the Preschool Comprehensive Test of Phonological and Print Processing* (Pre-CTOPPP; Lonigan, Wagner, Torgesen, & Rashotte, 2002). The TOPEL (in English) and Pre-CTOPPP (in Spanish) will be used to assess Print Knowledge. Print Knowledge items measure whether children recognize individual letters and letter-sound correspondences, and whether they differentiate words in print from pictures and other symbols.

- *The Head-Toes-Knees-Shoulders Task* (*HTKS*, Ponitz et al., 2008). We anticipate using the HTKS as a quick measure of behavioral regulation. The HTKS is presented as a two-part game in which children are asked first to copy movements demonstrated by an examiner and then to perform movements that are the opposite of the movement requested by the examiner.

- *The Early Literacy Skills Assessment* (*ELSA*, DeBruin-Parecki, 2005). The ELSA measures four key principles of early literacy: comprehension, phonological awareness, alphabetic principle, and concepts about print. It has 23 items presented in a children's storybook form which is very attractive to the children.

Child testing sessions lasted about 30-minutes. At the beginning of the school year, children were assessed with the PPVT-III, WJ-III, TOPEL, and HTKS. At the end of the school year, children were assessed with these same measures, as well as the ELSA. Spring testing was broken into two separate sessions, as the length of assessments greatly exceeded 30-minutes with

the addition of the ELSA.

In addition, we measured the overall quality of the 7 Rhode Island treatment classrooms. The observations were conducted by NIEER researchers during the fall 2010 and spring 2011. Individual classroom reports detailing any changes in teacher practices were presented in the spring. Each classroom was observed for one day with the following preschool observational measures:

- *The Early Childhood Environmental Rating Scale - Revised (ECERS-R;* Harms, Clifford and Cryer, 1998). The ECERS-R provides a global measure of preschool classroom quality with 43 items that cover a broad range of quality considerations from safety to teacher-child interaction to parent involvement.

- *The Classroom Assessment of Supports for Emergent Bilingual Acquisition* (*CASEBA*; Freedson, Figueras, & Frede, 2008). The CASEBA is a research tool designed to assess the degree to which preschool teachers and classrooms are providing support for the social, cognitive and linguistic development of English Language Learners, with a focus on language and literacy. It consists of 26 distinct rating scale items which cluster around six broad aspects of the early childhood curriculum; each item measures one component of a high-quality classroom environment and instruction, based on what research tells us about effective language and emergent literacy supports for 3- to 5-year-old children who speak a language other than English at home, and who are in the process of acquiring English as a second language.

- *The Preschool Rating Instrument for Science and Math* (*PRISM*; Stevenson Boyd, Brenneman, & Frede, 2008). The PRISM measures the presence of classroom materials and teaching strategies that support early science and mathematical concept development. Math items assess supports for counting, comparing, estimating, and recognizing number symbols; measurement; classifying and seriating; geometric thinking and spatial relations. Science items focus on materials and teaching interactions that support explorations of biological and non-biological science; encourage reading, writing, and drawing about science; encourage investigations and discussions of scientific concepts; and support observing, predicting, comparing, and contrasting.

Over the course of the academic year, consultants were hired and trained to provide support to individual classroom teachers, in order to improve overall classroom quality. NIEER staff provided training to consultants and teachers, with a focus on classroom quality and improving instruction in math, science, and language supports. In addition to workshops, consultants met regularly with teachers and observed and reflected on classroom practice. After the spring 2011 assessments were completed, NIEER provided individual classroom reports detailing changes in teacher practices.

Average classroom quality scores increased across the program on all measures. From fall to spring, five of the seven programs increased average ECERS scores and four of the seven scored above a 5.00, the score considered an indication of a high-quality program. All programs demonstrated an increase in average PRISM scores, with substantial increases in the quality of math and science materials provided, as well as instruction in mathematical content. Interaction

scores still remain low, indicating additional professional development and supports are required, especially in the area of developmentally appropriate science instruction. All programs maintained or increased average CASEBA scores, and demonstrated high-quality English Language Supports [See Table 1].

The recommendation is to continue with the individual supports provided by the consultants, as well as addressing ECERS items or subscales that scored in the lower range. Additionally, continued workshops and in-class supports should be provided to maintain and improve quality instruction practices around mathematics, science, and language and literacy.

Table 1. Program Total Averages by Instrument

	Fall 2010	**Spring 2011**
ECERS	4.72	5.19
PRISM	2.89	3.56
CASEBA	3.91	4.06

Sample Status and Child Outcome Findings

Our 2010-2011 sample includes 128 treatment and 156 control children at pre-test. Demographic and family background characteristics were ascertained through parent surveys. We collected information on race/ethnicity defined as Black, Hispanic, Asian, White, or Other. The child's age is measured in months at program entry. Language used at home was coded as 1) English, and 2) Other language. Parent education was coded into five scales, including (1) Less than high school, (2) High school diploma/Equivalent, (3) some college, (4) Bachelor's degree, (5) Graduate or professional school. Income was dummy coded as 1) high (above $25,000), and 2) low (below $25,000). The four cities where the data was collected was dummy coded to eliminate any source of bias in relation to the effects of state preK on children's learning outcomes [See Table 2].

Table 2. Sample Demographics at Pretest

	Preschool (N=128)	No preschool (N=156)
Age in months at pre-test	4.410 (.287)	4.345 (.297)
Black	.1667 (.374)	.142 (.350)
Hispanic	.327 (.471)	.362 (.483)
Other	.147 (.356)	.164 (.372)

Parent Education	2.782 (1.005)	2.781 (.988)
Language	.833 (.374)	.805 (.398)
Income	1.582 (.495)	1.635 (.483)

Note. No significant differences were indicated between treatment and control group.

We also examined differences in children's outcome scores at pretest before any preschool experiences were had. There were no significant differences between treatment and control group children on any measure at pretest after controlling for poverty level, ethnicity, and maternal education [See Table 3].

Table 3. Child Outcomes at Pretest

	Preschool (N=128)	No preschool (N=156)
PPVT pretest score	45.929 (20.401)	46.934 (19.057)
WJ pretest score	9.987 (5.319)	10.9 (5.235)
TOPEL pretest score	14.479 (9.838)	14.649 (10.999)
HTKS pretest score	8.076 (11.270)	9.398 (12.037)

<u>Effects of State PreK on learning outcomes over one year</u>

Next, we estimated the effects of state pre-k program participation on children's outcomes for the full sample, and separately for those children above and below a 185% poverty level.

Table 4 presents estimates of the effects of the preschool program on PPVT, WJ-III, TOPEL, and HTKS scores after controlling for pretest, age, city, and background characteristics. As can be seen in Table 3, children who attended state preK gained 1.3 points on the WJ-III, compared to those who did not attend the program. This translates into an effect size of .32 SD, which corresponds with an increase from the 50th to the 62nd percentile on this measure of math abilities. The effect of the program on TOPEL scores was 2.61 points, with an effect size of .27 SD. The state funded preschool program did not result in significant differences on PPVT and HTKS scores.

Table 4. Regression Analysis Estimating Effects of State PreK Program

	PPVT	WJ	TOPEL	HTKS
Pre-K or no PreK	.980 (1.611)	1.299** (.428)	2.617* (1.010)	-1.951 (1.507)
Pre-test score	.595** (.055)	.346** (.046)	.507** (.056)	.543** (.067)
Age in months at pre-test	-1.744 (2.855)	1.672* (.753)	-.074 (1.809)	5.302+ (2.696)
Black	-3.275 (3.128)	.142 (.816)	.602 (1.837)	.340 (2.881)
Hispanic	-4.439 (2.921)	.232 (.762)	.564 (1.750)	4.397 (2.677)
Other	-1.557 (2.697)	.174 (.705)	-.904 (1.608)	3.579 (2.469)
Income	-.780 (1.862)	.564 (.484)	.886 (1.153)	.452 (1.747)
Parent Education	2.174* (.910)	.383 (.232)	1.120 (.595)	.675 (.852)
Language used at home	3.742 (2.667)	.993 (.655)	1.342 (1.727)	-1.314 (2.380)
R^2	0.58	0.42	0.39	0.32
	N=242	N=.240	N=221	N=219

Effects of State PreK on learning outcomes by income level

Table 4 presents separate effects of the state preK program on learning outcomes for children in high and low income families. Our findings showed that children from low income families gained 1.48 points on WJ-III, as a result of attending state preK. In addition, low income children who attended state preK were shown to have a 3.72 point advantage over children who did not attend the program. The magnitude of these effects ranges between 3.6 and 3.8 SD, which suggests an increase from the 50th to the 65th percentile in the achievement distribution. Similar program effects were found for high income children, showing an advantage of 1.32 points on the WJ-III. This translates into an effect size of .33 SD, which corresponds with an increase from the 50th to the 63rd percentile on this measure. However, no statistically significant effects were found on the PPVT, TOPEL, or HTKS for children from high income families.

Discussion

The results of the current study are promising. Positive effects of state preschool attendance were found for children from both high- and low-income families. This indicates that the state-funded initiative programs are better than the status quo and diverse delivery systems work well. It also suggests that continued investments expanding access to state-funded preschool should yield greater gains.

The Rhode Island state-funded preschool program is a good public investment. Long-term, increased achievement for children from low- and middle-income families will reduce educational inequality and social problems. In addition, moving toward full-day kindergarten programs would be likely to further increase achievement and consolidate the gains from state-funded preschool. Intensity and quality are the keys to high returns, along with a continuous improvement cycle that contributes to maintaining and strengthening the current results.

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Appendix

RIDE's Strategic Plan, *Transforming Education in Rhode Island*

Transforming Education in Rhode Island

Strategic Plan 2010 - 2015

Rhode Island Department of Elementary and Secondary Education

Deborah A. Gist, Commissioner

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS

Donald L. Carcieri, Governor

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RHODE ISLAND DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION

Deborah A. Gist, Commissioner

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"Every decision we make will be based on what is in the best interest of our students." Commissioner Deborah A. Gist

Dear Fellow Rhode Islanders,

Thank you for taking the time to read and understand our strategic plan, *Transforming Education in Rhode Island*. This plan represents our best attempt to state our goals and priorities, to describe the strategies we will put in place to reach our goals, and to propose some objective measures to monitor our progress.

Our strategic plan is meant to be a living document that will help us set goals and establish a direction for our work over the next five years. We will be flexible and willing to adapt this plan to meet changing needs, but it will be our guiding document. We expect you to hold us accountable for moving toward its objectives.

This plan is also a vision statement, articulating our hopes and best predictions of where we need to be in three to five years and what we need to do to get there. We have set goals that are really ambitious, but they are achievable.

Our major goal, the primary objective that we are all working toward, is to ensure that all Rhode Island students are ready for success in college, careers, and life. We propose that, by 2015, at least 85 percent of all Rhode Island students will graduate with a Regents diploma, which will signify that they have demonstrated proficiency in their core academic subjects and that they are ready to succeed in postsecondary education and in a challenging career.

I want to emphasize to all Rhode Islanders the sense of urgency we feel about the importance of our work. We have a strong foundation in place, and we are building upon it. We are not changing direction, but we are certainly getting more specific and ambitious about our goals. Over the next five years, we will direct all of our resources to focus squarely on these priorities.

Many Rhode Islanders contributed their ideas and their time to help us develop this strategic plan. As we put this plan into action, I will continue to seek advice from the public, through the feedback form on our website (www.ride.ri.gov/Commissioner), through community forums, at school visits, and at other public meetings. I sincerely thank you for your input and support, and I call upon all Rhode Islanders to join me as we work together to advance learning for all students.

Sincerely,

Deborah A. Gist
Commissioner

> *"If America is going to lead the world in the 21st century, America's schools must lead the world. And Rhode Island's schools can and will be a leader among them. And that responsibility for creating the world's best schools lies squarely on our shoulders."* Remarks of Commissioner Gist upon her appointment, State House, April 2, 2009

Development and Intent of the Strategic Plan

Since her appointment in April 2009, and taking the position on July 1, 2009, Commissioner Deborah A. Gist has established a vision of what Rhode Island schools can and will look like in the future. That vision and accompanying beliefs depicted on pages 5 and 6 guided the development of this strategic plan. *Transforming Education in Rhode Island* has been developed with extensive input from the Board of Regents, Rhode Island Department of Elementary and Secondary Education (RIDE) staff, educators, parents, community members, civic leaders, and youth. After setting the five priorities with the Board of Regents, the Commissioner and her staff developed key objectives, impact statements and measures, and strategies for each priority area that are based on current research, state education policy, and national direction.

Initial drafts of the strategic plan were shared with multiple stakeholders, placed on the RIDE website, and extensively reviewed by the Board of Regents, outside experts, and Rhode Island citizens. As part of her 100-Day Entry Plan, Commissioner Gist visited every district, state school, and charter school in Rhode Island, met with parents, students, teachers, administrators, and civic leaders, and gathered more input on ways to improve the strategic plan. All the feedback gathered was used to revise the draft, and on January 7, 2010, the Board of Regents approved *Transforming Education in Rhode Island.*

This plan was designed to articulate what RIDE is responsible for in leading education within the state. The role of the state has been articulated in the Basic Education Program, and the objectives and strategies contained within this plan are based on those specific responsibilities and roles. The timeframe for realizing the goals, objectives, and measures described in the plan is 2010 through 2015.

This plan represents our best attempt to state our goals and priorities, articulate the strategies that will meet our objectives, and establish impact measures to monitor our progress. It is a living document that will be reviewed and adapted as change is needed. The plan serves as RIDE's roadmap to fulfilling the vision of transforming education in Rhode Island. We will hold ourselves accountable for getting results.

Fulfilling the vision expressed in this plan is not easy. Yet, we are responsible for making it happen. We will need all Rhode Islanders to work together and to do even more to support the future of our children, the health of our communities, and the success and economic sustainability of our state.

Role of the State in Leading Education

The mission of the Board of Regents for Elementary and Secondary Education is to lead and support schools and communities in ensuring that all students achieve at the high levels needed to lead fulfilling and productive lives, to succeed in academic and employment settings, and to contribute to society. In fulfilling its mission, the Board of Regents has articulated and established its expectations for a statewide education system. These expectations and requirements are contained in the Basic Education Program Regulations, which were passed by the Board of Regents on June 4, 2009, and will go into effect on July 1, 2010.

The Board of Regents believes that an aligned and cohesive education system is required in order to ensure that all Rhode Island students are adequately prepared for life beyond secondary education. The aligned and cohesive education system must focus on student achievement and student mastery of the skills needed to succeed as lifelong learners, workers, and citizens. To accomplish the delivery of a sound, high-quality education to every student, the school, Local Education Agency (LEA), and state must ensure that policies, programs, and systems are connected and directed toward the common purpose of improving achievement for all students. [BEP regulations, Title G-12-2.2]

The Board of Regents acknowledges that implementing an aligned, cohesive system requires a long-term investment in building the capacity of individuals, institutions, and education communities to develop the knowledge, skills, and resources for effecting sustainable improvement. At every level of the education system, four capacities are needed: focused, visionary, accountable leadership; active, responsive, dynamic personnel supports; organized, accessible, transparent infrastructure; and high-quality, rigorous, and authentic content. [BEP regulations, Title G-12-2.3]

Within the Basic Education Program, the Board of Regents has established expectations for RIDE. The primary responsibility of RIDE is to ensure the full implementation of the Rhode Island Comprehensive Education Strategy by developing and implementing a standards-based approach for each element of the Basic Education Program. It is the responsibility of RIDE to develop relevant standards for adoption by the Board of Regents, to develop and maintain systems to accurately measure compliance with standards, to develop statewide operational systems to reduce costs and burdens at the local level, to work with each LEA to improve performance at the local level, and to ensure that the LEA is effective in support of its schools. [BEP regulations, G-12-3]

The Commissioner and RIDE staff fulfill their leadership role by carrying out the following functions:

- Establishing clear expectations for systems, educators, and students;
- Providing systems with the capacity and resources to enable LEAs to meet state expectations;
- Ensuring quality assurance and quality control of LEA efforts through an effective system of indicators, data collection, analysis, and public reporting; and
- Leveraging innovative partnerships to ensure fidelity of implementation and to overcome barriers to improvement.

In carrying out its leadership role, RIDE has a responsibility to exercise its authority under state and federal law to intervene in LEAs and schools that are not closing student achievement gaps, are not continuously improving, or are not reaching state performance standards. [BEP regulations, G-12-3.2]

Transforming Education in Rhode Island

Student

Family

Community

All Rhode Island
Students Ready
for Success

Education

Civic Leadership

Excellent Educators

Great Schools

World-Class
Standards and
Assessments

User-Friendly
Data
Systems

Equitable and
Effective
Investments

Rhode Island Department of Education
Deborah A. Gist, Commissioner
www.ride.ri.gov

Transforming RI Education: Our Five Priorities

All Rhode Island Students Ready for Success in College, Careers, and Life

★ Ensure Educator Excellence
Every student must have highly effective teachers.
Every school must have a highly effective leader.
We must support educators throughout their careers.

★ Accelerate All Schools Toward Greatness*
Rhode Island must not allow failing schools to exist.
Leadership must be responsible for quality improvement.
Communities must commit to supporting high-quality schools.

★ Establish World-Class Standards and Assessments
Standards must be clear, high, and internationally benchmarked.
We must hold all educators and students to high expectations.
We must hold schools accountable for student achievement.

★ Develop User-Friendly Data Systems
Everyone must have access to usable data.
Data must be relevant, timely, and practical.
Data systems must drive continuous improvement.

★ Invest our resources wisely
Financing must be adequate, effective, and equitable.
We must use incentives to promote efficiencies and effectiveness.
We must be capable stewards of the taxpayers' investment.

*Schools include all learning environments.

Rhode Island Department of Education
Deborah A. Gist, Commissioner
www.ride.ri.gov

Transforming Education in Rhode Island depicts how RIDE carries out its responsibilities and roles. All of the objectives and strategies listed for each priority area are aimed at achieving our primary goal:

All Rhode Island Students Ready for Success in College, Careers, and Life

*By **2012 80%** of all Rhode Island students will graduate with a Regents-approved high school diploma or its equivalent ready for entry into college or post-secondary education and training programs.*

*By **2015 85%** of all Rhode Island students will graduate with a Regents-approved high school diploma or its equivalent ready for entry into college or post-secondary education and training programs.*

The priorities and objectives presented on page 8 provide a quick overview of the contents of this plan.

Priorities and Strategies at a Glance

Ensure Educator Excellence

EE1 Improve Rigor of Preparation Programs	1.1 Strengthen Standards
	1.2 Create Innovative Options
EE2 Support Districts on Effective Human Resources	2.1 Model HR Systems
	2.2 Evaluation Systems
EE3 Align Growth and Advancement to Student Achievement	3.1 Revise Licensure Renewal
	3.2 Professional Development

Accelerate All Schools Toward Greatness

AS1 Accelerate Achievement	1.1 Early Learning
	1.2 Close Gaps
	1.3 System of Supports
AS2 Transform Identified Schools	2.1 Model Options Developed
	2.2 Leadership Development
AS3 Create Multiple Pathways to Colleges and Careers	3.1 Diversify Pathways
	3.2 Technical Assistance on
	3.3 Strategic Partnerships
	3.4 Evaluate Efficiencies

Establish World-Class Standards and Assessments

WCS1 Adopt World-Class Standards	1.1 Common Core Standards
	1.2 Rigorous Curricula
	1.3 Support Programs
WCS2 Implement High-Quality State Assessments	2.1 Review NECAP
	2.2 Review International Assessments
WCS3 Monitor Local Assessments	3.1 Logistical Support on Formative Assessments
	3.2 Identify Models

Develop User-Friendly Data Systems

DS1 Improve Data Accessibility	1.1 Create Tools
	1.2 Engage Public
DS2 Design Infrastructure Supports	2.1 Integrated Data Structure
	2.2 Processes for Ownership
DS3 Strengthen Informed Decision-Making	3.1 Create Tools
	3.2 Support to LEAs
DS4 Redesign Accountability Systems	4.1 Improve Processes
	4.2 Develop Metrics

Invest Our Resources Wisely

IRW1 Promote Adequate, Equitable Funding	1.1 Develop Funding Formula
	1.2 Improve Statewide Systems
	1.3 Seek Funding
IRW2 Appropriate Investments	2.1 Create Tools and Processes for Efficiencies
	2.2 Evaluate Effectiveness
IRW3 Responsive School Budgets	3.1 Standardized Budgets
	3.2 Identify Effective Practices

Ensure Educator Excellence

Impact Statements:

By 2012 75% of educators will be evaluated using a rigorous performance evaluation that includes student achievement data.

By 2015 all students will be supported by educators who demonstrate effective performance.

We know that the single most important factor in the successful education of our students is the effectiveness of the classroom teacher. Every student must have excellent teachers throughout his or her educational experience. Every teacher must work in a school where the principal is a highly effective instructional leader. We also know that ensuring educator excellence requires thorough preparation, ongoing professional development, a high-quality system of supports, and candid and instructive feedback about performance. We are committed to developing a comprehensive system to ensure that we have excellent educators in every school and every classroom. Creating a comprehensive, robust system of educator development and support will require strong partnerships with institutes of higher education, professional organizations, labor unions, and the practitioners within our schools. The objectives and strategies identified on the following pages are our key actions for ensuring educator excellence in Rhode Island.

Objective EE1: Improve the quality and rigor of all educator preparation programs.

Objective Measures:

By 2012 100% of educator candidates will pass a set of rigorous, state-approved assessments for licensure.

By 2015 100% of preparation program renewals will include strong linkages to program graduates' effectiveness, including student achievement.

Strategy EE1.1 Review and strengthen rigorous standards and criteria for approval of educator preparation programs.

- Increase minimum scores on basic skills testing requirements for candidates.
- Establish rigorous protocols for the recruitment and interview of preparation program candidates.
- Establish objective requirements for teaching performance in order to exit any educator preparation program.
- Revise Rhode Island Program Approval Standards to include measures of effectiveness of program completers.

Strategy EE1.2 Create innovative options and supports for individuals with diverse backgrounds to demonstrate proficiency and enter the profession.

- Expand the variety of pathways into the profession by attracting high-quality, non-college-based programs for all educators.
- Require all programs to fully implement and monitor proven strategies for the recruitment of diverse individuals into the profession.
- Remove barriers to the recruitment of a diverse candidate pool for all educators.
- Establish rigorous non-degree leadership development options.

Objective EE2: Support all Local Educational Agencies (LEAs) in their implementation and management of effective human resource systems that continuously improve student achievement and support performance-based compensation models.

Objective Measures:

By 2012 100% of LEAs will have an approved rigorous, performance-based evaluation system tied to measures of educator effectiveness and student achievement data that meets state standards.

By 2015 100% of LEAs will have generated two years of performance data for all educators and will be able to demonstrate data-driven decisions around hiring, assignment, advancement, evaluation, and termination.

Strategy EE2.1 Develop models of effective human resource systems.

- Create explicit standards for the capacity needed to implement a human capital system compliant with the Basic Education Program.
- Establish a system of technical assistance, guidance, and supports for implementing criterion-based recruitment, hiring, and assignment strategies.

Strategy EE2.2 Provide models of effective performance-based evaluation systems and rubrics for measuring the effectiveness of existing performance-based evaluation systems.

- Develop models and establish tools, rubrics, and protocols for the performance-based evaluation of all educators.
- Develop systems requirements for data collection and storage of evaluation information.
- Analyze and report on LEAs' systems for awarding tenure based on performance-based evaluations.
- Develop a model performance-based compensation system.

Objective EE3: Ensure that all educators' professional growth and advancement is aligned to student achievement.

Objective Measures:

By 2012 a redesigned licensure renewal process will be fully implemented.

By 2015 all educators' continuation in the profession will be based on objective measures of educator effectiveness.

Strategy EE3.1 Revise and implement a new licensure renewal process.

- Develop an information system that links re-licensure to student achievement and other evidence of effective educator performance.
- Streamline areas of certification to ensure that all certificates are reasonably designed to improve student achievement of all youth and adults.
- Create a multi-tiered system of licensure that opens pathways for career advancement.

Strategy EE3.2 Ensure that LEAs and schools provide individualized and targeted professional development based on evaluation information and in support of student academic growth.

- Collect and disseminate data on LEAs' and schools' professional development outcomes.
- Provide LEAs and schools with information on best practices in professional development and quality providers.
- Fund and target professional development opportunities that build educator effectiveness.

Accelerate All Schools Toward Greatness

Impact Statements:

By 2012 every school and program will demonstrate aggressive gains in student achievement as measured by state-determined growth targets.

By 2015 all students will be attending high-quality schools and programs.

Every school and educational program in Rhode Island must accelerate student learning to prepare students for college, careers, and life. Although many schools and programs have demonstrated high levels of performance over several years, we know that many schools have struggled for more than a decade, resulting in generations of failure in our state, and that must stop. Approximately 47,000 students attend schools that did not meet all improvement targets for the 2008-09 school year. Of that group, 19,000 students are in schools that have missed one or more of their improvement targets for five or more years.

The state assessment results for most of these schools indicate that less than half of their students are reaching proficiency in reading and mathematics. We must and will transform these schools so that all students can be successful. The objectives and strategies described below apply to all of our schools, LEAs, and programs, and they are inclusive of the needs of diverse populations of students. Achieving these objectives requires that we all work together to identify the innovative practices and programs that make a difference in accelerating student achievement. Creating great schools and programs means working with communities, families, civic leaders, and all educators so that failing schools do not exist anywhere in Rhode Island.

Objective AS1: Ensure that all schools and programs are accelerating student achievement and closing achievement gaps.

Objective Measures:

By 2012 all LEAs will be in full compliance with the Basic Education Program and meet established performance targets.

By 2015 achievement gaps across all socio-demographic groups will be reduced by 50%.

By 2012 and 2015 student achievement in reading, mathematics, and science will improve significantly (as demonstrated by the percentage point gains shown in the top right table) at elementary, middle, and high school levels.

By 2012 and 2015 adult education proficiency gains and outcomes will improve as demonstrated by the percentages in the bottom right table.

	2008	2012	2015
Percent of elementary students proficient in reading	69	84	90
Percent of elementary students proficient in mathematics	61	76	90
Percent of elementary students proficient in science	40	60	75
Percent of middle school students proficient in reading	68	83	90
Percent of middle school students proficient in mathematics	53	68	75
Percent of middle school students proficient in science	18	38	68
Percent of high school students proficient in reading	69	84	90
Percent of high school students proficient in mathematics	27	47	77
Percent of high school students proficient in science	19	49	79

PERFORMANCE MEASURES	2008	2012	2015
PROFICIENCY (SKILL GAINS) Completion of Educational Functioning Levels Based on Pre- and Post-Test Scores			
ABE Beginning Literacy	35%	45%	55%
ABE Beginning Basic	37%	47%	57%
ABE Intermediate Low	38%	48%	58%
ABE Intermediate High	30%	40%	50%
CORE FOLLOW-UP EDUCATION AND EMPLOYMENT OUTCOMES			
Obtained High School Credential	48%	58%	68%
Entered Postsecondary	14%	24%	34%
Entered Employment	78%	80%	80%
Retained Employment	88%	90%	90%

Strategy AS1.1 Improve the quality and accessibility of early learning programs available for children from age three to kindergarten.

- Provide technical assistance on Regents-approved early childhood standards.
- Approve and monitor early childhood programs.
- Identify and seek additional resources to support Pre-K expansion.
- Expand the pool of qualified providers.
- Coordinate and collaborate with other state agencies, community partners, institutes of higher education, and early childhood professionals to strengthen quality program implementation in the areas of governance, operations, and outreach.

Strategy AS1.2 Ensure that all LEAs address student achievement gaps so that schools and programs accelerate increases in student achievement.

- Establish state expectations for acceptable outcomes in student achievement based upon growth measures and metrics for closing achievement gaps.
- Conduct diagnostic analysis to identify current levels of school and LEA performance against state expectations.
- Provide technical assistance to LEAs authorized to improve school performance without state oversight.
- Implement a comprehensive visitation and monitoring system to measure effectiveness of LEA programs and supports.

Strategy AS1.3 Support all LEAs and adult education programs in the development of a system of academic, social, and emotional supports for student health and well-being.

- Establish state expectations and criteria for a meaningful system of student supports that closes achievement gaps in content areas.
- Monitor and support healthy and safe learning environments that contribute to effective student learning.
- Increase the availability of expanded learning opportunities.
- Promote active family and community engagement in improving student achievement and success.
- Collaborate with LEAs, other state agencies, institutes of higher education, and community partners to develop innovations and funding for a comprehensive system of student supports.

Objective AS2: Transform schools and programs that fail to accelerate student achievement and close gaps.

Objective Measures:

By 2012 all identified schools will be responding positively to a state-approved system of options for accelerating student achievement.

By 2015 all Rhode Island schools and programs will meet all applicable state performance targets.

Strategy AS2.1 Develop, implement, and support a menu of approved state options for transforming identified schools and programs.

- Develop and disseminate a statewide framework of policies and infrastructure to support innovations in schools, programs, and practices.
- Identify existing legal, contractual, and financial barriers to the implementation of state-endorsed innovations.
- Collaborate with state, local, and labor leaders in identifying and addressing barriers to remedying under-performance.
- Define parameters for a continuum of allowable turnaround and transformation models.
- Communicate and engage with families and students on options and implementation plans.
- Develop an infrastructure within RIDE to support a full continuum of intervention and transformation opportunities to improve school performance.
- Establish a cadre of outside turnaround and transformation providers and management specialists to implement and support state-approved models.
- Evaluate the effectiveness of the various options used.

Strategy AS2.2 Support the development of leaders who are able to intervene in and transform underperforming schools and programs.

- Collaborate with educational leaders in the New England states to develop an innovative leadership program for transforming underperforming schools and LEAs.
- Engage the services of an external provider to recruit, prepare, and place individuals in leadership positions in urban schools and LEAs.
- Implement an extensive system of professional development to support existing urban school leaders.
- Seek private and public funding to support innovative leadership development programs.
- Evaluate and track the performance of newly trained leaders, including their impact on student achievement results.

Objective AS3: Create a system of multiple pathways leading to college and career readiness.

Objective Measures:

By 2012 all LEAs will provide multiple pathways that prepare students for college and careers.

By 2015 85% of high school students will graduate and successfully transition into postsecondary education and training, apprenticeships, or employment.

Strategy AS3.1 Diversify the ways that youth and adults can prepare for and access college and careers.

- Create an inventory of current pathways, identify gaps, and develop additional pathways for Regents' approval.
- Engage critical stakeholders, related state agencies, educational service organizations, the business community, and national and regional experts in the development of a full range of viable career pathways.
- Ensure the implementation of culturally and linguistically appropriate cross-LEA supports for English Language Learners, students with special needs, and others who have not reached proficiency-based requirements for exiting school.
- Launch, in collaboration with workforce cabinet partner agencies, a virtual learning network that includes coursework, training, and college e-learning, including a statewide virtual high school.

- Expand in-school and out-of-school opportunities for youth and adults to build academic and technical skills and attain stackable certificates.
- Monitor and track all graduates from schools and programs on their attainment of both academic and industry-recognized credentials.

Strategy AS3.2. Provide technical assistance to schools and programs in the implementation of approved multiple pathways.

- Issue standards that multiple pathways must meet.
- Conduct program approval reviews based on the standards.
- Foster the growth of professional learning communities focused on the implementation of promising and effective practices to put into action multiple pathways for all learners.
- Ensure the provision of effective technical assistance to schools and programs in the implementation of multiple pathways.
- Increase the mandatory school attendance age to eighteen in order to facilitate increased access to the multiple-pathways system.

Strategy AS3.3. Form strategic partnerships to fully align secondary, postsecondary, and community- and work-based components of pathways.

- Expand the use of statewide articulation agreements between schools and programs for youth and adults in order to accelerate learning and maximize dual enrollment opportunities.
- Create a system of financial and job opportunity incentives in order to re-engage disconnected youth and young adults and get them to college or to work.

Strategy AS3.4. Evaluate the relative effectiveness of and returns to different pathways.

- Implement longitudinal analysis to determine how multiple pathways affect gaps in student achievement, graduation rates, and transition rates to further education, training, and employment.
- Revise the system of multiple pathways in order to eliminate pathways that are ineffective or cost-prohibitive.

Establish World-Class Standards and Assessments

Impact Statement:

By 2015 all LEAs will have comprehensive curriculum, instruction, and assessment systems that are internationally benchmarked.

We currently have established high standards for our students, yet we want to be sure that we prepare all Rhode Island students to be internationally competitive in a global economy. We have joined with other states throughout the nation to align our standards with the National Common Core Standards in reading, writing, and mathematics. This work will lead to the re-examination of our standards as well as to the design of comprehensive state and local assessment systems that ensure that we are educating our students to meet international benchmarks. The objectives and strategies articulated on the following pages represent our key actions for designing a world-class standards and assessment system that prepares all Rhode Island students for global competitiveness.

Objective WCS1: Ensure that all students have access to a rigorous curriculum aligned to internationally bench-marked standards that are taught through multiple pathways.

Objective Measures:

By 2012 all LEAs will have implemented a guaranteed and viable curriculum in reading, writing, mathematics, and science that can be easily accessed by the community.

By 2015 all LEAs will have at least two pathways for students to reach proficiency against internationally bench-marked standards.

Strategy WCS1.1 Ensure that the Rhode Island content standards are aligned to the National Common Core Standards.

- Conduct, in partnership with the NECAP states, an alignment study between the existing Rhode Island standards and the National Common Core Standards.
- Revise the current standards to align with or adopt the National Common Core Standards.
- Design and implement appropriate professional development to ensure that teachers and teacher leaders understand the revised content standards.

Strategy WCS1.2 Coordinate the review, development, and monitoring systems for rigorous curricula in English language arts, mathematics, and science.

- Develop and pilot a curriculum audit tool to determine the level of support each LEA needs in order to have a rigorous curriculum in English language arts, mathematics, and science.
- Train education leaders to conduct a curriculum audit in each of the three content areas.
- Create a five-year state plan that prioritizes LEAs' curriculum support needs in each content area and that is based on the audit tool data and student achievement information.
- Facilitate the development of curricula in LEA partnerships with the Dana Center and Intermediary Service Providers.
- Disseminate model curricula and units of study to share best practices and to support inter-LEA collaboration.
- Train education leaders to monitor the fidelity of curriculum implementation within their schools and classrooms.

Strategy WCS1.3 Support the use of successful programs and structures in reading, writing, and mathematics for students who need additional support.

- Provide guidelines for intervention programs in reading, writing, and mathematics that include specifications that identify program requirements, teacher expertise requirements, profiles of students who are successful with each model, and costs.
- Provide specifications for best-practice models and program requirements for English Language Learners that address varying levels of English proficiency, first-language literacy levels, and age of entry into United States schools.

Objective WCS2: Implement high-quality state assessments aligned to internationally benchmarked standards.

Objective Measures:

By 2012 Rhode Island will have a state assessment system that is aligned to the National Common Core Standards.

By 2015 all LEA high schools will ensure that students are able to reach proficiency against internationally benchmarked standards through multiple pathways.

Strategy WCS2.1 Review and revise the state assessment system as needed to align with the National Common Core Standards.

- Review the alignment of NECAP to the National Common Core Standards.
- Based on the findings of the alignment review, revise the NECAP program and explore expanding state membership to include all New England states.
- Develop a data analysis tools as part of the instructional management system to support the use of NECAP results.

Strategy WCS2.2 Connect Rhode Island schools to nationally and internationally benchmarked assessments that are aligned to alternate pathways for students.

- Continue our partnership with the Achieve Network for end-of-course assessments in Algebra I and II.
- Pilot the use of at least one board examination in high schools that supports students' pathways within and beyond high school.
- Expand the use of technical skills assessments aligned to pathways in all career and technical programs.

Objective WCS3: Monitor and support LEA implementation of comprehensive local assessment and reporting systems based on internationally benchmarked standards.

Objective Measures:

By 2012 all LEAs will have a comprehensive PK-12 assessment system in reading, writing, mathematics, and science that includes both formative and interim assessments aligned to curriculum and internationally benchmarked standards.

By 2015 all LEAs will have student grading and progress reporting systems aligned to internationally benchmarked standards in reading, writing, mathematics, and science.

Strategy WCS3.1 Provide logistical support for the development and use of formative and summative assessment processes and data.

- Identify delivery systems for and providers of technical assistance on the development of formative, interim, and summative assessments.

- Support the development of an online statewide instructional management system to facilitate LEA work in the development of local assessment systems.
- Facilitate the improvement of educator leaders' ability to identify professional development needs based on the analysis of student achievement data (both formative and summative).
- Provide models of standard queries for the use of local and state assessment system data to improve instruction and assessment.

Strategy WCS3.2 Identify models and practices that support the implementation of comprehensive local assessment systems, including graduation by proficiency assessments.

- Provide guidance documents and templates that specify the features and components of effective comprehensive local assessment systems.
- Provide examples of benchmarked student work (K-12) against key standards in reading, writing, mathematics, and science.
- Identify professional development providers and models to support the implementation of effective assessment systems.
- Coordinate technical assistance sessions, networks, and collaborations with external groups to ensure that all LEAs will have well implemented assessment systems.
- Coordinate the regular update and review of online models and support materials for the implementation of assessment systems.

Develop User-Friendly Data Systems

Impact Statements:

By 2012 every Rhode Islander will be able to access user-friendly data on student achievement and school and LEA performance in their community.

By 2015 all LEAs will demonstrate data-driven decisions that lead to student, classroom, school, and LEA improvement.

Improving student achievement is highly dependent on effectively analyzing and using the data that we collect. One way we will know how we are doing, both along the way and at certain benchmarks, is through the use of data. Today, we know we collect a lot of data, but we seldom use the data to evaluate programs, inform instruction, or monitor how we invest our resources to yield the most effective results. We must create user-friendly data systems, instructional-management tools, and systems of reports so that all Rhode Islanders can access information that will help them make the decisions that improve education in Rhode Island. We will need to build strong data governance throughout our systems and create innovative partnerships with LEAs, state agencies, institutes of higher education, and community groups to foster a culture of effective data use and accountability. The objectives and strategies articulated on the following pages set the pathway for creating a data-driven culture of education decision-making.

Objective DS1: Improve the availability and accessibility of accurate data on student, teacher, school, and LEA performance.

Objective Measures:

By 2012 school and classroom data linking student achievement with teacher effectiveness in the form of easy-to-read reports through a web-based portal will be available to the public.

By 2015 parents and the community will utilize available tools to view data on student achievement and school performance, as demonstrated by usage metrics and survey data.

Strategy DS1.1 Create tools to provide access to user-friendly data.

- Perform a system requirements analysis for each intended user group.
- Develop a variety of data dashboards with a look, feel, and level of functionality specific to each user group.
- Build appropriate levels of functionality in the data warehouse to support the data dashboards.
- Develop various reports that will be available to different users focusing on canned (live feed) reports and limited query reports.

Strategy DS1.2 Engage and educate the public about data that can be used to better understand and support student achievement.

- Develop a plan for public education, outreach, training, and communication on the use of data.
- Develop an online toolkit for training and support on the use of data.
- Provide direct training and "train-the-trainer" to improve the use of data in decision-making.

Objective DS2: Ensure that the data and technology infrastructure support the sharing of high-quality data accessible in real-time and are able to promote continuous improvement.

Objective Measures:

By 2012 the Rhode Island education data system will fully meet the criteria for having the 10 essential elements identified by the Data Quality Campaign and will be able to link with systems across state agencies.

By 2015 education data will be clean and accurate as measured against standards for accuracy for specific data elements as set forth in a prescribed data dictionary.

Strategy DS2.1 Establish a vertically and horizontally integrated statewide data system that provides single-point access to comprehensive education, demographic, and human services data for every student PK-20.

- Complete the integration of internal databases (Special Education, Career and Technical Education, Educator Quality, Finance, Adult Basic Education, and GED) into the data warehouse.
- Integrate the data warehouse with the higher education database or integrate it directly into the schools themselves (vertical).
- Create the ability to merge RIDE data with data from the Department of Labor & Training and state health/social services agencies (horizontal).

- Integrate the Pre-K data system into the data warehouse.
- Align the common course codes to state standards.

Strategy DS2.2 Ensure that there are processes and structures set up to support ownership around data integrity/quality and the meaningful use of data by all stakeholders.

- Develop and implement a full data governance/stewardship model.
- Enter into data-sharing agreements with key partners.
- Create data standards and a data dictionary.
- Develop and implement a state model for data quality, including audits and monitoring.

Objective DS3: Create the ability for educators to use relevant data to inform decisions for improving instructional practices and classroom outcomes.

Objective Measures:

By 2012 educators and school leaders will demonstrate the consistent use of an instructional management system to link programs and services to student achievement data in order to provide more effective instruction and interventions for students.

By 2015 all Rhode Island LEAs will demonstrate continuous closure of achievement gaps by disaggregated student population as measured against state-established growth targets.

Strategy DS3.1 Create tools for educators and researchers to access data that will help improve instruction.

- Provide a portal that allows LEAs to upload local assessments and other school-level instructional data.
- Develop requirements for LEAs to be able to link their local assessment data with state data, regardless of the local platform.
- Build a state-supported instructional management tool that LEAs can use to access both state and local instructional data.

Strategy DS3.2 Provide support to LEAs and individual educators in using data to improve instruction.

- Provide guidance and/or professional development to LEAs and schools on how to apply instructional management information to improve instruction.
- Build a community-in-practice model that offers networks and supports to LEAs, schools, and individual educators to learn and share best practices as well as to collaboratively problem-solve.
- Develop online toolkits to improve instruction.
- Provide direct training and "train-the-trainer" on the tools to improve instruction.

Objective DS4: Redesign the school and LEA accountability processes to extend beyond NECAP results to include valid and reliable data against key indicators so that the appropriate supports, interventions, enhancements, and improvements can be targeted effectively to improve student achievement.

Objective Measures:

By 2012 Rhode Island will have implemented a performance management system based on student growth and teacher effectiveness to measure the performance of schools and teachers.

By 2015 Rhode Island will be able to demonstrate a 30% increase in student achievement directly tied to a system of supports and interventions.

Strategy DS4.1 Develop an accountability process that accurately measures the effectiveness of school and LEA programs, supports, and interventions.

- Develop systems requirements for collecting data related to student-level supports, including evaluations and individualized supports.
- Develop metrics for a growth model, gap analysis, and teacher effectiveness.
- Develop query-driven reports that apply performance metrics to disaggregated data in order to improve student achievement.

Strategy DS4.2 Develop standards and processes for how performance metrics are to be used to improve student achievement.

- Develop a methodology for including growth metrics and teacher effectiveness into a system of state performance measures, and possibly into measures of Adequate Yearly Progress (AYP).
- Develop performance measures for systems requirements of the Basic Education Program.
- Create a set of diagnostic metrics to match capacity and systems measures to specific interventions and initiatives that will ensure the acceleration of student achievement.

Invest Our Resources Wisely

Impact Statements:

By 2012 Rhode Island will distribute state education aid through a formula aligned to the Basic Education Program that includes incentives for student achievement and efficiencies.

By 2015 all LEAs will link expenditure and achievement data to drive the return on investments and to increase student achievement.

Our investment in education matters to the lives of children, to the health of our community, and to our economic future. Rhode Island has made a large investment in education, yet we have not realized world-class schools and programs throughout the state. We must create an education finance system that supports student achievement and ensures that we get the best return on the investments we make. In creating this finance system, we need a funding formula for Rhode Island schools that abides by the principles of equity, accountability, effectiveness, and stewardship. We must take every opportunity to be more efficient across the state, to direct savings from efficiencies toward improving student achievement, and to aggressively seek public and private funding to support innovation and bold actions. The objectives and strategies outlined on the following pages require that we work with all levels of government and with stakeholder groups to ensure that all are capable stewards accountable for our investments in education.

Objective IRW1: Ensure that schools and students are adequately and equitably funded to attain internationally benchmarked standards for college and career readiness.

Objective Measures:

By 2012 Rhode Island will compare its per-pupil expenditure relative to the per-pupil expenditure of selected top-performing states and/or nations or systems (ratio).

By 2015 all LEAs will meet or exceed Regents' targets for student achievement relative to adequacy of funding levels.

Strategy IRW1.1 Promote an equitable and predictable funding formula to support the education of all students, including adult learners.

- Advocate for and disseminate a Regents-approved methodology for a funding formula.
- Develop and implement a communications plan to support a funding formula.
- Inform and engage all constituents and stakeholders to ensure their understanding of the formula.
- Cost out the Basic Education Program to update the foundation amount for the formula.

Strategy IRW1.2 Consolidate and promote efficiencies for the application, reporting, and accounting systems for schools and programs.

- Develop, implement, and continually improve statewide electronic systems for application, reporting, and accounting of state and federal funds.
- Build capacity through training and support for end users (e.g., LEAs, community-based organizations) to establish, operate, and maintain new and upgraded systems.
- Continually assess the quality of systems and strive for improvement.
- Leverage strategic partnerships with various organizations (e.g., RISSA, RIASBO) to advocate for systems reform.

Strategy IRW1.3 Aggressively seek public and private funding to assist in the implementation of the strategic plan.

- Identify resource gaps.
- Develop a revenue-generating strategy.
- Leverage strategic partnerships with corporate and community foundations and philanthropists to establish an innovation and excellence fund.
- Distribute funding to initiatives that meet the Board of Regents' criteria for innovation, impact, and greatness.

Objective IRW2: Ensure that resources are invested appropriately and directed toward areas that will improve student achievement statewide.

Objective Measures:

By 2012 at least two new statewide efficiencies will be implemented and will generate savings that are redirected to improve student achievement.

By 2015 the share of per-pupil expenditure attributed to administrative costs will not exceed the established statewide standard.

Strategy IRW2.1 Create tools and processes for guiding innovation and cost efficiencies tied to increases in student achievement.

- Engage LEA, education, and business leaders in identifying and developing strategies for cost effectiveness.
- Propose and support the implementation of approved statewide efficiencies to increase the return on investments.
- Conduct a statewide assessment of school facility conditions and capacity to establish a baseline and recommend efficiency benchmarks.
- Propose legislative language to facilitate consolidation and to redirect resources to programs that promote student achievement.
- Develop incentives for the more efficient use of facilities and develop ways to address inefficient use.
- Inform and engage constituents and stakeholders regarding statewide efficiency proposals.
- Assess financial data to develop cost-effectiveness standards that accelerate student achievement.

Strategy IRW2.2 Evaluate the tools and processes for guiding innovation, creating efficiencies, and improving student achievement.

- Monitor the results of implemented statewide efficiencies for actual savings.
- Disseminate information on actual savings from statewide efficiencies to all constituents and stakeholders.
- Evaluate how LEAs have redirected savings from statewide efficiencies.
- Analyze student achievement changes in LEAs that have generated large savings from efficiencies.

Objective IRW3: Ensure that school budgets are responsive and relevant so as to maximize student achievement.

Objective Measures:

By 2012 all LEAs will use the uniform chart of accounts for decision-making that improves student achievement.

By 2015 all LEAs will use a Regents-approved budget model, such as zero-based budgeting, to maximize resources.

Strategy IRW3.1 Standardize school budgets so that they annually assess investment priorities and incorporate long-range planning.

- Develop a Regents-approved budget model that incorporates cost effectiveness standards.
- Inform and educate all constituents on the benefits of the approved budget model and best practices for long-range planning, budget development, and budget administration for the greatest educational return.
- Assess and report on the implementation of overall budgeting strategies.

Strategy IRW3.2 Identify effective practices in linking education investments to student achievement.

- Compare statewide spending patterns with student achievement results by selected programs and subpopulations.
- Identify correlations between investments and increases in student achievement.
- Collaborate with professional associations and the business community to promote the implementation of effective practices.

Provide Primary Support

Implementing this strategic plan will require changes within the Rhode Island Department of Elementary and Secondary Education (RIDE). We will have to adjust our tasks, practices, and operational systems as we take on new work, stop doing some of the work we currently are doing, and do many required tasks in new, strategic ways. We know that at the heart of our change is our strong belief that we are part of creating the best education system for our students, educators, and communities. The objectives and strategies below set out the beginning steps for uniting everyone at RIDE toward becoming the highest performing state education agency in the country.

Objective RIDE1: Set clear expectations and processes for all RIDE staff on providing timely and reliable services to the public.

- Strategy RIDE1.1 Create and document the expectations and processes for customer service.
- Strategy RIDE1.2 Provide training and ongoing support to RIDE staff on the expectations and processes.
- Strategy RIDE1.3 Disseminate processes and constituent surveys to customers.

Objective RIDE2: Align all RIDE resources, structures, and strategies to focus on preparing students for success in college, careers, and life.

- Strategy RIDE2.1 Engage in the ongoing analysis, planning, and evaluation of fiscal and human resources and organizational processes and structures and their focus on improving student results.
- Strategy RIDE2.2 Develop a learning culture that engages in continuous development related to analysis of the strategic plan against its targeted results.

Objective RIDE3: Use data and established performance measures to make improvements in the organization and functioning of RIDE.

- Strategy RIDE3.1 Create performance measures and data tools that support agency decision-making on progress being made at achieving goals and objectives.
- Strategy RIDE3.2 Implement a performance-management system that addresses recruitment, selection, and promotion based on meeting the goals and objectives of the strategic plan.
- Strategy RIDE3.3 Analyze and use data from customer surveys to improve internal processes and services.

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Appendix

RI Pre-K Program Site Monitoring Protocol

RI Pre-K Program Monitoring Tool

The RI Pre-K Program Monitoring Tool is based on the State Pre-K Implementation Guidelines and the RI Comprehensive Early Childhood Education Standards for Preschool (June 2013). This tool is designed to provide a checklist of program information that must be reviewed annually. In addition to supporting programs in meeting the Pre-K Implementation Guidelines and RI CECE Standards for Preschool, this tool should serve as a summary of all information for all Pre-K classrooms located in this program. After initial review, any components that require further attention should be evaluated again within the same school year. Regular, systematic, and focused supervision of RI State Pre-K programs ensures that a high-quality early childhood education program is being implemented and maintained. The use of the RI Pre-K Program Monitoring Tool ensures uniformity across programs throughout the state.

Instructions

1. The State Pre-K Lead will monitor all Pre-K classroom(s) on a regular basis using the RI Pre-K Program Monitoring Tool.

    - When a particular standard or requirement has not been met, within 14 calendar days each program should establish a written Action Plan to meet compliance and documentation defining who is responsible for accomplishing the task, a timeline, and other information to indicate progress toward meeting the requirement.
    - For items marked "N/A," written clarification may be necessary for why that item does not apply.
    - Action plans should be sent to the State Pre-K Lead within 14 calendar days of the monitoring visit.

Rhode Island State Pre-Kindergarten Program (RI Pre-K) Monitoring Tool
2013-2014

Pre-K Program Name: _____
Pre-K Program Director: _____
Pre-K Program Education Coordinator: _____
Pre-K Teacher: _____
Date of Monitoring Visit: _____

**Please note: for your convenience, the program monitoring tool lettering & numbering system is intended to correspond with the related section in the RI Pre-K Program Implementation Guidelines.

Section 1: The RI Pre-K Child

A. RI State Pre-K Child Enrollment Eligibility	**Source**	**Yes**	**No**	**N/A**	**Plan or clarification** [who, what, when; or exception letter on file]
A1. RI State Pre-K Program determines eligibility for state lottery.	• written operational policies	☐	☐		
A2. Child is 4 years of age on or before September 1st in the year served; not eligible for kindergarten.	• birth certificate **or** • adoption certificate **or** • medical records **or** • family Bible	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐		
A3. Every child's family is determined to reside within the community where the Pre-K is located. Family income in documented.	• Verification of family income (pay stubs, tax records, etc.) **and** • Verification of residence (utility bill, driver's license, etc.)	☐ ☐	☐ ☐ ☐		

F. State Pre-K Children with Special Needs	Source	Yes	No	N/A	Plan or clarification
F1. IEP teams must first consider the provision of all special education and related services on-site in these settings. Only in an instance where the nature or severity of the child's disability is such that education in one or more of these settings, with the use of supplementary aids and services, cannot be achieved satisfactorily, may the IEP team consider the next option on the continuum.	• Written operational procedures • Written documentation of child assessment data, district communication, meetings and resolution	☐	☐	☐	

Section 4: The RI Pre-K Program

A. Facility Requirements	Source	Yes	No	N/A	Plan or clarification
A1. RI Pre-K program holds a 5-star BrightStars rating **OR** Public school program is in compliance with RIDE BEP requirements.	• BrightStars documentation **or** • RIDE BEP compliance documentation	☐ ☐	☐ ☐	☐ ☐	

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B. Official RI Pre-K Day and Year	Source	Yes	No	N/A	Plan or clarification
B1. Minimum of 6 hour instructional day	• classroom schedule **or** • school calendar **or** • operational policies	☐ ☐ ☐	☐ ☐ ☐		
B2. 180 school days	• classroom schedule **or** • school calendar **or** • operational policies	☐ ☐ ☐	☐ ☐ ☐		
C. Program Attendance Policy	**Source**	**Yes**	**No**	**N/A**	**Plan or clarification**
C1. Establish procedure to verify classroom attendance	• class attendance records	☐	☐		
C2. Documentation on file that families are contacted when a child was absent for more than 5 consecutive days and that the additional State Pre-K attendance procedures are followed and documented.	• Written operational policies • contact logs (i.e., telephone, home visits) **or** • written letters of notification **and/or** • written exceptions	☐ ☐ ☐	☐ ☐ ☐		
D. Nutrition	**Source**	**Yes**	**No**	**N/A**	**Plan or clarification**
Program participates in the federal school lunch program.	• Operational policies	☐	☐	☐	
D1. Fees are not charged for meals and children are provided with snack and lunch daily.	• parent handbook **and** • operational policies	☐ ☐	☐ ☐	☐ ☐	
D2. Breakfast and/or snacks and lunches served meet or exceed USDA requirements.	• copy of menus (at least 1 month)	☐	☐	☐	

F. Wrap-around services	Source	Yes	No	N/A	Plan or clarification
Families are provided within information for wraparound services provided before or after the regular school day, during holidays, or during summer months.	• Parent handbook and • Operational policies	☐ ☐	☐ ☐	☐ ☐	**Name of wraparound service provider:**
F1. Families are charged for the cost of wraparound services provided before or after the regular school day, during holidays, or during summer months. RI Pre-K dollars may not be used for such costs.	• parent handbook **or** • operational policies	☐ ☐	☐ ☐	☐ ☐	**Cost:** **CCAP:**

Section 5: The RI Pre-K Classroom

A. Child Health Assessment	Source	Yes	No	N/A	Plan or clarification
A1. Health assessments are on file within 30 days of the child's enrollment and must have been conducted within 12 months of program entry. If not, parents/families are notified in writing to have the health assessment completed per RI Pre-K Program Implementation Guidelines.	• copy of each child's assessment **or** • copy of parent notification letter **and** • written documentation of appointment	☐ ☐ ☐	☐ ☐ ☐		
B. Developmental Screening	**Source**	**Yes**	**No**	**N/A**	**Plan or clarification**
B1. All children screened within 60 days of the first day of attendance through local Child Outreach. Children are rescreened within required timelines as well.	• **dated** cover sheet of each child's screening and rescreening as necessary	☐ ☐	☐ ☐		

C. Early Learning Standards & Curricula	**Source**	**Yes**	**No**	**N/A**	**Plan or clarification**
C1. The classroom curriculum is based on a program curriculum framework. Both the framework and daily curriculum are aligned with the RI Early Learning and Development Standards (2013).	• Program curriculum framework which aligns with RI CECE Standards for Preschool Approval (i.e. speaks to intentional teaching practices, alignment with RIELDS, designing and implementing evidence-based practice) • lesson plans (at least 1 month) **and** • direct observation	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐		
D. Formative (Instructional) Assessment	**Source**	**Yes**	**No**	**N/A**	**Plan or clarification**
D1. Ongoing formative assessment is conducted to inform curriculum planning. Child assessment data is recorded and analyzed within the Teaching Strategies GOLD tool.	• Evidence of administrator oversight of teacher's formative assessment practices **and** • evidence of children's progress documented in accordance with assessment procedures	☐ ☐	☐ ☐	☐ ☐	
E. Staff-to-Child Ratio and Class Size	**Source**	**Yes**	**No**	**N/A**	**Plan or clarification**
E1. Class size is 18 children.	• direct observation **and** • attendance roster	☐ ☐	☐ ☐	☐ ☐	
E2. Adult: child ratio is 1:9.	• direct observation **and** • attendance roster	☐ ☐	☐ ☐	☐ ☐	

H. Indoor and Outdoor Learning Environment	**Source**	**Yes**	**No**	**N/A**	**Plan or clarification**
H1. Both indoor and outdoor environments shall address curricular objectives by encouraging child-initiated, teacher-supported, active learning experiences.	• log of activities/opportunities/ communications **or** • lesson plans	☐ ☐	☐ ☐	☐ ☐	
H2. Teachers shall arrange for children to be outdoors each and every day, for a minimum of one hour, weather permitting.	• log of activities/opportunities/ communications	☐	☐	☐	
I. Family Engagement	**Source**	**Yes**	**No**	**N/A**	**Plan or clarification**
I1. Program has a written plan that describes program practices for communicating with and engaging families as partners in their child's education and in program decision-making.	• Operational policies **and** • Family engagement framework or plan **and** • log of activities/opportunities/ communications	☐	☐	☐	

Section 6: The RI Pre-K Staff

State Pre-K Staffing Patterns		**Yes**	**No**	**N/A**	**Plan or clarification**
Utilizes one of the RI CECE Standards for Preschool approved staffing patterns. (p.11).	• Written operational policies • Staffing schedule	☐ ☐	☐ ☐	☐ ☐	

Staff Evaluation and Professional Development Systems	• Written operational policies **and** • Documentation from supportive supervision meetings **and** • Individual professional development plans **and** • Program professional development plan	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐		
A. Education Coordinator Credentials	**Source**	**Yes**	**No**	**N/A**	**Plan or clarification**

A1. Each program shall have a person assigned to the role of Education Coordinator. This person meets criteria found in the RI CECE Approval Standards for Preschool.	• Copy of current RIDE Early Childhood Education certificate (PK – 2), **or** • Current RIDE ECSE certificate (B – grade 2), which includes ECE certification **or** • Evidence of BA or MA in related field with 24 credits in ECE from accredited approved IHE. Public school staff must also hold current RIDE certificate. • Minimum of two years experience as ECE teacher • 3 credit course or 40 documented hours of PD over the course of two years in mentoring, supervision, and leadership OR plan to achieve in 2 years from date of employment • RIELDS certificate relevant to this position • Individual PD plan to complete at least 20 hours of PD related to the workforce knowledge and competencies appropriate to her/his position. Updated annually as part of staff person's annual performance.	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐		

A2. Education Coordinators of RI Pre-K sites do not serve as the RI Pre-K teacher or RI Pre-K teacher assistant.	• Assurance Statement on file	☐	☐		
B. Teacher Credentials	**Source**	**Yes**	**No**	**N/A**	**Plan or clarification**
B1. **Teachers** Each program shall employ at least one professionally prepared early childhood teacher in each classroom. Teachers must meet requirements as defined in the RIDE CECE Approval Standards for Preschool.	• copy of RIDE ECE or ECSE certification • RIELDS certificate relevant to this position • Evidence of ongoing PD plan linked to WKC and annual performance evaluation	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐		

C. Teacher Assistant Credentials	Source	Yes	No	N/A	Plan or clarification
C1. **Teacher Assistant** Each program shall employ a teacher assistant that meets the requirements listed in the RIDE CECE Approval Standards for Preschool.	• Documentation of teacher assistant meeting credentialing requirements under Options One or Two of RI CECE Standards for Preschool Approval • Documentation of experience and ongoing PD linked to WKC and annual staff evaluation.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐		
D. Substitute Staff	**Source**	**Yes**	**No**	**N/A**	**Plan or clarification**
D1. Qualified substitute teaching staff are provided when teachers and assistants are absent. Qualifications must be met as outlined in the RI CECE Standards for Preschool Approval (p. 14).	• Operational policies **and** • Credential documentation for substitutes **and** • substitute log by classroom	☐ ☐ ☐	☐ ☐ ☐	☐	

E. Staff Time	Source	Yes	No	N/A	
E1. Instructional staff (Lead Teacher and Teacher Assistant) works directly with children for at least a 25 hours per week	• classroom schedule **or** • school calendar **or** • operational policies	☐ ☐ ☐	☐ ☐ ☐		
Teachers are provided with planning time of at least 2 hours per week.	• Operational policies **and** • Program schedule	☐	☐		Actual time and schedule:

Section 7: Administration, Evaluation and Monitoring

A. ECERS-R Assessments	Source	Yes	No	N/A	Plan or clarification
A1. Classrooms score at least 5.0 on assessments.	• ECERS-R Assessment Reports	☐	☐	☐	
A2. Improvement plan developed as needed.	• copy of improvement plan	☐	☐	☐	
A3. Quality improvement plan is up to date and reflects focus on facilities, health, safety and nutrition, enrollment and staffing, curriculum and formative assessment and supportive supervision.	• Up to date quality improvement plan	☐	☐		

Assurance Statement

All RI Pre-K classrooms at this site were monitored by_____,_____

(monitor's name, title)

On_____, date, as documented on this monitoring tool,
in accordance with the *RI Pre-K Program Implementation Guidelines*.

RIDE Pre-K Lead Specialist Signature **Date**

Site Administrator or Designee Signature **Date**

Appendix

NIEER Rhode Island State Pre-K Program Quality Report

NIEER
NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH

Rhode Island State Prekindergarten Program Quality Report: ECERS-R & CLASS May 2014

Jessica Francis
National Institute for Early Education Research (NIEER)

Structured Observation Results: ECERS-R

ECERS-R Overview

The Early Childhood Environmental Rating Scale-Revised (ECERS-R) is an observation and rating instrument for preschool classrooms serving children aged three to five. Its intended use is to measure classroom quality in preschool classrooms for the purpose of self-assessment, program improvement, program evaluation and program monitoring (Harms, Clifford & Cryer, 2005). These items are thought to be reflective of what children experience in a typical day of preschool.

Explanation of Scores and Scoring Procedures

In total, the scale measures quality across 43 individual items which are arranged into 7 subscales. Subscales include items that are conceptually similar to each other. Given this structure, reliable observers respond to within-item indicator level questions, which require a "yes" or "no" response to arrive at a score for each individual item during a 3 to 4 hour observation period. Subsequently, items within subscales are averaged to create subscale scores and all items can be averaged to create an overall average score.

It is important to note that though it may be thought that item scores should be the same within buildings, this is not the always the case as individual indicators within the items can cause variations in scores. Most often these variations are related to questions that address time requirements.

Data Collection

Observers from the National Institute for Early Education Research (NIEER) completed a total of 26 classroom observations between April and May, 2014. Each classroom was observed one time with the ECERS-R and one time with the CLASS (described below). One classroom was not observed with the CLASS because the observation could not be scheduled prior to a teacher going out on maternity leave. A total of 4 observers carried out all of these observations. Observers were trained by NIEER and held to a requirement of 80% reliability to administer the measures.

It is important to note that the interactions and activities offered by special teachers were not considered in the observations and did not count towards or against the scores on the ECERS-R. Due to the rule set forth by the ECERS-R, the only staff permitted to be counted in observations

are those to which the instrument refers to as staff, and is defined as "…those adults who are in the classroom and who work with the children daily (or almost daily), for a substantial portion of the day…[and that] adults who are in the classroom for short periods of the day, or who are not a regular daily part of the classroom, do not count in evaluating whether the requirements of the item are met." (p.7, Harms, Clifford & Cryer, 2000). "Substantial portion of the day" is calculated as one third of the time that children are in attendance. In other words, a "substantial portion of the day" for a 6.5 hour day is calculated as 2 hours and 10 minutes, for all items that designate time requirements.

A final important note to make is that updates to the ECERS-R are released periodically, which provide nuanced details that may affect scores in several areas. The most recent updates released by Environment Rating Scales Institute (ERSI) were done in January of 2013. NIEER adhered to these updates in conjunction to the ECERS-R (2005) manuals, for the purposes of these observations.

Rhode Island State Prekindergarten Program ECERS-R Scores, Spring 2014
Program scores for individual subscales are presented in Table 1.1 and individual item scores are presented in Table 1.2.

Table 1.1. ECERS-R Overall Score and Mean Subscale Scores

ECERS-R Subscale Scores	**Spring 2014 Overall District Mean** (range) N=13
Space and Furnishings This subscale addresses the areas of indoor and outdoor space, room arrangement, organization, display, furnishings and equipment	5.42 (4.00-6.50)
Personal Care Routines This subscale addresses practices around daily routines like greeting and departure, meals, naptime, and toileting as well as health and safety practices.	5.18 (3.67-6.17)
Language-Reasoning This area addresses the classroom's formal and informal communication, language and reasoning opportunities.	5.12 (3.25-6.75)
Activities This subscale looks at the learning opportunities in each of the areas of the classroom including fine motor, art, music/movement, blocks, sand/water, dramatic play, nature/science, math/number, use of video/computer, and diversity.	5.46 (4.00-6.30)
Interactions This area addresses supervision of children, discipline, staff-child interactions, and interactions among children.	6.45 (5.20-7.00)
Program Structure This area addresses classroom operations and schedule, including groupings, transitions and flexibility.	6.07 (3.67-7.00)
Parents and Staff This area addresses the provisions for parents, personal and professional needs of staff, cooperation and interaction between classroom staff and supervision and evaluation of staff.	6.14 (5.33-7.00)
Total Overall Average Score	**5.65 (5.00-6.16)**

The *Space and Furnishings (Items #1-8)*
The space and furnishings subscale does fairly well across the state of Rhode Island, resulting in an overall program mean of 5.42 with a range of 4.00-6.50.

Personal Care and Routines (Items #9-14)
This subscale is heavily weighted by aspects of hygiene practices by both children and staff. The overall mean of 5.18 exhibits that teachers are systematically enforcing the required practices of the items involved. Though the range is wide (3.67-6.17), which illustrates that some teachers would benefit from a review of the ECERS-R hygiene practices to increase their scores.

The Language and Reasoning (Items #15-18)
What most heavily impacts this subscale are the frequency and quality of conversations between the teachers and most or all of the children throughout the observation. Though not all of the conversations need to be academically focused, the conversations required by the ECERS-R are those that expand upon what children say when they initiate a conversation with teachers and that the conversations enrich social interactions.

Overall, this subscale scored above a '5', which is considered to be "developmentally appropriate" practice. However, again there was a wide range as scores ranged from 3.25 to 6.75. This is primarily due to the *Using Language to Develop Reasoning* item (#17), which received an average of only 3.54. This is most likely due to the item's specificity regarding language use for the purpose of stimulating reasoning, which is considered separately from that of using language as a function of communicating with others. The item mainly depends on examples of teachers pointing out logical relationships and stimulation of reasoning by way of making children explain how they've solved a problem or come to a conclusion about work they are doing. To reach a threshold of "good" or a score of a 5.00 on this item the requirement is that teachers are observed engaging children in these kinds of interactions more than once and in some cases while they play with materials that specifically lend themselves to these kinds of exchanges, such as sequencing cards, matching games, balance scales with things to weight, objects for counting and sorting and number/object matching puzzles. Again, the language that is used along with these materials is the key factor.

Activities (Items #19-28)
This subscale takes into account the materials and the accessibility of the materials to the children. For most items in this subscale to score a 5.00 or "good" accessibility to materials depends on the substantial portion of the day time designation. Overall, as with the other subscales, the average of 5.46 illustrates that activities provided by teachers were "good" or "developmentally appropriate."

Interaction (Items #29-33)
Interaction is the highest scoring subscale at 6.45, on average. The items under this subscale relate to how teachers support emotional development among the children and how the children are encouraged to socialize with each other. High scores on this subscale show that teachers are efficient at creating warm and caring environments for their students as judged by the ECERS-R.

Program Structure (Items #34-37)
Program Structure is also a very high scoring subscale, with an overall average of 6.07. This indicates that the average program score approaches "excellent," as defined by the ECERS-R. Given the nature of this subscale, a high score here conveys that teachers implement positive systematic practices when it comes to scheduling and the ways in which children spend their time throughout the day.

Parents and Staff (Items #38-43)
The Parents and Staff subscale also scored very high, averaging 6.14. This indicates that overall programs were very efficient at accommodating the personal and professional needs of staff, and providing evaluation and growth opportunities for staff. There were also generally positive interactions among classroom staff and as well as excellent provisions for parents.

Individual Item Scores.
The following table provides mean scores for individual items.

Table 1.2 ECERS-R Individual Mean Item Level Scores for RI State Prekindergarten Program

ECERS Item	RI Means 2014 (range) N= 13
1. Indoor space	5.23 (3.00-7.00)
2 Furniture for routine care	6.62 (2.00-7.00)
3. Furnishings for relaxation	5.38 (2.00-7.00)
4. Room arrangement	6.00 (4.00-7.00)
5. Space for privacy	5.54 (1.00-7.00)
6. Child-related display	4.69 (3.00-7.00)
7. Space for gross motor	5.15 (2.00-7.00)
8. Gross motor equipment	4.77 (2.00-7.00)
9. Greetings/departing	6.38 (2.00-7.00)
10. Meals/snacks	5.62 (2.00-7.00)
11. Nap/rest	4.85 (2.00-7.00)
12. Toileting/ diapering	5.08 (2.00-7.00)
13. Health practices	6.00 (2.00-7.00)
14. Safety practices	3.15 (2.00-7.00)
15. Books and pictures	5.77 (4.00-7.00)
16. Encouraging children to	6.15

communicate	(4.00-7.00)
17. Using language to dev. reasoning skills	3.54 (2.00-7.00)
18. Informal use of language	5.00 (3.00-7.00)
19. Fine motor	6.08 (4.00-7.00)
20. Art	5.69 (4.00-7.00)
21. Music/movement	4.92 (3.00-7.00)
22. Blocks	6.15 (4.00-7.00)
23. Sand/water	6.08 (4.00-7.00)
24. Dramatic play	4.92 (3.00-7.00)
25. Nature/ science	5.31 (2.00-7.00)
26. Math/number	5.00 (3.00-7.00)
27. Use of TV, video, computer	4.71 (2.00-7.00)
28. Promoting acceptance of diversity	5.23 (4.00-7.00)
29. Supervision of gross motor	6.08 (5.00-7.00)
30. General supervision	6.31 (5.00-7.00)
31. Discipline	6.92 (5.00-7.00)
32. Staff-child interactions	6.54 (4.00-7.00)
33. Interactions among children	6.38 (5.00-7.00)
34. Schedule	6.08 (4.00-7.00)
35. Free play	6.31 (3.00-7.00)
36. Group time	5.54 (4.00-7.00)
37. Provisions for disabilities	6.75 (6.00-7.00)
38. Provisions for parents	6.69 (6.00-7.00)

39. Provisions for personal needs of staff	3.92 (2.00-7.00)
40. Provisions for professional needs of staff	6.69 (3.00-7.00)
41. Staff interaction and cooperation	6.92 (6.00-7.00)
42. Supervision and evaluation of staff	6.08 (1.00-7.00)
43. Opportunities for professional growth	6.54 (4.00-7.00)

Structured Observations: Classroom Assessment Scoring System (CLASS)

CLASS Overview

The CLASS is an observational system that assesses classroom practices in preschool by measuring the interactions between students and adults. Observations consist of 4 to 5, 20-minute cycles, followed by 10-minute coding periods. Scores are assigned during various classroom activities, and then averaged across all cycles for an overall quality score...

Interactions are measured through 10 different dimensions which are divided into three larger domains. The *emotional support* domain is measured through the use of four dimensions: Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives. The CLASS also measures Classroom Organization through three dimensions: Productivity, Behavior Management, and Instructional Learning Formats; and *Instructional Support* through three dimensions: Concept Development, Quality of Feedback, and Language Modeling. Each scale uses a 7-point Likert-type scale, for which a score of 1 or 2 indicates low range quality and a score of 6 or 7 indicate high range quality. Each dimension and domain is assigned a score during each 20-minute cycle (or, observation period). The number of children and adults in the classroom are also recorded during each 20-minute cycle.

Table 2.1 Mean Dimension and Domain Scores

CLASS Dimensions	Spring 2014 RI Program Mean (range) N=12
1. *Positive Climate*. Reflects the emotional connection between teachers and children and among children, and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions.	6.20 (5.00-7.00)
2. *Negative Climate*. Reflects the overall level of expressed negativity in the classroom. The frequency, quality, and intensity of teacher and peer negativity are key to this dimension.	6.82 (6.00-7.00)
3. *Teacher Sensitivity*. Encompasses the teacher's awareness of and responsiveness to students' academic and emotional needs.	6.12 (4.00-7.00)
4. *Regard for Student Perspectives*. Captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy.	6.15 (5.00-7.00)
5. *Behavior Management*. Encompasses the teacher's ability to provide clear behavior expectations and use effective methods to prevent and redirect misbehavior.	6.15 (4.00-7.00)
6. *Productivity*. Considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities.	6.27 (5.00-7.00)
7. *Instructional Learning Formats*. Focuses on the ways in which teachers maximize students' interest, engagement, and abilities to learn from lessons and activities.	4.98 (3.00-6.00)
8. *Concept Development*. Measures the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction.	2.70 (2.00-4.00)
9. *Quality of Feedback*. Assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation.	2.97 (2.00-5.00)
10. *Language Modeling*. Captures the effectiveness and amount of teacher's use of language-stimulation and language-facilitation techniques.	3.27 (2.00-6.00)
Emotional Support Domain	6.32 (5.10-7.00)
Classroom Organization Domain	5.80 (4.20-6.67)
Instructional Support Domain	2.98 (2.00-4.67)
Total Overall Average	**5.16 (4.14-6.20)**

Explanation of Findings and Trends from CLASS

The quality of classrooms for this sample averaged in the mid-range, as rated by the CLASS. This means that on average there were positive behaviors in the areas that are defined in the CLASS, but they were not always consistent and at times infrequent during the school day. Overall, this sample of classrooms scored nearly a full standard deviation higher on every domain than the average in a large study of pre-K quality in 11 states (Mashburn et al, 2008).

The *emotional support* domain scored highest, with average scores in the high range, indicating that teachers were very good at providing emotional support and that there was very little room for improvement. The *classroom organization* domain was characterized by mid-range scores, which indicates that on average behaviors defined in this domain were not always consistent and at times infrequent during the school day. The *instructional support* domain was the lowest-scoring area, with desirable behaviors relatively rarely occurring for these types of interactions. This pattern of behaviors, with emotional support scoring highest, followed by classroom organization and then instructional support mirrors the typical trend for samples that are studied with the CLASS (e.g. LaParo et al, 2009).

Recommendations

The outcomes of this quality evaluation of the Rhode Island State Prekindergarten program show that the program is characterized by generally good quality. The ECERS-R overall mean score of 5.65 indicates that classrooms are, on average, "developmentally appropriate" for children. The CLASS overall mean score of 5.16 indicates that positive interactions between teachers and children occur daily, but they are at times infrequent as this is considered a mid-range score. Efforts aimed at enhancing teachers' knowledge of practices associated with the CLASS and providing feedback on areas where they are lacking would be extremely beneficial for this group of teachers. A review of ECER-R items would also be beneficial, and especially for those items in the personal care routines and language-reasoning subscales.

In general, teachers in this sample appeared to be knowledgeable and prepared for their observations in terms of materials and other aspects of the classroom environment. Thus, the area of focus for improving overall quality should be on teacher interaction; specifically, bolstering the development of reasoning and thinking through teacher scaffolding, feedback, and language modeling.

References

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Appendix

Rhode Island's Workforce Knowledge and Competencies for Early Childhood Teachers

Rhode Island's Workforce Knowledge and Competencies *for* Early Childhood Teachers and Early Intervention/Early Childhood Special Educators

Working With Children Age Birth Through 5 and Their Families

Introduction

Welcome

Welcome to the first published edition of the Rhode Island Workforce Knowledge and Competencies for Early Childhood Teachers and Early Intervention/Early Childhood Special Education (EI/ECSE) educators. This document is intended for teachers and EI/ECSE educators who work with children ages birth through 5 and with their families[1]. The Rhode Island Workforce Knowledge and Competencies for Early Childhood and EI/ECSE Educators articulate the essential skills and knowledge for educators who work with young children by defining what they need to know, understand, and be able to do to promote young children's healthy development and learning. They are designed for many purposes including, but not limited to: 1) supporting an educator's individual professional development efforts, 2) helping program administrators articulate educator job expectations and design evaluation processes for staff and 3) guiding higher education and professional development providers on the creation of curricula for college courses and educator training offered in the community. This publication is designed to be a practical and living document that will be revised as research further illuminates what teachers must know and be able to do. We hope that you find it useful and that you will contribute to the ongoing refinement of core knowledge and competencies for early childhood educators in our state.

Rationale and Purpose

Research shows that high-quality early childhood education produces substantial long-term educational, social, and economic benefits with the largest benefits for children occurring when teachers are professionally prepared, implementing the practices and strategies they have learned, and adequately compensated[2]. Furthermore, the knowledge and skills required of an effective early childhood educator have increased as science has revealed more about the capabilities of young children, how they learn best, and the importance of early learning for later school success[3]. Therefore it is essential that a core component of Rhode Island's efforts to build a high quality early learning system is a highly qualified workforce with access to a high quality professional development system.

At the foundation of this system is the knowledge base of theory and research that underlies practice, often referred to as core knowledge and competencies. Over 30 states have published core knowledge and competencies as a foundation of their professional development systems. Rhode Island's early education leaders recognize that our workforce must have access to a professional development system designed to build competencies that are linked to improved child outcomes.

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1. We recognize that the field defines early childhood as birth to age eight. However, this document is articulating competencies for early childhood educators working with children from birth to age five.

2. For a comprehensive explanation of research related to this, please see: Whitebook, M. (2003) Early education quality: Higher teacher qualifications for better learning environments—A review of the literature. Berkeley, CA: Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California at Berkeley.

3. Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications Issue 2 / Revised December 2004, W. Steven Barnett, National Institute for Early Education Research.

The Rhode Island Workforce Knowledge and Competencies for Early Childhood Educators are intended to be used by a variety of stakeholders. They will:

- be used by Rhode Island's early education leaders as a framework for developing a state-wide professional development system;
- help teachers and teacher assistants focus on critical areas of professional development and recognize their own areas of exceptional skill and expertise.
- help teachers and teacher assistants with the creation and implementation of their own individual professional development plans.
- help program administrators articulate job expectations for teachers and teacher assistants including developing performance-based job descriptions and designing evaluation processes.
- guide higher education and professional development providers with the creation of curricula for college courses and professional development opportunities offered in the community.
- help families identify best practices and select high-quality programming for their children.
- serve as a tool for advocates and policy makers to develop initiatives, communications, and allocate funding based on what best supports early childhood professionals.

Organization

Rhode Island's knowledge and competencies for teachers and EI/ECSE are organized into six domains; each is important to the profession. Each domain has a number of sub-headings. Although the domains are presented individually, all domains are intrinsically interrelated and interdependent. The competencies are worded so they can be measured or demonstrated. These domains include:

1. Physical and Mental Health, Safety, and Wellness
2. Family Engagement
3. Development and Learning
4. Curriculum
5. Assessment
6. Professionalism

Each of the six domains contains several skill levels that progress from the beginning practitioner to the more advanced skills and knowledge possessed by a master teacher. This progression is organized into four levels that reflect the increasing complexity of what the individual should know and be able to do at each corresponding level. Level1 includes the most basic requirements, while Level 4 includes the most advanced. The core competency levels are also cumulative for each category; someone working at a Level 3 in any given competency area is presumed to possess the knowledge and competencies identified at all previous levels. **For more on the framework used to determine the placement of competencies, see page 9.**

Level 3 contains additional Early Intervention/Early Childhood Special Educator (EI/ECSE) competencies. Early Intervention Educators and Preschool Special Educators are expected to have the knowledge and competencies identified for Level 1, 2, 3 and EI/ECSE in that area. The symbol ***EI/ECSE*** and accompanying *italic text* within Level 3 indicate EI/ECSE competencies in the document.

The Teacher Career Pathway

In addition, the teacher core knowledge and competencies were aligned with the career pathway for this role. The career pathway specifies the benchmark that corresponds with the formal education, experience, professional development, and professional activities that correspond with an educator who is at each level. For the purposes of this document, "teacher" is defined as an individual primarily responsible for planning and implementing the educational program in an early childhood classroom. Educators progress from one level to another through a combination of formal study, experience, and professional development. Level 1 corresponds with Rhode Island's initial benchmark for teachers. Minimum qualifications for EI/ECSE educators can be found in Level 3 of the pathway. **The teacher career pathway can be found on page 7.**

Additional Organizing Frameworks

Though Rhode Island developed its own framework to guide competency development (for more information see page 9), the team drew upon the following additional frameworks:

- ***2010 National Association for the Education of Young Children (NAEYC) Standards for Initial & Advanced Early Childhood Professional Preparation Programs:*** To ensure that the competencies would be aligned with the NAEYC standards used by institutes for higher education to design early childhood teacher preparation programs, the teacher core knowledge and competencies for Level 3 (generally teachers with a Bachelor's degree) were intentionally aligned with the 2010 National Association for the Education of Young Children (NAEYC) Standards for Initial & Advanced Early Childhood Professional Preparation Programs. The NAEYC standards are used to inform requirements for: credentialing early childhood teachers, accreditation of programs, state approval of early childhood teacher education programs, and articulation agreements between various professional development programs. Therefore, it is important that Rhode Island's workforce knowledge and core competencies for early childhood teachers align appropriately with the NAEYC standards. This alignment is cross-referenced in the document by the symbol: **naeyc**. Whenever you see this symbol next to a competency area, it means that that competency area aligns with the NAEYC standards.

- While they were not used as an organizing framework, the **Rhode Island Professional Teaching Standards** are cross-referenced through the teacher core knowledge and competencies by the symbol ⚓ **RIPTS**. Whenever you see this symbol next to a competency area, it means that that competency area aligns with the cited standards in the Rhode Island Professional Teaching Standards.

Background, History and Process

In 2001-2002 there was a comprehensive, grass-roots effort, with broad representation from all areas of early childhood and youth development (YD) that created the June 2003 draft version of Rhode Island's core competencies. In the fall of 2007, a committee was brought together by the R.I. Department of Human Services/Childspan to revise the June 2003 draft in light of changes in the field such as new trends, new regulations, and ongoing development of state initiatives, e.g., the 2002 Rhode Island Early Learning Standards (RIELS), BrightStars, and NAEYC Developmental Appropriate Practice (DAP) guidelines. The committee composition was recommended by DHS and was comprised of representatives from major stakeholders such as the R.I. Department of Education (RIDE), higher education, the R.I. Department of Children, Youth and Families (DCYF), the R.I. Department of Health (DOH), ECE providers including Center-based and Family Child Care, BrightStars, and representatives from the Afterschool and Youth Development field.

This group began that work by making several significant design changes including:

- Separating out knowledge and competencies for center-based, family child care, and school age workforces.
- Separating out knowledge and competencies for teachers, teacher assistants, education coordinators, and administrators.
- Shifting the teacher knowledge and competencies levels from six levels to four.
- Creating a theoretical framework to ensure knowledge and competencies are aligned to the resulting framework.

With this new approach, the group developed a four level career pathway for center-based teachers and drafted several domains for center-based teachers including, physical and mental health, safety and wellness; child development and learning; and curriculum. The newly revised competencies were then released to the community, including teachers, directors, and other stakeholders, through public feedback forums to garner public feedback to inform revisions to the document. In 2010, DHS received CCDBG ARRA funding which it allocated to completing the core knowledge and competencies. Under RIDE leadership, a new work group was established in May 2010 and was comprised of state agency leaders, professional development providers, higher education, and early childhood providers (see Appendix A for a list of work group members). This team developed a final draft of the core knowledge and competencies for both teachers and teacher assistants.

In December 2011, Rhode Island was notified that it was one of nine states to win a Race to the Top – Early Learning Challenge Grant. These additional resources allowed Rhode Island to finalize the core knowledge and competencies for teachers and supported the development of an addendum for Early Intervention/Early Childhood Special Education. This finalization process included garnering feedback from local and national experts with the foremost expertise in creating early childhood workforce knowledge and competencies (see Appendix B for a list of local and national experts). The work group incorporated this feedback into the document to produce the final document presented here.

Early Intervention and Early Childhood Special Education Addendum Development

In October 2012, a small group of stakeholders from throughout RI began working on expanding the core knowledge and competencies for early childhood educators by creating an addendum for Early Intervention/Early Childhood Special Educators, which includes Early Intervention and Preschool Special Educators. Participants included state agency leaders from EOHHS (Part C) and RIDE (Part B 619), professional development providers, higher education, preschool special educators, Early Intervention special educators and administrators from private and public schools, and with facilitation provided by a Senior Program Associate from WestEd/NERRC (see Appendix A for a list of workgroup members.) With the understanding that Early Childhood Special Educators must first have a solid understanding and working knowledge of early childhood education, they set forward to supplement the current competencies with the additional skills and knowledge necessary to promote the healthy development and learning of young children with developmental delays and disabilities.

Rhode Island Core Competencies for Classroom-Based Early Childhood Teachers

Working With Children Age Birth Through 5 and Their Families

Outline

A. Teacher Career Pathway

B. Developing a Framework to Guide and Assess Skill and Knowledge Progression

C. Core Competency Domains

1. ***Physical and Mental Health, Safety, and Wellness (HSW)***
   a. Knowledge of State and Federal Regulations
   b. Safety and Emergency Procedures
   c. Health
   d. Food and Nutrition
2. ***Family Engagement (FE)***
   a. Creating Respectful, Responsive, Reciprocal Relationships with Families
   b. Engaging Families in Their Children's Development and Learning
   c. Utilizing Community Resources to Support Families
3. ***Development and Learning (DL)***
   a. Child Development
   b. Influences on Development
4. ***Curriculum (C)***
   a. Content
   b. Process
   c. Teaching and Facilitating
   d. Context
   e. Building Meaningful Curriculum
5. ***Assessment (A)***
   a. Knowledge of Early Childhood Assessment
   b. Conducting Developmentally Appropriate Authentic Assessments
   c. Conducting Formal Assessments
   d. Practicing Responsible Assessment
   e. Gathering Assessment Information from Multiple Sources Using a Variety of Methods
   f. Documenting Assessment Information
   g. Using Assessment Information in Curriculum Planning
   h. Communicating Assessment Information
6. ***Professionalism (P)***
   a. Foundations: Identifying and Involving Oneself with the Early Care and Education Profession

b. Ethical Standards and Professional Guidelines
c. Valuing Diversity
d. Advocating for Children, Families, and the Profession
e. Commitment to Ongoing Professional Development
f. Fostering Respectful, Collaborative Relationships with Other Professionals

The Teacher Career Pathway

The career pathway specifies the benchmark that corresponds with the formal education, experience, professional development, and professional activities that correspond with an educator who is at each level. For the purposes of this document, "teacher" is defined as an individual primarily responsible for planning and implementing the educational program. Teachers advance from one level to the next through a combination of formal education, experience, and professional development as outlined in the table presented below. Formal education requirements for Early Intervention/Early Childhood Special Educators are denoted under the ***EI/ECSE*** heading.

	Level 1	**Level 2**	**Level 3**	**Level 4**
Formal Education	12 credit hours in Early Childhood Education (ECE) OR A CDA plus 9 credit hours in Early Childhood Education (ECE)	AA in Early Childhood Education (ECE) OR 24 credits in Early Childhood Education (ECE)	Bachelor's Degree in addition to or including 30 credits in Early Childhood Education (ECE) OR RI Early Childhood Certification PK-2 (includes Bachelor's Degree). ***Early Intervention*** *Master's Degree in ECE or ECSE* ***OR*** *Bachelor's Degree in ECE or ECSE and 12 graduate credits in ECE or ECSE* ***OR*** *RI Teacher Certification Relevant[4] to EI (includes Bachelor's Degree).* ***OR*** *Early Intervention Certificate* ***ECSE*** *Bachelor's Degree from an accredited institution/ Completion of an approved program for the preparation of Early Childhood Special Education Teacher* ***AND*** *RI Early Childhood Special Education Certification, Birth – Grade 2 (includes RI Early Childhood Certification PreK-2)*	Master's Degree in Early Childhood Education OR Bachelor's Degree in Early Childhood Education and 12 graduate credits in Early Childhood Education (ECE)

[4] EI Educators may hold the following certifications: Early Childhood, PK-2; Early Childhood Special Education, Birth-Grade 2; Special Education–Visually Impaired, Special Education–Deaf and Hard of Hearing; Special Education–Severe Intellectual Disability

Teacher Career Pathway (cont'd)

	Level 1	Level 2	Level 3	Level 4
Experience	Minimum of 1 year of relevant experience (may include fieldwork or practicum).	Minimum of 1 year of supervised instructional experience[5].	Minimum of 2 years of supervised instructional experience.	Minimum of 3 years of supervised instructional experience.
Relevant Professional Development/ Credentials	Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies. OR Comparable credit hours in Early Childhood Education (ECE).	Individual Professional Development Plan AND Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies. OR Comparable credit hours in Early Childhood Education (ECE).	Individual Professional Development Plan AND Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies OR Comparable credit hours in Early Childhood Education (ECE)	Individual Professional Development Plan AND Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies. OR Comparable credit hours in Early Childhood Education (ECE) or related field
Professional Activities		Membership in professional organization related to Early Childhood Education (ECE).	Membership in professional organization related to Early Childhood Education (ECE) AND Participation in at least one state, regional, or national conference via attendance, planning or presentation OR Participation in community or state initiative related to early childhood	Membership in professional organization related to Early Childhood Education (ECE) OR Participation in community or state initiative related to early childhood AND Participation in at least one state, regional, or national conference via attendance, planning or presentation OR Engagement in both formal and informal mentoring activities.

[5] Supervised instructional experience refers to employment as a teacher in a classroom under the supervision of an Education Coordinator/Head Teacher/or other educational administrator.

Developing a Framework to Guide and Assess Skill and Knowledge Progression

Like many core competency documents across the country, Rhode Island's core knowledge and competencies were designed using a theoretical framework. The work group selected and adapted Bloom's Taxonomy as a guide for how knowledge and skill should deepen over the levels. Because each educator's professional development and practice does not always fit into the hierarchical structure of Bloom's —educators at each level are expected to apply knowledge as the primary instructional leader/caregiver in the classroom— the team revised and expanded its theoretical framework to account for application of skills occurring at each level.

The resulting framework draws upon Lilian Katz's four levels of professional development: survival, consolidation, renewal, and maturity. The resulting framework, illustrated below, was used to provide a structure for communicating the increasingly sophisticated knowledge and application of knowledge that a teacher exhibits. As the visual below illuminates, the knowledge and competencies become more complex across the levels and the language of those competencies changes to reflect deeper and more critical reflection and practice. An individual teacher may move within and across levels over the course of professional development as she acquires knowledge and skills from a variety of learning experiences, such as training, mentoring, and earning credentials. Each level also takes into account the credentials, experience, and professional involvement of educators in the corresponding level of the career pathway.

Rhode Island's Framework for Competency Development

	Level 1	Level 2	Level 3	Level 4
ACTIONS / BEHAVIORS	• Applies essential knowledge and skills in classroom • Names, recognizes, recalls, and understands static content • Begins to apply context content knowledge	• Applies content knowledge and information in the classroom setting • Develops a personal understanding of content	• Applies content knowledge and information in increasingly nuanced ways • Begins to compare, contrast, and experiment with teaching practices	• Autonomously applies content knowledge in nuanced ways • Critically reflects on knowledge and application, bringing the two together in new combinations • Thinks creatively about own knowledge and application to solve new problems • Advocates for changes in program policies and practices, and in state policies that are not aligned with best practice

Teacher Core Competency Domain 1: Physical and Mental Health, Safety, and Wellness

Young children's physical and mental health and safety is vital for fostering competence in all developmental areas. Early childhood educators must have a sound knowledge of state and federal regulations related to safety and health. They must be able to ensure children's safety and be competent in preparing for and handling emergencies. Early childhood educators also must be able to support children's physical and mental health and well-being...

Teacher Domain: Physical and Mental Health, Safety, and Wellness

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
HSW 1: Compliance with State and Federal Regulations	Understands the purpose of and follows current state and federal regulations including, but not limited to: • Child Care Licensing Regulations • IDEA • ADA • RI Regulations Governing the Education of Children with Disabilities	Understands the purpose of and follows current state and federal regulations and alerts appropriate individuals when they are not met.	***1. EI/ECSE:*** *Serves as a resource to families, school personnel, providers, and community members in identifying and addressing any specific health and safety needs of individual children with identified or suspected developmental delays or disabilities in accordance with state and federal regulations.*	
HSW 2: Safety and Emergency Procedures	Routinely practices emergency plans and drills (e.g. fire, weather-related and lockdown) including safety procedures for children with disabilities. Understands ratio requirements and alerts appropriate individuals/administrators when they are not met. Monitors and maintains safety in all areas, both indoors and outdoors, including condition of equipment and materials, and the identification and removal of potential hazards. Actively supervises children and teaches age appropriate safety precautions and rules to children to ensure safety, both indoors and outdoors. Follows recommended guidelines to prevent Sudden Infant Death Syndrome (SIDS), when caring for infants.		Analyzes learning environments regularly to provide a safer learning environment for children. ***2. EI/ECSE:*** *Serves as a resource to families, school personnel, providers, and community members in identifying and addressing any needed adaptations to emergency plans and safety procedures specific to the needs of young children with developmental delays or disabilities.* ***3. EI/ECSE:*** *Serves as a resource to families, school personnel, providers, and community members in identifying and addressing any specific safety concerns for individual children with developmental delays and/or disabilities.*	Evaluates safety procedures and makes recommendations for program-level change, as necessary.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
HSW 3: Health	Understands program policies and practices regarding children's health status. Models, supports, and assists children in developing appropriate hygiene practices including hand washing, teeth brushing, and toileting, and follows appropriate diapering practices, when applicable. Communicates with families about program policies and practices regarding health and individual children's health status. Understands indicators of child maltreatment, follows program policies regarding documentation and notification, and performs responsibly as mandated reporter for child abuse and neglect. Understands the signs and symptoms of common childhood illnesses and notifies appropriate program personnel and/or families as appropriate while ensuring the comfort and care of the child and other children. Recognizes and seeks to understand culturally influenced health practices of children. Follows policies and procedures for infection control and universal precautions.		***4. EI/ECSE:*** *Understands the biological conditions and environmental factors that affect the health, development and learning of young children with developmental delays or disabilities.* ***5. EI/ECSE:*** *Serves as a resource to families, school personnel, providers, and community members in identifying and addressing any specific health needs of individual children with developmental delays and/or disabilities*	Examines, evaluates, and applies current theory and research on children's health. Examines, evaluates, and applies current policy on children's health. Advocates for program policies and procedures that affect the health status of the children, families, and staff.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
HSW 3: Health (cont'd)	Knows individual children's allergies and other health needs and monitors compliance with requirements indicated by parents or a medical professional. Establishes an environment where children can sleep without disturbance while being monitored according to regulations.			
HSW 4: Food and Nutrition	Understands that the nutritional needs of infants, toddlers, and preschoolers are unique to their age and developmental stage. Maintains appropriate communication with families regarding eating habits and food intake. Ensures that policies regarding allergies and family food restrictions are followed. Respectfully communicates with families about food restrictions and special needs. Respectfully communicates with families regarding family preferences and cultural influences on food and eating habits. Understands and utilizes developmentally appropriate practices which support healthy eating habits for infants, toddlers, and preschoolers. Joins children for meals and snacks and models healthy eating habits with infants, toddlers, and preschoolers.	Provides families with information about nutrition and food appropriate for children at different ages.	Observes children during mealtime to learn about individual eating preferences and uses observations to inform menus, meal schedules, and communication with families. Recognizes symptoms and behaviors of children that signal possible nutritional need or feeding/eating concerns. .. ***6. EI/ECSE:*** *Serves as a resource to families, school personnel, providers, and community members in identifying and addressing any specific feeding and nutritional needs of individual children with developmental delays and/ or disabilities.*	Analyzes, evaluates, and applies current theory and research on nutrition. Analyzes, evaluates, and applies current policy on nutrition. Advocates for program policies and procedures that affect the nutritional welfare of children, families, and staff.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
HSW 4: Food and Nutrition (cont'd)	Recognizes potential health hazards in meals (choking, allergies, etc.) and takes steps to avoid them. Practices safe food handling, follows general sanitation practices, and maintains sanitary environments.		***7. EI/ECSE:*** *Understands and remains sensitive to the needs of young children with developmental delays or disabilities as related to the potential impact of diagnosis, medication and/or dietary intake.*	

Teacher Core Competency Domain 2: Family Engagement

Early childhood teachers understand the roles that family members and others play in the lives of children and the importance of engaging them in their child's education. They understand that children develop within the context of their family and that there are a myriad of family structures and dynamics. They also demonstrate respect for the family's role as the primary educator and advocate for the child and they know how to build relationships with families and utilize community resources to support and strengthen families.

Early childhood teachers respect each family's values, attitudes, and expectations, and honor and celebrate the diversity of languages, customs, and traditions in the family of each child. They create a classroom environment that both conveys this respect and creates opportunities to celebrate diversity among families in their classroom. They nurture the primary relationships between children and those who raise them and maintain an awareness of and willingness to work with all families. They also strive to utilize a range of techniques to communicate effectively with all families, including families that speak a language that is unfamiliar to the teacher or have a different communication style or needs.

Finally, early childhood teachers understand that they must employ a comprehensive approach to family engagement. They do so by creating multiple meaningful opportunities for families to be actively engaged in their children's education, such as: two-way communication to facilitate mutual sharing of relevant information about each child's development and learning, opportunities for families to extend children's learning at home and in the classroom, and creation of a welcoming environment for them to feel connected to their child's program. They also help families of children with special needs obtain information and advocate for special services, and help connect children and their families with community resources.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
FE 1: Creating Respectful, Responsive, Reciprocal Relationships with Families				
FE 1a: Family systems naeyc 2a	Recognizes that positive interactions and relationships within families are critical for the healthy development of children. Is aware of the range of dynamic and complex issues that can affect family systems. Respects and values the varying structures, practices, languages, cultures, and traditions of children's families. Recognizes and respects the family role as the primary educator, advocate, and "expert" on their own child.	Understands how families operate as a system and can be affected by a variety of issues at different levels of the system. Seeks information from families to better understand each family's strengths, expectations, values, and child-rearing practices. Understands and believes in the capacity of the family to change and supports the change process.	Uses understanding of specific characteristics and dynamics of children's families in the classroom to inform planning and practice. Understands the complexity of issues affecting families and identifies and responds effectively to emerging family issues. ***1. EI/ECSE:*** *Demonstrates an understanding that culture may influence a family member's understanding and response to the child's developmental delays or disability.* ***2. EI/ECSE:*** *Seeks information from families regarding their strengths, expectations, values and child-rearing practices related to their child with a developmental delay or disability.*	Analyzes, evaluates, and applies current theory and research related to family systems and developing relationships with families and applies that knowledge to one's practice.
FE 1b: Communication naeyc 2b	Creates opportunities for two-way communication to build relationships with families based on mutual trust and understanding.	Utilizes a range of techniques to communicate effectively with all families, including families that speak a language that is unfamiliar to the teacher or have a different communication style or needs. Applies understanding of cultural competence to communicate effectively.	Reflects on effectiveness of communication techniques and adjusts to achieve a high level of family engagement.	

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
FE 1: Creating Respectful, Responsive, Reciprocal Relationships with Families (cont'd)				
FE 1b: Communication (cont'd)	Understands the impact of cultural identity on communication styles. Communicates honestly, sensitively, and empathically in a family-friendly and culturally appropriate way.		***3. EI/ECSE:*** *Demonstrates an understanding that cultural expectations and beliefs about disability or developmental delay may influence communication and collaboration with families.*	
FE 1c: Professional Relationships naeyc 2b	Understands the characteristics of positive and appropriate relationships with families. Demonstrates and maintains positive and appropriate relationships with families.	Builds and maintains effective interpersonal relationships with families by: • Respecting and promoting the decision-making authority of families • Following the parents' lead • Following through consistently on commitments and promises	Assesses relationships with individual families and employs creative strategies to maximize engagement with all families. ***4. EI/ECSE:*** *Seeks to understand the concerns and priorities of families with young children with developmental delays or disabilities and collaborates with the family in developing strategies to address those concerns.* ***5. EI/ECSE:*** *Integrates family engagement strategies, coaching and adult learning principles into developing relationships with families of children with developmental delays and disabilities.*	Analyzes, evaluates, and applies current theory and research on developing relationships with families. Serves as a role model and mentor to others on developing positive relationships with families.
FE 2: Engaging Families in Their Children's Development and Learning				
FE 2a: Creating Opportunities for Families to be Actively Engaged in Their Child's Education naeyc 2c	Shares knowledge of general child development with families. Communicates with families regarding children's daily activities, developing skills, and accomplishments.	Utilizes conferences and other formal strategies to exchange information with families in an ongoing way about their child's development and learning.	Consistently incorporates information from families into many aspects of classroom planning and practice. Evaluates and improves family engagement opportunities on a regular basis to meet the needs of families.	Applies creative and effective strategies to engage all families.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
FE 2: Engaging Families in Their Children's Development and Learning (cont'd)				
FE 2a: Creating Opportunities for Families to be Actively Engaged in Their Child's Education (cont'd)	Employs regular and ongoing opportunities to exchange information with families pertinent to their child's learning and development. Creates and maintains a safe and welcoming environment in the classroom for families, e.g., providing a quiet space for families to nurse, soothe, or comfort a child. Understands that meaningful opportunities for families to engage in children's learning occur both in the classroom and at home.	Begins to utilize information from families regarding family strengths, expectations, values, traditions, and child-rearing practices in classroom planning and teaching. Provides opportunities for meaningful opportunities for families to engage in children's learning both in the classroom and at home that build upon families' strengths, skills, talents, interests, and availability. Provides opportunities for families to engage in children's learning both in the classroom and at home.	Designs and implements strategies for supporting the attachment relationships between family members and their child. Supports families in advocating on behalf of their children. ***6. EI/ECSE:*** *Respects and empowers families as valuable team members, acknowledging their experiences and concerns regarding their young child with developmental delays or disabilities.* ***7. EI/ECSE:*** *Supports families of young child with developmental delays or disabilities to establish predictable routines and to embed learning opportunities within those daily routines and environments.* ***8. EI/ECSE:*** *Share information with families of children with developmental delays or disabilities in a factual, open and sensitive manner while being empathetic to potential impact on the family and while encouraging questions and family perspective.* ***9. EI/ECSE:*** *Assists families and colleagues in understanding how their child with developmental delays and disabilities can successfully participate and learn in natural and inclusive early childhood environments.*	Serves as a role model and mentor to others on involving families in their child's development and learning. Collaborates with families to support successful transitions to the next setting.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
FE 2: Engaging Families in Their Children's Development and Learning (cont'd)				
FE 2b: Working with Families of Children With Special Needs[6] naeyc 2c	Helps families understand the ways in which children benefit from an inclusive classroom environment.	Helps families obtain clear and understandable information about their child's special education and health needs. Helps families to advocate for special services.	Supports the family's role in the development of Individual Education Plan (IEPs), Individual Family Service Plans (IFSPs), or other individualized plans. ***10. EI/ECSE:*** *In collaboration with families and other team members develops dynamic IFSPs and IEPs which acknowledge the individual needs of the child and priorities of the family.* ***11. EI/ECSE:*** *Collaborate with families of children with developmental delays and disabilities to identify functional goals and instructional strategies aligned with the RHEADS and promoting successful participation in natural and inclusive early childhood environments.* ***12. EI/ECSE:*** *Informs and includes families in understanding how to select, adapt, and use instructional strategies and materials, according to the strengths, needs, interests and preferences of their young child with developmental delays or disabilities.* ***13. EI/ECSE:*** *Encourages and teaches families to use assessment and observation practices to monitor strategies and progress towards goals and to inform the instruction of their young child with developmental delays or disabilities.*	Collaborates with other service providers to ensure classroom-based comprehensive services to children and families; serves as an advocate for families as required.

[6] In this document *Special Needs* refers to children with special health needs, developmental delays, or disabilities.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
FE 2: Engaging Families in Their Children's Development and Learning (cont'd)				
FE 2b: Working with Families of Children With Special Needs (cont'd)			***14. EI/ECSE:*** *In collaboration with families and other team members, reviews IFSP or IEP in response to identified or changing needs of the child, as well as in response to parental or team concern.* ***15. EI/ECSE:*** *Collaborates and empowers families of young children with developmental delays or disabilities in planning for successful transitions between providers, settings and programs.*	
FE 3: Utilizing Community Resources to Support Families				
FE 3a: Knowledge of Community Resources **naeyc** 2b **RIPTS Std 7**	Has basic awareness of resources within the program and surrounding community that support child and family development (e.g. early childhood special education, pediatricians, mental health services, health care, adult education, ELL instruction, economic assistance, etc.).	Builds relationships with representatives from community organizations and social service agencies that provide services to children and their families in the classroom. Accesses community resources to enhance ability to communicate and relate effectively with all families in ways that support their structure, culture, language, child-rearing practices, and traditions.	Seeks advice about, collaborates and communicates with additional community organizations and social service agencies to understand the services that are available to families.	

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
FE 3: Utilizing Community Resources to Support Families (cont'd)				
FE 3b: Connecting Families with Resources naeyc 2b	Recognizes when families may be in need of support.	Provides families with information about resources in the community.	Works in partnership with families to respond appropriately to a range of family needs from informational to crisis intervention. Facilitates/supports families in making connections to formal and informal community support services. ***16. EI/ECSE:*** *Assists families in identifying and connecting with specialized resources that support young children with developmental delays or disabilities.*	Identifies gaps in services to families, and advocates for needed services and resources.

Teacher Core Competency Domain 3: Development and Learning

First and foremost, early childhood teachers must be well grounded in development and developmental milestones. Early childhood teachers recognize that experiences for children in early childhood programs, regardless of the child's age, must include consideration of the child's developmental level, temperament, needs, and learning styles. Development includes several interrelated areas (physical, cognitive, social/emotional) that influence each other and develop simultaneously. Early childhood teachers recognize that the developmental process typically proceeds in predictable steps and in recognized sequences, but also has an awareness and understanding of differences and different abilities in relation to development sequence.

In addition to typical development, teachers must take into account factors that influence development, including 1) each child's unique temperament, learning style, and interests; 2) environmental influences such as culture and ethnicity, home language, family structure, child-rearing practices and traditions, and community characteristics; and 3) short and long-term risk factors such as poverty, illness, changes in family structure, and ability levels including the influence of disabilities and special needs. They also believe that an inclusive environment benefits both children with and without special needs and they embrace an inclusive philosophy, where each child's abilities, skills, and challenges are valued as an individual.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
DL 1: Child Development ⇔ RIPTS Std 3				
DL 1a: General Knowledge of Domains, Stages, and Milestones naeyc 1a and 1c	Understands that children's development includes several inter-related domains (physical, cognitive, social/emotional) that influence each other and develop simultaneously. Recognizes the major developmental milestones of children and understands that although there often is a typical sequence of development and learning, individual differences or circumstances can influence development. Understands that children progress differently within and across each developmental domain. Understands that children learn at differing and varying rates.	Uses knowledge of child development and early learning in order to provide developmentally appropriate and engaging experiences and interactions.	Comprehends and applies major child development theories in planning experiences and activities with appropriate skills levels and sequencing of skills and understands the interrelationships across developmental domains. Understands research-based theories regarding the importance of relationships and early experiences on the development of the brain. ***1. EI/ECSE:*** *Recognizes and supports others in understanding that young children with developmental delays and disabilities may have both areas of typical development and atypical or delayed development across domains.* ***2. EI/ECSE:*** *Recognizes and supports others in understanding that young children with developmental delays and disabilities can reach major developmental milestones given appropriate instruction, accommodations and modifications.* ***3. EI/ECSE:*** *Acknowledges the wide range of typical development and identifies children that may need instruction that is more specialized.*	Analyzes, evaluates, and applies current theory and research on early learning, child growth and development and applies that knowledge to one's practice.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
DL 1: Child Development RIPTS Std 3 (cont'd)				
DL 1a: General Knowledge of Domains, Stages, and Milestones (cont'd)			***4. EI/ECSE:*** *Understands and applies information about specific disabilities, medical conditions, and/or environmental risk factors in the first years of life, including the potential impact on healthy attachment.*	
DL 1b: Fostering Healthy Attachment	Recognizes the importance and understands the process of attachment with adults as it relates to the continuity of care and the growth and development of children.	Observes and assesses the child's developing attachments to identify landmarks of typical development, behavior, and healthy and secure relationships. Uses knowledge of attachment theory to support children's healthy attachments with adults, e.g., help them prepare for separation during changes in staffing patterns and prolonged absences.	***5. EI/ECSE:*** *Supports the family and school personnel to be confident and competent in meeting any special needs of the child as part of fostering positive relationships.*	Advocates for continuity of care within the classroom and program to ensure that children are able to form a relationship with a consistent caregiver.
DL 2: Influences on Development and Learning				
DL 2a: Individual Needs and Differences naeyc 1b and 1c	Understands and values that each child has unique characteristics including developmental levels, learning styles, temperament, and interests. Recognizes children's individual schedules/preferences and uses that knowledge when planning daily routines and interactions, especially when caring for infants and toddlers.	Understands each child's development, temperament, learning styles, and interests and applies this information to interact with children in ways that recognizes and supports them as unique individuals.	Applies knowledge of each child's unique development, temperament, learning styles, and interests to adapt environments and experiences for individual children. ***6. EI/ECSE:*** *Recognizes and supports others in understanding that just like their peers, young children with developmental delays and disabilities have unique personalities, temperaments, and interests.*	Analyzes, evaluates, and applies current theory and research pertaining to children's development, temperament, learning styles, and interests and applies that knowledge to classroom planning and practice.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
DL 2: Influences on Development and Learning (cont'd)				
DL 2b: Environmental Influences naeyc **1b and 1c**	Recognizes the various ways that environmental factors such as culture and ethnicity, home language, family structure, child-rearing practices and traditions, and community characteristics influence the pre- and post-natal development and learning of children.	Begins to appropriately integrate knowledge of environmental influences to promote individual children's development.	Consistently uses knowledge of environmental influences to adapt the classroom and program environments and learning experiences for individual children.	Analyzes, evaluates, and applies current theory and research related to environmental influences and applies that knowledge to classroom planning and practice.
DL 2c: Risk Factors Impacting Children naeyc **1b and 1c**	Recognizes that children's development and learning can be impacted by a myriad of short and long-term risk factors such as poverty, illness, changes in family structure, crises within families, etc.	Applies knowledge of child development to identify and be responsive to the impact of risk factors on child development and early learning.	Identifies relevant resources and services to address risk factors impacting children, and partners with families to make appropriate referrals where needed. Applies strategies to support children's capacity to mitigate the impact of potential risk factors in their lives.	Analyzes, evaluates, and applies current theory and research related to risk factors and applies that knowledge to classroom planning and practice.
DL 2d: Identified Special Needs[7] naeyc **1b and 1c**	Understands that there is a wide range of identified special needs. Understands that risk factors, developmental delays, or disabilities may indicate a need for early intervention or special education. Understands that an inclusive environment benefits children with and without special needs.	Employs practices that support an inclusive philosophy. Utilizes the appropriate resources and services for children with special needs.	Demonstrates knowledge of inclusive philosophy and practices and understands the range of development in young children. Utilizes knowledge about individual children's special needs to consistently make accommodations and adaptations to ensure their optimum participation in natural environments and general education settings.	Maintains current knowledge of emerging issues related to children with special needs. Maintains current knowledge of emerging practices, resources, and services impacting children with special needs.

[7] In this document *Special Needs* refers to children with special health needs, developmental delays, or disabilities.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
DL 2: Influences on Development and Learning (cont'd)				
DL 2d: Identified Special Needs (cont'd)	Understands that there is a process for accessing early intervention and special education services for children with suspected developmental delays, disabilities, or other special needs. Follows specific requirements for children in their care as outlined in Individual Education Plans (IEPs) and/or Individual Family Service Plans (IFSPs).	Begins to apply knowledge about developmental delays and special needs in classroom planning and practice, including making accommodations and adaptations to ensure the successful inclusion of all children in classroom activities and learning opportunities. Collaborates with others in planning and embedding intentional learning experiences into daily activities, routines, and experiences for individual children with developmental delays or disabilities.	Collaborates with team members, and participates, as appropriate, in the development of Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs). Collaborates with team members to develop and successfully implement the supports and strategies identified in the IEP/IFSP. Applies knowledge of inclusive philosophy to create a classroom environment where all children are valued as individuals. ***7. EI/ECSE:*** *Understands the potential impact of specific developmental delays, disabilities or medical conditions on development and learning.* ***8. EI/ECSE:*** *Understands that a developmental delay or disability can impact a single domain or multiple domains.* ***9. EI/ECSE:*** *Ensures that young children with developmental delays and disabilities have full participation in natural environments and access to the general curriculum with adaptations, accommodations and modifications as necessary.*	Advocates for families or children about inclusive settings and community accessibility issues.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
DL 2: Influences on Development and Learning (cont'd)				
DL 2d: Identified Special Needs (cont'd)			***10. EI/ECSE:*** *Collaborates with team members, including families, in the development of the IEP/IFSP, in compliance with state and federal regulations and policies.* ***11. EI/ECSE:*** *Serves as a resource to families, school personnel, providers, and community members in identifying and addressing relevant laws and emerging issues impacting individual children with developmental delays and/or disabilities, such as that related to FAPE in the LRE and the natural environment.*	

Teacher Core Competency Domain 4: Curriculum

Early childhood teachers are able to design, implement, and evaluate curriculum that promotes positive development and learning for each and every child through intentional learning experiences. They know and understand that curricula for early childhood settings have four core components: 1) content, 2) process, 3) teaching and facilitating, and 4) context. They consider all four of these areas and their inter-relatedness when building a meaningful comprehensive integrated curriculum. ...

Early childhood teachers know the learning goals within each of the nine domains for early learning: physical health and motor development, social and emotional development, language development, literacy, cognitive development, mathematics, science, social studies, and creative arts. They know that each domain has various components that are important to infant, toddler, and pre-school curriculum as reflected in current literature.

Early childhood teachers also think about how young children learn. They know that a child's development in each domain is sequential and dependent on a child's experiences and they also recognize that each child is unique and learns in a distinctive way. They also understand the importance of developing relationships and having responsive, high-quality interactions with all children to support successful learning. Early childhood teachers provide a learning environment (indoors and outdoors) that is respectful, supportive, challenging and aesthetically pleasing which will have a positive impact on the whole child. They use their experience and knowledge of 1) the RI Early Learning and Development Standards, 2) current research, theory and best practice of how children learn and develop, 4) child assessment information, and 5) the unique interests, strengths and needs of the children and families in the program to design, implement, and evaluate meaningful, challenging curriculum. They know that this curriculum must allow for individualized learning opportunities and the intentional development of responsive and respectful relationships with each child, and advocate for resources and revisions to support optimal curriculum for all children.

TEACHER DOMAIN 4: CURRICULUM

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
C 1: Content naeyc **5a and b** **RIPTS Std 1 and Std 2**				
C 1a: Physical Health and Motor Development	Understands the learning goals (scope) and definitions of **physical health and motor development** as outlined in the Rhode Island Early Learning and Development Standards. Understands that development in the domain of **physical health and motor development** is sequential and is dependent on infant, toddler, and preschooler experiences and individual development patterns of each child.	Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of **physical health and motor development.**	Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of **physical health and motor development** to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning and Development Standards. ***1.EI/ECSE:*** *Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to meet the learning goals in the area of* ***physical health and motor development.*** ***2. EI/ECSE:*** *Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments that are aligned with the RIELDS domain of* ***physical health and motor development.*** ***3. EI/ECSE:*** *Employs adaptive devices or modifications to the environment therefore supporting a child's capacity to successfully participate in learning activities designed to enhance* ***physical health and motor development.***	Analyzes and evaluates emerging theory and research pertaining to **physical health and motor development** to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge in the development of intentional learning opportunities to promote children's physical health and motor development.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
C 1: Content (cont'd)				
C 1b: Social/Emotional Development	Understands the learning goals (scope) and definitions of **social/emotional development** as outlined in the Rhode Island Early Learning and Development Standards. Understands that development in the domain of **social/emotional development** is sequential and is dependent on infant, toddler, and preschooler experiences and individual development patterns of each child.	Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of **social/emotional development.**	Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of **social/emotional development** to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning and Development Standards... ***4. EI/ECSE:*** *Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to meet the learning goals in the area of* ***social/emotional development.*** ***5. EI/ECSE:*** *Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments that are aligned with the RIELDS domain of* ***social/emotional development.*** ***6. EI/ECSE:*** *Incorporates specially designed evidenced based instruction to support young children with developmental delays and disabilities in the development of social cognition (social thinking)..* ***7. EI/ECSE:*** *Understands and promotes independence, active participation, development of adaptive behaviors and self advocacy of children with developmental delays and disabilities. .*	Analyzes, and evaluates current theory and research pertaining to **social/emotional development** to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice in the development of preschoolers and apply that knowledge to one's practice in the development of intentional learning opportunities to promote children's social/emotional development.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
C 1: Content (cont'd)				
C 1c: Language Development	Understands the learning goals (scope) and definitions of **language development** as outlined in the Rhode Island Early Learning and Development Standards. Understands that development in the domain of **language development** is sequential and is dependent on infant, toddler, and preschooler experiences. Understands that Dual Language Learners must have opportunities to progress in their home language as they are learning English.	Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of **language development.** Applies strategies in the classroom so that Dual Language Learners have opportunities to progress in their home language as they are learning English.	Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of **language development** to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning and Development Standards. Works with children and their families, using community resources as needed, to maintain the child's home language. Incorporates researched-based individualized instruction designed to promote English language development of Dual Language Learners. ***8. EI/ECSE:*** *Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to meet the learning goals in the area of* ***language development.*** ***9. EI/ECSE:*** *Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments that are aligned with the RIELDS domain of* ***language development.*** ***10. EI/ECSE:*** *Supports families and school personnel in recognizing and responding to a child's cues and communicative attempts and in facilitating successful communicative interactions.*	Analyzes, and evaluates current theory and research pertaining to **language development** to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
C 1: Content (cont'd)				
C 1c: Language Development (cont'd)			***11. EI/ECSE:*** *Plans, implements and coaches families and school personnel in ensuring that children who use American Sign Language have full linguistic access to the curriculum and opportunities for meaningful peer communication.* ***12. EI/ECSE:*** *Utilizes knowledge of augmentative, alternative and assistive devices to ensure that children have a vehicle for communicating and participating successfully in multiple environments throughout the day.*	
C 1d: Literacy	Understands the learning goals (scope) and definitions of **literacy** as outlined in the Rhode Island Early Learning and Development Standards. Understands that development in the domain of **literacy** is sequential and is dependent on infant, toddler, and preschooler experiences.	Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of **literacy**.	Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of **literacy** to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning and Development Standards. ***13. EI/ECSE:*** *Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to meet the learning goals in the area of* ***literacy.*** ***14. EI/ECSE:*** *Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments that are aligned with the* ***literacy*** *domain.* ***15. EI/ECSE:*** *Applies knowledge of language systems and their relationship to the development of early literacy.*	Analyzes, and evaluates current theory and research pertaining to **literacy** to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
C 1: Content (cont'd)				
C 1e: Cognitive Development	Understands the learning goals (scope) and definitions of **cognitive development** as outlined in the Rhode Island Early Learning and Development Standards. Understands that development in the domain of **cognitive development** is sequential and is dependent on infant, toddler, and preschooler experiences.	Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of **cognitive development.**	Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of **cognitive development** to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning and Development Standards. ***16. EI/ECSE:*** *Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to meet the learning goals in the area of* ***cognitive development.*** ***17. EI/ECSE:*** *Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments that are aligned with the RIELDS domain of* ***cognitive development.***	Analyzes, and evaluates current theory and research pertaining to **cognitive development** to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.
C 1f: Mathematics	Understands the learning goals (scope) and definitions of **mathematics** as outlined in the Rhode Island Early Learning and Development Standards.	Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of **mathematics.**	Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of **mathematics** to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning and Development Standards.	Analyzes, and evaluates current theory and research pertaining to **mathematics** to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
C 1: Content (cont'd)				
C 1f: Mathematics (cont'd)	Understands that development in the domain of **mathematics** is sequential and is dependent on infant, toddler, and preschooler experiences.		***18. EI/ECSE:*** *Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to meet the learning goals in the area of* ***mathematics.*** ***19. EI/ECSE:*** *Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments that are aligned with the RIELADS domain of* ***mathematics.***	
C 1g: Science	Understands the learning goals (scope) and definitions of **science** as outlined in the Rhode Island Early Learning and Development Standards. Understands that development in the domain of **science** is sequential and is dependent on infant, toddler, and preschooler experiences.	Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of **science.**	Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of **science** to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning and Development Standards. ***20. EI/ECSE:*** *Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to meet the learning goals in the area of* ***science.*** ***21. EI/ECSE:*** *Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments that are aligned with the RIELADS domain of* ***science.***	Analyzes, and evaluates current theory and research pertaining to **science** to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
C 1: Content (cont'd)				
C 1h: Social Studies	Understands the learning goals (scope) and definitions of **social studies** as outlined in the Rhode Island Early Learning and Development Standards. Understands that development in the domain of **social studies** is sequential and is dependent on infant, toddler, and preschooler experiences..	Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of **social studies.**	Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of **social studies** to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning and Development Standards. ***22. EI/ECSE:*** *Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to meet the learning goals in the area of* ***social studies.*** ***23. EI/ECSE:*** *Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments that are aligned with the RIELDS domain of* ***social studies.***	Analyzes, and evaluates current theory and research pertaining to **social studies** to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.
C 1i: Creative Arts	Understands the learning goals (scope) and definitions of **creative arts** as outlined in the Rhode Island Early Learning and Development Standards. Understands that development in the domain of **creative arts** is sequential and is dependent on infant, toddler, and preschooler experiences..	Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of **creative arts.**	Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of **creative arts** to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning and Development Standards. ***24. EI/ECSE:*** *Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to meet the learning goals in the area of* ***creative arts.***	Analyzes, and evaluates current theory and research pertaining to **creative arts** to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice..

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
C 1: Content (cont'd)				
C 1i: Creative Arts (cont'd)			***25. EI/ECSE:*** *Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments that are aligned with the RIELADS domain of* ***creative arts.***	
C 2: Process[8] **RIPTS Std 9**				
C 2a: Play	Understands that play is a primary vehicle for learning in all domains.	Implements a learning environment and plans experiences that maximize play as a vehicle for learning.	Utilizes knowledge of children's interests, learning styles, and stages of development to create meaningful play opportunities. ***26. EI/ECSE:*** *Plans, implements and coaches families and school personnel in any necessary modification of curriculum or dynamic evidence based specialized instruction that may be required in order to develop play skills for children with developmental delays or disabilities.*	Continually analyzes and revises planned play experiences to deepen children's understanding of concepts.

[8] Guiding children's social development and behavior management are important components of early childhood teachers' role. This document is intentional in not including a separate section dedicated to guidance and behavior management resulting from the belief that the skills required to be effective in this area are found throughout the document. Specifically, the core knowledge and competencies that encompass guiding children's social development and behavior management can be found in the following sections: In the Development and Learning Domain, competencies related to creating engaging experiences, adapting the environment for the needs of individual children, understanding environmental influences and risk factors on children's behavior, and making accommodations and adaptations for individual children are all relevant skills. In the Curriculum Domain, content related to social and emotional development, language development and communication, and physical health and development are all relevant. The process component of curriculum emphasizes the importance of providing for play and supporting interactions between children. The teaching and facilitating component of curriculum informs teachers of the importance of developing positive, respectful relationships, providing for all kinds of learners, and using a wide variety of instructional approaches. The skills and knowledge in the context component of curriculum emphasize the influence of the environment, materials, and daily schedule on children's behavior. There are also relevant core knowledge and competencies in the domains of Family Engagement and Assessment as collaborating with families to address guidance and classroom management and gathering and using assessment information to inform curricular decisions are relevant skills.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
C 2: Process (cont'd)				
C 2a: Play (cont'd)			***27. EI/ECSE:*** *Plans, implements and coaches families and school personnel in embedding intentional learning experiences into everyday routines and activities within natural and inclusive early childhood environments to maximize play as vehicle for learning.* ***28. EI/ECSE:*** *Serves as a resource to families, school personnel, providers, and community members in identifying adaptations and adaptive devices to assure a child with developmental delays or disabilities can successfully participate in play activities.*	
C 2b: Interactions between Children naeyc 4a RIPTS Std 7	Understands that peer interactions support learning and development.	Facilitates developmentally appropriate interactions between children to support learning and development.	Reflects on interactions between children to identify opportunities to extend children's learning and development. ***29. EI/ECSE:*** *Incorporates specially designed strategies to facilitate interactions between children with and without developmental delay or disabilities, respecting individual thresholds for social interactions.*	Evaluates and applies theory and current research about the importance of peer interactions in children's learning and development.
C2 c: Interactions with Adults naeyc 4a RIPTS Std 7	Understands that learning is facilitated through responsive adult-child interactions.	Utilizes engaging conversations and thought provoking questions based on children's involvement in activities or expressed interests to facilitate children's learning.	Uses knowledge of individual children's learning process in order to identify when to interact with a child to deepen the child's understand. ***30. EI/ECSE:*** *Makes use of, coaches and supports families, school personnel, providers, and community members in a variety of techniques to enhance adult - child positive relationships and interactions for young children with developmental delays or disabilities.*	Evaluates and applies theory and current research about the importance of adult-child interactions in children's learning.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
C 2: Process (cont'd)				
C 2d: Interactions with Materials	Understands that children learn through interaction with materials as they explore, problem-solve, and discover.	Facilitates children's learning as they interact with materials to explore, problem-solve, and discover.	Uses knowledge of children's learning through their interactions with materials as they explore, problem-solve, and discover in order to deepen and expand understanding. ***31. EI/ECSE:*** *Identifies and incorporates adapted materials needed to allow young children with developmental delays and disabilities to access and actively engage with materials across all environments.* ***32. EI/ECSE:*** *Allows young children with developmental delays and disabilities time and opportunity for repetitive interactions and practice with materials.*	
C 2e: Individual Ways of Knowing and Learning *(see Development and Learning for related competencies)* **RIPTS Std 4**	Recognizes that each child is unique and learns in a distinctive way.	Provides opportunities and experiences to support each child's unique and distinctive way of knowing and learning.	Uses knowledge of children's strengths, interests and preferences to support and reinforce learning. ***33. EI/ECSE:*** *Applies knowledge of strengths-based programming, which builds on the child's abilities while promoting independence and adaptive skills.* ***34. EI/ECSE:*** *Analyzes the child's needs within learning activities to provide adaptive devices or adaptations to activities, environments or expectations to support successful participation.*	Evaluates learning experiences through the lens of current theory and research about children's ways of knowing and learning.
C 3: Teaching and Facilitating **RIPTS Std 8**				
C 3a: Repertoire of Instructional Approaches naeyc **4b and 4c** **RIPTS Std 5**	Has a beginning understanding of current theoretical perspectives and research specific to a variety of instructional approaches.	Identifies and applies sound theoretical perspectives that support instructional approaches.	Reflects on own instructional approaches to support individual children's development and learning. Consistently integrates sound theoretical perspectives into teaching strategies.	Continuously researches and applies innovative approaches to expand own repertoire of instructional approaches and evaluates their effectiveness.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
C 3: Teaching and Facilitating (cont'd)				
C 3a: Repertoire of Instructional Approaches (cont'd)	Recognizes that positive interactions and relationships are a primary instructional approach for infants, toddlers, and preschoolers.		***35. EI/ECSE:*** *Has knowledge of, considers and implements a variety of current theoretical perspectives, research and evidence based practices to support young children with specific disabilities, such as Autism or significant cognitive disability.* ***36. EI/ECSE:*** *Has knowledge of, considers and implements a variety of current theoretical perspectives, research and evidence based practices matched to individual child's needs when supporting young children with developmental delays and disabilities.* ***37. EI/ECSE:*** *Has knowledge of, considers and implements a systematic instruction, such as explicit instruction and other direct instructional techniques, to support the development of the RIELDS for young children with developmental delays and disabilities.* ***38. EI/ECSE:*** *Promotes the development of adaptive and functional skills for young children with developmental delays and disabilities by embedding opportunities to learn these skills within natural and inclusive early childhood environments.* ***39. EI/ECSE:*** *Uses specially designed strategies and supports to facilitate active participation as well as generalization and maintenance of skills across multiple environments.*	
C 3b: Developing Positive Relationships and Interactions … naeyc 4a RIPTS Std 7	Understands that positive relationships and interactions with children, families, and teachers are a foundation for all healthy development and learning.	Promotes positive relationships and respectful and supportive interactions among teachers, families, and children.	Analyzes own relationships and interactions with children, families, and teachers and implements strategies to continuously improve relationships. Engages in sustained reciprocal interactions with children.	Models positive relationships and respectful and supportive interactions among children, families, teachers, and other professionals.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
C 3b: Developing Positive Relationships and Interactions (cont'd)	Notices or acknowledges children's individual needs.	Responds consistently to each child's individual needs.	***40. EI/ECSE:*** *Serves as a resource to families, school personnel, providers, and community members in identifying and addressing any specific strategies and techniques, such as positive behavior supports, communication systems, and adaptations to enhance positive relationships for young children with developmental delays or disabilities.* ***41. EI/ECSE:*** *Demonstrates knowledge of and implementation of positive behavioral intervention strategies and supports to promote positive relationships; and, to help prevent challenging behaviors and support the development of self-management skills.*	
C 4: Context ⇔ RIPTS Std 6				
C 4a: Environment	Understands the impact of indoor and outdoor learning environments on children's development and learning. Understands that environmental design supports learning in all domains and encourages choice, play, and exploration. Creates a learning environment that encourages children's autonomy and exploration.	Applies knowledge about children's learning and development to create healthy, respectful, supportive, and challenging learning environments.	Assesses and adjusts environments based on classroom and child level assessment data and input from families and other professionals. ***42. EI/ECSE:*** *Designs, implements, and evaluates environment to encourage positive behavior across settings for young children with developmental delays and disabilities.* ***43. EI/ECSE:*** *Organizes and adapts the indoor and outdoor learning environment to ensure physically accessibility for young children with developmental delays and disabilities.*	Analyzes, evaluates, and applies current theory and research on learning environments and various teaching approaches. Advocates for access to appropriate learning environments.
C 4b: Materials	Utilizes materials that demonstrate acceptance of all children's gender, family, race, culture, and ability.	Utilizes knowledge of child development and individual children to select materials.	Provides open-ended materials that encourage problem solving and creativity and challenge children to construct knowledge in each domain outlined in the RIELDS.	

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
C 4: Context (cont'd)				
C 4b: Materials (cont'd)	Chooses toys and materials that children find interesting and keeps multiples of favorites.		Provides nontraditional materials to promote exploration and learning in varied ways. **44. EI/ECSE:** *Assesses, provides and monitors both the placement of materials and the need for adaptive materials, media and assistive technology to enhance the active participation of young children with developmental delays and disabilities.*	
C 4c: Daily Schedule	Follows a daily schedule which includes substantial blocks of time for uninterrupted play and balance of opportunities for different groupings and different activities.	Establishes and maintains a daily schedule that is flexible and responsive to the needs and interests of the group and the individuals within the group. Plans for transitions and daily routines which are efficient, responsive to the needs of individual children and maximize learning opportunities.	Analyzes and adapts daily schedule to reflect the needs and interests of the group and the individuals within the group. Implements efficient transitions that provide children learning opportunities as well as opportunities to demonstrate responsibility. **45. EI/ECSE:** *Design and embeds learning experiences into everyday routines and activities within natural and inclusive early childhood environments.* **46. EI/ECSE:** *Implements and serves as a resource for families and school personnel in the adaptation of schedules and expectations to support children with developmental delays or disabilities in understanding, participating, and transitioning through the daily schedule.*	
C 5: Building Meaningful Curriculum naeyc 5c				
C 5a: Integrating the Four Components	Understands the importance of including content, process, teaching and facilitation, context, and the inter-relatedness of the nine domains when planning curriculum.	Plans curriculum that integrates the nine content domains, knowledge of process, strategies for teaching and facilitation, and appropriate context.	Reflects on planned curriculum and analyzes effectiveness by looking closely at content, process, teaching and facilitation, and context and ensuring the integration of the nine domains.	Consistently plans, implements, and analyzes an integrated curriculum and shares knowledge with others.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
C 5: Building Meaningful Curriculum (cont'd)				
C 5a: Integrating the Four Components (cont'd)			***47. EI/ECSE:*** *Collaborates with other team members in evaluating potential need, designing, implementing and coaching others in the use of assistive technology to ensure access and full participation the general education curriculum.* ***48. EI/ECSE:*** *Evaluates potential need for, designs, implements and coaches others in the use of communication systems to ensure access and full participation the general education curriculum.* ***49. EI/ECSE:*** *Evaluates potential need, designs, implements and coaches others in the use of supplemental aids, services, and/or intensive, individualized instruction in the natural and inclusive early childhood environment prior to considering placement in a more restrictive setting.* ***50. EI/ECSE:*** *Creates an environment that teaches and encourages appropriate means of getting needs met, self advocacy, development of functional skills and increasing independence for young children with developmental delays and disabilities.*	
C 5b: Incorporating Meaningful Factors	Understands the importance of incorporating family, culture, and community factors when planning curriculum.	Incorporates family, culture, and community factors into curriculum planning.	Consistently, with family input, incorporates family, culture, and community factors into curriculum planning. ***51. EI/ECSE:*** *Understands and responds to cultural perspectives that influence the relationships among families, schools, and communities as related to the instruction of young children with developmental delays and disabilities.*	Analyzes the effectiveness of curriculum through the lens of family, culture, and community factors.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
C 5: Building Meaningful Curriculum (cont'd)				
C 5c: Utilizing Assessment Data *(*see the Assessment Domain on page 44 for more detail)*	Understands the importance of utilizing child assessment data when planning curriculum.	Utilizes child assessment data to inform curriculum planning.	Utilizes child assessment data to construct curriculum experiences that are appropriately challenging for individual children and support critical thinking. Provides systematic-instruction based on learner characteristics and ongoing assessment data. Evaluates and modifies instructional practices in response to ongoing assessment data. ***52. EI/ECSE:*** *Utilizes universal assessment information, along with specialized and supplemental assessment information, such as Functional Behavior Assessments, to design curriculum and instruction for young children with developmental delays and disabilities.* ***53. EI/ECSE:*** *Provides high quality, dynamic, evidenced based instruction and intervention matched to the strengths and needs of the individual child with developmental delays and disabilities and based on the continuous monitoring of progress and level of proficiency.*	Utilizes child assessment data to analyze the effectiveness of curriculum planning
C 5d: Utilizing Curriculum Resources	Understands that curriculum resources (including books, website resources, and commercially prepared curricula) vary in quality and that high quality resources reflect the knowledge and principles of early childhood development and learning.	Applies knowledge of quality curriculum to identify high quality resources (including books, website resources and commercially prepared curricula).	Analyzes and evaluates a variety of curriculum resources and ensures that the resources used contribute to the development of an effective classroom environment. ***54. EI/ECSE:*** *Differentiates between and utilizes any necessary evidence based curriculum resources designed to support the individual needs of the young child with developmental delays and disabilities.*	Participates in the selection of and advocates for high quality, developmentally appropriate curriculum resources.

Teacher Core Competency Domain 5: Assessment

A comprehensive assessment system is a critical component of an effective program that supports children's development and learning. Effective assessment practices help early childhood teachers to plan for and adapt the environment and curriculum to meet group and individual needs.

It is important that early childhood teachers have a strong knowledge of early childhood assessment methods and are able to effectively plan for and conduct developmentally appropriate authentic assessments (e.g. ongoing, in children's natural settings, using meaningful activities). It is also important that teachers understand the role of standardized screening and assessment practices in evaluating the development and learning needs of young children and are able to support their effective use.

Early childhood teachers must practice responsible assessment and ensure that information is used to support children rather than to exclude them. They recognize the need to gather assessment data from multiple sources using a variety of methods when seeking to describe what children know and are able to do. Additionally, early childhood teachers effectively organize and document the data they gather. Finally, they know how to share child assessment data with families and other professionals in an appropriate and confidential manner.

TEACHER DOMAIN 5: ASSESSMENT

	Level 1	Level 2 (all skills in Level 1 plus)	Level 3 (all skills in Level 1 and 2 plus)	Level 4 (all skills in Level 1, 2, and 3 plus)
A 1: Knowledge of Early Childhood Assessment naeyc 3a	Understands that responsible assessment is guided by sound professional standards. Understands that assessment data should be used to monitor a child's growth and development, share information with families and others, identify children that might benefit from special services, and inform curriculum planning. Understands that responsible assessment of children is for the purpose of monitoring growth and development, and should occur over time and be integrated into daily curriculum. Understands the importance of observation, documentation, and other appropriate assessment tools and strategies in early childhood programs.	Understands that observation, documentation, and other appropriate assessment tools and strategies are used to guide individualized instructional planning. Has a working knowledge of the variety of assessment methods that are appropriate for use with young children. Understands the relationship between assessment plans and the learning goals of the Rhode Island Early Learning and Development Standards. Understands how the Rhode Island Early Learning and Development Standards guide or inform assessment plans within the context of curriculum and individualized planning.	Understands the purposes and appropriateness of various developmental screening and assessment procedures and instruments. Understands the strengths and weaknesses of various assessment methodologies and makes appropriate choices for various populations and situations. ***1. EI/ECSE:*** *Understands and assists families in understanding State and Federal legal provisions, including timelines/family protections, and ethical principles regarding evaluation and eligibility of young children with developmental delays and disabilities.* ***2. EI/ECSE:*** *Uses assessment information to inform special education and early intervention eligibility.*	Understands the components of a comprehensive assessment system, including the purpose and use of assessment tools, in order to inform decisions about when and how and to use each component.

	Level 1	Level 2 (all skills in Level 1 plus)	Level 3 (all skills in Level 1 and 2 plus)	Level 4 (all skills in Level 1, 2, and 3 plus)
A 2: Implementing a Comprehensive Assessment Plan and Conducting Developmentally Appropriate Authentic Assessments (ongoing, natural settings, meaningful activities) **naeyc 3c** **RIPTS Std 9**	Understands the importance of gathering information about children over time, in natural settings, while children are engaged in meaningful activities. Identifies opportunities within the classroom environment to collect assessment information. Understands that some standardized tools can be used to assess the developmental and learning needs of young children. Understands that assessment methods and tools must be used for purposes for which they are intended and only be administered by trained individuals.	Gathers information across all aspects of children's learning and development over time, in natural settings (home, class, or center), while children are engaged in meaningful activities and interactions. Seeks guidance on the appropriate use and interpretation of assessment methods and tools.	Develops and implements a comprehensive assessment plan that is tied to the RIELDS and integrates developmentally appropriate assessment methods into daily practice Understands the role of standardized assessments in relation to the overall classroom assessment plan If standardized assessments are used, attempts to implement tools reliably and with fidelity (or seeks trained professionals to conduct assessment), and understands results. ***3. EI/ECSE:*** *Provides necessary and individually appropriate accommodations/modifications to support the authentic assessment of young children with developmental delays and disabilities.* ***4. EI/ECSE:*** *Ensures that assessment/evaluation instruments are valid and reliable and that the tools are used for the intended purpose and implemented with fidelity.*	Analyzes the effectiveness of assessment plan and revises/adjusts plans as needed. If standardized assessments are used, evaluates and interprets test scores and other information, uses results to inform necessary next steps.

	Level 1	Level 2 (all skills in Level 1 plus)	Level 3 (all skills in Level 1 and 2 plus)	Level 4 (all skills in Level 1, 2, and 3 plus)
A 2: Implementing a Comprehensive Assessment Plan and Conducting Developmentally Appropriate Authentic Assessments (cont'd)			***5. EI/ECSE:*** *When formally assessing young children with developmental delays or disabilities provides any necessary and valid accommodations/ modifications.* ***6.EI/ECSE:*** *Supports families in understanding and interpreting results of formal evaluation.*	
A 3: Practicing Responsible Assessment naeyc 3d **RIPTS Std 9**	Understands the difference between being subjective and objective when recording observations. Understands that language and/or culture (of the teacher and/or the child) can influence the assessment process and results. Identifies environmental factors that may influence the assessment process and results, such as length of assessment, time of day, environmental distractions, etc.	Evaluates assessment information for objectivity Utilizes assessment information to support children rather than to exclude them.	Implements responsible assessment processes to ensure that data accurately reflect what children know and are able to do Evaluates current practice to determine if assessment practices are effective, adequate, and culturally and linguistically sensitive. Designs methods for improving assessment practices based upon a review of information collected. ***7. EI/ECSE:*** *Assists and empowers families in identifying and communicating their concerns and priorities relative to the assessment of their young child with developmental delays and disabilities.*	Ensures that consideration is given to cultural, linguistic, and environmental influences during the planning, selecting, adapting, modifying, and implementing of all assessment procedures. Evaluates current research, emerging developments, and best practices related to the assessment of young children. Evaluates and modifies assessment strategies to ensure alignment with best practices. Advocates for the use of developmentally appropriate, responsible assessment tools and strategies.

	Level 1	Level 2 (all skills in Level 1 plus)	Level 3 (all skills in Level 1 and 2 plus)	Level 4 (all skills in Level 1, 2, and 3 plus)
A 4: Collects Assessment Data from Multiple Sources Using a Variety of Strategies naeyc 3c **RIPTS Std 9**	Understands that assessment information should come from a variety of sources (families, other teachers, specialists). Understands the benefits of using a variety of assessment strategies (observation, interview, work samples, standardized tests). Identifies opportunities to collect data from multiple sources for children in their classroom.	Incorporates assessment information from a variety of sources (families, other teachers, specialists, peers, child care) when seeking to describe what children know and are able to do. Applies a variety of assessment strategies to gather meaningful and objective information about each child's development. Collects assessment data from multiple sources which objectively illustrate what children know and are able to do in relation to RIELDS goals. Collects assessment data from multiple sources which objectively illustrate children's interests and learning styles.	Consistently collects assessment information from a variety of sources. Consistently collects a variety of assessment information that reliably illustrates children's interests and learning styles. Consistently collects assessment information that reliably illustrates what children know and are able to do in relation to RIELDS goals. Consistently utilizes a variety of assessment strategies to gather meaningful and objective information about each child's development. ***8. EI/ECSE:*** *Incorporates assessment information from families and other team members to inform instruction and make decisions for young child with developmental delays or disabilities.* ***9. EI/ECSE:*** *Makes use of authentic assessment information, along with formal assessments, to develop individualized plans that support young children with developmental delays and disabilities.*	Designs and implements a formal plan of information gathering that includes regular and intentional communication with others who know the children and intentional use of different assessment strategies which will provide a comprehensive picture of children's growth and development.

	Level 1	Level 2 (all skills in Level 1 plus)	Level 3 (all skills in Level 1 and 2 plus)	Level 4 (all skills in Level 1, 2, and 3 plus)
A 5: Documenting and Organizing Assessment Data naeyc 3c **RIPTS Std 9**	Understands the importance of documenting and organizing assessment information.	Documents and organizes assessment information which is linked to RIELDS goals, is objective and specific, and includes enough detail to give a third party a complete understanding of the assessment event.	Consistently documents assessment information which is linked to RIELDS goals, is objective and specific, and includes enough detail to give a third party a complete understanding of the assessment event. Consistently uses a system to organize assessment information that allows for easy access to specific child information, evaluation of most recent assessment documentation, and clear presentation of assessment information to others. ***10. EI/ECSE:*** *Assists families in developing ways to document progress and maintain records for their child with developmental delays and disabilities.*	Analyzes the effectiveness of practices used to document and organize assessment information and utilizes that information to refine assessment plans.
A 6: Using Assessment Data in Curriculum Planning (including for use in planned interventions and referral for special services) naeyc 3a **RIPTS Std 9 and Std 7**	Understands the link between curriculum and assessment.	Demonstrates ability to conduct basic analysis of assessment data. Utilizes assessment data to plan developmentally appropriate experiences.	Aggregates and analyzes assessment data from the group of children in her/his classroom. Utilizes assessment data from a variety of sources to: (1) develop and refine curriculum, (2) develop experiences for individuals, small groups, and large groups of children, and (3) establish goals and objectives for individual children. Develops multi-level learning opportunities in response to assessment data to meet the needs of children at different places on the RIELDS continuum.	Continuously evaluates the assessment system to determine its effectiveness in informing curriculum and adapts as needed.

	Level 1	Level 2 (all skills in Level 1 plus)	Level 3 (all skills in Level 1 and 2 plus)	Level 4 (all skills in Level 1, 2, and 3 plus)
A 6: Using Assessment Data in Curriculum Planning (cont'd)			Analyzes assessment data to determine whether further evaluation by other professionals is warranted. ***11. EI/ECSE:*** *Regularly monitors progress of young children with developmental delays and disabilities to ensure the effectiveness of specialized instruction and individual progress towards learning goals and child outcomes.*	
A 7: Communicating Assessment Data to Others (families, other professionals) naeyc 3b	Understands that child assessment data is confidential and the sharing of this information is governed by program policy. Understands the purpose and value of sharing child assessment data with families and other professionals.	Explains to families the importance of collecting, using, and sharing assessment data and the strategies used to collect data. Determines when child assessment information should be shared with other professionals to enhance services to children.	Continually improves strategies for the communication of assessment data to meet the needs of all families (including those with diverse linguistic and cultural backgrounds). Regularly exchanges complete and unbiased assessment data in a supportive manner with families about a child's strengths and needs. ***12. EI/ECSE:*** *Effectively communicates evaluation and assessment results to all team members in family friendly language, maintaining the respect and value of the parent as a central and equal member of the educational team for the young child with developmental delay or disability.* ***13. EI/ECSE:*** *Shares assessment information with families of children with developmental delays or disabilities in a factual, open manner, empathetic to how the information may impact the family.*	Serves as a mentor to other professionals in developing skills for effectively communicating child assessment information. Explains to families the system of assessment used to evaluate and monitor child growth and development and supports families to recognize the relationship between assessment, standards, and curriculum. If standardized assessments are used, effectively communicates meaning of test scores to families and other professionals if necessary.

Teacher Core Competency Domain 6: Professionalism

Early childhood teachers identify and conduct themselves as members of the early childhood profession inclusive of all settings serving children birth through age eight[9]. They understand that a research-based body of core knowledge and competencies serve as a foundation for the profession and that these knowledge and competencies are used in all aspects of professional involvement with children, families, and colleagues. They also understand they have both a leadership and advocacy role within the profession.

There are also certain expectations for behavior. Early childhood teachers must know and use ethical guidelines such as the NAEYC Code of Ethical Conduct and other professional standards related to early childhood as they implement strategies in a program, and work closely with children, families, colleagues, and the community. They also value the diversity of lifestyles, languages, beliefs, and cultural backgrounds that can be found in all aspects of our society and utilize teaching strategies which are free of bias and responsive to the differences in the needs of children and families.

Early childhood teachers reflect on their practice in order to identify ways in which to build upon their knowledge and skills. They show a commitment to ongoing professional development and learning by engaging in and utilizing a wide variety of professional development resources to improve their practice. This includes participating in collaborative learning experiences and being supported or mentored by others in the field. As teachers advance in their careers, they begin to share their knowledge in the greater community and start to mentor others in their professional growth.

Finally, every professional must be able to advocate on behalf of children, families, and the profession. For the purposes of this document, we define advocacy in the broadest possible way, ranging from advocating for an individual child to advocating for changes at a systems level. This advocacy is built on the knowledge and competencies described within this document. Effective advocates use their knowledge of early child development, along with their knowledge of resources available for children and policy, to advocate for children, families and the profession.

[9] Please note that the field defines early childhood as birth to age eight. However, this document is articulating competencies for classroom-based early childhood educators working with children from birth to age five.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
P 1: Identifying and Involving Oneself with the Early Childhood Profession naeyc 6a **RIPTS Std 10**	Has beginning knowledge of the historical context of the early childhood profession. Understands that the profession has a research-based core of knowledge as its foundation. Understands that there should be a connection between the core base of knowledge and research, regulations and program policies, and professional standards. Understands that early childhood practice is impacted by emerging research, current issues, and advances in the field.	Consistently seeks new information on research, current issues, and advances in the early childhood profession. Accesses resources and participates in activities offered by professional organizations that benefit young children, their families, and the early childhood profession.	Applies information from related fields such as health, mental health, etc. to develop a holistic approach to early childhood education. Articulates a personal philosophy of early childhood learning and identity as a teacher based on core knowledge and experience. Maintains active membership in one or more professional organizations that benefit young children, their families, and the early childhood profession. ***1. EI/ECSE:*** *Has knowledge and understands the relevance of the historical context of the early intervention/early childhood special education profession.* ***2. EI/ECSE:*** *Has knowledge of and implements Early Intervention and special education activities in compliance with applicable state and federal laws, regulations and policies.* ***3. EI/ECSE:*** *Seeks new information and remains current regarding specific disabilities and diagnosis, research-validated early intervention and special education practices, trends and issues.* ***4. EI/ECSE:*** *Advocates for educational policies that promote the highest potential for each young child with developmental delays or disabilities.*	Actively involved in groups or professional organizations engaged in research, policymaking and/or leadership.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
P 1: Identifying and Involving Oneself with the Early Childhood Profession (cont'd)			***5. EI/ECSE:*** *Demonstrates commitment to, assists and promotes the successful inclusion of children with developmental delays or disabilities in the natural and inclusive early childhood environments and the greater community.* ***6. EI/ECSE:*** *Respects the family context when designing the delivery of early intervention or special education services and supports.* ***7. EI/ECSE:*** *Accesses resources and/or participates in activities offered by professional special education organizations that benefit individuals with exceptional learning needs, their families, and the special education profession.*	
P 2: Ethical Standards and Professional Guidelines naeyc 6b **RIPTS Std 11**	Identifies and values ethical and professional guidelines established by the early childhood profession. Understands that ethical and professional guidelines apply to all adults in the classroom and program.	Utilizes professional code of ethics in making professional decisions regarding all children in the classroom. Establishes and maintains appropriate professional boundaries.	Identifies potential conflicts of interest[10] and ethical dilemmas and proactively seeks support in resolving emerging ethical issues. Ensures that ethical and professional guidelines are followed by all adults in the classroom.	Serves as a role model and promotes compliance with ethical standards in the workplace.

[10] See the College of Early Childhood Educators' 2011 *Code of Ethics and Standards of Practice* pg. 27 (http://www.acceo.ca/ece/wp content/uploads/2012/05/CECE Code of Ethics and Standards of Practice-Feb-2011.pdf) for a comprehensive explanation of conflict of interest within an early childhood setting.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
P 2: Ethical Standards and Professional Guidelines (cont'd)	Is aware of and complies with program policies that pertain to professional conduct. Knows and obeys relevant laws such as those pertaining to child abuse and the rights of children with disabilities. Recognizes potentially unethical practices; understands and uses appropriate reporting procedures. Protects the privacy and confidentiality of family information.		Uses the ethical and professional guidelines established by the early childhood profession when solving dilemmas in working with all children and their families. ***8. EI/ECSE:*** *Understands and encourages others to understand that a child's disability does not define who they are as an individual and that each child has a unique personality, temperament and set of interests.* ***9. EI/ECSE:*** *Practices within the CEC Code of Ethics (see appendix C) and other standards of the profession.* ***10. EI/ECSE:*** *Understands and explains to families their rights and safeguards, including their option to use the dispute resolution procedures*[11]. ***11. EI/ECSE:*** *Directs and supports the activities of paraprofessionals and volunteers related to interactions with young children with developmental delays and disabilities.*	
P 3: Valuing Diversity	Is aware of and models respect for differences in lifestyles, languages, beliefs, abilities, and socioeconomic and cultural backgrounds among children, family, and colleagues. Identifies ways diversity is a valuable asset to the classroom and program.	Plans curriculum which respects and responds to the cultural diversity among all children and families.	Collaborates with families, colleagues, and community members to respect each family's values, attitudes, and expectations, and honor and celebrate the diversity of languages, customs, and traditions in the family of each child. Supports children in identifying and challenging bias.	Mentors others in understanding issues related to diversity and cultural competence.

[11] As provided by IDEA

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
P 3: Valuing Diversity (cont'd)	Understands how culture influences child-rearing practices and how that in turn can affect growth and development.		***12.EI/ECSE:*** *Is aware of, models and encourages others to use "person first language" when referring to young children with developmental delays and disabilities, their families and community members.* ***13.EI/ECSE:*** *Understands and assists others in understanding the short and long term potential of children with developmental delays and disabilities.*	
P 4: Advocating for Children, Families and the Profession naeyc 6e	Has knowledge of resources available to support children, families, and professionals. Supports advocacy by understanding the relationship between the program philosophy and the daily curriculum. Understands that national, state, and local public policy affects children, families, programs, and the early childhood profession. Understands the impact that certain environmental and social factors have on children and families. Discusses child development (birth to 8) and the value of early childhood programs with families.	Begins to communicate to others the relationship between the program philosophy and the daily curriculum. Advocates for individual children through processes established by the program.	Clearly articulates the relationship between program philosophy, daily curriculum, early learning and development standards, and child outcomes to the greater community. Maintains awareness of legislative changes that affect children, families, and the early childhood field. ***14. EI/ECSE:*** *Understands and supports the role of families in advocating for child and parent rights within the special education system.* ***15. EI/ECSE:*** *Supports the inclusion of young children with developmental delays and disabilities in natural and inclusive early childhood environments and the community at large.* ***16. EI/ECSE:*** *Advocates for educational policies that promote the utilization of evidence-based practices.*	Advocates for children, families, and the profession in the greater community. Nurtures and supports the development of advocacy skills with colleagues.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
P 5: Commitment to Ongoing Professional Development naeyc **6c and 6d** **RIPTS Std 10**	Understands the importance of ongoing professional development. Utilizes a variety of professional resources and relationships to improve practice. Develops and carries out a personal professional development plan in collaboration with a supervisor. Utilizes constructive feedback to improve performance. Values reflection as a tool for professional development and begins to reflect on own performance to modify and improve work with children, families, and colleagues. Seeks out professional development opportunities that are specific to the unique needs of children in the program...	Utilizes reflection to modify and improve work with children, families, and colleagues Seeks the ongoing support and guidance of the supervisor/mentor Engages in continuous collaborative learning to inform practice. Identifies professional and personal goals in working with children and families and refines professional development plan to reflect the identified goals. Develops and carries out a professional development plan that includes identified personal and professional goals and strategies based on available time and resources with increasing autonomy.	Shares knowledge and expertise with colleagues and families in the school community. Routinely engages in reflection of teaching practices and the behavior of children and revises practice as necessary. Initiates own professional development activities. Utilizes aggregate child assessment data to identify ongoing professional development goals.	Shares knowledge in the greater community as a component of one's professional development. Mentors others in their professional growth. Advocates for own professional development activities.

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
P 6: Fostering Respectful, Collaborative Relationships with Other Professionals **naeyc Code of Ethical Conduct Section III**	Establishes and maintains relationships of respect, trust, confidentiality, collaboration, and cooperation with colleagues. Addresses conflict and/or concerns in a collegial and confidential manner. Shares resources with colleagues, collaborating to ensure that the best possible early childhood care and education program is provided.	Recognizes the professional achievements of colleagues.	Supports colleagues in meeting their professional needs and professional development and supports their professional achievements. ***17. EI/ECSE:*** *Models techniques and coaches families, school personnel, providers, and community members in the use of instructional methods and accommodations for young children with developmental delays and disabilities.* ***18. EI/ECSE:*** *Communicates with school personnel about the characteristics and needs of young children with developmental delays and disabilities.* ***19. EI/ECSE:*** *Provides specialized instruction and consultation within natural and inclusive early childhood environments to support young children with developmental delays and disabilities.* ***20.EI/ECSE:*** *Shares specialized knowledge and utilizes trans-disciplinary strategies from other professionals while acting within discipline specific limitations.* ***21. EI/ECSE:*** *Integrates knowledge of child development, family engagement, evaluation procedures and policies to recommend appropriate referrals for young children with developmental delays or disabilities to community health and social services.*	Promotes cooperation among professionals and agencies and interdisciplinary collaboration among professions concerned with addressing issues in the health, education, and well-being of young children, their families, and their early childhood educators.

APPENDIX A: Acknowledgements

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APPENDIX B: Glossary of Terms

Attachment Theory – A theory that describes the dynamics of long-term relationships between humans and emphasizes the important tenet that an infant needs to develop a relationship with at least one primary caregiver for healthy development to occur.

Authentic Assessment –The process of observing, recording and otherwise documenting the work children do and how they do it as a basis for a variety of educational decisions that affect the child. Authentic assessment is grounded in accurate, valid, information obtained in a variety of ways in the actual situations in which a child plays, works, and learns and is continuous and integrated into the ongoing life of the classroom (NAEYC).

Career Pathway - A Career Pathway is a framework for how an individual can advance in a specific occupation over time through a combination of formal education, work experience and professional development....

Caregivers – A caregiver is a person in whose care a child may be temporarily placed, including, but not limited to, non-custodial relatives, baby-sitters, child care providers, and nannies.

Children with Multiple Established Conditions – (MEC): Children with a history of prenatal, perinatal, neonatal, or early life events suggestive of biological insults to the developing central nervous system which, either singularly or collectively, increase the probability of later atypical development; and children whose early life experience, including maternal and family care, nutrition, opportunities for expression of adaptive behaviors, and patterns of physical and social stimulation are of concern to the extent that they impart high probability for delayed development.

Co-constructing – Learning or working collaboratively with another person on a problem or task.

Core Knowledge and Competencies – The essential skills and knowledge that educators who work with young children in a classroom setting need to know, understand, and be able to do to promote young children's healthy development and learning.

Cultural Competence – Awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of children and their families (National Education Association).

Developmentally appropriate – Programs, activities, and environments that are designed on the basis of: knowledge of how children develop and learn; knowledge of the strengths, needs, and interests of individual children; and knowledge of the social and cultural contexts in which children live.

Developmental Milestones - A developmental milestone is an ability that is achieved by most children by a certain age. Developmental milestones can involve physical, social, emotional, cognitive and communication skills such as walking, sharing with others, expressing emotions, recognizing familiar sounds and talking. There are four basic categories for developmental milestones: 1) physical milestones, 2) cognitive milestones, 3) social and emotional milestones, and 4) communication milestones. While most of these milestones typically take place during a certain window of time, each child is unique. These developmental abilities also tend to build on one another. More advanced skills such as walking usually occur after simpler abilities such as crawling and sitting up have already been achieved.

Dual Language Learner – The Office of Head Start defines Dual Language Learners as children learning two languages simultaneously or those learning English as they develop in their home language *(OHS, 2008)*. This document includes children whose home language is American Sign Language in this definition.

Early Intervention – Comprehensive educational programs for young children birth to age 3 who are at risk or who have been identified as having a disability.

Early Learning and Development Standards – Expectations for the learning and development of young children.

Emergency Plans – All plans designed or undertaken to minimize the effects of a hazard upon people, to deal with the immediate emergency conditions that would be caused by the hazard, and to repair or restore vital utilities or facilities destroyed or damaged by the hazard.

Ethical Dilemma – A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities.

Facilitating – Offer short term assistance to help a child achieve the next level of functioning.

Family – Members of a unit who see themselves as a family, including individuals who are related by blood or marriage as well as those who have made a commitment to share their lives.

Family Engagement – A meaningful family-program partnership that is reciprocal, strengths-based, and actively supports children's development and learning across settings.

Family Systems Theory - A framework that emphasizes the notion that everything that happens to any family member affects all other family members.

Formal Assessment – Assessment strategies which meet established criteria for reliability and validity and are characterized by administration under controlled conditions by trained examiners. Standardized tests are one type of formal assessment.

IEP – Individualized Education Plan. An IEP should incorporate effective practices and focus on families' priorities and concerns, as well as children's development and interests.

IFSP – Individualized Family Service Plan. An IFSP should incorporate effective practices and focus on families' priorities and concerns, children's and families' individual needs, and address the support services, nutrition services, and case management needs.

Inclusive Philosophy – The values, beliefs, program policies, and practices that support the right of every child, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society (adapted from the definition of early childhood inclusion from the Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).

Intentional Learning Experiences - A learning experience designed with knowledge and purpose to ensure that young children acquire the knowledge and skills (content) they need to succeed in school and life. Intentional learning experiences integrate and promote learning in all domains using both child-guided and adult-guided experiences.

Learning Environment – All of the physical surroundings and social and cultural conditions that physically and/or emotionally affect children and their ability to learn, grow, develop and survive.

Mandated Reporter – Anyone who has reasonable cause to know or suspect that a child has been abused or neglected. A report is required when: A person has reasonable cause to know or suspect that a child has been abused or neglected or a physician or nurse practitioner has cause to suspect that a child brought to them for treatment is an abused or neglected child, or he or she determines that a child under age 12 is suffering from any sexually transmitted disease.

Mentor – A knowledgeable and experienced individual who provides guidance to beginning and experienced professionals to develop skills and reflection of practice. Various strategies of the mentor may include observation and feedback, demonstration of skills, conferencing, and resource provider.

Mentoring – The guiding and nurturing of a less experienced individual by a knowledgeable and experienced individual. Mentoring may occur in a variety of settings, including between professionals in a program, across programs, and with teacher candidates or interns within one's classroom.

Modeling – Displaying for children a skill or desirable way of behaving in the classroom, through actions only or with cues, prompts, or other forms of coaching.

Objective Assessment – Assessment that is uninfluenced by emotions or personal biases.

Observation – Gathering information through one or more of the five senses for the basic purpose of determining a child's developmental level, interests and learning style.

Open-ended materials – Materials that can be used in multiple ways and allow for children's construction, concrete solving of problems, imagination and creativity.

Role Model – any person who serves as an example and whose behavior is emulated by other.

Sudden Infant Death Syndrome – is the sudden death of an infant under one year of age which remains unexplained after a thorough case investigation, including performance of a complete autopsy, examination of the death scene, and review of the clinical history. (*Willinger et al, 1991*).

Screening – A brief procedure to determine whether a child requires further and more comprehensive evaluation.

Separation Anxiety – The process of a young child's sensory interpretation of noticing a prime care giver or parent's leaving or is out of sight, causing the child to experience anxiety and insecurity.

Settings – Home, school, group, community and natural locations that are part of the child and family's experiences.

Special Health Needs – Children with special health care needs are defined by the Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau (MCHB) as "those who have or are at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally.

Standardized Tests – Standardized tests are tests with high levels of reliability and validity that have prescribed methods for administration where scoring is based on comparisons with other children or groups of children. This standard administration is necessary to obtain valid results; therefore, the skill of the examiner is of particular importance when using this type of assessment. Standardized test scores allow for fair comparisons among individual or groups of test takers..

Team collaboration – Working as equal partners with each family and with the people and service systems in a family's life, i.e.: families, school personnel, providers, and community members..

Universal Precautions – Universal precautions is the term used for the guidelines that were developed by the Centers for Disease Control and Prevention in the 1980s to reduce the spread of infection to health care providers and patients in health care settings..

APPENDIX C: Additional Resources

2010 National Association for the Education of Young Children (NAEYC) Standards for Initial & Advanced Early Childhood Professional Preparation Programs, http://www.naeyc.org/ncate/standards

2011 National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct and Statement of Commitment, http://www.naeyc.org/positionstatements/ethical_conduct

Council for Exceptional Children Code of Ethics, http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards?sc_lang=en

The Division for Early Childhood, http://www.dec-sped.org/

Rhode Island Professional Teaching Standards, http://www.ride.ri.gov/TeachersAdministrators/EducatorCertification/BecominganEducator.aspx/

Rhode Island Early Learning and Development Standards,
http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/EarlyLearningStandards.aspx/

Rhode Island Child Care Licensing Standards, http://www.dcyf.ri.gov/licensing.php

Rhode Island Department of Education Comprehensive Early Childhood Education Program Approval,
http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/Programs.aspx

Appendix

Rhode Island Child Care Center Program Regulations

STATE OF RHODE ISLAND

DEPARTMENT OF CHILDREN, YOUTH AND FAMILIES

Child Care Program

Regulations for Licensure

November, 2013

Rhode Island Department of Children, Youth and Families
Child Care Program Regulations for Licensure

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Rhode Island Department of Children, Youth and Families Child Care Program Regulations for Licensure

SECTION ONE - GENERAL PROVISIONS

I. LEGAL BASIS

Rhode Island General Laws RIGL 42-72-5 – Department of Children, Youth and Families
RIGL 42-72.1 – Licensing and Monitoring of Child Care Providers and Child-Placing Agencies
RIGL 40-13.2 – Certification of Child Care and Youth Serving Agency Workers
RIGL 23-28.15 – Child Care Programs

II. DEFINITION

The primary purpose of licensing a child care program is to safeguard the well-being of the children served. Granting a license means there is clear evidence that the building and grounds are safe, staff are appropriately trained and responsible, and the program reflects an understanding of the healthy growth and development of children. The license provides assurance to families and the community that the children are cared for in a safe, healthy environment with appropriate activities, time schedules, food, materials and equipment, and that staff are consistently available to encourage and support the children's physical, social, emotional and intellectual growth.

SECTION TWO - LICENSING PROVISIONS

I. APPLICATION PROCESS

A. Procedure for Obtaining a License
   1. Any person, firm, corporation, association or agency interested in opening a child care program for infants, toddlers and preschoolers contacts the Department of Children, Youth and Families' (hereinafter, the Department) licensing unit for assignment to a licensing worker.
   2. An initial consultation is held upon request to review the regulations, discuss the need for such a program in the chosen community, review the proposed program and examine the financial resources available.
   3. A preliminary visit to the proposed program is made by the licensing worker to determine the feasibility of achieving compliance with regulations.

B. Application Packet
   1. An application for licensure is filed on the forms provided by the Department's licensing unit.
   2. A separate application is filed for each program to be operated.
   3. A complete application, including all supporting documentation, is submitted. The application includes, but is not limited to:
      a. the full name, physical address, mailing address, email address and phone number of the prospective program;
      b. the full name and address of the applicant;
      c. information on incorporation, including the names, addresses and titles of the board of directors of the corporation;

d. information on the building in which the program will be housed, including sketches of the indoor area showing the activity rooms to be used for child care, the kitchen or food preparation area, the bathrooms for children and staff and the office space;
e. information on the outdoor play area, including a sketch of this area showing accessibility to the building and the rooms used for child care;
f. information on the number and ages of children to be served, age groupings and staff/child ratios;
g. information on staffing, including the name and qualifications of the program administrator, education coordinator and other identified staff;
h. medical information on staff;
i. employment history;
j. criminal record background check including fingerprinting, and clearance of agency activity check;
k. information on the program, including the daily schedule of activities, the philosophy of the program and the developmental goals and objectives on which the program will be based;
l. a listing of the equipment and materials, both indoor and outdoor, available for the implementation of the program;
m. information on the daily feeding program;
n. financial information, including a statement of the financial assets, liabilities and net worth of the applicant, the means of financing and an anticipated yearly budget for the program; and
o. staff/parent handbooks (including, but not limited to: policies/ procedures/protocols); and
p. a statement signed by the applicant acknowledging that he/she has read and agrees to comply with these regulations.

C. Inspection Approvals
1. Prior to the issuance of a license:
a. documentation of the program's compliance with local zoning ordinances and with the applicable sections of the state fire, building, health and sanitation codes is submitted.
b. the Department's licensing worker visits the program to determine compliance with the regulations and to determine the maximum capacity.
2. Upon receipt of a completed application, inspection approvals and a report from the Department's licensing worker addressing compliance with the regulations, one of the following actions occurs:
a. issuance of a provisional license; or
b. issuance of a full license; or
c. denial of licensure.

II. LICENSE

A. Provisional License
1. A provisional license is issued to a newly established program upon successful completion of the application process.
2. This license is granted for a period not to exceed six months.
3. The provisional license allows the licensee time to develop an operational program that meets the needs of the children served and to demonstrate the program complies with these regulations.
4. Prior to the expiration of a provisional license, the child care program is evaluated to determine compliance with these regulations.

B. Full License
   1. A full license is issued to a program that complies with these regulations.
   2. The license is valid for a period not to exceed one year, expiring annually on July 31.

C. Probationary License
   1. A probationary license is issued in place of a full license at any time when a licensee is temporarily unable to comply with a regulation or regulations, provided that the area or areas of noncompliance do not present an immediate threat to the health and well-being of the children.
   2. Before a probationary license is issued, the licensee submits written documentation that the area(s) of non-compliance do not present a threat to the health and well-being of the children and a plan to correct the area(s) of non-compliance.
   3. This plan is approved by the Department's licensing administrator or designee.
   4. The reason for the issuance of a probationary license is printed on the license.

D. Provisions of the License:
   1. The license indicates the maximum number of children and the age groups to be served in the program.
   2. The license indicates the dates of validity.
   3. The license is posted in a conspicuous place in the program.
   4. The license is not transferable, is granted only to the designated licensee and is limited to the stated location.
   5. The licensee notifies the Department's licensing unit in writing of major changes which affect the license including, but not limited to:
      a. intent to change the name of the program;
      b. intent to change ownership of the program,
      c. intent to change the physical location of the program;
      d. change of administrator or site coordinator;
      e. change in the numbers or ages of children served; and/or
      f. any major changes in the program.
   6. The license entitles the Director of the Department or designee and the Office of the Child Advocate or designee:
      a. the right of entrance; and
      b. the privilege to inspect and have access to all files in order to ascertain compliance with these regulations; and
      c. the right to investigate complaints.
   7. When the operation of a child care program is discontinued, the licensee provides the Department's licensing unit with written notification at least thirty days prior to the closure.

III. LICENSE RENEWAL

A. Renewal of License
   1. A licensee files a renewal application on the forms provided by the Department's licensing unit at least sixty days prior to the expiration of the license.
   2. Current inspection approvals are submitted prior to renewal to verify that the program remains in compliance with the appropriate sections of the state fire, building, health and sanitation codes.
   3. Upon receipt of a renewal application and appropriate inspection approvals, one of the following actions is taken:

a. issuance of a probationary license; or
b. issuance of a full license; or
c. denial of licensure.

B. Licensing workers from the Department's licensing unit make periodic unannounced monitoring visits to the program during the hours of operation in order to determine compliance with the regulations.

IV. DENIAL, REVOCATION OR SUSPENSION OF LICENSE

A. Revocation or Denial of a License
1. A license is denied or revoked for failure to comply with these regulations or when there is evidence that the operation of the program poses a threat to the health and/or safety of children enrolled.
2. The licensing administrator notifies an applicant or licensee in writing of the Department's decision to deny or revoke a license.
3. The written notification contains the reason for the denial or revocation.
4. Notice of denial or revocation is sent to the applicant or licensee at least ten days prior to the effective date of the action, unless there is sufficient evidence to warrant immediate closure.

B. If necessary, the licensing administrator orders the immediate removal of all children and the closing of the program.

C. The applicant or licensee has the right to a hearing on the denial or revocation of a license. All administrative hearings for appeals relating to licensing violations or terms are held in accordance with **DCYF Policy 100.0055, Complaints and Hearings** (http://sos.ri.gov/rules/).

V. VARIANCE

A. The licensing administrator may allow a variance to a regulation provided that the variance in no way jeopardizes the health, safety or well-being of the children.

B. The licensee submits a written request for variance to the licensing administrator.
1. This request contains documentation as to how the licensee plans to meet the intent of the regulation to be varied.
2. The licensing administrator may request additional documentation as deemed necessary.

VI. PROCEDURE FOR APPEAL/HEARING

A. Any applicant for licensure or license holder may appeal any action or decision of a Departmental staff, supervisor or administrator that is adverse to the person's status as an applicant or license holder.

B. A written request for a hearing is submitted to the licensing administrator prior to the effective date of the action or within ten days of receipt of the written notice of denial.

C. All administrative appeals/hearings relating to licensing actions or decisions are held in accordance with **DCYF Policy 100.0055, Complaints and Hearings** (http://sos.ri.gov/rules/).

SECTION THREE - LICENSING STANDARDS

I. PHYSICAL SPACE AND SAFETY

A. Physical Facilities
   1. The indoor and outdoor facilities foster the children's growth and development through a variety of opportunities for safe exploration and learning.
   2. Prior to licensing, physical facilities:
      a. comply with building, fire, health and sanitation codes;
      b. provide evidence that the program and water source are lead free or lead safe;
      c. provide evidence that the program is asbestos free or asbestos safe;
      d. have an acceptable score on a radon test within the last three years; and
      e. can accommodate children and adults with disabilities in accordance with the American with Disabilities Act (ADA).
   3. Plans for the erection of new buildings or playgrounds or for the renovation or modification of existing buildings or playgrounds are submitted to the Department for review prior to the start of construction.
   4. The program's exterior doors are locked.
      a. The program's designated main entrance has a doorbell, buzzer, keypad, swipe card or other comparable means to control entry.
      b. Unlocked doors are monitored at all times by a staff person.
   5. Stairways used by children have a second railing placed at the appropriate height for the children's use.

B. Location of Child Care Rooms
   1. Program rooms for infants and/or toddlers are located on the ground level where there is direct access to the outside without the use of stairs.
   2. Program rooms for preschool children are permitted on the first or second floor.
   3. If a classroom for preschoolers is located on the second floor, the evacuation plan is appropriate for children of that age and developmental ability.
   4. All facilities, including classrooms, bathrooms, gross motor spaces and libraries used by the children, are located on the same floor level as the activity rooms or classrooms.
   5. Facilities used by the children are not located below ground level.

C. Ventilation and Lighting
   1. There is adequate ventilation and lighting throughout the program.
   2. All activity rooms used for children have natural lighting through a window or a skylight directly to the outdoors.
   3. Exterior doors and windows, which are opened for ventilation, are securely screened.
   4. The temperature in rooms used by children is maintained within a range of 65 - 74 degrees F° at the level of the children's height, and the heat is kept constant.
   5. Rooms where infants are cared for are maintained at a minimum of 68 degrees F° at crib height.
   6. There is a minimum of 300 cubic feet of air space for each child.
   7. Portable space heaters are prohibited.

D. Square Footage
   1. There is a minimum of forty-five square feet of usable floor space for each child in activity rooms or classrooms used for infant and/or toddler care.
   2. There is a minimum of thirty-five square feet of usable floor space for each child in activity rooms or classrooms used for preschool children.
   3. Program licensing capacity is determined by adding up the total capacity of approved groups for that program. Refer to Section III. Enrollment and Staffing, C. Staff/Child Ratio and Maximum Group Size.

E. Classroom/Activity Room
   1. Classrooms are separate areas with floor to ceiling walls.
   2. If floor to ceiling walls are not possible, then classrooms areas may be partitioned with dividers, cubbies or bookcases of at least four feet in height, which are securely fastened to the floor or wall and completely separate groups of children.

F. Infant and Toddler Space
   1. Children under the age of three years have rooms or areas physically separate from those used by children three years and over.
   2. Transition rooms or areas are permitted for children who are between thirty-three months and thirty-nine months of age.

G. Areas
   1. Indoor activity is clearly defined by spatial arrangement.
   2. Space is subdivided into areas and is arranged to provide clear pathways for movement from one area to another, to separate noisy activities from quieter ones and to provide for visual supervision by staff.
   3. Furniture is placed to ensure safety and ease of supervision.

H. Storage Space
   1. There is adequate space for the storage of individual clothing with hooks at the children's level.
   2. There is adequate storage space for equipment, including cots and blankets, materials, supplies and seasonal toys.

I. Isolation Area
   1. There is an isolation area equipped with a cot to accommodate a child who becomes ill.
   2. This area is located near a lavatory and is visible to staff.
   3. A sick child is isolated a minimum of three feet away from the other children.

J. There is a utility room, separate from the kitchen, with hot and cold water and storage space for cleaning equipment and supplies.

K. Space is provided for administrative and clerical functions.

L. The Outdoor Play Area:
   1. Is appropriately equipped for gross motor activity.
   2. Has at least seventy-five square feet of space per child for at least 50% of the capacity of the program.
   3. Is easily accessible with a plan for how the outdoor space is utilized to support quality programming and ensure safety.
   4. Has a fence of at least four feet in height, erected on ground that is reasonably level, well-drained and free from hazards.

5. Climbing equipment, swings and large pieces of play equipment are securely anchored and maintained in good repair.
6. Outdoor equipment (including but not limited to swings, slides and climbing apparatus) is:
   a. age and developmentally appropriate;
   b. installed, maintained and used in accordance with manufacturers' specifications and instructions; and
   c. approved by the United States Consumer Product Safety Commission.
7. Cushioning materials such as mats, wood chips or sand are used under climbers, slides, revolving equipment or swings.
8. Organic cushioning is at least six inches in depth, if used.
9. The outdoor play area for infants and/or toddlers is separate from that used by older children.
10. Trampolines are prohibited.

M. Toilet Facilities
1. Programs serving children under the age of thirty-six months have one toilet and one sink for each group of twenty children.
2. Programs serving children three years and older have one toilet and one sink for each group of ten children.
3. Hand washing sinks have both warm and cold running water set to appropriate hand washing temperatures.
4. Water temperature is at least 60 degrees F° and does not exceed 120 degrees F°.
5. There is a diaper changing area and an adjacent adult hand washing sink with warm and cold running water for each group of twenty children under the age of three years.
6. Diaper changing areas and adult hand washing sinks are separate and apart from any food preparation area.
7. There are separate toilet facilities in the same building for staff.

N. Drinking Water
1. Safe drinking water is available to children both indoors and outdoors at all times and is offered at intervals that are responsive to the needs of the individual children.
2. Children are encouraged to drink water throughout the day, especially before, during and after outdoor play.
3. Drinking water supplies are located in or near classrooms and playrooms.
4. Drinking cups are single-use and disposable, or reusable cups are used that are sanitized daily in a dishwasher with a sanitizing option.
5. The source of drinking water is separate from the lavatory.
6. Water fountains are not permitted in the child care program unless disposable single-use cups are used or the program provides an approved plan for the maintenance and sanitation of the water fountain.
7. Use of water fountains outside the licensed program is prohibited.

O. Food Preparation Area
1. There is an equipped kitchen for food preparation when meals are prepared at the program.
2. When meals are not prepared at the program, there is an equipped food preparation area to be used exclusively for food handling and distribution including the preparation of snacks.

3. The kitchen or food preparation area is sanitary, well lit and orderly with adequate refrigeration temperatures of 41 F° or lower for refrigerator and zero F° or lower for freezer.
4. There is sufficient storage and appropriate handling of supplies.
5. The program has a dishwasher with a sanitizing option to sterilize dishes or only uses disposable options.

P. Cleanliness
1. All parts of the program and its premises are kept in good repair, clean, neat and free of hazards.
2. Any product used for cleaning, sanitizing and disinfecting is United States Environmental Protection Agency registered and is used in accordance with the manufacturer's instructions.
3. Any necessary maintenance is done when children are not present.
4. The following methods for preventing rodent and insect infestation are used:
   a. thorough sanitation and proper screening;
   b. use of insecticides and rodenticides in accordance with instructions on the label;
   c. structure blocking of avenues through which insects and rodents could gain access to the building; and
   d. insecticides and rodenticides approved by the Rhode Island Department of Health.
5. All equipment and materials are clean and sanitary and checked regularly.

Q. Telephone
1. There is a telephone, other than a pay phone, conveniently located within the program.
2. The telephone is functional and readily available for use in case of an emergency.
3. Emergency phone numbers, including 911, local fire and police departments, emergency treatment facility, consulting physician or nurse and poison control center are posted in a conspicuous place adjacent to the phone.
4. Staff do not use personal cell phones while supervising children.

R. Furniture
1. Is sufficient in quantity to accommodate the number of children enrolled.
2. Is safe, durable, child-sized and easily cleaned.
3. Conforms to all applicable safety regulations.
4. Is sufficient to ensure that seating is provided for every child.

S. Cots and Cribs
1. A crib is provided for each infant (birth to eighteen months). Infants may never use a cot.
2. A cot or a full size crib is provided for each toddler (age eighteen to thirty-six months).
3. A cot is provided for each preschool child (age three to five).
4. There is one crib equipped with wheels for every five children under two years. This crib is used for evacuation in the event of an emergency.
5. Cribs and cots are washed and sanitized before reassignment to another child.
6. There is at least two feet of space between each cot and/or crib during nap/rest time.

7. The program maintains proof onsite that each crib used meets the United States Consumer Product Safety Commission Standards for baby cribs.
8. Pack-in-plays, playpens and other portable cribs are not permitted.

T. Infant Equipment
1. The infant area contains comfortable seating for staff, including at least one rocking chair.
2. The program ensures availability of an adequate supply of clean diapers, bed linens and clothing changes.
3. The program has a choke prevention gauge which is used to determine if an object is large enough so as not to be swallowed by a child.
4. The use of walkers is prohibited.
5. Baby corrals and play-yards are prohibited.

U. Dual Occupancy
1. It is preferable that the premises not be shared by other groups when the program is not in operation. However, with sufficient safeguards for cleanliness, protection of equipment and sanitation, dual occupancy may be permitted.
2. A formal request for approval for shared use of the premises is appended to the application.

II. HEALTH AND NUTRITION

A. Immunization and Testing for Communicable Diseases
1. Child care programs must adopt, at a minimum, policies and procedures consistent with the Rhode Island Rules and Regulations Pertaining to Immunization and Communicable Disease in Preschool, School, Colleges or Universities.
2. These regulations are accessible on the Rhode Island Department of Health's website: http://www.health.ri.gov/immunization/for/schools/.

B. Immunization Records
1. Upon a child's first entry to any child care program the parent or guardian provides to the program administrator:
   a. evidence that the child has been immunized or is being immunized according to schedule; or
   b. an immunization exemption form from a licensed physician stating that the child is not a fit subject for immunization for medical reasons; or
   c. a certificate signed by the parent or guardian stating that immunizations are contrary to his/her beliefs. (Form is available through the Office of Disease Control at the Rhode Island Department of Health).
2. No child may enter a child care program unless evidence is submitted that the child has received initial doses of required vaccines.
3. The program is responsible for maintaining a current record of immunizations for the child who is not fully immunized; documenting when immunizations take place, and following up with the parent to ensure that the child is being immunized according to schedule.
4. Acceptable evidence of immunization consists of:
   a. a written statement signed by a licensed physician; or
   b. an official immunization record card, school immunization record, medical passport, World Health Organization immunization record; or

c. other official immunization record acceptable to the Office of Disease Control of the Rhode Island Department of Health; or
d. electronically stored and/or transmitted documentary record (facsimile transmission, computerized records, records on magnetic media or similar record) as may be utilized by a program/school.

5. The immunization record must contain the day, month and year of each dose of vaccine administered.
6. When a child transfers to another program or school, the child's immunization record is released to the authorized program or school official.

C. Health Examination
1. The parent submits evidence of a preadmission health examination for the child, which includes information regarding any condition or handicap affecting the child's general health.
2. Each program requires additional health examinations or information yearly in order to maintain current information and assure the full participation of each child in the program.

D. Lead Screening
1. A lead screening test (FeP) is done annually for each child between the ages of nine months and six years.
2. A child may require additional lead screenings as recommended by the Rhode Island Department of Health.

E. Daily Health Assessment
1. The program conducts a daily health assessment of each child.
2. A child who gives any evidence of suspicious symptoms is removed from the group and attended to by staff until the parent, or adult authorized by the parent, can come for the child.
3. Each child's file contains a statement signed by the parents authorizing the program to act in an emergency.

F. Preadmission Intakes
1. Preadmission intakes are scheduled to secure health and family history, to obtain background information on the child and his/her home and to develop the child's program.
2. Areas of discussion include, but are not limited to:
a. child's strengths and needs;
b. family's goals for a child;
c. family history and background;
d. necessary supports and accommodations to ensure the child's health, safety, early learning and development;
e. copy of program policies and procedures as part of preadmission forms.

G. Communicable Disease
1. A child or staff member suffering from a reportable communicable disease follows timelines of absence prior to returning to the program as specified in the Rhode Island Department of Health, Division of Disease Prevention and Control, Office of Communicable Disease, *Guidelines For Communicable Disease Prevention And Control.* (http://www.health.ri.gov/publications/guides/CommunicableDiseasePreventionAndControl.pdf.)

2. In the event a child or staff member suffers from a communicable disease, the program provides written notice to inform all parents to which communicable disease the child(ren) may have been exposed, without providing any identifying information regarding the source of the communicable disease.
3. In all matters of exclusion and readmission of children for reasons of illness, the decision of the program administrator, in consultation with a licensed physician, applies.

H. Child Abuse and Neglect Reporting
1. Any suspected case of child abuse and/or neglect is reported to the Department of Children, Youth and Families CPS hotline (1-8OO-RI-CHILD) within twenty-four hours in accordance with state law and **DCYF Policy 500.0000: Reporting Child Abuse and/or Neglect** (http://sos.ri.gov/rules/).
2. Any death or serious injury while in care of the program is reported to the Department of Children, Youth and Families CPS hotline (1-8OO-RI-CHILD) within twenty-four hours.
3. The program reports to the Department's licensing unit immediately after reporting to the CPS hotline.

I. Corporal Punishment and Restraint
1. Staff do not physically restrain children.
2. Staff do not restrain a child in a high chair for reasons other than feeding/eating.
3. Staff do not hit, grab, push or pull the children or engage in any form of corporal punishment.
4. Children are not subjected to cruel or severe punishment, humiliation, physical punishment, threats or verbal abuse, including yelling or derogatory remarks.
5. Children are not ignored or neglected.
6. Children are not deprived of meal, snacks, physical activity or outdoor play as a reward or behavior consequence. Exceptions may only be made if specifically stated in a child's Individualized Education Program (IEP) or Individual Family Service Plan (IFSP).
7. Children are not punished for soiling, wetting or not using the toilet.

J. First Aid
1. First aid equipment is available for the less serious problems, including but not limited to; common cuts, splinters and brush burns.
2. All staff members have knowledge of general first aid procedures.
3. At least 50% of all staff members involved in direct care who are trained in cardiopulmonary resuscitation (CPR) and who have completed the Red Cross basic first aid course or the equivalent are in attendance in the program at all times.
4. Each program has a choke-saving poster outlining the Heimlich Maneuver, which is prominently displayed in the area where the children eat.
5. Programs serving infants and toddlers have at least one staff member trained in the use of the Heimlich Maneuver with this age group available in the program at all times.

K. Injury Report
1. Parent must sign a written report on the day that an injury occurs.
2. A copy of this report is placed in the child's file.

3. The injury, first aid and parent communication is recorded in the program's health log.

L. Administration of Medication
1. Each program establishes guidelines for the administration of medications.
2. If a program chooses to administer medication:
   a. Neither prescribed nor non-prescribed medications are administered to a child without written parental authorization.
   b. Prescribed medication is not administered to a child without a written order from a licensed physician (which may include the label on the medication) indicating that the medicine is for a specified child and medication is in the original container.
   c. The written order includes the name of the prescribed medication, circumstances under which it may be administered, dosage and frequency of administration.
   d. The program administrator or designee dispenses all medications.
   e. The program maintains, on a daily basis, a written record of every medication administered. This record includes the:
      i. child's name;
      ii. name and dosage of medication administered;
      iii. date and time administered;
      iv. name and signature of the person who administered the medication; and
      v. name of the licensed physician prescribing the medication.
   f. In the event of an emergency, the daily log is transported with the child to the emergency treatment facility.
   g. Medications are stored in clearly labeled original containers out of reach of children.
   h. The program advises parents to administer medications at home whenever possible.

M. Storage of Toxic Substances
1. All medical supplies, poisonous or toxic substances and any other items of potential danger to children, including but not limited to; cleaning supplies and equipment, paints, plastic bags and aerosols, are stored out of reach of children in a locked area.
2. These items are clearly labeled.

N. Children with Special Health Care Needs
3. If there are children in the program who have special health care needs, specific health procedures are delivered, where appropriate, by a licensed/certified health professional or a staff person who has been trained to appropriately carry out such procedures.
4. Such procedures may include, but are not limited to; epi pen, nebulizer, and insulin injections.
5. Children with special needs are provided opportunities for active play while other children are physically active.

O. Children with Food Allergies or Special Nutrition Needs
1. For each child with food allergies or special nutritional needs, the program requests the family to obtain from the child's health care provider an individualized care plan.

2. The program protects children with food allergies from contact with the problem food.
3. The program asks families of a child with food allergies to give consent for publicly posting information about that child's food allergy.
   a. If consent is given, that information is posted in the food preparation area and in the areas of the program the child uses.
   b. If consent for posting is not provided, then this information is shared verbally with all relevant staff, including substitutes.

P. Health and Safety Training
1. The program ensures that specific training is provided to staff to appropriately address health and safety of children with developmental delays/disabilities, special health/nutrition needs and medical needs.
2. Nutrition education is offered to staff at least one time per year.
3. Physical activity education is offered to staff at least one time per year.

Q. Fire Drills and Evacuation Plans
1. The program administrator or designee conducts at least fifteen fire drills every twelve months.
2. Both obstructed and unobstructed drills are conducted and a record of such drills is maintained.
3. Programs with night care conduct fire drills during their hours of operation at night.
4. A graphic evacuation plan, identifying alternative escape routes, is posted in each classroom and is in compliance with state fire code.
5. The program has a written fire evacuation plan, which includes specific provisions for the evacuation of infants, toddlers, children and staff with special needs.
6. This plan is reviewed and approved annually by the state or local fire inspector.

R. Cleaning and Sanitizing Routines
1. Staff wash their hands with liquid soap and warm running water as needed and:
   a. after each diaper change;
   b. after each toileting;
   c. after wiping a runny nose; and
   d. before any food preparation or service.
2. Staff ensure that children wash their hands with liquid soap and warm running water as needed and:
   a. after each toileting;
   b. before each meal or snack;
   c. after wiping or blowing their nose; and
   d. after outdoor activities or returning from playground.
3. Sinks used for food preparation or clean up are not used for hand washing after toileting or diaper changing.
4. Products, schedules and procedures used for cleaning are consistent with the recommendations of Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care, A Joint Collaborative Project of the American Academy of Pediatrics, American Public Health Association and National Resource Program for Health and Safety in Child Care.
5. The program posts and follows a cleaning and sanitation schedule.

S. Meals and Snacks

1. The program provides breakfast or a mid-morning snack and a mid-afternoon snack.
2. Nutritionally balanced meals are served at suitable intervals.
3. Breakfast and/or dinner is/are provided for children who are in care for more than nine hours.
4. There is a supply of food available in the program to provide nutritional meals to children whose parents do not provide food, and to supplement any foods brought by children which is not nutritional or of sufficient quantity.
5. Each meal includes one-third of the total daily nutritional requirements recommended by the United States Department of Agriculture (USDA).
6. Meals and snacks meet current USDA Child and Adult Care Food Program (http://www.fns.usda.gov/child-nutrition-programs) nutritional standards. Snacks include fruits, vegetables and milk.
7. If the parent provides lunches or other meals, the program gives parents written nutrition guidelines at the time of enrollment.
8. High fat, high sugar and high salt foods are served less than one time per week or are not served at all.
9. Additional servings:
   a. are available when a child remains hungry;
   b. meet nutritional standards; and
   c. are not required to be the same food as the first serving.
10. On special occasions, such as parties, food and drink that does not meet nutritional requirements may be served in addition to required meals and snacks.
11. Menus for meals and/or snacks are planned on a five week rotating basis and are posted weekly.
12. At least one child care provider sits with children at the table during meals and snack time and engages with children to model appropriate mealtime behavior.
13. Children are not forced to eat and food is not used as a reward.

T. Beverages

1. Children between one and two years of age are served whole milk when not served breast milk or formula.
2. Children two years of age and older are served skim or one percent milk.
3. If a program serves juice, it must be 100% fruit juice.
   a. Infants are not served fruit juice.
   b. Children over eighteen months of age may not consume more then six ounces of juice per day.
4. The program does not serve or allow drinks sweetened artificially or with sugar, including soda and flavored milk.
5. The program does not serve or allow caffeinated drinks, including soda and energy drinks.

U. Infant/Toddler Feeding

1. A feeding plan is established for each infant and toddler prior to admission. The plan is developed in consultation with the parent, is based on the recommendation of the child's health care provider and is reviewed at least every six months.
2. Individual feeding plans are followed, except for toddlers who are mature enough to eat on a schedule.
3. Infants who are unable to sit in feeding chairs are held while fed.
4. Bottles are not propped at any time and children are not fed in a crib.

5. Children who are not ready for self-feeding are fed by an individual staff member on a one-to-one basis.
6. Self-feeding is encouraged and appropriate finger foods are provided. A clean, sanitized training cup is provided for each child ready to begin drinking from a cup.
7. Solid foods are introduced to infants and toddlers in accordance with the physician's recommendation or as specified by the parent.
8. Single use cloths or towelettes are used for washing children's faces and hands before and after eating.
9. A heating unit for warming bottles and food is readily accessible to staff.
10. Microwaves are not used for heating bottles.
11. Only BPA free plastic or glass bottles are used.
12. For each child under eighteen months of age, a daily log is maintained to record information on eating, drinking, changing, napping and behavior. This log is provided in writing to the parent.
13. The program serves breast milk that is prepared by the parent, or commercial formula that is mixed and served according to manufacturer's instructions.
    a. Every effort is made to accommodate the needs of a child who is being breast-fed.
    b. All breast milk or formula is clearly labeled with the child's name and date of preparation.
    c. Bottles provided by parents are labeled with dates and child's name.
    d. Heating breast milk and formula and other food items for infants in a microwave oven is prohibited.
14. Prepared formula or breast milk is used immediately or stored in the refrigerator. Prepared formula or breast milk is discarded at the end of the day.
    a. Any formula or breast milk remaining in a bottle after feeding is discarded.
    b. If permanent wear bottles and reusable nipples are provided by the program for community use, they are washed and sanitized in a dishwasher where the water temperature is at least 180 degrees F° or boiled for at least five minutes.
15. If commercial baby food is provided by the parent, it is in the unopened original container. Any food remaining in the container after feeding is discarded.
16. Bucket seats and high chairs are used for feeding and are never used during activity time or as a form of restraint.

V. Diapering
1. Children are changed and diapered regularly and are washed and dried with sanitary, single use cloths or towelettes.
2. The diaper changing surface is cleaned and sanitized after each use with a disposable towel and disinfectant solution prepared daily (preferably in a spray bottle).
3. Staff wash their hands thoroughly with liquid soap and warm running water after each diaper change. It is recommended that staff use disposable latex gloves for diaper changing. The use of latex/plastic gloves does not eliminate the need for hand washing.
4. Staff use conveniently located, washable, plastic bag lined and covered receptacles for soiled diapers.
    a. Containers are emptied as often as necessary to eliminate odors and are cleaned and disinfected daily.
    b. The soiled diapers are removed from the building daily.

5. If cloth diapers are used, the diapers are not rinsed or dumped at the child care program.
   a. Soiled cloth diapers are completely wrapped in a non-permeable material, stored in a location inaccessible to children and given directly to the parent/guardian upon discharge of the child.
   b. The soiled diapers are placed in a covered container away from the children's activity and food service areas and are removed from the program daily.
6. No child is left unattended during diapering.

W. Toilet Training
1. Toilet training conforms to an individual plan based on each child's readiness and carried out in conjunction with the parent.
2. There are no routine attempts to toilet train children under the age of two years.
3. Potty chairs are not permitted.

X. Pets
1. All pets maintained on the premises are kept in a safe and sanitary manner and according to state and local requirements.
2. Children are protected from pets that are potentially dangerous to their health or safety.
3. Parents are notified of any pets on the premises.

Y. Rest Arrangements for Infants
1. An infant up to eighteen months of age is placed on his/her back while sleeping unless the infant's primary care provider has completed a signed waiver indicating that the child requires an alternate sleeping arrangement.
2. Infants are placed for sleep in safe sleep environments, which include a firm crib mattress covered by a tight fitting sheet in a safety approved crib.
3. Monitors or positioning devices are not used unless required by the child's primary care provider.
4. No items are placed in the crib with an infant with the exception of a pacifier.
5. With written parental approval, toddlers eighteen months and older may have one additional item placed in the crib, such as a favorite blanket, toy or stuffed animal.

Z. Prohibited Practices
1. Smoking and the use of tobacco products is not permitted in the buildings or outdoor play areas or on grounds within twenty-five feet of buildings.
2. Smoking in any vehicle used by the program for transporting children is prohibited.
3. Illegal drugs or alcohol is not used and not permitted in the program.
4. Guns or weapons of any kind are not permitted in the program.

AA. Physical Activity
1. Each child care program provides a program of age and developmentally appropriate physical activity.
2. Children ages twelve months or older attending a full-day program participate in at least sixty minutes of physical activity per day.
3. Children attending less than a full-day program participate in a proportionate amount of physically active play.

BB. Screen Time

1. Screen time is defined as looking at electronic media (including television) with a screen, including watching screens while others use the media.
2. Television or other screen time is:
   a. prohibited for children under two;
   b. prohibited during meal and snack times (snacks may be provided during occasional group activities);
   c. prohibited when any child in the group is between birth through twenty-three months of age;
   d. limited for all other groups whether teaching staff-directed or a child-selected activity;
   e. limited to thirty minutes or less per day for each child or group;
   f. limited to one hour or less per evening for each child or group in evening or overnight care.
3. Exceptions to specified time limits include:
   a. electronic media used for children's homework;
   b. e-readers for reading;
   c. smart boards and tablets if used for hands-on learning activities;
   d. electronic media involving physical activity participation; and
   e. occasional group activities, such as watching a movie, provided that alternate supervised activities remain available to children.

III. ENROLLMENT AND STAFFING

A. Age for Admission

1. An infant (defined as a child between the ages of birth and eighteen months) is at least six weeks old for admittance to an infant program.
2. Infants under six weeks of age may never be admitted to an infant program.
3. A toddler (defined as being between eighteen months and three years of age) is at least eighteen months of age for admittance to a toddler program.
4. A child is at least three years of age for admittance to a preschool program.

B. Age Integration

1. Programs operating any combination of child care where age integration takes place meet the more stringent regulations for licensure.
2. Programs operating both preschool and infant and/or toddler components, where there is no age integration of children as delineated above, do not place any child above or below stipulated age requirements unless written exception is granted by the Department. A developmental assessment of the child may be required for such placement.
3. Preschool programs and school age programs may never be combined.

C. Staff/Child Ratio and Maximum Group Size

1. Programs maintain the following staff to child ratios and maximum group requirements:

AGE	STAFF | CHILD RATIO	MAXIMUM GROUP SIZE
6 weeks to 18 months	1 to 4	8
18 months to 3 years	1 to 6	12
3 years	1 to 9	18
4 years	1 to 10	20
5 years	1 to 12	24

2. The only exception allowed to the above staff/child ratio is during naptime, where there can be one staff per group of napping children. There are no exceptions to the above requirements for infants (six weeks to eighteen months).
3. Additional considerations:
   a. Maximum group size is determined by the number of children cared for by a caregiver or group of caregivers in a classroom or designated area.
   b. Physical barriers divide groups and completely separate the children.
   c. Groups may be combined for special activities such as outdoor play, meals, sleeping or field trips.
   d. Staff/child ratios are increased to one to four for swimming and other potentially dangerous activities.
   e. When staff members are functioning in administrative supervisory or support services roles, they do not count in the staff/child ratio.
   f. Programs serving mixed age groupings meet the staff/child ratio and group size requirements for the younger age grouping.
   g. Programs may implement more stringent staff-child ratios if providing inclusive settings for children with disabilities and developmental delays, in consideration of the IEPs or IFSPs for students and/or other special learning, health or social and emotional needs of the children in each classroom.
   h. If the child has an IEP or IFSP, the program works with the school district to support the child's IEP/IFSP.

D. Night-Time Care

1. Under no circumstances is a child in care for over twenty-four consecutive hours.
2. Staff required to meet staff-child ratios is awake at all times.
3. Staff remains with each group of children at all times.
4. Emergency lighting devices are installed throughout programs that provide night care.
5. Sleeping accommodations are restricted to ground floor areas.
6. Arrangements are made for personal hygiene, including bathing and tooth brushing.
7. Privacy is ensured for children while they are washing and when they are changing clothes.
8. In lieu of a head teacher, night care programs may utilize a site coordinator.

E. Supervision
1. Children are under the direct supervision of child care staff at all times.
2. Designated staff supervises all aspects of the program, including toileting, resting or sleeping, eating and outdoor play.
3. Supervision is defined as staff present in the room at all times and able to see and hear the children.

F. Staffing Patterns
1. The grid below represents potential staffing patterns.
2. Programs may choose any one option listed below within a category consistent with the size of the program(s).
3. Individuals must meet the credential requirements below to serve in these positions, which are listed in the staff qualifications section of these regulations.

One Classroom	Two to Four Classrooms	5 or more classrooms
Administrator (part time) Education Coordinator (part time) Teacher (full-time) Teacher Assistant (full-time)	Administrator (part time) Education Coordinator (part time) Teachers Teacher Assistants	Administrator (full-time) Education Coordinator (full-time) Teachers Teacher Assistants
Administrator/Education Coordinator (part time in each role) Teacher (full-time) Teacher Assistant (full-time)	Administrator/Education Coordinator (part time in each role) Teachers Teacher Assistants	Administrator (part time) + Administrative Assistant (part time) Education Coordinator (full-time) Teachers Teacher Assistants
Administrator (part time) Education Coordinator/Teacher (full-time) Teacher Assistant (full-time)	Administrator (part time) Education Coordinator/Teacher (part time in each role) Teachers Teacher Assistants	Administrator/Education Coordinator (part time in each role) Teachers Teacher Assistants
Administrator/Education Coordinator/Teacher (full-time) Teacher Assistant (full-time)	Administrator/Teacher (part time in each role) Education Coordinator (part time) Teachers Teacher Assistants	

G. Full-time staff are defined as working in the program for at least thirty hours per week for programs that operate full-day.

H. Group Staffing
1. Each program has one staff member at the level of teacher for each group of children.
2. These staff work under the supervision of the education coordinator.

I. Staff Person in Charge
1. In the absence of the program administrator and the education coordinator, a staff person is designated to be in charge.
2. This person is knowledgeable in the overall functioning of the program and maintains responsibility for staff supervision during the times that he/she is in charge.

J. Nurse

1. Programs serving infants have a nurse on the premises a minimum of three hours per day.
2. The nurse:
   a. coordinates the depth and scope of health services provided;
   b. participates in the enrollment decision-making process in collaboration with other appropriate staff members;
   c. provides on-site supervision and monitoring of the health status of all infants enrolled in the program;
   d. maintains responsibility for the health records of the children enrolled in the program;
   e. serves as a health consultant to staff and families and is the primary liaison to health consultants and services outside the program;
   f. may function in an additional staff capacity after the duties and responsibilities of the nurse's role have been discharged; and,
   g. has training in pediatrics and is currently licensed in Rhode Island as a registered nurse or a licensed practical nurse.
3. The program may choose to hire a child care health consultant in lieu of a nurse in accordance with the American Academy of Pediatrics, Healthy Child Care America (http://www.healthychildcare.org/WorkWithHP.html).

K. Consultative Medical Services

1. Programs serving children over eighteen months of age have the consultant services of a licensed physician or registered nurse readily available.
2. The program has access to such professional services at all times when children are in care.
3. The program has a letter of understanding to document the availability of these services.

L. Auxiliary Staff

1. Provisions are made to carry out the necessary clerical, housekeeping, kitchen and maintenance functions needed to ensure the efficient operation of the program.
2. Child caring staff may perform these functions, but are not counted in the staff/child ratio while doing so.

M. A program whose enrollment exceeds twenty children and which prepares and serves meals employs at least one part-time or full-time food service worker.

N. Volunteers:

1. Are not counted as staff to meet staff/child ratios.
2. Are eighteen years of age or older.
3. Are cleared and approved in accordance with Section V. Employment Background Check Criminal Record and Clearance of Agency Activity Checks.
4. Receive a formal orientation to program policies and procedures and the volunteer assignment.
5. Work under the supervision of program staff and are never left alone with children or engage in any disciplinary action with a child.
6. If a teen volunteer is engaged, an adult supervisor who is physically present at all times closely monitors him/her.
   a. Teen volunteers are at least sixteen years of age.
   b. Programs obtain a signed consent agreement from parent of the teen volunteer stating that he/she approves of the volunteer

assignment.

c. The program has copies of the teen volunteer's emergency contact information.

d. The program has a copy of the teen volunteer's signed school physical form.

7. A file is maintained for each volunteer.

8. This file is kept current and contains:

a. an application for volunteering that includes signing a statement that he or she does not have a criminal record or a communicable disease; and

b. documentation of the volunteer orientation to the program and the volunteer assignment; and

c. documentation of understanding that the volunteer must always work under the supervision of program staff and never be left alone with children or engage in any disciplinary action with a child.

O. Staffing Plan

1. The program has a staffing plan and schedule for each classroom including a list of qualified substitutes.

2. Two or more staff are on site at all times.

P. Substitutes

1. The program maintains a list of substitutes who can cover in the event of the absence of staff in order to maintain the required staff-child ratio.

2. Substitutes meet staff requirements.

3. Long-term substitutes meet the staff qualifications for the assigned position and are required when a staff member is out for twenty or more consecutive days.

IV. STAFF QUALIFICATIONS AND ONGOING PROFESSIONAL DEVELOPMENT REQUIREMENTS

A. Administrator

1. Each program has a program administrator who is responsible for the overall operation of the program in compliance with these regulations.

2. The child care program administrator, executive director or education coordinator who meets the following qualifications may assume this role:

a. Option one: Full-time education coordinator.

i. Administrator in a program where there is a full-time education coordinator has experience in administration and/or business management.

ii. Has a minimum of three years of experience working in a licensed/approved early childhood program.

b. Option two: Part-time education coordinator

i. Administrator in a program where there is a part-time education coordinator has experience in administration and/or business management;

ii. Has successfully completed at least eighteen credits in early childhood education and/or child development at the post-secondary level; and

iii. Has a minimum of three years of experience working in a licensed/approved early childhood program.

B. Education Coordinator

1. Each program has an education coordinator. The education coordinator is responsible for:
   a. the implementation of the early learning and development program, including classroom curriculum;
   b. the organization of children's groups; and
   c. staff performance.
2. This role may be assumed by the program administrator or teacher who meets the following qualifications:
   a. Option one: has a current RI Department of Education teacher certification for grades pre-kindergarten to second grade.
   b. Option two: has a bachelor's or master's degree in a related field such as child development, elementary education or special education and twenty-four credits in early childhood education from an accredited or approved institution of higher education.
   c. Option three: has a current RI Department of Education teacher certification for early childhood special education, which includes early childhood certification.
3. The education coordinator has a minimum of three months supervised teaching experience in a licensed/approved early childhood program (student teaching may fulfill this requirement).

C. Teacher

1. Each group of children has a teacher who works under the supervision and guidance of the education coordinator to care for the children and implement the classroom curriculum.
2. The teacher meets the following qualifications:
   a. Option one: Has a high school diploma with a vocational concentration in child care that includes two years of supervised experience in an licensed/approved early childhood program;
   b. Option two: Has a high school diploma or a General Education Development (GED) certificate; and
      i. three years of supervised experience in a licensed/ approved early childhood program or certified family day care home; and
      ii. a history of regular participation in an ongoing early childhood staff development program.

D. Each group of children has a teacher's assistant who is responsible for supporting the teacher in the care and early learning of children, is at least eighteen years old; has a high school diploma or a GED certificate and participates in an ongoing early childhood staff development program.

E. Administrative Assistant

1. The administrative assistant supports the program administrator in the overall operations in compliance with these regulations.
2. Has experience in administration or has professional experience in a field appropriate for those who work with young children.

F. Auxiliary Staff Qualifications

1. The qualifications of staff employed to carry out clerical, housekeeping, kitchen or maintenance functions is consistent with the skills needed to perform the respective job.
2. Kitchen staff participate in eight hours of training each year related to their position.

G. When the program employs or uses the services of consultants or other professional staff such as physicians, psychiatrists, social caseworkers, psychologists or nurses, these persons meet the professional standards required by the Rhode Island Department of Health.

H. Orientation
   1. The orientation includes a review of the regulations for licensure and the state law governing child abuse and neglect, as well as program policies, procedures and operations.
   2. All new staff and volunteers are oriented during their first week in the program.
   3. A description of the information covered in the orientation is kept on file for review by the Department representative during monitoring visits.

I. Professional Development
   1. All child caring staff, including the administrator and education coordinator, complete a minimum of twenty hours per year of training aligned with the workforce knowledge and competencies relevant to their role.
   2. The education coordinator, in conjunction with the administrator, is responsible for developing and overseeing an individualized training plan for each staff person.
   3. Training is in areas relevant to the care of young children and is directed towards transferable skills rather than program specific knowledge.
   4. Training may consist of workshops/seminars conducted by recognized professionals in the field, professional conferences, courses at an approved or accredited institution of higher education or comparable professional activities.

V. CRIMINAL RECORD BACKGROUND CHECK(S)AND CLEARANCE OF AGENCY ACTIVITY

A. The program administrator is responsible for ensuring that a criminal record background check and a clearance of agency activity is conducted on all new staff prior to the assignment of child care duties, including consultants, whether full or part-time, in compliance with:
   1. **DCYF Policy 900.0035, Employment Background Checks: Facility Operators/Employees and Family Child Care Operators/Employees** (http://sos.ri.gov/rules/), and;
   2. **DCYF Policy 900.0040, Criminal Record Background Check(s)** (http://sos.ri.gov/rules/), and;
   3. **DCYF Policy 700.0105, Clearance of Agency Activity** (http://sos.ri.gov/rules/).

B. Within ten working days of receipt of written notification of disqualifying information, the applicant or staff may appeal the finding in accordance with **DCYF Policy 100.0055, Complaints and Hearings** (http://sos.ri.gov/rules/).

VI. ADMINISTRATION

A. Program demonstrates fiscal responsibility and stability.

B. Program maintains appropriate insurance for staff, children enrolled, transportation services and physical facilities.

C. Transportation of children complies with **DCYF Policy 100.0110, Transportation Safety** (http://sos.ri.gov/rules/) and adheres to state law and the rules and regulations of the Rhode Island Registry of Motor Vehicles. Programs providing transportation have written policies regarding the transport of children.

D. Each program develops policies for guiding children's behavior that are given to families and staff.
   1. These policies are based on an understanding of the individual needs and development of the children and assist staff in helping each child to learn and grow.
   2. Policies include prohibited guidance methods.

E. Release of Children
   1. Parents/guardians sign in the child at drop off and sign out the child upon pick up.
   2. Children are only released to the parent or to an individual, eighteen years of age or older, who is authorized by the parent to pick up the child and whose identity can be verified by a proper identification card bearing his/her photograph.
   3. The program develops written policies and procedures regarding the release of children to persons other than the parent. These policies are given to parents and staff and include:
      a. the procedure for documenting any custody or restraining orders relating to the child;
      b. the procedure for maintaining current written parental authorization for the release of the child to named individuals, which is updated at least annually;
      c. the procedure for verification of identity of authorized individuals, including picture identification;
      d. the procedure for handling emergency call-in authorization by the parent, including verification of the identity of the parent over the phone;
      e. statement that children are not released to an adult under the influence (procedures are established regarding to whom a child should be released in this circumstance).

F. Program Policies and Procedures
   1. The program has written policies and procedures that are given to parents and staff.
   2. Enrollment policy and fee for services are explained to all parents and staff.
   3. Policies and procedures include information on:
      a. child, family and staff orientation programs;
      b. medical emergency and sick child procedures;
      c. classroom management;
      d. calendar, program closing and hours of operation;
      e. schedule of daily activities;
      f. curriculum, goals and philosophy;
      g. program evaluation;
      h. requirements for children's files;
      i. evaluation of children;
      j. supervision of children; and
      k. procedure for reporting cases of child abuse and neglect.

G. Personnel Policies and Procedures

1. A written statement of personnel policies and procedures is developed and is available to all staff.
2. This statement is used in the orientation of new staff members and contains the following:
   a. job descriptions and qualifications for employment;
   b. time and procedure for staff evaluation;
   c. employment benefits;
   d. channels for complaints and suggestions;
   e. work day, work week and scheduling of staff;
   f. salary and wage scales;
   g. procedures for disciplinary action and termination; and
   h. staff training.

H. An appropriate system of record-keeping is established; hard copy and/or electronic files are maintained and space is provided within the program for the files to be maintained.

1. Provision is made for the protection of files and reports as well as for ensuring confidentiality.
2. An individual file is maintained for each staff. This file contains:
   a. personal data sheet or application containing the staff's name, age, home address, phone, education and work experience;
   b. job description;
   c. fingerprinting documentation, results of criminal record check and clearance of agency activity;
   d. notarized employment history and criminal record affidavits;
   e. documentation of employment history verification;
   f. health documents;
   g. attendance record;
   h. staff performance evaluations;
   i. documentation of qualifications;
   j. staff training plan and documentation of participation in staff training; and
   k. statement at time of leaving employment.
3. A file is maintained on each child. Parents/guardians have access to their child's file, which is kept current and includes:
   a. an application form completed by the parent/guardian containing the child's name, birth date, parent/guardian's name, current address and phone number and work or school address and phone number;
   b. date of enrollment;
   c. health record, which includes immunization data and physician's record of pre-admission examination;
   d. pertinent social information on the child;
   e. written authorization from the parent/guardian for emergency medical treatment;
   f. written reports of injuries, accidents or illness occurring while the child is in the program and the treatment given;
   g. information pertaining to the child's progress, growth and development, including IEP information, as relevant;
   h. written authorization from the parent/guardian for the child to participate in and be transported for field trips and other special activities that are not part of the program's daily program; and
   i. names of individuals to whom the child may be released.

4. In addition to the above information, programs serving infants and toddlers obtain information, in writing, to aid the staff in individualizing the program for each child, including:
   a. developmental and health history;
   b. habits of feeding, foods used and a schedule for introducing new foods;
   c. toilet and diapering habits and procedures;
   d. sleep and napping habits;
   e. child's way of communication and being comforted;
   f. play interests and habits; and
   g. personality and temperament specifics.

I. Program staff work collaboratively with Early Intervention and Special Education providers and in partnership with the family, to support children's health, safety and early learning and development.

J. The program has a confidentiality policy that requires all staff, consultants and volunteers to maintain confidentiality of child, family and staff information included in files, conversations, observations, meetings, correspondence, social media, cell phones or any other source.
   1. Information contained in a child's file is only released with written authorization from the child's parent/guardian.
   2. The program maintains such authorization on file.

K. At least annually, families, staff and other professionals evaluate the program's effectiveness in meeting the needs of the children.

L. The program does not exceed the licensed capacity at any time.

M. Programs develop and implement a written plan that describes the policy and procedures used to prepare for and respond to emergency or disaster situations.
   1. Emergency planning is individualized to program and hours of operation.
   2. The emergency plan includes procedures for:
      a. serious injuries or illnesses;
      b. suspected child poisonings and known exposure to toxic substances;
      c. outbreaks of infectious diseases, including pandemic influenza;
      d. weather conditions, including tornados, floods, blizzards, hurricanes and ice storms;
      e. fires, including wildfires;
      f. man-made disasters, including chemical and industrial accidents;
      g. human threats, including bomb threats and terrorist attacks;
      h. potentially violent situations in the program, including individuals with threatening behaviors;
      i. lost or abducted children;
      j. utility disruption, including electricity, water and phone; and
      k. other natural or man-made disasters that could create structural damage or pose health hazards.
   3. The emergency plan includes procedures for addressing child needs with additional considerations for children:
      a. two years of age and younger; and/or
      b. with disabilities, developmental delays or chronic medical conditions.
   4. The emergency plan includes procedures for staff to account for each child's location on a continual basis during emergencies.

5. The emergency plan includes shelter-in-place procedures for short or extended stay situations that require children to stay in the building, such as tornados and other weather emergencies.
6. The emergency plan includes lock-down procedures for situations threatening the safety of children and staff, such as shootings, hostages or intruders. Lock-down procedures include:
   a. notifying staff;
   b. keeping children in designated safe locations in the building;
   c. encouraging children to remain calm and quiet;
   d. securing building entrances; and
   e. ensuring unauthorized individuals do not enter the building.
7. The emergency plan includes evacuation procedures for situations that require children leave the building, such as a fire. Evacuation procedures include evacuation routes and pre-determined meeting location(s).
8. The emergency plan includes relocation procedures for situations that require children move to an alternate location, such as a bomb threat or fire.

VII. CURRICULUM

A. Curriculum
   1. The curriculum clearly demonstrates an understanding of the needs of children and provides for their growth through enriching and stimulating experiences suited to their age levels and stages of development.
   2. The curriculum includes:
      a. developmentally appropriate activities, including daily physical activity;
      b. daily schedule;
      c. classroom environment (and materials);
      d. physical activity;
      e. nurturing relationships; and
      f. family partnerships.

B. Planning
   1. There is a written method of documented planning in each classroom that details classroom plans on a weekly basis and is informed by the Rhode Island Early Learning and Development Standards (http://www.earlylearningri.org/).
   2. Planning is the responsibility of the education coordinator.
   3. At least once a month, the education coordinator meets with each teacher to consult on program planning and to assist in the planning for individual children.
   4. Classroom teachers share this information with staff and plan for individual children's needs and growth. Planning includes child-directed activities.
   5. Documentation of planning is kept onsite for at least the previous three months.

C. The program provides a variety of developmentally appropriate activities, guided by the Rhode Island Early Learning and Development Standards. Activities emphasize concrete experiential learning through play to:
   1. Promote learning through spontaneous and directed play activities.
   2. Enhance each child's unique potential for learning across all developmental domains.
   3. Foster each child's physical health, development and coordination.

4. Support each child's social and emotional development, including trusting relationships with adults.
5. Support each child's language development, communication and emergent literacy skills.
6. Support cognition, executive function and approaches to learning.

D. Daily Schedule (Process)
1. The infant/toddler program demonstrates an understanding of the needs and development of young children and provides experiences and environments that go beyond basic care and supervision.
2. The program provides experiences that foster the development of trusting relationships between staff and child(ren).
3. Programs serving infants make every effort to schedule consistent staff in order to foster and maintain warm, reciprocal relationships between staff and infants.
4. The program provides an environment that promotes respect for individual feeding, sleeping and diapering patterns.
5. The physical needs of the children receive prompt attention.
6. Daily routines of feeding and diapering provide opportunities for learning (e.g. mirrors, mobiles, toys and language input).
7. The program provides activities that promote on a daily basis:
   a. language acquisition by statements of happenings, songs, stories, poems and finger-plays;
   b. cognitive/sensory learning by stimulation of the senses of sight, hearing, taste, smell and touch;
   c. gross motor skills;
   d. fine motor skills; and
   e. tummy time.
8. Teachers post and follow a regular daily schedule. The schedule provides a balance of activities and experiences, which incorporate a combination of activities and are child-initiated and staff-initiated, each day including:
   a. indoor and outdoor;
   b. quiet and active;
   c. large group, small group and individual; and
   d. large muscle and small muscle.
9. Staff promote children's active play and participate with children when physically able to do so for at least an hour each day. The indoor and outdoor environments are utilized for all children to engage in physical activity each day.
10. Programs provide regular periods of quiet activity or resting/sleeping appropriate to the needs of the children.
11. Infants and toddlers are in cribs only for rest or sleep.
12. Preschool children are on cots only for rest or sleep.
13. There are no restraining devices of any type used in a crib or elsewhere unless prescribed by a physician or other appropriately licensed/certified professional.
14. The program designates a space separate from the napping area for children who will not sleep to have quiet, supervised play.
15. There is a sleep plan appropriate to the needs of each child. There is no forced sleep or wakefulness.
16. All programs follow a regular daily schedule. However, planned or routine activities are changed to meet the interests and needs of the children or to cope with weather changes or other situations that effect routines.

E. Classroom Environment and Materials (Context)

1. All equipment and materials used in the program are:
   a. safe and durable;
   b. appropriate for the age level of the children and stage of development;
   c. sufficient in quantity for the number of children enrolled;
   d. accessible to the children;
   e. promote exploration; and
   f. represent a variety of racial, cultural, linguistic, gender, ability and age attributes.
2. Materials which require staff supervision are stored out of children's reach.
3. The indoor and outdoor environments are organized so as to provide the children with ample opportunity for freedom of movement and exploration in safe, clean, open and uncluttered areas.
   a. Non-mobile infants are positioned to permit a wide range of visual stimuli.
   b. Positioning is varied throughout the day.
   c. Ambulatory infants and toddlers are permitted to freely explore a planned environment which provides opportunities to utilize their emerging skills to crawl, climb, pull to a stand and walk.
4. Materials are provided which stimulate infant development. A selection of play things are provided including but not limited to:
   a. blocks;
   b. busy boards;
   c. balls;
   d. cuddly toys;
   e. pull toys;
   f. sorting toys;
   g. kitchen toys;
   h. musical and auditory stimulation toys;
   i. nesting and stacking toys;
   j. rattles and squeeze toys;
   k. mirrors;
   l. books;
   m. mobiles and cradle gyms;
   n. climbing equipment; and
   o. riding toys.
5. The indoor and outdoor environments are organized and equipped with clearly defined learning areas which include, at a minimum, areas devoted to:
   a. construction;
   b. dramatic play;
   c. discovery,
   d. sensory play;
   e. books;
   f. large motor activity;
   g. manipulatives; and
   h. creative expression, including music.

F. Nurturing Relationships (Teaching and Facilitating)

1. Staff:
   a. serve as a positive role model for the children in care;
   b. use positive methods in guiding children back on task, encourage appropriate behavior and set clear limits;
   c. use rules that children can understand;

d. match expectations with the children's developing abilities and capabilities;
e. praise the children's accomplishments as well as their attempts at tasks;
f. use positive, firm limit setting;
g. assist children by redirecting them from inappropriate actions to activities that are more favorable;
h. create a positive environment through their own behaviors such as frequent social conversations with children, joint laughter and affection, eye contact, tone of voice and smiles; and
i. develop individual relationships with children by providing care that is responsive, attentive, consistent, comforting, supportive and culturally sensitive.

2. When a child presents challenging behavior, staff:
   a. observe the child;
   b. identify events, activities, interactions and other factors that predict and may contribute to the challenging behavior;
   c. use this information to assist the child;
   d. work together with families on behalf of their child; and
   e. support families in accessing services and outside resources, when necessary.

VIII. FAMILY ENGAGEMENT

A. The program is open to families for observation and visits whenever the program is in operation.

B. Preadmission Family Conference
   1. Are scheduled to secure health and family history, obtain background information on the child and his/her home and develop the child's program.
   2. The completion of these conferences is documented.
   3. Areas of discussion includes:
      a. child's strengths and needs;
      b. families goals for a child;
      c. family history and background; and
      d. necessary supports and accommodations to ensure the child's health, safety, early learning and development.
   4. Opportunities are provided for the child and parent to visit the program one or more times before the child is enrolled.

C. Family-Staff Conferences.
   1. The program has a plan for family-staff conferences.
   2. Programs operating infant/toddler programs develop a means of daily communication between staff and families.
   3. Shared information includes: references to the child's mood, health, feeding, sleeping, toileting, playing or other activities, noting changes, disruptions or note-worthy occurrences at home or at the program.

D. Families are kept informed through the parent handbook, regular newsletters, bulletin boards, frequent notes, telephone calls and other communications.

E. The program offers opportunities for the families to be engaged in their child's early learning and development. These experiences are informed by the Rhode

Island Early Learning and Development Standards and suited to the children's age and developmental levels.

F. The program maintains a directory of community resources and makes relevant information available to families.

G. Staff work collaboratively with local school districts to ensure that all children have the opportunity to participate in child outreach screening. Screening is not used to label a child, determine a child's placement in the program, deny a child's entrance into a program or to infer a child's readiness.

ED GEPA427 Form – Rhode Island Pre-K Program Expansion
CFDA 84.419 Preschool Development Grants

Children in the Rhode Island Pre-K Program are selected by lottery. The Rhode Island Department of Elementary and Secondary Education conducts and will continue to conduct under this grant, an annual randomized, weighted State lottery to select children for slots in each state Pre-K Program. Children must meet the age requirement (four years old by September 1) and reside in the community where the Pre-K Program is located. Families may apply for any and all programs located in their community. There are no income requirements for families to enter the lottery; *all children* who meet the age and residency requirements are eligible to enter the state lottery for the Pre-K Programs in their community. The lottery is weighted to ensure the proportion of children eligible for free and reduced priced lunch (FRPL income is less than 185% of the federal poverty live) chosen for each classroom reflects that of the community (e.g., if a district has 50% of students eligible for FRPL, 9 of 18 children chosen in the lottery would be below 185% of the federal poverty line). If selected, families are required to provide evidence of age, residency and annual income. Rhode Island's state Pre-K lottery policies ensure that eligible children, as well as children from families with incomes over 200% of the FPL, will participate in high-quality preschool programs under this grant. The state maintains the randomized application lists and if a child disenrolls, the next child on the list is offered the slot – again based on family income category. Under this grant, the state lottery will be held in the winter or early spring prior to the upcoming school year in order to provide families with time to arrange for other early education options if their child is not selected in the state lottery.

The Rhode Island Department of Education works closely with the Rhode Island Pre-K Programs in each community to ensure that the Pre-K lottery is available and accessible to all families in the community. Implementing a full range of culturally and linguistically diverse outreach strategies will continue to be a high priority as the Pre-K Program expands to serve more children. In addition, RIDE and the selected Pre-K Program providers do extensive outreach in local communities to identify hard to reach families with young children and also to provide information to the agencies that work with children in the child welfare system and who are homeless.

APPENDICES - TABLE OF CONTENTS

#	Attachment Title	Relevant Selection Criterion
A	Letter of Support from Stakeholders	**A**
B	Letters of Interest from Potential Sub-grantees	**A,D**
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D	National Institute for Early Education Research (NIEER) 2014 State of Preschool Report	**A,C**
E	Comprehensive Early Childhood Education Standards (CECE)	**A**
F	State Pre-K Program Policies and Procedures	**B,E**
G	Rhode Island Pre-K Program Contract	**B,E**
H	RI Early Learning and Development Standards (RIELDS)	**A,B**
I	RIELDS Alignment to Teaching Strategies GOLD	**B, C**
J	RI Early Learning Council & Work Group	**A**
K	Rhode Island Early Learning Council Strategic Plan	**A**
L	NIEER RI State Pre-K Evaluation Design Recommendation	**A,B,C**
M	Successful Start Plan	**(F), CP2**
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O	RIDE Statutory Authority for Pre-K	**B**
P	Rhode Island Education Funding Formula, Section 16-7.2-6	**B**
Q	2008 Rhode Island PreKindergarten Act	**B**
R	PreK Planning Group Recommendations, 2009	**B**
S	NIEER Evaluation Reports, RI Pre-K, Year 1 and Year 2	**B**
T	RIDE's Strategic Plan, *Transforming Education in Rhode Island*	**B**

U	RI Pre-K Program Site Monitoring Protocol	**C,D,E,F**
V	NIEER Rhode Island State Pre-K Program Quality Report	**C**
W	RI Workforce Knowledge and Competencies for Early Childhood Teachers	**B, E, F**
X	RI Child Care Center Program Regulations	**F**

State of Rhode Island and Providence Plantations
State House, Room 224
Providence, Rhode Island 02903
401-222-2080

Lincoln D. Chafee
Governor

October 7, 2014

Ms. Deborah S. Delisle
Assistant Secretary of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Assistant Secretary Delisle:

Over the past ten years, Rhode Island has transformed from a state with no state-supported prekindergarten or early-learning programs to a state that is committed to providing high-quality opportunities for early learning to every child including high-quality prekindergarten programs. In fact, Rhode Island is now one of only four states to meet all ten benchmarks that the National Institute for Early Education Research has established for state prekindergarten quality standards.

The accomplishments we have attained in Rhode Island include the adoption of early-learning standards, the establishment of the BrightStars quality-rating system for early-learning programs and of the Rhode Island Early Learning Council, the design and implementation of a Funding Formula for aid to education that devotes funds to prekindergarten programs, and the implementation of the Race to the Top – Early Learning Challenge initiative. Through these programs and initiatives we have opened 17 state-supported prekindergarten programs serving more than 300 children, awarded $1.4-million in quality-improvement grants to early-learning programs, included nearly $3 million in our state budget for the support of prekindergarten programs, and more than 80 percent of our early-learning programs have signed up to participate in the BrightStars quality-rating system.

We have attained these accomplishments through partnerships involving government agencies and the nonprofit sector. For example, we administer our Race to the Top – Early Learning

Challenge grant through a partnership that includes the Rhode Island departments of Education, Health, Children, Youth and Families; the Rhode Island Office of Health and Human Services, and the nonprofit agency Rhode Island KIDS COUNT.

With these achievements in hand, Rhode Island is ready to move on to the next stage in our investments in early learning. We can further advance early learning in Rhode Island through the Preschool Expansion Grant, which my administration strongly endorses.

Through this grant, we can move closer to our goal of providing access to high-quality early learning opportunities for all Rhode Island children, and in particular for hard-to-reach and isolated families. We remain committed to a mixed-delivery system that includes high-quality prekindergarten programs in our public schools as well as in community-based programs. We will also remain committed to ensuring high quality even as we rapidly expand access through adherence to our high standards for early learning, through management of the BrightStars quality-rating system, and through improvement grants and resources that we make available to all programs and family-based child-care centers.

Rhode Islanders are committed to the principle that learning in the early years is the foundation for all that follows. Our school districts and our community-based programs have responded enthusiastically to this grant opportunity, and the Rhode Island Department of Education is committed to working with early-learning providers to successfully implement the Preschool Expansion Grant. This grant will accelerate Rhode Island on the course we are currently following, and I urge you to look favorably on the Rhode Island application for a Preschool Expansion Grant.

Sincerely,

(b)(6)

Lincoln D. Chafee
Governor

State of Rhode Island and Providence Plantations
Office of the Lieutenant Governor

Elizabeth H. Roberts
Lieutenant Governor

October 8, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

I am writing to express my strong support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. Throughout my career as an elected official, I have made a longstanding commitment to improving childhood development.

Therefore, I am excited about the potential that this funding opportunity presents to increase the number of High-Quality Preschool classrooms available for Rhode Island's youngest students.

I know that much has been done to improve the field of early childhood education over the past several years, especially since our state received the Race to the Top – Early Learning Challenge Grant. However, I am also aware that the promise of the Early Learning Challenge cannot be fully realized until more children can be provided access to high quality early learning opportunities. This grant, with its focus on improving access for children from low-income families, will help our state to meet the needs of these students, reduce persistent achievement gaps, and provide every child with the best chance for success in school.

I enthusiastically support the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

Elizabeth H. Roberts, Lt. Governor

EHR/cm

State House, Room 116 • Providence, Rhode Island 02903-1196 • 401-222-2371
Web Address: www.ltgov.state.ri.us.

State of Rhode Island and Providence Plantations

M. TERESA PAIVA WEED
President of the Senate

Room 318 State House
Providence, Rhode Island, 02903

Office: 401-222-6655
Fax: 401-222-2967
Email: sen-paivaweed@rilin.state.ri.us

Senate Chamber

October 2, 2014

Preschool Expansion Grant Application Review Committee
US Department of Education
US Department of Health and Human Services

Dear Application Review Committee:

As President of the Senate in the Rhode Island General Assembly, I am very proud of the strides Rhode Island has made toward the goal of providing high-quality opportunities for early learning to our children. Even in these challenging economic times, the General Assembly has remained committed to fully supporting our school districts through the Funding Formula for aid to education. In particular, we have maintained our commitment not only maintaining but even to expanding support for early-childhood education.

State dollars have supported the Rhode Island Pre-kindergarten Program, which now includes 17 state-supported classes serving more than 300 children in 8 Rhode Island communities. This investment represents a start, but too many Rhode Island communities are still without options or with only limited options for high-quality, state-supported pre-kindergarten programs.

The Preschool Expansion Grant, which the Rhode Island Department of Education is applying for, would enable Rhode Island to provide high-quality early-learning programs to even more Rhode Island students and communities – both through our local school districts and through community-based programs. For example, in Newport, one of the communities I represent, there is one state-supported pre-kindergarten program. The program, operated at East Bay Community Action Program, has been popular and successful, but the need and the demand for more such programs in Newport are intense.

We continue to be committed to including early education funding in the state budget. Together, with the additional support from a federal Preschool Expansion Grant, I am confident that we can ensure the academic success of more Rhode Island schoolchildren, improve the lives of Rhode Island families, and bolster the economy of our state in future years.

I urge you to look favorably on the Rhode Island application for a Preschool Expansion Grant.

Sincerely,

(b)(6)

M. Teresa Paiva Weed
President of the Senate

State of Rhode Island and Providence Plantations
Office of the Speaker
Room 323, State House
Providence, Rhode Island
02903

October 1, 2014

Nicholas A. Mattiello
Speaker
401-222-2466

Deborah A. Gist
Rhode Island Commissioner of Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist:

As Speaker of the House of Representatives, I am very proud of the strides Rhode Island has made toward the goal of providing high-quality opportunities for early learning to every child. Despite our well-documented economic and budget challenges, the General Assembly has remained committed to fully supporting our students and school districts through a new funding formula for state aid to education, driving resources to areas of greatest need. In particular, we have honored our commitment to expanding support for early-childhood education by increasing state funding for pre-kindergarten, for which there was no appropriation in Fiscal Year 2012, over a three-year period to $3.0 million during the current fiscal year.

These state dollars have supported the Rhode Island Pre-kindergarten Program, which now includes 17 state-supported classes serving approximately 300 children in eight Rhode Island communities. This investment represents a movement in the right direction, but too many Rhode Island communities are still without options for high-quality, state-supported pre-kindergarten programs.

The work our educators have done to date shows that Rhode Island is embracing the expansion of early-learning programs. Unfortunately, our fiscal realities mean state and local resources can carry only a portion of this obligation. The Preschool Expansion Grant, for which our Department of Elementary and Secondary Education is applying, would enable many more Rhode Island students to have access to high-

quality early-learning through our local school districts, community-based programs and family-based centers.

Our school districts and our community-based programs have responded enthusiastically to this grant opportunity, and the Rhode Island House of Representatives will remain committed to budgetary support of early-childhood programs. Together with the additional support from a Preschool Expansion Grant, I am confident that we can ensure the academic success of more Rhode Island school children, improve the lives of Rhode Island families, and bolster the economy of our state in future years.

I urge you to look favorably on the Rhode Island application for a Preschool Expansion Grant.

Sincerely,

(b)(6)

Nicholas Mattiello
SPEAKER

Congress of the United States
Washington, DC 20515

October 8, 2014

The Honorable Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

We write to express our support for the application submitted by the Rhode Island Department of Education (RIDE) to secure funding through the United States Department of Education's Preschool Development Grants – Expansion Grants Program.

Currently in its sixth year of operation, Rhode Island's pre-kindergarten program is one of only four programs in the nation that meets all recommended benchmarks for early childhood education. This proposed initiative will allow RIDE to build on its success by developing and expanding the state's early childhood education infrastructure in schools and community-based organizations. The high-quality preschool programs will provide children from low- and moderate-income families with access to high-quality learning environments and prepare them for kindergarten.

Providing high-quality learning opportunities for children in the early years is an important step towards creating a foundation for success in school and life. Funding of this grant will provide RIDE with the resources necessary to address language and literary skills and close the achievement gap between low-income and more affluent children.

We support RIDE's application and respectfully request you give it full and fair consideration within all applicable rules and regulations of your agency. If we can be of assistance to you in this matter, please feel free to call our offices. Thank you for your consideration.

Sincerely,

(b)(6)

Jack Reed
United States Senator

(b)(6)

Sheldon Whitehouse
United States Senator

(b)(6)

James R. Langevin
Member of Congress

David N. Cicilline
Member of Congress

State of Rhode Island and Providence Plantations
RHODE ISLAND BOARD OF EDUCATION
255 Westminster Street
Providence, Rhode Island 02903-3400

RHODE ISLAND
BOARD OF EDUCATION

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The Honorable Thomas Izzo

Judy Ouellette

Kerry I. Rafanelli, Esq.

John J. Smith, Jr.

Dr. Jeffery A. Williams

October 2, 2014

To Whom It May Concern:

As Chair of the R.I. Board of Education, I strongly support the commitment Rhode Island has made as a state to expanding opportunities for high-quality, early-learning programs in all Rhode Island communities. The Board of Education has played a central role in developing and implementing this commitment, including approving early-learning standards, establishing high-quality prekindergarten programs as a key component in our strategic plan for transforming education, and advocating for continued support of early learning in our state education budget. Thankfully, our on-going efforts have been met with success, and I am proud to note that Rhode Island is one of only four states to meet all 10 benchmarks that the National Institute for Early Education Research has established for state prekindergarten quality standards.

Rhode Island is ready to move on to the next stage in our investments in early learning, and we can further advance early learning in Rhode Island through the Preschool Expansion Grant. Through this grant, we can move closer to our goal of providing access to high-quality early learning opportunities for all Rhode Island children, and in particular for hard-to-reach and isolated families. In Rhode Island, we remain committed to a mixed-delivery system that includes high-quality prekindergarten programs in our public schools as well as in community-based programs. This grant will enable us to provide funds to support prekindergarten programs in both public schools and community settings.

In Rhode Island, we share a commitment to the principle that learning in the early years is the foundation for all that follows. Our school districts and our community-based programs have responded enthusiastically to this grant opportunity, and the Rhode Island Department of Education is committed to working with early-learning providers to successfully implement the Preschool Expansion Grant.

Telephone: (401)222-8135 **Fax:** (401)222-6178 **TTY:** (800)745-5555 **Email Address:** info@boe@boe.ri.gov **Website:** www.ride.ri.gov
The Rhode Island Board of Education does not discriminate on the basis of age, sex, sexual orientation, gender identity/expression, race, color, religion, national origin, or disability.

We have made significant advancements in recent years toward improving the entire system of public education in Rhode Island, including establishment of a system for educator evaluations, adoption of world-class standards and assessments, and the design and implementation of a Funding Formula based on district capacity and student need. Expansion of high-quality preschool programs is one area where we have a significant unmet need in our state, which will be a focus of our work in the years ahead. We can proceed on this course more rapidly and effectively with the aid of a federal grant, and I therefore urge you to look favorably on the Rhode Island application for a Preschool Expansion Grant.

Sincerely,

(b)(6)

Eva-Marie Mancuso
Chair of the R.I. Board of Education

State of Rhode Island and Providence Plantations
RHODE ISLAND BOARD OF EDUCATION
255 Westminster Street
Providence, Rhode Island 02903-3400

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Kerry J. Rafanelli, Esq.

John J. Smith, Jr.

Dr. Jeffery A. Williams

October 2, 2014

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Rhode Island is ready to move on to the next stage in our investments in early learning, and we can further advance early learning in Rhode Island through the Preschool Expansion Grant. Through this grant, we can move closer to our goal of providing access to high-quality early learning opportunities for all Rhode Island children, and in particular for hard-to-reach and isolated families. In Rhode Island, we remain committed to a mixed-delivery system that includes high-quality prekindergarten programs in our public schools as well as in community-based programs. This grant will enable us to provide funds to support prekindergarten programs in both public schools and community settings.

In Rhode Island, we share a commitment to the principle that learning in the early years is the foundation for all that follows. Our school districts and our community-based programs have responded enthusiastically to this grant opportunity, and the Rhode Island Department of Education is committed to working with early-learning providers to successfully implement the Preschool Expansion Grant.

Telephone: (401)222-8435 **Fax:** (401)222-6178 **TTY:** (800)745-5555 **Email Address:** info@boe.ri.gov **Website:** www.ride.ri.gov
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Sincerely,

(b)(6)

Patrick A. Guida
Chair of the Council on Elementary and Secondary Education

FUNG

October 7, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

Rhode Islanders share a commitment to transforming education in our state. Children and their teachers are among our state's greatest assets.

As a candidate for Governor in Rhode Island, I recognize the progress our state has made toward improving access to preschool programs, particularly in our urban areas. Yet, much work remains in transforming Rhode Island's educational system. I am supportive of educational initiatives that provide greater resources for Rhode Island's children, better accountability and fiscal responsibility.

If elected Governor, as part of my broader educational reforms, my administration will work with our local school districts and our community partners, where possible, to assist our children with access to high-quality preschool programs. I ask that you to consider the Preschool Expansion Grant application from Rhode Island.

Sincerely,

(b)(6)

Allan W. Fung

Gina Raimondo

October 13, 2014

Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

To Whom It May Concern:

I am pleased to join our state's federal delegation in offering my strong support for Rhode Island's application for the US Department of Education and the US Department of Health and Human Service's *Preschool Development Grants Program – Expansion Grants*. I have been a vocal advocate for increased access to high quality early childhood education programs for our youngest learners. This grant opportunity will provide critical resources that will enable Rhode Island to accelerate the expansion of its high quality state Pre-K program in order to serve more four year old children, with a focus on serving low income children in high-needs communities.

As a candidate for Governor in Rhode Island, I have been a strong advocate for expanding our state's Pre-K program to reach more students, particularly those from low-income families. I recognize the progress our state has made toward improving the quality of early learning programs and I believe that we can and should do more to expand access so that more children can benefit from high quality preschool.

I am confident that this grant will help our state serve significantly more students with high quality Pre-K, help to reduce persistent achievement gaps, and provide more young children with the best chance for success in school.

If elected Governor, my administration will work with the Rhode Island Department of Education, our local school districts and our community partners on the successful implementation of this exciting grant opportunity to accelerate the expansion of the Rhode Island Pre-K program. I enthusiastically lend my support to Rhode Island's

www.GinaRaimondo.com
Paid for by Friends of Gina Raimondo

Preschool Expansion Grant application that will improve the school readiness and educational outcomes of Rhode Island's children.

Sincerely,

(b)(6)

Gina M. Raimondo

Mayor of Providence

Angel Taveras

October 8, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

It brings me great pleasure to submit this letter of support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. I am excited about the potential this funding opportunity presents to increase the number of High-Quality Preschool classrooms available for Rhode Island's youngest students.

As Mayor of the City of Providence and as a product of the Head Start program and the Providence Public School System, I am personally and professionally aware of how crucial early childhood education is for the youth of Rhode Island. I have also most recently seen the benefit of investing in high quality early childhood education through the implementation of Providence Talks. Providence Talks aims to do something never before attempted at the municipal level: to intervene at a critically early age, from birth to age four, to close the 30 million word gap on a city-wide scale and ensure that every child in Providence enters a kindergarten classroom ready to achieve.

This grant will help our state meet the needs of our students, help reduce persistent achievement gaps, and help provide every child with the best chance for success in school.

Thank you for the opportunity to apply for the Preschool Development Grants Program – Expansion Grants and its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

Angel Taveras,
Mayor

City of Providence, Rhode Island 02903-1789
Phone (401) 421-7740 Fax (401) 274-8240

ANDY ANDUJAR
CHIEF OF STAFF

JAMES A. DIOSSA
MAYOR

CITY OF CENTRAL FALLS
MAYOR'S OFFICE

580 BROAD STREET
CENTRAL FALLS, RI 02863

OFFICE: (401) 727-7474
FAX: (401) 727-7476

October 8, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

On behalf of the City of Central Falls, I am pleased to offer my enthusiastic support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. I am excited about the potential this funding opportunity presents to ensure a high-quality preschool education for more of Central Falls' youngest students.

I fully believe that a critical first step in making sure that every child has the best chance for success in school is to provide equal access to high quality early learning opportunities. The focus of Rhode Island's Expansion Grant application, to accelerate access for children from low-income families, is particularly relevant to Central Falls given the socioeconomic challenges our community faces.

Our City is challenged with the highest unemployment rate and the lowest median family income in the state – a state with the highest unemployment rate in the nation. (Presently, 7.9% of the RI labor force is out of work.) In 2010, the City was declared financially insolvent, declared bankruptcy and went into receivership. The City is presently out of bankruptcy, but is required to adhere to a strict financial plan requiring property tax increases for the next four years.

The lack of living wage jobs for working families and the subsequent socioeconomic challenges the city has faced has had a significant impact on the children and families of Central Falls. Presently, our community is ethnically, culturally and linguistically diverse. It consists of 19,000 residents: 70% are Latino; 13% are White; 9% are Black, and 4% are multiracial. According to RI Kids Count Factbook, 37% of our children live in poverty compared to a state average of 18% and 16% live in extreme poverty, double the state rate. Despite these challenges, there is now a great deal of positive momentum in our City and I am proud of the direction we are heading. I have confidence that this grant will support Central Falls' upward trajectory, meet the needs of our students, help reduce persistent achievement gaps, and help provide more children with the best chance for success in school. I am fully committed to working collaboratively with you to bring this opportunity to our students.

As Mayor of Central Falls, I will work with the Rhode Island Department of Education, the Central Falls School District, and our community partners to continue our efforts to enroll more children in high-quality preschool programs that will prepare them for success in school and in life. I wholeheartedly support the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

(b)(6)

James A. Diossa, Mayor
City of Central Falls

The City of Central Falls is an equal opportunity provider and employer.

DONALD R. GREBIEN
MAYOR

EXECUTIVE CHAMBER
CITY OF PAWTUCKET, RHODE ISLAND

October 3, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

The residents of the City of Pawtucket benefit greatly from our current pre-kindergarten programs. These programs significantly benefit our less wealthy populations as 77.8 percent of our pre-K students qualify for free and reduced lunch prices. Increased grants will allow us to expand and improve pre-K services districtwide. Through these efforts, and more like them, we can build a stronger foundation for the education of our youth.

On behalf of the City of Pawtucket, I am pleased to offer our strong support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. We are excited about the potential this funding opportunity presents to increase the number of High-Quality Preschool classrooms available for Rhode Island's youngest students.

We know that much has been done to improve the field of early childhood education over the past several years, especially since our state received the Race to the Top – Early Learning Challenge Grant. We are also aware, however, that the promise of the Early Learning Challenge cannot be fully realized until we can provide more children with access to high quality early learning opportunities. This grant, with its focus on improving access for children from low-income families, will help our state meet the needs of these students, help reduce persistent achievement gaps, and help provide every child with the best chance for success in school.

The City of Pawtucket wholeheartedly supports the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

Donald R. Grebien
Mayor

PR/Award # S419B150033

CITY HALL • PAWTUCKET, RHODE ISLAND 02860 • (401) 728-0500 EXT. 281 • FAX (401) 723-8620 • TDD (401) 722-8239
E-MAIL: dgrebien@pawtucketri.com • www.pawtucketri.com

OFFICE OF THE MAYOR
WOONSOCKET, RHODE ISLAND

October 9, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

As we look to move forward in improving the education of our City's children, we were able to re-instate full-day Kindergarten this year for our students. The addition of a State Pre-K program would help to serve all our community. With approximately 77.3% of our children eligible for FRPL and a Head Start program currently in place, additional Pre-K would certainly help us attain improved education for all the children in our City.

On behalf of Woonsocket, I am pleased to offer our strong support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. We are excited about the potential this funding opportunity presents to increase the number of High-Quality Preschool classrooms available for Rhode Island's youngest students.

We know that much has been done to improve the field of early childhood education over the past several years, especially since our state received the Race to the Top – Early Learning Challenge Grant. We are also aware, however, that the promise of the Early Learning Challenge cannot be fully realized until we can provide more children with access to high quality early learning opportunities. This grant, with its focus on improving access for children from low-income families, will help our state meet the needs of these students, help reduce persistent achievement gaps, and help provide every child with the best chance for success in school.

Woonsocket wholeheartedly supports the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

Lisa Baldelli-Hunt, Mayor

CITY HALL • PO BOX B • WOONSOCKET, RI 02895
PHONE 401-767-9205 • FAX 401-765-4569 • E-MAIL: mayor@woonsocketri.org

RHODE ISLAND
Child Care & Early Learning
FACILITIES FUND

October 1, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

On behalf of the Rhode Island Child Care and Early Learning Facilities Fund (RICCELFF), I am pleased to offer our strong support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. We are excited about the potential this funding opportunity presents to increase the number of high-quality preschool classrooms available for Rhode Island's youngest students, particularly in the state's highest needs communities.

Since its founding in 2001, the RICCELFF has invested more than $18 million to support the development and improvement of child care and educational facilities across Rhode Island. In addition, we have worked one-on-one with more than 150 community based organizations and school districts to support them in planning the best ways to address their space needs. We know that finding appropriate spaces to house these exciting preschool expansion classrooms may pose a slight challenge for some organizations and districts, but, we are committed to working in partnership with the state and with state pre-k operators to assist in identifying and assessing spaces to serve as homes for these new classrooms.

The RICCELFF has some of the nation's strongest expertise in quality early learning facility design, development and financing, and is extremely well positioned to support Rhode Island in this endeavor. We have years of experience working in the seven high-needs communities identified in this application (Central Falls, East Providence, Newport, Pawtucket, Providence, West Warwick, and Woonsocket). Through this work, we have established strong working relationships with many school districts and community based

146 Clifford Street, Providence, RI 02903 www.rilisc.org 401.331.0131 riccff@lisc.org

early learning centers. We have particularly strong working relationships with the Head Start providers and current state funded pre-k provided in each of these communities. We are committed to supporting these organizations as they work to open new, high quality preschool classrooms.

The RICCELFF is housed at the Local Initiatives Support Corporation (LISC). LISC is dedicated to helping community residents transform distressed neighborhoods into healthy and sustainable communities of choice and opportunity – good places to work, do business and raise children. As the nation's largest community development financial intermediary, LISC mobilizes corporate, government and philanthropic support to meet local community needs. For more than two decades, LISC has been at work in Rhode Island helping to transform some of the state's most distressed neighborhoods. The vast majority of work that LISC has focused on and funded has occurred in the seven high-needs communities identified in this application. This experience has given us a strong understanding of the physical infrastructure present in our most high need areas and offers to foundation to build upon in growing our state's preschool programming.

We are excited about the enormous potential this application presents to improve the lives and education of Rhode Island's most vulnerable children and we are committed to working in partnership with the state to ensure the success of this important initiative.

Sincerely,

(b)(6)

Cindy Larson, Director RICCELFF at LISC

146 Clifford Street, Providence, RI 02903 www.rilisc.org 401.331.0131 riccff@lisc.org

PROGRESO Latino

October 8, 2014

Commissioner Deborah Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist:

I am writing to express my strong support for Rhode Island's Preschool Expansion Grant application. Progreso Latino, Inc. is a multi-service, bilingual, non-profit, community-based organization serving Rhode Islanders for 37 years. Our organization provides a continuum of services from childhood to adulthood. As the largest Latino organization in the state the agency offers early education, youth, adult education, senior, and wellness programs. Our mutually supportive programs provide social and immigration services including financial literacy, housing education, and computer literacy. The agency also offers job development service, small business development support and helps victims of violence. The families that Progreso Latino serves are predominantly Latino and immigrant and face multiple challenges including language, cultural, and economic barriers. These families often live in isolation and lack the social capital to access resources and living wage jobs.

Our bilingual pre-school program-the Progreso Excellence Academy- has been offering early education services for over 30 years and is committed to working with the Rhode Island Department of Education (RIDE) to continue pushing for greater-supported, high caliber, education programs. Our program has a very successful parent engagement and leadership component and has ongoing professional development for its staff. Greater access to quality early education programs is sorely needed in Rhode Island and we are committed to working with you in this regard. We are hopeful that your application for financial support will be awarded and look forward to continue discussing the implementation of this and other projects that will benefit the community.

Progreso Latino is committed to a continuous improvement and expansion process for its early education program in partnership with the public school system and other community stakeholders. If available we plan on applying to the competitive grant process in order to continue to improve our programs and to expand access to the community we serve.

Sincerely,

(b)(6)

(b)(6)

Mario Bueno
Executive Director
Progreso Latino, Inc., 626 Broad Street, Central Falls, RI 02863, 401-728-5920 x 345

RHODE ISLAND HEAD START ASSOCIATION

State President: Lori Ann Hiener
1935 Kingstown Road
Wakefield, RI 02879
401 789 3016, extension 327
(Fax) 401 515 0036
lhiener@seeainc.org

September 25, 2014
Michele Palermo
Associate Director – Early Childhood Education
RI Department of Education
255 Westminster St.
Providence, RI 02903

Dear Michele,

As the Department of Education prepares to apply for the 2014 Preschool Development Expansion grant, The Rhode Island Head Start Association requests that the State include a funding allocation for Head Start. On page 4 of the Executive Summary it states that the intent of this grant is for "High-Quality Preschool Programs to be delivered through a mixed-delivery system of providers that includes schools, licensed child care centers, **Head Start** programs, and community-based organizations."

We believe this statement means that some of these grant funded programs follow the Head Start model which includes comprehensive services. In the Program Definitions section of the Executive Summary, page 18, the comprehensive services defined describe exactly the comprehensive services currently being provided by Head Start.

Head Start is a clear leader in providing excellent early childhood education for low income preschool children and services for their families. In addition to our highly qualified education staff, all of our Head Start programs hire professional staff such as Nurses, Dietitians, Behavior Support Specialists, Family Engagement Specialists and Family Social Workers.

We would also like to draw your attention to page 5 of the summery which states, "The State's ambitious and achievable plan must describe, among other things, how the State will expand access to High-Quality Preschool Programs to children **at or below 200 percent** of the Federal Poverty Line…" This is what Head Start does. We have a strong process in place for identifying special populations, specifically families with income at/or under 100% poverty, children in foster care, children with disabilities and children who are homeless in our state. We feel very strongly that including funding for additional Head Start slots will increase the strength of the state's application.

The Rhode Island Head Start Association applauds the Rhode Island Department of Education for its continued pursuit of high quality early education and look forward to partnering with the state in securing more funding for quality early education and comprehensive services for those children who are at or below 200 percent of the Federal Poverty Line.

Sincerely,

(b)(6)

Mary Varr
On behalf of the Rhode Island Head Start Association

Cc: D. Gist, S Powell, EBB, L. Chafee

Rhode Island Head Start Programs

- CHILD Inc.
- Children's Friend & Service
- Comprehensive Community Action Program
- East Bay Community Action Program
- Meeting Street School
- South County Community Action, Inc.
- Tri-Town Community Action Agency
- Woonsocket Head Start Child Development Association, Inc.

Rhode Island Association for the Education of Young Children

An Affiliate of the National Association for the Education of Young Children

Promoting excellence in early childhood education

October 8, 2014

Commissioner Deborah Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist:

We are writing to express our strong support for Rhode Island's Preschool Expansion Grant application.

The Rhode Island Association for the Education of Young Children (RIAEYC), the state affiliate of NAEYC, works to improve the well-being of all young children, with particular focus on the quality of educational and developmental services for children birth through age eight. As a membership organization, RIAEYC represents many and diverse early childhood educators in the state. In addition, RIAEYC is the managing agency for BrightStars, the state's tiered QRIS.

Being awarded a Preschool Expansion Grant will allow our state to transform our preschool system that will directly benefit the children and families who need our support the most. RIAEYC fully supports the state's ambitious and achievable agenda and stands ready to extend our support to ensure that our state meets or exceeds its goals.

Through BrightStars, we assess program quality and will continue to assist child care providers in learning about best practices in early childhood education and apply them to the care children receive. We provide new and better supports to programs so that they may attain the highest levels of quality and meet rigorous program standards. We also provide information to families to help them to make choices about their children's care and education. The work of Exceed, Rhode Island's cross departmental initiative to implement the work of the Race to the Top-Early Learning Challenge Grant, ensures that early learning programs across the state now have access to supports and resources to improve their quality and advance on the quality continuum.

We appreciate your careful consideration of Rhode Island's Preschool Expansion Grant application. We know that you will find an agenda and plan fully worthy of support.

Sincerely,

(b)(6)

(b)(6)

Chris Amirault, Ph.D.
President, Rhode Island AEYC

Lisa A. Hildebrand, M.A.
Executive Director, Rhode Island AEYC

535 Centerville Road, Warwick, RI 02886
p: (401) 739-6100 f: (401) 739-6101 www.BrightStars.org

EDC Learning transforms lives.

October 6, 2014

Commissioner Deborah Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist:

We are so pleased that the Rhode Island Department of Education (RIDE) is applying for a federal Preschool Expansion Grant. For more than three decades, a non-profit research and development firm, Education Development Center, Inc. (EDC) has provided early education technical assistance (TA) and professional development (PD) to states and local programs—preK, Head Start, and child care—across the nation. Our EDC specialists have conducted this work as TA consultants to state and local leaders—as we currently do with our CEELO and our Regional Education Lab projects, and also as an entity funded to provide direct TA and PD to early learning programs and their staffs—as we do through Head Start-funded state TA grants and as the Rhode Island Center for Early Learning Professionals that was established by state RTT-Early Learning Challenge funding.

As a result of this long-standing work, we have seen a wide range of state practices and approaches to advancing early learning quality. Rhode Island's initiatives to provide high-quality learning experiences for children, especially those living in poverty and those with disabilities, are truly outstanding. RIDE's efforts, through its impressive staff leadership and effective Early Learning Council, have successful coordinated efforts across systems that in many other states are often fragmented. RIDE's promulgation of policies, standards, and a Quality Rating & Improvement System have served to establish unified statewide expectations for services to children and their families. The preK program that RIDE has launched serves as a model for other providers. Its expansion will serve to provide high quality programming for more children in the state, and expand the model of high quality services for all programs. Clearly, expansion of preK is an exciting opportunity that holds additional promise for Rhode Island's children and their families, and for early education overall across the state.

Our Center for Early Learning Professionals staff are prepared to support the state's preK efforts should RIDE be successful in securing expansion funding. Specifically, we can include new preK program administrators and teachers in our PD efforts and support their quality improvement initiatives through TA. We will design specific activities to welcome new preK programs and familiarize them with the wide range of services offered through the Center that can support their operations.

We wish you the very best with your proposal.

Sincerely,

(b)(6)

Sheila A. Skiffington
Vice President
Learning and Teaching Division

(b)(6)

Karen Pucciarelli
Project Director
Center for Early Learning Professionals

Rhode Island Early Learning Council

October 7, 2014

Deborah S. Delisle
Assistant Secretary of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
LBJ Education Building 7W311
Washington, DC 20202

Dear Assistant Secretary Delisle:

As co-chairs of the governor-appointed Rhode Island Early Learning Council, we enthusiastically support the state's application for a Preschool Expansion Grant. Rhode Island's Pre-K program, launched in September 2009, is the shining star of our Council's work to expand access to high-quality early learning programs. Preschool Expansion Grant funding will allow us to dramatically accelerate our planned expansion of the Rhode Island Pre-K program, serving more children with high needs earlier than we would be able to do without this important federal funding. The state has made a strategic decision to apply for just enough critical funding to reach a significantly higher level of service in a way that we know is sustainable.

We both pledge our ongoing support to ensure the successful implementation of the Preschool Expansion Grant in Rhode Island and will engage members of the Rhode Island Early Learning Council and Work Group to brainstorm and problem-solve as needed during the roll-out. The Rhode Island Early Learning Council meets four times per year and has five active subcommittees working to achieve the goals set forth in our Rhode Island Early Learning Council Strategic Plan, including:

- Expanding access to high-quality early learning programs
- Improving the quality of early learning programs
- Developing and sustaining an effective early care and education workforce
- Improving children's early learning and development outcomes
- Measuring outcomes and progress

Expanding access to Rhode Island's high quality, mixed delivery system state Pre-K program is a core goal of the RI Early Learning Council's Strategic Plan.

We believe that Rhode Island is ideally positioned for this grant because of the significant work we have done through Rhode Island's Early Learning Challenge grant to improve the quality of early learning programs that will be ready to apply to be state Pre-K sites. In addition, the inclusion of the state Pre-K program as an integral part of our state's education funding formula, with an expansion plan already in place, demonstrates that we have a solid, predictable funding mechanism to sustain this critical program into the future. Finally, Rhode Island's Pre-K program is one

of just four in the nation that meets all of the quality benchmarks set forth by the National Institute for Early Education Research.

Thank you for the opportunity to apply for this funding which will give our state a big boost forward and immediately improve outcomes for Rhode Island's children.

Sincerely,

(b)(6)

Deborah A. Gist
Commissioner
RI Department of Elementary
and Secondary Education
Co-Chair, RI Early Learning Council

(b)(6)

Elizabeth Burke Bryant
Executive Director
Rhode Island KIDS COUNT
Co-Chair, RI Early Learning Council

Steven M. Costantino, Secretary
Executive Office of Health and Human Services
STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
57 Howard Avenue, LP Building
Cranston, RI 02920
Steven.Costantino@ohhs.ri.gov
401-462-5274

October 6, 2014

Deborah A. Gist, Commissioner
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist:

The Executive Office of Health and Human Services (EOHHS) is the principal agency in the executive branch of State government for managing publicly-funded health and human services administered by the departments of: Behavioral Healthcare, Developmental Disabilities, and Hospitals (BHDDH), Children, Youth and Families (DCYF), Health (Health), and Human Services (DHS). The agencies under the EOHHS umbrella provide a diverse array of high quality services to individuals and families of all ages, from all walks of life all across the State.

Our goal is to provide the people and communities we serve have the services they need to lead safe and healthful lives. In pursuing this end, we have long strongly supported initiatives that increase access to and the availability of early childhood education and development programs.

On behalf of the EOHHS, I am pleased to offer our strong support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. We are excited about the potential this funding opportunity presents to increase the number of High-Quality Preschool classrooms available for Rhode Island's youngest students.

We know that much has been done to improve the field of early childhood education over the past several years, especially since our state received the Race to the Top – Early Learning Challenge Grant. We are also aware, however, that the promise of the Early Learning Challenge cannot be fully realized until we can provide more children with access to high quality early learning opportunities. This grant, with its focus on improving access for children from low-income families, will help our state meet the needs of these students, help reduce persistent achievement gaps, and help provide every child with the best chance for success in school.

The EOHHS works closely with our partners in State government, including the RI Department of Elementary and Secondary Education, the community and business to develop and implement innovative programs that promote family stability, economic security, health care access and healthy outcomes. Expanding access to early education is a critical step in moving us toward these outcomes. The EOHHS is thus proud to give its strongest support to the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

Steven M. Costantino

State of Rhode Island and Providence Plantations

DEPARTMENT OF HUMAN SERVICES
Office of the Director

October 8, 2014

Deborah Gist
Commissioner
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist:

On behalf of the Rhode Island Department of Human Services, I am pleased to offer my strong and enthusiastic support for Rhode Island's application for the Preschool Expansion Grants – a federal grant competition of the US Department of Education and the US Department of Health and Human Services.

As you know, the RI Department of Human Services has been working very closely with the RI Department of Education, the other State Departments (Health and DCYF) as well as with our community partners to implement Rhode Island's Race-to-the-Top Early Learning Challenge grant. We are very excited about the opportunity, through this federal grant, to build upon the work we have done together to increase the quality of early learning programs to take the next bold steps to significantly accelerate the growth of the RI Pre-K Program. Rhode Island's Pre-K program is one of just four pre-k programs in the nation to meet all of the National Institute for Early Education Research's quality benchmarks, and it is essential that we expand access to this high quality program in order to improve educational outcomes for more of our young children.

Since Rhode Island's Pre-K program uses a mixed delivery system for its Pre-K program, whereby child care centers, Head Start programs, and public schools have the opportunity to apply to be state Pre-K sites, the ambitious work we have done to require all child care programs who are part of our subsidized child care program to be on the path to quality by participating in BrightStars, Rhode Island's Quality Rating and Improvement System, will ensure that we have a pipeline of high quality, community-based child care programs who will be in a strong position to apply to be state Pre-K sites as the Pre-K program expands to serve more children under 200% of the federal poverty line. The Department of Human Services has also worked hard to increase access to higher education/BA degrees for early learning teachers through our support of the TEACH scholarship program. Our strategic investments in child care quality have contributed to Rhode Island's readiness to hit the ground running to expand the state Pre-K program through this grant opportunity.

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As a member of the Rhode Island Early Learning Council, it is clear that this grant competition is a priority of the Council, which includes the "accelerated expansion of Rhode Island's high quality state Pre-K" as one of its core goals for increasing the access of low income children to high quality early learning programs.

I am happy to provide my ongoing leadership and support for Rhode Island's application for the Preschool Expansion Grants, and I hope that our application will receive the favorable review of our federal partners.

Sincerely,

(b)(6)

Sandra M. Powell
Director

State of Rhode Island and Providence Plantations
Rhode Island Department of Children, Youth and Families
Lincoln D. Chafee, Governor *Dr. Janice DeFrances, Director*

As active members of the community, we share a vision that all children, youth and families
reach their fullest potential in a safe and nurturing environment

October 8, 2014

Deborah Gist
Commissioner
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist,

On behalf of the Rhode Island Department of Children, Youth and Families (DCYF), I am writing to offer my strong support for Rhode Island's application for the Preschool Expansion Grants – a federal grant competition of the US Department of Education and the US Department of Health and Human Services. As a fellow member of the Rhode Island Early Learning Council, I have been focusing on the critical issue of increasing access to high quality early learning programs, including Pre-K, for young children who are in the care of DCYF.
This exciting grant opportunity will allow Rhode Island to accelerate its Pre-K expansion plan and will result in an immediate increase in access to this critically important, high quality program.

Brain research tells us that children that have been victims of trauma are more likely to enter school with developmental and cognitive delays. Children in the care of DCYF, including children living in foster care, would greatly benefit from increased access to the state Pre-K program. I am proud that Rhode Island has taken the approach of ensuring that its state Pre-K program is one of the highest quality programs in the nation. In fact, the RI Pre-K program is one of only four state pre-k programs to meet all of the NIEER quality benchmarks. We know that only high quality programs can achieve positive child outcomes.

This grant opportunity, which requires States to use the funding in order to increase access to Pre-K for young children under 200% of the federal poverty line (with a focus on children residing in high-needs communities), will result in the accelerated expansion of Rhode Island's high quality state Pre-K program. I pledge that DCYF will work closely with your department and our colleagues from the Rhode Island Early Learning Council to do outreach to foster families and other community partners to help connect children in the care of DCYF to the state Pre-K program as it expands.

It has been a pleasure to work closely with you and our state agency and community partners on the successful implementation of Rhode Island's Race-to-the-Top Early Learning Challenge grant. I am very excited about this new opportunity – through the Preschool

101 Friendship Street, Providence, Rhode Island 02903-Voice: (401) 528-3548 Fax: (401) 528-3590 - TDD: (401) 222-5803

Expansion Grants -- to build upon the hard work we have done to improve the quality of early learning programs by quickly and efficiently expanding the state's excellent mixed delivery system Pre-K program. This grant opportunity will have an immediate, positive impact on Rhode Island's young children, especially those who are low income and those who are in the care of DCYF.

I look forward to our continued work together, and I hope this grant application receives a favorable review from our federal partners.

Sincerely,

(b)(6)

Janice DeFrances, Ed.D.
Director, Rhode Island Department of Children, Youth and Families

Michael Fine, MD, Director

Department of Health
Three Capitol Hill
Providence, RI 02908-5097

TTY: 711
www.health.ri.gov

October 8, 2014

Deborah Gist
Commissioner
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist,

On behalf of the Rhode Island Department of Health, it is my pleasure to offer my strong support for Rhode Island's application for the US Department of Education and the US Department of Health and Human Services Preschool Expansion Grants. This exciting grant opportunity, which requires States to use the funding in order to increase access to Pre-K for young children under 200% of the federal poverty line, will result in the accelerated expansion of Rhode Island's high quality state Pre-K program and will help to improve the overall health, well-being and educational outcomes of the children who participate in this important program.

As you know, the RI Department of Health is working closely with the RI Department of Education, the Department of Human Services, the Department of Children Youth and Families, Rhode Island KIDS COUNT and other community partners to implement the Rhode Island Early Learning Challenge Grant. As part of that effort, the Department of Health has been working to significantly increase the number of young children who receive regular, comprehensive developmental screenings. In Rhode Island, we have a "whole child" view of school readiness, across the domains of early childhood development. We know that children's physical and mental health matters greatly to children's school readiness and success in school.

The Rhode Island Department of Health has also been the lead agency for Successful Start, Rhode Island's Early Childhood Comprehensive Systems Initiative. One of the key goals of Successful Start is to increase access to Rhode Island's early learning and development programs, including the state Pre-K program.

The Preschool Expansion Grant will provide the opportunity for Rhode Island to immediately accelerate its very high quality Pre-K program to serve more young children who live in families below 200% of poverty in our core cities and other high-needs communities. Rhode Island is ideally positioned for this grant opportunity because it has one of the highest quality state pre-k programs in the country. Since Rhode Island's Pre-K program uses a mixed delivery system whereby state Pre-K classrooms are implemented in community based child care programs, Head Start programs, and public schools through a competitive RFP process, our

state's intensive work during the last several years to increase the quality of early learning programs will provide the solid foundation of quality programs as sites for the expanded Pre-K program.

As the state Pre-K program expands, the RI Department of Health will work with the Department of Education to provide coaching to pre-k teachers so they can refer families in the Pre-K program who have younger siblings to comprehensive services.

I look forward to our continued work together to build a high quality early learning, health and development system for Rhode Island's young children and I am hopeful that Rhode Island will be able to accelerate the expansion of its high quality state Pre-K program through the Preschool Expansion Grant opportunity.

Sincerely,

(b)(6)

(b)(6)

Michael Fine, MD

THE
UNIVERSITY
OF RHODE ISLAND
OFFICE OF THE
PRESIDENT

THINK BIG WE DO

Green Hall, 35 Campus Avenue, Kingston, RI 02881 USA p: 401.874.4462 f: 401.874.7149 uri.edu/president

David M. Dooley, Ph.D.
President

October 2, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

As the State of Rhode Island's public learner-centered research university, the University of Rhode Island (URI) is committed to enriching the lives of all students in Rhode Island. Our undergraduate, graduate, and professional education, research, and outreach programs serve Rhode Island and beyond. We are committed to bringing together basic and applied research for the outreach, policy, and education needs of our State. The Federal Preschool Development Grants Program fits squarely within our goals of promoting: diversity, fairness, respect, and intellectual leadership.

While much has been done to improve the field of early childhood education, research on child development clearly shows that quality early childhood programs with teachers who hold a bachelor's degree and certification in early childhood education make a real difference in children's futures–educationally, socially, and economically. Grants that provide access for children from low-income families to early childhood education are essential to helping children enter kindergarten with the skills and knowledge to succeed.

I am pleased to offer our strong support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. The goal of the program to increase the number of High-Quality Preschool classrooms available for Rhode Island's youngest students is laudable.

Sincerely,

(b)(6)

David M. Dooley, Ph.D.
President

The University of Rhode Island is an equal opportunity employer committed to the principles of affirmative action.

RHODE ISLAND
COLLEGE

President

October 1, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

Rhode Island College (RIC) prides itself on being welcoming and affordable for a diverse population. The current freshmen class self-identified as being 37 percent ethnical/racial minorities. The population in Rhode Island is 27 percent racially and ethnically diverse. The majority of the students are still Pell eligible and first-generation. One of RIC's stated goals is being reached through activities in the campus strategic plan for 2014-2015 is to "contribute to improving the economic development and quality of life – intellectual, social and cultural – in the state of Rhode Island." Doing so means ensuring that all youngsters have the advantages of early childhood education. Surely extending and improving early childhood education through the grant will help our college, the RI Department of Elementary and Secondary Education (RIDE), and our state to reach this goal. RIC was created in 1854 as a normal school to prepare teachers. Although the college now has other schools and majors, teacher preparation - including early childhood programs - is still important to the mission of the college. We support and collaborate with RIDE whenever possible.

Therefore, on behalf of Rhode Island College, I am pleased to offer our strong support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. We are excited about the potential this funding opportunity presents to increase the number of high-quality preschool classrooms available for Rhode Island's youngest students.

Much has been done to improve the field of early childhood education over the past several years – most notably through the Race to the Top – Early Learning Challenge Grant. We are also aware, however, that the promise of the Early Learning Challenge cannot be fully realized until we can provide more children with access to high quality early learning opportunities. This grant, with its focus on improving access for children from low-income families, will help our state meet the needs of these students, help reduce persistent achievement gaps, and help provide every child with the best chance for success in school.

Providence, RI 02908-1991
(401) 456-8100
TTY/TDD via RI Relay: 1-800-745-5555

Rhode Island College wholeheartedly supports the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

President Nancy Carriuolo

(b)(6)

VPAA Ronald Pitt

COMMUNITY COLLEGE
OF RHODE ISLAND

Office of the President

October 2, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist:

On behalf of the Community College of Rhode Island, I am pleased to offer our strong support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. We are excited about the potential this funding opportunity presents to increase the number of High-Quality Preschool classrooms available for Rhode Island's youngest students.

Here at CCRI, we have partnerships with two preschool centers located at two of our four campuses. Imagine Preschool is at the Knight Campus in Warwick and Ready to Learn Providence is located at the Liston Campus in Providence.

The Rhode Island Department of Education has supported funding for Ready to Learn Providence to operate a Pre-Kindergarten Project since 2009. Pre-K classrooms adhere to 10 national benchmarks that help to ensure quality of teacher credentials, class size, staff-to-child ratios, and health screenings. The project is designed to demonstrate the value of high-quality early childhood education. The Pre-K students are chosen by lottery from the community that we serve.

The Warwick Pre-K program is operated by Imagine Pre-School and offers the same quality experience. CCRI offers up to five day care scholarships a semester to eligible CCRI students and their children. Both of the programs are used as Field Placement and Child Growth and Development skills observation sites for CCRI students who are enrolled in the Early Childhood program and as such has been a valuable resource.

We know that much has been done to improve the field of early childhood education over the past several years, especially since our state received the Race to the Top – Early Learning Challenge Grant. We are also aware, however, that the promise of the Early Learning Challenge cannot be fully realized until we can provide more children with access to high quality early learning opportunities. This grant, with its focus on improving access for children from low-income families, will help our state meet the needs of these students, help reduce persistent achievement gaps, and help provide every child with the best chance for success in school.

CCRI wholeheartedly supports the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

Ray M. Di Pasquale
President

Knight Campus

400 East Avenue, Warwick, RI 02886-1807 P: 401.825.2188 F: 401.825.2166

Rhode Island Association
of School Principals
www.riasp.org

October 1, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

As President of the Rhode Island of School Principals, I am pleased to offer enthusiastic and unequivocal support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. We are excited about the potential this funding opportunity presents to increase the number of High-Quality Preschool classrooms available for Rhode Island's youngest students.

We know that much has been done to improve the field of early childhood education over the past several years, especially since our state received the Race to the Top – Early Learning Challenge Grant. We are also aware, however, that the promise of the Early Learning Challenge cannot be fully realized until we can provide more children with access to high quality early learning opportunities. This grant, with its focus on improving access for children from low-income families, will help our state meet the needs of these students, help reduce persistent achievement gaps, and help provide every child with the best chance for success in school.

The Rhode Island Association of School Principals wholeheartedly supports the goals and strategies laid out in this application, and endorses its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

Donald Rebello,
President of the Rhode Island Association of School Principals
Principal of Mt. Hope High School

Bldg. #6 Rhode Island College • 600 Mt. Pleasant Ave. • Providence, RI 02908 • Tel. (401) 272-9811 ext. 19 • Fax (401) 272-9834

Rhode Island School Superintendents' Association

Katherine Sipala
President

Timothy P. Ryan Ph.D.
Executive Director

October 1, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist,

On behalf of the Rhode Island School Superintendents' Association (RISSA) I am pleased to offer our strong support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. We are excited about the potential this funding opportunity presents to increase the number of High-Quality Preschool classrooms available for Rhode Island's youngest students.

One of our strategic goals to increase equity and access to the highest quality public education for all students. Research shows that this begins with a quality early childhood experience.

We know that much has been done to improve the field of early childhood education over the past several years, especially since our state received the Race to the Top Early Learning Challenge Grant. We need to provide more children with access to high quality early learning opportunities. This grant, with its focus on improving access for children from low-income families, will help our state meet the needs of these students, help reduce persistent achievement gaps, and help provide every child with the best chance for success in school.

RISSA wholeheartedly supports the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

Katherine Sipala
President
Rhode Island School Superintendents' Association

Rhode Island College | Building #6 | 600 Mount Pleasant Avenue | Providence, RI 02908-1924
Phone: 401-272-9811 Ext. 20 Fax: 401-782-4417

RHODE ISLAND ASSOCIATION OF SCHOOL COMMITTEES

October 1, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

The Rhode Island Association of School Committees (RIASC) is a non-profit organization located on Rhode Island College Campus. RIASC is dedicated to developing the effectiveness of Rhode Island School Committee members in meeting their roles and responsibilities in promoting student achievement in safe and challenging learning environments, while playing a leading role in shaping and advocating public education policy at the local, state and national levels. RIASC provides school committee members professional development opportunities through its Leadership Academy.

On behalf of RIASC, I am pleased to offer our strong support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. We are excited about the potential this funding opportunity presents to increase the number of High-Quality Preschool classrooms available for Rhode Island's youngest students.

We know that much has been done to improve the field of early childhood education over the past several years, especially since our state received the Race to the Top – Early Learning Challenge Grant. We are also aware, however, that the promise of the Early Learning Challenge cannot be fully realized until we can provide more children with access to high quality early learning opportunities. This grant, with its focus on improving access for children from low-income families, will help our state meet the needs of these students, help reduce persistent achievement gaps, and help provide every child with the best chance for success in school.

RIASC wholehearted supports the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

Timothy C. Duffy
Executive Director

Building # 6 RIC Campus 600 Mt. Pleasant Avenue Providence, RI 02908-1991
tel: (401) 272-9811, Ext. 10 *fax:* (401) 272-9834

RHODE ISLAND
FOUNDATION

Lead, Transform, Inspire

October 3, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

The Rhode Island Foundation's mission is to meet the needs of the people of Rhode Island. Together with committed donors and capable community organizations, we seek to raise and address the most pressing issues of the day. In recent years, the Foundation has prioritized *educational success*. We believe Rhode Island's public education system can and should prepare every student for success in college, career and in life.

We know that success begins in the earliest years. That's why I am so pleased to offer our enthusiastic support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. This is a fantastic opportunity to expand access to our existing high quality pre-school program, and I offer my wholehearted support of Rhode Island's application.

As you know, Rhode Island's existing pre-school program meets all ten of the quality benchmarks of the National Institute for Early Education Research. Our policies regarding class size, program monitoring and teacher qualifications are among the strongest in the nation. Our mixed delivery system model is quickly emerging as a national best practice for service provision. And yet, despite these early successes, access to our program is limited, with only approximately 1% of eligible four year olds being served in a state supported program. This grant would invest in a proven program and help take a successful model to statewide scale, with a focus on improving outcomes for our state's most vulnerable children.

I offer my strong support for the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

Neil Steinberg
President & CEO

One Union Station, Providence, RI 02903 www.rifoundation.org 401 274-4564

One Union Station, Providence, RI 02903 www.rifoundation.org 401 274-4564

Annenberg Institute for School Reform
AT BROWN UNIVERSITY

October 8, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

On behalf of the Annenberg Institute for School Reform at Brown University, I am pleased to offer our strong support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. We are excited about the potential this funding opportunity presents to increase the number of High-Quality Preschool classrooms available for Rhode Island's youngest students.

We know that much has been done to improve the field of early childhood education over the past several years, especially since our state received the Race to the Top – Early Learning Challenge Grant. We are also aware, however, that the promise of the Early Learning Challenge cannot be fully realized until we can provide more children with access to high quality early learning opportunities. This grant, with its focus on improving access for children from low-income families, will help our state meet the needs of these students, help reduce persistent achievement gaps, and help provide every child with the best chance for success in school.

The Annenberg Institute wholeheartedly supports the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

Warren Simmons
Executive Director

Providence
Brown University
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LIVE UNITED
United Way
United Way of Rhode Island

October 1, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

On behalf of United Way of Rhode Island, I am pleased to offer our strong support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. We are excited about the potential this funding opportunity presents to increase the number of High-Quality Preschool classrooms available for Rhode Island's youngest students.

United Way of Rhode Island recognizes the critical role that high-quality early childhood education plays in the healthy development of children. For years, we have invested in early childhood programs to ensure children have access to these opportunities, and also provided funding to continue the state pre-kindergarten demonstration program when other funding was cut. In addition, United Way of Rhode Island was one of the original investors and developers of BrightStars, the state's quality rating system. As we move forward as an organization, we recognize the importance of access to high-quality pre-kindergarten for children and families, which is why we are pleased to support RIDE's application.

We know that much has been done to improve the field of early childhood education over the past several years, especially since our state received the Race to the Top – Early Learning Challenge Grant. We are also aware, however, that the promise of the Early Learning Challenge cannot be fully realized until we can provide more children with access to high quality early learning opportunities. This grant, with its focus on improving access for children from low-income families, will help our state meet the needs of these students, help reduce persistent achievement gaps, and help provide every child with the best chance for success in school.

United Way of Rhode Island enthusiastically supports the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

Anthony Maione
President and CEO

GIVE. ADVOCATE. VOLUNTEER.

The Rhode Island State
Council *of* Churches

100 Niantic Avenue, Suite 102
Providence, RI 02907
401-461-5558
Fax: 401-461-5233
risccc@councilofchurchesri.org
www.councilofchurchesri.org

The Rev. Dr. Donald C. Anderson,
Executive Minister
danderson@councilofchurchesri.org

Member Denominations
African Methodist Episcopal Church
African Methodist Episcopal Zion Church
American Baptist Churches USA
Church of God in Christ
Episcopal Church in the USA
Evangelical Lutheran Church in America
Presbyterian Church (USA)
Religious Society of Friends
Rhode Island Orthodox Clergy Fellowship
Salvation Army
The United Church of Christ
Unitarian Universalist Association of Congregations
United Methodist Church

Local Members
Church Women United
Council of Nigerian Ministers
Hispanic Ministerial Association of Rhode Island
Ministers' Alliance of Rhode Island
Social Service Churches New England
Universalist Church of Rhode Island

Rhode Island State Council *of* Churches

October 1, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

The Rhode Island State Council of Churches is composed of 12 member denominations, various ministers associations and individual churches in the state of Rhode Island. We work together for the common good seeking a more just and fair society for all people, but with a particular concern for those persons living near or below the poverty line.

On behalf of Rhode Island State Council of Churches, I am pleased to offer our strong support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. We are excited about the potential this funding opportunity presents to increase the number of High-Quality Preschool classrooms available for Rhode Island's youngest students.

We know that much has been done to improve the field of early childhood education over the past several years, especially since our state received the Race to the Top – Early Learning Challenge Grant. We are also aware, however, that the promise of the Early Learning Challenge cannot be fully realized until we can provide more children with access to high quality early learning opportunities. This grant, with its focus on improving access for children from low-income families, will help our state meet the needs of these students, help reduce persistent achievement gaps, and help provide every child with the best chance for success in school.

The Rhode Island State Council of Churches wholehearted supports the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children.

(b)(6)

Sincerely,

(b)(6)

Rev. Dr. Don Anderson
Executive Minister

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN™

Rhode Island Chapter

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Mailing Address:
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PO Box 20365
Cranston, RI 02920

Chapter Web site: www.caap.org

October 3, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist:

The Rhode Island Chapter of the American Academy of Pediatrics, a professional organization, representing over 225 practicing pediatricians in private practices, ambulatory health centers and hospitals throughout the state. The Chapter is dedicated to the principle of a meaningful and healthy life for every child. As an organization of physicians who care for infants, children, adolescents, and young adults, the Chapter seeks to encourage and assist its members in its efforts to meet the overall health needs of children and youth, by providing support and counsel to others concerned with the well-being of children, their growth and development, and by serving as an advocate for children and their families within the community at large.

As you are aware, the Chapter is engaged with the Rhode Island Department of Education and Department of Health in a "Race to the Top" initiative to identify children with developmental disabilities in pediatric practices throughout the state. We have also worked closely with the Department over the past few years in improving health services through education and support of the state's school physicians, and we fully support early education as a means of improving our children's health.

We know that much has been done to improve the field of early childhood education over the past several years, especially since our state received the Race to the Top – Early Learning Challenge Grant. The Chapter is also aware, however, that the promise of the Early Learning Challenge cannot be fully realized until we can provide more children with access to high quality early learning opportunities.

On behalf of our Chapter, I am pleased to offer our strong support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. We are excited about the potential this funding opportunity presents to increase the number of High-Quality Preschool classrooms available for Rhode Island's youngest students.

This grant, with its focus on improving access for children from low-income families, will help our state meet the needs of these students, help reduce persistent achievement gaps, and help provide every child with the best chance for success in school.

The Rhode Island Chapter wholeheartedly supports the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

Ailis Clyne, M.D., FAAP
President
American Academy of Pediatrics
Rhode Island Chapter

C: N Scott-Alexander, M.D, FAAP

LISC

Helping neighbors build communities

October 1, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

On behalf of the Local Initiatives Support Corporation, I am pleased to offer our strong support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. We are excited about the potential this funding opportunity presents to increase the number of high-quality preschool classrooms available for Rhode Island's youngest students.

The Local Initiatives Support Corporation (LISC) is dedicated to helping community residents transform distressed neighborhoods into healthy and sustainable communities of choice and opportunity – good places to work, do business and raise children. As the nation's largest community development financial intermediary, LISC mobilizes corporate, government and philanthropic support to meet local community needs. LISC recognizes quality educational opportunities as one of the foundational building blocks in creating strong communities. Further, LISC knows that access to quality education in a child's youngest years of life is absolutely essential. Through our work in administering a state-wide child care and early learning facilities fund in Rhode Island, LISC is acutely aware of the need for increased opportunities for access to quality early learning opportunities, particularly for our state's most vulnerable children.

LISC is pleased to be a member of the Governor's Early Learning Council. We recognize and appreciate the leadership shown by the Rhode Island Department of Education in creating systems that position Rhode Island as a leader in the field of early learning. The work that has been done to improve the field of early childhood education in Rhode Island over the past several years, especially since our state received the Race to the Top – Early Learning Challenge Grant is noteworthy. We are also aware, however, that the promise of the Early Learning Challenge cannot be fully realized until we can provide more children with access to high quality early learning opportunities. This grant, with its focus on improving access for children from low-income families, will help our state meet the needs of these students, help reduce persistent achievement gaps, and help provide every child with the best chance for success in school. We look forward to continuing to work on partnership with the state to implement the goals and strategies laid out in this application. We are excited about the enormous potential this application presents to improve the lives and education of Rhode Island's most vulnerable children.

Sincerely,

(b)(6)

Jeanne Cola, Executive Director
LISC – Rhode Island

LOCAL INITIATIVES SUPPORT CORPORATION
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Phone 401 331 0131 • Fax 401 861 8866 WWW.RILISC.ORG

RI-CAN

GREAT SCHOOLS CHANGE EVERYTHING

October 3, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

On behalf of RI-CAN, I am pleased to offer our strong support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. We are excited about the potential this funding opportunity presents to increase the number of High-Quality Preschool classrooms available for Rhode Island's youngest students.

RI-CAN is an education advocacy organization working to promote smart public policies to ensure that every Rhode Island child has access to a high-quality education regardless of their address. The five principles that guide are work are: to start earlier; expand choices; aim higher; cultivate talent; and reach everyone. One of RI-CAN's policy priorities over the past several years has been to increase access to full-day kindergarten in our state. Here in Rhode Island, the percentage of kindergartners enrolled in full-day kindergarten has more than tripled since 2000. We are very proud of the investments our state has made to help our youngest learners, but believe that more can and should be done.

Since our state received the Race to the Top – Early Learning Challenge Grant, we've seen amazing programs take shape and opportunities for children expand across the state. However, the promise of the Early Learning Challenge cannot be fully realized until we can provide more children with access to high quality early learning opportunities. This grant, with its focus on improving access for children from low-income families, will help our state meet the needs of these students, help reduce persistent achievement gaps, and help provide every child with the best chance for success in school.

RI-CAN wholehearted supports the application and efforts to provide high-quality early learning opportunities to the children of Rhode Island.

Sincerely,

(b)(6)

Christine Lopes Metcalfe
Executive Director

RIPIN

October 1, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

On behalf of the Rhode Island Parent Information Network Inc. (RIPIN) I am pleased to provide this letter of support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. RIPIN and the 40,000 families and children with special health care needs and disabilities which we serve each year are excited about the potential this funding opportunity presents to increase the number of High-Quality Preschool classrooms available for Rhode Island's youngest students.

RIPIN assists individuals, families and children to achieve their goals for health, education and socio-economic well-being through the provision of information, education, training and support to families and consumers throughout the state. RIPIN is also the federally designated Parent Training Information Center (PTIC) which recognizes the value of early intervention and educational programs to low income families.

We know that much has been done to improve the field of early childhood education over the past several years, especially since our state received the Race to the Top – Early Learning Challenge Grant. RIPIN has an Early Intervention program that includes parent consultants at locations throughout the state and we are also aware that the promise of the Early Learning Challenge cannot be fully realized until we can provide more children with access to high quality early learning opportunities. This grant, with its focus on improving access for children from low-income families, will help our state meet the needs of these students, help reduce persistent

RIPIN

achievement gaps, and help provide every child with the best chance for success in school.

RIPIN wholehearted supports the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

Stephen Brunero
Executive Director
Rhode Island Parent Information Network

CSEA
Center for Southeast Asians
www.cseari.org

October 6, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

The Center for Southeast Asians(CSEA) is the only organization comprehensively serving the needs of approximately 20,000 Southeast Asian immigrants and refugees living in Rhode Island. They come mostly from Cambodia, Laos, Hmong and Vietnam. CSEA is a statewide non-profit providing a hub of social services and is regarded by Southeast Asian communities as their primary support system for help in navigating state's governmental, healthcare, human services, legal and financial services system.

On behalf of our Board of Directors, staff, and community, I am pleased to offer our strong support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. We are excited about the potential this funding opportunity presents to increase the number of High-Quality Preschool classrooms available for Rhode Island's youngest students.

We know that much has been done to improve the field of early childhood education over the past several years, especially since our state received the Race to the Top – Early Learning Challenge Grant. We are also aware, however, that the promise of the Early Learning Challenge cannot be fully realized until we can provide more children with access to high quality early learning opportunities. This grant, with its focus on improving access for children from low-income families, will help our state meet the needs of these students, help reduce persistent achievement gaps, and help provide every child with the best chance for success in school.

I am pleased to offer my supports the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

Channavy Chhay
Executive Director

270 Elmwood Avenue
Providence, Rhode Island 02907
Phone: 401.274.8811 Fax: 401.274.8877

727 Front Street, Suite 110
Woonsocket, Rhode Island 02895
Phone: 401.762.0313 Fax: 401.762.1159

NAACP PROVIDENCE BRANCH
PO BOX 5767
PROVIDENCE, RI 02903

October 2, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

The Providence Branch NAACP is known for its leadership in changing the course of history. We stand at the crossroads of change and champion causes with courage, determination, wisdom, and tenacity. Our mission is the same as the National NAACP:To Stand For Freedom. The NAACP works successfully with allies of all races who believe in and stand for the principles on which the organization was founded.

On behalf of Providence Branch NAACP, I am pleased to offer our strong support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. We are excited about the potential this funding opportunity presents to increase the number of High-Quality Preschool classrooms available for Rhode Island's youngest students.

We know that much has been done to improve the field of early childhood education over the past several years, especially since our state received the Race to the Top – Early Learning Challenge Grant. We are also aware, however, that the promise of the Early Learning Challenge cannot be fully realized until we can provide more children with access to high quality early learning opportunities. This grant, with its focus on improving access for children from low-income families, will help our state meet the needs of these students, help reduce persistent achievement gaps, and help provide every child with the best chance for success in school.

The Providence Branch NAACP wholehearted supports the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children.

Sincerely (b)(6)

(b)(6)

Jim Vincent, President
Providence Branch NAACP

latino policy institute
AT ROGER WILLIAMS UNIVERSITY

October 1, 2014

Commissioner Deborah A. Gist

Rhode Island Department of Elementary and Secondary Education

255 Westminster Street

Providence, RI 02911

Dear Commissioner Gist,

The Latino Policy Institute (LPI) is committed to generating and communicating non-partisan data of Latinos in Rhode Island. LPI strives to stimulate public policy discourse and enhance the public's understanding of the Rhode Island Latino experience. With this information, Latinos' social, economic and civic contributions to the state can be better documented, understood and engaged.

On behalf of the Latino Policy Institute at Roger Williams University, I am pleased to offer our strong support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. We are excited about the potential this funding opportunity presents to increase the number of High-Quality Preschool classrooms available for Rhode Island's youngest students.

Last August, LPI released "Latino Students in Rhode Island: A Review of Local and National Performances," with the sole purpose of bringing to light the challenges facing Latino students in today's academic setting. The report found that Rhode Island's Latino-white student achievement gaps are among the worst in the country and that the challenges found are systemic and require vision and intentional change.

With three out of four students in the core urban communities of Providence, Pawtucket and Central Falls being Latino, Rhode Island has to account for the changing demographics. Recommendations were made in the report to move forward and manage these challenges. We see this application as a direct response to our findings.

Latino Policy Institute at Roger Williams University • 150 Washington Street Providence, Rhode Island, 02903
Tel 401.276.4808 • Fax 401.276.4803 • lpi@rwu.edu • lpi.rwu.edu • @LPIRWU

We know that much has been done to improve the field of early childhood education over the past several years, especially since our state received the Race to the Top – Early Learning Challenge Grant. We are also aware, however, that the promise of the Early Learning Challenge cannot be fully realized until we can provide more children with access to high quality early learning opportunities. This grant, with its focus on improving access for children from low-income families, will help our state meet the needs of these students, help reduce persistent achievement gaps, and help provide every child with the best chance for success in school.

LPI@RWU wholehearted supports the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

Anna Cano Morales

Director, Latino Policy Institute at Roger Williams University

Latino Policy Institute at Roger Williams University • 150 Washington Street Providence, Rhode Island, 02903
Tel. 401.276.4808 • Fax 401.276.4803 • lpi@rwu.edu • lpi.rwu.edu • @LPIRWU

ANGEL TAVERAS
Mayor

SUSAN F. LUSI, PH.D
Superintendent

Providence Schools

Providence Public School District
Office of Superintendent
797 Westminster Street
Providence, RI 02903-4045
tel. 401.456-9211
fax 401. 456-9252
www.providenceschools.org

October 1, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

On behalf of Providence Public Schools, I am pleased to offer my enthusiastic support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. I am excited about the potential this funding opportunity presents to ensure a High-Quality Preschool education for more of our Providence's youngest students.

As an educator, I know well that an important first step in making sure that every child has the best chance for success in school is to provide equal access to high quality early learning opportunities. The focus of Rhode Island's Expansion Grant application, to accelerate access for children from low-income families, is particularly relevant to Providence, the largest school district in the state, serving approximately 24,000 students among 39 traditional public schools. Our schools are diverse learning communities; approximately 65% of our students are Hispanic, 17% Black, 9% White, 5% Asian, 3% Multi-Racial and 1% Native American. Nearly 19% of students are English Language Learners (ELL) and about 16% of students receive special education services. Additionally, roughly 88% of students qualify for free or reduced-priced meals, indicating widespread student and family poverty.

This grant will help Providence and our state meet the needs of these students and help reduce persistent achievement gaps. I am fully committed to working collaboratively with you to bring this opportunity to our students.

As Superintendent of the Providence school district, I wholehearted support the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

(b)(6)

Susan F. Lusi
Superintendent

An Equal Opportunity Employer. The Providence School Department does not discriminate on the basis of race, age, sex, religion, sexual orientation, gender identity or expression, national origin, color, disability or veteran status. Vision: The Providence Public School District will be a national leader in educating urban youth. Mission: The Providence Public School District will prepare all students to succeed in the nation's colleges and universities, and in their chosen professions.

Pawtucket School Department
Administration Building
286 Main Street, PO Box 388
Pawtucket, Rhode Island 02862-0388
Phone: (401) 729-6300 Fax: (401) 729-6334 TDD (401) 729-6338

Patricia DiCenso
Superintendent

October 6, 2014

Commissioner Deborah Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist:

I am writing to express my strong support for Rhode Island's Preschool Expansion Grant application. Pawtucket Public Schools is an urban district serving over 9,000 students. Seventy-eight percent of the district is eligible for subsidized lunch. Eleven percent of the student population received ESL services last year and fourteen percent of the students received special education services.

Pawtucket is excited about the opportunity to expand our preschool classrooms. We believe that these expanded services will provide the educational foundation to allow our students to succeed in school.

Pawtucket Public Schools is interested in introducing new preschool classrooms into our district. We are looking at various options including working with community partners. This preschool will allow us to expand our services for children with high needs in our district. We fully support using the new Early Learning Standards in these classrooms. Our district also plans to take advantage of the professional development opportunities that will be available with these grant funds.

We have a strong history of working collaboratively with the Rhode Island Department of Education. Our district is excited about the possibilities of expanding preschool in Pawtucket.

Sincerely,

(b)(6)

Patricia DiCenso
Superintendent

The Pawtucket School Department does not discriminate on the basis of age, sex, race, religion, national origin, color or disability in accordance with applicable laws and regulations.

DR. FRANCES GALLO
Superintendent

Ella Risk School- Dexter Street • Central Falls, RI 02863 • Telephone: 401.727.7700 • Fax: 401.727.7722

October 3, 2014

Commissioner Deborah Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, Rhode Island 02903

Dear Commissioner Gist,

I am writing to express my strong support for Rhode Island's Preschool Expansion Grant application on behalf of the ***Central Falls School District (CFSD)***. Captain Hunt Early Learning Center, part of the Central Falls School community, currently provides preschool education for 130 children, ages 3 to 5 years old. Because 90% of our early learners are from low income households, 75% are English language learners and approximately 48% of the children enrolled have identified disabilities, it is crucial for them to be afforded the opportunity to experience preschool. The ability to form these young minds, at the earliest age, directly affects their level of achievement, not only academically but throughout their lives. It is through education that we can help to break the cycle of poverty.

I am particularly excited about the Preschool Expansion Grant funds because Central Falls currently has over 75 students on a waiting list. This list is similar in length to the waiting list that we had last year and the year prior. If our community were to be able to utilize expansion dollars, we would be able to open more preschool classrooms and potentially serve all 75+ children and their families within our Captain Hunt early learning community. This tier one opportunity of preschool education would give the children a foundation that will prepare not only them, but their entire family to be and feel successful in Kindergarten and beyond.

We know that our current preschool students, regardless of socioeconomic status, disability or language barrier, are as prepared as possible for Kindergarten because our classrooms meet all ten of the National Institute for Early Education Research's (NIEER) quality benchmarks. Those essential ingredients include: highly qualified teachers, certified by the Rhode Island Department of Education and who have participated in RIELDs courses; preschool class sizes that do not exceed 18 students *and* classroom spaces indoors and out that are safe and offer developmentally appropriate learning opportunities; curriculum that is aligned with the Rhode Island Early Learning and Development Standards and is informed by systematic ongoing assessment.

We utilize Teaching Strategies Gold and encourage 'Family Engagement.' This engagement is focused to support children's learning and development; it is nurtured by the Incredible Years program, under the umbrella of our WE ARE A VILLAGE/i3 grant. *(The grant facilitates a number of opportunities which support 'family engagement'. Those opportunities include: regular*

The Central Falls District does not discriminate on the basis of age, sex, race, religion, national origin, color or disability in accordance with applicable laws and regulations.
PR/Award # S419B150033

Parent Leadership classes, Parent University, a parent hub/comfortable, welcoming space within the school for parents, Dina School for children who exhibit negative behaviors in school & Family Check-up (an intensive weekly program that helps families in crisis.) Concurrently, the University of Rhode Island implements the Second Step program for our Pre-Kindergarten students, while simultaneously offering the *Second Step Parenting program* to all preschool parents/guardians.

Our school Principal is an effective and informed ECE program leader who regularly observes, supervises and supports the growth and development of the teaching staff, as well as the implementation of effective curriculum, assessment and family engagement plans. All program staff coordinate family engagement with our community partners, such as Children's Friend, Bradley Hospital and Progreso Latino. This year, we are furthering our collaboration with Children's Friend by housing their Head Start program for 36 preschoolers in need in our Kindergarten building, the Robertson Elementary School.

The ongoing collaboration with these agencies supports effective transitions for children & families in need. It offers access to before & afterschool care and positive transitions to Kindergarten for, not only the children in our own preschool program, but those students who are enrolled in PreK programs operated by our community partners. For instance, last year we helped children transition to Kindergarten through various events which included: visits to the Kindergarten building on a school bus, Movie Night with families at the Kindergarten building, Parent Meetings at local centers (our community partners) with the Principal, and a BBQ in the summer for all families who were attending in the Fall. These opportunities greatly benefited the families. All this contributed to the largely successful beginning of the school year for our Kindergarteners.

To help evaluate our strengths and areas of improvement, our program has just recently been visited by ***Brightstars***. Our program strengths will soon be defined within the quality improvement system defined by ***Brightstars***. (We are currently awaiting our star rating.) In the meantime, our teachers are excited by the professional development opportunities offered by the state. Three new Captain Hunt teachers, albeit certified, are enrolled in the first RIELDs course. Eleven other educators have submitted a proposal to the district to have the RIELDs Next Step 9-hour refresher class offered on site in December. Those same teachers even approached our community partner, Children's Friend, about the refresher class and are excited to take the *Next Steps* class with our community colleagues.

Many of those same teachers have already met with Professor Carolyn Obel- Meyer who will be teaching a Rhode Island College course on early literacy at our early learning center. Our school district is the Innovation Lab, a partnership between the CFSD and Rhode Island College where many of our state's teachers receive their teacher preparation. Not only do our teachers have the opportunity to share their methods with student teachers, but they have the opportunity to reflect on their effectiveness within a professional community, defined as such by Professor Carolyn within her course work.

All of these indicators represent our effectiveness as a preschool community: *our work with our families, who happen to predominantly be low-income, who speak another language at home; our*

work with community partners; our work with children with disabilities within our inclusive preschool community; our use of Teaching Strategies Gold; our love of meaningful professional development; our educated faculty; our well organized, safe classrooms and our thoughtful curriculum, based upon RIELDs.

Fred Rogers said, "The roots of a child's ability to cope and thrive, regardless of circumstance, lie in that child's having had at least a small, safe place (an apartment, a room, a lap) in which, in the companionship of a loving person, that child could discover that he or she was lovable and capable of loving in return. If a child finds this during the first years of life, he or she can grow up to be a competent, healthy person." I believe strongly, and with conviction, that Rhode Island's Preschool Expansion Grant will enable our high-quality, integrated preschool within our Early Learning Center Programming to be that small, safe beginning place for 75 plus children.

I wholeheartedly support this application.

Most Sincerely,

(b)(6)

Frances Gallo

NEWPORT PUBLIC SCHOOLS
Colleen Burns Jermain
Superintendent of Schools

15 Wickham Road • Newport, Rhode Island 02840-4232
Tel 401.847.2100 ext. 212 • Fax 401.849.0170 • colleenjermain@npsri.net

October 4, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

On behalf of Newport Schools, I am pleased to offer my enthusiastic support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. I am excited about the potential this funding opportunity presents to ensure a High-Quality Preschool education for more of Rhode Island's youngest students.

As an educator, I know well that an important first step in making sure that every child has the best chance for success in school is to provide equal access to high quality early learning opportunities. The focus of Rhode Island's Expansion Grant application, to accelerate access for children from low-income families, is particularly relevant to Newport, where 60% of our students are on free and reduced lunch, 17% of our students in grades K-3 are chronically absent, and there are 21% of our students enrolled in special education according to the 2013 Kids Count data. This grant will help Newport and our state meet the needs of these students and help reduce persistent achievement gaps. It will help allow our students with social emotional needs to receive supports sooner and better prepare our students for Kindergarten. I am fully committed to working collaboratively with you to bring this opportunity to our students.

As Superintendent of the Newport school district, I wholehearted support the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's children. Newport is very excited to move forward on this initiative.

Sincerely,

(b)(6)

Colleen Burns Jermain
Superintendent of Newport Schools

East Providence School Department

145 TAUNTON AVENUE
EAST PROVIDENCE, RHODE ISLAND 02914-4505

KIM MERCER
SUPERINTENDENT OF SCHOOLS

JULIE MOTTA
Assistant Superintendent of Schools

October 1, 2014

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02911

Dear Commissioner Gist,

On behalf of the East Providence School Department, I am pleased to offer my enthusiastic support for Rhode Island's application for the Preschool Development Grants Program – Expansion Grants. I am excited about the potential this funding opportunity presents to ensure a High-Quality Preschool education for more of Rhode Island's youngest students.

As an educator, I know full well that an important first step in making sure that every child has the best chance for success in school is to provide equal access to high quality early learning opportunities. The focus of Rhode Island's Expansion Grant application, to accelerate access for children from low-income families, is particularly relevant to East Providence. Our district currently has an average poverty rate of fifty-two percent, six percent of our students are English Language Learners and seventeen percent of our students receive special education services. This grant will help the East Providence School Department and our state meet the needs of these students and help reduce persistent achievement gaps. I am fully committed to working collaboratively with you to bring this opportunity to our students.

As Superintendent of the East Providence School Department, I wholeheartedly support the goals and strategies laid out in this application and its potential to improve the lives and education of Rhode Island's youngest children.

Sincerely,

(b)(6)

Kim Mercer

Superintendent of Schools

September 30, 2014

Children's FRIEND

Making a difference... one child at a time.

CHAIRMAN
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VICE CHAIRMAN
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David Caprio

CONTACT
153 Summer Street
Providence, RI 02903

401.276.4300.p
401.331.3285.f
401.729.5899.tdd

childrensfriendri.org

Commissioner Deborah Gist
RI Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist:

I am writing to express my strong support for RI's Preschool Expansion Grant application.

Children's Friend is RI's first child-serving nonprofit agency, providing services for children and families in need for 180 years. Guided by our mission, Children's Friend is the innovative leader in improving the well-being and healthy development of RI's most vulnerable young children. In 2013, over 31,500 individuals received services from the agency, and 96% had incomes below the federal poverty level.

Through our Head Start and Child Care programs, we provide culturally-relevant and comprehensive early care and education services to over 1,100 infants, toddlers, and preschoolers living in RI's neediest communities. Of these over 1,100 children, nearly 100% are low-income, and approximately 60% are English Language Learners, 12% have a disability, and 6% are homeless. We are dedicated to ensuring that these high-need children receive a robust and high-quality program, and are actively participating in the state's initiatives, including participating in BrightStars, aligning our teaching practices with the RI Early Learning and Development Standards, and using Teaching Strategies Gold. We also provide Early Head Start, Early Intervention, Nurse-Family Partnership, Healthy Families America, and First Connections services, serving over 2,500 high-need pregnant women, infants, and toddlers annually.

We are excited about the possibility of the state expanding its capacity to provide High Quality Preschool Classrooms. Through our work with the most vulnerable young children in the state, we know first-hand how desperately high-quality state-funded preschool programs are needed and the difference these programs can make for the neediest of children. We wish RI success in its application, and look forward to our continued work together.

Sincerely,

(b)(6)

David Caprio
President and Chief Executive Officer

The Children's Workshop

www.ChildrensWorkshop.com

Margaret M. Teller
President & CEO
45 Industrial Rd., Suite 100
Cumberland, RI 02864
Phone 401-334-0100 x 301
Fax 401-335-4545

October 1, 2014

Commissioner Deborah Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist:

I am writing to express my strong support for Rhode Island's Preschool Expansion Grant application.

The Children's Workshop operates 12 early childhood education centers across Rhode Island. We serve children of all backgrounds and of various economic standing; because our schools serve so many communities I truly believe our population is a perfect reflection of the larger Rhode Island population. Among our students are children who would greatly benefit from the expansion of the number of Rhode Island's High Quality Preschool classrooms, including children who are from low income earning families, children with disabilities, children who are homeless, children who speak little or no English, and children who are in need of additional resources and services. Three of our twelve schools are currently rated through BrightStars with all nine other programs in the process of receiving their rating. We are also seeking NAEYC accreditation at all of our schools to further demonstrate our commitment to the highest level of quality care and education.

We would welcome the opportunity to participate in the Preschool Expansion should Rhode Island be awarded this grant in order to further our mission of providing high quality education and care to all families in Rhode Island regardless of their background or ability to pay.

We are also committed to helping build relationships with the local school systems so that our children experience a seamless transition from PreK to Kindergarten and expanding our existing relationships with community partners to offer more programs and services to Rhode Island's children. We are committed to implementing RIELDS in our classrooms and would love to offer classrooms through this grant should we have the capacity at the time the grant is awarded and should we be selected as a grant recipient.

Thank you for this opportunity! If there is anything I or my organization can do to support this grant or your department, please do not hesitate to contact me.

Sincerely,

(b)(6)

Margaret M. Teller
President & CEO

Meeting Street

October 3, 2014

Commissioner Deborah Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist:

On behalf of Meeting Street, I am writing to express my strong support for the Rhode Island Department of Education's Preschool Expansion Grant application.

As a past and future applicant of the Rhode Island Prekindergarten (Pre-K) Grant Program, we are excited by the prospect of linking our ongoing work in Early Childhood Education with this important expansion initiative. Operating a Pre-K classroom funded by the Rhode Island Department of Education (RIDE) is wholly aligned with both our mission and our agency-wide strategy to offer comprehensive early childhood development services to help Rhode Island children enter school healthy and ready to learn. Operating state-funded Pre-K classrooms would complement and bolster our Early Intervention, Early Head Start, and Olneyville Early Childhood Initiative, as well. Three of Meeting Street's signature programs, all are designed to promote the healthy development of children at greatest risk for poor educational and developmental outcomes.

Since our founding in 1946, Meeting Street has been on the vanguard of educational best practice for children with special needs. We have also served as pioneers of inclusive education. Known for its innovative and holistic approach to Early Childhood Education, Meeting Street's Early Learning Center became the first fully inclusive early learning center in the country accredited by the National Association for the Education of Young Children (NAEYC). Since then, assessment after assessment has provided evidence of our effectiveness, and parents frequently report that their children have entered kindergarten programs ahead of their peers.

In addition to using an evidence-based curriculum, standardized assessments, and highly qualified, RIDE-certified staff, our education programs are based on partnerships – with parents and community organizations. Parent involvement is a critical component of our work, which is why we are training our staff in Harvard University's Brazelton Touchpoints approach – to help us work even more effectively with families to better understand and support their child's development. Our work with community partners connects our children and their families with critical resources, whether special education support, transition to kindergarten assistance, or access to resources related to the challenges of urban living.

Meeting Street 1000 Eddy Street Providence, RI 02905
Tel 401.533.9100 **Fax** 401.533.9101 **www.meetingstreet.org**

As part of our support of the state's application, Meeting Street would look to make an initial commitment of introducing two to three additional Pre-K classrooms in the Providence Area. With our recent work in the Olneyville community, building seamless transitions for young children from Pre-K to Kindergarten, Meeting Street could offer its expertise in creating community partnerships to expand services for children with high needs, in particular, children from low-income households, English Language Learners, and children with developmental delays/disabilities.

I am pleased to support RIDE's Preschool Expansion Grant application and look forward to the prospect of working with the Department and its partners on further growing the state's preschool program.

Sincerely,

(b)(6)

John M. Kelly
President

READY

READY TO LEARN PROVIDENCE

October 3, 2014

Commissioner Deborah Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist:

I am writing to express my strong support for Rhode Island's Preschool Expansion Grant application.

Ready to Learn Providence works with early childhood educators and families to advance our vision that all children will be healthy and ready to learn. With this vision, Ready to Learn Providence improves the educational and health outcomes of young children in Rhode Island through professional development, community engagement, research and direct service. We partner with families, educators and policymakers to promote best practices in early childhood education and healthy development.

We currently operate two Pre-K classrooms that are part of our state-funded pre-k initiative. One classroom is located on the campus of our local community college and the second is offered in partnership with another community based organization. Both are committed to providing a high quality education to young children in an environment that is developmentally appropriate and supportive to families. We are excited about the opportunity to expand access to high quality early education to our state's most vulnerable children and we look forward to continuing our partnership with the RI Department of Education to build and expand a system of early education that meets the needs of all children and families.

Ready to Learn Providence is interested in increasing the number of pre-k classrooms that we operate in partnership with other community based early learning centers. We bring a deep understanding of the RI Early Learning and Development Standards, the educator core knowledge and competencies, and the BrightStars framework, allowing us to support programs as they develop the capacity to offer high quality programming. We also work in partnership with Providence Public Schools and can help to build seamless transitions from early learning programs to public school kindergartens.

We look forward to working with our partners and colleagues at the Rhode Island Department of Education to realize our state's vision that all children will have access to high quality pre-k.

Sincerely,
(b)(6)
Leslie Gell
Director

Woonsocket Head Start
Child Development Association, Inc.

204 Warwick Street
Woonsocket, RI 02895
401.769.1850
401.769.1854
www.whscda.org

October 3, 2014

Commissioner Deborah Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist:

I am writing to express my strong support for Rhode Island's Preschool Expansion Grant application. As a 5 star BrightStars rated Agency that has been in operation for 40 years in the City of Woonsocket, offering Head Start, Child Care and state funded Pre-K programs, we are a clear leader in providing excellent educational and comprehensive services to low income children and families.

Our agency's mission of "building enduring partnerships with families and the community through comprehensive Early Childhood Education that improves the lifelong outcomes for the children we serve" puts us in a perfect position to support the expansion of services to Children with High Needs in Woonsocket.

Our agency continues to work closely with the Woonsocket School Department to improve Kindergarten Readiness and the transition from Preschool to Kindergarten. Annually, we hold "Meet the Principal" events which increase the number of children experiencing a seamless transition to Kindergarten. We also hold Kindergarten registration at all 3 of our Head Start Program Centers which, this year, resulted in a significantly higher rate of Kindergarten registration prior to the first day of school. This enabled the school department to successfully transition these children into the appropriate neighborhood schools and classrooms.

According to data collected by the U.S. Census Bureau, American Community Survey, among the 6 New England states, Rhode Island has the greatest percentage of its children living in poverty and Woonsocket is the second poorest community in the State. At this time, we can offer our high quality, comprehensive early childhood services to only about half of the children heading to Kindergarten in Woonsocket each year. Current research shows that increasing access to high quality preschool programs for at-risk children from low income families can help prevent achievement gaps in reading and math during a child's educational career. For the children of the City of Woonsocket that we cannot currently serve, increased access to a high quality Pre-K experience will not only improve their readiness to succeed in Kindergarten but will also enhance their chances of success throughout their years in school.

Education is a powerful tool to be used for breaking the cycle of poverty. Feeling successful in school will keep kids in school. Graduating from high school will give them the chance they deserve to become contributing members of society.

We look forward to a successful implementation of these funds and are committed to expanding Pre-K classrooms in the City of Woonsocket.

Sincerely,

(b)(6)

Mary Varr

Executive Director

Capital City Community Centers

Smith Hill Early Childhood Learning Center
25 Danforth Street
Providence, RI 02908
Phone: 401 455 3890
Fax: 401-861-0656

Lillian Feinstein Senior Center
1085 Chalkstone Ave.
Providence, RI 02908
401-455-3888
Fax: 401-455-3308

Cap City Food Pantry
Tavares Center
263 Chad Brown St.
Providence, RI 02908
401-455-3890

October 3, 2014

Commissioner Deborah Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist:

I am writing to express my strong support for Rhode Island's Preschool Expansion Grant application.

Capital City Community Centers' Smith Hill Early Childhood Learning Program (SHECLC) provides high-quality licensed child care in Providence. The program is a BrightStars 4-star rated program, and was recently awarded a 3-year United Way grant and two Pre-K classrooms through the RI Department of Education. Our Center is licensed by DCYF to serve 12 toddlers and 90 preschool children. In fiscal year 2014, SHECLC served 103 children. SHECLC, located in the heart of Smith Hill, provides childcare to primarily low-income, culturally-diverse children ages 18 months to 5 years; 97% of our families are considered to have low to very low incomes with only 3% having a moderate income; 48% are of Hispanic ethnicity, 29% are Black and 28% multi-racial.

We have been working closely for the past three years with the RI Department of Education, striving to improve the quality of our early childhood program. Our goal is to provide culturally competent services using evidence-informed practices so that our young children who are challenged with high risk factors develop a strong foundation for learning.

We are excited to be supporting the expansion of High Quality Preschool Classrooms through our commitment to opening additional classrooms in our urban environment where predominantly low income and minority children live, working with other community members to wrap services around our families, continuing to include children with learning differences in our classrooms, advancing our integration of our Early Learning Standards and Teaching Strategies GOLD into our educational practices, and expanding the professional development opportunities for our teaching staff.

We hope that Rhode Island is successful in its proposal so that we can continue expanding our provision of Pre-Kindergarten to our vulnerable children.

Sincerely,

(b)(6)

Susan Stevenson
Executive Director

Beautiful Beginnings Child Care Center
700 Elmwood Avenue
Providence, RI 02907
401-785-8485

October 3, 2014

Commissioner Deborah Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist:

I am writing to express my strong support for Rhode Island's Preschool Expansion Grant application.

As the director of Beautiful Beginnings Child Care Center, a member of the Rhode Island Early Learning Council and a member of the BrightStars Advisory Committee, I am excited to support this initiative which will help improve the accessibility of high quality Pre-Kindergarten education in our state.

At Beautiful Beginnings we provide high quality care and education for over one hundred children from infancy through preschool in Providence, Rhode Island. We are a BrightStars four star rated program and operate one of Rhode Island's State funded Pre-Kindergarten classes. Birth through age five are critical years for children and a key time for developing important cognitive, language and social-emotional skills that help lay the foundation for success in school. Our mission is to insure that all children that complete our program enter school academically and socially prepared to succeed. I have seen the positive impact that the Pre-Kindergarten program has had on the children in our state funded classroom, many of whom never had formal early care experiences before being selected from our lottery.

I am excited at the prospect of Rhode Island receiving a Preschool Expansion Grant as it will allow families with limited income to access high quality early education programs. In Rhode Island, the majority of early learning opportunities are based on parents' ability to pay for the program or on parents' work status, as the Child Care Assistance Program requires families to be working or in an approved training program to receive subsidized care. This leaves many children with intermittent early learning experiences or no formal learning experience before they reach school.

At Beautiful Beginnings we are committed to introducing additional Pre-Kindergarten classrooms in our program and participating in the new professional development activities that the Rhode Island Department of Education will provide. With this funding, Rhode Island will be able to dramatically close the preparation gap that is often apparent when economically disadvantaged children start Kindergarten and give our young children the best possible foundation for success in school and life.

Sincerely

(b)(6)

Khadija Lewis Khan, M.Ed
Executive Director

east bay [illegible] program
THE BRIDGE to SELF-RELIANCE

DENNIS ROY

EAST BAY
Community Action Program

October 7, 2014

Commissioner Deborah Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist:

I am writing to express the East Bay Community Action Program's (EBCAP) strong support for Rhode Island's Preschool Expansion Grant application.

East Bay Community Action Program (EBCAP) is a private, non-profit 501 (c)(3) corporation that provides a wide array of health and human services to the residents of Rhode Island's East Bay. EBCAP has an annual operating budget of over 20 million dollars. Of this, over 6 million dollars is in early childhood programming. For the school year 2013-2014, the Early Head Start federal award was $1,432,555; the Head Start federal award was $3,002,726. In addition to these funds, the program receives $79,716 in State Head Start funds to support 10 of the total Head Start enrollees. EBCAP was recently awarded Rhode Island Department of Education funds to operate two pre-kindergarten classrooms.

EBCAP supports quality education services for infants, toddlers and preschool aged children and is participating in the RI quality initiative, BrightStars. We currently operate two 4 STAR rated and three 3 STAR rated early learning centers. Three of these centers also have attained RI Comprehensive Early Childhood Education approval which represents the highest bar in the state's early learning "quality continuum" which begins at DCYF licensing, progresses through BrightStars, and culminates in RIDE CECE Approval. As a Head Start grantee, EBCAP has provided services to thousands of children and their families over the years. Ninety percent of these children live at or below the federal poverty level. On average, fifteen percent of our children each year are diagnosed with a special need. We provide specialized supports to young children who would not otherwise be successful in a classroom setting through the RI Department of Human Services and are able to bill Medicaid for LICSW supervised Therapeutic Integration Specialists. And in its fledgling year, we are providing home based services to 3 and 4 year olds who would not otherwise be able to participate in a classroom setting due to a health, developmental or mental health need.

Expansion of state pre-kindergarten classrooms will allow us to provide a full array of choice for the families of the East Bay area. More choice and options allow us to individualize to meet the needs of all and better serve and support children's early educational careers.

As we continue to work with the RI Department of Education, local education systems and community partners, we hope to add pre-kindergarten classrooms specifically to the cities of Newport and East Providence. Both communities have a high percentage of families who meet low and moderate income qualifications and have children who are not currently being served in a pre-kindergarten setting. Our commitment to children is evidenced by a long history of service and a record of quality. Approval of the RI Expansion grant will support our vision for young children.

Sincerely, (b)(6)
(b)(6)
Michael Carbone, VP EBCAP Head Start

eliminating racism
empowering women
ywca

October 7, 2014

Commissioner Deborah Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist:

I am writing to express my strong support for Rhode Island's Preschool Expansion Grant application.

Founded in 1867, YWCA Rhode Island (YWCA) is the third oldest YWCA in the United States. Headquartered in Woonsocket, YWCA is a non-profit corporation and membership association dedicated to empowering women and eliminating racism and promoting peace, justice, freedom and dignity for all. YWCA is a well-respected organization dedicated to enacting change in the community. Our organization has many years of experience providing high-quality comprehensive early childhood education programs that help children develop important social and cognitive skills and knowledge that prepares them to succeed in school.

YWCA's pre-kindergarten program was established in 1932. The existing early childhood education program consists of four classrooms for children age three through five. Three classrooms are licensed by DCYF and one RIDE licensed classroom with provisional approval. These classrooms are divided by age, one class of three-year olds and two classes of four-year olds. YWCA also offers a unique transitional program called Stepping Stones which is designed specifically for five-year old children who either miss the Kindergarten qualification date, or whose parents are postponing Kindergarten entrance.

In addition, YWCA also offers childcare for children 8 weeks – 36 months. YWCA currently has one infant room, two toddler rooms and a transition room that accommodates children who are 2.9

for every woman

YWCA Rhode Island
514 Blackstone Street
Woonsocket, RI 02895

401-769-7450

www.ywcari.org

years old through 3.6 year olds. This transition room helps children get ready for their preschool years. This room also accommodates children who are in the process of potty training. Many of the students enrolled in our early childhood education have low-socioeconomic status and minority students make up a majority of our enrollment. We are currently participating in Bright Stars and are awaiting the results of our recent site visit which will determine our quality rating.

YWCA is excited about the opportunity to expand our preschool program in Woonsocket, a high-need community. The expansion will improve low-income students access to high-quality state-funded preschool program and create a strong foundation for them to begin lifelong learning.

YWCA is committed to supporting the expansion of High Quality Preschool Classrooms. Our center is interested in introducing additional classrooms which would serve additional children from low-income families, English Language Learners and those who are in the child welfare system. Our program is committed to collaborating with local agencies and community partners to offer coordinated services to children and their families. We are committed to working with families to build a seamless transition for young children from PK to K. We look forward to using the applying the new Early Learning Standards in these classrooms, applying Teaching Strategies GOLD - a common statewide child assessment system, and encouraging our educators to take advantage of new professional development opportunities.

Please accept this letter of support from YWCA Rhode Island. We look forward to expanding our existing partnership and working with you to increase access to high-quality preschool in high need communities.

Sincerely,

(b)(6)

Deborah L. Perry
President/CEO
YWCA Rhode Island

C.H.I.L.D., Inc.

160 Draper Avenue, Warwick, R.I. 02889
(401) 732-5200

October 8, 2014

Commissioner Deborah Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI
02903

Dear Commissioner Gist:

I am writing to express my enthusiastic support for Rhode Island's Preschool Expansion Grant application.

CHILD, Inc. was incorporated in 1977 as a private, non-profit agency providing comprehensive child development and family support services to low-income young children and their families residing in Kent County. Presently, CHILD, Inc. services over five hundred children from pre-birth to age five, eighty percent of whom live at or below poverty. Services include Head Start, Early Head Start, full-year full-day childcare, State Pre-K, state certified therapeutic child care, and Project First Steps, a mental health practice for children under the age of six years.

Program services are provided in four agency owned child development centers all of which are licensed by DCYF, accredited by the National Association for the Education of Young Children, and approved by both RIDE and the Federal Administration for Children and Families. All centers also participate in Bright Stars, Rhode Island's quality rating and improvement system.

CHILD, Inc. has been most fortunate to participate with RIDE as a state Pre-K provider. Our third Pre-K classroom was awarded this past September! This opportunity has enabled CHILD, Inc. to participate in a variety of professional development opportunities that have not only strengthened our Pre-K classrooms, but benefited our Head Start and child care classrooms as well.

As CHILD, Inc. has suffered a considerable loss of state funding for Head Start and child care, we unfortunately have empty classrooms and highly qualified Teachers at the ready to expand state Pre-K in Kent County. We look forward to an opportunity to do so!

My very best wishes for the success of your proposal.

Very Truly Yours,

(b)(6)

Lynda Dickinson
CEO

Connecting for Children & Families

October 8, 2014

Commissioner Deborah Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist:

As the Executive Director of Connecting for Children & Families (CCF), I am writing to express my strong support for Rhode Island's Preschool Expansion Grant application.

CCF is a community-based, non-profit 501(c) (3) organization dedicated to improving the quality of family and community life in Woonsocket, one of Rhode Island's core urban cities. CCF offers critically important early childhood initiatives, including high quality childcare and the evidence-based home visiting program *Parents As Teachers*, which both prepare our youngest children for success in school.

Our Hope Street Early Learning Center serves 58 toddlers and preschoolers in the highest need neighborhood in our city. More than 85 percent of our students receive child care subsidies and many of them are English language learners. Some of our students face additional challenges, such as homelessness, living in transitional housing, and residing in foster care. Through our partnership with the Woonsocket Education Department, we serve inclusion students who are in need of speech and language services, occupational therapy, and resource assistance. Currently a 4-star rated BrightStars childcare center, our Hope Street Early Learning Center will be submitting an application for a 5-star rating in November.

In addition to early childhood initiatives, CCF provides a wide range of wrap-around supports, such as basic needs assistance, financial literacy workshops, free tax preparation services, workforce training, community safety initiatives, and referral to partner agencies in Woonsocket.

Because we are committed to quality education for our youngest learners, we are enthusiastic about this grant opportunity to expand quality preschool. Our organization is dedicated to ensuring that our students start school ready to learn and are reading on grade level by grade three. We believe we can provide a strong foundation to help them reach this goal.

We would welcome the opportunity to create High Quality Preschool Classrooms at our center. Our pre-k curriculum is aligned with the Rhode Island Early Learning and Development Standards, and we are currently using Teaching Strategies Gold to track the developmental progress of our students. We believe in the importance of early childhood education and would be thrilled to be a part of this initiative.

Sincerely,

(b)(6)

Terese Curtin
Executive Director

46 Hope Street • Woonsocket, Rhode Island 02895 • 401.766.3384 • Fax: 401.762.2324
www.ccfcenter.org

REQUEST for PROPOSALS
Rhode Island Pre-Kindergarten Program

The Rhode Island Department of Education (RIDE) is requesting Proposals from qualified vendors to expand the Rhode Island Pre-Kindergarten Program, in accordance with the terms of this solicitation.

INSTRUCTIONS AND NOTIFICATIONS TO BIDDERS:

Potential offerors are advised to review all sections of this solicitation carefully and to follow instructions completely, as failure to make a complete submission as described elsewhere herein may result in rejection of the proposal.

Alternative approaches and/or methodologies to accomplish the desired or intended results of this procurement are solicited. However, proposals which depart from or materially alter the terms, requirements, or scope of work defined by this Request will be rejected as being non-responsive.

All costs associated with developing or submitting a proposal in response to this Request, or to provide oral or written clarification of its content, shall be borne by the offeror. The State assumes no responsibility for these costs.

Proposals are considered to be irrevocable for a period of not less than sixty (60) days following the opening date, and may not be withdrawn, except with the express written permission of the State Purchasing Agent.

All pricing submitted will be considered to be firm and fixed unless otherwise indicated herein.

Proposals misdirected to other State locations or which are otherwise not present in the Division of Purchases at the time of opening for any cause will be determined to be late and may not be considered. The "Official" time clock is in the reception area of the Division of Purchases.

In accordance with Title 7, Chapter 1.1 of the General Laws of Rhode Island, no foreign corporation shall have the right to transact business in the state until it shall have procured a Certificate of Authority to do so from the Rhode Island Secretary of State (401-222-3040). *This will be a requirement only of the successful bidder (s).*

Offerors are advised that all materials submitted to the State of Rhode Island for consideration in response to this Request for Proposals will be considered to be public records, as defined in Title 38 Chapter 2 of the Rhode Island General Laws.

Also, Submitters should be aware of the State's MBE requirements, which addresses the State's goal of ten per cent (10%) participation by MBE's in all State procurements. For further information, contact the State MBE Administrator at (401) 574-8253 or charles.newton@mbe.ri.gov. Visit the website http://www.mbe.ri.gov.

Interested parties are instructed to peruse the Division of Purchases web site on a regular basis, as additional information relating to this solicitation may be released in the form of an addendum to this RFP.

Equal Employment Opportunity (RIGL 28-5.1)
§ 28-5.1-1 Declaration of policy. – (a) Equal opportunity and affirmative action toward its achievement is the policy of all units of Rhode Island state government, including all public and quasi-public agencies, commissions, boards and authorities, and in the classified, unclassified, and non-classified services of state employment. This policy applies in all areas where the state dollar is spent, in employment, public service, grants and financial assistance, and in state licensing and regulation. For further information, contact the Rhode Island Equal Employment Opportunity Office, at 222-3090 or via email raymond.lambert@hr.ri.gov.

Subcontracts are permitted, provided that their use is clearly indicated in the offeror's proposal, and the subcontractor(s) proposed to be used are identified in the proposal.

RIGL 37-13-3.1 State public works contract apprenticeship requirements. * (a) Notwithstanding any laws to the contrary, all general contractors and subcontractors who perform work on any public works contract awarded by the state after passage of this act and valued at one million dollars ($1,000,000) or more shall employ apprentices required for the performance of the awarded contract. The number of apprentices shall comply with the apprentice to journeyman ratio for each trade approved by the apprenticeship council of the department of labor and training.

ARRA SUPPLEMENTAL TERMS AND CONDITIONS
For contracts and sub-awards funded in whole or in part by the American Recovery and Reinvestment Act of 2009. Pub.L.No. 111-5 and any amendments thereto, such contracts and sub-awards shall be subject to the Supplemental Terms and Conditions for Contracts and Sub-awards Funded in Whole or in Part by the American Recovery and Reinvestment Act of 2009. Pub.L.No. 111-5 and any amendments thereto located on the Division of Purchases website at www.purchasing.ri.gov.

REQUEST for PROPOSALS
(RHODE ISLAND PRE-KINDERGARTEN PROGRAM)

BACKGROUND/OVERVIEW

This funding notification is to announce the availability of funds for expansion of the Rhode Island Pre-Kindergarten Program with the goal of building and sustaining the expansion of a diverse delivery system of high-quality, state-funded Pre-Kindergarten programs across the state.

RIDE is committed to ensuring that all children begin school ready to learn and ready to have success in their schooling careers, as life-long learners, and productive citizens. Research shows that attending high quality early childhood education programs helps children develop important social and cognitive skills and knowledge that prepares them to succeed in school. There is clear evidence of long-lasting benefits for children who participate in very high quality educationally focused early childhood programs. The benefits to children can also generate substantial government savings, including reduced need for special education services, reduced need for cash assistance and other public benefits as well as reduced rates of incarceration. An analysis by economist Robert Lynch, from the Economic Policy Institute, predicts that:

> *"A public investment in providing high-quality prekindergarten to all Rhode Island children ages 3 and 4 would start paying for itself by generating cost savings within 9 years. By the year 2050, the ratio of total benefits to total costs would be 8 to 1."*

Currently, there are substantial numbers of children in Rhode Island entering kindergarten who are not adequately prepared to succeed in school which may ultimately increase the risk that these children drop out of school or fail to achieve their full potential.

The award of grant funds is contingent upon the inclusion of the anticipated Rhode Island Pre-Kindergarten Program dollars in the FY 2015 State budget. Any actions taken by a potential applicant or any costs incurred in meeting conditions of the grant program prior to passage of the budget are incurred solely by the applicant.

The Rhode Island Pre-Kindergarten Program will expand enrollment of children who will be age 4 by September 1, 2014 and who reside in one of the following eligible districts: **Bristol-Warren, Burrillville, Central Falls, Cranston, Cumberland, East Providence, Johnston, Middletown, Providence, Pawtucket, Newport, North Kingstown, North Providence, Warwick, Westerly, West Warwick, and Woonsocket.**

Selected Pre-Kindergarten sites will develop an outreach and recruitment process in partnership with The Rhode Island Department of Education ensuring that the outreach and recruitment focuses on children of high need including: children of low and moderate income families, children with developmental delays and disabilities and dual language learners; and invite them to apply for Pre-Kindergarten openings. Children will be randomly selected for participation in the program using a state-supervised lottery system.

Families who enroll their children in a Rhode Island Pre-Kindergarten Program classroom will not be charged for any portion of the Rhode Island Pre-Kindergarten Program service. There will be no co-payments, registration fees, field trip fees or enrichment fees. Field trips and enrichment activities are expected to be built into the program cost. Grantees who participate

in the Child Care Subsidy program may continue to do so. Grantees may receive subsidy for the portion of the day that the child is not funded by the Rhode Island Pre-Kindergarten Program. For example, if a program is offering a 6 hour pre-kindergarten program and wrap-around child care for the remainder of the day for a subsidized eligible child, the program may receive a part-time subsidized fee.

Applications will be evaluated on a competitive basis. The Technical Proposal Review Criteria indicate the standards and factors that will be more heavily weighted in the review process.

The Rhode Island Pre-Kindergarten Program is administered by the Office of Instruction, Assessment, and Curriculum, which is part of the Rhode Department of Elementary and Secondary Education (RIDE).

ELIGIBLE APPLICANTS

Rhode Island Pre-Kindergarten Program funding will be offered to programs in a variety of settings in recognition of the existence of Rhode Island's diverse early childhood system which includes many high quality educational programs. The anticipated FY15 state funding for the Rhode Island Pre-Kindergarten Program will increase enrollment from 198 four year old children in 11 classrooms to 306 four year old children in 17 classrooms. Additionally, existing state Pre-K classroom contracts expire and are re-competed every three years. Five Pre-K contracts are being re-competed in FY15. Therefore, RIDE anticipates identifying and funding a total of 11 Pre-Kindergarten classrooms under a three-year contractual cycle starting in the 2014 – 2015 school year.

Eligible organizations or entities include licensed child care centers, Head Start programs, public schools, and non-public schools able to operate a classroom in the following Rhode Island communities: **Bristol-Warren, Burrillville, Central Falls, Cranston, Cumberland, East Providence, Johnston, Middletown, Providence, Pawtucket, Newport, North Kingstown, North Providence, Warwick, Westerly, West Warwick, and Woonsocket.**

Interested applicants must:

- Have knowledge of and capacity to meet the 2013 RIDE Comprehensive Early Childhood Education Programs Standards for Approval by the program start date

- Participate in BrightStars, RI's Quality Rating and Improvement System.

- Have, at the time of application, at least one staff that meets the qualifications for Education Coordinator as specified in the RIDE Comprehensive Early Childhood Education Programs Standards for Approval.

- Be able to staff each state-funded Pre-Kindergarten classroom with a teacher who meets the qualifications for teachers as specified in the RIDE Comprehensive Early Childhood Education Programs Standards for Approval by the program start date.

- Be able to staff each state-funded Pre-Kindergarten classroom with a teacher assistant who meets the qualifications for teacher assistants as specified in the RIDE Comprehensive Early Childhood Education Programs Standards for Approval by the program start date.

- Be able to provide wrap-around child care OR have a strong connection with and transportation to/from at least one child care provider for families that need it.

- Be prepared to assume the administrative responsibilities associated with participation in this program and its evaluation, including, but not limited to:
    - Attendance monitoring
    - On-going progress monitoring using an on-line child assessment system
    - Review of internal self-assessment and external monitoring reports to determine progress in implementing program standards
    - Site visits by RIDE and Evaluators to observe the Rhode Island Pre-Kindergarten Program classrooms and conduct meetings with administrators and others
    - Participation by grantees in required components of the evaluation
    - Provision of required information through narrative and budget reports submitted on a quarterly basis and other informational requests
    - Participation at required Grantee meetings and trainings

- Host an Open House for prospective parents between July 7 and July 30, 2014 to facilitate the outreach and recruitment process by allowing prospective families to visit the program.

- Be prepared to conduct recruitment, manage the application process, conduct a state-supervised lottery to select children for participation, and to notify all applicants of lottery results, from July - September 2014.

- Enroll and manage USDA Child and Adult Care Food Program (CACFP) applications of eligible Pre-K children and their families

- Be prepared to participate in state Teaching Strategies GOLD (TSG) assessment system training in August 2014, and then implement the TSG child assessment system within the Pre-Kindergarten program.

- Operate the Pre-Kindergarten Program classroom for a minimum of 6 hours per day and 180 days per year. It is the intention of RIDE that awarded programs begin implementing Pre-Kindergarten services no later than the 8th day of September, 2014. All applicants must demonstrate their ability and intention to open by this date and operate a full day program for 180 days.

- Compensate all Rhode Island Pre-Kindergarten Program teachers and teaching assistants with a competitive salary and benefits based on their credentials, experience, and past performance.

Joint applications for funds may be submitted. However, in each case the lead agency chief administrative officer who will retain fiduciary and other administrative responsibilities for the grant must be designated and indicated in the application.

SCOPE OF WORK

Tasks

1. Recruit participants, collect applications, and conduct a state-supervised lottery to determine enrollment.
    a. Ensure applicants meet state specified requirements regarding age and primary residence.
2. Implement a comprehensive early childhood education program for a minimum of 180 days for at least 6 hours per day.
    a. Grantee must meet and maintain standards as specified in the 2013 RIDE Comprehensive Early Childhood Education Programs Standards for Approval.
3. Maintain an active enrollment of 18 children per classroom.
    a. Grantee will only disenroll and replace children in Rhode Island Pre-Kindergarten Program classrooms in consultation with RIDE staff
4. Enroll and manage USDA Child and Adult Care Food Program (CACFP) applications of eligible Pre-K children and their families.
5. Implement a comprehensive system of child assessment used to inform instruction and support children's development and learning.
    a. Collaborate with local school district Child Outreach program to screen each child
    b. Use child assessment system and measures identified by RIDE to assess children's learning and development in an ongoing manner.
6. Develop and maintain collaborative relationships with community partners to ensure full inclusion of children with disabilities and/or special health care needs.
7. Participate fully in all professional development opportunities (i.e. Pre-K trainings and technical assistance, Center for Early Learning Professionals) identified by RIDE.
8. Provide RIDE with required information through narrative and budget reports submitted on a monthly and/or quarterly basis and other informational requests, as needed.
9. Provide RIDE with evaluation information, including student data, as requested.
10. Collaborate with local schools to facilitate the transition to kindergarten for enrolled children.

Deliverables

Task	*Deliverables*	*Schedule*
Task #1	Recruit participants, collect applications, and conduct a state-supervised lottery to determine enrollment.	July – September 2014
Task #2	Implement a comprehensive early childhood education program for a minimum of 180 days for at least 6 hours per day.	No later than September 8, 2014 and ongoing from September through June for remainder of contract
Task #3	Maintain an active enrollment of 18 children per classroom.	Immediately upon start of school and ongoing from September through June for remainder of contract
Task #4	Enroll and manage USDA Child and Adult Care Food Program (CACFP) applications of eligible Pre-K children	Upon enrollment in the state Pre-K and ongoing from September through

	and their families	June for the remainder of contract
Task #5	Implement a comprehensive system of child assessment used to inform instruction and support children's development and learning	Immediately upon start of school and ongoing from September through June for remainder of contract
Task #6	Develop and maintain collaborative relationships with community partners to ensure full inclusion of children with disabilities and/or special health care needs.	Immediately upon start of school and ongoing from September through June for remainder of contract
Task #7	Participate fully in all professional development opportunities identified by Rhode Island State Pre-Kindergarten Program staff.	Immediately upon execution of contract and ongoing from September through June for remainder of contract
Task #8	Provide RIDE with required information through narrative and budget reports submitted on a monthly and/or quarterly basis and other informational requests, as needed.	Immediately upon execution of contract and ongoing from September through June for remainder of contract
Task #9	Provide RIDE with evaluation information, including student data, as requested.	Immediately upon start of school and ongoing from September through June for remainder of contract.
Task #10	Collaborate with local schools to facilitate the transition to kindergarten for enrolled children.	Immediately upon execution of contract and ongoing from September through June for remainder of contract

ADDITIONAL COMPETITIVE FACTORS

The following factors lead to more competitive applications:

- Experience serving low-income children
- Geographic location within eligible community which provides access to Pre-K program for families not already in vicinity of existing Pre-K program
- Innovative approaches that will meet the specific needs of children and families in the community.
- Existing community partnerships which will reduce cost of and/or enhance services provided to PreK Program children and families (i.e. reduced or no cost facilities, reduced or no cost mental health consultation).
- Experience working successfully with English Language Learners
- Classroom quality as demonstrated by recent results of classroom quality assessments conducted in classrooms of proposed PreK teacher(s), including, but not limited to:
    - ECERS
    - CLASS
    - ELLCO
- Evidence of positive learning outcomes for previous classroom participants.
- Classroom supervision and support provided by an early childhood education leader with an advanced degree in early childhood education.
- Participation in other initiatives designed to improve quality of program (e.g. program improvement plan through BrightStars and Center for Early Learning Professionals, RIDE CECE Preschool Approval Technical Assistance, NAEYC Accreditation, DHS CCAP Program Quality Improvement Grant and/or Award recipient, TEACH participating program)

TERMS OF THE CONTRACT

The Contract will begin **August 2014** and end **June 2017**. The scope of the work may be modified by RIDE prior to beginning work on a given task. Subsequent years' activities are dependent on the availability of funding and may be modified by mutual consent.
RIDE retains the option of granting a time extension of up to **one year** with additional funding if available and if the level of work is expanded by mutual written consent.

COST PROPOSAL/TERMS OF PAYMENT

The Rhode Island Department of Education anticipates making individual grant awards in accordance with the school funding formula per child allocation. Awards will not exceed $167,000.00 per classroom per year (this reflects the potential cost of operating a full-day (minimum of 6 hours), high quality program for 18 children for a minimum of 180 days per year.

The award process will consist of two stages. An application will be required from all interested bidders. Applications will be reviewed by a technical review committee. Selected applicants will participate in budget planning sessions with RIDE and other entities to be determined by RIDE. During this session, selected applicants will work with RIDE to develop an appropriate program budget for the Pre-Kindergarten Program classroom. Once the budget is finalized, RIDE will complete the contracting process with each applicant.

The budget for each classroom will be customized for each selected applicant based on the appropriate expected cost to run a Rhode Island Pre-Kindergarten Program classroom (within the total classroom allotment) in that setting. In general, the anticipated budget breakdown is as follows:

Category	**Range**
Salaries for teacher and teacher asst.	49-59%
Benefits for teacher and teacher asst.	17-18%
Instructional Supplies	2-4%
Meals and Snacks*	5-6%
Facilities	3-5%
Non-Instructional expenses	1-3%
Administration	3-5%

* It is anticipated that a high percentage of the cost of providing healthy meals and snacks will be reimbursed through USDA CACFP funding.

Please prepare a preliminary proposal based on your agency's anticipated costs to operate Rhode Island Pre-Kindergarten Program classroom. Please note that funds may only be used to cover the costs to operate the Rhode Island Pre-Kindergarten Program classroom. While this can include an appropriate allocation of shared expenses such as facilities costs and administrative costs, programs may not use Rhode Island Pre-Kindergarten Program funds to cover costs that are not directly related to the Rhode Island Pre-Kindergarten Program classroom.

PROPOSAL SUBMISSION

Questions: Questions concerning this solicitation may be e-mailed to Kristen Greene at the

Department of Education at kristen.greene@ride.ri.gov no later than noon on May 8, 2014. **Send your questions in Microsoft Word format.** Please reference the RFP title on all correspondence. Questions received, if any, will be posted and answered on the RIDE website as an addendum to this solicitation by May 12, 2014. It is the responsibility of all interested parties to download this information. **Final proposals are due and must be delivered by 12:00 noon on Friday, June 6, 2014. Faxed or emailed responses will not be considered.**

Application Timeline:

May 1, 2014	Request for Proposals Posted
May 8, 2014	Questions due.
May 12, 2014	Questions and answers posted.
June 6, 2014	Applications due.
July 5, 2014	Projected announcement of selected programs. Grants are contingent upon the availability of funding. Child applications posted and disseminated.
July 3, 2014	Recruitment for prospective families and students begins.
July 9 - 30, 2014	Open Houses for prospective families.
July 31, 2014	Student applications due.
August 1, 2014	Lotteries to select students at each site.

Proposals (submit an original plus 5 copies) should include the following:

1. A completed and signed RI Pre-Kindergarten Program General Application

2. A Cost Proposal as described above.

3. A *separate* Technical Proposal (see below) describing the qualifications and background of the applicant and experience with similar programs, as well as the work plan or approach proposed for this requirement.

4. A completed and signed W-9 (taxpayer identification number and certification). Form is downloadable at www.purchasing.ri.gov.

5. A current fiscal year's operating budget, which breaks out the various sources of revenue to the center or organization. For multi-purpose organizations, please provide an operating budget for the child care center and overall organization.

6. Description of organizational financial management practices (e.g., fiscal systems in place, responsibilities and experience of financial management staff or consultants, etc.)

7. Financial statements for the past three years, including your last audited financial statement.

8. Provide a resolution from the board that communicates their support and interest in participating in the RI Pre-Kindergarten Program (signed statement indicating they are aware of and support your organization's involvement in this program)

9. Required Attachments:

	Roster of Board Members or Governance Entity
	Current Organizational Chart
	Curriculum Framework, Assessment and Family Engagement Plans
	Staff resumes and teaching certifications for the Pre-Kindergarten Education Coordinator and/or Director
	Staff resumes and teaching certifications for the Pre-Kindergarten Program Teacher and Teacher Assistant (or job descriptions if not yet hired)
	2013-2014 School Calendar
	Proposed 2014-2015 School Calendar for the Pre-Kindergarten Program

Mail or Deliver to: RI Department of Education
Office of Instruction, Assessment, and Curriculum
Attn: Kristen Greene
255 Westminster St.
Room 400
Providence, Rhode Island 02903

Contractor assumes all responsibilities for proposals submitted by mail or commercial delivery service. Proposals misdirected to other state locations or which are otherwise not present in the Office of Instruction, Assessment, and Curriculum at the time of opening, for any cause, will be determined to be late and will not be considered. **Faxed or emailed responses will not be considered.**

TECHNICAL PROPOSAL REQUIRED ELEMENTS

Assemble your technical proposal as outlined below. The technical proposal may be no longer than 20 single-spaced pages. Margins must be at least 1 inch on all sides.

Experience and Capacity

Describe your existing early education program. Include information on your program's leadership, your philosophy & educational approach, participation in quality initiatives and the outcomes you have achieved. Briefly describe your planned program, including the anticipated location and outcomes. Discuss your ability to open a new state-funded Pre-Kindergarten classroom without displacing current families and your plans for providing before and after care.

If applicable, describe how your geographic location within an eligible community provides access to families who do not live within the vicinity of already existing Pre-K programs.

If your organization is a past recipient of a state Pre-K grant, please provide the following information: 1) identify the timeline in which your organization participated and 2) provide evidence of your successful completion of contract deliverables during your participation in the program.

Comprehensive Early Childhood Education Program

Describe your program's ability to implement a comprehensive early childhood education program as specified in the 2013 RIDE Comprehensive Early Childhood Education Programs

Standards for Approval by the Pre-Kindergarten Program start date. Provide any information which demonstrates the quality of the educational program you provide; including, but not limited to, classroom quality assessments conducted on classrooms of proposed Pre-Kindergarten classroom staff and child assessment information demonstrating improved developmental and learning outcomes.

Please attach copies of your program's written curriculum framework, assessment and family engagement plans and any other documents that will be used to guide teacher's instructional practices. In addition, if your program intends to use any published curriculum resources, please outline these resources and describe how they will be used.

Please provide information about your program's system of child assessment including but not limited to the ways in which your program and teachers: 1) plan for data collection, organization, analysis and communication 2) use data to inform curriculum planning at program-, classroom- and child-level and 3) inform families about children's developmental progress and learning.

Please describe how the program supports the inclusion of children with disabilities and/or special health care needs as well as children who are Dual Language Learners in the program.

Describe the family engagement opportunities that will ensure that parents play an integral role in supporting children's learning through both classroom-based and home activities and show how the program will ensure that family information is used to inform curriculum planning.

Describe the activities that will ensure that communication between home and the RI Pre-Kindergarten Program classroom will be regular, two-way, and meaningful.

If your organization is a past recipient of a state Pre-K grant, please describe and provide evidence of how your program curriculum framework, assessment and family engagement plans have evolved during Pre-K program participation. Additionally describe and provide evidence of how your program has supported the inclusion of children with disabilities and/or special health care needs as well as children who are Dual Language Learners.

Staffing Qualifications

Please summarize the background and qualifications of the proposed Pre-Kindergarten Program administrator and all teaching staff. Provide evidence that staff is knowledgeable about high-quality early childhood programs and are effective in planning, organizing and implementing them. Please attach resumes and any appropriate teaching certificates for individuals already on staff. Include detailed job descriptions for positions that will need to be filled. Please note that evidence that all staff meet the specified qualifications will be required prior to final funding approval. Please identify any other individuals, irrespective of funding source, who will regularly be present in the Pre-Kindergarten Classroom and specify their role.

Using the table format outlined below, attach a list and description of the titles and roles of all full-time and part-time staff to be paid by the RI Pre-Kindergarten Program grant.

Position Title	**FTE**	**Name of Staff**	**List Relevant Credentials** (Teacher Certification and Number of College ECE credits)

Administrative Supervision and Support
Describe the program's system of staff supervision and support, including design of and frequency of supervision sessions. Identify the individual(s) who will be responsible for supervising the RI Pre-Kindergarten Program classroom. Describe their qualifications. Discuss the plan for ensuring RI Pre-Kindergarten Program classroom staff will have adequate time to plan and prepare for program implementation and to document and review child assessment information in consultation with others; including the weekly planning schedule (times included), classroom coverage if planning occurs during school hours, the individuals who will be involved, and how planning time will be used. Discuss the plan for ensuring program staff are available for professional development opportunities (including trainings and on-site technical assistance) as planned throughout the year by RIDE.

If your organization is a past recipient of a state Pre-K grant, please describe and provide evidence of how your program's administrative supervision and support system has evolved during Pre-K program participation.

Community Collaboration
Describe how services and activities will be coordinated with other programs in the same service area that provide education, welfare, and health services to young children and their families (e.g. other birth-to-age-3 programs, early childhood special education, Head Start, Even Start, Title I, child care providers).

Describe how children will make the transition both into and out of the program, including into kindergarten.

If your organization is a past recipient of a state Pre-K grant, please describe and provide evidence of how your program's community collaboration has evolved during Pre-K program participation.

Additional Competitive Factors
Address any factors not already addressed which demonstrate the quality of the educational program and the likelihood that the learning and development of children will be positively impacted by program participation. Additionally describe any cost saving benefits related to community collaborations.

TECHNICAL PROPOSAL REVIEW CRITERIA
A technical review team convened by the Rhode Island Department of Education will review each complete application using these criteria:

Category	**Points Possible for all Applicants**	**Additional Points Possible for Past Grant Recipients Only**
Experience and Capacity	8	2
Educational Program Quality	24	6
Staffing	15	-

Administrative Supervision and Support	12	3
Community Collaboration	8	2
Additional Competitive Factors	10	-
Cost Proposal	10	-
TOTAL	**87**	**13**

I. APPENDIX A

BUDGET

The Contractor estimates that its budget for work to be performed under this Agreement is as follows:

Expense Category	Estimated Expenditures		
	Year 1	Year 2	Year 3
1. Employee Salary and Benefits			
2. Purchased Services			
3. Supplies and Materials			
4. Travel			
5. Printing			
6. Office Expense			
7. Other: *(describe)*			
8.			
Subtotal			
Indirect Cost *			
TOTAL			

It is understood and agreed that the amounts indicated above for the several line items are estimates of expenditures to be incurred by the Contractor on behalf of this Agreement and to be claimed by the Contractor for reimbursement under this Agreement. It is further understood and agreed that actual expenditures may vary from the estimates set forth above and that such variations shall not in themselves be cause for disallowance of reimbursement by RIDE; provided, however, that the Contractor shall notify the contract officer of the variance and obtain pre-approval, in writing; and provided further that unless permission of the contract officer shall have been obtained in advance, no expenditure shall be claimed by the Contractor for reimbursement by RIDE under this Agreement if such expenditure shall have been incurred in a line item category not listed above. Transfer of funds between categories requires prior written approval by RIDE. In no event shall the total amount of reimbursement claimed by the vendor under this agreement exceed the total approved contract amount.

** Attach a copy of the approved indirect cost documentation.*

BUDGET DETAIL SHEET *
FISCAL YEAR 2014

EMPLOYEE SALARY AND BENEFIT DETAIL (TOTAL COMPENSATION)**

NAME	POSITION TITLE	NUMBER OF HOURS	HOURLY RATE (including benefits)	SALARY and BENEFIT TOTAL $
TOTAL REQUEST				

PURCHASED SERVICES DETAIL

NAME	POSITION TITLE	HOURS	HOURLY RATE $	TOTAL $
TOTAL REQUEST				$

OTHER EXPENDITURES DETAIL

EXPENSE CATEGORY	DESCRIPTION	TOTAL
Supplies and Materials		
Travel ***		
Printing		
Office Expense		
Other: (describe)		
Indirect Cost		

* Please include a detail budget sheet for each state fiscal year (July 1st – June 30th)

** Please round hourly rates to the nearest whole dollar and ensure there are no rounding differences with the extended totals.

*** Reimbursement for travel within the continental United States is limited to the per diem rates established by the General Services Administration (GSA). Per diem rates are posted at www.gsa.gov/perdiem.

Appendix

NIEER 2013 State of Preschool Report

NIEER

The State of Preschool 2017

STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research

RUTGERS
Graduate School of Education

PR/Award # S419B150033

THE STATE OF PRESCHOOL 2013

STATE PRESCHOOL YEARBOOK

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The primary data source for this report is the 2013 State of Preschool Survey conducted by NIEER under contract to the National Center for Education Statistics (NCES) under Contract No. ED-IES-13-C-0055. NCES publications related to the survey are available on-line at http://nces.ed.gov/pubsearch/.

This publication is a product of the National Institute for Early Education Research (NIEER), a unit of the Graduate School of Education at Rutgers, The State University of New Jersey. NIEER supports early childhood education policy by providing objective, nonpartisan information based on research.

NIEER

NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH

RUTGERS

Graduate School of Education

Design: Sandy Ogilvie Graphic Design sandyogilvie@optonline.net

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Executive Summary

STATE PRE-K AFTER THE RECESSION: STALLED OR TURNING UP?

The 2012-2013 school year capped a dismal half-decade, with more bad news as well as a glimmer of hope. After the 2011-2012 downturn in spending and quality, many state pre-K program budgets leveled off and even regained some ground. This offers hope that as state budgets emerge from the recession, policymakers will prioritize early learning programs. However, this was also the first year since we began reporting (2001-2002), that states failed to increase the number of children they serve in pre-K.

The loss of 9,160 children from enrollment at age 4 and 42 children at age 3 are modest changes, but this is the first decrease we have observed. At the same time, this represents a reversal—or at least a pause—of the trend toward spreading too little funding over ever more children, which led to expanded access while jeopardizing program quality. What remains to be seen is whether the small enrollment decrease of 2012-2013, coupled with a small increase in spending, represents a turning point after which both access and quality will be increased, or simply a new stasis in which neither advances significantly.

State funding for pre-K increased by $30.6 million in 2012-2013, adjusted for inflation. This is just a small step towards reversing nearly a half a billion dollars in cuts in the previous school year, but it is a step in the right direction. Combined with the decrease in enrollment, the increased funding yielded a $36 increase in state spending per child, bringing that amount to $4,026. In many states, local governments, primarily local education agencies, also contribute substantively to funding for pre-K. Only some states systematically collect information on local funding, but what is documented adds another $600 per child.

Progress on quality standards also appears to be in a holding pattern. Ohio met a new benchmark for adopting comprehensive early learning standards, making this the first item in NIEER's quality standards checklist to be met by all programs. On the other hand, Missouri lost a benchmark for reducing its professional development requirement below 15 hours per year, while Arizona lost its benchmark for lead teacher credential, as its merger of two programs resulted in a lowered requirement.

WHAT'S NEW?

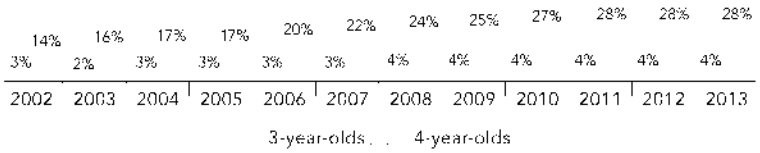
In 2012-2013, enrollment decreased—by more than 9,000 children at age 4—from the prior year across the 40 states plus D.C.[1] that offer pre-K. This is the first enrollment decrease, nationally, NIEER has observed.

Slightly more than 1.3 million children attended state-funded pre-K, 1.1 million of them at age 4. They account for four percent of 3-year-olds and 28 percent of 4-year-olds.

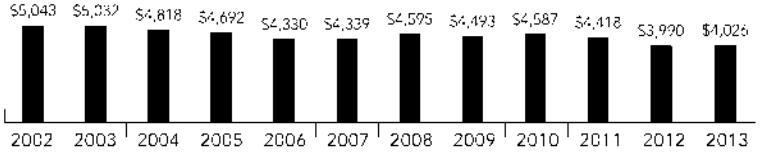
Twenty states increased enrollment. Eleven states reduced enrollment.

One program improved against NIEER's Quality Standards Benchmarks, while two fell back. For the first time, every state-funded pre-K program had comprehensive early learning standards.

PERCENT OF NATIONAL POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Four states, plus one of Louisiana's three programs, met all 10 of NIEER's benchmarks for state pre-K quality standards, the same as in the previous year. This remains down from the peak of five states in 2010-2011. Another 16 states met eight or more benchmarks.

More than half a million children, or 41 percent of nationwide enrollment, were served in programs that met fewer than half of the quality standards benchmarks.

Total state funding for pre-K programs increased by $30 million in real dollars, about a 1 percent increase.

State pre-K funding per child increased by $36 (inflation-adjusted) from the previous year, to $4,026. However, that regains less than 10 percent of the prior year's cut of $442 per child.

State funding per child for pre-K increased by at least one percent in 18 of the 41 states with programs, when adjusted for inflation. Twenty states decreased per-child funding by at least 1 percent. In 5 states, per-child spending fell by 10 percent or more from the previous year; in 7 states, per-child spending increased by the same margin.

Only 15 states could be verified as providing enough per-child funding to meet all 10 benchmarks for quality standards. As only 19 percent of the children enrolled in state-funded pre-K attend those programs, it is possible that most children served by state pre-K attend programs where funding per child is inadequate to provide a quality early education.

1. For the sake of comparison, the District of Columbia will be referred to as a "state" throughout this report. Hence, a total of 41 states provide state-funded pre-K.

NATIONAL ACCESS

Total state preschool enrollment, all ages 1,338,737

State-funded preschool programs .....53 programs in 40 states and D.C.[1]

Income requirement .....31 state programs have an income requirement

Minimum hours of operation .....23 part day; 11 school day; 1 extended-day; 18 determined locally[2]

Operating schedule .....39 academic year, 14 determined locally.

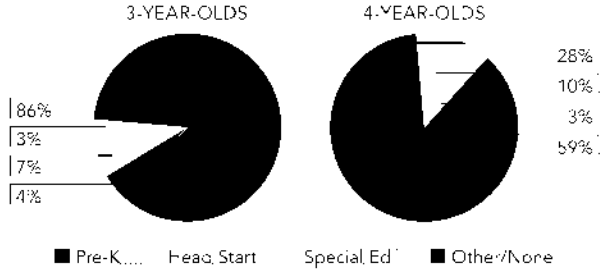
Special education enrollment, ages 3 & 4 .....435,788.

Federal Head Start enrollment, ages 3 & 4 .....710,978[3]

Total federal Head Start enrollment, all ages .....777,194[3]

State-funded Head Start enrollment, ages 3 & 4 .....19,308[4]

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimated number of children in special education not enrolled in state-funded pre-K or Head Start. Total enrollment in special education is higher

NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 53 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards	Comprehensive	53
Teacher degree	BA	30
Teacher specialized training	Specializing in pre-K	45
Assistant teacher degree	CDA or equivalent	15
Teacher in-service	At least 15 hours/year	42
Maximum class size 3-year-olds 4-year-olds	20 or lower	45
Staff-child ratio 3-year-olds 4-year-olds	1:10 or better	46
Screening/referral and support services	Vision, hearing, health; and at least 1 support service	36
Meals	At least 1/day	25
Monitoring	Site visits at least every five years	32

NATIONAL RESOURCES

Total state preschool spending $5,390,261,787

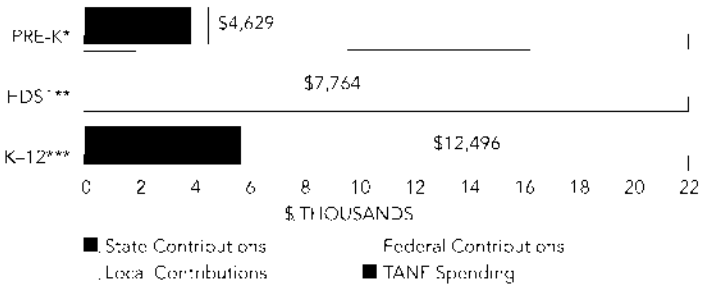
Local match required? .....13 state programs require a local match

State Head Start spending $144,664,464

State spending per child enrolled .....$4,026[5]

All reported spending per child enrolled* $4,629

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have, unintentionally, included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures

Data are for the '12-'13 school year, unless otherwise noted.

[1] Throughout this report, the District of Columbia is included, like a state, for the first time. Figures indicating change over time have been adjusted to reflect 50 state plus D.C., total s. D.C. is also included in rankings as a "state," creating a list of 41 states for rankings.

[2] NIEER's definitions of hours of operations are as follows: part-day programs serve children for fewer than 4 hours per day, school-day programs serve children at least 4 hours but fewer than 8 hours per day; and extended-day programs serve children for 8 or more hours per day. Some pre-K initiatives offer multiple hours of operation, such as a combination of part-day and school-day programs, but only the minimum one offered is listed here

[3] The enrollment figure for federal Head Start, ages 3 and 4, includes children enrolled in the program in all 50 states, D.C., and the U.S. territories, as well as enrollment in the Migrant and American Indian and/Alaskan Native programs. Past years did not include the enrollment of children in the territories. The enrollment figure for total federal Head Start, all ages, includes all children served in any location, including the U.S. territories, and migrant and American Indian programs. These numbers do not include children funded by state match.

[4] This figure includes 15,552 children who attended programs that were considered to be state-funded preschool initiatives. These children are also counted in the state-funded preschool enrollment total.

[5] This figure includes federal TANF funds directed toward preschool at states' discretion.

TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS*

STATE	Access for 4-Year-Olds Rank	Access for 3-Year-Olds Rank	Resource Rank Based on State Spending	Resource Rank Based on All Reported Spending	Quality Standards Checklist Sum (Maximum of 10)
Alabama	34	None Served	14	9	**10**
Alaska	37	None Served	7	10	**10**
Arizona	38	19	39	40	**5**
Arkansas	14	5	12	18	**9**
California	27	7	17	19	**4**
Colorado	22	10	37	32	**6**
Connecticut	29	11	3	2	**6**
Delaware	33	None Served	8	14	**8**
District of Columbia	1	1	1	1	**8**
Florida	2	None Served	35	37	**3**
Georgia	8	None Served	28	29	**8**
Illinois	18	4	31	28	**8**
Iowa	7	18	32	35	**6.9**
Kansas	23	None Served	36	38	**6**
Kentucky	16	9	24	12	**9**
Louisiana	15	None Served	15	22	**8.0**
Maine	13	None Served	34	21	**6**
Maryland	12	16	19	24	**8**
Massachusetts	28	17	20	25	**6**
Michigan	24	None Served	18	23	**7**
Minnesota	40	23	6	8	**9**
Missouri	35	21	38	39	**7**
Nebraska	19	6	41	36	**6**
Nevada	36	26	33	34	**7**
New Jersey	17	3	2	3	**8.8**
New Mexico	25	None Served	27	31	**8**
New York	10	27	26	30	**7**
North Carolina	20	None Served	13	11	**10**
Ohio	39	24	21	26	**4**
Oklahoma	3	None Served	25	7	**9**
Oregon	31	13	5	6	**8**
Pennsylvania	30	14	11	17	**5.6**
Rhode Island	41	None Served	4	5	**10**
South Carolina	11	15	40	41	**6.2**
Tennessee	21	25	16	15	**9**
Texas	9	12	30	33	**2**
Vermont	4	2	22	27	**4**
Virginia	26	None Served	23	16	**6**
Washington	32	20	9	13	**9**
West Virginia	6	8	10	4	**8**
Wisconsin	5	22	29	20	**5.0**
Hawaii	No program	No program	No program	No program	No program
Idaho	No program	No program	No program	No program	No program
Indiana	No program	No program	No program	No program	No program
Mississippi	No program	No program	No program	No program	No program
Montana	No program	No program	No program	No program	No program
New Hampshire	No program	No program	No program	No program	No program
North Dakota	No program	No program	No program	No program	No program
South Dakota	No program	No program	No program	No program	No program
Utah	No program	No program	No program	No program	No program
Wyoming	No program	No program	No program	No program	No program

*. For the first time in this report, the District of Columbia is considered as a state in terms of rank. Thus, rankings range from 1 to 41.

Executive Summary *(continued)*

ENROLLMENT BACKSLIDES

State-funded pre-K served 1,338,737 children in 2012-2013 across all ages. State pre-K continues to be primarily a program for 4-year-olds in the vast majority of states, with more than 1.1 million served at age 4, which is about 85 percent of the total.

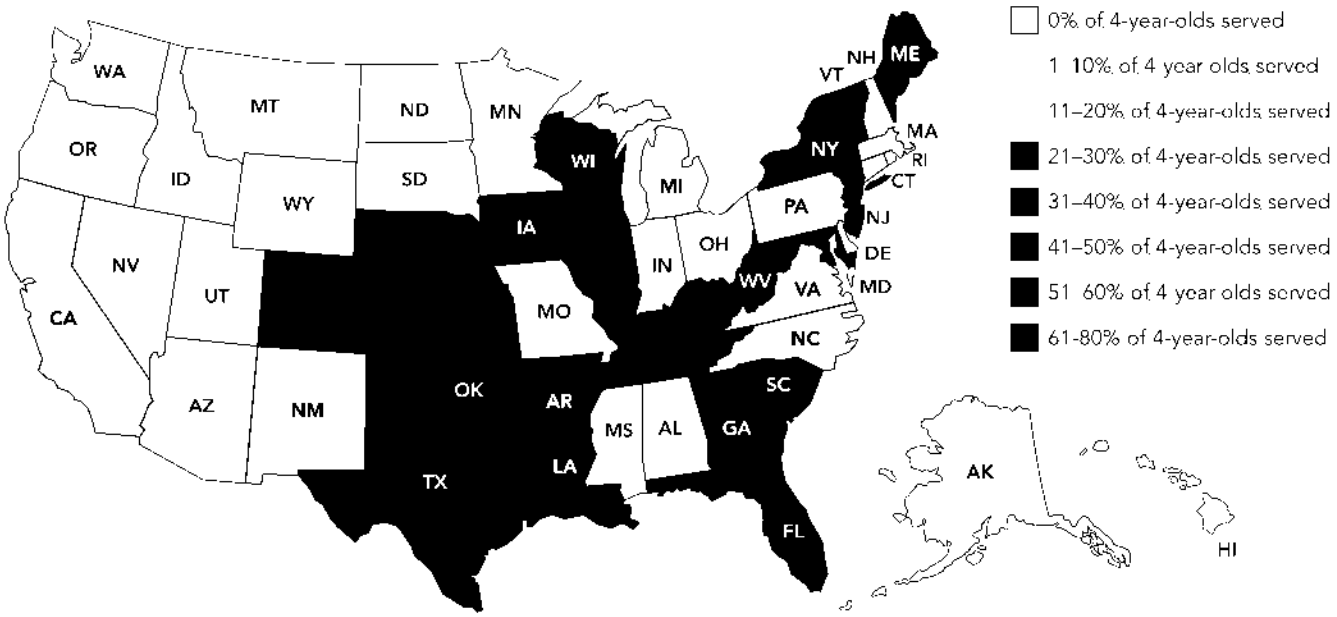
Across the nation, 28 percent of 4-year-olds were enrolled in state-funded pre-K programs; only 4 percent of 3-year-olds were similarly enrolled, percentages that are unchanged since 2010-2011. Total enrollment decreased by 4,301 children from the prior year. While this is a small number relative to the total, it marks the first time since NIEER began tracking state-funded pre-K that total enrollment has decreased. Table 2 reports both numbers: enrolled, and enrollment as a percentage of total population by state. Table 3 reports enrollment changes for 3- and 4-year-olds from the prior year and over the past decade.

Enrollment in state-funded pre-K programs varies widely from state to state. Figure 1 displays state pre-K enrollment at age 4 by state, based on the detailed figures in Table 2. The District of Columbia served the highest percentage of children at ages 3 and 4, followed by Florida, Oklahoma, and Vermont all of which served more than 70 percent of their state's 4-year-olds. Vermont ranks second to D.C. for the percentage of 3-year-olds served, but enrolled a much lower 21 percent of 3-year-olds in state-funded pre-K.

Other states enrolling more than half of 4-year-olds include Georgia, Iowa, Texas, West Virginia, and Wisconsin. On the other end of the spectrum, 10 states offered no program at all and 10 more had programs that served less than 10 percent of 4-year-olds. Enrollment, of course, only tells part of the story. Program quality is essential if pre-K is to make a real contribution to children's learning and development. Not all the states that top the charts for enrollment adequately invest in quality, as we discuss in the next section.

On enrollment, most states provide pre-K primarily to children in the year immediately before kindergarten, except for children served by special education programs. However, there are several notable exceptions. The District of Columbia serves more than 75 percent of 3-year-old residents. New Jersey and Vermont serve about 1 in 5 3-year-olds, and Arkansas, California, Illinois, and Nebraska all serve 10 percent or more at age 3. Of the 27 states that enroll 3-year-olds in state-funded pre-K, 15 states increased their enrollment of 3-year-olds from the previous year.

The decrease in enrollment totals is unprecedented and, though small, requires further examination. California decreased enrollment by almost 15,000 pre-K spots, a change large enough to have an impact on national trends, compounded by the fact that an additional four states had decreases of more than 1,000 students. While more states increased enrollment than decreased it, the size of the decrease in large states such as California and Pennsylvania pulled the national total down.



QUALITY STANDARDS

The *Yearbook* compares each state program's standards against a checklist of 10 research-based quality standards benchmarks. The benchmarks track state progress in quality standards, but they are not, in themselves, guarantees of quality. Arguably some of them are quite low (e.g., hours of professional development), even though many states do not meet them. Moreover, they are primarily indicators of the resources available to programs, not whether these resources are used well. In addition to high standards, effective pre-K programs require adequate funding and the continuous improvement of strong practices. For example, requirements that every teacher be highly qualified mean nothing if pre-K teacher salaries are not competitive with other educational sectors and occupations. Nor do the required hours of professional development matter if they consist of one-shot workshops on barely relevant topics.

While the benchmarks are derived from research, setting them is not an exact science, and they are not all equally important, or important for the same reasons. For example, some state policy makers do not consider it desirable to require meals in part-day programs. In our view, as most programs target disadvantaged children who all too often experience food insecurity and poor nutrition, it is desirable to offer them a healthy meal no matter how short the day. Good teachers make mealtime a learning time broadly, and teach about healthy eating habits, so there is no loss of "instructional time." However, this clearly is a crude indicator of whether programs adequately address children's nutritional needs. A list of benchmarks and a summary of the supporting research are provided on page 22.

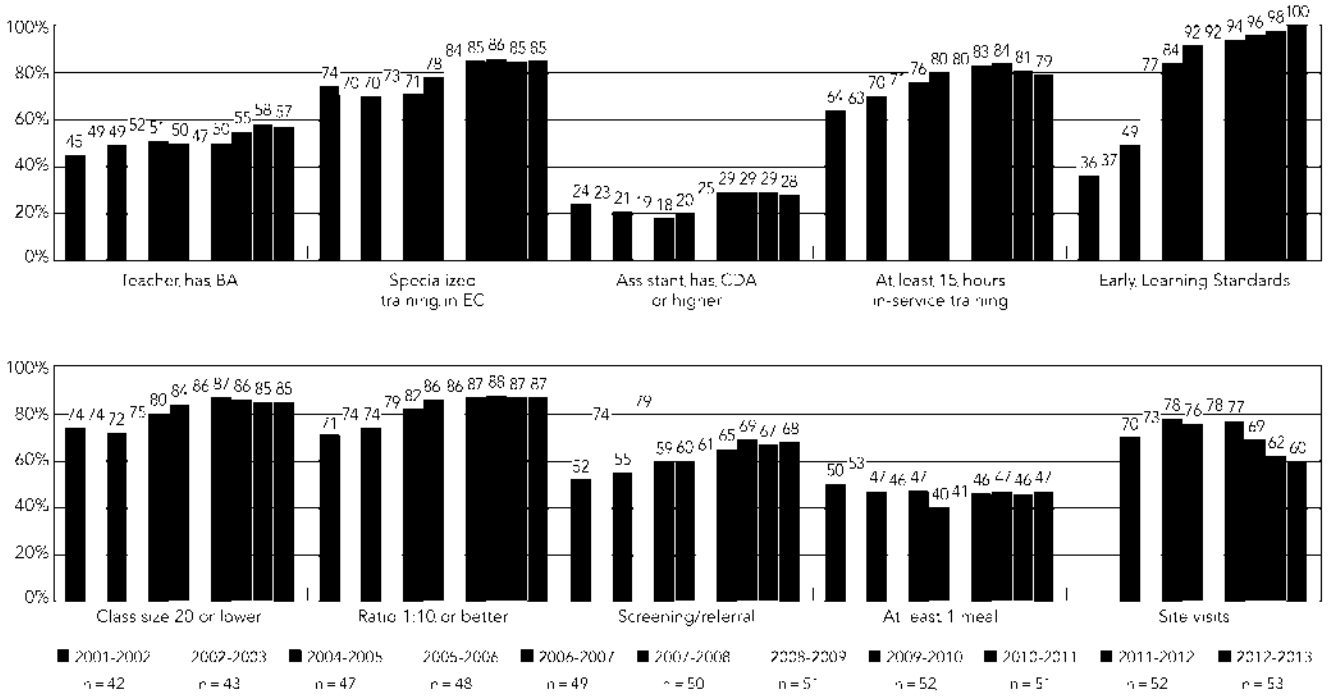


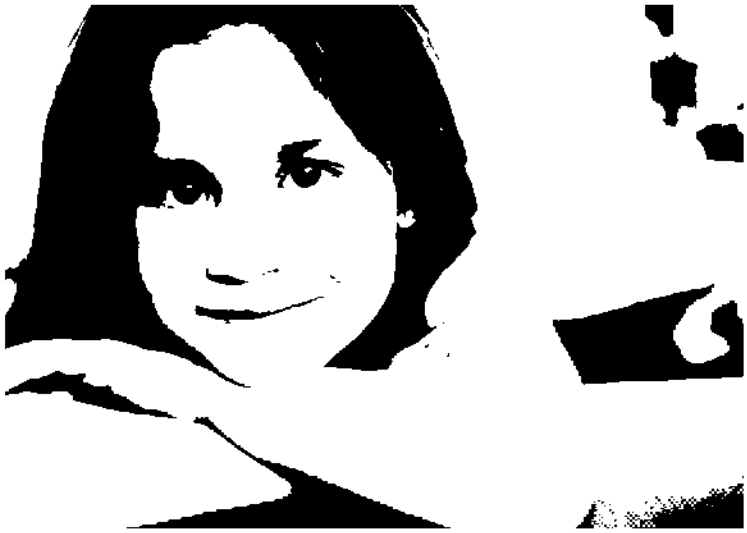
Figure 2 displays the percentage of programs meeting each of the quality standards from 2001-2002 through 2012-2013. Only one state had a policy change that met an additional benchmark in 2012-2013, as Ohio adopted comprehensive early learning standards. With this change, early learning standards became the first benchmark to have a 100 percent accomplishment rate among state programs. Two states had policy changes that reduced the number of benchmarks met: Arizona merged preschool programs and no longer requires lead teachers to have a BA, while Missouri reduced its required professional development below 15 hours per year.

As in 2011-2012, only five state programs met all 10 benchmarks: Alabama, Alaska, North Carolina, Rhode Island, and one Louisiana program (NSECD). Seven states had programs that met nine of 10 benchmarks—Arkansas, Kentucky, Minnesota, New Jersey (Abbott pre-K only), Oklahoma, Tennessee, and Washington. Another eight states met eight benchmarks.

At the other end of the spectrum, five states met fewer than half of the 10 benchmarks—California, Ohio, and Vermont met four; Florida met three; and Texas met only two benchmarks. In addition, two of Pennsylvania's programs, Pennsylvania's EABG and K4 programs, met four and two benchmarks respectively. The size of these programs makes their low quality standards particularly concerning. More than 500,000 children—41 percent of enrollment nationally—are served in programs meeting fewer than five benchmarks. As of 2012-2013, Ohio now meets the benchmark for having comprehensive early learning standards, though this only brings the state to four benchmarks. Particularly concerning, Texas and Pennsylvania's K4 program not only miss the class size and staff-child ratio benchmarks, but in fact do not set statewide limits on these at all.

RESOURCES: SMALL INCREASES MAY SIGNAL ONGOING RECOVERY

In 2012-2013, 40 states plus D.C. spent nearly $5.4 billion on pre-K, not including special education funds. The 10 remaining states had no pre-K initiative meeting our definition of state-funded prekindergarten in the 2012-2013 school year. (See page 21 for our explanation of what constitutes a state-funded pre-K program.) Among the states funding preschool education, spending ranged from $1.3 million in Rhode Island, to more than $750 million in Texas. Across the 40 states and D.C. with pre-K, total state spending increased by $30.6 million, a 1 percent increase in real (inflation-adjusted) spending from 2011-2012. Average real spending per child increased by $36 to $4,026. The District of Columbia spent the most per-child at $14,690, followed by New Jersey at $12,070. South Carolina and Nebraska report the lowest state spending per child, both less than $2,000 per-child.



Many state-funded pre-K programs rely on additional funds from local school districts, including locally directed federal funds, to fund pre-K programs. In some, state and local education agencies share the costs through a formula just as they do for K-12 education. In these and some other states, funding from all sources is a more complete indicator of the resources available to support pre-K (though not a better indicator of state financial commitment). States often have difficulty fully reporting local spending, especially where a local match is common but not required. As a result the figures we can report for this are often underestimates. Nevertheless, the figures reported in Table 7 indicate that local schools and other sources added over $806 million to state pre-K funds in 2012-2013, or $602 per child. Most non-state funds were local, with $315 million in required, and another $128 million in non-required, local spending reported in 2012-2013. This is less than was reported in 2011-2012, which could indicate a change in the availability of reported information. Non-required local funds are the most difficult to track as these need not be reported to states. Another difficulty is presented when states allow for an in-kind match, which makes it difficult to put an accurate dollar figure on the actual support provided. Reported spending from all sources amounted to $4,629 per child nationwide.

There are serious concerns that the level of funding provided for pre-K is, in too many instances, inadequate to support good quality, and that effectiveness suffers as a result. As shown in Table 7, we estimate that reported funding per child is sufficient to meet all 10 benchmarks in only 15 states, taking into account the current operating schedules of those programs. Local funding that is not reported certainly accounts for some of the shortfall, so the situation is less dire than these figures alone suggest. However, in some of the states with low funding levels, many providers are private organizations without the revenue-generating capacity of a local school district.

RECOMMENDATIONS:

State pre-K programs appear to be at an important crossroads. Following a disastrous year in which the recession intensified the negative effects of a longer-term trend, toward lower funding undermining educational effectiveness, funding increased slightly while enrollment declined. As state revenues return to normal growth, they need to move beyond modest one or two percent increases just to make up for lost ground during the recession. If pre-K is to be made available to even all children under 200 percent of the poverty level within the next 20 years, even larger increases will be required.

Major state policy changes will be required if states are to offer quality pre-K to all children, even in several states that made commitments to pre-K for all.

States should set goals to increase enrollment substantially, while raising standards (or in fewer cases, maintaining high standards) and providing stable funding at a level that can reasonably be expected to support those standards.

States without limits on class size and ratio should collect data on actual class sizes to determine the distribution of these within the state, particularly the extent to which there are very large classes. This is as simple as taking attendance and reporting average daily attendance, hardly a large reporting burden.

States should collect data on the quality of teaching practices in their pre-K classrooms, from a sufficient sample to assess how frequently good quality is provided, and to assess the strengths and weaknesses of current services.

States should develop data systems that will provide demographic descriptions of who they serve in preschool and how well they serve them. States should also identify where children are served (e.g., private programs or public schools) and all of the revenues supporting state pre-K, including those from local government, so that they know the true level of funding received by programs to support quality.

The federal government should offer financial incentives for states to set and achieve ambitious goals for enrollment, quality standards, and state funding.

Regardless of federal policy developments, every state should support high-quality pre-K, at least for children from low-income families.

When states do not adequately support high-quality pre-K, counties, municipalities, and school districts can act on their own. Across the nation, local initiatives are moving forward where states have lagged behind. In the 10 states that do not provide state-funded pre-K, at least 43,000 children receive preschool provided by their districts, according to data collected by the Office of Civil Rights.

Cities can follow the lead of a number of municipalities with notable efforts that exceed those of their states, including Boston, Cleveland, Los Angeles, San Antonio, and San Francisco. Most recently, New York City's commitment to Preschool for All paved the way for a remarkable renewed commitment by the state that could produce historic change beginning with the 2014-2015 school year.

Citizens can use the information provided here to compare their own state's progress with that in other states and promises made by the Governor and state legislature, and to hold them accountable for results.

TABLE 2: PRE-K ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2012-2013)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2012-2013)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	DC	94%	80%	87%	6,518	5,401	11,919
2	Florida	78%	0%	40%	174,145	—	174,145
3	Oklahoma	74%	0%	37%	40,114	—	40,114
4	Vermont	71%	21%	46%	4,601	1,267	5,868
5	Wisconsin	64%	1%	33%	46,321	738	47,059
6	West Virginia	62%	9%	36%	13,394	1,912	15,306
7	Iowa	60%	4%	32%	24,710	1,462	26,172
8	Georgia	58%	0%	30%	81,683	—	81,683
9	Texas	52%	6%	29%	205,056	22,120	227,176
10	New York	45%	0%	23%	103,132	215	103,347
11	South Carolina	40%	4%	23%	24,929	2,548	27,477
12	Maryland	35%	4%	20%	26,402	3,005	29,407
13	Maine	34%	0%	18%	4,850	—	4,850
14	Arkansas	33%	14%	24%	13,240	5,503	18,743
15	Louisiana	31%	0%	16%	19,871	—	19,871
16	Kentucky	29%	8%	19%	16,639	4,178	20,817
17	New Jersey	28%	20%	24%	31,020	20,706	51,726
18	Illinois	27%	18%	23%	45,324	29,981	75,305
19	Nebraska	26%	11%	19%	6,914	2,979	9,893
20	North Carolina	23%	0%	12%	29,572	—	29,572
21	Tennessee	21%	1%	11%	17,893	601	18,494
22	Colorado	21%	7%	14%	14,789	4,481	19,270
23	Kansas	21%	0%	10%	8,514	—	8,514
24	Michigan	21%	0%	10%	24,547	—	24,547
25	New Mexico	18%	0%	9%	5,331	—	5,331
26	Virginia	17%	0%	8%	17,313	—	17,313
27	California	15%	10%	13%	79,474	47,463	126,937
28	Massachusetts	14%	4%	9%	10,499	2,665	13,165
29	Connecticut	13%	6%	10%	5,302	2,517	7,819
30	Pennsylvania	12%	5%	9%	17,910	7,442	25,353
31	Oregon	10%	5%	8%	4,716	2,449	7,165
32	Washington	8%	1%	5%	7,241	1,150	8,391
33	Delaware	7%	0%	4%	843	—	843
34	Alabama	6%	0%	3%	3,897	—	3,897
35	Missouri	3%	1%	2%	2,698	977	3,675
36	Nevada	3%	0%	2%	1,272	107	1,379
37	Alaska	3%	0%	2%	345	—	345
38	Arizona	3%	2%	3%	2,932	2,085	5,017
39	Ohio	2%	1%	2%	3,457	1,360	4,817
40	Minnesota	1%	1%	1%	1,044	687	1,731
41	Rhode Island	1%	0%	1%	144	—	144
No Program	Hawaii	0.0%	0.0%	0.0%	0	0	0
No Program	Idaho	0.0%	0.0%	0.0%	0	0	0
No Program	Indiana	0.0%	0.0%	0.0%	0	0	0
No Program	Mississippi	0.0%	0.0%	0.0%	0	0	0
No Program	Montana	0.0%	0.0%	0.0%	0	0	0
No Program	New Hampshire	0.0%	0.0%	0.0%	0	0	0
No Program	North Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	South Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	Utah	0.0%	0.0%	0.0%	0	0	0
No Program	Wyoming	0.0%	0.0%	0.0%	0	0	0
	United States	**27.9%**	**4.4%**	**16.4%**	**1,148,597**	**175,999**	**1,324,596**

For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages.

—Nationwide, an additional 14,141 children of other ages were enrolled in state pre-k programs, for a total of 1,338,737.

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

	ENROLLMENT CHANGES FROM 2001-2002 TO 2012-2013				ENROLLMENT CHANGES FROM 2011-2012 TO 2012-2013			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
STATE	Number	Percentage Point	Number	Percentage Point	Number	Percentage Point	Number	Percentage Point
Alabama	0	0%	3,141	5%	0	0%	-9	0%
Alaska	0	0%	345	3%	0	0%	134	1%
Arizona*	2,085	2%	-1,345	-2%	1,800	2%	51	1%
Arkansas	4,561	12%	11,016	27%	1,019	3%	-2,044	1%
California	36,539	7%	34,940	7%	-712	0%	-14,392	-1%
Colorado	3,751	5%	6,469	7%	189	0%	-119	0%
Connecticut	982	3%	885	3%	-540	1%	-94	1%
Delaware	0	0%	0	-1%	0	0%	0	0%
D.C.	4,276	60%	3,507	50%	679	11%	-427	0%
Florida	0	0%	174,145	78%	0	0%	-977	0%
Georgia	0	0%	18,070	5%	0	0%	-1,185	0%
Hawaii	0	0%	0	0%	0	0%	0	0%
Idaho	0	0%	0	0%	0	0%	0	0%
Illinois	15,883	10%	6,422	6%	-3,721	-2%	-1,573	-1%
Indiana	0	0%	0	0%	0	0%	0	0%
Iowa	951	2%	23,154	56%	400	1%	3,045	5%
Kansas	0	0%	6,284	15%	0	0%	-79	0%
Kentucky	-694	2%	3,822	5%	495	1%	-838	0%
Louisiana	0	0%	12,352	19%	0	0%	-550	0%
Maine	0	0%	3,410	25%	0	0%	345	2%
Maryland	1,597	2%	8,028	10%	80	0%	724	1%
Massachusetts*	-6,767	-8%	1,067	2%	240	0%	-214	0%
Michigan	0	0%	-1,930	1%	0	0%	968	1%
Minnesota*	-128	0%	-226	0%	0	0%	0	0%
Mississippi	0	0%	0	0%	0	0%	0	0%
Missouri	-1,569	-2%	-988	-1%	-68	0%	-360	0%
Montana	0	0%	0	0%	0	0%	0	0%
Nebraska	2,855	11%	6,558	24%	-593	-2%	1,007	1%
Nevada	-4	0%	951	2%	-133	0%	245	0%
New Hampshire	0	0%	0	0%	0	0%	0	0%
New Jersey	7,921	8%	7,139	8%	400	1%	-214	1%
New Mexico	-470	2%	4,961	17%	0	0%	740	1%
New York	-5,620	-2%	39,633	20%	14	0%	765	1%
North Carolina	0	0%	28,332	22%	0	0%	4,736	2%
North Dakota	0	0%	0	0%	0	0%	0	0%
Ohio	-8,354	-5%	-10,428	-7%	-249	0%	-107	0%
Oklahoma	0	0%	14,235	19%	0	0%	25	0%
Oregon	1,340	3%	2,127	4%	9	0%	-13	0%
Pennsylvania*	7,442	5%	15,360	10%	-373	0%	-2,801	-1%
Rhode Island	0	0%	144	1%	0	0%	36	0%
South Carolina	2,198	4%	9,279	11%	37	0%	-1,681	1%
South Dakota	0	0%	0	0%	0	0%	0	0%
Tennessee	-241	0%	16,135	19%	0	0%	0	0%
Texas	2,379	0%	77,473	12%	615	0%	1,913	0%
Utah	0	0%	0	0%	0	0%	0	0%
Vermont*	898	15%	3,981	63%	229	4%	249	5%
Virginia	0	0%	11,417	10%	0	0%	695	0%
Washington	1	0%	2,456	2%	126	0%	-126	0%
West Virginia	144	1%	8,309	38%	5	0%	561	2%
Wisconsin*	50	0%	32,817	45%	10	0%	2,404	2%
Wyoming	0	0%	0	0%	0	0%	0	0%
U.S.	**72,006**	**2%**	**583,448**	**14%**	**-42**	**0%**	**-9,160**	**-1%**

*. At least one program in these states did not break down total enrollment figures by age. As a result, the figures for 3-year-olds served. As a result, the figures in this table are estimates.

TABLE 4: 2012-2013 ENROLLMENT OF 3- AND 4-YEAR-OLDS IN STATE PRE-K, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL AND STATE HEAD START

	Pre-K + Pre-K Special Education				Pre-K + Pre-K Special Education + Head Start††			
	3-year-olds		4-year-olds		3-year-olds		4-year-olds	
STATE	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population
Alabama	961	1.6%	5,202	8.3%	6,304	10.5%	14,338	22.9%
Alaska*	401	3.7%	975	9.1%	1,442	13.5%	2,340	21.7%
Arizona	4,821	5.4%	7,548	8.1%	9,850	11.0%	17,660	19.0%
Arkansas	7,320	18.8%	15,194	37.8%	11,911	30.6%	20,311	50.6%
California*	54,037	10.9%	93,775	18.2%	86,958	17.5%	148,254	28.7%
Colorado	7,175	10.5%	18,656	26.7%	11,070	16.5%	23,853	34.1%
Connecticut	4,277	10.9%	7,427	18.1%	6,836	17.4%	10,615	25.9%
Delaware~	463	4.2%	1,520	13.4%	1,273	11.6%	2,149	18.9%
D.C.	5,401	79.8%	6,518	93.9%	6,457	95.5%	6,945	100.0%
Florida	5,880	2.8%	176,361	79.5%	18,977	8.9%	196,576	88.6%
Georgia	2,331	1.7%	83,113	59.0%	13,638	10.1%	92,913	65.9%
Hawaii	632	3.6%	702	4.0%	1,601	9.1%	2,360	13.4%
Idaho	658	2.8%	1,002	4.1%	1,545	6.5%	3,129	12.8%
Illinois	32,320	19.9%	50,733	30.3%	47,392	29.2%	69,541	41.4%
Indiana	3,850	4.5%	5,131	5.8%	8,536	10.0%	12,728	14.5%
Iowa	2,326	5.8%	25,516	62.2%	4,911	12.3%	28,875	70.4%
Kansas	2,228	5.5%	11,822	28.5%	5,268	13.0%	14,988	36.2%
Kentucky	4,178	7.6%	16,639	29.0%	9,627	17.5%	25,434	44.3%
Louisiana*	1,197	1.9%	21,336	33.2%	11,407	18.4%	29,306	45.0%
Maine*	712	5.3%	5,903	42.0%	1,601	11.9%	7,284	51.8%
Maryland	5,867	8.1%	30,405	40.4%	12,120	16.7%	36,079	48.3%
Massachusetts	5,989	8.3%	13,801	18.4%	10,100	14.0%	18,969	25.3%
Michigan	3,751	3.2%	24,547	20.5%	16,164	14.0%	42,459	35.5%
Minnesota~	3,531	5.1%	5,506	7.4%	7,424	10.6%	11,034	15.2%
Mississippi	719	1.7%	1,770	4.1%	11,038	26.7%	16,024	37.0%
Missouri	3,445	4.4%	7,225	9.2%	9,302	12.2%	14,958	19.0%
Montana	187	1.4%	395	3.1%	1,765	14.1%	2,735	21.8%
Nebraska	2,979	11.3%	6,914	25.8%	4,703	17.9%	9,256	34.6%
Nevada	1,720	4.7%	3,868	10.1%	2,806	7.7%	5,342	13.9%
New Hampshire	867	6.4%	950	6.9%	1,392	10.3%	1,709	12.3%
New Jersey	25,165	23.8%	36,906	33.7%	31,119	29.5%	43,653	39.8%
New Mexico	1,264	4.4%	7,285	24.6%	4,377	15.4%	11,578	39.1%
New York*	16,304	7.2%	116,943	50.6%	34,329	15.2%	139,893	60.5%
North Carolina	3,527	2.8%	33,025	25.6%	10,440	8.3%	44,149	34.2%
North Dakota	282	3.0%	460	5.0%	1,371	14.7%	2,073	22.4%
Ohio	5,624	4.0%	10,434	7.2%	18,486	13.1%	27,597	19.1%
Oklahoma	802	1.5%	40,114	74.1%	8,141	15.5%	47,145	87.1%
Oregon	4,362	9.3%	7,089	14.6%	6,876	14.6%	11,156	23.0%
Pennsylvania*†	14,315	10.0%	26,804	18.1%	24,436	17.0%	42,005	28.4%
Rhode Island	604	5.5%	977	8.4%	1,287	11.8%	2,152	18.4%
South Carolina*	3,612	6.0%	25,953	42.1%	9,699	16.1%	31,421	50.9%
South Dakota	428	3.6%	780	6.4%	1,949	16.4%	2,942	24.0%
Tennessee	2,206	2.7%	19,684	23.4%	7,831	9.7%	29,092	34.6%
Texas	27,957	7.5%	208,856	52.6%	55,523	14.5%	244,713	61.6%
Utah	2,194	4.2%	3,103	5.9%	4,203	8.0%	6,884	13.0%
Vermont	1,446	23.5%	4,601	71.2%	1,822	29.5%	5,142	79.6%
Virginia*	3,221	3.2%	20,868	19.9%	7,954	7.9%	27,804	26.5%
Washington	3,993	4.4%	11,096	12.3%	7,916	8.9%	18,164	20.1%
West Virginia	1,912	9.3%	13,394	62.4%	3,790	18.4%	18,304	85.3%
Wisconsin†	3,410	4.9%	47,217	65.1%	9,393	13.4%	52,520	72.4%
Wyoming	610	7.7%	1,055	12.9%	1,244	15.7%	1,986	24.2%
50 States	**293,462**	**7.4%**	**1,287,677**	**31.3%**	**564,709**	**14.2%**	**1,649,607**	**40.1%**

* These states serve special education children in their state pre-K programs but were not able to provide an unduplicated count for at least one of their programs. Estimations were used based on the average percent of special education students in state pre-K and enrollment numbers for each program.

~ These states serve special education children in their state-funded Head Start pre-K programs but were not able to provide an unduplicated count for the Head Start program. Estimations were used based on the percent of children with IEPs as reported by the PIR.

†† This figure includes federally funded and state funded Head Start enrollment.

For details about how these figures were calculated, see the Methodology section on the Preschool Pages.

TABLE 5: 2012-2013 STATE PRE-K QUALITY STANDARDS

STATE/ PROGRAM	Comprehensive early learning standards	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	At least 15 hrs/yr in-service	Class size 20 or lower	Staff-child ratio 1:10 or better	Vision, hearing, health, and one support service	At least one meal	Site visits	Quality Standards Checklist Sum 2012-2013
Alabama	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	**10**
Alaska	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	**10**
Arizona	✔				✔	✔	✔			✔	**6**
Arkansas	✔		✔	✔	✔	✔	✔	✔	✔	✔	**9**
California	✔		✔		✔		✔				**4**
Colorado	✔		✔		✔	✔	✔			✔	**6**
Connecticut	✔		✔			✔	✔	✔		✔	**6**
Delaware	✔		✔		✔	✔	✔	✔	✔	✔	**8**
D.C	✔	✔	✔		✔	✔	✔	✔	✔		**8**
Florida	✔					✔				✔	**3**
Georgia	✔	✔	✔	✔	✔			✔	✔	✔	**8**
Illinois	✔	✔	✔		✔	✔	✔	✔		✔	**8**
Iowa Shared Visions	✔		✔			✔	✔	✔	✔		**6**
Iowa SVPP	✔	✔	✔			✔	✔	✔		✔	**7**
Kansas At-Risk	✔	✔		✔	✔	✔	✔				**6**
Kansas Pilot Pre-K	✔	✔		✔	✔	✔	✔				**6**
Kentucky	✔	✔	✔		✔	✔	✔	✔	✔	✔	**9**
Louisiana 8(g)	✔	✔	✔		✔	✔	✔		✔		**7**
Louisiana LA4	✔	✔	✔		✔	✔	✔	✔	✔		**8**
Louisiana NSECD	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	**10**
Maine	✔	✔	✔	✔	✔			✔			**6**
Maryland	✔	✔	✔		✔		✔	✔	✔	✔	**8**
Massachusetts	✔				✔	✔	✔	✔		✔	**6**
Michigan	✔	✔	✔	✔		✔	✔	✔			**7**
Minnesota	✔		✔	✔	✔	✔	✔	✔	✔	✔	**9**
Missouri	✔	✔	✔	✔		✔	✔	✔			**8**
Nebraska	✔	✔	✔	✔		✔	✔				**6**
Nevada	✔	✔	✔		✔	✔	✔			✔	**7**
New Jersey Abbott	✔	✔	✔		✔	✔	✔	✔	✔	✔	**9**
New Jersey ECPA	✔	✔	✔		✔	✔	✔	✔		✔	**8**
New Jersey ELLI	✔	✔	✔		✔	✔	✔	✔		✔	**8**
New Mexico	✔		✔		✔	✔	✔	✔	✔	✔	**8**
New York	✔	✔	✔		✔	✔	✔	✔			**7**
North Carolina	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	**10**
Ohio ECE	✔		✔					✔		✔	**4**
Oklahoma	✔	✔	✔		✔	✔	✔	✔	✔	✔	**9**
Oregon	✔		✔		✔	✔	✔	✔	✔	✔	**8**
Pennsylvania EABG	✔		✔			✔	✔				**4**
Pennsylvania HSSAP	✔		✔		✔	✔	✔	✔	✔	✔	**8**
Pennsylvania K4	✔	✔									**2**
Pennsylvania Pre-K Counts	✔	✔	✔		✔	✔	✔			✔	**7**
Rhode Island	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	**10**
South Carolina 4K	✔	✔	✔		✔	✔	✔				**6**
South Carolina CDEPP	✔		✔		✔	✔	✔	✔	✔		**7**
Tennessee	✔	✔	✔		✔	✔	✔	✔	✔	✔	**9**
Texas	✔				✔						**2**
Vermont Act 62	✔				✔	✔	✔				**4**
Vermont EEI	✔		✔			✔	✔				**4**
Virginia	✔		✔		✔	✔	✔	✔			**6**
Washington	✔		✔	✔	✔	✔	✔	✔	✔	✔	**9**
West Virginia	✔		✔		✔	✔	✔	✔	✔	✔	**8**
Wisconsin 4K	✔	✔	✔		✔					✔	**5**
Wisconsin HdSt	✔		✔		✔	✔	✔	✔	✔		**7**
Totals	**53**	**30**	**45**	**15**	**42**	**45**	**46**	**36**	**25**	**32**	

TABLE 6: PRE-K RESOURCES PER CHILD ENROLLED BY STATE

STATE	Resources rank based on state spending	State $ per child enrolled in pre-K	Change in state per-child spending from 2011-2012 to 2012-2013 Adjusted dollars	Total state preschool spending in 2012-2013	Change in total state spending from 2011-2012 to 2012-2013 Adjusted dollars
District of Columbia	1	$14,690	$497	$175,096,000	$15,182,177
New Jersey	2	$12,070	$228	$624,344,361	$14,008,769
Connecticut	3	$9,810	$1,290	$93,064,999	$16,448,214
Rhode Island	4	$9,278	$5,911	$1,336,000	$972,375
Oregon	5	$8,491	$151	$61,000,000	$958,481
Minnesota	6	$7,592	-$119	$13,764,296	-$216,276
Alaska	7	$7,246	-$937	$2,500,000	$773,288
Delaware	8	$6,795	-$107	$5,727,800	-$90,000
Washington	9	$6,672	-$98	$55,980,678	-$826,039
West Virginia	10	$5,894	-$203	$92,946,182	-$138,034
Pennsylvania	11	$5,680	$120	$145,529,413	-$14,538,694
Arkansas	12	$5,514	$20	$111,000,000	-$1,744,121
North Carolina	13	$4,960	-$281	$146,677,533	$16,516,619
Alabama	14	$4,898	-$65	$19,087,050	-$299,812
Louisiana	15	$4,620	$91	$91,803,989	-$692,615
Tennessee	16	$4,611	$12	$85,807,267	$228,622
California	17	$4,541	$340	$588,454,032	$16,539,537
Michigan	18	$4,452	$40	$109,275,000	$3,361,548
Maryland	19	$4,386	$721	$128,992,934	$24,107,939
Massachusetts	20	$3,966	$156	$52,887,295	$1,798,307
Ohio	21	$3,927	$116	$22,385,387	$659,558
Vermont	22	$3,778	-$25	$22,469,844	$1,775,261
Virginia	23	$3,752	-$86	$64,953,097	$1,186,463
Kentucky	24	$3,621	$32	$75,373,534	-$566,394
Oklahoma	25	$3,611	-$98	$144,859,409	-$3,847,604
New York	26	$3,609	-$155	$373,010,631	-$13,133,011
New Mexico	27	$3,604	$393	$19,214,600	$4,472,240
Georgia	28	$3,599	$54	$293,939,678	$172,523
Wisconsin	29	$3,366	$50	$167,264,100	$10,982,364
Texas	30	$3,311	$28	$753,338,055	$14,698,154
Illinois	31	$3,189	-$72	$241,161,135	-$22,691,485
Iowa	32	$2,674	-$803	$71,234,408	-$8,489,383
Nevada	33	$2,397	$236	$3,338,875	$52,463
Maine	34	$2,296	$48	$11,680,725	$927,358
Florida	35	$2,242	$75	$390,360,150	$15,380,093
Kansas	36	$2,163	$7	$18,417,032	$113,005
Colorado	37	$2,159	$216	$42,181,888	$4,341,080
Missouri	38	$2,067	$658	$7,595,493	$3,582,359
Arizona	39	$2,028	-$932	$13,211,842	$3,843,026
South Carolina	40	$1,300	$54	$35,708,905	-$561,087
Nebraska	41	$1,273	$314	$13,288,170	$3,507,374
Hawaii	No program	$0	$0	$0	$0
Idaho	No program	$0	$0	$0	$0
Indiana	No program	$0	$0	$0	$0
Mississippi	No program	$0	$0	$0	$0
Montana	No program	$0	$0	$0	$0
New Hampshire	No program	$0	$0	$0	$0
North Dakota	No program	$0	$0	$0	$0
South Dakota	No program	$0	$0	$0	$0
Utah	No program	$0	$0	$0	$0
Wyoming	No program	$0	$0	$0	$0
United States		$4,026	$36	$5,390,261,787	$30,587,038

For details about how these figures were calculated, see the Methodology section on [illegible] pages.

TABLE 7: RANKINGS OF ALL REPORTED RESOURCES PER CHILD ENROLLED

Resources rank based on all reported spending	State	All reported $ per child enrolled in pre-K	Estimate of per-child spending needed to meet NIEER benchmarks[1]	Is the reported funding sufficient to meet NIEER benchmarks?	Additional per-child funding needed	Quality benchmark total
1	District of Columbia	$16,853	$10,998	Yes	$0	8
2	Connecticut*	$12,184	$9,035	Yes	$0	6
3	New Jersey*	$12,070	$9,615	Yes	$0	8.8
4	West Virginia*	$9,380	$7,029	Yes	$0	8
5	Rhode Island	$9,278	$9,046	Yes	$0	10
6	Oregon*	$8,491	$7,792	Yes	$0	8
7	Oklahoma*	$7,597	$6,563	Yes	$0	9
8	Minnesota	$7,592	$4,726	Yes	$0	9
9	Alabama	$7,327	$7,844	No	$517	10
10	Alaska	$7,246	$4,641	Yes	$0	10
11	North Carolina	$7,086	$8,450	No	$1,364	10
12	Kentucky	$6,961	$4,319	Yes	$0	9
13	Washington*	$6,806	$5,877	Yes	$0	9
14	Delaware	$6,795	$4,973	Yes	$0	8
15	Tennessee	$5,895	$8,229	No	$2,334	9
16	Virginia*	$5,886	$9,524	No	$3,638	6
17	Pennsylvania*	$5,680	$5,519	Yes	$0	5.6
18	Arkansas	$5,514	$7,369	No	$1,854	9
19	California*	$5,411	$6,716	No	$1,305	4
20	Wisconsin	$5,359	$4,640	Yes	$0	5.0
21	Maine	$5,292	$4,082	Yes	$0	6
22	Louisiana	$4,721	$7,762	No	$3,042	8.0
23	Michigan*	$4,452	$6,131	No	$1,679	7
24	Maryland*	$4,386	$6,595	No	$2,208	8
25	Massachusetts*	$4,259	$9,680	No	$5,421	6
26	Ohio	$3,927	$4,683	No	$756	4
27	Vermont	$3,778	$4,135	No	$358	4
28	Illinois	$3,660	$5,047	No	$1,387	8
29	Georgia	$3,622	$8,790	No	$5,168	8
30	New York*	$3,609	$6,573	No	$2,963	7
31	New Mexico	$3,604	$4,288	No	$684	8
32	Colorado	$3,441	$4,690	No	$1,248	6
33	Texas	$3,366	$4,837	No	$1,471	2
34	Nevada	$3,280	$4,864	No	$1,584	7
35	Iowa*	$3,150	$4,310	No	$1,161	6.9
36	Nebraska	$2,943	$4,135	No	$1,192	6
37	Florida	$2,242	$4,527	No	$2,285	3
38	Kansas	$2,163	$4,137	No	$1,974	6
39	Missouri*	$2,067	$6,880	No	$4,813	7
40	Arizona	$2,028	$4,479	No	$2,451	5
41	South Carolina*	$1,300	$5,178	No	$3,878	6.2
No program	Hawaii	$0	$4,631	No	$4,631	NA
No program	Idaho	$0	$3,937	No	$3,937	NA
No program	Indiana	$0	$4,343	No	$4,343	NA
No program	Mississippi	$0	$4,061	No	$4,061	NA
No program	Montana	$0	$3,617	No	$3,617	NA
No program	New Hampshire	$0	$4,551	No	$4,551	NA
No program	North Dakota	$0	$3,920	No	$3,920	NA
No program	South Dakota	$0	$3,719	No	$3,719	NA
No program	Utah	$0	$4,479	No	$4,479	NA
No program	Wyoming	$0	$3,958	No	$3,958	NA
	United States	**$4,629**	**$8,387**	**No**	**$3,758**	

1. For each state, a school-day, part-day, or weighted estimate of per-child spending was used, based on the operating schedule of the state pre-K program and the percent of children served in each type of operating schedule. Estimates for no-program states are for part-day programs. State estimates were constructed from a national estimate adjusted for state cost-of-living differences. The national estimate was obtained from Gault, B., Mitchell, A., & Williams, E. (2008). *Meaningful investments in pre-K: Estimating the per child costs of quality programs.* Washington, DC: Institute for Women's Policy Research. The state cost index was obtained from Taylor, L. & Fowler, W. (2006). *A comparable wage approach to geographic cost adjustment.* Washington DC: IES, U.S. Department of Education.

*. This state serves preschoolers in both school- and part-day programs, and, therefore, a weighted estimate of per-child spending was calculated.

For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages.

WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

NIEER's *State Preschool Yearbook* series focuses on state-funded preschool education initiatives meeting the following criteria:

The initiative is funded, controlled, and directed by the state.

The initiative serves children of preschool age, usually 3 and/or 4. Although initiatives in some states serve broader age ranges, programs that serve *only* infants and toddlers are excluded.

Early childhood education is the primary focus of the initiative. This does not exclude programs that offer parent education, but does exclude programs that mainly focus on parent education. Programs that focus on parent work status or programs where child eligibility is tied to work status are also excluded.

The initiative offers a group learning experience to children at least two days per week.

State-funded preschool education initiatives must be distinct from the state's system for subsidized child care. However, preschool initiatives may be *coordinated* and *integrated* with the subsidy system for child care.

The initiative is *not* primarily designed to serve children with disabilities, but services may be offered to children with disabilities.

State supplements to the federal Head Start program are considered to constitute *de facto* state preschool programs if they substantially expand the number of children served, and if the state assumes some administrative responsibility for the program. State supplements to fund quality improvements, extended days, or other program enhancements or to fund expanded enrollment only minimally are not considered equivalent to a state preschool program.

While ideally this report would identify all preschool education funding streams at the federal, state, and local levels, there are a number of limitations on the data that make this extremely difficult to do. For example, preschool is only one of several types of education programs toward which local districts can target their Title I funds. Many states do not track how Title I funds are used at the local level and therefore do not know the extent to which they are spent on preschool education. Another challenge involves tracking total state spending for child care, using a variety of available sources, such as CCDF dollars, TANF funds, and any state funding above and beyond the required matches for federal funds. Although some of these child care funds may be used for high-quality, educational, center-based programs for 3- and 4-year-olds that closely resemble programs supported by state-funded preschool education initiatives, it is nearly impossible to determine what proportion of the child care funds are spent this way.

AGE GROUPINGS USED IN THIS REPORT

Children considered to be 3 years old during the 2012-2013 school year are those who are eligible to enter kindergarten two years later, during the 2014-2015 school year. Children considered to be 4 years old during the 2012-2013 school year were eligible to enter kindergarten one year later, during the 2013-2014 school year. Children considered to be 5 years old during 2012-2013 school year were already eligible for kindergarten at the beginning of the 2012-2013 school year.

Roadmap to the State Profile Pages

How to interpret data on the individual state profiles

For each state with a preschool education initiative, we include one page with a description of the state's program followed by a page with data on the program's key features, focusing on access, quality, and resources.

The first page for each state begins with two sets of bar graphs. One shows percentages of the state's 3- and 4-year-olds enrolled in the state prekindergarten program. The second shows the state's spending per child enrolled in the state pre-K initiative. Both sets of bar graphs depict changes in state preschool over time, from fiscal year 2002 (which corresponds to the 2001-2002 school year) through fiscal year 2012 (which corresponds to the 2011-2012 school year). Most of the data used for comparison purposes come from NIEER's previous *Yearbooks*, although spending figures are adjusted for inflation and represent 2012 dollars. In addition, there are some exceptions in cases where states revised data or reported data differently. Several states–California, Florida, Massachusetts, Nebraska, and North Carolina–reported spending from the American Recovery and Reinvestment Act (ARRA) in the 2009-2010 and 2010-2011 school years, which was included as state funding. However, these funds were no longer available in the 2011-2012 school year. The percent of students enrolled is calculated using Census estimates of 3- and 4-year-old children in each state, with the exception of the 2010-2011 school year, when estimates were not available and actual Census data were used.

Following the bar graphs is a brief narrative providing information on the main features of the state's initiative(s). This includes details such as the initiative's history, the types of settings in which state-funded preschool can be offered, enrollment eligibility criteria, and evaluations, if conducted. In many cases, the narrative also describes unique or particularly interesting aspects of the state initiatives that may not be highlighted elsewhere in the report, as well as relevant new developments in the 2011-2012 school year and expected changes for the 2012-2013 school year. Some descriptive information in the narratives was originally based on information found in the reports *Seeds of Success* from the Children's Defense Fund and *Quality Counts 2002* from *Education Week*.

For the 40 states with preschool programs, the bottom of the first page of each state profile presents four numbers showing the state's ranking on the following measures:

- The percentage of the state's 4-year-old population enrolled in the state's preschool program (Access Rankings–4-Year-Olds);
- The percentage of the state's 3-year-old population enrolled in the state's preschool program (Access Rankings–3-Year-Olds);
- State expenditures per child enrolled in the program (Resources Rankings–State Spending);
- All reported expenditures per child enrolled in the program, including local and federal spending as well as state spending (Resources Rankings–All Reported Spending).

The All Reported Spending ranking provides a more complete picture of pre-K spending in states using local and federal funding sources than the State Spending ranking alone. However, because states vary in their ability to report spending from these other sources, this ranking is imperfect and sometimes underestimates total spending.

Iowa, Kansas, Louisiana, New Jersey, Pennsylvania, South Carolina, Vermont, and Wisconsin each have more than one distinct preschool education initiative, therefore information is presented slightly differently for these states and is explained on their individual profiles.

The District of Columbia provides pre-K to a substantial number of 3- and 4-year-olds through D.C. Public Schools (DCPS), community-based organizations (CBOs), and charter schools (authorized by the D.C. Public Charter Board). Programs in DCPS and CBO settings operate under similar program standards and so are profiled together. Beginning in the 2009-2010 school year, data were included in the *Yearbook* on pre-K programs operating in D.C.'s charter schools. As the nature of charter schools allows each school to set its own regulations and standards through its charter, programs operated in these settings are profiled separately, to accurately portray this governance structure. Information is presented similarly to states that have more than one prekindergarten initiative. While D.C.'s unique situation as a city independent of a state makes it difficult to compare directly to state-funded programs, D.C. does have higher per-child spending and access figures than any state and so has been given a ranking of "1*" to indicate this position. However, state rankings also begin at position 1, to be interpreted as "first among states."

State profile pages are also given for the 10 states that did not fund preschool education initiatives in the 2011-2012 school year. For most of these states, the space for the narrative of the state's initiative is left blank, and the table of quality standards is marked "NA" for all 10 states. However, these profiles report enrollment data for special education and federally funded Head Start. In addition, data on per-child spending for K–12 education and federal Head Start are included. When applicable, state-funded Head Start spending and enrollment are also provided for no-program states.

The following sections provide an overview of information contained in the data tables on the state profile pages and explain why these elements are important. Data in the tables are for the 2011-2012 school year except where noted.

ACCESS

The Access data table begins with the total state program enrollment, which is the number of children of all ages enrolled at a specific point in time. Following that is the percentage of school districts (or other local education authorities, such as counties or parishes) providing state-funded prekindergarten programs. This information shows the extent of the initiative's geographic coverage. Next, the table shows what, if any, income requirement is used in determining eligibility for the program.

Data on the hours of operation (hours per day and days per week) and operating schedule (academic or calendar year) are shown as additional measures of access because working parents may find it difficult to get their children to and from programs that operate only a few hours a day. The amount of time children participate in a preschool program also matters for other reasons, such as influencing the program's effects on children's development and learning.

The Access data table shows enrollment of 3- and 4-year-old children in two federally funded programs besides the state prekindergarten initiative: preschool special education and Head Start. The Head Start enrollment total includes children in the American Indian/Alaskan Native and migrant regions. The final item in the table reports how many children ages 3 and 4 are participating in Head Start through state supplemental funds.

Two Access pie charts illustrate the percentages of the state's 3- and 4-year-olds enrolled in the state-funded preschool initiative(s), special education, and Head Start. The remaining children are categorized as enrolled in "Other/None." These children may be enrolled in another type of private or publicly funded program (e.g., state-subsidized child care) or may not be attending a center-based program at all. For the 2012 *Yearbook*, we calculated an unduplicated count for special education enrollment in order to more accurately represent the number of children served in the state. The special education percentage in the pie chart represents children who are in special education but not enrolled in Head Start or state preschool programs. The Head Start percentage also includes any children supported by state contributions to the federal Head Start program.

QUALITY STANDARDS CHECKLIST

State policies in 10 critical areas related to quality are shown in the Quality Standards Checklist table. For each area, states receive a checkmark when their policy meets or exceeds the related benchmark standard. On the right side of the page, a box displays the total number of benchmarks met by the state.

The Quality Standards Checklist represents a set of minimum criteria established by state policy needed to ensure the effectiveness of preschool education programs, especially when serving children at risk for school failure. However, the checklist is not intended as an exhaustive inventory of all the features of a high-quality program, although each of these research-based standards is essential. While meeting all 10 standards does not necessarily guarantee that a program is of high quality, no state's prekindergarten policies should be considered satisfactory unless all 10 benchmarks are met. Although programs may routinely engage in practices meeting criteria for quality standards, credit is given only when the practices are explicitly required in state policy.

The limitations of the research are such that judgment inevitably plays a role in setting specific benchmarks based on evidence. Studies find that the potential benefits from strong preschool education programs are such that the monetary investment in pre-K is returned seven to 17 times.[1] Therefore, we gave more weight to the risk of losing substantial benefits by setting benchmarks too low than to the risk of raising costs by setting benchmarks too high. Costs of many preschool programs are currently quite low; thus, benchmarks steer closer to the characteristics of programs demonstrated to produce reasonably large education benefits for children in randomized trials and the strongest quasi-experimental studies (e.g., HighScope Perry Preschool and Chicago Child-Parent Centers) and farther from the characteristics of programs found in rigorous studies to have weak effects.[2]

Of the 10 standards we use to gauge the quality of state-funded preschool programs, four involve teacher credentials and training. State preschool policies are evaluated based on whether programs require teachers to have a bachelor's degree;[3] whether they require teachers to have specialization in preschool education;[3] whether they require assistant teachers to have at least a Child Development Associate (CDA) or equivalent credential based on coursework;[4] and whether they require teachers to have at least 15 hours of annual in-service training.[5] Teacher qualifications receive this emphasis in our checklist because research shows this area to be crucial in determining program quality. Better education and training for teachers can improve the interaction between children and teachers, which in turn affects children's learning.

Class size and staff-child ratios are also emphasized in the Quality Standards Checklist, with the expectation that states will limit class sizes to 20 children at the most[6] and have no more than 10 children per staff member.[7] With smaller classes and fewer children per teacher, children have greater opportunities for interaction with adults and can receive more individualized attention, resulting in a higher quality program.

1. Reynolds, A., Temple, J., Robertson, D., & Mann, E. (2002). Age 21 cost-benefit analysis of the Title I Chicago Child-Parent Centers. *Education Evaluation and Policy Analysis, 24*, 267-303. Belfield, C., Nores, M., Barnett, S., & Schweinhart, L. (2006). The HighScope Perry Preschool Program: Cost-benefit analysis using data from the age-40 follow-up. *Journal of Human Resources, 41*(1), 162-190.

2. Temple, J., & Reynolds, A. (2007). Benefits and costs of investments in preschool education: Evidence from the Child Parent Centers and related programs. *Economics of Education Review, 26*, 126-144. Barnett, W.S., & Belfield, C. (2006). Early childhood and social mobility. *Future of Children, 16*(2), 73-98.

3. Based on a review of the evidence, a committee of the National Research Council recommended that preschool teachers have a BA with specialization in early childhood education: Bowman, B.T., Donovan, M.S., & Burns, M.S. (Eds.). (2001). *Eager to learn: Educating our preschoolers*. Washington, DC: National Academy Press. Burchinal, M.R., Cryer, D., Clifford, R.M., & Howes, C. (2002). Caregiver training and classroom quality in child care centers. *Applied Developmental Science, 6*, 2-11. Barnett, W.S. (2003). Better teachers, better preschools: Student achievement linked to teacher qualifications. *Preschool Policy Matters, 2*. New Brunswick, NJ: National Institute for Early Education Research. Whitebook, M., Howes, C., & Phillips, D. (1989). *Who cares? Child care teachers and the quality of care in America* (Final report on the National Child Care Staffing Study). Oakland, CA: Child Care Employee Project.

4. Preschool classrooms typically are taught by a team of a teacher and an assistant. Research focusing specifically on the qualifications of assistant teachers is rare, but the available evidence points to a relationship between assistant teacher qualifications and teaching quality. There is much evidence on the educational importance of the qualifications of teaching staff generally: Bowman, Donovan, & Burns (2001). Burchinal, Cryer, Clifford, & Howes (2002). Barnett (2003). Whitebook, Howes, & Phillips (1989). The CDA has been recommended to prepare assistant teachers who are beginning a career path to become teachers rather than permanent assistants: Kagan, S.L., & Cohen, N.E. (1997). *Not by chance: Creating an early care and education system for America's children* [Abridged report]. New Haven, CT: Bush Center in Child Development and Social Policy, Yale University.

5. Good teachers are actively engaged in their continuing professional development: Bowman, Donovan, & Burns (2001). Frede, E.C. (1998). Preschool program quality in programs for children in poverty. In W.S. Barnett & S.S. Boocock (Eds.), (1998). *Early care and education for children in poverty: Promises, programs, and long-term results* (pp. 77-98). Albany, NY: SUNY Press. Whitebook, Howes, & Phillips (1989) found that teachers receiving more than 15 hours of training were more appropriate, positive, and engaged with children in their teaching practices.

6. The importance of class size has been demonstrated for both preschool and kindergarten. A class size of 20 children is larger than the class size shown in many programs to produce large gains for disadvantaged children: Barnett, W.S. (1998). Long-term effects on cognitive development and school success. In W.S. Barnett & S.S. Boocock (Eds.), (1998). *Early care and education for children in poverty: Promises, programs, and long-term results* (pp. 11-44). Albany, NY: SUNY Press. Bowman, Donovan, & Burns (2001). Finn, J.D. (2002). Class size reduction in grades K-3. In A. Molnar (Ed.), (2002). *School reform proposals: The research evidence* (pp. 27-48). Greenwich, CT: Information Age Publishing. Frede, (1998). NICHD Early Child Care Research Network (1999). Child outcomes when child care center classes meet recommended standards for quality. *American Journal of Public Health, 89*, 1072-1077. National Association for the Education of Young Children (2005). *NAEYC early childhood program standards and accreditation criteria*. Washington, DC: Author.

7. A large literature establishes linkages between staff-child ratio, program quality, and child outcomes. A ratio of 1:10 allows more children per teacher than in programs that have demonstrated large gains for disadvantaged children, and is the lowest (fewest number of children per teacher) generally accepted by professional opinion: Barnett, (1998). Bowman, Donovan, & Burns (2001). Frede (1998). NICHD Early Child Care Research Network (1999). National Association for the Education of Young Children (2005).

Early learning standards are also critical to quality as they offer programs guidance and ensure that they cover the full range of areas essential to children's learning and development.[8] States should have comprehensive early learning standards covering all areas identified as fundamental by the National Education Goals Panel[9]—children's physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge. These standards should be specifically tailored to the learning of preschool-age children so that it is appropriate for their level of development.

The Quality Standards Checklist also addresses the comprehensive services that preschool education programs should be expected to offer. Programs should provide at least one meal;[10] vision, hearing, and health screenings and referrals;[11] and other support services, such as parent education, parent conferences and/or home visits, or referrals for such services.[12] These items are included because children's overall well-being and success in school involves not only their cognitive development, but also their physical and social/emotional health. It is important to note that the Quality Standards Checklist focuses on state preschool policy requirements rather than actual practice. A state with good policies may have some programs that fail to comply with these policies; conversely, a state with weak policies may have many programs that exceed state minimum standards. While evaluating implementation of standards is outside the scope of this report, the checklist does include an indicator of whether states are taking steps to monitor programs' implementation of the quality standards. Policies requiring strong state quality standards are essential, but it is also necessary to have a way to ensure that individual pre-K programs meet those standards.[13] Therefore, programs should require, at a minimum, that all sites are visited for program quality at least once every five years to enforce standards and ensure high-quality education in state-funded preschool programs.

RESOURCES

The table in the Resources section provides the following information: total state spending for the state prekindergarten initiative; whether a local match, monetary or in-kind, is required; amount of state Head Start spending (if applicable); state spending per child enrolled in the program; and all reported (local, state, and federal) spending per child enrolled in the program. These measures show various views of the resources dedicated to pre-K, which allows for a more complete picture of a state's commitment to preschool education. For example, a state's total spending may appear low, but may prove to be high relative to the number of children enrolled. On the other hand, a state with a high total funding level may have a low per-pupil spending level if it enrolls a large number of children. In some states, local communities contribute substantial additional funds to state preschool education by using local funding sources or leveraging federal funding sources. In such cases, the figure that includes all reported spending is the best gauge of the level of available resources, to the extent that information about local and locally allocated federal spending is available.

8. Current practice too frequently underestimates children's capabilities to learn during the preschool years. Clear and appropriate expectations for learning and development across all domains are essential to an educationally effective preschool program. Bowman, Donovan, & Burns (2001). Freece (1998). Kendall, J.S. (2003). Setting standards in early childhood education. *Educational Leadership, 60*(7), 64-68.

9. National Education Goals Panel (1991). *The Goal 1 Technical Planning Subgroup report on school readiness.* Washington, DC: Author.

10. Good nutrition contributes to healthy brain development and children's learning. Shonkoff, J.P., & Phillips, D.A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development.* Washington, DC: National Academy Press.

11. For some children, preschool provides the first opportunity to detect vision, hearing, and health problems that may impair a child's learning and development. This opportunity should not be missed. Meisels, S.J., & Atkins-Burnett, S. (2000). The elements of early childhood assessment. In J.P. Shonkoff & S.J. Meisels (Eds.). (2000). *Handbook of early childhood intervention* (pp. 231-257). New York: Cambridge University Press.

12. Families are the primary source of support for child development, and the most effective programs have partnered with parents. Bowman, Donovan, & Burns (2001). Freece (1998).

13. Monitoring of program quality and external accountability for pre-K are essential components of program standards. Bowman, Donovan, & Burns (2001).

Guide to State Profiles

ACCESS

Total state program enrollment ..... Number of 3-, 4-year-old children in state pre-K program

School districts that offer state program ..... Percentage of school districts in state where program is offered

Income requirement ..... Maximum family income for participants

Hours of operation ..... Hours per day and days per week programs operate[14]

Operating schedule ..... Annual schedule of operation (academic year or calendar year)

Special education enrollment ..... Number of 3- and 4-year-olds served by the Preschool Grants Program of the Individuals with Disabilities Education Act

Federally funded Head Start enrollment ..... Number of slots for 3- and 4-year-olds in Head Start funded with federal money

State-funded Head Start enrollment ..... Number of slots for 3- and 4-year-olds in Head Start funded with state money

QUALITY STANDARDS CHECKLIST

POLICY ..... STATE PRE-K REQUIREMENT

Early learning standards ..... National Education Goals Panel content areas covered by state learning standards for preschool-age children must be comprehensive

Teacher degree ..... Lead teacher must have a BA, at minimum

Teacher specialized training ..... Lead teacher must have specialized training in a pre-K area

Assistant teacher degree ..... Assistant teacher must have a CDA or equivalent, at minimum

Teacher in-service ..... Teacher must receive at least 15 hours/year of in-service professional development and training

Maximum class size ..... Maximum number of children per classroom must be 20 or fewer
3-year-olds
4-year-olds

Staff-child ratio ..... Lowest acceptable ratio of staff to children in classroom (e.g., maximum number of students per teacher) must be 1:10 or better
3-year-olds
4 year olds

Screening/referral and support services ..... Screenings and referrals for vision, hearing, and health must be required; at least one additional support service must be provided to families

Meals ..... At least one meal must be required daily

Monitoring ..... Site visits must be used to demonstrate ongoing adherence to state program standards

RESOURCES

Total state pre-K spending ..... Total state funds spent on state pre-K program

Local match required? ..... Whether state requires local providers to match state monetary contributions to program and amount of any required match

State Head Start spending (when applicable) ..... Total state funds spent to supplement Head Start program

State spending per child enrolled ..... Amount of state funds spent per child participating in pre-K program

All reported spending per child enrolled ..... Amount of all reported funds (local, state, and federal) spent per child participating in pre-K program

[14] In an effort to ensure data is comparable from state to state, NIEER now provides guidelines for characterizing length of program day. "Part day" is defined as fewer than 4 hours per day; "school day" is at least 4 hours but fewer than 8 hours per day; and "extended day" is eight or more hours per day.

GLOSSARY OF ABBREVIATIONS

AA .. Associate of Arts

ACF ... . Administration for Children and Families

AEPS(i) .. Assessment, Evaluation, and Programming System for Infants and Children (interactive)

ARRA .. American Recovery and Reinvestment Act

ASQ(SE) ..... Ages and Stages Questionnaires (Social-Emotional)

AYP .. Adequate Yearly Progress (No Child Left Behind)

B– ... ... Denotes that the age range covered by a teaching license begins at birth (e.g., B–3 = birth–grade 3)

BA ... ... Bachelor of Arts

BS .. .. Bachelor of Science

BMI ... . Body Mass Index

BRI ... Basic Reading Inventory

BS ... ... Bachelor of Science

CACFP .. Child and Adult Care Food Program

CBO ... . Community-Based Organization

CC ... Child Care

CCDF ... . Child Care and Development Fund

CCSS .. Common Core State Standards

CD ... ... Child Development

CDA ... Child Development Associate credential

CEU ... . Continuing Education Unit

CLASS .. Classroom Assessment Scoring System

COR ... . HighScope Child Observation Record

DIAL ... Developmental Indicators for the Assessment of Learning

DIBELS .. Dynamic Indicators of Basic Early Literacy Skills

DLL ... . Dual Language Learner

DOE ... Department of Education

DRA .. Developmental Reading Assessment

DSC .. Developing Skills Checklist

EC ... ... Early Childhood

ECE ... Early Childhood Education

ECERS-R .. Early Childhood Environment Rating Scale-Revised

ECSE .. Early Childhood Special Education

ECHOS ..... Early Childhood Observation System

Ed.D ... Doctor of Education Degree

Ed.S .. Educational Specialist Degree

EE ... ... Elementary Education

ELAS ... . Early Learning Assessment System

ELL ... English Language Learner

ELLCO .. Early Language and Literacy Classroom Observation

ELS .. .. Early Learning Standards

EOWPVT ..... Expressive One-Word Picture Vocabulary Test

EPSDT ... Early Periodic Screening, Diagnosis, and Treatment

ESI-R .. Early Screening Inventory-Revised

ESL ... English as a Second Language

EVT ... Expressive Vocabulary Test

FCCERS ..... Family Child Care Environment Rating Scale

FPL ... . Federal Poverty Level

FTE ... Full-time Equivalent

FY .. ... Fiscal Year

GED ... General Equivalency Diploma

GGG .. .. Get It, Get It, Go

HdSt .. .. Head Start

HSD ... High School Diploma

IDEA ... Individuals with Disabilities Education Act

IEP ... Individualized Education Plan

IFSP ... Individualized Family Service Plan

K ... Kindergarten

KRAL .. .. Kindergarten Readiness Assessment Literacy

LEA ... . Local Education Agency

LELA .. .. Language and Emerging Literacy Assessment

MA ... Master of Arts

N– ... Denotes that the age range covered by a teaching license begins at nursery (e.g., N–3 = nursery–grade 3)

NA ... . Not Applicable

NAEYC ..... National Association for the Education of Young Children

NCLB ... No Child Left Behind

NEGP ... National Education Goals Panel

NSBP/NSLP National School Breakfast/Lunch Program

NSLP .. National School Lunch Program

PALS .. .. Phonological Awareness Literacy Screening

P– .. .. Denotes that the age range covered by a teaching license begins at preschool (e.g., P–4 = preschool–grade 4)

PIR ... Program Information Report (Head Start)

PPVT .. .. Peabody Picture Vocabulary Test

Pre-K .. .. Prekindergarten

QRIS .. .. Quality Rating and Improvement System

RTT ... Race to the Top

SMI ... State Median Income

SpEd .. Special Education

TANF .. Temporary Assistance to Needy Families

T.E.A.C.H. Teacher Education and Compensation Helps (T.E.A.C.H. Early Childhood® Project)

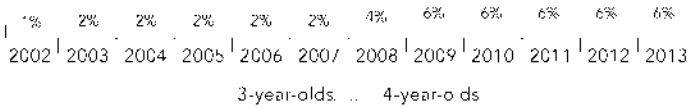
USDA ..... United States Department of Agriculture

WSS ... . Work Sampling System

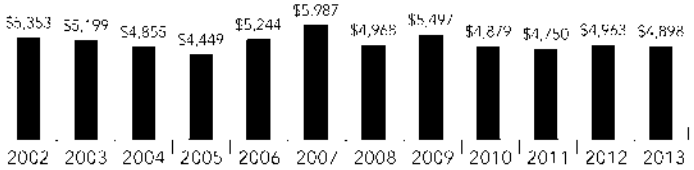
S ate
Pro ile

Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Alabama has provided state-funded preschool education programs to 4-year-olds through the Alabama Pre-Kindergarten program since 2000. All state residents meeting the age criteria are eligible for the program. Due to limited resources, enrollment has stayed relatively low. An increase in state funding for 2007-2008 meant increased access, along with technical support and scholarships for teachers working toward finishing their degrees. The following year, the program was renamed First Class: Alabama's Voluntary Pre-Kindergarten Program. Enrollment and appropriations grew slightly for the 2011-2012 school year, after flat funding and no growth in access for several years prior.

In 2012-2013, Alabama had at least one pre-K classroom in 97 percent of its counties, an improvement toward its goal of having at least one classroom per county. First Class classrooms are located in Head Start programs, private child care centers, community organizations, faith-based centers, colleges and universities, military agencies, and public schools. Program locales are determined by grant amounts through a competitive grant process, with amounts varying by location. Grantees must supply a local match of the grant award, and sliding scale parent fees can be included in the matching funds.

In 2005-2006, teacher certification standards were revised to ensure that newly employed pre-K educators have specialized training in early childhood education. This meant that all 10 NIEER quality benchmarks were met for the first time and the program has maintained all 10 Benchmarks since. The First Class program was assessed for program impact, child outcomes, and process quality in 2008-2009. The Office of School Readiness and the state Department of Education's Special Education Services instituted The Alabama Developmental Standards for Preschool Children, an aligned set of standards for pre-K children, in 2012.

Alabama has received significant support for preschool from the state's business community since 2009-2010, when business leaders recommended the state legislature increase funding for preschool education. The Alabama School Readiness Alliance and the Business Council of Alabama created a task force, which developed policy recommendations for increasing access to high-quality prekindergarten throughout the state. This fall the program was expanded in response to a state decision to increase pre-k funding from $19 million in 2012-2013 to $28 million in the 2013-2014 budget year.

A team of researchers is working with the Office of School Readiness in the Alabama Department of Children's Affairs to document the effects of the state's voluntary public pre-K program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
34	None Served

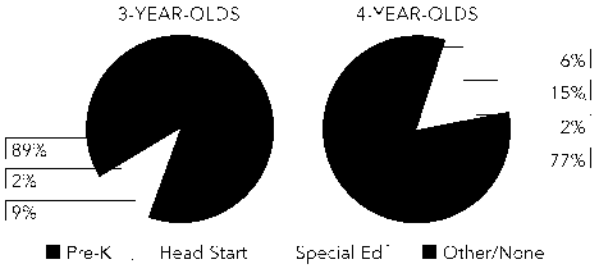
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
14	9

FIRST CLASS: ALABAMA'S VOLUNTARY PRE-KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	3,897
School districts that offer state program	97% (counties)
Income requirement	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	3,764
Federally funded Head Start enrollment, ages 3 and 4	14,479
State-funded Head Start enrollment, ages 3 and 4	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	BA	BA	✓
Teacher specialized training	ECE (public); CD (nonpublic)[1]	Specializing in pre-K	✓
Assistant teacher degree	CDA	CDA or equivalent	✓
Teacher in-service	30 clock hours/year	At least 15 hours/year	✓
Maximum class size		20 or lower	✓
3-year-olds	NA		
4-year-olds	18[2]		
Staff-child ratio		1:10 or better	✓
3-year-olds	NA		
4-year-olds	1:9[2]		
Screening/referral and support services	Vision, hearing, health, dental, psychological/behavioral; and support services[3]	Vision, hearing, health; and at least 1 support service	✓
Meals	Lunch and snack	At least 1/day	✓
Monitoring	Site visits and other monitoring	Site visits	✓

TOTAL BENCHMARKS MET

10

RESOURCES

Total state pre-K spending	$19,087,050
Local match required?	Yes, 25%
State spending per child enrolled	$4,898
All reported spending per child enrolled*	$7,327

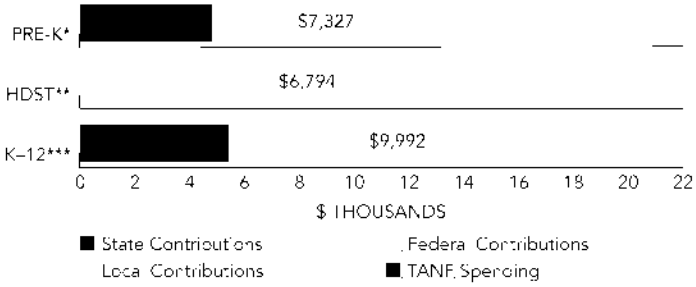
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



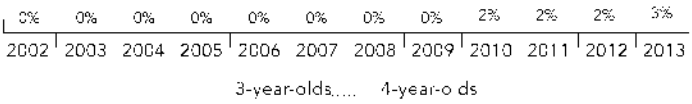
[1] Any preschool teachers with degrees in elementary education must obtain the P–3rd add-on or complete additional early childhood coursework within three years. Some public school settings choose to hire non-certified lead teachers if those teachers have a bachelor's degree in child development.

Head Start programs may apply for a waiver to have up to 20 children and a ratio of 1:10; other programs have a maximum class size of 18 and ratio of 1:9.

[3] Support services include parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, and transition to kindergarten activities.

Alaska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)

Since 2009-2010, six school districts in Alaska have offered the Alaska Pilot-Kindergarten Project (AP3) for 4-year-olds. Programs were funded through competitive grants. A majority of programs operate in combined public school and Head Start programs. Grantees offer half-day programs, as well as outreach to families preferring in-home care for preschoolers. Funded public schools may subcontract with faith-based settings, family child care centers, Head Start programs, and private child care centers.

The federal Head Start guidelines are similar to Alaska's pre-K program eligibility requirements, with eligibility based on family income at or below 100 percent of the federal poverty level. If space is available, programs can take a maximum of 35 percent of children from families between 100 and 130 percent FPL.

Renamed the Alaska Pre-Kindergarten Program, the pre-K program shifted from pilot status in the 2011-2012 school year, to a scheduled endowment change and re-competition for state grants in fiscal year 2013. The state pre-K program has a total budget of $2.5 million and serves children in eight districts for the 2012-2013 school year. An increase of $800,000 allowed for expansion to eight programs serving 345 in the 2012-2013 school year, this increase was removed as of FY 14. At this time, the future of program funding beyond the end of fiscal year 2014 is undecided.

Teaching Strategies Gold assessment was piloted as an assessment by the state three times per year, in two-thirds of the programs, during the 2011-2012 school year. It will be required for all grantees in the next competition. CLASS was also piloted in some classrooms in 2012-2013, and will be used in all classrooms next year. Alaska is currently in the process of having an independent alignment of the Early Learning Guidelines and the new state standards.

An evaluation of the AP3 program was completed in the 2010-2011 school year, examining process quality as well as program impact and child results, based on pre- and post-assessments using the DIAL II, PPVT, and ECERS instruments.

Alaska has offered a supplement to federally recognized Head Start programs since the 1980s. The financial support is part of an effort to develop program quality through school readiness activities and professional improvement. The funds also allow access to additional children whenever possible.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
37	None Served

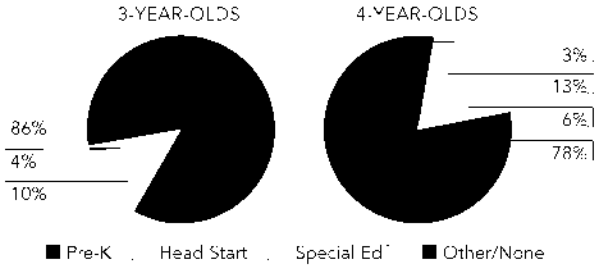
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
7	10

ALASKA PILOT PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	345
School districts that offer state program	15%
Income requirement	130% FPL[1]
Hours of operation	3 to 4 hours/day, 5 days/week[2]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	1,207
Federally funded Head Start enrollment, ages 3 and 4	2,406
State-funded Head Start enrollment, ages 3 and 4	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA[3]	BA	
Teacher specialized training	ECE endorsement	Specializing in pre-K	
Assistant teacher degree	CDA[3]	CDA or equivalent	
Teacher in-service	6 credit hours/5 years	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, psychological/behavioral, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	
Meals	Breakfast or lunch and one snack	At least 1/day	
Monitoring	Site visits and other monitoring	Site visits	

TOTAL BENCHMARKS MET

10

RESOURCES

Total state pre-K spending	$2,500,000
Local match required?	No
State Head Start spending	$7,299,200[5]
State spending per child enrolled	$7,246
All reported spending per child enrolled*	$7,246

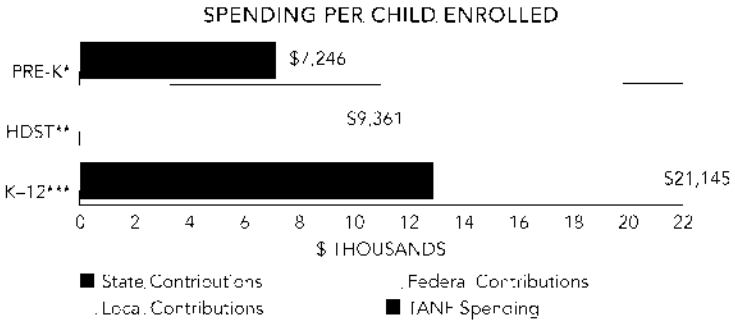
*, Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

**, Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012-2013 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



Mirroring federal Head Start guidelines, up to 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL. In addition, some communities may meet poverty of access criteria per federal Head Start regulations.

2. All programs are part day and must operate for at least 3 hours per day, but cannot operate for more than 5 hours per day. Programs operate for 4 or 5 days per week, for a minimum of 14 hours per week, though the actual schedule is determined locally. Programs may partner with child care or other services to provide wrap-around care.

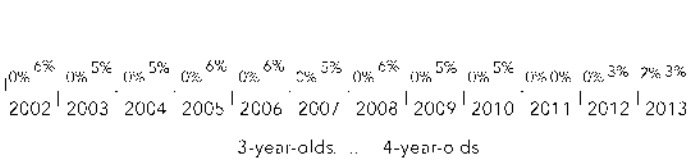
Teachers must be state certified with a BA in ECE or a related field or specialized training in a related field, and assistant teachers must have a current CDA, 12 ECE credits, or an AA in ECE or with specialized training in early education or a related field.

4. All programs follow state pre-elementary statute and regulations. School districts partnering with Head Start programs must follow federal Head Start requirements. Support services include parenting support or training, health services for children, and nutrition information.

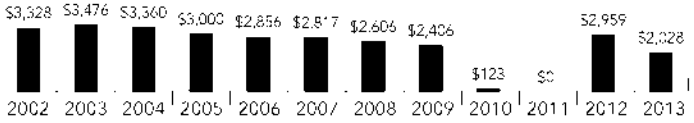
5. Alaska's state Head Start funds are used to enhance Head Start services and improve quality. [illegible] percent of the programs are jointly operated by public schools and Head Start

Arizona

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2013 DOLLARS)



Arizona began funding preschool education programs in 1991. Supplemental services for preschool, first- through third-grade education, and full-day kindergarten were supported by The Early Childhood Block Grant (ECBG) from 1996 to 2010. Children from families with an income less than or at 185 percent of the federal poverty level were qualified for ECBG-funded programs.

With the requirement that some of the funding was passed through to either private child care centers or faith-based programs, the ECBG prekindergarten funds were distributed to school districts. Preschool programs that received ECBG funding had to be approved by an organization permitted by the state, such as the National Association of the Education of Young Children (NAEYC). ECBG funds were frozen in fiscal year 2010, due to budget restraints, and then revoked. No financial support was offered for this program in the 2010-2011 or 2011-2012 school years.

The Early Childhood Development and Health Board, known as First Things First (FTF), was established by the voters of the state of Arizona in 2006. FTF oversees two scholarship programs which were merged in the 2012-2013 school year. Quality First Scholarships are part of the incentive package for programs participating in the QRIS, Quality First. Pre-Kindergarten Scholarship Participants were required to participate in Quality First during this school year. As a result, the two scholarship programs merged and more pre-kindergarten children are being funded in programs that meet the quality tier levels. The current standard is a minimum quality rating as assessed by Quality First.

An agreement between FTF and the local United Way provides services related to scholarship processing and payment. FTF is administered through Regional Partnership Councils, including 21 geographically defined Councils and 10 tribal Councils that span the entire state. Private child care, public schools, Head Start settings, tribal governments, and faith-based centers are qualified to collect grant funds. Each program supported through FTF Prekindergarten Scholarships must attain a 3-star or higher rating on the FTF Quality First Rating Scale, beginning in the 2013-2014 program years.

Arizona is working to establish a kindergarten developmental inventory instrument that will be used at kindergarten entry and will potentially implement this by the 2016-2017 school year.

*. The 2011-2012 school year was the first year data were collected on the First Things First initiative. Previous years' data are for the Early Childhood Block Grant initiative.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
38	19

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
39	40

FIRST THINGS FIRST PRE-KINDERGARTEN AND QUALITY FIRST SCHOLARSHIPS

ACCESS

Total state program enrollment 6,516

School districts that offer state program ..... 74% (Regional Partnership Councils)[1]

Income requirement ..... 200% FPL

Hours of operation ..... Determined locally[2]

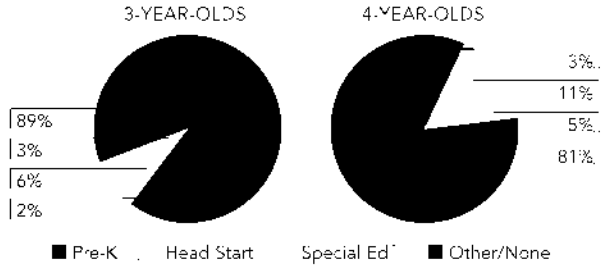
Operating schedule ..... Determined locally[2]

Special education enrollment, ages 3 and 4 9,186

Federally funded Head Start enrollment, ages 3 and 4 15,141

State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	12 credits in ECE or CDA for 25% of teachers[3]	BA	
Teacher specialized training	12 credits in ECE or CDA for 25% of teachers[3]	Specializing in pre-K	
Assistant teacher degree	None	CDA or equivalent	
Teacher in service	18 clock hours/year	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	18		
4 year olds	20		
Staff-child ratio		1:10 or better	
3-year-olds	1:9		
4 year olds	1:10		
Screening/referral and support services	Immunizations; and support services[4]	Vision, hearing, health; and at least 1 support service	
Meals	Depends on length of program day[5]	At least 1/day	
Monitoring	Site visits and other monitoring	Site visits	

TOTAL BENCHMARKS MET

5

RESOURCES

Total state pre-K spending $13,211,842

Local match required? ..... No

State spending per child enrolled $2,028

All reported spending per child enrolled* $2,028

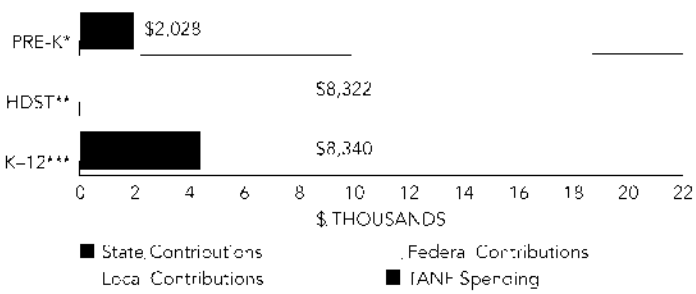
*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

**Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

***K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



[1] FTF Regional Partnership Councils include 21 geographically defined Councils and 10 tribal Councils, which span the entire state. The 21 geographically defined Councils are largely constructed along county lines, except for major metropolitan areas of Phoenix and Tucson, which have eight and three Councils respectively. The count of 22 also includes three of 10 tribal Regional Partnership Councils, defined by tribal land (reservation) boundaries, and includes separate child counts from the geographic county in which the tribal land is located.

[2] The most common operating schedule in public school settings is a part day schedule, which is a minimum of 3 hours per day (no less than 12 hours per week) and no less than 3 days per week on a school year calendar. The most common operating schedule in nonpublic school settings is school- or extended-day, for a full calendar year.

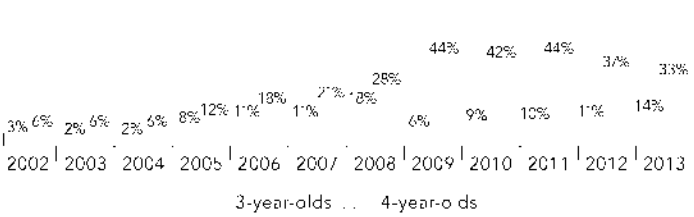
[3] In the early care and education program, both public and nonpublic settings must meet minimum standards for the program as a whole; for participants in Pre-K kindergarten and Quality First scholarship programs, 25% of Lead teachers must have at least 12 credit hours in early childhood or related fields. Official certification of completion in ECE or child development from a community college OR a CDA. Certification was not required in the 2012-2013 school year, though the Arizona Department of Education requires lead teachers in all public school early childhood programs to be certified in Early Childhood Education (B–3rd) as of July 2012. The merge of the two different pre-kindergarten funding opportunities incorporated one set of standards for both. As a result, this no longer meets NIEER's requirement for this benchmark.

[4] Support services include parent involvement activities, transition to kindergarten activities, and parent conferences and/or home visits.

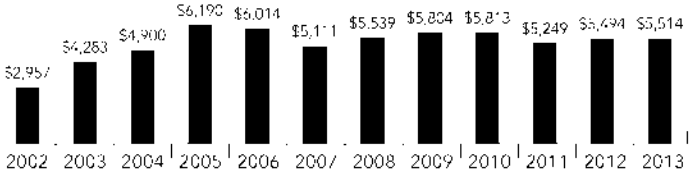
[5] Programs are required to follow state child care licensing regulations. Children enrolled two to four hours receive one or more snacks, children enrolled four to eight hours receive one or more snacks and a meal; children enrolled nine or more hours receive two snacks and at [illegible]

Arkansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



The Arkansas Better Chance (ABC) program was founded in 1991, and was initially funded only through a dedicated sales tax, as part of a statewide education reform initiative. Between 2001 and 2007, an excise tax on packaged beer provided additional funding. The program operates with some federal funding as well, but 40 percent of the program's overall financial support must be local contributions.

ABC offers early childhood education services to children from low-income families from birth to age 5. Other risk issues can contribute to eligibility, including developmental delay, foster care, family aggression, low parental education level, having a parent in active overseas military duty, non-English speaking family members, having a teen parent, or low birth weight. The program uses a diverse delivery system to provide pre-K access through Head Start, service cooperatives, public schools, private businesses, and nonprofit organizations.

The Arkansas Better Chance program offers funding for professional development (such as pursuing college degrees) to its pre-K teachers. Effective January 2011, Act 187 of 2009 established the Birth through Prekindergarten Teaching Credential. This credential provides an additional professional path for preschool teachers in the ABC program, and five institutions have been permitted to offer the credential. ABC also participates in an ongoing study that began in the 2005-2006 year, to assess both quality outcomes and impact on child outcomes.

In the 2004-2005 program years Arkansas Better Chance for School Success (ABCSS) was launched, as additional funds had become available. ABCSS is available to 3- and 4-year-olds from families with an income below 200 percent of the federal poverty level. ABCSS funding was initially available only to school districts where at least 75 percent of fourth grade children achieved below "proficient" on state benchmarks exams in math and English, or to districts classified as being in academic distress or school improvement status. The program has now been expanded to offer services to qualified children in other districts as well.

This report outlines the ABC and ABCSS programs together as they have related requirements and standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
14	5

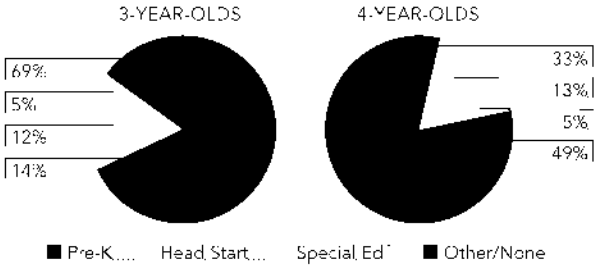
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
12	18

ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

ACCESS

Total state program enrollment	20,129[1]
School districts that offer state program	98%
Income requirement	200% FPL
Hours of operation	7 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	8,269
Federally funded Head Start enrollment, ages 3 and 4	9,708
State-funded Head Start enrollment, ages 3 and 4	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA per every 3 classrooms; AA otherwise[2]	BA	
Teacher specialized training	Degree in ECE or CD[2]	Specializing in pre-K	
Assistant teacher degree	CDA	CDA or equivalent	
Teacher in-service	60 clock hours/year	At least 15 hours/year	
Maximum class size		20 or lower	
3 year olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	
3 year olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, psychological/behavioral, developmental; and other support services[3]	Vision, hearing, health; and at least 1 support service	
Meals	Breakfast, lunch, and snack	At least 1/day	
Monitoring	Site visits and other monitoring	Site visits	

TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	$111,000,000[4]
Local match required?	Yes, 40%[5]
State spending per child enrolled	$5,514[6]
All reported spending per child enrolled*	$5,514

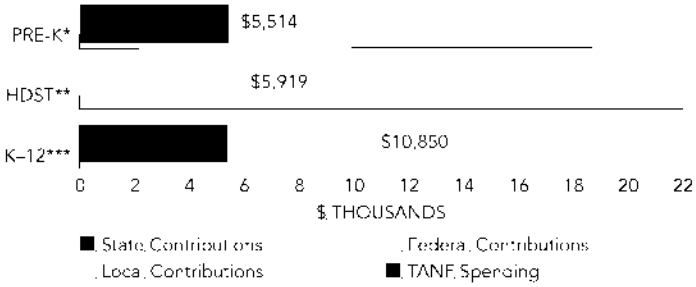
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012–2013 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



[1] Agencies with ABC funding can serve children from birth to 5 who meet special needs criteria.

[2] The lead teacher in a public school must hold a standard Arkansas teacher license with P-4 certification. The lead teacher in a non-public-school-based program must have a minimum of a bachelor's degree in early childhood education or child development. For all programs with multiple classrooms at a single location, the teacher of the second classroom should hold at a minimum an associate degree in early childhood education or early childhood development. State policy does allow programs to hire staff under an approved staff qualifications plan, while they are completing coursework to obtain minimum credentials.

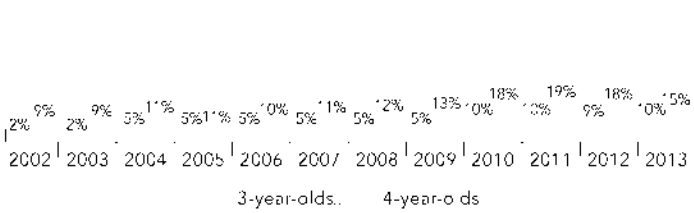
[3] Support services include parent conferences and/or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

[4] These figures include both state and TANF funds.

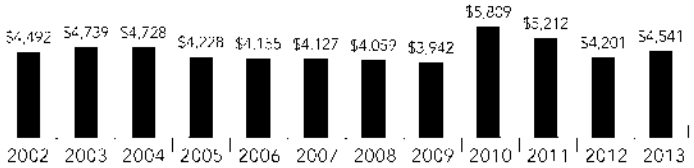
[5] Programs must provide the 40 percent match in cash or through in-kind services. Funding sources are determined locally.

California

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Since 1965, California has provided state-funded preschool through the State Preschool Program (SPP). The program provides preschool services to children who are at risk for neglect, abuse, or family violence or who are receiving protective services. In the 2007-2008 school year, the Prekindergarten and Family Literacy Program (PKFLP), molded after SPP, was founded. PKFLP offered half- and full-day services with an additional literacy component for children from families at or below 70 percent of the state median income (SMI).

Enacted in 2008, California State Preschool Program Act streamlined the state's multiple early childhood education programs into one funding stream. As of July 2009, all part-day and full-day programs in SPP, PKFLP, and the General Child Care programs that served preschool age children were merged in the California State Preschool Program (CSPP). The CSPP provides services to 3- and 4-year-olds through local education agencies, community agencies, private college, and nonprofit agencies. To be qualified, families must have an income at or below 70 percent of the SMI, though this may be waived for children receiving protective services or those who are at risk of exploitation, neglect, or abuse. The streamlined CSPP served students for the first time during the 2009-2010 school year.

Head Start agencies, school districts, faith-based and private child care centers, and other public agencies are qualified to apply for state grants through a competitive application process. The CSPP provides both full-day and part-day services based on families' eligibility and needs. Children whose families lose their eligibility for full-day services may stay in the part-day program through the end of the program year. CSPP works with Head Start as well as other state and federal assistance programs to provide comprehensive services to children and families. Starting in the 2012-2013 year, a family fee was introduced for part-day preschool.

California has gradually moved the kindergarten cutoff age from December to September to so that all children are 5 years old at the beginning of kindergarten, under the Kindergarten Readiness Act of 2010. The Act also created Transitional Kindergarten (TK), which offers two-year kindergarten to those 4-year-olds no longer age-eligible for the one-year kindergarten program. TK was first offered in the 2012-2013 school year and uses the kindergarten regulations regarding class size, standards, funding, and serving English language learners, though locally determined kindergarten curricula must be age- and developmentally appropriate. Students enrolled in TK are considered by the state as in the first year of a two-year kindergarten program rather than in pre-K.

Funding received through the Race to the Top–Early Learning Challenge (RTT-ELC) is being used to implement a Quality Rating and Improvement System (QRIS) to sustain quality improvement efforts in areas of teachers and teaching, child development and school readiness, and program and environment quality. The funding is not limited to the pre-K program but rather is for early learning broadly in the state.

Early learning standards focusing on social emotional development, language and literacy, mathematics, and English language development, called The California Preschool Learning Foundations, were developed in 2008. Released in December 2011, Volume 2 focused on visual and performing arts as well as health and physical development. The third and final volume, addressing science and history/social science, was released in September 2013. The Learning Foundations are intended to help track children's development and guide the choice of curricula.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
27	7

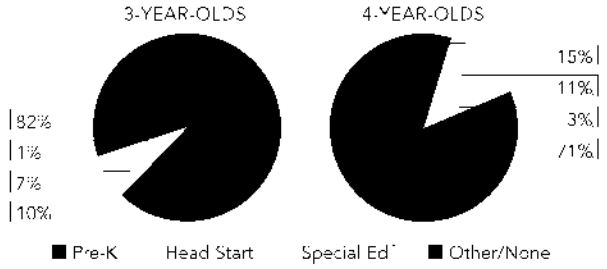
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
17	19

CALIFORNIA STATE PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	129,577
School districts that offer state program	97% (counties)
Income requirement	75% FPL[1]
Hours of operation	3 to 6 hours/day, 5 days/week[2]
Operating schedule	Determined locally[3]
Special education enrollment, ages 3 and 4	44,867
Federally funded Head Start enrollment, ages 3 and 4	87,400
State-funded Head Start enrollment, ages 3 and 4	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education, who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive[3]	Comprehensive	
Teacher degree	California Child Development Associate Teacher Permit[4]	BA	
Teacher specialized training	Child Development Associate Teacher Permit[4]	Specializing in pre-K	
Assistant teacher degree	HSD[5]	CDA or equivalent	
Teacher in-service	105 clock hours/5 years	At least 15 hours/year	
Maximum class size		20 or lower	
3 year olds	No limit[6]		
4-year-olds	No limit		
Staff-child ratio		1:10 or better	
3 year olds	1:8[6]		
4-year-olds	1:8		
Screening/referral and support services	Immunizations, developmental[7]	Vision, hearing, health; and at least 1 support service	
Meals	Depends on length of program day[8]	At least 1/day	
Monitoring	Other monitoring[9]	Site visits	

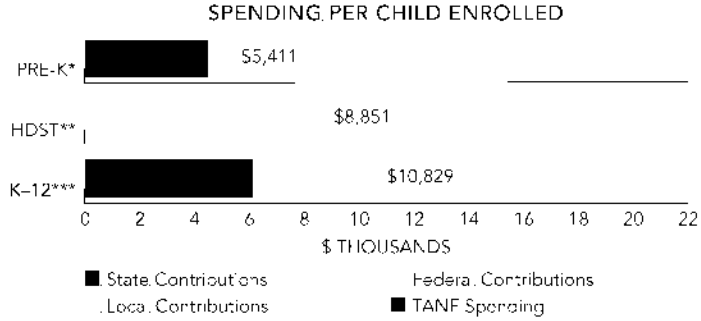
TOTAL BENCHMARKS MET

4

RESOURCES

Total state pre-K spending	$588,454,032
Local match required?	No
State spending per child enrolled	$4,541
All reported spending per child enrolled*	$5,411

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

[1] Children receiving protective services, whose families are homeless or receiving CalWORKS cash aid, or who are at risk for abuse, neglect, or exploitation are not subject to the income requirement.

[2] The part-day program is funded to operate at least 3 hours per day for a minimum of 175 days per year. The school-day program is funded to operate at least 6 hours per day for a minimum of 246 days per year. The majority of programs currently operate approximately 10 hours per day.

[3] The Preschool Learning Foundations Volume 2, which includes visual and performing arts, physical development, and health, was released in December 2011 and in effect for the 2011-2012 school year. Volume 3 was released in 2012 and includes history/social science and science.

[4] The Child Development Associate Teacher permit is the minimum requirement for the lead teacher in the classroom, though California does not use the term "lead teacher." It exceeds the requirement of the CDA. The permit requires 12 units in ECE or child development and 50 days of work experience in an instructional capacity. It may be renewed one time for a five-year period. A CDA credential issued in California meets temporary alternative qualifications for the Associate Teacher permit. A teacher may also have the full Child Development Teacher permit, which requires a minimum of 40 semester units of [illegible] including a minimum of 24 units in ECE or child development, and 175 days of work experience, or a Master Teacher permit.

[5] Assistant teachers in the California State Preschool Program are required to have a High School Diploma or equivalent. The optional Child Development Assistant Teacher Permit requires six credits in ECE or CD.

[6] Although there is no limit to class size, programs typically enroll 24 children in the class.

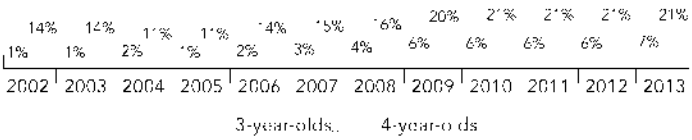
[7] Immunizations and physical and developmental assessments are required by Title 22. If screenings are not provided by the parents, local programs must address them. Support services include annual parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, child health services, referral for social services, and transition to kindergarten activities.

[8] Licensing laws and regulations require that all part day programs provide at least a snack. One or two meals and two snacks are required for all programs longer than 6 hours. Contractors must meet the nutritional requirements specified by the Federal Child Care Food Program or the National School Lunch Program.

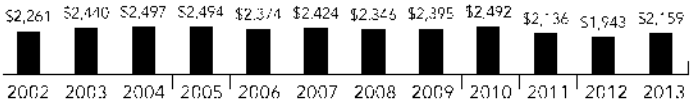
[9] As of the 2010-2011 school year, California has moved from a regularly scheduled visit policy to a new monitoring schedule determined based upon program information (consultant communication with agency staff, audit information, fiscal information, other concerns), which result in only "as needed" site visits.

Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



The Colorado Preschool Program (CPP) was launched in 1988 to finance preschool services for at-risk 3- and 4-year-olds in an effort to control dropout rates, reduce dependence on public assistance, and help children achieve their full potential. Risk factors for determining eligibility are defined in state statute, including qualifications for free or reduced-price meals, being in foster care, a family history of abuse or neglect, low parental education levels, homelessness, having a teen parent, or parental substance abuse, as well as locally determined risk factors. Three-year-olds must have at minimum three risk factors to enroll in CPP, while 4-year-olds must have at least one.

A small number of CPP openings were authorized by the Legislature in 1995 to fund children to participate in full-day kindergarten. Between 2005 and 2008 the program was renamed the Colorado Preschool and Kindergarten Program (CPKP) and was allowed to use 15 percent of these openings for kindergarten. The program was once again named the Colorado Preschool Program during the 2008 legislative session, when it was decided that the kindergarten slots would be eliminated. The last noteworthy expansion occurred in 2008.

Funding for CPP is determined through the Colorado school finance formula, with preschoolers generating half the amount of grants as students in grades 1 through 12. These funds are distributed directly to local school districts, though they may subcontract with Head Start, private child care centers, or other non-faith-based community partners or public agencies. The Charter School Institute also participates in the Colorado Preschool Program as a direct recipient of funds. Funding is awarded competitively, with priority given to districts not currently participating in CPP. Additional funding for CPP, such as federal Head Start monies, may be used to extend the program day, supplement services, or provide wrap-around care. State funding for CPP increased by approximately $5M in 2012-2013; however, overall funding for CPP remained static compared to the previous year and significantly below its 2009-2010 level.

All Colorado preschool programs may participate in Results Matter, the state's system for collecting and reporting child outcomes and family information from birth to age 5, which is open to all in early childhood programs. Results Matter serves as an ongoing evaluation that allows stakeholders to compare the progress of children in CPP with other assessed populations. During the 2012-2013 school year approximately 47,000 children were included in Results Matter, 19,538 of whom participated in CPP. CPP was evaluated for program impact/child outcomes in the 2011-2012 school year using data from Results Matter and analysis of additional longitudinal data collected by the Colorado Department of Education.

Originally established in 2007, the Colorado Building Blocks for Early Development and Learning was revised in 2011, to align with the Colorado P-12 Academic Standards. In January 2013, Building Blocks was replaced by the Colorado Early Learning & Development Guidelines. The Guidelines address all developmental and academic fields, are inclusive of all children ages birth to 8 years, and align with the Colorado P-12 Academic Standards which have incorporated the Common Core State Standards.

Formed in 2010, the Colorado Early Childhood Leadership Commission (ECLC) continues its efforts to guarantee and advance a comprehensive service delivery system for children from birth to age 8, using data to improve alignment, decision-making, and coordination among federally funded and state-funded services and programs.

In 2012, Colorado was one of five states funded in the second round of federal Race to the Top-Early Learning Challenge.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
22	10

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
37	32

COLORADO PRESCHOOL PROGRAM

ACCESS

Total state program enrollment .....19,538[1]

School districts that offer state program 96%

Income requirement .....185% FPL[2]

Hours of operation .....2.5 hours/day, 4 days/week[3]

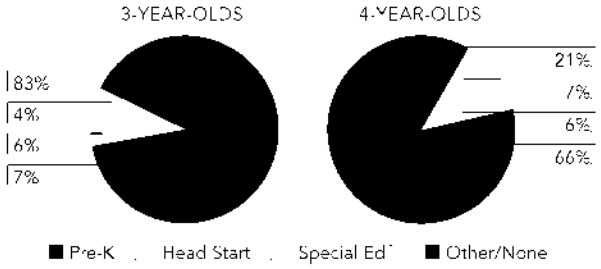
Operating schedule .....Academic year

Special education enrollment, ages 3 and 4 7,685

Federally funded Head Start enrollment, ages 3 and 4 9,093

State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	CDA[4]	BA	
Teacher specialized training	Meets CDA requirements.	Specializing in pre-K	
Assistant teacher degree	None[5]	CDA or equivalent	
Teacher in-service	15 clock hours/year	At least 15 hours/year	
Maximum class size		20 or lower.	
3-year-olds	16.		
4-year-olds	16		
Staff-child ratio		1:10 or better	
3-year-olds	1:8.		
4-year-olds	1:8		
Screening/referral and support services	Health, developmental; and support services[6]	Vision, hearing, health; and at least 1 support service	
Meals	Depends on length of program day[7]	At least 1/day	
Monitoring	Site visits and other monitoring.	Site visits	

TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending .....$42,181,888[8]

Local match required? .....Yes

State spending per child enrolled $2,159

All reported spending per child enrolled* $3,441

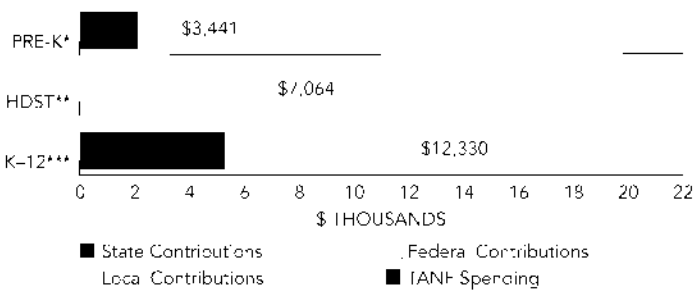
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

***. K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



[1] Under the early childhood council's, three school districts have waivers to serve children younger than age three in CPP. Children must turn three by October 1st in order to be funded by the state, but districts can choose earlier eligibility dates. CPP is authorized to fund 20,160 half-day slots, and statute allows CPP to use a maximum of 5 percent of those slots to serve children in a full-day program through two slots.

[2] In some areas of the state, where the cost of living is extremely high, district advisory councils have increased the eligibility to 200% or 225% FPL.

[3] Programs must operate the equivalent of 2.5 hours per day, 4 days per week. Programs may extend hours and days beyond the minimum requirement of 10 hours per week. The program is funded for 5 days per week, with the fifth day funded for home visits, teacher planning time, completing child assessments, or staff training.

[4] Teachers must have coursework in child development, developmentally appropriate practices, understanding parent partnerships, and multicultural education. They must be supervised by someone with at least a BA in ECE or Child Development.

[5] There is no specific category for assistant teachers; staff aides must meet Colorado Department of Human Services Licensing Requirements.

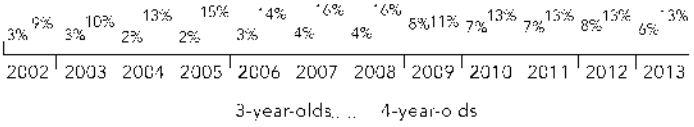
[6] Support services include parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, nutrition information, referral for social services, transition to kindergarten activities, parent conferences and/or home visits, information about and referral for immunizations and dental care.

Meals and nutritious snacks must be served at suitable intervals. Children who are in the program for more than 4 hours per day must be offered a meal that meets at least one-third of their daily nutritional needs.

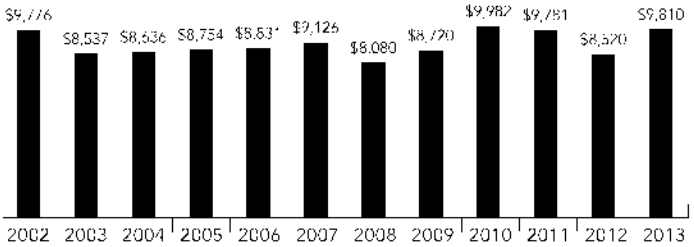
[8] This figure does not include contributions from local sources, which are required by the school finance formula.

Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



The Connecticut School Readiness Program was founded in 1997, in an effort to increase access to early education programs for 3- and 4-year-olds. Financial support is available to 19 priority districts, though their participation is voluntary. Townships among the 50 lowest wealth towns in the state, or towns with a priority school that are not designated as priority districts, can apply for competitive grants. In each town, a minimum of 60 percent of registered students must have a family income at or below 75 percent of the state median income. Each town's School Readiness Council, composed of membership outlined in legislation, is led by the district school superintendent and the primary elected official. The Councils encourage networking among community and school-based preschool programs to carry out the objectives of the School Readiness program. The Connecticut State Department of Education administered the state prekindergarten initiative in the 2012-2013 school year, but, as of July 2013, the new Connecticut Office of Early Childhood (OEC) will exercise administrative authority over the program.

Municipalities, towns, and Regional Education Service Centers may contract with public schools, Head Start agencies, and private child care, including faith-based settings, to offer the School Readiness Program. In order to accommodate both working and non-working families, the program provides extended-day slots, available for 7 to 10 hours per day, for 50 weeks per year, as well as school- and part-day slots, offered 6 and 2½ hours per day, respectively, for 180 days per year. All spaces are available 5 days per week.

Funds are also used to support a professional development efforts to support the use of state early learning standards called "Training Wheels," which offers on-site training and coaching sessions on the Connecticut learning standards and assessment framework. As the state gradually increases degree requirements for lead teachers by 2015, to a bachelor's degree by 2020, scholarship money is offered to individuals to attain early childhood degrees for degree programs, and institutes of higher education are forming or reviewing early childhood degree programs. The recently developed Early Childhood Teacher Credential will satisfy the degree requirements to teach the including School Readiness, Child Day Care Contract Program and State Supplemental Head Start programs.

The State Department of Education administers child care agreements for children birth to age 12 with household incomes below 75 percent of the state median income. Families experience a redetermination of fee every six months. Though this program does serve some preschool-aged children, it does not meet the NIEER definition of a state-funded preschool program, due to the redetermination process, and consequently is not profiled in this publication.

Connecticut also supported the federal Head Start program with state funding of $5,303,468 during the 2012-2013 program year. Funds are provided through three grants: Services, Enhancements, and Links. These funds helped provide 382 supplementary spaces to 3- and 4-year-olds, as well as serving to expand the program day and year and support other quality improvements, including collaborative learning opportunities for early childhood education and care providers from other agencies; collaborating with kindergarten to focus on executive function; purchase of additional literacy and numeracy materials, as well as a focus on these areas with families; increased outreach to homeless students; and multi-generational programming.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
29	11

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
3	2

CONNECTICUT SCHOOL READINESS

ACCESS

Total state program enrollment 9,487

School districts that offer state program ..... 40% (towns)

Income requirement ..... 75% SMI

Hours of operation ..... Determined locally, 5 days/week[1]

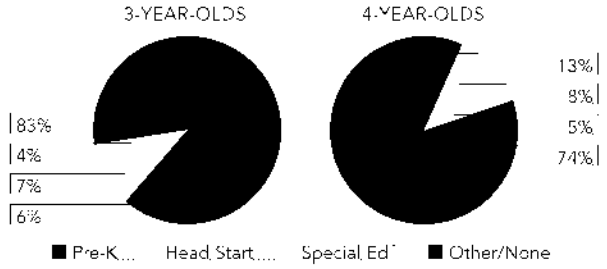
Operating schedule ..... Determined locally[1]

Special education enrollment, ages 3 and 4 4,969

Federally funded Head Start enrollment, ages 3 and 4 5,364

State-funded Head Start enrollment, ages 3 and 4 ..... 383[2]

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	CDA + 12 credits in ECE	BA	
Teacher specialized training	Meets CDA requirements + 12 credits in ECE	Specializing in pre-K	
Assistant teacher degree	None	CDA or equivalent	
Teacher in-service	6 clock hours/year[3]	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, psychological/behavioral, dental, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	
Meals	Depends on length of program day[5]	At least 1/day	
Monitoring	Site visits and other monitoring	Site visits	

TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending $93,064,999

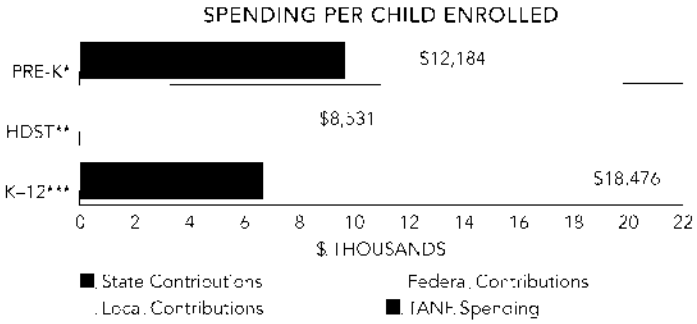
Local match required? ..... No

State Head Start spending ..... $5,303,468[7]

State spending per child enrolled $9,810

All reported spending per child enrolled* $12,184

SPENDING PER CHILD ENROLLED



*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

**Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

***K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

1. There are three types of slots, including full-day (10 hours)/full-year (50 weeks/year), school-day (6 hours)/school-year (180 days/year); part-day (2.5 to 5.5 hours)/school-year (180 to 250 days/year). Extended-day provides hours, days, and weeks of a non-School Readiness program to extend the program to meet full-day, full-year, requirements). All programs operate 5 days per week. Funding levels vary by the type of slot.

2. Additional slots were created by supplemental funds, although the number of children served by age is estimated as the state does not collect that information.

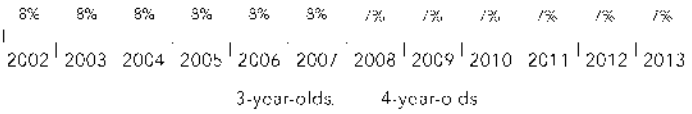
3. All School Readiness staff must complete two 2-hour annual trainings in early childhood education, and one 2-or-more hour annual training in serving children with disabilities. They must also document training in emerging literacy and in diversity in the classroom. Most centers are licensed by the Department of Public Health which requires annual training in medical administration, First Aid, and nutrition.

4. Support services include education services, job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, parent conferences, and/or home visits; and family literacy and dual language learners.

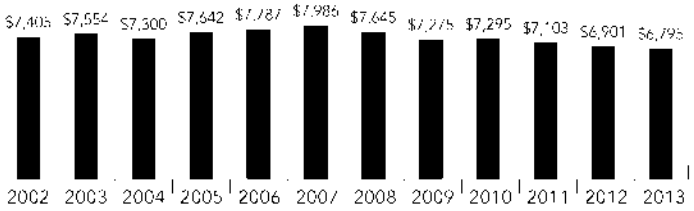
5. Programs are required to serve one snack to children who attend fewer than 5 hours per day and one snack plus one meal to children in class for 5 to 8 hours per day. Children attending more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent may provide the food.

Delaware

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Founded in 1994, Delaware's Early Childhood Assistance Program (ECAP)is designed to provide comprehensive early childhood services for 4-year-olds who are income-eligible for Head Start. ECAP is modeled on the federal Head Start program and requires participating programs to follow Head Start Performance Standards. Ninety percent of enrolled children must live in families whose income is at or below 100 percent FPL, though 10 percent of available slots are reserved for children with disabilities. According to the Head Start Reauthorization Act of 2007, up to 35 percent of programs' funded enrollment may be children living in households with incomes at 100 to 130 percent FPL.

ECAP grantees are determined based on Community Needs Assessment Data. Program funding is available to for-profit child care, Head Start agencies, public schools, and private and faith-based centers. State funding is set to increase for the 2013-2014 school year. Program funding has been stable for several years, but per-child funding has declined due to inflation.

The state's early learning standards, Delaware Early Learning Foundations: Preschool, were established in 2003 and reviewed in 2010, for alignment with K-12 performance indicators and the Common Core standards. ECAP uses Teaching Strategies GOLD, a web-based assessment, to follow the progress of enrolled children. ECAP was evaluated for program impact/child outcomes in the 2008 Child Outcomes Study.

Delaware has a quality rating improvement system for early childhood programs, known as Delaware Stars. The Delaware Stars quality rating indicators have been aligned with the Head Start Performance Standards. As of December 2012, all ECAP programs must participate in the Delaware Stars QRIS, with a rating of 5. Programs that are ECAP only, without mixed funding, participate in an alternate pathway to QRIS, with evidence of successful monitoring, and enter at Star 4. ECAP programs with varied funding sources enter the QRIS with a rating of 1. Delaware was awarded a Race to the Top-Early Learning Challenge grant, which includes the goal of all ECAP programs attaining 5 stars.

The Delaware Institute for Excellence in Early Childhood, the state's cross-sector early childhood professional development system, allied with the state's K–12 professional development standards, offers high quality expert assistance to ECAP programs.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
33	None Served

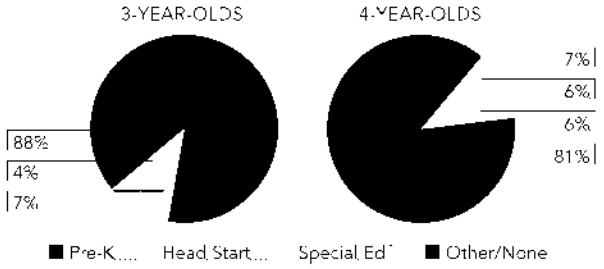
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
8	14

DELAWARE EARLY CHILDHOOD ASSISTANCE PROGRAM (ECAP)

ACCESS

Total state program enrollment 843
School districts that offer state program .....100% (counties)
Income requirement .....100% FPL[1]
Hours of operation .....3.5 or more hours/day, 5 days/week[2]
Operating schedule .....Determined locally
Special education enrollment, ages 3 and 4 1,438
Federally funded Head Start enrollment, ages 3 and 4 1,438
State-funded Head Start enrollment, ages 3 and 4 .....843[3]

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

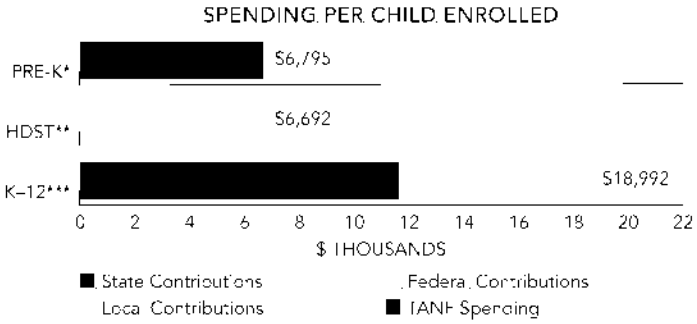
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	AA[4]	BA	✓
Teacher specialized training	AA in ECE or a related field[4]	Specializing in pre-K	✓
Assistant teacher degree	HSD[4]	CDA or equivalent	✓
Teacher in-service	18 clock hours/year	At least 15 hours/year	✓
Maximum class size		20 or lower	✓
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	✓
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, psychological/behavioral, dental, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	✓
Meals	At least one meal and snack	At least 1/day	✓
Monitoring	Site visits and other monitoring	Site visits	✓

TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending $5,727,800
Local match required? .....No
State Head Start spending .....$5,727,800[6]
State spending per child enrolled $6,795
All reported spending per child enrolled* $6,795



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

[1] State pre-K children must meet the federal Head Start income guidelines. Effective as of 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at 100 percent or below FPL.

[2] If programs choose to operate longer than 3.5 hours per day, they must fund the additional portion themselves. Some programs align with the school year.

[3] This number represents ECAP enrollment. All state-funded Head Start enrollment is through ECAP.

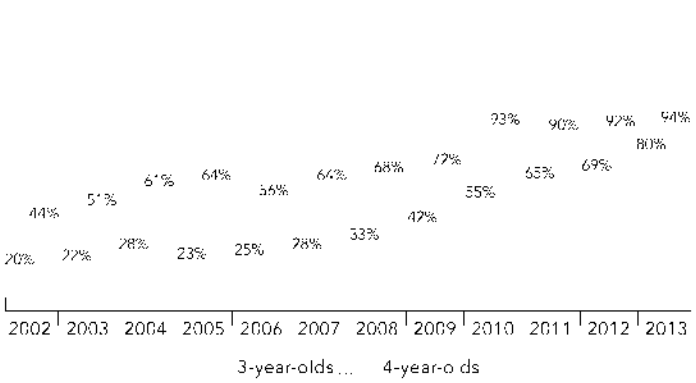
[4] ECAP follows the Head Start Performance Standards. Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50 percent must have earned at least a BA. By September 30, 2013, all assistant teachers must have earned at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. Teachers in nonpublic programs must meet Delaware Office of Child Care Licensing requirements of nine college credits in ECE, a CDA, or state-approved courses Training Early Care and Education Level I. Public school assistant teachers must successfully complete the Praxis test.

[5] Support services include parent conferences and/or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and mental health consultation.

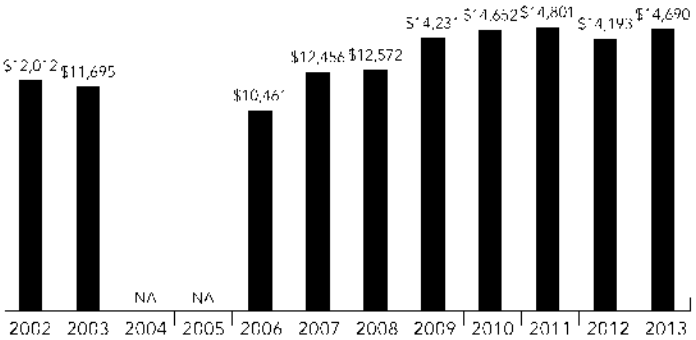
[6] ECAP is a state-funded Head Start model. All state pre-K spending is therefore directed toward Head Start programs.

District of Columbia

PERCENT OF DISTRICT POPULATION ENROLLED



DISTRICT SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Since the 1960s, the District of Columbia has offered funding for prekindergarten programs. The DC Public Pre-Kindergarten program serves students in schools run through community-based organizations (CBOs), DC Public Schools (DCPS), and public charter schools (PCS) authorized by the DC Public Charter School Board (PCSB). The program seeks to provide high-quality, universally accessible, prekindergarten education services through a diverse delivery system across all education sectors, as stated in the Pre-Kindergarten Enhancement and Expansion Amendment Act of 2008. Funds are allocated by the DC Office of the State Superintendent of Education (OSSE), according to a per-pupil funding formula, with additional funds for serving children who obtain special education services or are English Language Learners. Per-pupil rates are different for 3- and 4-year-olds, and the rates were increased for the 2012-2013 school year. In addition to this per-pupil amount, charter schools receive a facilities allowance per child. When DC is compared to states, it has the highest percentage of children enrolled at both ages 3 and 4 as well as the highest per-child spending.

While the Office of the State Superintendent maintains administrative control over the program in all sectors, the District of Columbia Public Schools (DCPS) and the DC Public Charter School Board (PCSB) have some responsibility in administering the programs in their respective settings. Charter schools participating in the program must meet the guidelines set by the Pre-Kindergarten Enhancement and Expansion Amendment Act, though they have some degree of flexibility as per the School Reform Act.

In the 2012-2013 school year, PCSB piloted the Early Childhood Performance Management Framework (EC PMF) for improved accountability. Through the PMF, all early childhood programs are scored annually on their student outcomes, teacher interaction (measured through CLASS), and attendance. This framework also provides information on program quality to parents and the community. The District plans to implement an enhanced QRIS in the 2013-2014 school year. The District is also part of a Kindergarten Entry Assessment Consortium with 10 other states, to develop an assessment that will be useful for multiple purposes: informing policy and program improvements to the birth to five system over time; informing instruction for every child; and helping teachers communicate with families about their child's progress. The KEA will begin pilots in 2015, and the assessment will be available for full implementation in the 2016-2017 school year. OSSE will form an advisory committee with diverse stakeholders to assist in preparing the assessment and implementation plan.

The District of Columbia has the unique situation of being a city that is not within a state; it is profiled here as if it were a state, and district-level spending on the program is considered as "state funding" for comparability. In past years, NIEER has profiled DC's program separately for each sector in which services were provided; however, under the guidance of OSSE and PCSB, the program is this year profiled as one entity serving children in diverse settings. DC has sought to align early learning programs that comprise district-funded preschool and pre-K, Head Start, and special education. Efforts have been made to unduplicate enrollment figures presented in this report.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
1	1

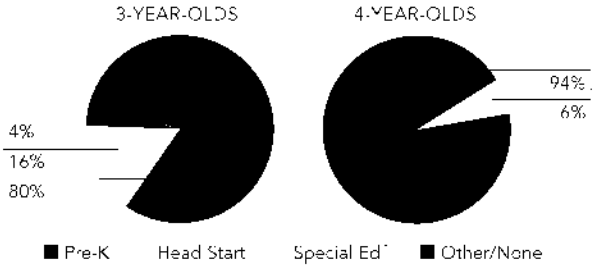
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
1	1

D.C. PUBLIC PRE-KINDERGARTEN (DCPS, PCS & CBOs)

ACCESS

Total district program enrollment	11,919
School districts that offer state program	100%[1]
Income requirement	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	872
Federal Head Start enrollment, ages 3 & 4	2,516
District-funded Head Start enrollment	0

DISTRICT PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] All special education children are in district-funded pre-K

QUALITY STANDARDS CHECKLIST

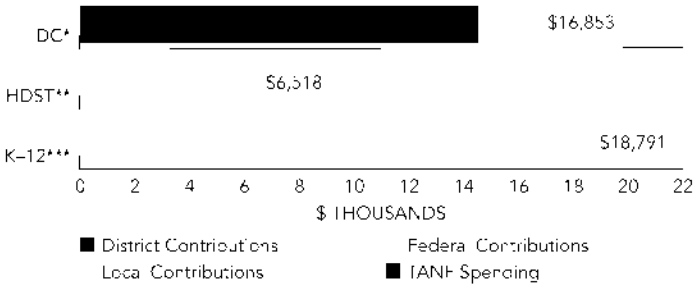
POLICY	DISTRICT PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA	BA	
Teacher specialized training	ECE or CD	Specializing in pre-K	
Assistant teacher degree	CDA or ParaPro exam[2]	CDA or equivalent	
Teacher in-service	40 clock hours/year	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	16		
4-year-olds	20[3]		
Staff-child ratio		1:10 or better	
3-year-olds	2:16		
4-year-olds	2:20[3]		
Screening/referral and support services	Vision, hearing, health, dental; and support services	Vision, hearing, health; and at least 1 support service	
Meals	Breakfast and lunch	At least 1/day	
Monitoring	Other monitoring[4]	Site visits	

TOTAL BENCHMARKS MET

RESOURCES

Total district pre-K spending	$175,096,000
Local match required?	No
District spending per child enrolled	$14,690[5]
All reported spending per child enrolled*	$16,853[5]

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2011–2012 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '11–'12 school year, unless otherwise noted.

[1] All elementary schools in DCPS offer pre-K for age-eligible students. Public Charter Schools are approved by the charter authorizer (PCSB) to serve pre-K students. The pre-K grant is available to highly qualified community-based organizations, awarded funds through a competitive grant process. The Pre-K Enhancement and Expansion Act of 2008 establishes a 5-year strategic expansion plan to make prekindergarten universally available and to establish eligibility and priority criteria for enrollment in prekindergarten.

[2] In public settings, an assistant teacher must have an AA, 48 college credit hours, or have passed the paraprofessional exam, which is a basic skills test. It is not required that the degree be in ECE. For nonpublic classroom teachers, they must be enrolled at the time of employment in an early education degree program. The provision allowing assistant teachers to pass the paraprofessional exam in lieu of a credential prevents DC from meeting the NIEER benchmark.

[3] For mixed-age groups, the maximums are 16 for class size and 2:16 for staff-child ratio.

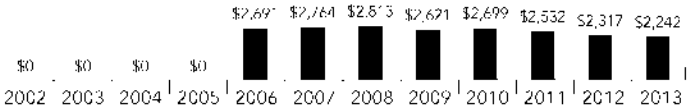
[4] Site visits are conducted quarterly for CBOs and annually for DCPS settings. Visits are also conducted as part of the Quality Site Review for charter schools, but there is no guarantee that the pre-K classrooms will be visited on a schedule that meets the NIEER benchmark.

[5] Spending is based on the per-pupil funding formula of $11,956 per 3-year-old and $11,629 per 4-year-old, with adjustments for special education and limited English proficiency students, as well as the charter school facilities allowance.

Florida

PERCENT OF STATE POPULATION ENROLLED

STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



The 2002 state constitutional amendment requiring prekindergarten access for all of Florida's 4-year-olds led to creation of Florida's Voluntary Prekindergarten (VPK) Education Program. The program became effective in 2005, enrolling approximately 100,000 children, increasing to more than 174,000 children in the 2012-2013 program year. VPK was jointly managed in 2012-2013 by Florida's Office of Early Learning (OEL), the Department of Education (DOE), and the Department of Children and Families. In 2011, OEL was moved from Florida's Agency for Workforce Innovation and established as an independent agency administratively linked to the DOE.

Age-eligible children can enroll in either a summer program (totaling 300 instructional hours) or a school year program (totaling 540 instructional hours). All school districts are required to offer a summer program. The minimum teacher degree in the school-year program is the Child Development Associate (CDA) or equivalent credential, while a bachelor's degree is required in the summer program. More than 65 percent of the lead teachers hold a Child Development Associate or Associate degree. In 2012-2013, programs were required to meet *the Florida Early Learning and Developmental Standards for Four-Year-Olds* which was approved by the State Board of Education in 2011.

VPK is provided in a variety of settings, such as public schools, licensed child care centers, accredited non-public schools, accredited faith based centers, and licensed family child care homes. More than 80 percent of the children are provided services in nonpublic-school settings. Regional early learning coalitions monitor programs for compliance and administer VPK, including distributing funds to VPK programs based on a fixed hourly rate.

VPK providers are evaluated annually, based on results of the Florida Kindergarten Readiness Screener (FLKRS) administered within the first 30 days of kindergarten, comparing both children and programs that participated in VPK to those that did not. FLKRS comprises two measures, the Early Childhood Observation System (ECHOS) and the Florida Assessment for Instruction of Reading (FAIR). Since 2011, the State Board of Education must periodically adopt a minimum kindergarten readiness rate to assess provider delivery of the VPK program. Beginning with the 2011-2012 program year, the state changed the kindergarten readiness requirements to ensure that children be rated as proficient on both the ECHOS and FAIR components of FLKRS. Also, commencing with the 2012-2013 school year, all providers are required to administer the Florida VPK Assessment. Results from the first and third assessment periods are collected and used as pre- and post-evaluation to determine learning gains.

Florida's School Readiness Program, a separate initiative begun in 1999, expanded in 2001 by incorporating two other state programs (the Prekindergarten Early Intervention Program, which focused on young children's health, and the State Migrant Prekindergarten Program, which served 3- and 4-year-olds whose parents are migratory agricultural or fishing industry laborers) offers financial assistance for child care to qualified parents. This report focuses solely on the VPK program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
2	None Served

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
35	37

FLORIDA VOLUNTARY PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment 174,145

School districts that offer state program ..... 100% (counties)

Income requirement ..... None

Hours of operation ..... Determined locally[1]

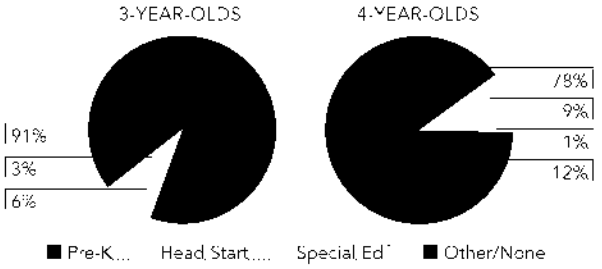
Operating schedule ..... Determined locally[1]

Special education enrollment, ages 3 and 4 20,236

Federally funded Head Start enrollment, ages 3 and 4 33,311

State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	BA (summer); CDA or equivalent (school year)[2]	BA	✓
Teacher specialized training	EC or EE certification (summer); CDA (school year)[2]	Specializing in pre-K	✓
Assistant teacher degree	None[3]	CDA or equivalent	✓
Teacher in-service	10 clock hours/year[4]	At least 15 hours/year	✓
Maximum class size		20 or lower	✓
3 year olds	NA		
4-year-olds	12 (summer); 20 (school year)[5]		
Staff-child ratio		1:10 or better	✓
3 year olds	NA		
4-year-olds	1:12 (summer); 1:11/2:12-20 (school year)[5]		
Screening/referral and support services	Determined locally[6]	Vision, hearing, health; and at least 1 support service	✓
Meals	Depends on length of program day[7]	At least 1/day	✓
Monitoring	Site visits and other monitoring	Site visits	✓

TOTAL BENCHMARKS MET: 3

RESOURCES

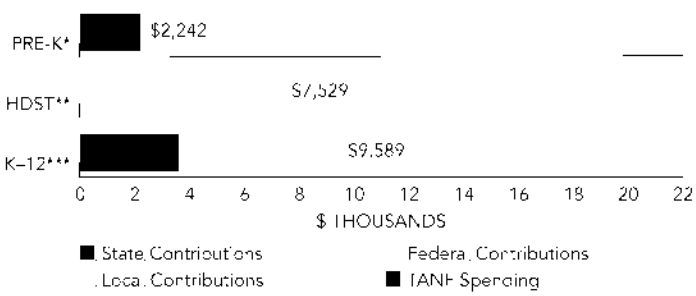
Total state pre-K spending $390,360,150

Local match required? ..... No

State spending per child enrolled $2,242

All reported spending per child enrolled* $2,242

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

***K–12 expenditures include capital spending, as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

1. All school districts are required to offer the summer VPK program. VPK programs may choose to operate a 300-hour summer program or a school year program, totaling at least 540 hours of service. The operating schedule and hours are determined locally, but most school year programs operate 3 hours per day, 5 days per week. Most summer programs operate 8 hours per day, 5 days per week. Providers are allowed to determine their individual calendars to meet those requirements.

2. Teacher qualification requirements are different for the summer and school year programs. Teachers in the summer programs must have a BA in early childhood, nursery, or preschool education, prekindergarten disabilities, family and consumer science, or elementary education. Teachers in the school year programs are required to have a CDA or the Florida Child Care Professional Credential (FCCPC) equivalent and must have completed a Department of Education course on emergent literacy.

3. Assistant teachers do not have to meet any degree requirements, but must complete 30 hour training for licensed child care providers.

4. Lead teachers must participate in a minimum of 10 hours of professional development annually. Lead teachers in licensed programs are required to maintain a valid CDA or the FCCPC as a minimum credential for the school-year program, which must be renewed every five years. Lead teachers in the summer program must have a bachelor's degree in a specified major and/or maintain their teacher certification, which includes 6 semester hours of college credit or equivalent earned during each five-year renewal period.

5. During a special legislative session in 2009, the Legislature adjusted the staff-child ratio for the summer program from 1:10 to 1:12. The maximum class size is now 12. The staff-child ratio for the school year program was not changed, with one teacher required for classes of up to 10 students, and a second staff member required in classes of 11 to 18 students.

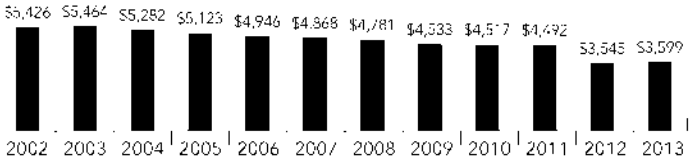
6. All children participating in programs in licensed child care facilities or public schools must have evidence of vision, hearing, and immunization/general physical health screenings. For public school programs, referrals for further follow up, as appropriate, are also required.

7. Meals and snacks are required for extended-day programs.

Georgia

PERCENT OF STATE POPULATION ENROLLED

STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Georgia's Pre-K program, established in 1993, became the nation's first state-funded universal preschool program for 4-year-olds in 1995. State lottery revenues are used to fund the program, which is available in a variety of settings, including public schools, private child care centers, faith-based organizations, Head Start agencies, state colleges and universities, and military facilities.

In June 2013, the new Georgia Early Learning and Development Standards, aligned with the Common Core Georgia Performance Standard, were released. Teachers are being trained in the standards during the 2013-2014 school year with a full rollout in the 2014-2015 school year.

On-site monitoring allows the state to track implementation of the program's quality standards. As part of measuring and improving quality, Georgia's Pre-K uses the Classroom Assessment Scoring System (CLASS). Included in Georgia's K-12 Race to the Top grant is an initiative in which many of Georgia's Pre-K teachers are receiving specialized professional development related to the CLASS.

The state implemented the Georgia Pre-K Child Assessment Program, based on the Work Sampling System, beginning in the 2006-2007 school year. Teachers were trained on how to use this assessment to document children's progress, individualize instruction, and provide parents with progress reports. These assessment efforts facilitate coordination between Georgia's Pre-K and the K–16 system. In the 2008-2009 school year, an online version of the Child Assessment program, including assigning Georgia Testing IDs to pre-K students, was piloted. During the 2011-2012 school year, 2,070 classes participated in the Work Sampling Online System. All classrooms will be using this system in the 2013-2014 school year.

Georgia's Pre-K Program experienced a number of changes beginning in the 2011-2012 school year, in response to budgetary constraints. Maximum class size is now set at 22 students, and a teacher-student ratio of 1-11 is allowed. The program year was also cut by 20 days, though 10 days were added back in for the 2012-2013 school year, and the other 10 days were added back for the 2013-2014 year, returning the program to its 180-day schedule. The state also implemented a cap of Training and Experience (T & E) supplemental pay for certified teachers in public schools, leading to increased teacher turnover.

In 2011, Georgia began a multi-year evaluation conducted by FPG Child Development Institute at the University of North Carolina at Chapel Hill. Data on the first two phases of the study have been released.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
8	None Served

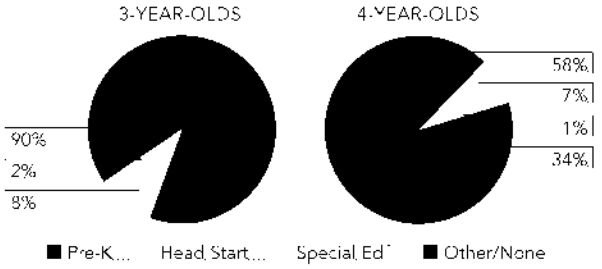
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
28	29

GEORGIA'S PRE-K PROGRAM

ACCESS

Total state program enrollment ..... 81,683.
School districts that offer state program ..... 100% (counties).
Income requirement ..... None.
Hours of operation ..... 6.5 hours/day, 5 days/week.
Operating schedule ..... Academic year.
Special education enrollment, ages 3 and 4 ..... 8,920.
Federally funded Head Start enrollment, ages 3 and 4 ..... 21,107.
State-funded Head Start enrollment, ages 3 and 4 ..... 0.

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA[1]	BA	
Teacher specialized training	Elementary, SpEd General Curriculum, Consultative/ECE, ECE, SpEd Preschool, Birth–Five,[1]	Specializing in pre-K	
Assistant teacher degree	CDA or paraprofessional certificate[2]	CDA or equivalent	
Teacher in service	15 clock hours/year	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	NA		
4 year olds	22		
Staff-child ratio		1:10 or better	
3-year-olds	NA		
4 year olds	1:11[3]		
Screening/referral and support services	Vision, hearing, health, dental; and support services[4]	Vision, hearing, health; and at least 1 support service	
Meals	Lunch	At least 1/day	
Monitoring	Site visits and other monitoring	Site visits	

TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending ..... $293,939,678.
Local match required? ..... No
State spending per child enrolled $3,599
All reported spending per child enrolled* $3,622

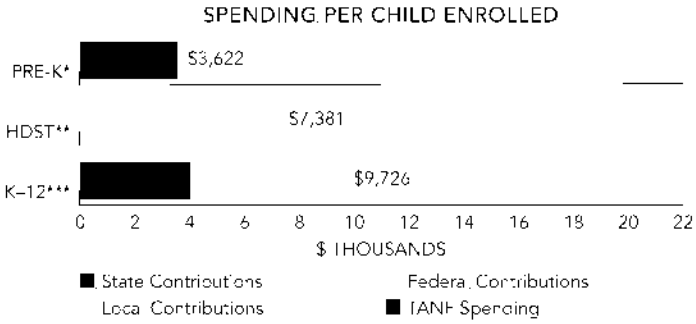
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

***. K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



[1] As of the 2010-2011 year, all newly hired teachers must have a BA in all settings. Teachers already working with an AA will receive waivers, though they must demonstrate continual progress toward a BA and may not transfer to another position.

[2] In order to receive a paraprofessional certificate, the applicant must have an associate's degree or equivalent course credits, pass an ECE exam, and background check. The certificate is issued by the Georgia Professional Standards Commission.

[3] Maximum class size and teacher-to-student ratio were changed, as of the 2011-2012 school year, due to budget constraints, and will continue through at least the 2013-2014 school year. These no longer meet NIEER's quality standard benchmark.

[4] Blended Pre-K Program/Head Start classrooms are required to have developmental screenings as well. All Georgia's Pre-K programs are required to ask parents if the child has received his/her developmental health screening, and provide a referral and appropriate follow up to those children who have not. Children who are eligible for Medicaid or PeachCare (Georgia's SCHIP's program) are required to have a 4-year-old developmental screening. Support services include annual parent conferences or home visits, parent involvement activities, nutrition information, referral for social services, transition to kindergarten activities, and other locally determined support services.

Hawaii

NO PROGRAM

Hawaii does not have a state-funded preschool plan that meets the principles recognized in this report. The state finances several proposals that offer early learning services to certain populations. In the early 1980s, The Preschool Open Doors mission was developed to offer subsidy payments to low-income parents to purchase preschool services for their 4-year-olds and, on a case by-case basis as funding allows, for 3-year-olds with special needs. Parents choose their child's service provider and payments are made directly to the provider. Income eligibility, which is set at 85 percent of the state median income, is reevaluated every six months.

Hawaii's Department of Education (DOE) funds preschool education for qualified low-income families in privately functioning preschool programs within two "Zones of School Innovation" school districts, on Oahu and the island of Hawaii, through the federal Race to the Top (RTT) grant. Qualified families gain tuition assistance payments via the accessible Preschool Open Doors project through the Hawaii Department of Human Services. Though the state DOE preserves fiscal oversight and data collection responsibilities, the DOE funding is also provided for pre-and post-assessment of children in this program, to support longitudinal studies of the children's development and learning results.

Started in 2002, Hawaii's Pre-Plus Program supports assembling preschool institutions on public school campuses, in an effort to increase admittance to and opportunity for full-day preschool services for low-income children in targeted areas. The state offers competitive agreements for private providers to operate on these sites, with minimal utilities costs and no lease fees. Since the start of the program, 17 Pre-Plus facilities have been built. There has not been financial support for added construction, but there are hopes for capital enhancement project grant funds to build more Pre-Plus facilities within the next five years.

The Preschool Demonstration Program, managed through the DOE, is planned to provide very young children with developmentally suitable and cognitively motivating activities while expanding inclusion opportunities for 3- and 4-year olds with disabilities, as described in IDEA Part B. The program distinguishes the significance of including research-based early childhood educational practices, family literacy strategies, and parenting skills. Preschool programs are positioned in community elementary schools to help with a smooth transition to kindergarten. Currently, there are three preschool programs throughout the state, and plans to increase to more schools in the next few years with the expected organization of a statewide preschool program under the Executive Office of Early Learning.

The Executive Office of Early Learning (EOEL) was recognized in July 2012, to coordinate efforts on behalf of Hawaii's children from prenatal to age 8, by creating partnerships and aligning policies and programs for health, safety, and school readiness. The Early Learning Advisory Board (formerly the State Advisory Council on Early Care and Education) will work with the EOEL on incorporating a comprehensive early learning system in Hawaii.

A report from the U.S. Department of Education indicate that at least 15,387 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

PR/Award # S419B150033

ACCESS

Total state program enrollment 0

School districts that offer state program .....NA

Income requirement .....NA

Hours of operation .....NA

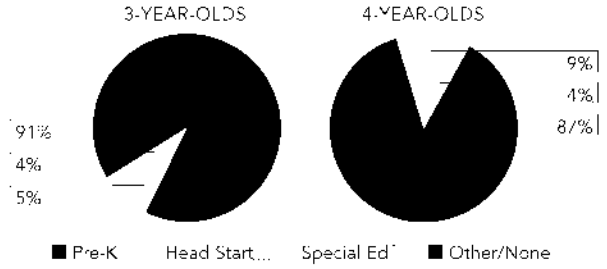
Operating schedule.....NA

Special education enrollment 1,592

Federally funded Head Start enrollment 2,627

State-funded Head Start enrollment 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

Total state pre-K spending $0

Local match required?.....NA

State spending per child enrolled $0

All reported spending per child enrolled* $0

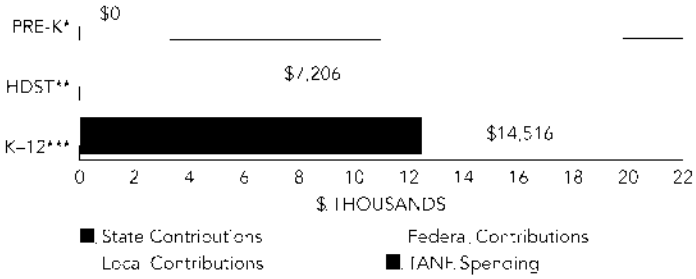
*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



Idaho

NO PROGRAM

While Idaho does not provide a state-funded pre-K program, the state supports early childhood education through several avenues. The state channels $1.5 million in TANF funds into a Head Start supplement, to provide additional slots in Head Start and Early Head Start. The funds typically provide about 200 additional slots, though that can change, based on how many of the slots are in the more expensive Early Head Start program. A bill proposing a three-year pilot pre-K program in five preschools was introduced in Idaho during the 2013-2014 year.

Idaho provides guidance on early learning through the Early Learning eGuidelines, revised and updated in 2013. The Guidelines cover: approaches to learning and cognitive development; motor development, physical well-being and health; social-emotional development; general knowledge; communication, language, and literacy. The document provides guidance on each domain for age ranges of children from birth to kindergarten; and through third grade for approaches to learning and cognitive development, and social and emotional development. The eGuidelines have been cross-walked with both the Idaho Core Standards and the Head Start Child Outcome Framework.

The Idaho STARS quality rating and improvement system (QRIS) for child care providers is a multi-agency collaboration, which also assists child care providers in increasing their knowledge and skills in early care and education through a Professional Development System (PDS). Idaho STARS is aligned with the goals of the Early Learning Guidelines. Participation in the QRIS is voluntary.

A report from the U.S. Department of Education indicate that at least 2,129 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment 0

School districts that offer state program .....NA

Income requirement .....NA

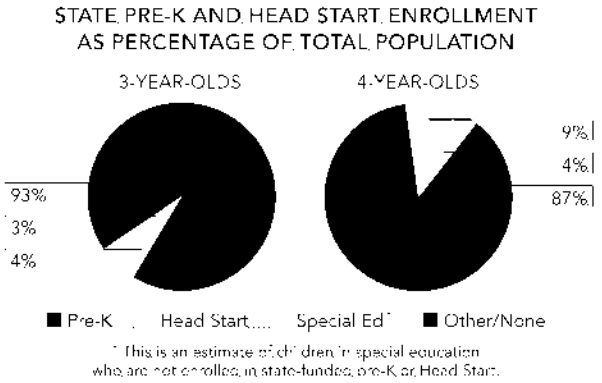
Hours of operation .....NA

Operating schedule.....NA

Special education enrollment 1,950

Federally funded Head Start enrollment 2,817

State-funded Head Start enrollment 0



QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

Total state pre-K spending $0

Local match required?.....NA

State spending per child enrolled $0

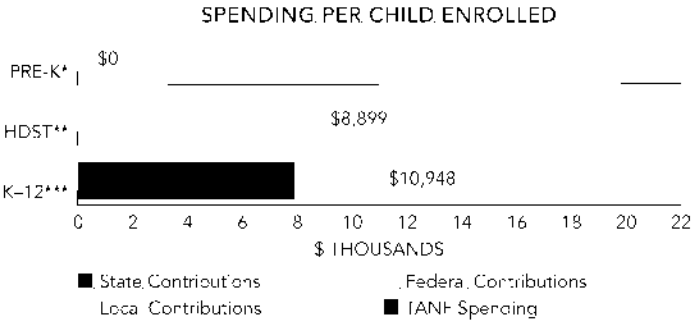
All reported spending per child enrolled* $0

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

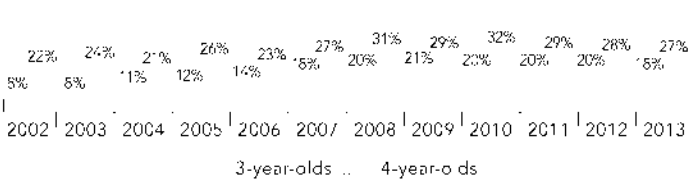
*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

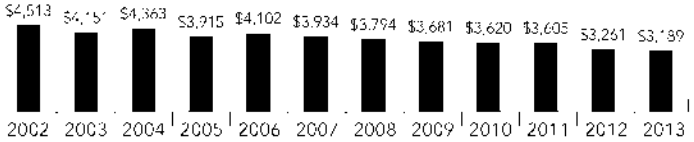


Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



The Prekindergarten Program for At-Risk Children was founded in 1985, in response to calls for statewide education improvement. Funding for the program has been provided through the state Early Childhood Block Grant (ECBG) since 1998. ECBG is used to coordinate services for at-risk infants and toddlers, offer parenting training, and support preschool education programs. The grant must use at least 11 percent of its fund to serve children age 3 or younger.

The Preschool for All initiative began in 2006, with the intention of fully funding the program by 2012, to offer preschool education to every 3- and 4-year-old in the state. Competitive grants are available to a variety of grantees, including family child care homes, public schools, Head Start programs, and private child care and faith-based centers. While the program is available in every county, funding limits do not allow the enrollment of every child whose families seek a place. The ECBG, which provides state funding for the Preschool for All 3-5 and the Prevention Initiative 0-3 programs, was reduced by $25 million in 2012-2013, or by 8 percent across all programs. The 8 percent reduction will continue in the next program year.

Throughout the expansion phase of Preschool for All, at-risk children were the first funding priority, with at-risk status determined locally, and based on requirements recognized by districts and agencies in their funding proposals. Risk factors include low income; low parent education levels; exposure to drug or alcohol abuse in the family; developmental delays; and a history of family neglect, violence, or abuse. The second funding priority goes to programs that provide places for families earning up to four times the federal poverty level, although currently none of the programs proposing to serve children in the second priority have been funded, due to inadequate funding to serve all children in the first priority.

As of the 2009-2010 school year, Preschool for All programs were mandated to meet bilingual education requirements, including that pre-K teachers meet the appropriate requirements by July 2, 2014. Pre-K programs serving 20 or more English Language Learners (ELL) speaking the same language must provide instruction in the home language and English, as well as English as a Second Language (ESL). Centers with 19 or fewer ELLs speaking the same language use a locally determined program of instruction, which may include ESL and home language supports as needed.

A Kindergarten Readiness Assessment Stakeholder Committee was convened during the 2010-2011 school year and provided recommendations to the Illinois State Board of Education on developing a comprehensive assessment procedure. The Illinois State Board of Education is developing and implementing a comprehensive kindergarten assessment process that was piloted in the 2012-2013 school year. The second phase pilot implementation in 2013-2014 doubled the number of school districts participating. Statewide implementation is planned for the 2015-2016 school year. The Desired Results Developmental Profile-School Readiness (DRDP-SR) is being adapted, piloted, field tested, and calibrated for Illinois' Kindergarten Individual Development Survey (KIDS). The Preschool for All program was assessed for both process quality and program impact/child outcomes in a three-year evaluation ending in winter 2012.

Illinois earned grants from the federal Race to the Top and Race to the Top-Early Learning Challenge competitions. Related changes include: implementing a quality rating and improvement system beginning in the 2013-2014 school year, including all Preschool for All programs; revising the Illinois Early Learning and Development Standards to align them with Common Core State Standards and the Head Start Framework for the 2013-2014 school year; and implementing the KIDS assessment in the 2015-2016 school year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
18	4

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
31	28

ILLINOIS PRESCHOOL FOR ALL

ACCESS

Total state program enrollment 75,623

School districts that offer state program ..... 100% (counties)

Income requirement ..... None[1]

Hours of operation ..... At least 2.5 hours/day, 5 days/week[2]

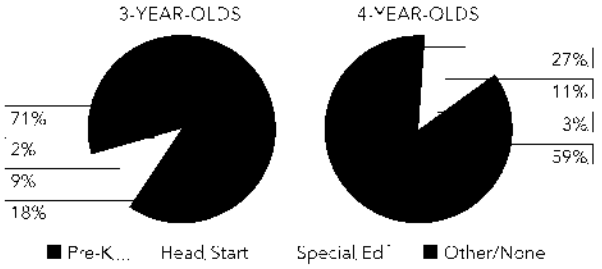
Operating schedule ..... Academic year

Special education enrollment, ages 3 and 4 21,916

Federally funded Head Start enrollment, ages 3 and 4 33,881

State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA	BA	
Teacher specialized training	EC endorsement	Specializing in pre-K	
Assistant teacher degree	AA or paraprofessional approval[3]	CDA or equivalent	
Teacher in-service	120 clock hours/5 years	At least 15 hours/year	
Maximum class size	20 or lower	20 or lower	
3-year-olds	20		
4-year-olds	20		
Staff-child ratio	1:10 or better	1:10 or better	
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	
Meals	Snack[5]	At least 1/day	
Monitoring	Site visits and other monitoring	Site visits	

TOTAL BENCHMARKS MET

8

RESOURCES

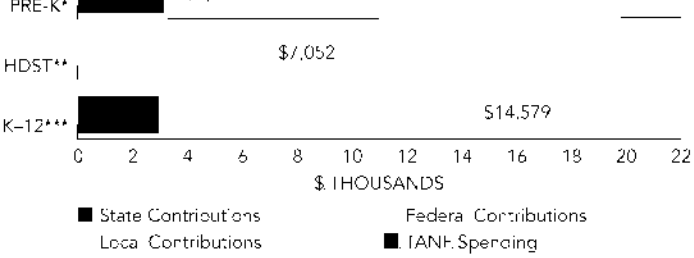
Total state pre-K spending $241,161,135

Local match required? ..... No

State spending per child enrolled $3,189

All reported spending per child enrolled* $3,660

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012–2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12–'13 school year, unless otherwise noted.

[1] Although there is not a state-specified income requirement, low income is one of the risk factors included in the weighted eligibility criteria.

[2] School-day classes are permissible. Most programs operate 2.5 hour sessions, but 11 percent of programs operate for a school day of 4.5 to 8 hours.

[3] Assistant teachers must have an AA or paraprofessional approval. To receive paraprofessional approval, in addition to holding a high school diploma or equivalent, an individual must have completed 60 semester hours of college credit at a regionally accredited institution of higher education; or pass either the ParaPro test offered by the Educational Testing Service (ETS) or Work Keys test offered by ACT, with at least the score identified by the State Board of Education in consultation with the State Educator Preparation and Licensure Board.

[4] Support services include parent conferences and/or home visits, education services or job training for parents, parenting support or training, parent involvement activities, referrals to social services, and transition to kindergarten activities.

[5] School-day programs must provide lunch and snacks; part-day programs must provide snacks.

Indiana

NO PROGRAM

While Indiana did not have a state-funded pre-K program in the 2012-2013 school year, the state had made recent investments in improving early childhood education opportunities.

The Early Education Matching Grant (EEMG) is a competitive grant program meant to increase the enrollment of low-income (up to 100% FPL) 4-year-olds in high-quality pre-K programs. Eligible applicants include licensed and registered child care programs receiving a level 3 or level 4 rating on Paths to QUALITY, Indiana's voluntary quality rating and improvement system. The program, run by the Family and Social Services Administration, will issue its first round of funds in July 2014. The program will distribute $2 million to serve both full-day and part-day preschoolers, with a 50 percent local match required. Grantees must meet a number of eligibility requirements, including having lead teachers with a Bachelors degree.

In 2014, the state also created a pilot pre-K program to be administered by the Bureau of Child Care in the Family and Social Services Administration, with collaboration from the state Department of Education. While the details of the program are still in development, it will serve children in 5 counties in community-based settings. There will be a matching funds requirement, to be determined. The bill creating the program also requires a study of the pilot to track outcomes and further develop parameters for early childhood education in Indiana. The state Early Learning Advisory Committee also has oversight over both pre-K funding opportunities.

Indiana released revised Foundations to the Indiana Academic Standards for Young Children from Birth to Age 5 in 2012 and will begin another revision in 2014. The standards cover multiple domains, including physical well-being/motor development; social-emotional development; approaches toward learning; language development; and cognition and general knowledge. The upcoming revision of the Foundations will include a focus on ensuring they are linguistically and culturally appropriate for all students.

Indiana is also a participant in the Kindergarten Entry Assessment Consortium, created by Maryland and Ohio as part of their Race to the Top-Early Learning Challenges proposals, in an "advisory member" role.

A report from the U.S. Department of Education indicate that at least 8,938 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment 0

School districts that offer state program .....NA

Income requirement .....NA

Hours of operation .....NA

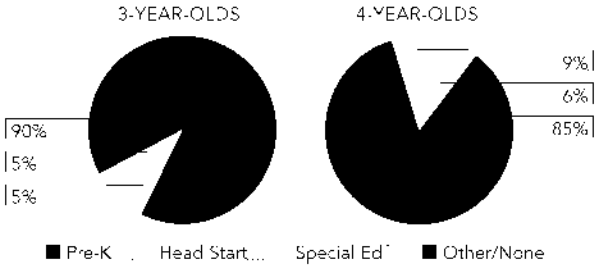
Operating schedule.....NA

Special education enrollment 10,719

Federally funded Head Start enrollment 12,283

State-funded Head Start enrollment 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in Head Start

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

Total state pre-K spending $0

Local match required?.....NA

State spending per child enrolled $0

All reported spending per child enrolled* $0

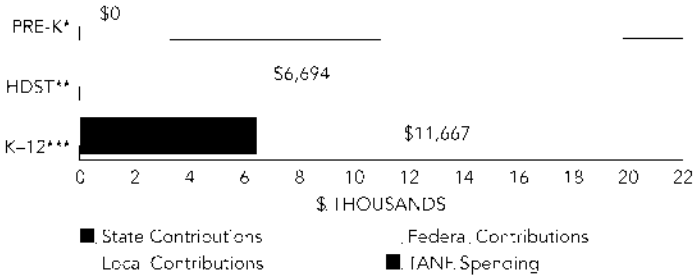
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

***K–12 expenditures include capital spending as well as current operating expenditures.

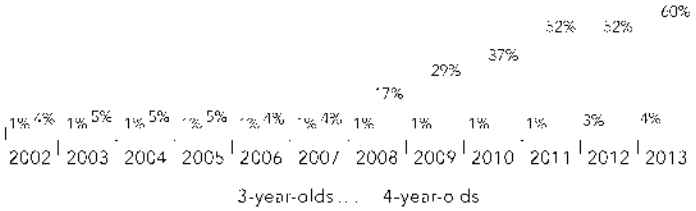
Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

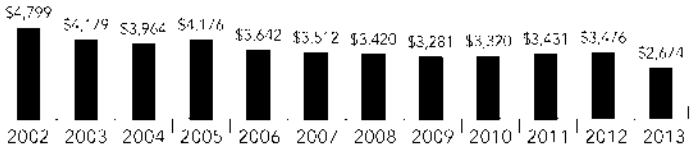


Iowa

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Iowa finances two state pre-K programs, the Statewide Voluntary Preschool Program (SVPP) and Shared Visions (SV). Shared Visions, launched in 1989, provides services to 3- to 5-year-olds in school-, part-, or extended-day programs. Competitive grants are available to Head Start programs, public schools, private agencies, and faith-based centers (without funding religious content), and subcontracting is permitted to each of the groups. Eighty percent of children in the program must qualify for free lunch (130 percent FPL), at minimum, and up to 20 percent of students in each classroom may qualify for the program based on other risk factors, such as homelessness, having a teen parent, having a parent with a substance abuse problem, low birth weight, or developmental delay. Children from higher income families may participate, if paying fees based on a sliding payment scale.

Legislation in 2011 gave grantees more flexibility in using funds to provide services. Financial support had originally been categorical: a program accepted to serve 4-year-olds could use this backing only for this age group. Now programs are able to use that funding for children between the ages of 3 and 5.

Iowa had a 10 percent decrease in the 2009-2010 program year. While other funding has remained relatively steady, state funding remained constant in 2010-2011, but was reduced in 2011-2012.

Shared Visions was evaluated for both process excellence and program impact/child outcomes in a multi-year study ending in 2008.

Iowa began providing GOLD assessment training in the spring of 2011, and all grantees were required to implement Teaching Strategies GOLD online and report data on child progress three times per year beginning in 2011-2012. Additionally, all kindergarteners are assessed within the first six weeks of the school year, using a Department of Education approved assessment tool, and the results are reported to the state.

Kindergartners are also required to be assessed during the school year with results reported to parents. The state Department of Education allocated a unique child identification number to each child in the SV program, beginning in 2011, to enhance data collection and analysis.

Iowa anticipates a funding increase of almost 18 percent for the SV program in 2013-2014.

SVPP was launched in 2007, to provide more pre-K slots to 4-year-olds. The program incorporated 90 percent of districts in the state, helping more than 20,000 4-year-olds by 2010-2011. Children can attend in any school district, or the district's community partner program, and programs operate at least 10 hours per week. Approximately 85 percent of districts were using GOLD as their pre-K assessment tool as of 2011-2012. A task force report recommended that all SVPP programs begin using the GOLD assessment tool by the 2013-2014 school year, and it has been required since July 1, 2013.

Three- and 5-year-olds may register in the program, supported by a combination of local dollars, tuition, or funding from additional sources. Public schools receive direct funding for SVPP, but can flow support through to Head Start agencies, and faith-based and private child care centers.

During 2011-2012, the pre-K portion of the school funding formula contributing to SVPP was reduced from 60 percent of the K–12 per student allowance to 50 percent.

Iowa's overall assistance and promise to state prekindergarten, including state expenses and enrollment for both Shared Visions and the Statewide Voluntary Preschool Program, are recognized in the first two pages of this state profile. The third page focuses exclusively on the Shared Visions program while the final page presents specific details about the Statewide Voluntary Preschool Program.

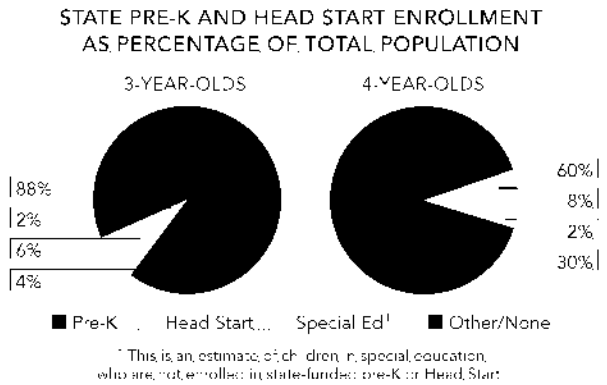
STATE OVERVIEW

Total state program enrollment $26,643

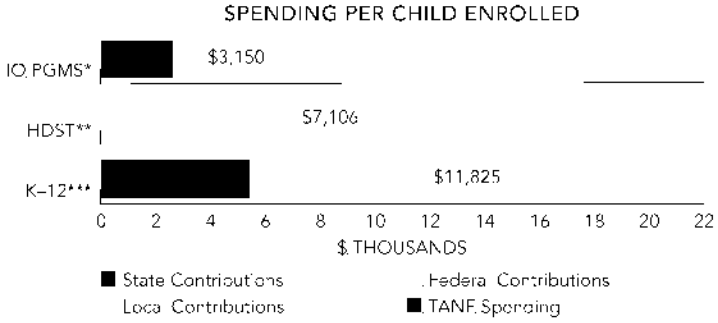
Total state spending $71,234,408

State spending per child enrolled $2,674

All reported spending per child enrolled* $3,150



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start



*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure

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***K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012-13 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
7	18

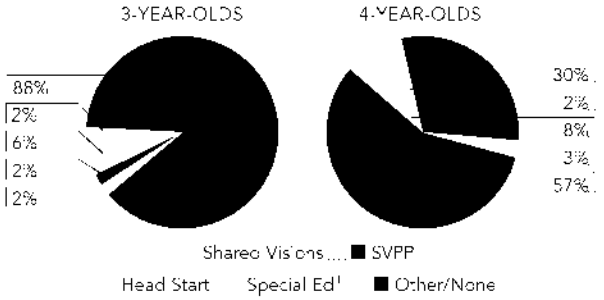
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
32	35

IOWA SHARED VISIONS

ACCESS

Total state program enrollment	1,726
School districts that offer state program	9%[1]
Income requirement	130% FPL
Hours of operation	Determined locally[2]
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	3,852
Federally funded Head Start enrollment, ages 3 and 4	5,944
State-funded Head Start enrollment, ages 3 and 4	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education, who are not enrolled in state-funded pre-K or Head Start

QUALITY STANDARDS CHECKLIST

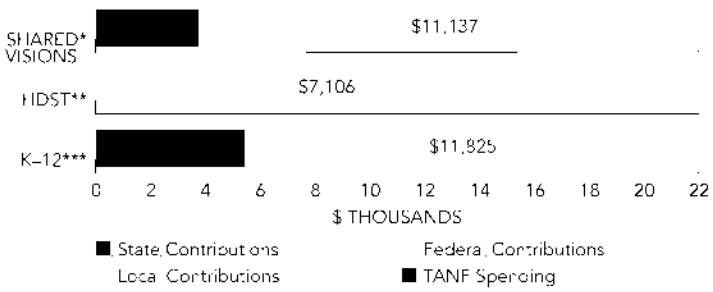
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA (public); CDA (nonpublic)[3]	BA	
Teacher specialized training	EC Endorsement with or without SpEd; Pre-K–K (public); AA in ECE or CD (nonpublic)[3]	Specializing in pre-K	
Assistant teacher degree	HSD	CDA or equivalent	
Teacher in-service	6 credit hours/5 years[4]	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	18[5]		
4-year-olds	20[5]		
Staff-child ratio		1:10 or better	
3-year-olds	1:8		
4-year-olds	1:8		
Screening/referral and support services	Vision, hearing, health, psychological/behavioral, developmental; and other support services[6]	Vision, hearing, health; and at least 1 support service	
Meals	Lunch; Snack[7]	At least 1/day	
Monitoring	Other monitoring	Site visits	

TOTAL BENCHMARKS MET
6

RESOURCES

Total state pre-K spending	$6,540,233
Local match required?	Yes, 20%
State spending per child enrolled	$3,789
All reported spending per child enrolled*	$11,137

SPENDING PER CHILD ENROLLED



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** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

[1] In addition, 33 classrooms are offered by 13 of Iowa's 18 Head Start grantees, and 17 are offered in child care centers.

[2] In the 2011-2012 school year, Shared Visions programs blended with SVPP and Head Start programs to increase hours to meet the needs of children and families. SVPP funds may be used to provide school- or extended-day programs if the program adds at least 10 hours of instruction by an early childhood endorsed teacher, and the program meets NAEYC standards.

[3] Teachers in nonpublic settings follow NAEYC standards, which require a minimum of an AA in ECE or CD. A small percentage of teachers in nonpublic settings may have a CDA credential. They are working toward meeting the minimum requirement of an AA.

[4] Certified teachers employed in school district programs must renew their licenses every five years, including 6 credit hours of training. Head Start grantees must follow federal Head Start requirements of 15 hours of professional development per year. There is no specific requirement for the amount of in-service training for the remaining grantees, although the year-end report indicates all lead teachers have an average of 40 hours of staff development.

[5] Mixed classrooms with 3- and 4-year-olds must not exceed the maximum group size of 18.

[6] Additional support services include parent conferences and/or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and family rights.

[7] Applicants for Shared Visions funding are required, through their grant applications, to address meals and meet the requirements of NAEYC accreditation. The specific meals offered depend on the hours of operation but are required by NAEYC criteria.

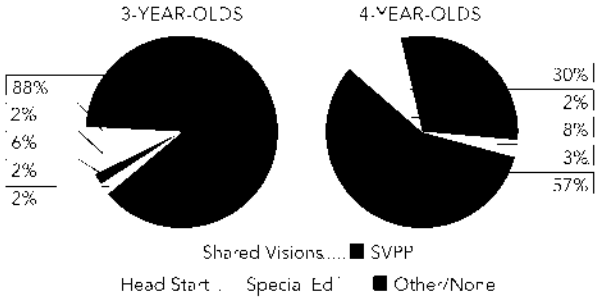
[8] All Shared Visions programs receive a site visit by NAEYC once every five years as part of their NAEYC accreditation.

IOWA STATEWIDE VOLUNTARY PRESCHOOL PROGRAM

ACCESS

Total state program enrollment 24,917
School districts that offer state program 90%
Income requirement ..... None
Hours of operation ..... Part day, 10 hours/week, Determined locally[1]
Operating schedule ..... Academic year
Special education enrollment, ages 3 and 4 3,852
Federally funded Head Start enrollment, ages 3 and 4 5,944
State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA	BA	
Teacher specialized training	EC without SpEd; EC	Specializing in pre-K	
Assistant teacher degree	CDA or Iowa Paraeducator certificate[2]	CDA or equivalent	
Teacher in-service	Determined locally[3]	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	18		
4-year-olds	20		
Staff-child ratio		1:10 or better	
3-year-olds	1:9		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, psychological/behavioral, dental, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	
Meals	Snack[5]	At least 1/day	
Monitoring	Site visits and other monitoring[6]	Site visits	

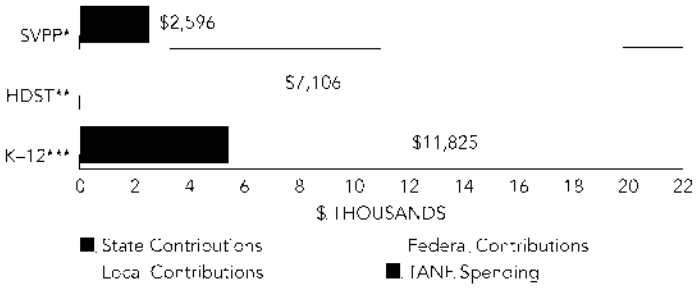
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending $64,694,175
Local match required? ..... No
State spending per child enrolled $2,596
All reported spending per child enrolled* $2,596

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012–2013 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12–'13 school year, unless otherwise noted.

[1] Most districts provide 12 hours per week and operate 3-4 days per week. Programs operate at least 3 days per week, many 4-5 days per week.

[2] Assistant teachers should have either a CDA or an Iowa Paraeducator certificate. The certificate requires 90 hours of generalized education courses plus 45 hours of ECE-specific training and must be completed within a year. Assistants may be hired without a high school diploma and must immediately enroll in a CDA program, but there's no time line to obtain the CDA.

[3] State policy requires professional development but does not specify hours. Districts report the number of hours annually.

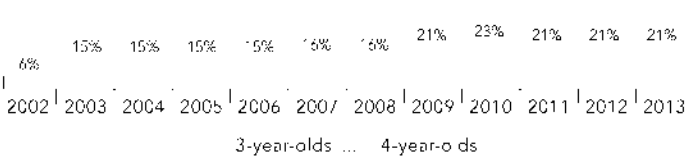
[4] Support services include parent conferences and/or home visits, parenting support or training, parent involvement activities, health services for children, nutrition information, referral to social services, and transition to kindergarten activities.

[5] Additional meals must be provided if the program is longer than 10 hours per week.

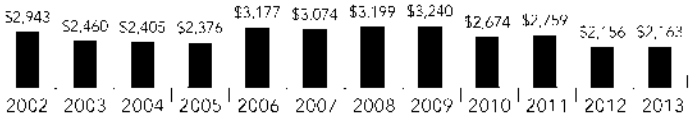
[6] Programs are visited during their second year of operation and then again every five years.

Kansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Kansas supports two state-funded pre-K programs. Established in 1998, the Kansas Four-Year-Old At-Risk Program now called the State Pre-kindergarten Program is financed through at-risk dollars from the state's general fund. Public schools receive funding directly through the program, though schools may subcontract with community-based organizations to provide services. Per-child funding amounts for districts are determined by state enrollment calculations as of September 20. To be eligible for the program, children must meet, at minimum, one of the eight risk factors: eligibility for free lunch (130 percent of the federal poverty level), academic or developmental delay based upon validated assessments, English Language Learner status, migrant status, a parent lacking a high school diploma or GED, having a single parent or a teen parent, or a referral from the Department for Children and Families agency. Programs are also now aligning the Kansas Early Learning Standards with their curricula. In the 2011 and 2012 fiscal years, funding for the At-Risk program was reduced, due to a decrease of the base per student state aid. There was no financial support to increase enrollment for the 2012-2013 school year, although more children met the At-Risk program requirements. Program data are collected via a new web application, including child inventories on randomly selected children in each classroom, as well as classroom and parent surveys.

First offered in the 2006-2007 program year, the Kansas Preschool Program (formerly called the Kansas Pre-K Pilot Program) was funded solely by tobacco dollars. The management of the program was relocated from the Kansas Children's Cabinet and Trust Fund to the Kansas State Department of Education in its third year. The program is presently accessible in 14 out of 105 counties. Programs are required to work with community partnerships in a range of agencies. Half the children registered must meet one of the risk factors used for the At- Risk program or one of numerous alternate risk factors, including having being referred by an early childhood organization, qualifying for reduced price lunch or having a parent on active military duty. The other 50 percent of students must meet eligibility standards set by local programs. All programs are entering the Multi-Tiered System of Supports framework, by participating in Structuring and Implementation Training. Additional training in the 2014-2015 school year will address how to use information to inform instruction.

The state is implementing an evidence-based home visiting program for Kansas Preschool Program sites. Planning will begin in the 2013-2014 school year, for implementation during the 2014-2015 school year. Programs will include home visits, group visits, data collection by a trained parent educator, and collaboration between parents and classroom teachers. The web application is in place for state pre-k program classrooms during the 2013-2014 year, to collect data on child outcomes, classroom practices, and family practices. Starting in 2014-15, parent educators will also collect data on home practices and child outcomes.

The state also funds the Parents as Teacher Program, which serves children from prenatal to 3 years and their families. This program is managed by the Kansas State Department of Education to offer services through local school districts, and coordination with other communities.

The first two pages of this profile address the general assistance and commitment to prekindergarten in Kansas, including enrollment and spending for both the Four-Year-Old At-Risk Program and the Pre-K Program. The third page centers solely on the At-Risk program while the last page discusses the Kansas Pre-K program.

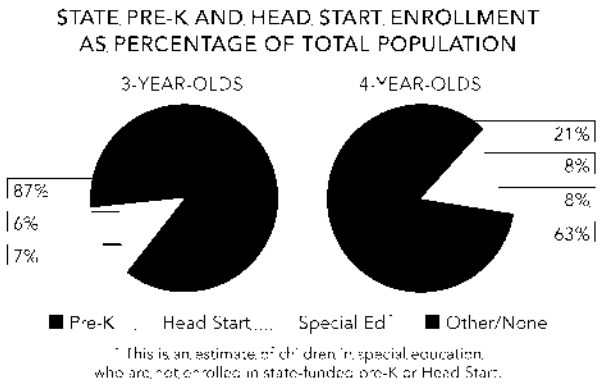
STATE OVERVIEW

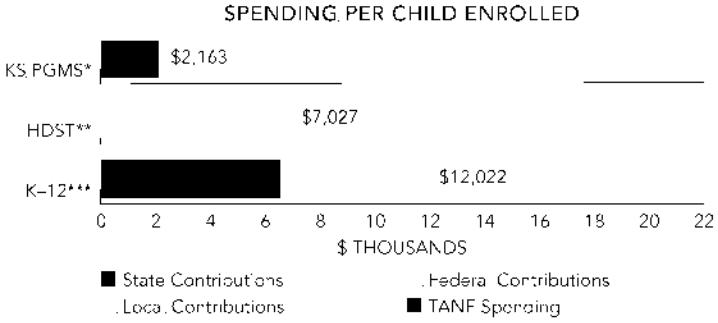
Total state program enrollment 8,514

Total state spending $18,417,032

State spending per child enrolled $2,163

All reported spending per child enrolled* $2,163





* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 12-13 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
23	None Served

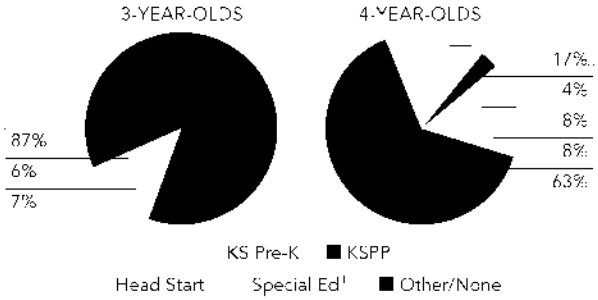
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
36	38

KANSAS STATE PRE-KINDERGARTEN PROGRAM (FORMERLY "AT-RISK")

ACCESS

Total state program enrollment ..... 7,094.
School districts that offer state program ..... 63%.
Income requirement ..... 130% FPL[1]
Hours of operation ..... 3 hours/day, 4 or 5 days/week[2]
Operating schedule ..... Academic year.
Special education enrollment, ages 3 and 4 6,472
Federally funded Head Start enrollment, ages 3 and 4 ..... 6,206.
State-funded Head Start enrollment, ages 3 and 4 ..... 0.

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education, who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive.	Comprehensive	✓
Teacher degree	BA[3]	BA.	✓
Teacher specialized training	EC, EC Unified, EC SpEd, or EE with ECE endorsement[3]	Specializing in pre-K	✓
Assistant teacher degree	CDA	CDA or equivalent	✓
Teacher in-service	15 clock hours/year.	At least 15 hours/year	✓
Maximum class size		20 or lower	✓
3 year olds	NA		
4-year-olds	20.		
Staff-child ratio		1:10 or better	✓
3 year olds	NA		
4-year-olds	1:10.		
Screening/referral and support services	Locally determined; and support services[4]	Vision, hearing, health; and at least 1 support service	✓
Meals	Snack	At least 1/day	✓
Monitoring	Other monitoring.	Site visits	✓

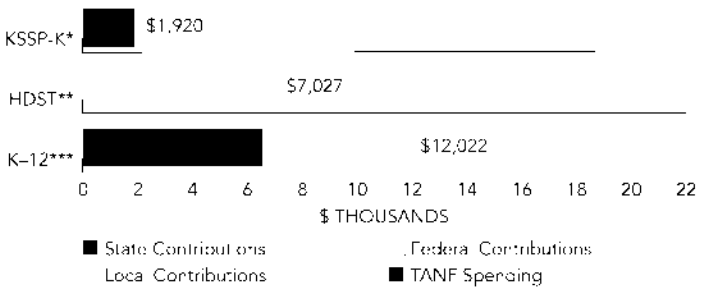
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending ..... $13,617,224.
Local match required? ..... No
State spending per child enrolled $1,920
All reported spending per child enrolled* $1,920

SPENDING PER CHILD ENROLLED



*, Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

***, K–12 expenditures include capital spending, as well as current operating expenditures.

Data are for the 2012–13 school year, unless otherwise noted.

[1] Eligibility for free lunch is one of eight risk factors used to determine eligibility for this program. Every child must have at least one risk factor.

[2] Programs must provide 465 hours per year of education, but the actual schedule is determined locally. Most programs are approximately 3 hours per day, 5 days a week.

[3] Teachers must have a current license. An early childhood license is recommended.

[4] The grant does not require screenings, though many programs do provide screenings and referrals. Based on further clarification, this policy does not meet NIEER's benchmark requirement.

KANSAS PRESCHOOL PROGRAM

ACCESS

Total state program enrollment 1,420

School districts that offer state program ..... 13%[1]

Income requirement ..... 185% FPL[2]

Hours of operation ..... Determined locally[3]

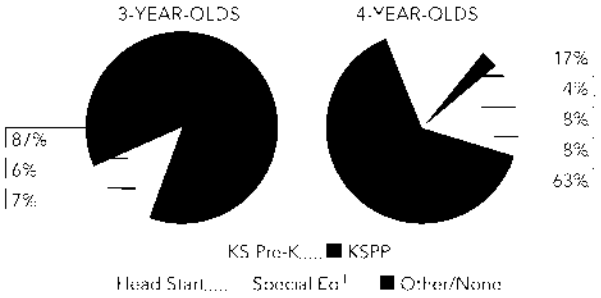
Operating schedule ..... Determined locally[3]

Special education enrollment, ages 3 and 4 6,472

Federally funded Head Start enrollment, ages 3 and 4 6,206

State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA (public)[4]	BA	
Teacher specialized training	ECE, EC Unified, EC (public) or EE with EC Endorsement; ECE (nonpublic)	Specializing in pre-K	
Assistant teacher degree	CDA (public and nonpublic)	CDA or equivalent	
Teacher in-service	15 clock hours/year	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Locally determined; and support services[5]	Vision, hearing, health; and at least 1 support service	
Meals	Snack	At least 1/day	
Monitoring	Other monitoring	Site visits	

TOTAL BENCHMARKS MET

6

RESOURCES

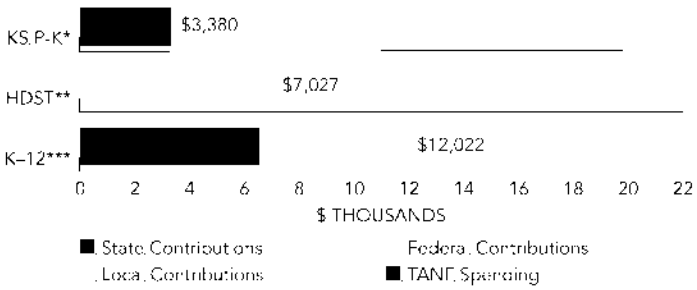
Total state pre-K spending $4,799,808

Local match required? ..... No

State spending per child enrolled $3,380

All reported spending per child enrolled* $3,380

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year, includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012-2013 school year, unless otherwise noted.

[1] The Pre-K Program was provided in 12 sites this year, serving 14 counties. The program does include children in the Four Year Old At Risk Program in some districts.

[2] Fifty percent of children must meet one of the risk factors, which include eligibility for free or reduced-price lunch. Priority for enrollment includes low parent education, non-English speaking family, teen parents, parent on active military duty, referrals of at-risk 4-year-olds from early childhood programs, developmentally or academically delayed based on assessments, Department of Children and Families referral, or early childhood referral. Eligibility for the remaining fifty percent of children is determined locally.

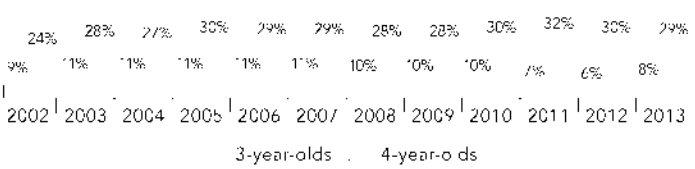
[3] Programs must provide 465 hours per year of education, but the actual schedule is determined locally. Most programs are approximately three hours per day, five days a week. Most sites operate on an academic year calendar, but some programs, such as Head Start and child care centers, may be on a 12 month cycle.

[4] Lead teachers in nonpublic settings must have an AA in early childhood education or closely related field and have a plan on file to get a BA within 5 years of becoming a state pre-K site. Lead teachers in public settings must have a BA.

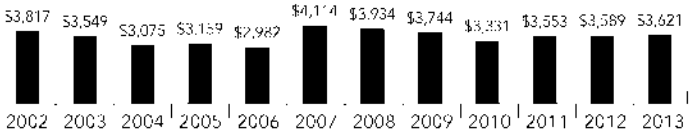
[5] The grant does not require screenings, though many programs do provide screenings and referrals. Based on further clarification, this policy does not meet NIEER's benchmark requirement.

Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



In response to the Kentucky Education Reform Act, the Kentucky Preschool Program (KPP) was launched in 1990. KPP is accessible to 4-year-olds who are homeless, from low-income families, or in foster care, as well as to 3- and 4-year-olds with disabilities. Income eligibility for the program was increased from 130 percent of the federal poverty line (FPL) to 150 percent of FPL in the 2006-2007 school year. If additional space is available, local districts have the option of registering additional children not meeting state income eligibility requirements using district funds, tuition, or other funds.

There were 20,817 eligible children participating in KPP in 2012-2013, including 9,661 receiving special education services, based on an averaged count between December 1 and March 1. The slight reduction in enrollment indicated for the last two years is attributed to changes in data systems more than program capacity: the introduction of the Kentucky System of Intervention (KSI), modeled from the Response to Intervention (RTI) approach, provides a more precise count of children with a recognized disability, and a modification of the electronic student information system attains a more accurate count.

Funding for the Kentucky Preschool Program is distributed to local school districts according to a funding formula, depending on the number of qualified children registered the previous year, and weighted by the appropriate per-child rate for at-risk or disability group (speech/language, mild to moderate, and severe). School districts may subcontract with Head Start, private child care centers, and special education providers to offer preschool services.

While there has not been a formal evaluation of KPP in recent years to measure program quality or effectiveness, Kentucky continues its efforts to support program quality and child outcomes. The Kentucky Department of Education (KDE) has been identifying high-quality, state-funded preschool classrooms as Classrooms of Excellence, a practice that began in the 2006-2007 school year. As part of the KSI improvements initiated in 2011-2012, programs are able to more accurately recognize children with disabilities and offer research-based supports for any child suspected of having a disability. Following a pilot period, Kentucky applied the Preschool Program Review (P2R) statewide monitoring process in 2012-2013. The P2R requires an ECERS-R for every classroom, and district self-evaluation of the preschool standards through an online survey; as well as site visits at least once every 5 years that observe classrooms, review documentation, and interview parents, teachers, and administrators. The Early Childhood Regional Training Centers (RTCs) collaborate with KDE staff to ensure program quality assessment for the P2R process is reliable, and to offer subsequent technical assistance. In addition to P2R, the Kentucky Preschool Program participated in a statewide consolidated monitoring process of state and federal programs in 14 school districts.

KDE continued work begun in 2011 to reinforce district capacity to understand and implement Kentucky's Early Childhood Standards and support school readiness through Early Learning Leadership Networks (ELLNs). ELLNs help to guarantee that districts have knowledgeable, unified leadership teams composed of represntatives from child care, Head Start, preschool, and kindergarten, to guide the professional learning and practice of all teachers, staff, and administrators.

Development of an integrated P-12 data management system aligning program and child outcome data from KPP, Head Start, and child care with the K-12 system continued in 2012-2013. Effective in the 2017-2018 school year, the kindergarten entrance age will change from October 1 to August 1, which may have future implications for KPP enrollment.

Kentucky was one of five states funded in the third round of federal Race to the Top-Early Learning Challenge in 2013.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
16	9

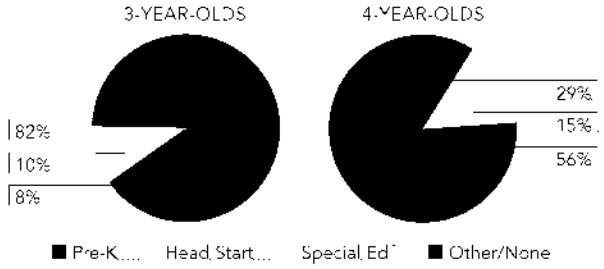
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
24	12

KENTUCKY PRESCHOOL PROGRAM

ACCESS

Total state program enrollment ..... 20,817[1]
School districts that offer state program 100%
Income requirement ..... 150% FPL
Hours of operation ..... 2.5 hours + meal time, 4 or 5 days/week
Operating schedule ..... Academic year[2]
Special education enrollment, ages 3 and 4 ..... 9,990[3]
Federally funded Head Start enrollment, ages 3 and 4 14,244
State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] All special education students are included in state profile.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA[4]	BA	
Teacher specialized training	Interdisciplinary ECE (IECE) (Birth to primary/K)	Specializing in pre-K	
Assistant teacher degree	HSD	CDA or equivalent	
Teacher in-service	28 clock hours/year	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	
Meals	Depends on length of program day	At least 1/day	
Monitoring	Site visits and other monitoring	Site visits	

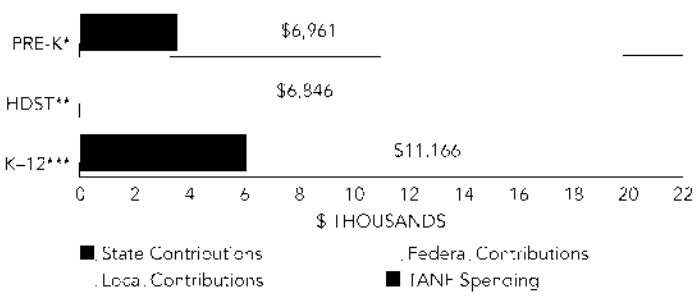
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending $75,373,534
Local match required? ..... No
State spending per child enrolled $3,621
All reported spending per child enrolled* $6,961

SPENDING PER CHILD ENROLLED



*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

***K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

[1] This total recorded does not include an additional 1,691 4-year-olds who were served through Title I or district funds.

[2] The preschool program may begin later and end earlier than the school year calendar, provided districts are using these instructional days for child and family activities such as screening, home visits, and other comprehensive components of the program.

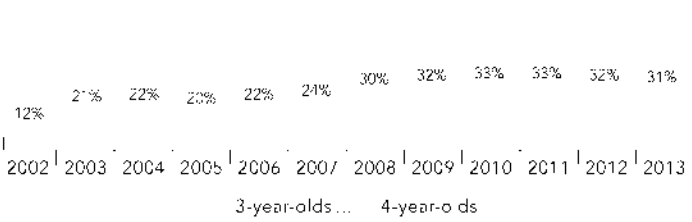
[3] Because the state pre-K program is integrated with the state special education program, 9,661 of the 3- and 4-year-olds reported as having IEPs are served within KPP.

[4] Teachers hired as lead teachers before 2004-2005 can hold a CDA or AA in early childhood development. These teachers are allowed to remain in their current positions but may not transfer to other districts.

[5] Support services include parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, nutrition information, referral for social services, transition to kindergarten activities, and parent conferences or home visits.

Louisiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)

Louisiana operated three state-funded preschool programs during the 2012-2013 school year. Louisiana began providing preschool education services in 1988 through the Model Early Childhood Program. When matching annual appropriations for this program ended in 1993, some local school districts began using the 8(g) Student Enhancement Block Grant Program to offer preschool programs to at-risk 4-year-olds. During the 2012-2013 school year, 68 of 70 districts were using these Block Grants to provide prekindergarten programs to 2,643 children, a reduction in enrollment of more than 17 percent from the previous year. Children are qualified for the program if they are at risk of being "insufficiently ready for the regular school program," with priority given to children from low-income families. Funding for LA8(g) was increased to partially restore cuts made during the 2010-2011 school year.

The Cecil J. Picard LA4 Early Childhood Program (formerly LA4 and Starting Points), established in 2001, is Louisiana's largest pre-K program. Enrolling 16,028 4-year-olds in the 2012-2013 school year, an increase of 6 percent from 2011-2012, this state-funded program is offered in most parishes in Louisiana as well as in several charter schools and one tribal school. Six hours of regular instruction per day are offered, in addition to 4 hours of before- and after-school care. Four-year-olds are eligible to attend at no cost, provided they meet free or reduced-price lunch criteria. An additional 2,653 children participated in 2012-2013 using local funds, other state/federal funding sources, or tuition. State funding for the program was increased by $7.4 million from the previous year, partially offsetting a decrease in federal funds channeled into the program.

The Non-Public Schools Early Childhood Development Program (NSECD) was also established in 2001, to provide tuition reimbursement to families with incomes below 200 percent of the federal poverty level who enroll their 4-year-olds in qualifying preschools. Serving 1,200 4-year-olds in 2012-2013, with a budget that was reduced by 2 percent from the 2011-2012 school year, NSECD programs operate in all parishes throughout the state. Programs must be state-approved, privately run preschools offering a minimum of 6 hours of regular instruction per day and up to 4 hours of before- and after-school care.

The Cecil J. Picard Center for Child Development and Learning at the University of Louisiana-Lafayette continued an ongoing assessment of process quality and program impact/child outcomes for Louisiana's three pre-K programs in 2012-2013.

The Louisiana Legislature passed Act 3 during the 2012 session, to require the formation of an early childhood system uniting multiple early education initiatives under the direction of the Department of Education, and in collaboration with other state agencies. This system will feature aligned program standards, birth-through-five early learning and development standards, a quality rating and improvement accountability system required for all programs receiving state and/or federal funds, a unified professional development system, and a cross-agency integrated data system.

To document the contributions Louisiana makes to prekindergarten, we first present summary information reflecting the state's overall performance through enrollment and state spending for all three programs. We then present additional details about the 8(g), the Cecil J. Picard LA4, and the NSECD programs.

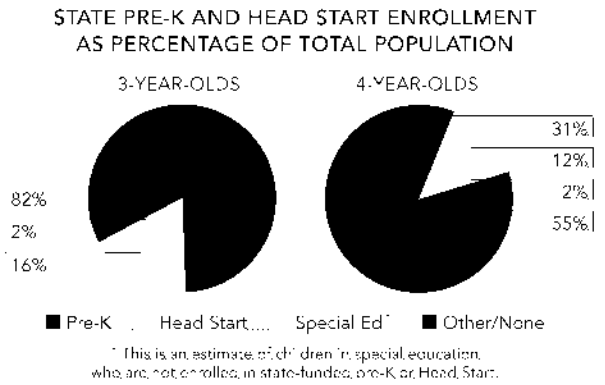
STATE OVERVIEW

Total state program enrollment 19,871

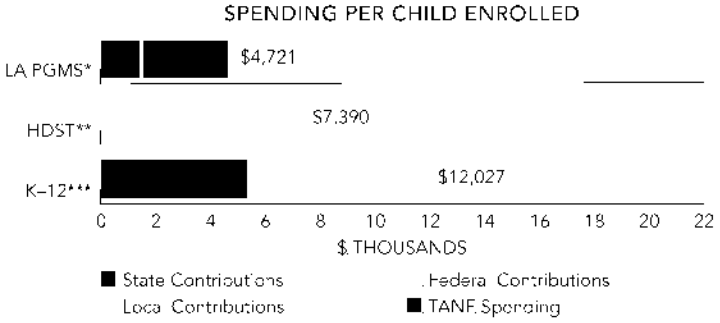
Total state spending $91,803,989

State spending per child enrolled $4,620

All reported spending per child enrolled* $4,721



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.



*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

***K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012-2013 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
15	None Served

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
15	22

LOUISIANA 8(g) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

ACCESS

Total state program enrollment ..... 2,643.

School districts that offer state program ..... 97% (parishes).

Income requirement ..... None[1]

Hours of operation ..... 6 hours/day, determined locally[2]

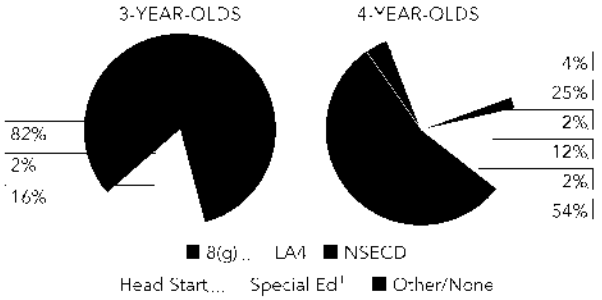
Operating schedule ..... Academic year.

Special education enrollment, ages 3 and 4 5,865

Federally funded Head Start enrollment, ages 3 and 4 ..... 18,179.

State-funded Head Start enrollment, ages 3 and 4 ..... 0.

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA	BA	
Teacher specialized training	Certification in Nursery, K, P–3, Early Intervention, Non-categorical Preschool Handicapped[3]	Specializing in pre-K	
Assistant teacher degree	HSD[4]	CDA or equivalent	
Teacher in-service	150 clock hours/5 years	At least 15 hours/year	
Maximum class size		20 or lower	
3 year olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	
3 year olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Health, developmental;[5] and support services[6]	Vision, hearing, health; and at least 1 support service	
Meals	Breakfast, lunch, and snack	At least 1/day	
Monitoring	Other monitoring	Site visits	

TOTAL BENCHMARKS MET

7

RESOURCES

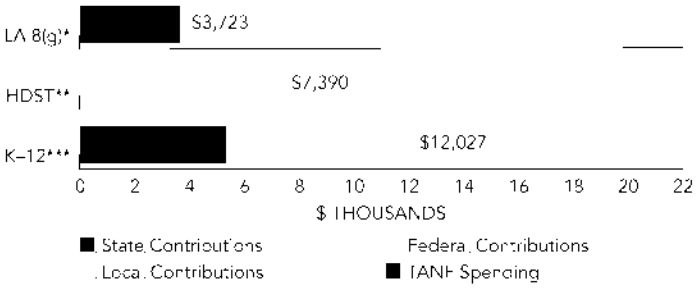
Total state pre-K spending $9,839,250

Local match required? ..... No

State spending per child enrolled $3,723

All reported spending per child enrolled* $3,723

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012–2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12–'13 school year, unless otherwise noted.

[1] The state does not set specific income eligibility criteria but stipulates that priority be given to children from low income families.

[2] Most districts operate 5 days per week. Some operate on a 4-day-per-week schedule.

[3] Teachers holding a Kindergarten or Elementary License may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement to their original license, permitting them to teach in pre-K without the parish/district/charter requesting a temporary, out-of-field teaching authorization.

[4] Teacher assistants must also have extended experiences assuming responsibility and care of children younger than age 5, and meet other district requirements.

[5] Developmental screening is conducted to determine which children are potentially eligible and to plan an appropriate program. Vision, hearing, and general physical health screenings are determined at the local level.

[6] Support services include education or support services for parents, parenting support or training, parent involvement activities, health services for children, referral to social services, and transition to kindergarten activities. GED and literacy training for parents, and housing/utility assistance referrals.

CECIL J. PICARD LA4 EARLY CHILDHOOD PROGRAM

ACCESS

Total state program enrollment ..... 16,028[1]

School districts that offer state program ..... 89% (parishes)[2]

Income requirement ..... 185% FPL[3]

Hours of operation ..... 6 hours/day, 5 days/week[4]

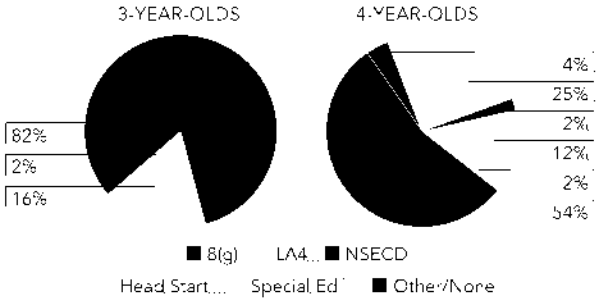
Operating schedule ..... Academic year

Special education enrollment, ages 3 and 4 5,865

Federally funded Head Start enrollment, ages 3 and 4 18,179

State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	BA	BA	✓
Teacher specialized training	Certification in Nursery, K, P–3, Early Intervention, or Non-categorical Preschool Handicapped[5]	Specializing in pre-K	✓
Assistant teacher degree	HSD	CDA or equivalent	✓
Teacher in-service	18 clock hours/year	At least 15 hours/year	✓
Maximum class size		20 or lower	✓
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	✓
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health; and support services[6]	Vision, hearing, health; and at least 1 support service	✓
Meals	Lunch and snack	At least 1/day	✓
Monitoring	Other monitoring	Site visits	✓

TOTAL BENCHMARKS MET

8

RESOURCES

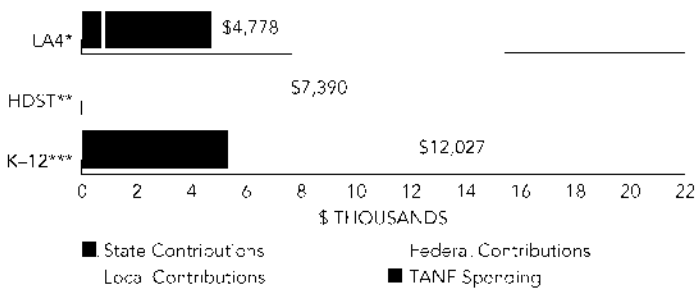
Total state pre-K spending ..... $74,577,807[7]

Local match required? ..... No

State spending per child enrolled ..... $4,653[7]

All reported spending per child enrolled* $4,778

SPENDING PER CHILD ENROLLED



*, Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

**, Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012-2013 school year, unless otherwise noted.

[1] The total enrollment figure does not include 644 tuition-paying students and an additional 2,653 students funded from other sources.

[2] In addition to program availability in 63 of 71 school districts, 32 charter schools and one tribal school participate in the LA4 program.

[3] There is no state-specified income requirement for eligibility as all age-eligible children may participate. Children who qualify for free or reduced-price lunch attend free of charge. Others may pay tuition, or school districts cover costs.

[4] Schools may also offer 4 hours of before- and after-school enrichment programs. A total of 823 children attended these extended-day programs in the 2012-2013 school year.

[5] Teachers holding a Kindergarten license may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement to their original license, permitting them to teach in pre-K without the parish/district/charter requesting a temporary out of field teaching authorization. Teachers may also qualify to add Elementary certification while working toward an approved early childhood certification for a maximum of 3 years.

[6] Developmental and other health screening and referral are determined locally. Support services include parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for children and parents, information about nutrition, referral to social services, and transition to kindergarten activities.

[7] This spending allocation also includes funds for the before- and after-school enrichment program. This amount $29,550,000 in TANF discretionary funds as well as $33,100,000 in Community Development Block Grant funds for districts that experienced some type of natural disaster in their parishes during the previous year.

LOUISIANA NON-PUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM (NSECD)

ACCESS

Total state program enrollment 1,200

School districts that offer state program ..... 100% (parishes)

Income requirement ..... 200% FPL

Hours of operation ..... 10 hours/day, 5 days/week[1]

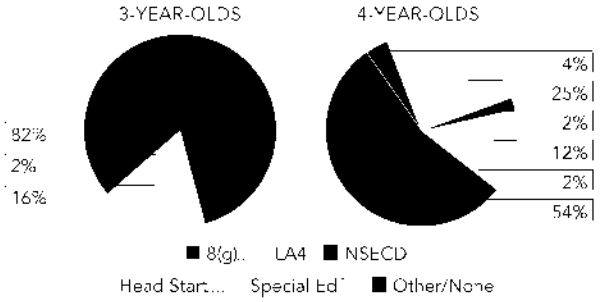
Operating schedule ..... Academic year

Special education enrollment, ages 3 and 4 5,865

Federally funded Head Start enrollment, ages 3 and 4 18,179

State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	BA	BA	✓
Teacher specialized training	Certification in Nursery, K, P–3, Early Intervention, or Non-categorical Preschool Handicapped[2]	Specializing in pre-K	✓
Assistant teacher degree	CDA[3]	CDA or equivalent	✓
Teacher in-service	18 clock hours/year[4]	At least 15 hours/year	✓
Maximum class size		20 or lower	✓
3 year olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	✓
3 year olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, developmental, dental; and support services[5]	Vision, hearing, health; and at least 1 support service	✓
Meals	Breakfast, lunch, and snack	At least 1/day	✓
Monitoring	Site visits and other monitoring	Site visits	✓

TOTAL BENCHMARKS MET

10

RESOURCES

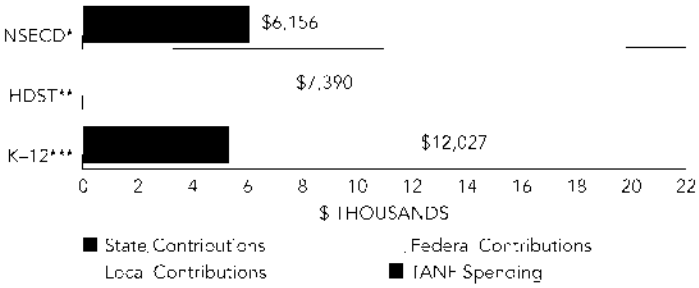
Total state pre-K spending $7,386,932

Local match required? ..... No

State spending per child enrolled $6,156

All reported spending per child enrolled* $6,156

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

[1] The 10-hour day includes 6 hours of instruction and 4 hours of enrichment activities.

[2] Incumbent or new NSECD teachers must be certified in early childhood or working toward certification; those not already certified must have passed the Praxis I and taken a prerequisites to enroll in a Pre-K-3 or Early Intervention alternate certification program. They must continually be enrolled and complete certification within three years of their hire date. Teachers who begin with a Kindergarten or Elementary Education certificate must become an Early Childhood certified teacher by either taking the Praxis II or completing 12 hours of coursework within 3 years of their hire date.

[3] Since the 2007-2008 school year, only assistant teachers with at least a CDA or AA in early childhood education or family studies are hired. Incumbent assistant teachers must be enrolled in a CDA or early childhood AA program and maintain enrollment until completing the program within three years.

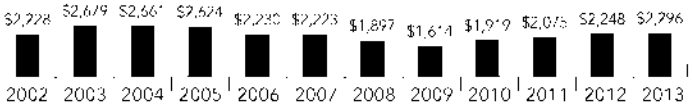
[4] NSECD administrators, teachers, and teacher assistants are required to complete the NSECD Foundation/Curriculum Development training and attend a three-day regional training during the school year, in addition to completing 18 clock hours of professional development.

[5] Support services include parenting support or training, parent involvement activities, health services for children, referral to social services, and transition to kindergarten activities. Other support services are determined locally, as are developmental and dental screening and referrals.

Maine

PERCENT OF STATE POPULATION ENROLLED

STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



In 1983, Maine established its Two-Year Kindergarten initiative in an effort to support public preschool education, by allocating resources to local districts through the school funding formula. State-funded programs for 4-year-olds have been separately defined as the Public Preschool Program (PPP) since 2007, and remain funded through Maine's school funding formula, with distributions going directly to school districts.

While school districts are not required to offer a public preschool program, those choosing to provide one must obtain prior approval from the state Department of Education, which includes a joint planning process that involves local providers. To receive a full per-pupil financial allocation, districts must provide a minimum of 10 hours per week of instructional programming. The state also makes available an additional "weighted" subsidy to supplement the regular per-pupil allotment for pre-K through second grade.

Sixty-three percent of Maine's schools that enroll children in kindergarten during the 2012-2013 school year also chose to offer public preschool education programs, an increase from the previous year. The majority of public preschool programs are housed in public schools, although many districts have partnered with community-based child care programs or Head Start agencies to offer services. Many programs that were initially offered in community locations have shifted into public school settings as space has become available, in an effort to minimize transitions experienced by children and families. All lead teachers, regardless of setting, are required to hold a BA degree and teaching certificate with an Early Childhood endorsement from the Department of Education.

PPP enrollment continued to increase as additional state, Title I, and local funds were blended by districts during the 2012-2013 school year. Nine elementary schools started pre-K programs in 2012-2013, contributing to an increased state-wide enrollment of 5 percent. The program continues to use the Public Pre-K Collaboration Coach model to support partnerships among public schools, Head Start agencies, and child care programs, as part of a diverse delivery system.

In addition to funding the Public Preschool Program, Maine historically supplemented the federal Head Start program with state grants. These supplemental funds were used to extend the amount of time children received services, enhance services provided by the federal program, and provide supplemental services beyond those funded by federal dollars. In the 2012-2013 school year, the state provided funds only to Early Head Start programs for children ages six weeks to 36 months to receive services.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
13	None Served

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
34	21

MAINE PUBLIC PRESCHOOL PROGRAM

ACCESS

Total state program enrollment 5,088

School districts that offer state program ..... 63% (public elementary schools)

Income requirement ..... None

Hours of operation ..... Determined locally[1]

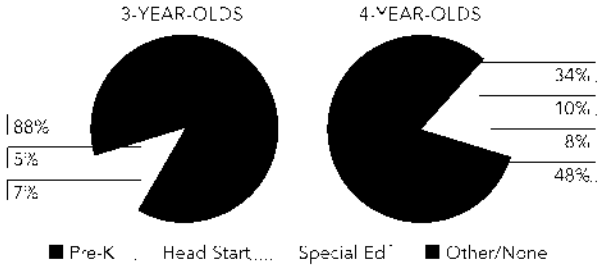
Operating schedule ..... Academic year

Special education enrollment, ages 3 and 4 2,270

Federally funded Head Start enrollment, ages 3 and 4 2,269

State-funded Head Start enrollment, ages 3 and 4 ..... 0[2]

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA	BA	
Teacher specialized training	ECE, with or without SpEd	Specializing in pre-K	
Assistant teacher degree	Ed Tech II (60 credit hours)	CDA or equivalent	
Teacher in-service	6 credit hours/5 years	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	NA		
4-year-olds	No limit		
Staff-child ratio		1:10 or better	
3-year-olds	NA		
4-year-olds	1:15[3]		
Screening/referral and support services	Vision, hearing, health, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	
Meals	None[5]	At least 1/day	
Monitoring	Other monitoring	Site visits	

TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending ..... $11,680,725[6]

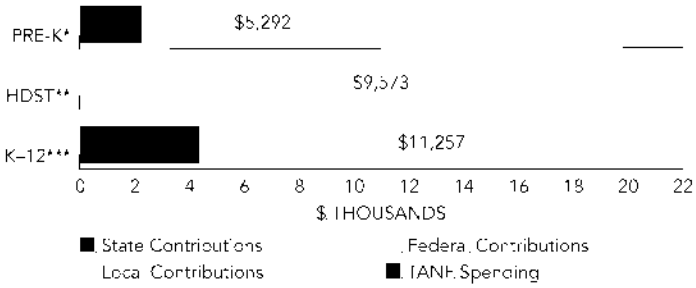
Local match required? ..... Yes, tied to school formula

State Head Start spending ..... $0[7]

State spending per child enrolled $2,296

All reported spending per child enrolled* $5,292

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

***. K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012-2013 school year, unless otherwise noted.

1. Programs must operate a minimum of 10 hours per week to receive a per-pupil subsidy through the school funding formula. Some programs provide a full school day, 5-day program; some provide a part day program and operate four half days with the fifth day used for home visits and teacher planning.

In the 2012-2013 school year, additional Head Start funds provided by the state of Maine were used to serve children ages 6 weeks to 36 months in Early Head Start programs.

2. If a district partners with a program holding a DHHS child care program license, ratios of 1:13 must be met.

3. A minimum of one annual parent conference or home visit is required. Programs are required to provide some comprehensive services, but specific services are determined locally.

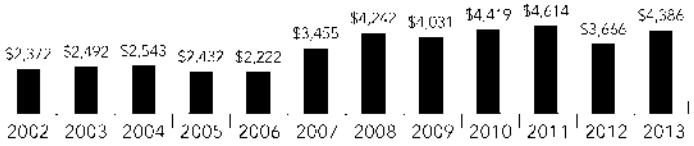
4. While not required, most programs offer a snack and others offer breakfast and/or lunch. Programs that partner with Head Start must follow CACFP and Head Start requirements for meals. Schools providing meals meet USDA school meal guidelines.

5. In addition to Public Preschool Program funding, weighted funds are available for pre-K through grade 2. Included in this total is portion of this funding estimated to serve 4-year-olds

Maryland

PERCENT OF STATE POPULATION ENROLLED

STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Maryland started offering preschool for at-risk 4-year-olds in 1980, through the Extended Elementary Education Program (EEEP), a pilot preschool program in Baltimore City and Prince George's County. The program eventually expanded throughout the state and served 25 percent of 4-year-olds by 2002. Local boards of education were required to increase prekindergarten enrollment in public schools to all economically underprivileged 4-year-olds by the 2007-2008 school year, as part of school finance reform legislation in 2002. State funding to school districts increased significantly each year until 2011-2012, when state funds were reduced by approximately 9 percent. Revised prekindergarten regulations were implemented to help districts meet the kindergarten readiness needs of low-income, special education, and English Language Learner (ELL) students who comprise the greatest percentage of the nearly 30,000 students registered in public prekindergarten during the 2012-2013 school year.

Prekindergarten funding was also restructured following passage of the 2002 school finance reform law. Previously, school districts had received dedicated state funds for EEEP to supplement general education funds in local school systems. In 2007-2008, pre-K programs were funded with local education dollars and state aid under the terms of the Bridge to Excellence in Public Schools Act. Maryland includes costs for prekindergarten in the cost estimates of K-12 education state aid, which requires local school districts to offer access to pre-K for "four-year-olds from disadvantaged families."

In 2007, the Maryland Task Force on Universal Preschool Education recommended expanding preschool access to include all 4-year-olds, as well as a number of 3-year-olds, regardless of family earnings. The state is moving toward implementing some of the report's recommendations, by permitting enrollment for 3-year-old children who are at risk of school failure, are economically disadvantaged, or are homeless or in foster care. Budgetary constraints continue to hinder expansion plans for achieving a voluntary, universal program by 2014.

In addition to public prekindergarten, Maryland has 25 early learning centers of distinction, known as Judy Centers. These are located in Title 1 school districts and work collaboratively with selected elementary schools to offer comprehensive year-round services for children from birth to age 6. Judy Center Partnerships provided enhanced, continuous learning opportunities to 11,992 young children and their families, including 3,173 children under 3 years of age during the 2012-2013 school year.

Maryland also provides supplemental funds to the federal Head Start program in order to expand enrollment and support extended-day and summer services. In the 2012-2013 school year, the state provided $1.8 million to support extended-day/week services for 2,786 Head Start attendees.

Maryland was one of nine states financed in the initial round of the federal Race to the Top-Early Learning Challenge in 2012, and received additional federal funding in 2013 to coordinate a consortium to develop and implement a statewide kindergarten entrance assessment.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
12	16

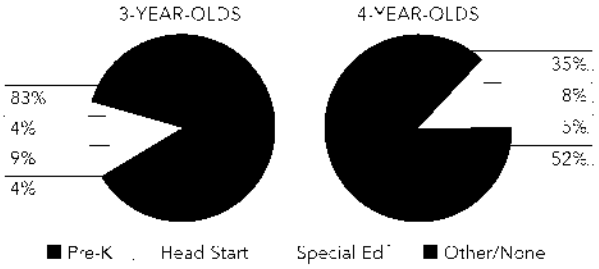
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
19	24

MARYLAND PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment ..... 29,407[1]
School districts that offer state program 100%
Income requirement ..... 185% FPL
Hours of operation ..... 2.5 or 6.5 hours/day, 5 days/week
Operating schedule ..... Academic year
Special education enrollment, ages 3 and 4 7,826
Federally funded Head Start enrollment, ages 3 and 4 9,168
State-funded Head Start enrollment, ages 3 and 4 ..... 2,786[2]

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA	BA	
Teacher specialized training	EC Endorsement, with or without SpEd, Pre-K–K (public); AA in ECE or CDA (nonpublic)	Specializing in pre-K	
Assistant teacher degree	HSD[3]	CDA or equivalent	
Teacher in-service	6 credit hours/5 years	At least 15 hours/year	
Maximum class size		20 or lower	
3 year olds	Average of 20[4]		
4-year-olds	Average of 20[4]		
Staff-child ratio		1:10 or better	
3 year olds	1:10[4]		
4-year-olds	1:10[4]		
Screening/referral and support services	Vision, hearing, health; and support services[5]	Vision, hearing, health; and at least 1 support service	
Meals	Depends on length of program day[6]	At least 1/day	
Monitoring	Site visits and other monitoring	Site visits	

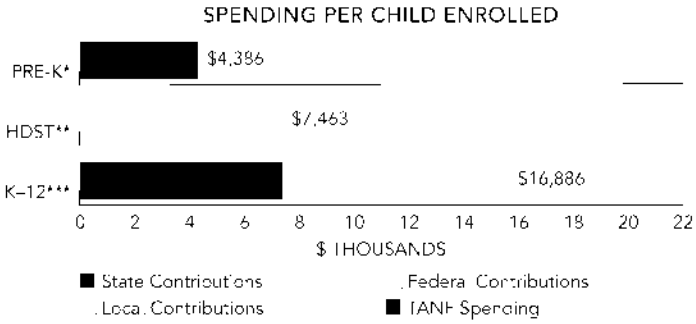
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending $128,922,934
Local match required? ..... No[7]
State Head Start spending ..... $1,800,000[7]
State spending per child enrolled $4,386
All reported spending per child enrolled* $4,386

SPENDING PER CHILD ENROLLED



*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

**Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

***K–12 expenditures include capital spending, as well as current operating expenditures.

Data are for the 2012-2013 school year, unless otherwise noted.

[1] Additional children under age 3 enrolled in Judy Centers and 5-year-olds eligible for kindergarten are not reflected in total enrollment figures. Judy Center Partnerships enrollment for 2012-2013 was 11,992, including pre-K.

[2] The state provided extended-day/year services to 2,786 children ages 3 to 5 enrolled in Head Start.

[3] Paraprofessionals in Title I schools must also have completed two years of college, hold an AA degree, or have a qualifying score of 455 on the ParaPro assessment.

[4] State policy stipulates an average of 20 students per classroom. Exceptions may occur where individual classrooms exceed this ratio, provided an overall program average of 20 is maintained. By policy, 3-year-olds are not eligible for state pre-K, but state child care regulations require a maximum class size of 20 and a staff-to-child ratio of 1:10 for 3- and 4-year-olds.

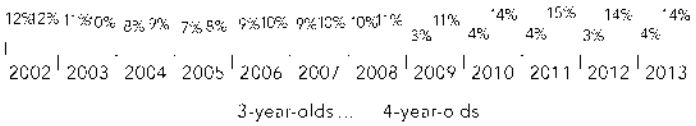
[5] Developmental and dental screenings are locally determined. Vision and hearing screening and referral are the responsibility of the school health services program, in conjunction with the Health Department under Title I, which applies to all children enrolled. Support services include parenting, support or training, parent involvement activities (as specified by NCLB), health services for children, transition to kindergarten activities, and parent conferences or home visits.

[6] Children in full-day programs are offered breakfast and lunch. In half-day programs, children are offered either breakfast or lunch.

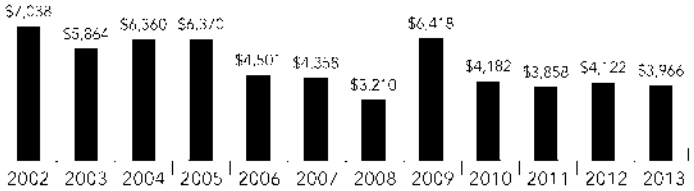
[7] The mandate to provide services also requires local spending as necessary to serve all eligible children.

Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Established in 2005, the Massachusetts Department Early Education and Care (EEC) strives to improve quality, affordability, and access to preschool education services. Also that year, the state started its Universal Pre-kindergarten (UPK) initiative, which serves children from age 2 years, 9 months, until they arrive at the locally determined kindergarten eligibility age.

Public schools, private child care centers, Head Start programs, family child care, and faith-based centers are eligible for UPK grants and must offer full-day, full-year services. UPK is a competitive grant program, though recent years have only been offered as renewal grants, due to funding constraints; in the 2012-2013 school year, funds were awarded as renewal grants, though there was also a competitive round. The program was offered in 94 towns. While an individual child's eligibility is not based on income level, programs must be willing to serve children from families with income levels at or below 85 percent of the state's median income (SMI). During the 2008-2009 and 2009-2010 school years, UPK was assessed for process quality.

Massachusetts also provides early childhood education services through the Grant 391 program. Since 1985, this program has funded typically developing preschool children to enroll alongside students with disabilities served in inclusion classrooms. There is no income qualification for enrollment in this program, which was offered in 79 districts and 17 private/nonprofit agencies in the 2012-2013 school year.

Massachusetts has been gradually phasing programs into its Quality Rating & Improvement System (QRIS). All UPK grantees were required to participate beginning in the 2010-2011 program year, and all Head Start sites must participate by the end of 2014. All programs that work with EEC beyond licensing were added to the QRIS by the 2012-2013 school year. UPK grantees not only participate in the QRIS, but also allow EEC staff to carry out on-site ECERS/FCCERS observations; provide child-level data, with parent permission, using a State Assigned Student Identification or program-specific child ID number; and collect staff information for EEC's Professional Qualifications Registry. As part of its Race to the Top-Early Learning Challenge award, Massachusetts is performing a study to validate this QRIS. As of the 2012-2013 year, UPK programs must achieve at least a Level 3 on the QRIS to be qualified for renewal, and must also show that they served "high needs children" as demonstrated through formative assessments and/or screenings.

Massachusetts operated two additional programs using ARRA funds in the 2010-2011 school year. The Kindergarten Entry Enrichment Program (KEEP) offered five to 12 weeks of programming for 4- and 5-year-olds in the summer directly before kindergarten entry. A similar program, the Preschool Child Care Enrichment Program (PSCCE) Quality Add-On Initiative, financed preschools services for educationally at-risk children from the EEC's waiting list. These programs ended when ARRA funds expired.

Massachusetts also supplements the federal Head Start program, providing $8 million for an additional 237 slots for eligible children, as well as funding for before- and after-care services. The state supplemental funding is also used for quality-improvement purposes within Head Start, including professional development opportunities for staff.

This profile focuses on UPK and Grant 391, which are reported together because both programs have similar requirements and standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
28	17

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
20	25

MASSACHUSETTS UNIVERSAL PRE-KINDERGARTEN (UPK) AND GRANT 391

ACCESS

Total state program enrollment 13,335

School districts that offer state program ..... 27% (towns)

Income requirement ..... 85% SMI (UPK); None (Grant 391)[1]

Hours of operation ..... Determined locally[2]

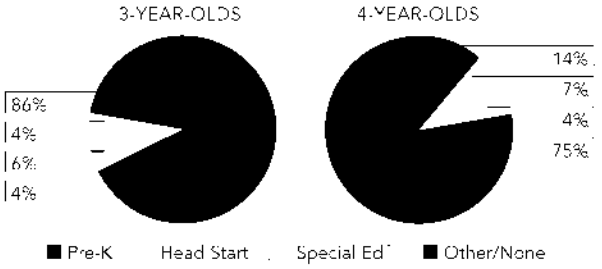
Operating schedule ..... Determined locally[2]

Special education enrollment, ages 3 and 4 9,906

Federally funded Head Start enrollment, ages 3 and 4 9,065

State-funded Head Start enrollment, ages 3 and 4 214

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA (public); None (nonpublic)[4]	BA	
Teacher specialized training	EC Teachers of Students with and without Disabilities (public); 3 credits (nonpublic)[4]	Specializing in pre-K	
Assistant teacher degree	HSD (public); None (nonpublic)[5]	CDA or equivalent	
Teacher in-service	20 clock hours (UPK); 150 hours/5 years (Grant 391)	At least 15 hours/year	
Maximum class size 3-year-olds 4-year-olds	 20 20	20 or lower	
Staff-child ratio 3-year-olds 4-year-olds	 1:10 (UPK); 1:7 to 1:10 (Grant 391) 1:10 (UPK); 1:7 to 1:10 (Grant 391)[6]	1:10 or better	
Screening/referral and support services	Vision, hearing, developmental; and support services[7]	Vision, hearing, health; and at least 1 support service	
Meals	Depends on length of program day[8]	At least 1/day	
Monitoring	Site visits and other monitoring[9]	Site visits	

TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending ..... $52,887,295[10]

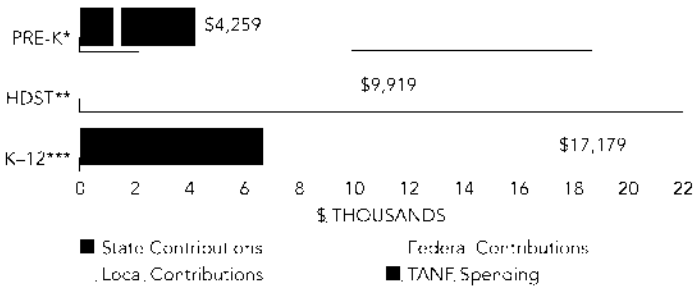
Local match required? ..... Yes

State Head Start spending $8,000,000

State spending per child enrolled $3,966

All reported spending per child enrolled* $4,259

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

1. In the UPK programs, any child may enroll, yet programs are selected to receive UPK funding based on program and child characteristics. The income requirement is for children receiving subsidy money.

2. Hours vary by type of program and setting and are determined locally. UPK grantees are required to offer or provide access to full-day and full-year services. For Grant 391, grantees follow the public school calendar, which is determined locally.

3. Massachusetts was not able to break its state-funded Head Start enrollment down by single year of age. As a result, this figure is an estimate based on the percentage of federal Head Start enrollees in Massachusetts who were 3 or 4 years old.

4. All teachers must have an Early Childhood Certification. Public school teachers must have a pre-K to grade 2 certification. Nonpublic school teachers must be certified by the Department of Early Education and Care. Teachers must either be 21 years old or have a high school diploma, and must complete a 3-credit college course in child growth and development.

5. Assistant teachers in nonpublic settings must complete a 3 credit child development course and be at least 18 years old. A CDA may be substituted for these requirements.

6. For 391 grants, the ratio can range from 1:7 to 1:10 based upon the number of children with disabilities enrolled in the session.

7. Programs are not required to provide these services directly. However, all LEAs are required to provide screenings and referrals under child find, and screenings and referrals are available to all children in non-LEAs through services in the public schools. Required support services include parent conferences or home visits. Additional support services are determined locally.

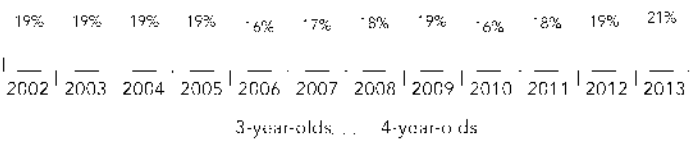
8. Programs operating fewer than 4 hours per day must provide snacks, and programs operating between 4 and 9 hours must provide a regularly scheduled meal in addition to a snack. Programs operating more than 9 hours must provide two meals and two snacks.

9. UPK conducts site visits approximately once a year, and all sites are visited. Grant 391 programs are all visited within a six year cycle.

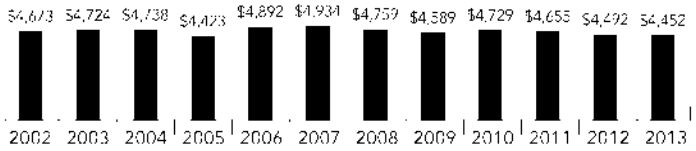
10. Total spending by program was $12,919,215 for Grant 391 and $43,868,019 for UPK.

Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Established in 1985, the Michigan School Readiness Program (MSRP) was developed to ensure preschool education for at-risk 4-year-olds, and is associated with the state's early childhood initiative, Project Great Start. MSRP is now called the Great Start Readiness Program (GSRP). At least 75 percent of the children in GSRP must be from families with earnings lower than 300 percent FPL, though other risk factors for educational disadvantages can be used to determine whether a child qualifies for services. In 2009, the risk factors were modified by the Michigan State Board of Education into eight categories, to target children who are most at risk. Families with particularly low family income are automatically eligible; second priority is based on low-income families with one or two additional risk factors. Children with family incomes above 300 percent FPL may be able to attend if they have at least two risk factors.

The program has moved from half-day programs toward school-day programs, based on concerns that part-day programs may not serve the needs of low-income families. However, this shift reduced the number of children who could be served. The state defined accessible priority status in distributing funds to programs by specifying 10 hours of programming per day in the 2011-2012 school year.

In 2012-2013, overall funding for GSRP was increased by $5 million, with the increase targeted to school district programs. Per slot allocation remained at $3,400 per half-day slot. Overall funding for GSRP was increased by $65 million for 2013-2014, with the per slot allocation increased to $3,625 per half day slot. Michigan will also being rolling back the kindergarten cutoff date from December 1 to September 1 over three years, beginning November 1 for the 2013-2014 school year. The state implemented an income-prioritization process, based on a quintile system. A sliding scale fee for families over income was made mandatory, but details have been left to local discretion.

Public school districts receive direct financial support, but they may assign funds to local providers in other settings to offer GSRP. Other preschool providers, such as social service and mental health agencies, private child care centers, and Head Start agencies, may apply for competitive preschool education endowments. The level of need in each district and a school funding formula determine overall district funding. During the 2011-2012 school year, the support structure for GSRP was altered so that intermediate school districts pass along funds to LEAs and non-district competitive agencies. GSRP is intended to become part of an early childhood block grant and the state is developing a multi-year phase-in arrangement.

The state implemented new teaching requirements in the 2011-2012 year, including removing the exemption for subcontracted programs to allow teachers with 90 credit hours and at least four years of schooling practice to participate. The state also now requires all teachers with unfinished training to complete compliance plans within two years, rather than four years, from the start date of their service. Early learning standards are being adjusted to align infant-toddler, pre-K, and K–3 standards with the Common Core standards.

In August 2011, the governor brought together the Michigan Department of Education's Office of Early Childhood Education and Family Services and the Michigan Department of Human Services Office of Early Childhood, in the Office of Great Start, within the Michigan Department of Education, to manage the GSRP program. The Office of Great Start plans to implement a QRS program for the 2013-2014 school year. The GSRP program has been assessed for both program impact/child outcomes and process quality several times since 2004.

Michigan reported a significant increase in service to children with an IEP in the 2012-2013 school year, partially due to a major promotional campaign about inclusion over the past three years. The new $65 million investment in GSRP requires more blended options to maximize use of the expansion funds, resulting in the creation of more GSRP/Head Start blended classrooms available to provide full-day services, as well as GSRP/early childhood special education blended classrooms for full-day services.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
24	None Served

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
18	23

MICHIGAN GREAT START READINESS PROGRAM

ACCESS

Total state program enrollment ..... 24,547[1]

School districts that offer state program 58%

Income requirement ..... 300% FLP

Hours of operation ..... 3 to 6.5 hours/day, 4 days/week[2]

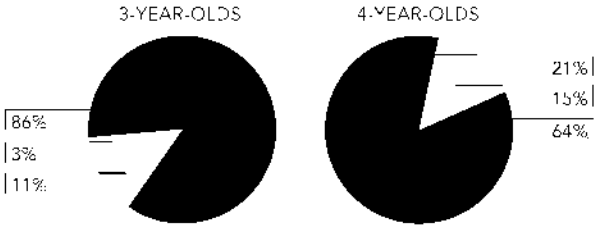
Operating schedule ..... 30 weeks/year

Special education enrollment, ages 3 and 4 11,845

Federally funded Head Start enrollment, ages 3 and 4 30,324

State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



■ Pre-K ■ Head Start ■ Special Ed[1] ■ Other/None

[1] All special education students are included in state pre-K enrollment.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	BA[2]	BA	✓
Teacher specialized training	Elementary Teaching Certificate with EC Endorsement (public); BA with teaching certificate and CDA or CD with focus on preschool teaching (nonpublic)[2]	Specializing in pre-K	✓
Assistant teacher degree	CDA[3]	CDA or equivalent	✓
Teacher in-service	6 credit hours/5 years (certified staff); 12 clock hours/year (other staff)[4]	At least 15 hours/year	✓
Maximum class size		20 or lower	✓
3-year-olds	NA		
4-year-olds	18[5]		
Staff-child ratio		1:10 or better	✓
3-year-olds	NA		
4-year-olds	1:8		
Screening/referral and support services	Vision, hearing, health; and other support services[6]	Vision, hearing, health; and at least 1 support service	✓
Meals	Depends on length of program day[7]	At least 1/day	✓
Monitoring	Other monitoring[8]	Site visits	✓

TOTAL BENCHMARKS MET

7

RESOURCES

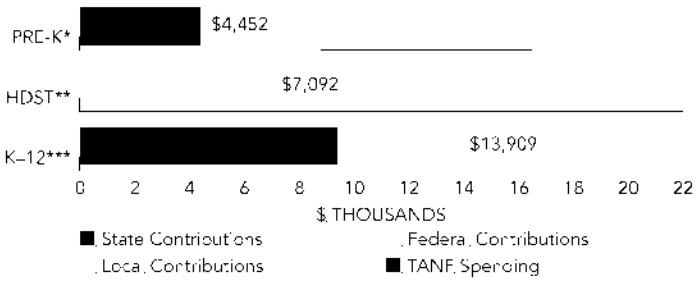
Total state pre-K spending $109,275,000

Local match required? ..... Yes[9]

State spending per child enrolled $4,452

All reported spending per child enrolled* $4,452

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012–2013 school year, unless otherwise noted.

[1] Children served in the full-day programs using two half-day slots are only counted once in the enrollment; an additional 42 children were also served in a home based option but are not included in the enrollment count.

[2] Teachers whose training is incomplete may be considered "out of compliance," but must be enrolled in a training program and reach compliance within four years.

[3] An associate degree in early childhood education/child development or equivalent training approved by the State Board of Education is also permissible. If a suitable candidate cannot be hired, an assistant teacher may start "out of compliance," but must have completed one course in child development and have a plan to complete the requirements within two years.

[4] All classroom staff must complete 12 clock hours per year plus current CPR, first aid, and blood-borne pathogen training to keep required child care licenses current. This generally adds up to more than 15 hours per year. Lead teachers who are certified teachers in public school settings must complete six credit hours or an equivalent number of State Board CEUs every five years to keep their teaching certification current. New lead teachers must complete even more training to renew the certificate the first time. Lead teachers who are in nonpublic school settings may not have certification and therefore may not need additional hours or equivalent time.

[5] A qualified teacher and associate teacher must be present in classes of 9–16 children. If more than 16 children are in a class, a third adult must be present.

[6] Programs must assure that children have health screenings, including vision and hearing, but they do not have to provide the screening. Screenings are often provided in the program by the local health department. Programs are required to make referrals; behavioral and dental screenings, and referrals are determined locally. Support services include parent conferences or home visits, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

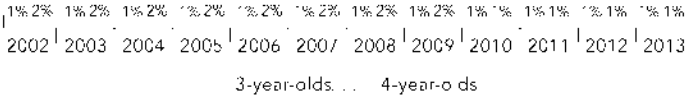
[7] Part-day programs must provide at least a snack, and school-day programs must provide one meal and two snacks or two meals and one snack.

[8] The state oversight agency's monitoring plan includes site visits to programs. GSRP collects electronic data on all programs every year. On-site monitoring is limited by staff numbers and funding, but programs are monitored every other year for child care licensing purposes. Information collected includes staff qualifications, anonymous child eligibility data, program quality assessment data, and financial information.

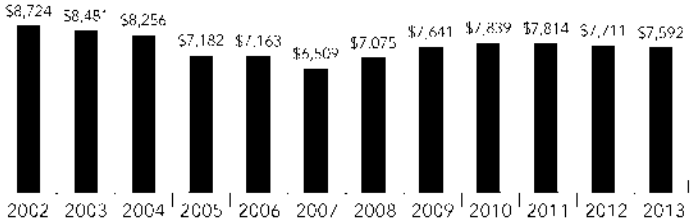
[9] GSRP cannot operate solely on the state funding, but the state does not collect local spending data. Grantees must include in-kind space for GSRP, because GSRP does not allow funding to cover the cost of facilities. Data are not collected on the total in-kind funding.

Minnesota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Minnesota offers supplemental financial support to both Head Start and Early Head Start (EHS) programs in an effort to improve access for children from birth to age 5. Any organization that obtains federal Head Start backing is qualified for financial support. The agencies may work in a joint venture with private child care centers, public schools, and family child care homes, while following the federal Head Start Performance Standards. Additionally, the state's early learning standards, the Early Childhood Indicators of Progress, guide support and training for all program staff members and on technical assistance. Minnesota was the recipient of a Race to the Top-Early Learning Challenge grant in the 2009-2010 school year.

The School Readiness Program, a second state initiative, provides services through subcontracted charter schools, community-based organizations, and school districts. The program focuses on improving kindergarten readiness through a number of approaches, including services for children with disabilities, home visits, and preschool education programs. Individual school districts decide which services to offer. Programs must have research-based program content, support parent involvement, collaborate with other local programs, and provide children with appropriate screenings and referrals as needed. Financial support data and program enrollment for center-based preschool education services are not tracked at the state level, hence the exclusion of the School Readiness Program in this profile.

Minnesota was unable to provide updated information on the 2012-2013 school year, so 2011-2012 school year information is used throughout this profile, as there were not substantial changes in program funding and enrollment during that time. Funding was not adjusted for inflation.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
40	23

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
6	8

MINNESOTA HEAD START

ACCESS

Total state program enrollment 1,813

School districts that offer state program ..... 100% (counties)

Income requirement ..... At least 90% of children must be at or below 100% FPL or receiving TANF[1]

Hours of operation ..... At least 3.5 hours/day, 4 days/week[2]

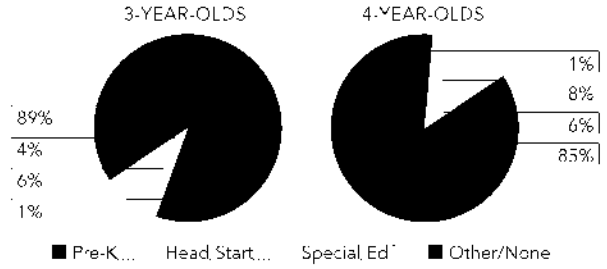
Operating schedule ..... At least 32 weeks/year[2]

Special education enrollment, ages 3 and 4 8,700

Federally funded Head Start enrollment, ages 3 and 4 9,422

State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA (public); AA (nonpublic)[3]	BA	
Teacher specialized training	AA in ECE or equivalent[3]	Specializing in pre-K	
Assistant teacher degree	Meets child care regulations[4]	CDA or equivalent	
Teacher in-service	15 clock hours/year	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	17		
4-year-olds	20		
Staff-child ratio		1:10 or better	
3-year-olds	2:17		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	
Meals	Lunch and/or breakfast[6]	At least 1/day	
Monitoring	Site visits and other monitoring	Site visits	

TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending ..... $13,764,296[7]

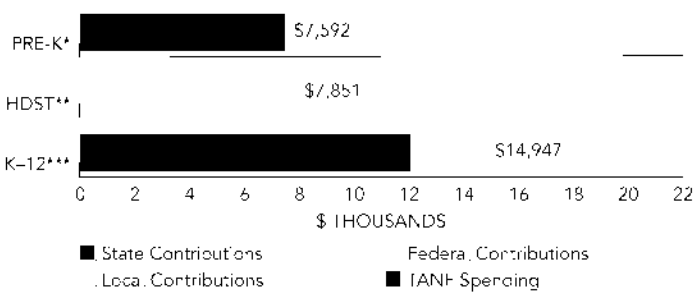
Local match required? ..... No

State Head Start spending ..... $13,764,296[7]

State spending per child enrolled $7,592

All reported spending per child enrolled* $7,592

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012–2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12–'13 school year, unless otherwise noted.

[1] State pre-K children must meet the federal Head Start income guidelines. Effective December 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at 100 percent or below FPL.

[2] Schedules are determined locally, but must be in compliance with federal Head Start regulations. Programs must operate at least 3.5 hours per day, 4 days per week, and 32 weeks per year.

[3] Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50 percent must have at least a BA. By September 30, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. In a public school, teacher union rules require that teachers have at least a BA.

[4] Assistant teachers in settings subject to child care regulations must work under the supervision of a teacher, be at least 18 years old, and meet one of nine combined credential, educational, and experience requirements, such as a high school diploma, 12 quarter units in early childhood or a related field, and 2,080 hours of experience. Federal Head Start requires that by 2013 all assistant teachers have a CDA or be enrolled in a program to receive a CDA, AA, or BA within 2 years.

[5] Support services include parent conferences, or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities.

[6] Federal Head Start Performance Standards require half-day programs to provide children with at least one third of their daily nutritional needs (breakfast or lunch), and full day programs to provide two meals or two-thirds of their daily nutritional needs.

[7] All spending through this initiative is directed toward Head Start programs.

Mississippi

NO PROGRAM

While Mississippi did not provide a state-funded pre-K program in the 2012-2013 school year, the state plans to begin providing such a program in the 2014-2015 school year. In 2013, Mississippi approved a small-scale pre-K program as part of a series of education reforms. The program seeks to provide high quality pre-K through a collaborative delivery model.

Since 2008, Mississippi Building Blocks (MBB) has been sponsored by several Mississippi organizations and business leaders. MBB seeks to offer statewide leadership to encourage excellence in early childhood programs, from birth to kindergarten entry, and to support children in their school readiness. The initiative provides high-quality learning experiences for children and families through training, coaching, and technical assistance for early childhood professionals. A commission of education experts and business leaders began studying the program in 2010, and issued several recommendations to move towards a statewide system, including improving instructional proficiency of preschool teachers and modifying the child care licensing and Quality Rating System standard.

A report from the U.S. Department of Education indicate that at least 4,053 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment 0

School districts that offer state program .....NA

Income requirement .....NA

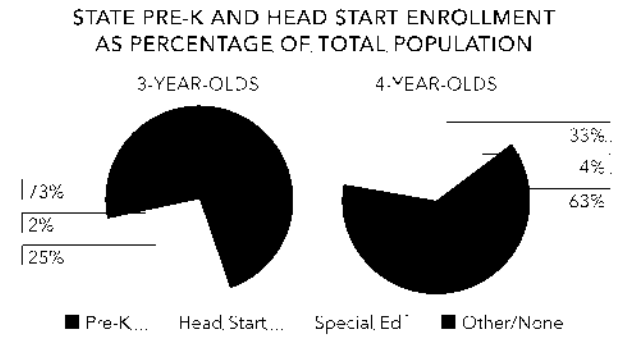
Hours of operation .....NA

Operating schedule.....NA

Special education enrollment 5,124

Federally funded Head Start enrollment 24,573

State-funded Head Start enrollment 0



* This is an estimate of children in special education who are not enrolled in Head Start

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

Total state pre-K spending $0

Local match required?.....NA

State spending per child enrolled $0

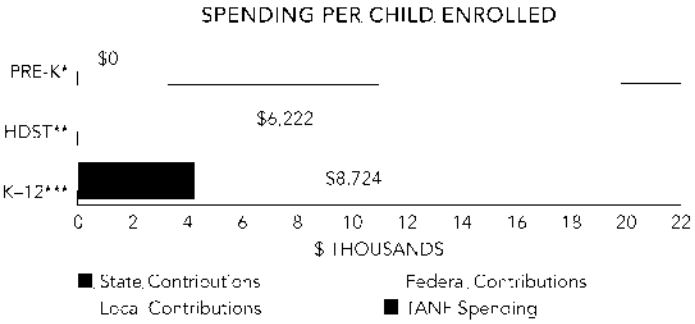
All reported spending per child enrolled* $0

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

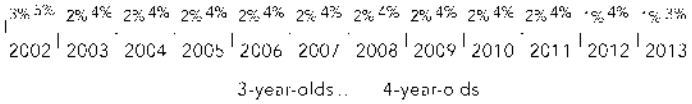
*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

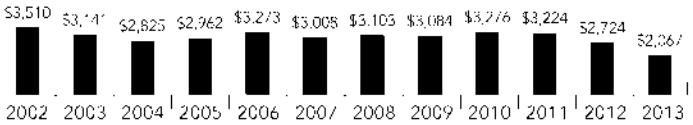


Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Since 1998, the Missouri Preschool Project (MPP) has served 3- and 4-year-olds in early childhood settings operated by public schools, private child care centers, and nonprofit agencies. In the 2012-2013 school year, 28 percent of districts in the state served a total of 3,675 children, primarily in school-based settings. This represents a 10 percent decrease in enrollment since the 2011-2012 school year. Private providers are eligible for up to six years to receive state-funded MPP contracts, after which their state-funded contracts are made available to other grantees.

Funding for the Early Childhood Development, Education, and Care (ECDEC) fund is generated by tobacco settlement revenue and supports MPP in addition to other early childhood services (Head Start, Parents as Teachers (PAT), First Steps, childcare assistance). Fluctuation in ECDEC income creates uncertainties for programs. Allocation for MPP funding was decreased by $3.4 million in 2012-2013 from the previous year following a $2 million reduction in 2011-2012. Funding for MPP in 2013-2014 has been restored to the 2011-2012 level by the legislature.

MPP funds are awarded through a competitive grant process, though priority is given to programs serving children with special needs and those from low-income families. Programs use sliding payment scales based on criteria including eligibility for free- or reduced-price lunch. Missouri currently serves 3 percent of 4-year-olds and 1 percent of 3-year-olds, despite the goal of MPP to provide access to all families throughout the state regardless of income.

Regardless of setting, all teachers who were hired after July 1, 2005, are required to have a bachelor's degree with specialization in early childhood for the program to receive state funding. All teachers and programs have met this criterion since the 2010-2011 school year. As of the 2008-2009 school year, assistant teachers in both public and nonpublic settings have been required to hold a Child Development Associate (CDA) credential in addition to having experience working in a program with young children and their families.

In 2012-2013, the minimum number of hours for required professional development was reduced from 22 hours to 12 hours annually. The minimum number of hours does not meet NIEER's quality standard benchmark of 15 hours, resulting in Missouri meeting seven benchmarks, down from 8 in 2011-2012.

The most recent evaluation of MPP was conducted by the University of Missouri in 2003, in response to a legislative mandate. Monitoring of program quality in 2012-2013 was performed through reviews of program records and self-assessments. Missouri piloted a uniform child assessment instrument among MPP programs during the 2012-2013 school year, to replace the process of using results of locally determined child learning outcomes to improve instruction.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
35	21

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
38	39

MISSOURI PRESCHOOL PROJECT

ACCESS

Total state program enrollment 3,675

School districts that offer state program 28%

Income requirement ..... None[1]

Hours of operation ..... 3 or 6.5 hours/day, 5 days/week[2]

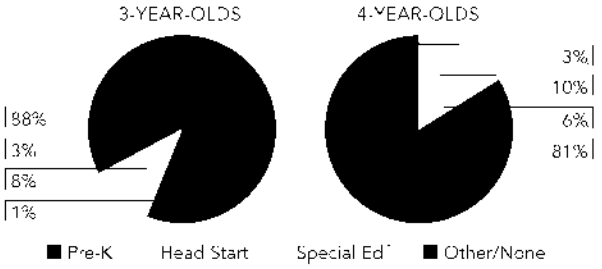
Operating schedule ..... Academic year[3]

Special education enrollment, ages 3 and 4 9,092

Federally funded Head Start enrollment, ages 3 and 4 13,590

State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA	BA	
Teacher specialized training	ECE, EC SpEd, 4-year CD Degree,	Specializing in pre-K	
Assistant teacher degree	CDA	CDA or equivalent	
Teacher in service	12 clock hours/year[3]	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	20		
4 year olds	20		
Staff-child ratio		1:10 or better	
3-year-olds	1:10		
4 year olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	
Meals	Depends on length of program day[5]	At least 1/day	
Monitoring	Site visits and other monitoring[6]	Site visits	

TOTAL BENCHMARKS MET

7

RESOURCES

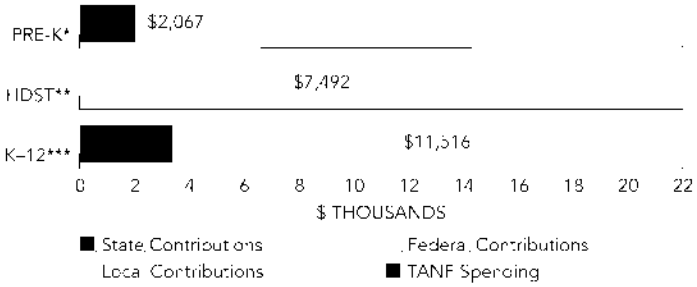
Total state pre-K spending $7,595,493

Local match required? ..... No

State spending per child enrolled $2,067

All reported spending per child enrolled* $2,067

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

[1] Eligibility is determined by age, with all other eligibility requirements determined locally. Income may be a locally specified criteria. Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families.

[2] Programs are required to operate full day for 12 months per year, with the exception of government entities and public school districts, which can choose to provide a half-day program and operate for fewer than 12 months, but no less than an academic year. Public schools which implement a four-day school week for K-12 can also implement a four-day schedule for the preschool program.

[3] In 2012-2013, the minimum number of hours for required professional development was reduced from 22 hours to 12 hours annually, no longer meeting NIEER's quality standard benchmark of at least 15 hours. Additional required professional development hours for first-year teachers and teacher assistants beyond the state's minimum include at least of 30 hours of curriculum training.

[4] Support services include parent conferences and home visits, parent involvement, and transition to kindergarten activities.

[5] Programs operating for 3 hours are required to provide a snack or meal. School-day programs are required to provide one meal and two snacks, or two meals and one snack.

[6] Site visits are not conducted for all programs on a regular basis and are performed as needed on a review of submitted reports or concerns raised from partner agencies.

Montana

NO PROGRAM

While Montana does not provide state-funded pre-K as defined in this report, the state has taken several steps to address early learning. In 2013, Montana submitted an application in the third-round for competitive Race to the Top Early Learning Challenge funding. Though the collaborative application was not funded, the Governor's Office, Office of Public Instruction, Board of Public Education, Department of Public Health and Human Services, Montana University System, and the State Library, identified the goal to make all Montana children school-ready, in its comprehensive early learning and development vision.

The Best Beginnings Advisory Council (BBAC), established in 2011, serves as the state early childhood advisory council and collaborating entity for the early childhood system. A core principal for BBAC is that children will have access to high quality early childhood programs. The Early Childhood Services Bureau within the Department of Public Health and Human Services serves as the home for BBAC. Additionally, 23 Best Beginnings local coalitions work to increase coordination across early childhood systems.

Best Beginnings STARS to Quality Program is Montana's voluntary quality rating improvement system, aligning quality indicators with support and incentives for early childhood programs and early childhood professionals. Piloted in 2012-2013, participating programs are eligible for quarterly quality improvement awards, tiered reimbursement increases for families receiving state scholarships, and professional development incentives.

The Montana Early Learning Standards, revised in 2014, cover multiple domains including: physical well-being and motor development; social-emotional development; approaches toward learning; language development; and cognitive and general knowledge. The standards, which are voluntary, were aligned with the state's infant/toddler standards, Head Start Child Outcomes Framework, and Montana Common Core Standards for kindergarten.

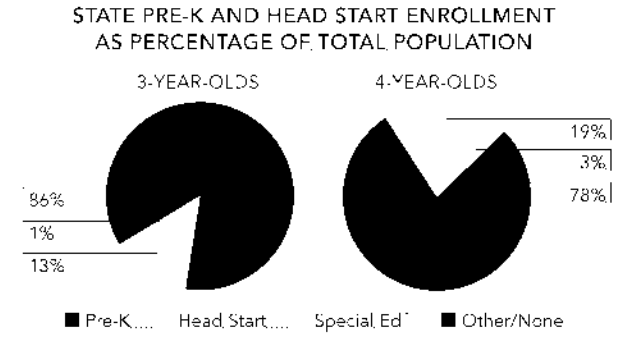
A report from the U.S. Department of Education indicate that at least 559 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment .....0.
School districts that offer state program .....NA.
Income requirement .....NA
Hours of operation .....NA
Operating schedule.....NA.
Special education enrollment.....938
Federally funded Head Start enrollment .....3,919.
State-funded Head Start enrollment .....0.



* This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

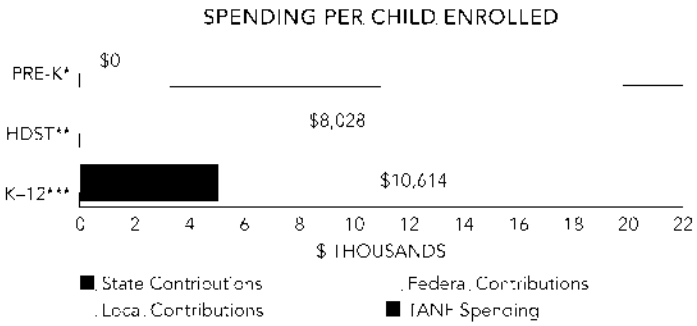
Total state pre-K spending $0
Local match required?.....NA
State spending per child enrolled $0
All reported spending per child enrolled* $0

*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

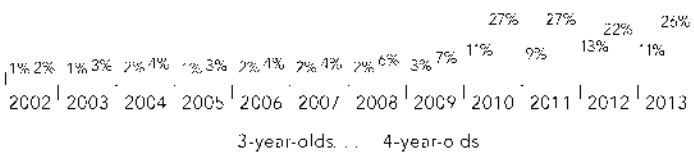
*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

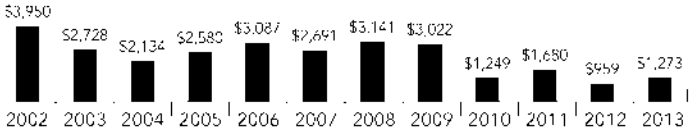


Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Started as a pilot program in 1992, and expanded in 2001, the Nebraska Early Childhood Education Grant Program provides preschool for children ages 3 to 5. Participating preschool programs must use at least 70 percent of grant funding to provide services to children with one of the following risk factors: disability or developmental delay, living in a home in which English is not the primary language, eligibility for free or reduced-priced lunch (185 percent FPL), having teen parents or parents who have not completed high school, and having been born prematurely or with a low birth weight. The program seeks to serve children of diverse social and economic characteristics.

Public schools and education service units that partner with child care centers, as well as Head Start agencies and/or human services agencies, can receive direct financial support. Grantees can be awarded up to half the cost of a classroom, though they are obliged to match 100 percent of the grant funding using local and/or federal sources. The program monitors child, program, and family outcomes annually.

In 2005, legislation that allows 4-year-olds to be incorporated into the school district state-aid formula was approved. School districts must first be approved for three consecutive years before students are included in the state aid formula. There has been a significant increase in the number of children served in state-funded pre-K since 2005. Programs receiving state aid are expected to use the same types and levels of matching funding from federal and local sources used by programs receiving grant funding, however, the state does not track federal and/or local spending for programs that do not receive an early childhood education grant.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
19	6

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
41	36

NEBRASKA EARLY CHILDHOOD EDUCATION PROGRAM – AGES 3 TO 5

ACCESS

Total state program enrollment 10,442

School districts that offer state program 76%

Income requirement ..... 185% FPL[1]

Hours of operation ..... Determined locally[2]

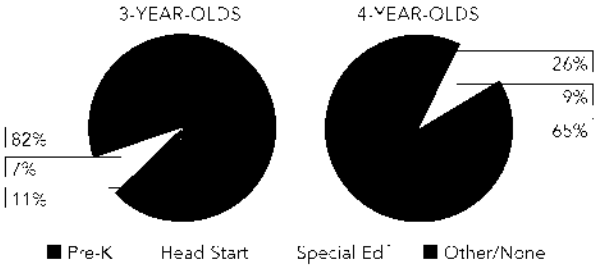
Operating schedule ..... Academic year

Special education enrollment, ages 3 and 4 3,134

Federally funded Head Start enrollment, ages 3 and 4 4,067

State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA	BA	
Teacher specialized training	EC, EC Unified, Preschool Disabilities, EC SpEd	Specializing in pre-K	
Assistant teacher degree	12 semester hours in CD or ECE or equivalent	CDA or equivalent	
Teacher in-service	12 clock hours/year	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Determined locally; support services only[3]	Vision, hearing, health; and at least 1 support service	
Meals	Snack	At least 1/day	
Monitoring	Site visits and other monitoring	Site visits	

TOTAL BENCHMARKS MET

6

RESOURCES

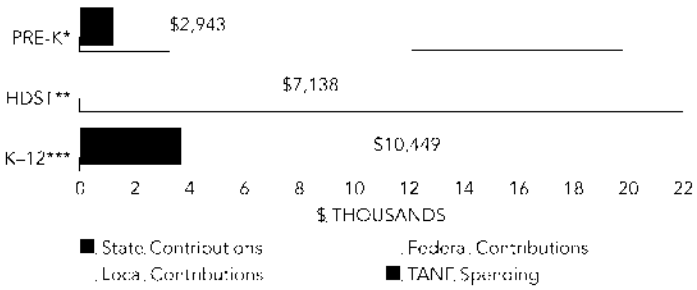
Total state pre-K spending $13,288,170

Local match required? ..... Yes[4]

State spending per child enrolled $1,273

All reported spending per child enrolled* $2,943

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012-2013 school year, unless otherwise noted.

[1] Seventy percent of each program's funding must be used to serve children having at least one of the risk factors, only one of which is family income. The other risk factors are child disability or developmental delay, non-English speaking family members, teen parents, parents who have not completed high school, or low birth weight or premature birth.

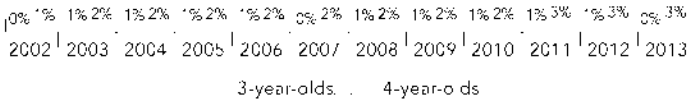
[2] Most programs operate part day, 3.5 to 4 hours per day, 4 or 5 days per week.

[3] Support services include home visits, parent conferences, parent involvement activities, transition to kindergarten, activities, and other locally determined services.

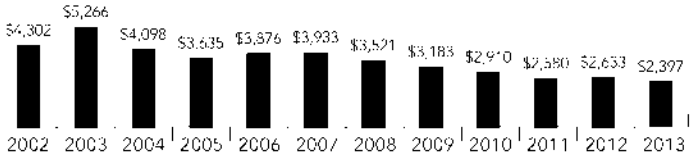
[4] There is a requirement of 100 percent match of grant funds, although it is not required to come from a local source. The state does not track matching funds from local and federal sources for programs that receive state aid, so these funds are not reflected in a reported spending.

Nevada

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Called the Early Childhood Education Comprehensive Plan, when it began in 2001, Nevada's state-funded pre-K program is now referred to as the Nevada State Pre-Kindergarten Education Program (PEP). PEP provides funds to both community-based organizations and school districts to establish new preschool programs and expand existing ones. The goal of the program is to provide prekindergarten to 3-, 4-, and 5-year-olds, whose eligibility is determined locally based on each district's assessment of community needs. Enrollment criteria allow priority to be given to 4- and 5-year-olds who will be eligible to attend kindergarten the following year, though children are also prioritized if they are from low-income families, homeless, are English Language Learners, or receive special education services.

Funding amounts for competitive grant awards are determined based on the community needs stated in individual grant applications. State funding for the program has remained the same since the 2008-2009 school year, resulting in local districts either modifying services or supplementing state funds. Enrollment increased by 8 percent during 2012-2013, rebounding from reduced enrollment figures the previous year. Enrollment figures reflected a reduction of more than 100 children recognized as English Language Learners in 2012-2013 for the second consecutive year.

Program quality is monitored by the state several ways. Quality is initially evaluated by assessing the program design during the competitive grant application process. Effective in 2013-2014, formal evaluation of programs is rescheduled from an annual basis, to occur every two years. Site observations are performed by state staff or contracted specialists annually, and program information is submitted biannually and used to monitor program quality. PEP has been assessed for both program impact/child outcomes and process quality through annual and longitudinal evaluation measures, as required by the state; results are reported biannually. The first cohort of students being tracked in the annual longitudinal evaluation entered the ninth grade during the 2012-2013 school year.

The revised Nevada Pre-Kindergarten Standards were adopted by the State Board of Education in 2010 and are currently being aligned with the Common Core State Standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
36	26

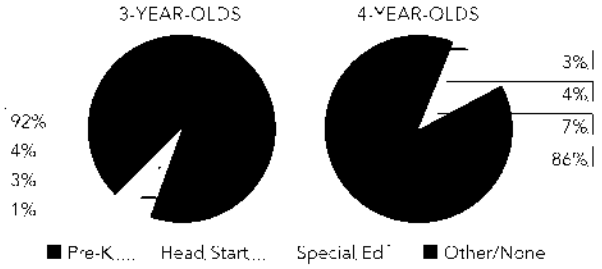
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
33	34

NEVADA STATE PREKINDERGARTEN EDUCATION PROGRAM

ACCESS

Total state program enrollment	1,393
School districts that offer state program	59%
Income requirement	None[1]
Hours of operation	Determined locally[2]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	4,652
Federally funded Head Start enrollment, ages 3 and 4	2,559
State-funded Head Start enrollment, ages 3 and 4	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA[3]	BA	
Teacher specialized training	EC Endorsement, EC SpEd[4]	Specializing in pre-K	
Assistant teacher degree	HSD	CDA or equivalent	
Teacher in-service	6 credit hours/5 years	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	16		
4-year-olds	20		
Staff-child ratio		1:10 or better	
3-year-olds	1:8		
4-year-olds	1:10		
Screening/referral and support services	Developmental[5]	Vision, hearing, health; and at least 1 support service	
Meals	No meals are required[6]	At least 1/day	
Monitoring	Site visits and other monitoring	Site visits	

TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	$3,338,875
Local match required?	No
State spending per child enrolled	$2,397
All reported spending per child enrolled*	$3,280

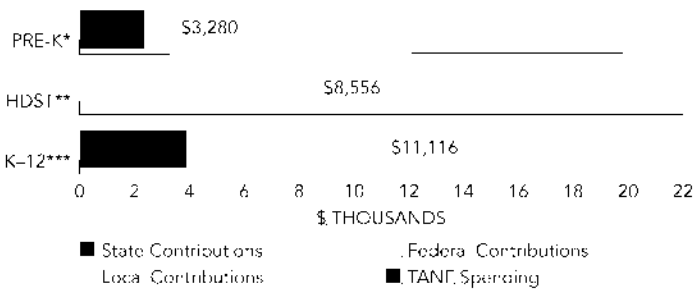
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012–13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



[1] Although there is no income requirement, programs prioritize children who are English Language Learners, are from low-income families, or homeless, among other locally determined enrollment priorities. Some districts enroll all age-eligible children, while others may use locally determined risk factors in addition to those specified by the state.

[2] Programs are required to operate a minimum of 10 hours per week. Specific operating schedules are determined locally, but programs generally operate 2-4 hours per day, 4 days per week.

[3] If teachers began with the program prior to 2002, they were grandfathered in. Positions deemed "difficult to fill" with the approporate certification may develop a professional development plan that the hired teacher would follow if they do not currently hold approved certification. All new hires must be credentialed teachers.

[4] The Birth–K license has been incorporated into the Birth–Grade 2 certification and is no longer issued. Persons holding B–K certification are still eligible to teach in Nevada pre-K programs.

[5] Program policy assures that several screening and referral services are required for all children; additional screening and referral requirements are decided at the local level. Support services include parenting support or training, parent involvement activities, and other locally determined support services.

[6] Meals are not required, but all part-day programs provide at least a snack.

New Hampshire

NO PROGRAM

While New Hampshire does not have a state-funded pre-K program meeting the criteria of this report, the state supports early childhood education through several measures. Oversight for early education and care services for children from birth through 5 years is assigned to the Department of Health and Human Services which licenses early childhood programs and administers preschool scholarships through its child care assistance program for low-income families.

Though the Department of Education's authority does not begin until kindergarten, it does oversee the provision of early childhood special education as well early childhood teacher licensure endorsement for nursery school through grade three. Efforts are being taken to align birth through age 5 services with K-12 by both departments and the SPARK New Hampshire Early Childhood Advisory Council. In 2013 the state submitted an ultimately unsuccessful application for competitive federal Race to the Top Early Learning Challenge funds with the Department of Education identified as the lead agency.

The New Hampshire Early Learning Guidelines were introduced in 2005. Addressing development and learning for children birth through 5 years, the guidelines cover physical development, social and emotional development, approaches to learning, creative expression and aesthetic development, communication and literacy development, and health and safety. The guidelines align with New Hampshire's K-12 Curriculum Frameworks and are aligned to New Hampshire Kindergarten Readiness Indicators. Revised early learning standards are under development to be aligned with the Common Core State Standards for English language arts and mathematics.

The New Hampshire Quality Rating and Improvement System, administered by the Child Development Bureau within the Department of Health and Human Services, is presently under revision.

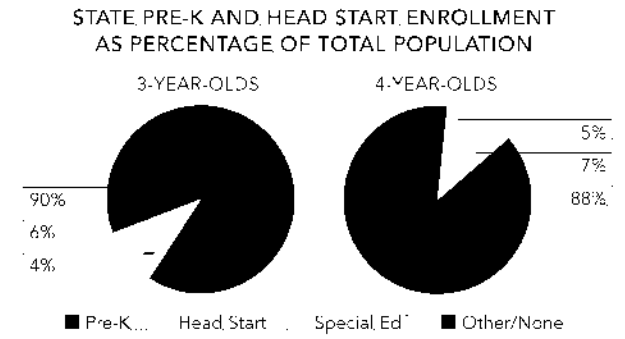
A report from the U.S. Department of Education indicate that at least 2,336 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment .....0.
School districts that offer state program .....NA.
Income requirement .....NA
Hours of operation .....NA
Operating schedule.....NA.
Special education enrollment 1,997
Federally funded Head Start enrollment .....1,284.
State-funded Head Start enrollment .....0.



[1] This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

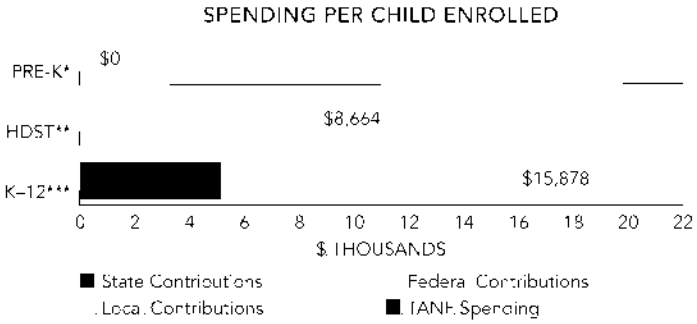
Total state pre-K spending $0
Local match required?.....NA
State spending per child enrolled $0
All reported spending per child enrolled* $0

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

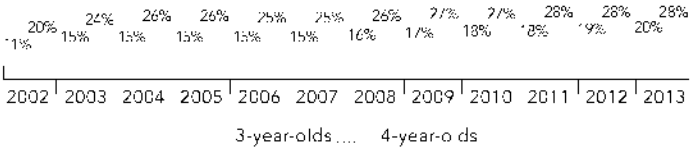
*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

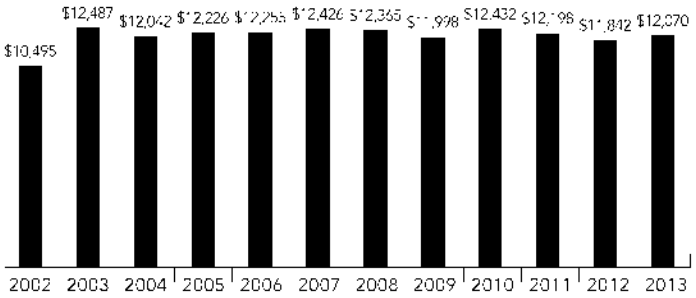


New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Established as the result of the 1998 New Jersey Supreme Court decision, the largest and most intensive of New Jersey's three state-funded preschool programs (formerly known as the Abbott Preschool Program) served 43,671 children in 35 school districts during the 2012-2013 school year. Eligible districts receive funding from the New Jersey Department of Education (DOE) to provide the program to all resident 3- and 4-year-olds who choose to enroll. Districts may contract with Head Start programs or private child care centers that meet state standards to deliver services. Additionally, the state Department of Human Services (DHS) offers supplemental child care subsidy funds for Abbott districts to provide extended-day and extended-year services to families; however, changes in DHS eligibility requirements have resulted in a reduced number of programs offering the wrap-around option and fewer children receiving wrap-around services. A "hold harmless" article in the state's school funding formula prevents former Abbott districts from receiving less preschool aid from DOE than was received in 2008-2009, when the school funding formula went into effect. Formal evaluations of program quality and impact on child outcomes for the former Abbott program were conducted in 2011 and 2013 respectively.

Formerly known as the Non-Abbott Early Childhood Program Aid (ECPA), a second state-funded preschool program is required only in districts where 20 to 40 percent of children meet the criteria for free or reduced-price lunch services. During the 2012-2013 school year, the number of districts offering this program was reduced from 96 to 94, as declining populations in two districts no longer permitted program continuation. These ECPA districts may contract with private providers or Head Start to deliver services. Enrollment in ECPA programs increased during the 2012-2013 school year to 7,515 students, as financial support increased for the second consecutive year.

In 2004, a third program, formerly known as the Early Launch to Learning Initiative (ELLI), was established as part of New Jersey's efforts to offer access to high-quality prekindergarten education to all of the state's low-income 4-year-olds. All non-Abbott districts may apply for funds to expand prekindergarten enrollment, improve program quality, or extend program hours. Funding levels are determined by length of the program day and number of low-income 4-year-olds. Twenty-four districts offered the ELLI program to an increased enrollment of 540 children during the 2012-2013 school year.

Beginning in the 2009-2010 school year, districts across all three programs received funding based on the School Funding Reform Act (SFRA) of 2008. SFRA's funding formula generated a total budget amount for each district, within which districts built their respective budgets. As outlined in the SFRA, New Jersey planned to increase full-day preschool for at-risk 3- and 4-year-olds in all school districts over a six year period, with the goal of providing preschool for an additional 30,000 children by fall of 2013. Although the former ELLI program was level-funded in 2012-2013, the former Abbott and ECPA programs each received increased funding from the previous year to permit the enrollment of additional children.

New Jersey was one of five states funded in the third round of federal Race to the Top-Early Learning Challenge in 2013.

In order to present the contributions New Jersey makes to preschool education throughout its three separate programs, summary information reflecting the state's overall commitment to preschool is first presented, where enrollment and state spending for the former Abbott, ECPA, and ELLI programs are combined to demonstrate a comprehensive state profile. Next, we present specific details about each initiative in the state. The third page of this profile focuses exclusively on the former Abbott program; the fourth page on the former ECPA program; and the final page on the former ELLI program.

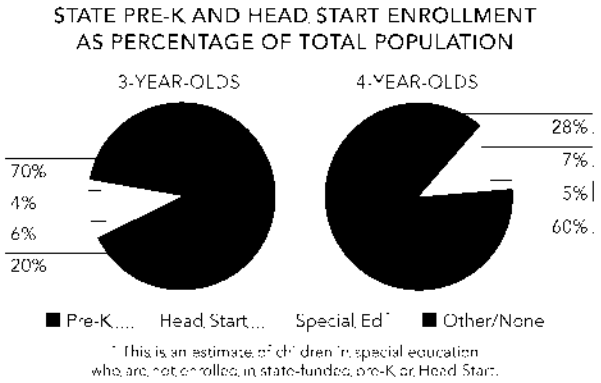
STATE OVERVIEW

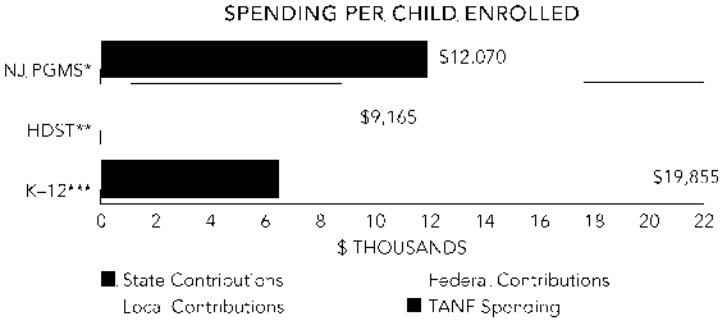
Total state program enrollment 51,726

Total state spending $624,344,361

State spending per child enrolled $12,070

All reported spending per child enrolled* $12,070





* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012-2013 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
17	3

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
2	3

NEW JERSEY FORMER ABBOTT PRESCHOOL PROGRAM

ACCESS

Total state program enrollment ..... 43,671.

School districts that offer state program 6%

Income requirement ..... None[1]

Hours of operation ..... 6 hours/day, 5 days/week[2]

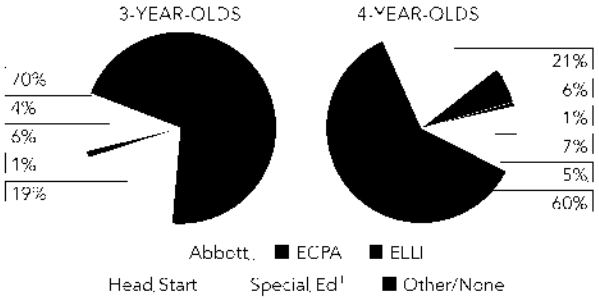
Operating schedule ..... Academic year[2]

Special education enrollment, ages 3 and 4 ..... 11,160.

Federally funded Head Start enrollment, ages 3 and 4 ..... 12,701.

State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA	BA	
Teacher specialized training	P–3, Nursery School Certificate, P–8 with 2 years preschool teaching experience[3]	Specializing in pre-K	
Assistant teacher degree	HSD[4]	CDA or equivalent	
Teacher in-service	100 clock hours/5 years	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	15		
4-year-olds	15		
Staff child ratio		1:10 or better	
3-year-olds	2:15		
4-year-olds	2:15		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	
Meals	Breakfast, lunch and snack	At least 1/day	
Monitoring	Site visits and other monitoring	Site visits	

TOTAL BENCHMARKS MET

9

RESOURCES

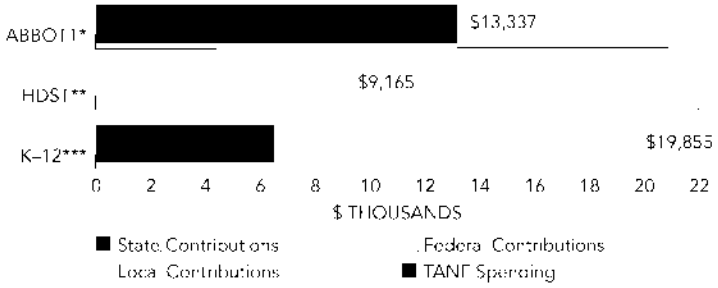
Total state pre-K spending $582,440,127

Local match required? ..... No

State spending per child enrolled ..... $13,337[6]

All reported spending per child enrolled* ..... $13,337[6]

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012-2013 school year, unless otherwise noted.

[1] The program is offered in the poor urban districts initially identified by the NJ Supreme Court in 1990 as having at least 40 percent of children who qualify for free or reduced-price lunch, and 4 additional districts designated since by the Legislature. All 3- and 4-year-old children within those districts are eligible to participate.

Providers are only required by the Department of Education to provide a 6-hour educational program for the 180-day academic year. Providers can choose to operate a before- and after-care program and/or a full-year (245-day) program. If they chose to do so, children meeting income requirements are paid for through the Department for Children and Families.

[3] Teachers with an Elementary School certificate (N-8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds under the certificate or demonstrate content knowledge in line with a district's established documentation requirements. Teachers with related certificates may apply for an emergency license, take the Praxis exam, and begin the process of obtaining a P-3 certificate.

[4] Assistant teachers in public schools supported by Title I funding must meet the educational/degree requirements specified in NCLB.

[5] Support services include parenting support or training, parent involvement activities, health services for children, information about nutrition, referrals to social services, transition to kindergarten activities and parent conferences or home visits.

[6] State per child spending in New Jersey appears to be higher for state pre-kindergarten programs than for K-12 education, but this is not the case in the districts that offer state pre-K. More than 80 percent of state pre-kindergarten enrollment is in Abbott districts, which also have a K-12 state aid payment that is nearly 3 times the statewide average per child. In other words, state spending per child is also much higher for K-12 in the Abbott districts.

NEW JERSEY FORMER NON-ABBOTT EARLY CHILDHOOD PROGRAM AID

ACCESS

Total state program enrollment ..... 7,515.

School districts that offer state program ..... 16%.

Income requirement ..... None[1]

Hours of operation ..... 2.5 or 6 hours/day, 5 days/week[2]

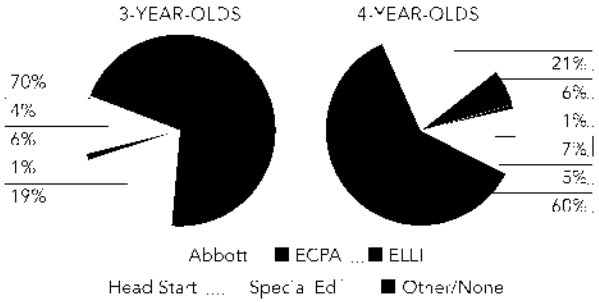
Operating schedule ..... Academic year.

Special education enrollment, ages 3 and 4 11,160

Federally funded Head Start enrollment, ages 3 and 4 ..... 12,701.

State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	BA	BA	✓
Teacher specialized training	P-3, Nursery School Certificate, P-8 with 2 years preschool teaching experience[3]	Specializing in pre-K	✓
Assistant teacher degree	HSD[4]	CDA or equivalent	✓
Teacher in-service	100 clock hours/5 years	At least 15 hours/year	✓
Maximum class size		20 or lower	✓
3-year-olds	18		
4-year-olds	18		
Staff-child ratio		1:10 or better	✓
3-year-olds	1:9		
4-year-olds	1:9		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	✓
Meals	Depends on length of program day[6]	At least 1/day	✓
Monitoring	Site visits and other monitoring	Site visits	✓

TOTAL BENCHMARKS MET

8

RESOURCES

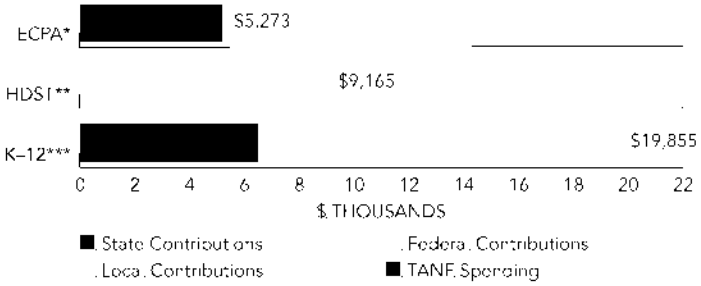
Total state pre-K spending ..... $39,623,934[7]

Local match required? ..... No

State spending per child enrolled $5,273

All reported spending per child enrolled* $5,273

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012-13 school year, unless otherwise noted.

[1] Funds are only provided to those districts indicated by the legislature as the program's priorities as having between 20 to 40 percent of children who qualify for free or reduced-price lunch. All 3- and 4-year-old children within those districts are eligible to participate. However, the program is only open to 3-year-olds once the district has offered full-day kindergarten to all age-eligible children, and either half- or full-day preschool to all 4-year-olds.

[2] Part-day programs must be at least 2.5 hours per day; school-day programs must be at least 6 hours per day. Length of program day varies by districts. In some cases, both part- and school-day programs are offered. Part-day programs are most common.

[3] Teachers with an Elementary School certificate (N-8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds under the certificate, or demonstrate content knowledge in line with a district's established documentation requirements. Teachers with related certificates may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate.

[4] Assistant teachers in public schools supported by Title I funding must meet the education/degree requirements specified in NCLB.

[5] Support services include parent involvement activities, health services for children, parent conferences or home visits, and transition to kindergarten activities.

[6] Breakfast, lunch and snack are required for at-risk students in school- and extended-day programs.

[7] This figure reflects state funds directed to services for preschool-age children. Additionally, unspecified amounts of federal or local funds contribute to the program.

NEW JERSEY FORMER EARLY LAUNCH TO LEARNING INITIATIVE

ACCESS

Total state program enrollment .....540.

School districts that offer state program .....4%.

Income requirement .....185% FPL[1]

Hours of operation .....2.5 or 6 hours/day, 5 days/week[2]

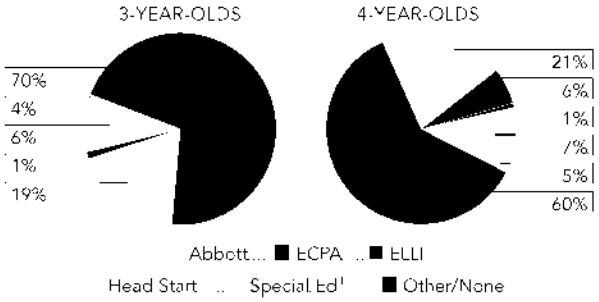
Operating schedule .....Academic year.

Special education enrollment, ages 3 and 4 11,160

Federally funded Head Start enrollment, ages 3 and 4 .....12,701.

State-funded Head Start enrollment, ages 3 and 4 .....0.

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA	BA	
Teacher specialized training	P–3, Nursery School Certificate, P–8 with 2 years preschool teaching experience[2]	Specializing in pre-K	
Assistant teacher degree	HSD[3]	CDA or equivalent	
Teacher in-service	100 clock hours/5 years	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	
Meals	Depends on length of program day[5]	At least 1/day	
Monitoring	Site visits and other monitoring	Site visits	

TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending $2,280,300

Local match required? .....Yes[6]

State spending per child enrolled $4,223

All reported spending per child enrolled* $4,223

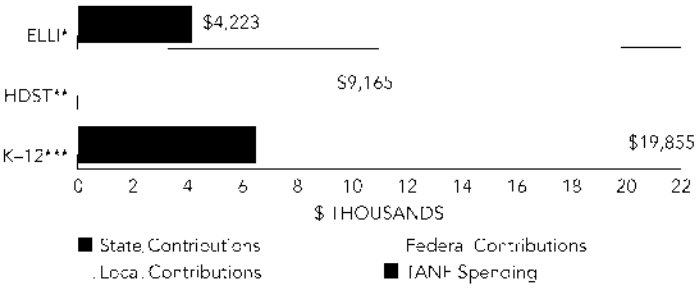
*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

**Head Start per child spending for the 2012–2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

***K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12–'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



[1] Districts may enroll other students in unusual circumstances.

[2] Teachers with an Elementary School certificate (N-8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds under the certificate, or demonstrate content knowledge in line with a district's established documentation requirements. Teachers with related certificates may apply for preschool certificate, take the Praxis exam, and begin the process of obtaining a P-3 certificate.

[3] Assistant teachers in public schools supported by Title I funding must meet the education/degree requirements specified in NCLB.

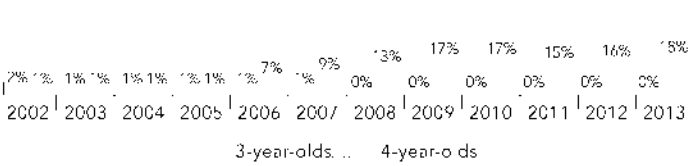
[4] Support services include parent involvement activities, health services for children, information about nutrition, parent conferences or home visits, and transition to kindergarten activities.

[5] Schools and extended-day programs are required to offer breakfast, lunch, and snack for at-risk students.

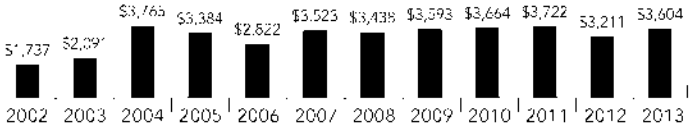
[6] Classrooms must include general and special education students funded through other sources.

New Mexico

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Since its establishment in the 2005-2006 school year, the state-funded New Mexico PreK program continues to provide center-based early childhood education services for 4-year-olds. Approximately half of the 5,331 children were enrolled in public school programs while the remaining children were served in nonpublic sites, such as community child care centers, Head Start programs, faith-based centers, family child care homes, municipalities, and universities. Following a significant decrease in enrollment during the 2010-2011 school year, participation increased by 16 percent in the 2012-2013 school year, the second consecutive year additional children have been served. Ten additional school districts offered the PreK program in 2012-2013.

The New Mexico PreK program, supported exclusively with state funds, operated at a budget of $19.2 million in 2012-2013, an increase from $14.5 million the previous school year. Program support is awarded on a competitive basis, with preference given to programs in communities with public elementary schools designated as Title 1. Eligibility for New Mexico PreK is not determined by a specific family income requirement, though two-thirds of enrolled children at each program site must live in the attendance zone of a Title I elementary school. Half-day preschool slots were funded at the rate of $3,000 per child.

Revised in January 2012, the New Mexico Early Learning Guidelines, Birth to Kindergarten, address multiple domains of early development and learning and are aligned with the Common Core State Standards. Program quality is monitored through annual site visits conducted by state personnel and program information submitted throughout the year, including child assessment results. New Mexico PreK had been formally assessed on an annual basis through 2009, for both program quality and impact; however, due to fiscal constraints, planned evaluation for subsequent years was discontinued in the 2010-2011 school year.

Prior to January 2010, New Mexico allocated state funds to offer additional slots in federal Head Start programs and extend the day to allow families who were TANF-eligible to work and/or attend school. This Head Start supplement was permanently removed from the state budget.

New Mexico was one of five states to receive funding in the second round of federal Race to the Top-Early Learning Challenge in 2012.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
25	None Served

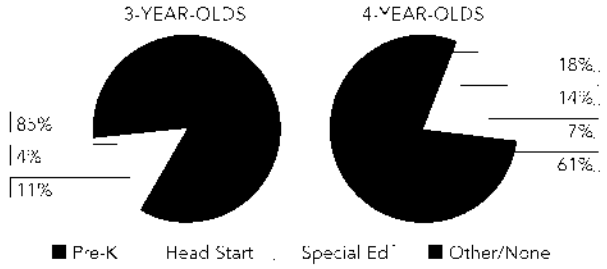
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
27	31

NEW MEXICO PREK

ACCESS

Total state program enrollment	5,331
School districts that offer state program	49%
Income requirement	None[1]
Hours of operation	Determined locally[2]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	3,904
Federally funded Head Start enrollment, ages 3 and 4	7,407
State-funded Head Start enrollment, ages 3 and 4	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	BA (public); HSD (nonpublic)[3]	BA	✓
Teacher specialized training	EC (B–3rd) (public)[3]	Specializing in pre-K	✓
Assistant teacher degree	AA (public); HSD (nonpublic)[4]	CDA or equivalent	✓
Teacher in-service	45 clock hours per year	At least 15 hours/year	✓
Maximum class size	20 or lower		✓
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio	1:10 or better		✓
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, developmental, and support services[5]	Vision, hearing, health, and at least 1 support service	✓
Meals	At least one meal[6]	At least 1/day	✓
Monitoring	Site visits and other monitoring	Site visits	✓

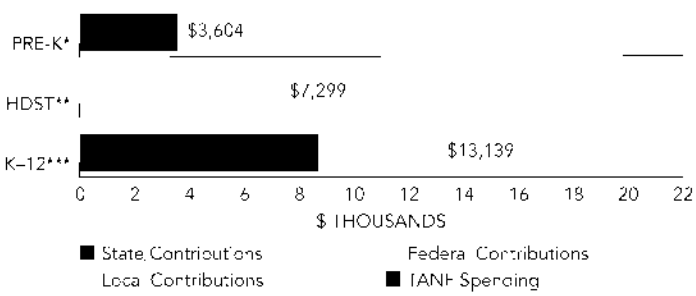
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	$19,214,600
Local match required?	No
State spending per child enrolled	$3,604
All reported spending per child enrolled*	$3,604

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012–2013 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12–'13 school year, unless otherwise noted.

[1] Program support is awarded on a competitive basis, with preference given to programs in communities with public elementary schools designated as Title 1. All age-eligible children in locations offering the program are eligible.

Schedules are determined locally, but the majority of programs operate 2.5–3.5 hours daily for 5 days per week with state funding paying for 450 instructional hours per school year.

[3] Lead teachers in public school programs must have a bachelor's degree and licensure in early childhood education. Teachers who have an elementary education or special education license are required to take a minimum of 6 credit hours of early childhood education coursework annually. Teachers in nonpublic school settings should, but are not required to, have a bachelor's degree and are required to take at least 6 college credits annually with an approved professional development plan to complete the degree in early childhood education.

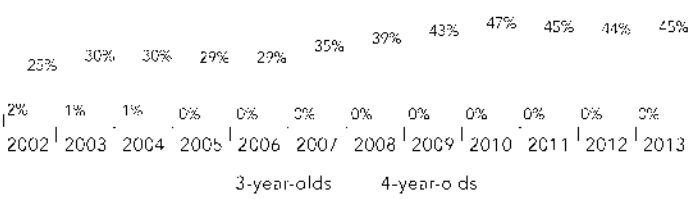
[4] Assistant teachers in both public and nonpublic settings are expected to have an AA in early childhood education, but may be hired without an AA with an approved professional development plan and take at least 6 college credits annually toward the requirement. New Mexico offers an Education Assistant certificate for P–12 in public settings only.

[5] Support services include parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

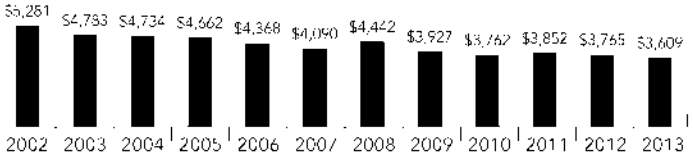
[6] At least one meal per day is provided, breakfast or lunch depending on schedule.

New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



The goal of New York's Universal Prekindergarten (UPK) program, which started in 1998, is to offer prekindergarten education to all 4-year-olds in the state, regardless of family income or risk factors. UPK's origin can be traced to 1966, when the state offered services through the Experimental Prekindergarten (EPK) Program, which later developed into the Targeted Prekindergarten Program (TPK). TPK was incorporated into UPK during the 2007-2008 school year, resulting in a 50 percent increase in funding. UPK is administered by the Office of Early Education within the New York Department of Education.

Funding for UPK has not been sufficient to meet the goal of universal access for 4-year-olds by 2013. In the 2012-2013 school year, 103,347 children were enrolled, representing approximately 45 percent of the state's 4-year-olds, restoring enrollment for 800 of the 1,000 slots that were cut the previous year. UPK slots are filled through district-operated lotteries. Approximately 75 percent of enrolled children attend part-day programs operating five days per week throughout the school year.

Spending for the UPK program decreased by $8M in the 2012-2013 school year, following four consecutive years of flat funding. Only districts that have previously offered the program are eligible for funding. District funding is determined on a per-child basis, which has often increased due to factors in the funding formula; but has led to fewer available slots, due to overall funding decreases. The total number of children eligible for UPK aid declined by more than 8,700 slots when the 2012-2013 appropriation was funded below the 2009-2010 level. Programs with waiting lists seeking to serve additional children continued to be adversely affected, and districts wanting to implement new programs were unable to do so. Four districts no longer received funding for UPK in 2012-2013, due to local administrative error or the community's decision to no longer participate for financial reasons. Districts must dedicate at least 10 percent of their funding to subcontracts with community-based organizations (CBOs), including Head Start, child care centers, preschool special education providers, and nonpublic nursery schools.

Regulations requiring all UPK teachers working in nonpublic settings to meet the same certification requirements as those in public settings have been in effect since 2004. Teachers must possess a BA if employed prior to 1978, or MA if hired after 1978, with a valid teaching license or certificate in early childhood; or a bachelor's degree in early childhood or a related field, with a written plan for attaining early childhood certification within five years of hire or by January 2013. In the 2012-2013 school year, 73 percent of UPK teachers possessed MA degrees and 26 percent held BA degrees with the remainder pursuing a five-year plan for teacher certification.

In January 2011, the New York Board of Regents adopted the Prekindergarten Learning Standards and Common Core State Standards for Prekindergarten Math and English Language Arts with the goal of supporting high-quality early childhood education for children before kindergarten entry. The state Board of Regents subsequently approved revised early learning standards called the New York State Prekindergarten Foundation for the Common Core in September 2011, retaining a comprehensive, multi-domain approach and contributing to establishing an aligned P–12 continuum.

Beginning in 2012-2013, UPK programs located in districts deemed to be persistently low performing by the New York Department of Education are encouraged to participate in QUALITYstarsNY, the state quality rating and improvement system. Incentives for participation include stipends to purchase educational materials, access to supplemental professional development funds, and assignment of a quality improvement specialist. One hundred and two UPK programs participated in QUALITYstarsNY in the first year of this effort.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
10	27

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
26	30

NEW YORK UNIVERSAL PREKINDERGARTEN

ACCESS

Total state program enrollment ..... 103,347.

School districts that offer state program ..... 65%[1]

Income requirement ..... None.

Hours of operation ..... 2.5 hours/day, 5 days/week.

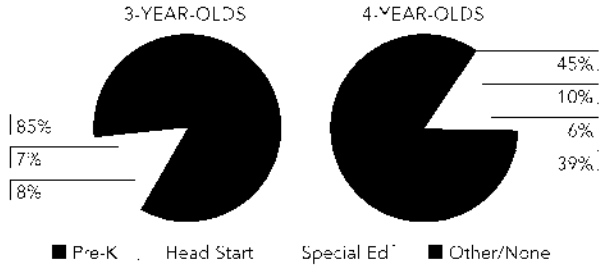
Operating schedule ..... Academic year.

Special education enrollment, ages 3 and 4 ..... 44,633.

Federally funded Head Start enrollment, ages 3 and 4 ..... 40,975.

State-funded Head Start enrollment, ages 3 and 4 ..... 0.

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive[2]	Comprehensive	
Teacher degree	BA and NYS teaching certificate (public); BA in EC or related field (nonpublic)[3]	BA	
Teacher specialized training	Certification in B-2nd, Students with Disabilities (B-2nd), N-6, P-6[3]	Specializing in pre-K	
Assistant teacher degree	HSD + 9 college credits in EC + Level I Certification (public); HSD (nonpublic)[4]	CDA or equivalent	
Teacher in-service	175 clock hours/5 years	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	
3-year-olds	1:8		
4-year-olds	1:9		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	
Meals	Depends on length of program day[6]	At least 1/day	
Monitoring	Site visits and other monitoring[7]	Site visits	

TOTAL BENCHMARKS MET

7

RESOURCES

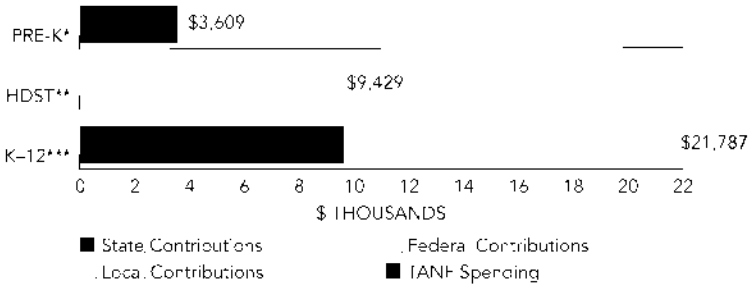
Total state pre-K spending ..... $373,010,631.

Local match required? ..... No

State spending per child enrolled $3,609

All reported spending per child enrolled* $3,609

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012-2013 school year, unless otherwise noted.

[1] Funding had been made available to all 677 districts in the past, but for the 2012-2013 school year UPK allocations were restricted to only districts that had previously had a program. 443 districts operated a program in 2012-2013, up from 442 in 442 in 2011-2012, as one district successfully applied to reestablish the grant application.

[2] The NY State Board of Regents formally adopted comprehensive Prekindergarten Learning Standards in January 2011 for use in UPK programs.

[3] Since 2004, programs in nonpublic settings have been required to meet the same certification requirements as those in public settings. However, the statute expiring in 2010 had allowed certain community-based organizations to be exempt from this requirement until at least 2013, as long as uncertified teachers meeting the teaching requirements of the sponsoring agency (AA in ECE or CDA) receive on-site supervision by certified teachers. These teachers must have a plan to become certified within 5 years or, by 2013, whichever is later. Expiration of the exemption for teacher certification requirements on June 30, 2010 now establishes a policy for uniform criteria of public and nonpublic teaching personnel.

[4] The Level I Teaching Assistant Certificate is the entry-level certificate for teacher assistants. It permits the holder to provide direct instructional services to students, under the general supervision of a licensed or certified teacher. Assistant teachers employed by nonpublic schools must have a HSD and meet the standards of the licensing or registering agency.

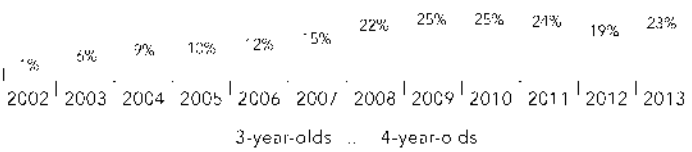
[5] A social and emotional assessment and referral are also required. Support services include parent conferences and/or home visits, parent education or jobs training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities.

[6] Programs meeting for 3 hours or fewer must provide a snack. Programs meeting more than 3 hours must provide a meal and snack.

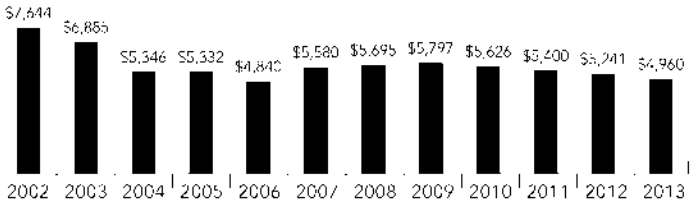
[7] Site visits by state personnel are conducted through Coordinated Monitoring with Title I, and also based on criteria established by the Office of Early Learning such as districts with schools on the Persistently Low Achieving Schools list. Periodic site visits are not assured for each program.

North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Since 2001, North Carolina has provided early childhood education through the More at Four Pre-Kindergarten Program, now known as NC Pre-K. The program provides opportunities to at-risk 4-year-old children from low-income families who are not assisted in other formal programs. Risk factors include: having a developmental delay or identified disability, family income at or below 75 percent of the state median income, having a chronic health condition, or having limited English proficiency. Children whose parents are active duty military personnel are automatically granted eligibility. Funding for the state pre-K program comes from general state funds and revenue from the state lottery, in addition to federal and non-required local sources.

The program experienced several significant changes in the 2011-2012 school year. Funding for the state pre-K program was decreased by 20 percent, causing fewer enrollments; however, additional children were enrolled in March 2012, bringing total enrollment to 26,818. Also that year, administrative control of the program was relocated from the Department of Public Instruction to the Department of Health and Human Services, and the program was renamed NC Pre-K. The program experienced a decrease in funding and administrative staff, though it seeks to uphold the same high-quality program standards that were in place for the More at Four programs.

NC Pre-K classrooms are provided statewide, in private licensed child care facilities, Head Start programs, and public schools. Private locations must earn high quality ratings under the state child care star-rated licensing system in order to qualify for state subsidy. Program standards set for NC Pre-K must be met in both public and nonpublic settings. Lead teachers are mandated to have a bachelor's degree and an NC Birth-through-Kindergarten license. In the 2013-2014 year, all teachers must meet the minimum BA/BS degree as well as hold, or be working toward, the BK licensure requirement.

Since the 2005-2006 school year, NC Pre-K classrooms have used the early learning standards adopted by the State Board of Education. During the 2009-2010 school year, the State Board of Education provided a list of prekindergarten syllabi that support the early learning standards. NC Pre-K is assessed through an ongoing yearly procedure for both process quality and program impact/child outcomes.

North Carolina was granted funding through Race to the Top-Early Learning Challenge, although these funds have not been used specifically for NC Pre-K. There are, however, numerous actions intended to increase the quality of child care overall, support teacher and technical assistance providers, and provide professional development opportunities. The state has been involved in an ongoing court case concerning access to, and funding for, early education services, in order to meet the Constitutional right of a sound and basic education. In 2011, the state Superior Court ruled that the state pre-K program must assist all qualified children and could not create any obstacles for registration for at-risk 4-year-olds. This was upheld in 2012 by the North Carolina Court of Appeals.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
20	None Served

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13	11

NORTH CAROLINA PRE-KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment .....29,572[1]

School districts that offer state program .....100% (counties).

Income requirement .....75% SMI

Hours of operation .....6.5 hours/day, 5 days/week.

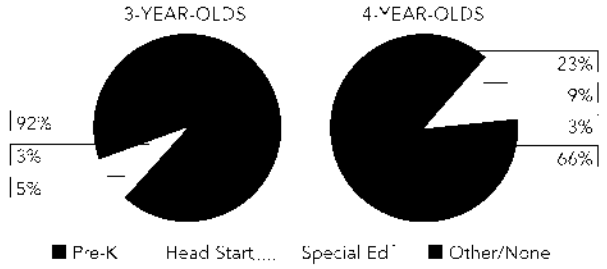
Operating schedule .....Academic year.

Special education enrollment, ages 3 and 4 10,580

Federally funded Head Start enrollment, ages 3 and 4 .....18,037.

State-funded Head Start enrollment, ages 3 and 4 .....0.

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	BA[2]	BA	✓
Teacher specialized training	NC B–K Lateral Entry License; NC B–K Standard Professional I License; NC Birth–K Standard Professional[2]	Specializing in pre-K	✓
Assistant teacher degree	CDA or meets NCLB requirements (public); CDA (nonpublic)[3]	CDA or equivalent	✓
Teacher in-service	75 clock hours/5-year BK Licensure cycle	At least 15 hours/year	✓
Maximum class size		20 or lower	✓
3-year-olds	NA		
4-year-olds	18		
Staff-child ratio		1:10 or better	✓
3-year-olds	NA		
4-year-olds	1:9		
Screening/referral and support services	Vision, hearing, health, psychological/behavioral, dental, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	✓
Meals	Lunch and either breakfast or snack	At least 1/day	✓
Monitoring	Site visits and other monitoring	Site visits	✓

TOTAL BENCHMARKS MET

10

RESOURCES

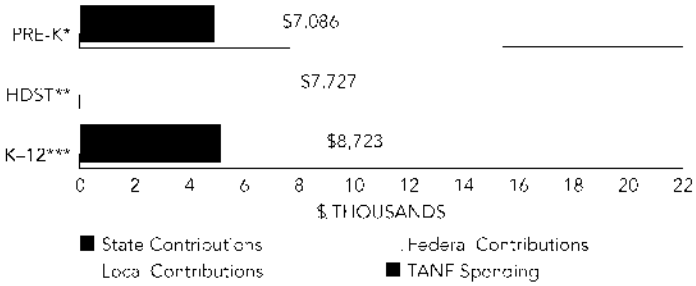
Total state pre-K spending $146,677,533

Local match required? .....Yes

State spending per child enrolled $4,960

All reported spending per child enrolled* $7,086

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

***. K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

This figure is based on Fall 2011 enrollment. An expansion made possible in March 2012 allowed for additional children to be enrolled in the program, bringing the total enrollment count to 26,818.

[1] All lead teachers in NC Pre-K classrooms are required to hold a BA in ECE degree or a related field and a North Carolina Birth-through-Kindergarten or Preschool add-on license. Teachers in public or nonpublic settings may begin in an NC Pre-K classroom with a minimum of a BA/BS degree in child development, early education or a related field and work to attain an NC BK or Preschool License within three years.

[3] Assistant teachers in public schools must meet requirements specified by NCLB. NC Pre-K generally requires assistant teachers who meet NCLB requirements but do not hold a CDA to have six semester hours of ECE coursework or two years experience in an early childhood classroom. An AA in ECE is highly encouraged for assistant teachers.

[4] Support services include parent involvement activities, health services for children, referrals to social services, and transition to pre-K and Kindergarten activities. Parent conferences and home visits are strongly recommended but are not required.

North Dakota

NO PROGRAM

While North Dakota does not provide state-funded pre-K as defined in this report, the Department of Public Instruction addresses early childhood education in several initiatives. The state provides two early childhood grant opportunities for educators and school districts. Early Childhood Continuing Education Grants provide support for preschool, childcare, and Head Start teachers and assistant teachers to enhance their credentials at North Dakota state colleges and universities. Early Childhood Environment Grants provide up to $5,000 to establish, support, or enhance new or expanded early childhood environments.

The North Dakota Pre-kindergarten Content Standards, published in 2013, cover multiple domains including: physical well-being and motor development; social-emotional development; approaches toward learning; language development; and cognitive and general knowledge. The standards, which are voluntary, were aligned with the Head Start Child Outcomes Framework as well as the state's standards for kindergarten. The state also provides professional development opportunities aligned with these standards for early childhood professionals.

North Dakota is a member of a consortium that received an Enhanced Assessment Grant from the U.S. Department of Education to support the development of a kindergarten entry assessment. The Department of Public Instruction was charged with the task of conducting a legislatively mandated study on early childhood care and education in the state of North Dakota, to be delivered to the Legislative Management Council in June 2014.

Data from the U.S. Department of Education indicate that at least 1,107 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

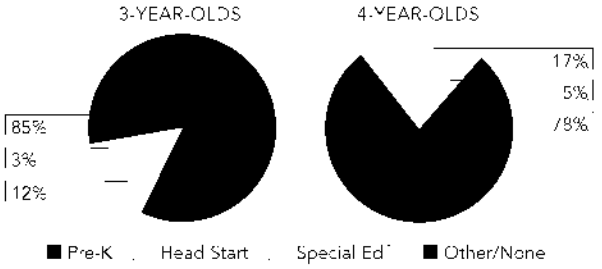
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment .....0.
School districts that offer state program .....NA.
Income requirement .....NA
Hours of operation .....NA
Operating schedule.....NA.
Special education enrollment 1,045
Federally funded Head Start enrollment .....2,702.
State-funded Head Start enrollment .....0.

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

Total state pre-K spending $0
Local match required?.....NA
State spending per child enrolled $0
All reported spending per child enrolled* $0

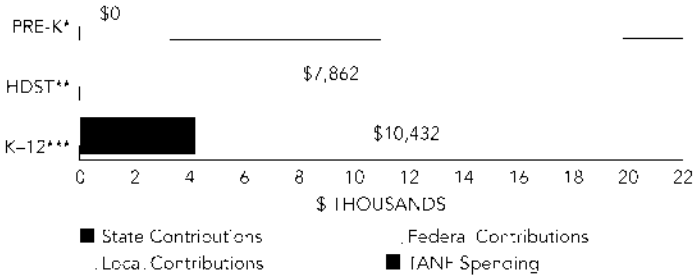
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

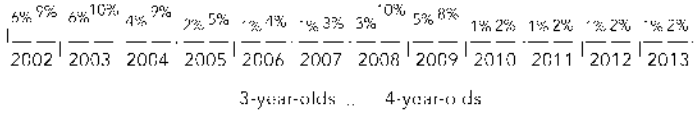
Data are for the 2012-2013 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

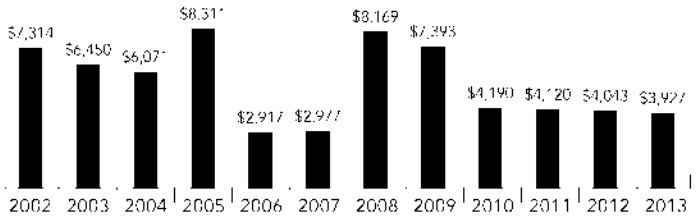


Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



The Ohio Public Preschool Program (PSP) was officially established in 1990, after four years as a pilot program. The program serves 3- and 4-year-olds from families with incomes up to 200 percent of the federal poverty level (FPL), and is also now known as Early Childhood Education (ECE). A sliding fee scale is used for families who live between 100 and 200 percent of FPL. Children from families with incomes above 200 percent of FPL may be enrolled, using parent tuition and local funds. In the 2012-2013 school year, Ohio funded 5,700 children with a per-child allocation of $4,000. Programs could also choose to enroll additional children by charging tuition or using local or Title I funds. ECE funding is dispersed to public schools; schools may then subcontract the services to Head Start programs, faith-based centers, and private child care centers that meet the program requirements.

Since 2011, sites have been observed annually through desk audits, internal monitoring materials, proposal of plans and documentation, along with an annual licensing visit, and testing on basic health and safety compliance indicators. Programs receive an on-site visit for monitoring program quality every three years. Programs participate in a continuous growth process, developing a program plan and rating themselves on compliance and performance indicators of program quality. Annual results are reported through the Integrated Monitoring Process and Continuous Improvement Tool (IMPACT). The Ohio Department of Education uses this data to tailor responses to programs. The ECE program has been evaluated for process quality using the ELLCO tool, with various stages completed in 2009, 2011, and 2012. Beginning in the 2013-2014 school year, programs will begin participating in Ohio's tiered quality rating and improvement system.

The Ohio Department of Education also conducts an annual survey of programs to examine family tuition and fees for each program, the number of families charged, and the amount charged relative to family income.

Ohio's Race to the Top-Early Learning Challenge work plan included expanding child and program standards. Ohio's Early Learning and Development Standards, revised in 2012, now include all areas of school readiness, including physical well-being/motor development, approaches toward learning, and social and emotional development. Ohio's Early Learning and Development standards support children from birth to kindergarten entry and are aligned with the K–12 Standards, including English Language Arts and Mathematics in the Common Core Standards K-12, and Ohio's Academic Standards in Social Studies and Science for K–12. Ohio's extended tiered quality rating and improvement system, fully implemented in October of 2013, has shared program standards for all types of early childhood programs. The state pre-K program, preschool special education, and publicly funded child care programs all participate in the QRIS.

In addition, Ohio is using Race to the Top and Race to the Top-Early Learning Challenge grant funding to develop and use comprehensive and developmentally appropriate assessments of children at kindergarten entry. The state is expanding its Kindergarten Readiness Assessment beyond a focus on literacy to include all areas of school readiness, with plans for statewide implementation in the 2014-2015 school year. Ohio is collaborating with the state of Maryland to develop this new Kindergarten Readiness Assessment, as well as a pre-K-through-Kindergarten formative assessment, covering ages 36 to 72 months. The assessments are being piloted and field tested during the 2012-2013 and 2013-2014 school years, prior to statewide implementation.

External evaluation of the quality of the literacy environment of this program, using ELLCO, has been completed. The state currently reviews child progress and outcomes for children in ECE using the Get It, Got It, Go and the KRA-L. Ohio's program is poised to grow: During the 2013-2014 school year, $10 million dollars was added to expand the Early Childhood Education program, and continue into 2014-2015—with an additional $12 million to be added in 2014-2015. By 2014-2015, then, the number of children served in this program will have nearly doubled.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
39	24

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
21	26

OHIO EARLY CHILDHOOD EDUCATION

ACCESS

Total state program enrollment ..... 5,700[1]

School districts that offer state program 33%

Income requirement ..... 200% FPL

Hours of operation ..... 3-3.5 hours/day, or 12.5 hours/week[2]

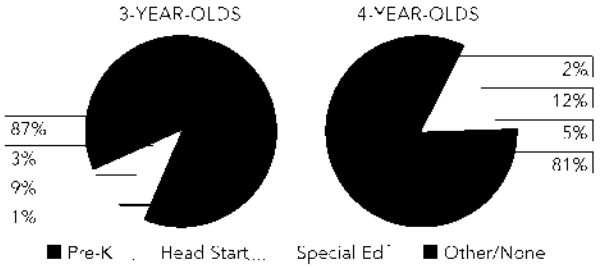
Operating schedule ..... Academic year

Special education enrollment, ages 3 and 4 14,687

Federally funded Head Start enrollment, ages 3 and 4 30,025

State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	AA	BA	
Teacher specialized training	P-3 License, Pre-K License, EC Intervention Specialist License P–3, K–3 or K–8 Certificate plus 4 courses in ECE or CD (PK)	Specializing in pre-K	
Assistant teacher degree	HSD	CDA or equivalent	
Teacher in-service	20 clock hours/2 years	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	24		
4-year-olds	28		
Staff-child ratio		1:10 or better	
3-year-olds	1:12		
4-year-olds	1:14		
Screening/referral and support services	Vision, hearing, psychological/behavioral, dental, developmental; and support services[3]	Vision, hearing, health; and at least 1 support service	
Meals	Depends on length of program day[4]	At least 1/day	
Monitoring	Site visits and other monitoring[5]	Site visits	

TOTAL BENCHMARKS MET

4

RESOURCES

Total state pre-K spending $22,385,387

Local match required? ..... No

State spending per child enrolled $3,927

All reported spending per child enrolled* $3,927

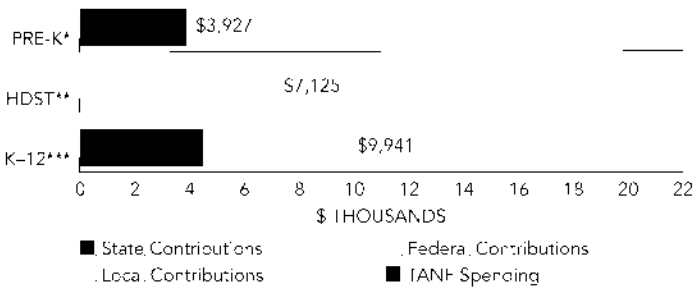
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



[1] Ohio funded 5,700 children with a per-child allocation of $4,000. Programs could also choose to enroll additional children by charging tuition or using local or Title I funds, but exact funding amounts are unknown. Total enrollment in the ECE program, including children funded entirely by non-state sources, was from enrollment breakdowns are estimated figures based on the funded enrollment of 5,700 children only and not the total enrollment.

[2] LCL funds 3 to 3.5 hours of services daily, 12.5 hours per week. However, many districts use ESEA or other funding sources to offer a school- or extended-day program. On average, programs operate 4 days per week. Programs are required to provide home visits, parent conferences, and other services for families on the fifth day.

[3] Screening and referrals for hemoglobin and lead are also required. Support services include parent conferences or home visits, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

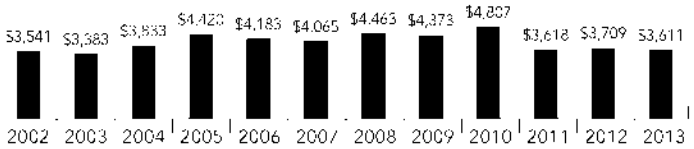
[4] Programs are required to provide breakfast, lunch or snack depending on hours of attendance.

[5] Beginning in the 2011-2012 school year, Ohio began its risk monitoring system where each site is visited once per three years by Ohio Department of Education program monitoring staff. Sites submit annual desk audits, internal monitoring requirements, plans and documentation annually. In addition, all sites receive a separate licensing visit annually.

Oklahoma

PERCENT OF STATE POPULATION ENROLLED

STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Oklahoma began their Early Childhood Four-Year-Old Program in 1980, planning to ultimately serve all 4-years-olds in the state. In 1990, the program received statewide funding for 4-year-olds eligible for the federal Head Start program, but local areas could choose to serve additional 4-year-olds through local funds or tuition. In 1998, Oklahoma became the second state in the nation to provide free admission to preschool programs for all 4-year-olds. The program is now available in 99 percent of school districts, and registration in the Early Childhood Four-Year-Old Program has increased steadily. Since 2004, this program has been assessed for program impact/child outcomes in several studies, including an efficiency study in 2008 and an ongoing longitudinal study by Georgetown University.

Through the state's school finance formula, public school districts receive funding for the Early Childhood Four-Year-Old Program. A per-pupil rate, calculated using the age of the child and the length of the program day, is used to repay districts. Districts can support other centers by placing public school teachers in child care centers, Head Start settings, and community-based programs. Children in these sites receive the same services as children in public school locations, and are considered public school enrollees. State budget cuts across the board in education have affected early childhood education programs as well, and subsidy for the state pre-K program was amended proportionally with all other public school grade levels for the 2011-2012 school year.

Although the state does not specifically support services for typically developing 3-year-olds, some Oklahoma school boroughs provide preschool programs for these younger students. During the 2011-2012 school year, using a combination of special education, Title I, Head Start, and general funds, 3-year-olds were aided in various state-supported classrooms. In 2011, the Early Childhood Expansion Project used public and private backing to serve 314 children from birth through age 4. Oklahoma also delivered $2,191,700 in state funds to complement the federal Head Start program, supporting extended-day and additional services for the 2011-2012 school year.

In addition, the Pilot Early Childhood Program, started in 2006, was funded in the 2010-2011 school year. Rules and regulations for this program are recognized by the Oklahoma State Board of Education, while funding comes from both public and private foundations. Services are delivered year-round to at-risk children, using annual contracts with the Community Action Project of Tulsa County. In the 2011-2012 school year, 2,642 children from birth through age 3 were helped in this pilot program.

During the 2011 Oklahoma state lawmaking session, the state's previous Reading Sufficiency Act was updated. New legislation to guarantee that all students are reading on grade level by the end of third grade, focusing on early intervention for children in pre-K, was considered. Specific requirements include showing a series of evaluations, studying literacy instruction in kindergarten through third grade, and offering intensive interventions (including an individualized reading plan and ongoing progress monitoring) to the students identified as having a reading deficit. No major changes occurred during the 2012-2013 school year, and none are anticipated for 2013-2014.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
3	None Served

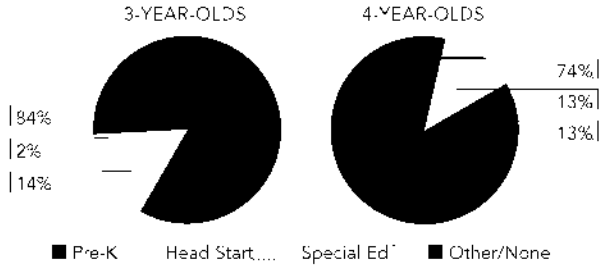
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
25	7

OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

ACCESS

Total state program enrollment	40,114
School districts that offer state program	98%
Income requirement	None
Hours of operation	2.5, or 6 hours/day, 5 days/week[1]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	4,156
Federally funded Head Start enrollment, ages 3 and 4	14,370
State-funded Head Start enrollment, ages 3 and 4	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA/BS	BA	
Teacher specialized training	EC Endorsement with or without SpEd, Pre-K–K (public)	Specializing in pre-K	
Assistant teacher degree	Other, see notes[3]	CDA or equivalent	
Teacher in-service	75 clock hours/year	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Immunizations; and support services[4]	Vision, hearing, health; and at least 1 support service	
Meals	Lunch[5]	At least 1/day	
Monitoring	Site visits and other monitoring	Site visits	

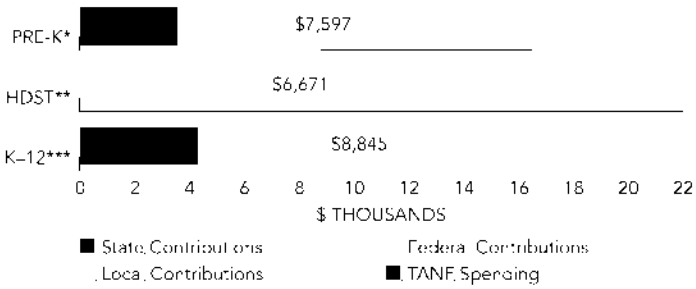
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	$144,859,409
Local match required?	No
State Head Start spending	$2,191,700.10[2]
State spending per child enrolled	$3,611
All reported spending per child enrolled*	$7,597

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

1. Programs have the option of operating a part-day or a school-day program or a combination of both within each district. Districts can choose to offer a longer day but will not receive state funding. Programs must be offered at least 175 days per year or 1,080 hours per school year. State Head Start funds are used to provide extended-day and additional services.

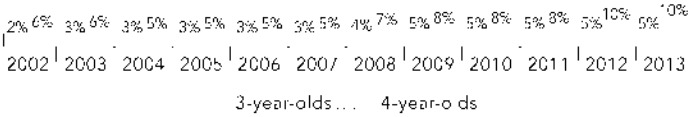
2. Teacher Assistants are only required to hold a high school diploma or GED diploma and pass the FBI criminal history check. However, if the teacher assistant is employed in a Title I school, s/he must be highly qualified using one of the following methods: 1. Hold an associate's degree or higher. 2. Complete at least two years or 48 credit hours of study at an institution of higher education. 3. Pass the OGET (Oklahoma General Education Test). 4. Pass the ETS (Education Testing Service) ParaPro Assessment Test or the Work Keys Assessment. About 67 percent of school sites are Title 1.

3. Support services include parent conferences and/or home visits, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities. Programs must also offer, or make referrals for, other services including mental health services (counselor), health services (school nurse), and all other typical public school program services (such as early intervention, transition programs, and literacy coaches).

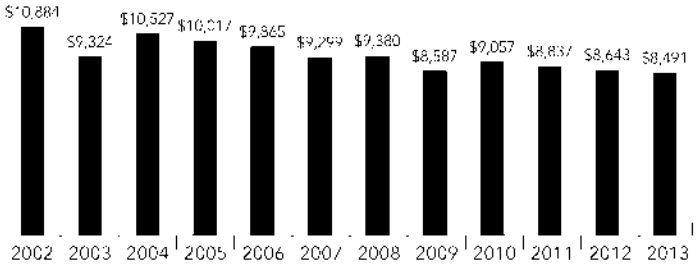
4. At least one meal is provided through the Federal Child Nutrition Program. This federal program does not provide snacks for students, so snacks are determined locally.

Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



The Oregon Head Start Prekindergarten program was established in 1987 to provide comprehensive child and family development services for 3- and 4-year-old children from low-income families. Beginning in 1992, a state-federal partnership supporting a collaborative Head Start and state prekindergarten system was formalized between the Region X Office of Head Start and the Oregon Department of Education, thereby expanding enrollment to serve additional Head Start-eligible children.

Oregon Head Start Prekindergarten programs operate with federal and/or state funds. General fund dollars are allocated on a biennial basis by the state legislature, to provide state funding for the program. In the preceding biennium, all state agencies had a 9 percent funding cut, but state funding for the program was increased by $11 million for the 2011-2012 school year and kept level for 2012-2013.

Funding for the Oregon Head Start Prekindergarten program is available to a number of organizations. All federal Head Start grantees in Oregon have been awarded state prekindergarten funds through a competitive state-wide grant process to increase enrollment. Competitive state prekindergarten funds have also been awarded to non-sectarian private and public organizations that do not receive federal Head Start funding, including public schools, private agencies, community action agencies, government agencies, and colleges and universities. Approximately 13 percent of children were served in public schools, 86 percent in Head Start classrooms, and the remainder in a variety of other settings. Oregon Head Start Prekindergarten programs ensure children receive services in inclusive settings; 18 percent of students receive special education services in regular classrooms. All programs must adhere to federal Head Start Performance Standards and meet monitoring requirements.

In 2012, the Head Start Child Development Early Learning Framework (HSCDELF) replaced the state Early Childhood Foundations for Children Birth to Five early learning standards, which had been in place since 2007. The HSCDELF are currently being aligned with the Common Core State Standards for K–12. Starting in July 2012, the Oregon Department of Education required all State Head Start Prekindergarten programs to use Teaching Strategies GOLD as their developmental assessment tool. To date, no formal assessment of the Oregon Head Start Prekindergarten program has been conducted.

The Oregon Department of Education Program monitors program quality through ongoing communication with grantees and the Regional Office of Head Start. All grantees receive on-site triennial evaluations either through the Oregon Department of Education and/or the Office of Head Start. Additional site visits are conducted as needed. All children enrolled in Oregon Head Start Prekindergarten programs, regardless of funding source, receive unique identifier numbers so that children's developmental progress can be followed as they enter the K–12 system. Oregon was one of five states funded in the second round of federal Race to the Top-Early Learning Challenge in 2012.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
31	13

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
5	6

OREGON HEAD START PREKINDERGARTEN

ACCESS

Total state program enrollment 7,184

School districts that offer state program 100%

Income requirement ..... 80% or 90% must be at or below 100% FPL[1]

Hours of operation ..... Determined locally[2]

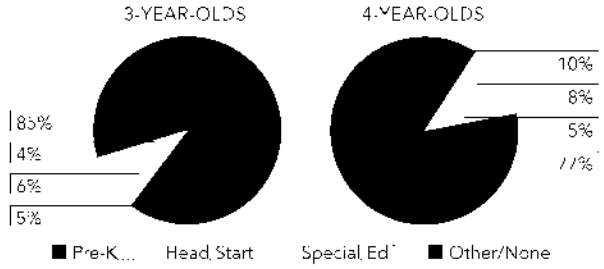
Operating schedule ..... Academic year[2]

Special education enrollment, ages 3 and 4 6,416

Federally funded Head Start enrollment, ages 3 and 4 6,580

State-funded Head Start enrollment, ages 3 and 4 ..... 7,185[3]

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA (public); AA (nonpublic)[4]	BA	
Teacher specialized training	ECE Endorsement, with or without SpEd, Pre-K–K (public);[4] AA in ECE or CD (nonpublic)	Specializing in pre-K	
Assistant teacher degree	HSD[4]	CDA or equivalent	
Teacher in-service	15 clock hours/years	At least 15 hours/year	
Maximum class size		20 or lower	
3 year olds	17		
4-year-olds	20		
Staff-child ratio		1:10 or better	
3 year olds	2:17		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	
Meals	Depends on length of program day[6]	At least 1/day	
Monitoring	Site visits and other monitoring	Site visits	

TOTAL BENCHMARKS MET

8

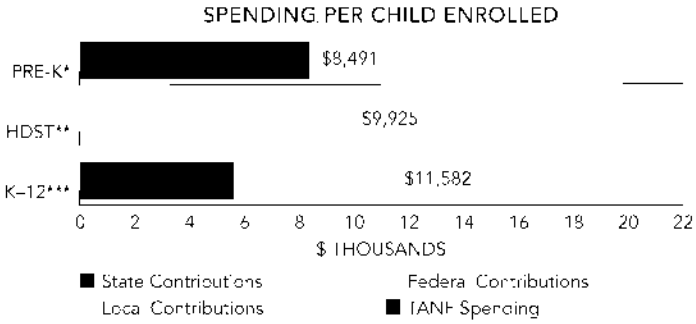
RESOURCES

Total state pre-K spending ..... $61,000,000[7]

Local match required? ..... No

State spending per child enrolled $8,491

All reported spending per child enrolled* $8,491



*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012–2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

***K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12–'13 school year, unless otherwise noted.

1. If a grantee has both federal Head Start and state pre-K funding, 90 percent of children must meet the income requirement. If a grantee only has state pre-K funding, 80% of children must meet the income requirement. In addition, effective as of December, 2007, 35 percent of enrollment may be children whose family incomes are between 100% and 130% FPL after priority is given to children at 100% or below FPL.

2. Oregon defines "part-day" services as 6 hours or less per day, which does not fully align with NIEER definitions for part- (4 hours or less), school- (4–8 hours), and extended-day (more than 8 hours) services. Programs must offer, at least 3.5 hours per day, for a minimum of 32 weeks per year, plus required home visits at 1.5 hours each. Most programs operate 3.5 to 4 hours per day, 3 or 4 days per week, plus required home visits for a school year, using state funding, although many operate for a 6 hour school day. School- and extended-day programs (more than 6 hours) are supported with other funding.

3. This number represents enrollment in the Oregon Head Start Prekindergarten program. All state-funded Head Start enrollment operates through this program.

4. In public schools, lead teachers must have a BA, a teaching license, and 15 ECE credits or related credentials with a minimum of 15 credits in ECE. Teachers in nonpublic settings who do not have an AA must have a CDA. The Head Start Reauthorization Act of 2007 required that by the 2011–2012 school year, all lead teachers must have at least an AA; by September 2013, 50 percent must have at least a BA. By 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years.

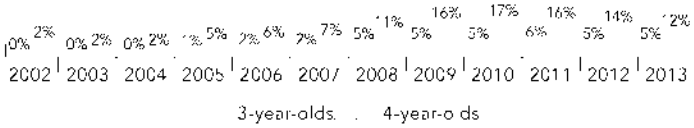
5. Support services include parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and mental health services.

6. Programs are required to offer meals and snacks that provide at least one-third of the child's daily nutritional needs. In addition to lunches for all children, morning programs offer breakfast to all children, and afternoon programs offer snacks to all children.

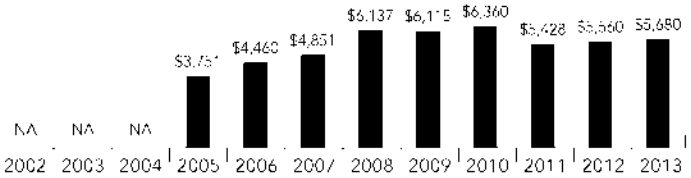
7. This figure represents the state contribution to the Oregon Head Start Prekindergarten program, which is a state funded Head Start model. All state pre-K spending is therefore directed toward Head Start programs.

Pennsylvania

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



While Pennsylvania did not have a state-funded prekindergarten program defined as such under state law before 2004, districts could deliver preschool education services through Pennsylvania's Kindergarten for Four-Year-Olds (K4) program or offer preschool to 4-year-olds through the School Based Pre-K program (SBPK). Districts providing the K4 program follow Pennsylvania's kindergarten guidelines, while districts using SBPK are required to follow the state's preschool regulations. Children served in the K4 program are partially funded through the state's basic instructional subsidy formula.

Districts have been able to provide prekindergarten through the Education Accountability Block Grant (EABG) since the 2004-2005 school year. Children may be eligible for services under EABG for the two years prior to the locally determined kindergarten entry age, and districts may set additional eligibility criteria such as low-income status or a lack of kindergarten readiness. As of the 2011-2012 school year, Act 24 implemented a two-year moratorium on professional development requirements, which affected both the EABG and the K4 and SBPK programs. The moratorium will be lifted as of the 2013-2014 school year, which will restore professional development requirements. Monitoring requirements may not be reinstated. Districts can use EABG funds for a range of educational opportunities, including decreasing class size from kindergarten through third grade, or offering full-day kindergarten. This report includes those children whose districts choose to use the funds to provide prekindergarten.

The Pennsylvania Head Start Supplemental Assistance Program (HSSAP) was established in the 2004-2005 school year with an original investment of $15 million. HSSAP provides extended-day services for federally funded Head Start children and provides additional Head Start openings. Federal Head Start grantees, as well as their child care partners who obtain a minimum STAR 3 level in the Keystone STARS quality initiative program, have access to this state-funded program. Regardless of location, all programs must follow federal Head Start Performance Standards.

A fourth state-funded program, the Pennsylvania Pre-K Counts Program, was founded in the 2007-2008 school year. Similar to EABG, children are qualified for the program two years before their locally determined kindergarten eligibility age, although programs may set additional standards based on local need. Eligible children must have a household income of 300 percent of FPL or less, though districts may set a lower income threshold. PA Pre-K Counts funds are assigned through a competitive award system. Head Start programs, school districts, nursery schools, and child care centers that hold a STAR 3 or 4 rating in Keystone STARS, are all qualified for funding through this program.

The first two pages of this state profile illustrate data on Pennsylvania's general commitment and contribution to state-funded preschool education, including state expenditure and registration for the four Pennsylvania preschool programs. The third page focuses completely on EABG, the fourth page describes K4, the fifth page offers specific details about HSSAP, and the last page highlights the PA Pre-K Counts program.

STATE OVERVIEW

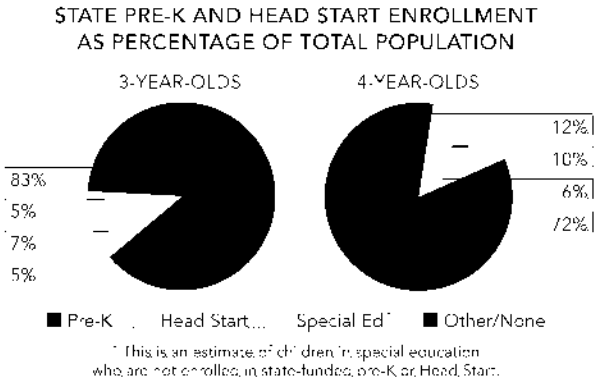
Total state program enrollment 25,622

Total state spending $145,529,413

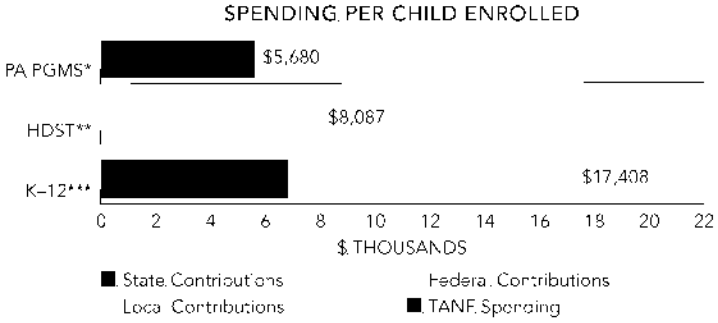
State Head Start spending $37,278,000

State spending per child enrolled $5,680

All reported spending per child enrolled* $5,680



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012–13 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
30	14

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
11	17

PENNSYLVANIA EDUCATION ACCOUNTABILITY BLOCK GRANT

ACCESS

Total state program enrollment ..... 2,381[1]

School districts that offer state program 3%

Income requirement ..... None[2]

Hours of operation ..... Determined locally, 5 days/week[3]

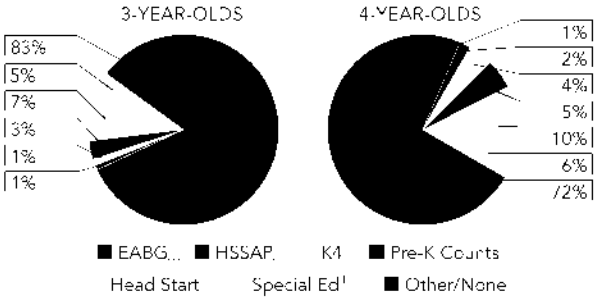
Operating schedule ..... Determined locally[3]

Special education enrollment, ages 3 and 4 21,737

Federally funded Head Start enrollment, ages 3 and 4 25,242

State-funded Head Start enrollment, ages 3 and 4 ..... 5,065[4]

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA and ECE certification (public); AA in ECE (nonpublic)[5]	BA	
Teacher specialized training	ECE Certification (public); AA in ECE (nonpublic)[5]	Specializing in pre-K	
Assistant teacher degree	Meets NCLB requirements[6]	CDA or equivalent	
Teacher in-service	None[7]	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, psychological/behavioral, dental, developmental	Vision, hearing, health; and at least 1 support service	
Meals	No meals are required	At least 1/day	
Monitoring	None[8]	Site visits	

TOTAL BENCHMARKS MET

4

RESOURCES

Total state pre-K spending $3,432,384

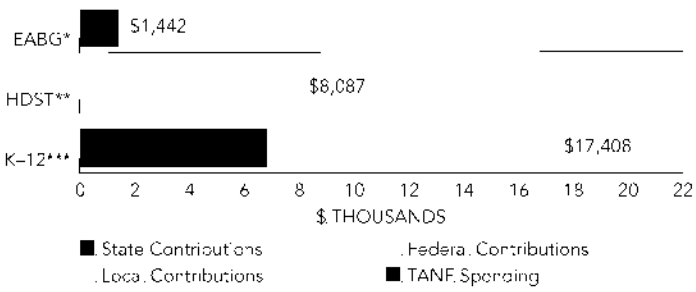
Local match required? ..... No

State Head Start spending $37,278,000

State spending per child enrolled $1,442

All reported spending per child enrolled* $1,442

SPENDING PER CHILD ENROLLED



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** Head Start per-child spending for the 2012–2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012–13 school year, unless otherwise noted.

[1] The state could not break EABG enrollment into a specific number of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated, using the proportions of enrollees who were ages 3 or 4 in state programs that served 3 year olds and provided age breakdowns for 2011–2012.

[2] Eligibility requirements are locally determined.

[3] Most programs operate 2.5 hours or 5 hours per day, 5 days per week, for 180 days per year.

[4] All state-funded Head Start enrollments through HSSAP, but the state could not break HSSAP into a specific number of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated, using proportions of federal Head Start enrollees in Pennsylvania in each age category 2011–2012.

[5] For nonpublic school settings contracted by an LEA prior to September 2006, teachers had until September 2012 to become ECE-certified. If contracts were initiated after September 2006, teachers have five years to become ECE certified. Beginning in January 2012, only PK-4 workers are applicable for certification; prior to that, all ECE certifications apply.

[6] All assistant teachers are required to meet NCLB requirements. This requires completing at least two years of postsecondary study, or 60 college credits, possessing an AA or higher, or passing a rigorous state or local assessment of knowledge of and ability to assist in instruction.

[7] The program has traditionally required 180 clock hours of professional development every five years. However, Act 24 issued a two-year moratorium on this PD requirement, beginning in 2011. This no longer meets NIEER's quality standard benchmark.

[8] There was no formalized monitoring of this program during the 2011–2012 school year. This no longer meets NIEER's quality standard benchmark.

PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

ACCESS

Total state program enrollment .....5,219[1]

School districts that offer state program 22%

Income requirement .....100% of FPL[2]

Hours of operation .....3.5 or 5.5 instructional hours, Determined locally[3]

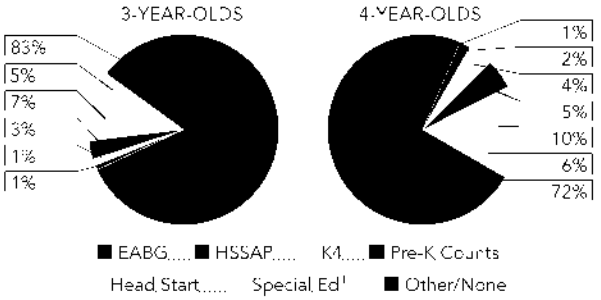
Operating schedule .....Academic year[3]

Special education enrollment, ages 3 and 4 21,737

Federally funded Head Start enrollment, ages 3 and 4 25,242

State-funded Head Start enrollment, ages 3 and 4.....5,065[1]

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	AA[4]	BA	
Teacher specialized training	Meets CDA requirements[4]	Specializing in pre-K	
Assistant teacher degree	HSD[4]	CDA or equivalent	
Teacher in-service	15 clock hours/year	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	20		
4-year-olds	20		
Staff child ratio		1:10 or better	
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, psychological/behavioral, dental, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	
Meals	Lunch and either breakfast or snack	At least 1/day	
Monitoring	Site visits	Site visits	

TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending .....$37,278,000[6]

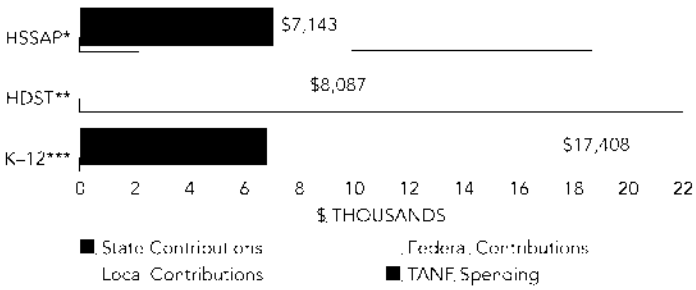
Local match required? .....No

State Head Start spending $37,278,000

State spending per child enrolled $7,143

All reported spending per child enrolled* $7,143

SPENDING PER CHILD ENROLLED



*, Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

**, Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

***, K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

[1] All state-funded Head Start enrollment is through HSSAP, but the state could not break HSSAP into a specific number of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated, using proportions of federal Head Start enrollees in Pennsylvania in each age category 2011-2012.

[2] State pre-K children must meet the federal Head Start income guidelines. Effective December 2007, 35 percent of the enrollment may be children whose family incomes are between 100 and 130 percent FPL, after priority is given to children at or below 100 percent FPL.

[3] The operating schedule is determined locally, but the minimum follows federal Head Start requirements of 3.5 hours per day, 4 days per week, and 128 days per year.

[4] The Head Start Reauthorization Act of 2007 requires that by 2011 all lead teachers must have at least an AA, by 2013, 50 percent must have at least a BA. If teachers are employed by a school district, ECE certification is required. Federal Head Start requires that by 2013 all assistant teachers have a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years.

[5] Support services include parent conferences or home visits, and comprehensive services, as required by federal Head Start Performance Standards, including parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities.

[6] All spending through this initiative is directed toward Head Start programs.

PENNSYLVANIA KINDERGARTEN FOR FOUR-YEAR-OLDS AND SCHOOL BASED PRE-K

ACCESS

Total state program enrollment ..... 6,631[1]

School districts that offer state program 18%

Income requirement ..... None

Hours of operation ..... 2.5 or 5 hours/day, 5 days/week

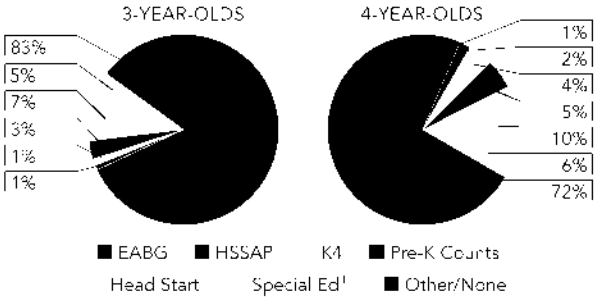
Operating schedule ..... Academic year

Special education enrollment, ages 3 and 4 21,737

Federally funded Head Start enrollment, ages 3 and 4 25,242

State-funded Head Start enrollment, ages 3 and 4 ..... 5,065[2]

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA	BA	
Teacher specialized training	ECE or EE certification (K4); ECE certification (SBPK)	Specializing in pre-K	
Assistant teacher degree	Meets NCLB requirements (SBPK); No minimum degree required (K4)[3]	CDA or equivalent	
Teacher in-service	None[4]	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	No limit (K4); 20 (SBPK)		
4-year-olds	No limit (K4); 20 (SBPK)[5]		
Staff-child ratio		1:10 or better	
3-year-olds	No limit (K4); 1:10 (SBPK)		
4-year-olds	No limit (K4); 1:10 (SBPK)[5]		
Screening/referral and support services	Immunizations	Vision, hearing, health; and at least 1 support service	
Meals	None	At least 1/day	
Monitoring	None	Site visits	

TOTAL BENCHMARKS MET

RESOURCES

Total state pre-K spending $22,065,959

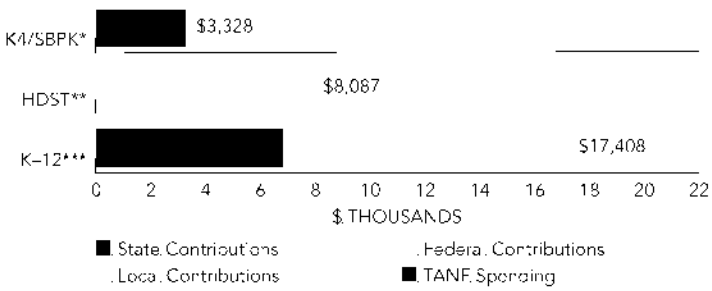
Local match required? ..... No

State Head Start spending $37,278,000

State spending per child enrolled $3,328

All reported spending per child enrolled* $3,328

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending, as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

[1] The state could not break K4 & SBPK enrollment into a specific number of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated, using the proportions of enrollees who were ages 3 or 4 in state programs that served 3-year-olds and provided age breakdowns, for 2011-2012.

[2] All state-funded Head Start enrollment is through HSSAP, but the state could not break HSSAP into a specific number of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated, using proportions of federal Head Start enrollees in Pennsylvania in each age category 2011-2012.

[3] Beginning in the 2009-2010 school year, all assistant teachers in SBPK are required to meet NCLB requirements. This requires completing at least two years of postsecondary study/60 college credits, possessing an AA or higher, or passing a rigorous state or local assessment of knowledge of and ability to assist in instruction.

[4] The program has traditionally required 180 clock hours of professional development every five years. However, a two-year moratorium on this PD requirement was issued beginning 2011.

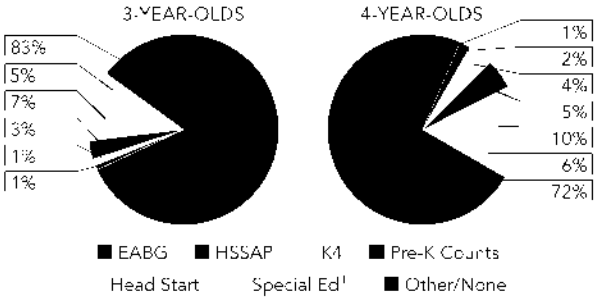
[5] The K4 program follows kindergarten requirements, which do not limit class size or staff-child ratio. However, most programs have 20 children and a 1:10 staff-child ratio. School-Based Pre-K follows the PA School Board regulations, which require a maximum class size of 20 and a staff-to-child ratio of 1:10.

PENNSYLVANIA PRE-K COUNTS

ACCESS

Total state program enrollment ..... 11,391[1]
School districts that offer state program 81%
Income requirement ..... 300% FPL[2]
Hours of operation ..... 2.5 or 5 instructional hours/day, 5 days/week
Operating schedule ..... Determined locally
Special education enrollment, ages 3 and 4 21,737
Federally funded Head Start enrollment, ages 3 and 4 25,242
State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA[5]	BA	
Teacher specialized training	Certification in N 3, P 4[6]	Specializing in pre-K	
Assistant teacher degree	Meets NCLB requirements[6]	CDA or equivalent	
Teacher in-service	180 clock hours/5 years	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	20		
4-year-olds	20		
Staff child ratio		1:10 or better	
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	None[7]	Vision, hearing, health; and at least 1 support service	
Meals	Depends on length of program day[8]	At least 1/day	
Monitoring	Site visits and other monitoring	Site visits	

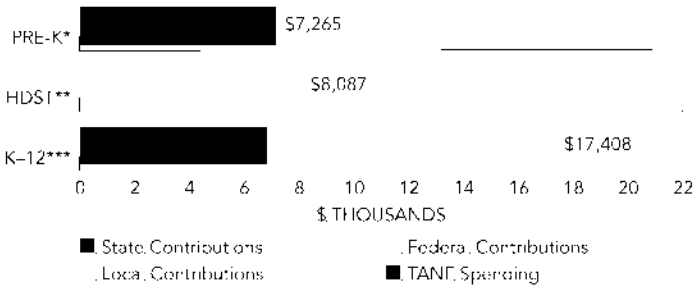
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending $82,753,070
Local match required? ..... No
State Head Start spending $37,278,000
State spending per child enrolled $7,265
All reported spending per child enrolled* $7,265

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012-2013 school year, unless otherwise noted.

[1] The state could not break HSSAP into a specific number of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated, using the proportions of enrollees who were ages 3 or 4 in state programs that served 3-year-olds and provided age breakdowns for 2011-2012.

[2] Income is only one of the possible risk factors used to determine eligibility. Other risk factors are determined locally and could include low parental education level or other economic, language, and/or cultural disadvantages that put children at risk for school failure.

[3] Programs must operate at least 180 days per year, though days can be "stretched" across the full calendar year rather than used in the traditional 9-month school calendar. This is a local decision.

[4] All state-funded Head Start enrollment is through HSSAP, but the state could not break HSSAP into a specific number of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated, using proportions of federal Head Start enrollees in Pennsylvania in each age category, 2011-2012.

[5] By December 2011, lead teachers in all settings had to have a BA and ECE certification. The N 3 certification will no longer be issued, though teachers who currently have it will still be able to work in the program.

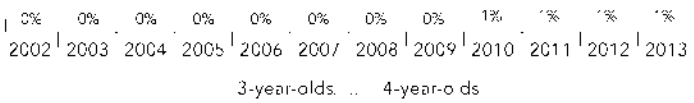
[6] Beginning with the 2009-2010 school year, all assistant teachers are required to meet NCLB requirements. This requires completing at least two years of postsecondary education, possessing an AA or higher, or passing a rigorous state or local assessment of knowledge and ability to assist in instruction.

[7] Health screenings and referrals are determined locally. Support services required of all programs include parent involvement activities, referral for social services, and transition to kindergarten activities.

[8] Half-day programs are required to provide a snack. Full-day programs are required to provide a snack and one meal.

Rhode Island

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)

The Rhode Island Pre-Kindergarten Program was launched as a prekindergarten demonstration initiative in the fall of 2009. As of September 2012, the program was available to 144 4-year-old children, in eight classrooms, located in five of the state's urban communities. The program is available to all children in each participating community who are 4 years old by September 1, though enrollment is determined by a lottery. Public schools, private child care, and Head Start programs are eligible to apply to the competitive Request for Proposal process, conducted by the Rhode Island Department of Education. The Rhode Island Pre-Kindergarten Program is included in the state's school funding formula, enacted through legislation in 2010. The funding formula includes a 10-year expansion plan for Pre-K that will increase the state investment each year for ten years, up to $10 million total. The state budget for the 2012-2013 school year fully backed the education funding formula, including the state Pre-K program.

State pre-K teachers must have a bachelor's degree with an early childhood teaching diploma. The Rhode Island Department of Elementary and Secondary Education provides training and technical assistance on an ongoing basis. The Rhode Island Pre-Kindergarten Program has been assessed for both process quality and program impact/child outcomes, including classroom quality and child outcomes in literacy, arithmetic, and social-emotional development.

Rhode Island was one of nine states to receive a grant in the first round of the federal Race to the Top–Early Learning Challenge. Some of the funds will go towards improving the quality of early childhood education programs in high-needs communities. The state will also gather data on children's access to early learning opportunities and link it with kindergarten entry assessment data. Future policy and funding choices will be influenced by findings from an early learning data system. RTT-ELC funds will also be used to provide comprehensive, high-quality professional development, and technical assistance.

Through the Department of Human Services, Rhode Island complements the federal Head Start program with state funding, to provide additional spaces for children. Funding for this program has remained static for several years. In the 2012-2013 year, approximately $800,000 from state general funds were used to serve 130 children ages 4 and 5 through this program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
41	None Served

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
4	5

RHODE ISLAND PREKINDERGARTEN DEMONSTRATION PROJECT

ACCESS

Total state program enrollment .....144.

School districts that offer state program .....18% (towns).

Income requirement .....None

Hours of operation .....6 hours/day, 5 days/week.

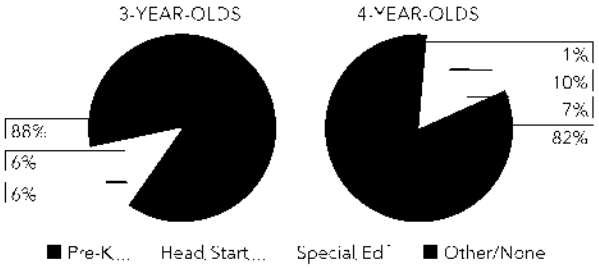
Operating schedule .....Academic year.

Special education enrollment, ages 3 and 4 1,717

Federally funded Head Start enrollment, ages 3 and 4 .....1,858.

State-funded Head Start enrollment, ages 3 and 4 .....80[1]

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This number represents children in special education who are not enrolled in Head Start, but includes children who are enrolled in state-funded pre-K.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive.	Comprehensive.	
Teacher degree	BA.	BA	
Teacher specialized training	Early Childhood (P-2)	Specializing in pre-K	
Assistant teacher degree	HSD. + 12 college credits.	CDA or equivalent	
Teacher in service	20 clock hours/year.	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	NA		
4 year olds	18.		
Staff-child ratio		1:10 or better	
3-year-olds	NA		
4 year olds	1:9.		
Screening/referral and support services	Vision, hearing, health, psychological/behavioral, developmental; and support services	Vision, hearing, health; and at least 1 support service	
Meals	Lunch and snack.	At least 1/day.	
Monitoring	Site visits and other monitoring.	Site visits	

TOTAL BENCHMARKS MET

10

RESOURCES

Total state pre-K spending .....$1,336,000.

Local match required? .....No

State spending per child enrolled $9,278

All reported spending per child enrolled* $9,278

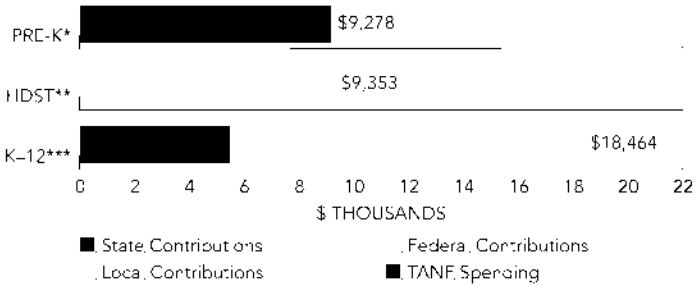
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

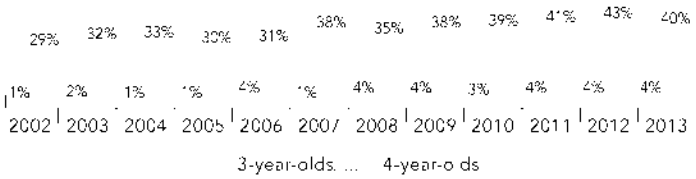


[1] Rhode Island was not able to break its state-funded Head Start enrollment down by single year of age. As a result, this figure is an estimate based on the percentage of federal Head Start enrollees in Rhode Island who were 3 or 4 years old.

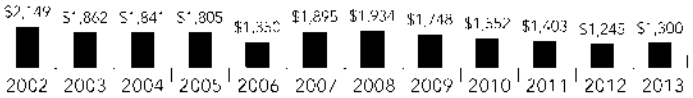
[2] Each program is required to collaborate with its local Child Outreach program, which conducts screenings and referrals. Support services include parent conferences and/or home visits, parent involvement activities, and transition to kindergarten activities.

South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



The Half-Day Child Development Program, also referred to as 4K, was initiated in 1984 by the South Carolina Education Improvement Act. The program works to improve school readiness by providing part-day preschool education programs to at-risk 4-year-olds. The state requires each district to have at least one 4K classroom, although districts may decide their own qualification requirements, founded on local needs and a list of state-specified risk factors. Risk factors include low parent education, child history of foster care, homelessness, teen parents, and low family income.

School districts obtain funding for 4K based on the number of Kindergartener's qualified for free or reduced-price lunch in their districts (at or below 185 percent FPL). Though most children are served in public school locales, districts may also partner with Head Start programs. Although 4K funds only a part-day program, about 25 percent of 4K programs provide school-day services using funds from other sources. Program technical assistance and site visits were cut in the 2011-2012 school year due to reductions in staffing.

The Child Development Education Pilot Program (CDEPP), the state's second early education initiative, was established in 2006, resulting from the lawsuit *Abbeville County School District v. South Carolina*. The court required that school-day preschool be delivered in the counties named in the lawsuit if those counties opted to offer the 4K program. Children qualified for free or reduced-price lunch or Medicaid services are eligible. Approval for public schools to provide CDEPP is granted by the state Department of Education, while South Carolina's First Steps to School Readiness provides approval to private child care centers. CDEPP is also available to students with documented developmental delays, as of the 2009-2010 school year. Due to staff reductions in the 2011-2012 school year, CDEPP programs now receive site visits and technical assistance only upon request. The program was assessed in the 2009-2010 school year for both process quality and program impact/child outcomes.

First Steps to School Readiness delivers additional services for preschool-age children and their families, such as Nurse-Family Partnership programs, home-visiting services, and parenting courses. First Steps County Partnerships distribute funds at the local level, and some communities use these assets along with 4K or CDEPP funds, to extend preschool services to a school-day program or offer additional enrollment.

South Carolina's general contributions and commitment to state-funded prekindergarten, including state expenditure and registration for both 4K and CDEPP, are summarized in the first two pages of their state profile. The 4K program is the focus of the third page and the final page covers specific details about the CDEPP initiative.

STATE OVERVIEW

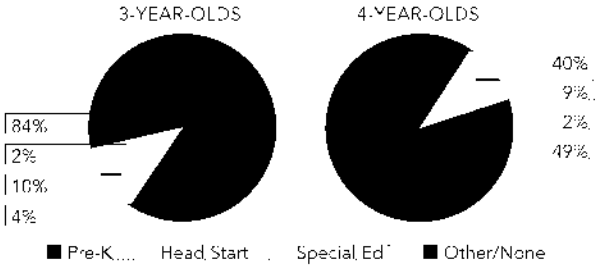
Total state program enrollment 27,477

Total state spending $35,708,905

State spending per child enrolled $1,300

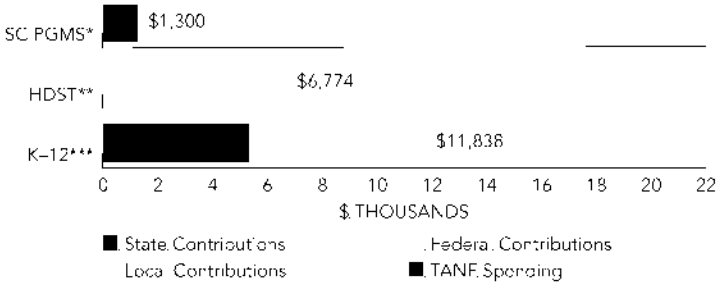
All reported spending per child enrolled* $1,300

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years, figured, have unintentionally included funds for Early Head Start.

***K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012-13 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
11	15

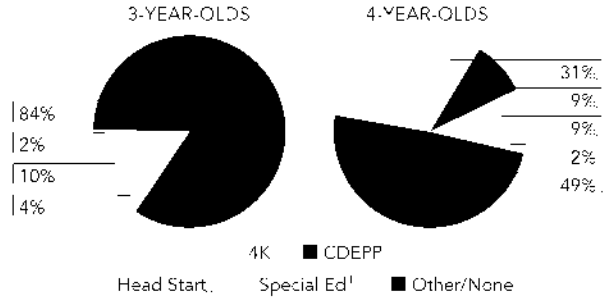
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
40	41

SOUTH CAROLINA HALF-DAY CHILD DEVELOPMENT PROGRAM (4K)

ACCESS

Total state program enrollment	21,694
School districts that offer state program	64%
Income requirement	185% FPL
Hours of operation	2.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	5,466
Federally funded Head Start enrollment, ages 3 and 4	11,556
State-funded Head Start enrollment, ages 3 and 4	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA	BA	
Teacher specialized training	EC certification	Specializing in pre-K	
Assistant teacher degree	HSD	CDA or equivalent	
Teacher in-service	15 clock hours/year	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Support services only[1]	Vision, hearing, health, and at least 1 support service	
Meals	Snack	At least 1/day	
Monitoring	None[2]	Site visits	

TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	$15,813,846[3]
Local match required?	No
State spending per child enrolled	$729
All reported spending per child enrolled*	$729

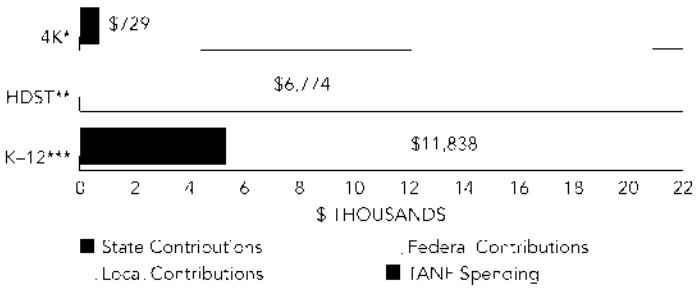
*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

***K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



[1] Health screenings and referrals are, and in ways have been, determined locally. Most districts offer health screenings even though this is not required in state Board of Education regulations. Support services include parenting support or training, parent involvement activities, health services for children, referrals to social services, and transition to kindergarten activities.

[2] For the 2011-2012 school year, reductions in staff at the state level do not allow for program review.

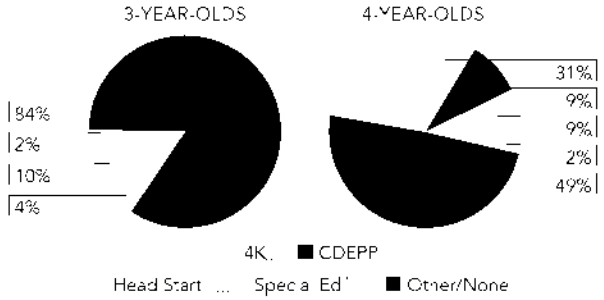
[3] Total state spending is the appropriated amount, rather than actual spending. As information is not available from all districts, this figure is an underestimate of total program funding.

SOUTH CAROLINA CHILD DEVELOPMENT EDUCATION PILOT PROGRAM (CDEPP)

ACCESS

Total state program enrollment 5,783
School districts that offer state program 40%
Income requirement ..... 185% FPL[1]
Hours of operation ..... 6.5 hours/day, 5 days/week
Operating schedule ..... Academic year
Special education enrollment, ages 3 and 4 5,466
Federally funded Head Start enrollment, ages 3 and 4 11,556
State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA (public); AA (nonpublic)[2]	BA	
Teacher specialized training	EC certification for B–3 (public); AA in ECE or CD (nonpublic)	Specializing in pre-K	
Assistant teacher degree	HSD[3]	CDA or equivalent	
Teacher in-service	15 clock hours/year	At least 15 hours/year	
Maximum class size		20 or lower	
3 year olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	
3 year olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	
Meals	Breakfast and lunch	At least 1/day	
Monitoring	None[5]	Site visits	

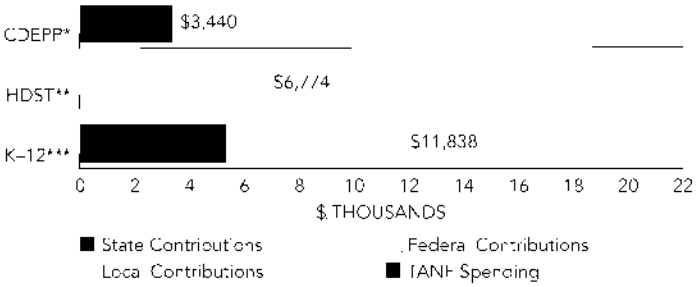
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending $19,895,059
Local match required? ..... No
State spending per child enrolled ..... $3,440[6]
All reported spending per child enrolled* ..... $3,440[6]

SPENDING PER CHILD ENROLLED



*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

***K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

[1] Children are also eligible if they receive Medicaid services. If classes are not full, developmental delays can be considered as eligibility criteria.

[2] Lead teachers in nonpublic settings must have at least a two-year degree in early childhood education or a related field and must be enrolled in and demonstrating progress toward the completion of a teacher education program within four years.

[3] Assistant teachers are required to complete the early childhood development credential within 12 months of hire. Districts may request waivers in certain instances.

[4] Support services include parenting support or training, parent involvement activities, health services for children, transition to kindergarten activities, and parent conferences and/or home visiting. Other support services are determined locally.

[5] For the 2011-2012 school year, reductions in staff at the state level do not allow for program review unless requested.

[6] These figures include general funds ($17,300,000) and South Carolina First Steps funds ($2,595,059) used to serve children in CDEPP classrooms. State spending from the general fund is the appropriated amount, rather than actual spending. First Steps funding includes estimated amount as well as carry over funds. As information is not available from all districts, this figure is an underestimate of total program funding.

South Dakota

NO PROGRAM

While South Dakota does not provide state-funded pre-K as defined in this report, the state addresses early childhood education in several ways. The Department of Education has authority for the Birth to Three early intervention program, and early childhood special education, and houses the Head Start State Collaboration Office. The Division of Child Care Services, within the Department of Social Services, is responsible for licensing early childhood programs, and administers direct child care assistance payments to low-income families. As of 2011, the South Dakota Bright Start Initiative began to assure native South Dakota children get a sound start in life, focusing on infant brain development and early childhood development.

The South Dakota Early Learning Guidelines, developed by the University of South Dakota with support from the Department of Education's Head Start–State Collaboration Office and multiple stakeholders, are designed to be used in all settings that include children 3 to 5 years of age. The Guidelines are aligned with the South Dakota Content Standards for Kindergarten, which are part of the K–12 State Standards incorporating the Common Core State Standards for English language arts and mathematics. Domains addressed in the early learning guidelines include: social-emotional development and approaches toward learning; language and literacy; mathematics; science; health and physical development; creative arts; and social studies.

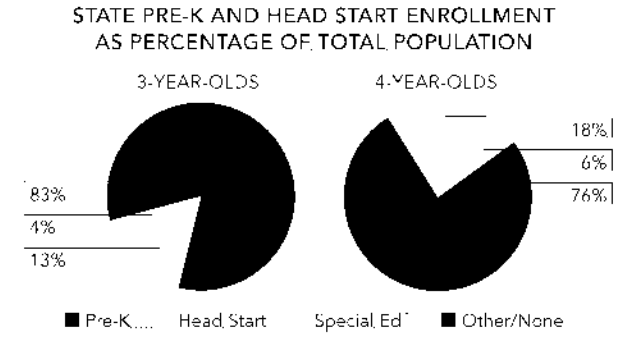
Data from the U.S. Department of Education indicate that at least 2,801 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment 0
School districts that offer state program .....NA
Income requirement .....NA
Hours of operation .....NA
Operating schedule.....NA
Special education enrollment 1,526
Federally funded Head Start enrollment 3,683
State-funded Head Start enrollment 0



[1] This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

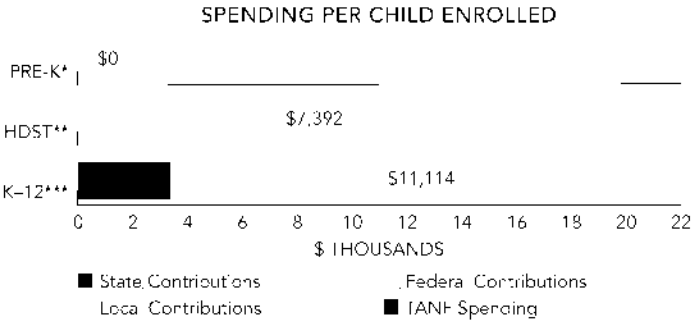
Total state pre-K spending $0
Local match required?.....NA
State spending per child enrolled $0
All reported spending per child enrolled* $0

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

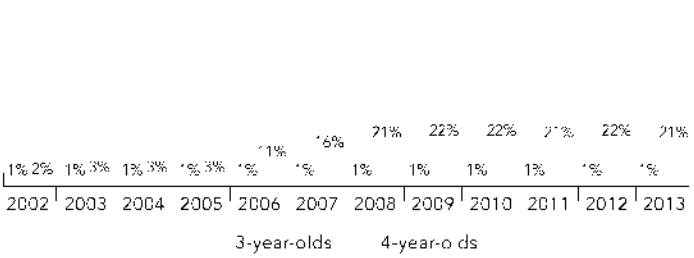
*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

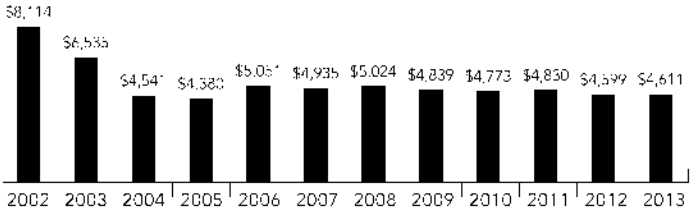


Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Tennessee's Early Childhood Education (ECE) Pilot Project began operating in 1998 with 30 classrooms in a variety of settings, through a competitive grant program. The Voluntary Pre-K for Tennessee Act of 2005 prompted the launch of the Tennessee Voluntary Pre-K (VPK) program, adding 300 new classrooms to the existing ECE Pilot Project. A total of 18,609 children were enrolled in VPK classrooms throughout the state by the 2011-2012 school year, with every district offering at least one classroom. Updated figures for 2012-2013 were not available but are estimated to be similar to figures in 2011-2012, due to no changes in available programs.

In 2011 the Tennessee Department of Education restructured to create the Division of Special Populations (DSP). Situated within DSP, the Office of Early Learning (OEL) was responsible for VPK and oversight of the Head Start State Collaboration Office, Family Resource Centers, and the School Administered Child Care Program. The OEL was responsible for program administration, training, technical assistance, monitoring, and data collection for VPK. This office also coordinated and collaborated with other state agencies, local school systems, and community providers to gather information on best practices and research in support of early childhood education. In January 2013, the Tennessee Department of Education restructured the DSP. Oversight for the VPK program was transferred to the Division of Curriculum and Instruction, Department of Content and Resources Pre-K-12; the OEL ceased its function as a formal entity.

Grants for the state-funded VPK are available only to public schools through a competitive process, though these schools may contract with private child care agencies, Head Start agencies, institutions of higher education, public housing authorities, and any three-star rated community-based or private child-serving agency where lead teachers are licensed in early childhood education. All 136 school systems have at least one VPK classroom. Programs contracted to provide VPK services must operate within the jurisdiction of the school district. Due to lack of funding to expand the VPK program, school systems have submitted continuation applications for operating previously awarded VPK classrooms since the 2011-12 school year.

Eligibility is determined using a three-tier prioritization system. First priority is given to tier one 4-year-olds whose family income qualifies them for free or reduced-priced lunch as well as children in foster care or who are homeless. If space is available, children who have a history of abuse or neglect, are English Language Learners, have an IEP, or are in state custody may enroll as the second tier of eligibility. Any remaining slots may then be given to children who qualify for third tier eligibility based on locally determined risk factors, including single-parent families, teen parents, low parent education level, or a parent on active military duty. VPK only serves 4-year-olds, although at-risk 3-year-olds may be enrolled in pilot programs. Changes in age eligibility for VPK will be phased in beginning in the 2013-2014 school year to correspond with legislated changes made for kindergarten eligibility.

Since its inception, funding for VPK has relied on numerous sources, including general education revenue and, in the past, lottery revenue and federal TANF funds. The VPK program received a $650,000 increase in state funds in the 2012-2013 school year. Federal Head Start, IDEA, Title I, and other funds are used to provide the required local match which may include in-kind contributions for facilities, staffing, and operational costs. There was no change in the funding level for the required local match in 2012-2013.

Program quality is monitored annually by state personnel and consultants through on-site visits and review of submitted reports including use of classroom quality assessment with program level outcomes incorporated into a program plan for continuous improvement. During the 2012-2013 school year, the Peabody Research Institute at Vanderbilt University was involved in the fifth year of an on-going external evaluation on the effectiveness of the VPK program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
21	25

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
16	15

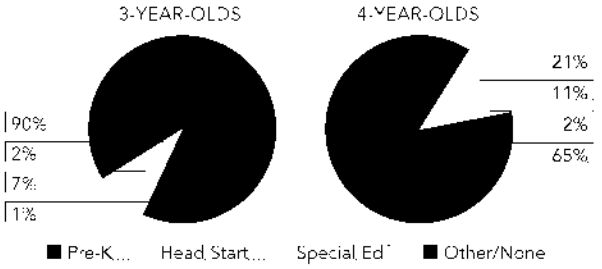
PR/Award # S419B150033

TENNESSEE VOLUNTARY PRE-K

ACCESS

Total state program enrollment ..... 18,609[1]
School districts that offer state program 100%
Income requirement ..... 185% FPL[2]
Hours of operation ..... 5.5 hours/day, 5 days/week[3]
Operating schedule ..... Academic year
Special education enrollment, ages 3 and 4 6,589
Federally funded Head Start enrollment, ages 3 and 4 15,034
State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	BA	BA	✓
Teacher specialized training	Teaching license and ECE endorsement[4]	Specializing in pre-K	✓
Assistant teacher degree	Other[5]	CDA or equivalent	✓
Teacher in-service	18 clock hours/year[6]	At least 15 hours/year	✓
Maximum class size		20 or lower	✓
3-year-olds	16[7]		
4-year-olds	20[7]		
Staff-child ratio		1:10 or better	✓
3-year-olds	1:8		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, developmental; and support services[8]	Vision, hearing, health; and at least 1 support service	✓
Meals	Lunch and either breakfast or snack	At least 1/day	✓
Monitoring	Site visits and other monitoring	Site visits	✓

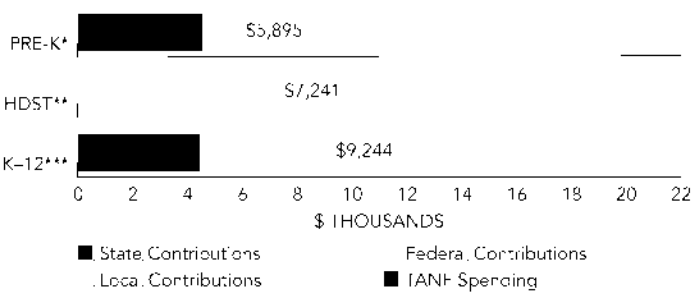
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending $85,807,267
Local match required? ..... Yes[9]
State spending per child enrolled $4,611
All reported spending per child enrolled* $5,895

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

[1] Enrollment figures for 2012-2013 were unavailable. Figures reported are based on 2011-2012 enrollment.

[2] Once all available students eligible for free and reduced-price lunch are enrolled, LEAs are permitted to enroll children whose families do not meet this income criterion.

[3] Naptime cannot be counted in the 5.5 hour minimum.

[4] Permissible types of endorsements include those in: Pre-K- Grade 3, Pre-K-4, Pre-K-K, Pre-K-1 Special Education, and Pre-K-3 Special Education. The pre-K-4 certification and Special Education Pre-K-1 are no longer issued, but are still accepted for pre-K teachers in public and nonpublic settings. All Pre-K endorsements extend to include children from birth.

[5] The LEA is required to hire an assistant teacher with a CDA or AA if one is available. If not, the LEA may hire one with a high school diploma and relevant experience working with ECE programs, and the assistant must demonstrate progress toward completion of a CDA or AA.

[6] All lead teachers working in public schools must meet the state requirement of 30 hours of in-service per year. The 18 hours required in early childhood for preschool teachers may count toward this total.

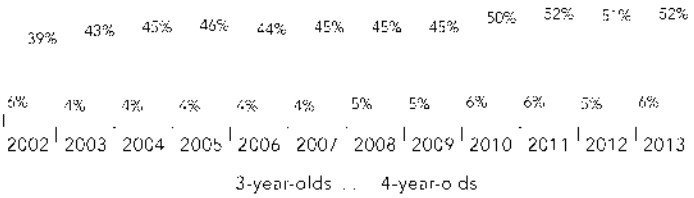
[7] In mixed-age groups, a maximum of eight 3-year-olds can be in the class with 12 4-year-olds. If there are nine or more 3-year-olds, the classroom capacity is 16 students.

[8] Dental screening and referrals are locally determined. Support services include parent conferences or home visits, parenting support or training, parent involvement activities, referral for social services, and transition to kindergarten activities. Other comprehensive services are determined locally.

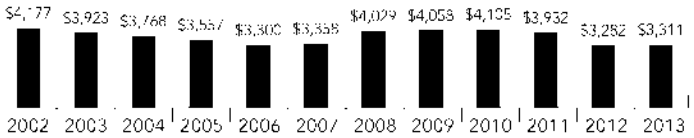
[9] The state Basic Education Plan (BEP) funding formula determines the state share and the amount of the local match for the classroom component based on each county's tax base. The match may be in actual dollars or in-kind contributions (e.g., facilities, utilities, staffing, etc.).

Texas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



In 1985, the Texas Public School Prekindergarten initiative began offering half-day preschool services to at-risk 4-year-olds. School districts are required to provide the program if they have 15 or more eligible 4-year-olds. A school district may offer prekindergarten classes if the district identifies 15 or more eligible children who are at least three years old. Risk factors that govern eligibility include: homelessness, qualifying for a free or reduced-price lunch (185 percent of the federal poverty level), inability to speak or comprehend the English language, participation in foster care, or a parent on active military duty or who has been injured or killed on duty. Non-eligible children are able to register at the discretion of the district if parents pay tuition. School districts receive funding directly and are encouraged to collaborate with licensed child care centers and Head Start programs to provide preschool services. Both state and local funds finance the Texas Public School Prekindergarten program. This initiative is a part of the K–12 funding system through the Foundation School Program, which provides funding for half-day services based on Average Daily Attendance (ADA). An additional $30 million was appropriated for the 2014-2015 year for supplemental prekindergarten funding for students meeting the eligibility criteria.

Since the 2007-2008 school year, the state has used the Texas School Ready Certification System (SRCS), a quality rating system intended to increase school readiness among pre-K students. The SRCS was used by public preschool programs, Head Start grantees, and both nonprofit and for-profit licensed child care centers that participated in the Texas School Ready! program and the previous Prekindergarten Early Start (PKES) grant. In the 2011-2012 school year, the SRCS was re-launched as the Kindergarten Readiness System (KRS), which included changes such as a simplified data collection system. Funds were not appropriated for the continuation of KRS, and TEA has made the decision to move the data collection in-house.

The Texas Prekindergarten Curriculum Guidelines have been applied statewide since 2008. Twenty Regional Education Service Centers (ESCs) provide training on the guidelines and offer professional development and technical assistance to early childhood education providers within that area. In September 2009, the reorganized Prekindergarten Expansion Grant Program became the Prekindergarten Early Start grant, which provided grant funds to qualified school districts and charter schools to prepare preschoolers for kindergarten. However, funding was terminated for this program in the 2011-2012 school year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
9	12

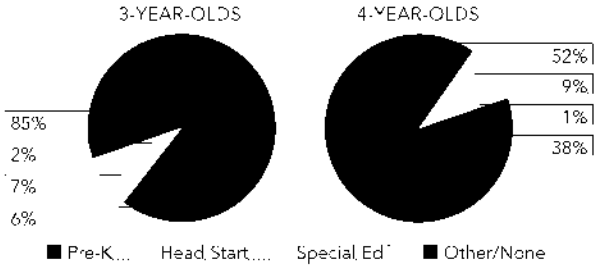
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
30	33

TEXAS PUBLIC SCHOOL PREKINDERGARTEN

ACCESS

Total state program enrollment	227,555
School districts that offer state program	22%
Income requirement	185% FPL[1]
Hours of operation	3 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	24,091
Federally funded Head Start enrollment, ages 3 and 4	63,422
State-funded Head Start enrollment, ages 3 and 4	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA (public); None (nonpublic)[2]	BA	
Teacher specialized training	Generalist (EC–6th); Bilingual (EC–6th); ESL (EC–6th); SpEd (EC–6th) (public);[2] None (nonpublic)	Specializing in pre-K	
Assistant teacher degree	HSD (public); None (nonpublic)	CDA or equivalent	
Teacher in service	150 clock hours/5 years	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	No limit[3]		
4 year olds	No limit[3]		
Staff-child ratio		1:10 or better	
3-year-olds	No limit		
4 year olds	No limit		
Screening/referral and support services	Immunizations[4]	Vision, hearing, health; and at least 1 support service	
Meals	Depend on length of program day[5]	At least 1/day	
Monitoring	None	Site visits	

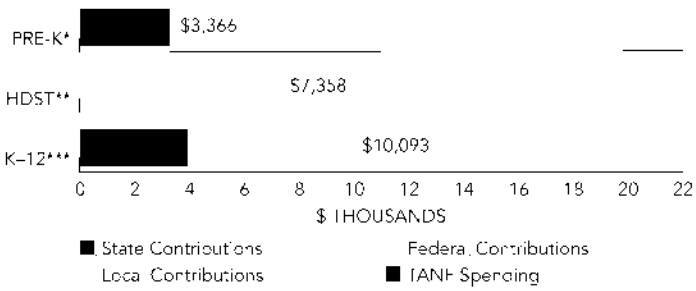
TOTAL BENCHMARKS MET

2

RESOURCES

Total state pre-K spending	$753,338,055
Local match required?	No
State spending per child enrolled	$3,311
All reported spending per child enrolled*	$3,366

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012–2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12–'13 school year, unless otherwise noted.

[1] Children may also qualify if they are homeless or have unstable housing, have a history of foster care, are eligible for TANF or other public assistance, have a parent on active military duty, or who was injured or killed on active duty, or have non English speaking family members.

[2] Credentials for nonpublic school teachers are overseen by the Texas Private School Accreditation Commission and vary based on school accreditation. There is no set state requirement for degrees and certifications in nonpublic schools. Based on further clarification, this policy does not meet NIEER's benchmark requirement.

[3] Prekindergarten classes no larger than 15 (for 3-year-olds) or 18 (for 4-year-olds) with a staff-child ratio of 1:22 are preferred but not required.

[4] Some support services are required, but specific services are determined locally.

[5] School districts are not required to serve meals to prekindergarten students. However, most school districts do serve either breakfast or lunch, and some offer both meals. All districts offering school-day programs provide lunch.

Utah

NO PROGRAM

While Utah does not have a state-funded pre-K program meeting the criteria of this report, in 2014, the state approved future investment in some early learning programming, through a partnership between businesses and the state. The Utah School Readiness Initiative will allow the newly created School Readiness Board to enter into results-based financing contracts with private entities, to fund high quality early childhood education programs with a proven record; creates grant funding for existing public and private early education programs to increase quality; and funds independent evaluation. The bill also details components of high-quality programs, as well as home-based educational technology programs that may enter in a results-based contract with the board. The initiative is set to begin serving children in the 2014-2015 school year, though regulations are still being developed.

The state has also released its Early Childhood Core Standards, which cover multiple domains including: physical well-being and motor development; social-emotional development; approaches toward learning; language development; and cognitive and general knowledge. Revised standards were introduced in 2013, and provide strategies and activities aligned with these domains.

Data from the U.S. Department of Education indicate that at least 6,367 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

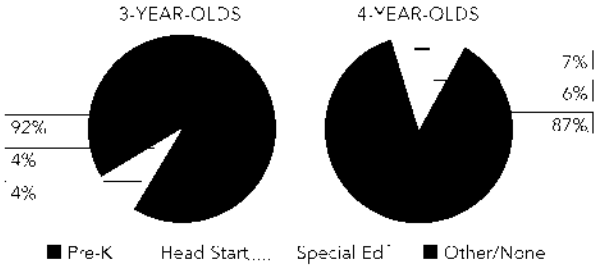
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment 0
School districts that offer state program .....NA
Income requirement .....NA
Hours of operation .....NA
Operating schedule.....NA
Special education enrollment 6,003
Federally funded Head Start enrollment 5,790
State-funded Head Start enrollment 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

Total state pre-K spending $0
Local match required?.....NA
State spending per child enrolled $0
All reported spending per child enrolled* $0

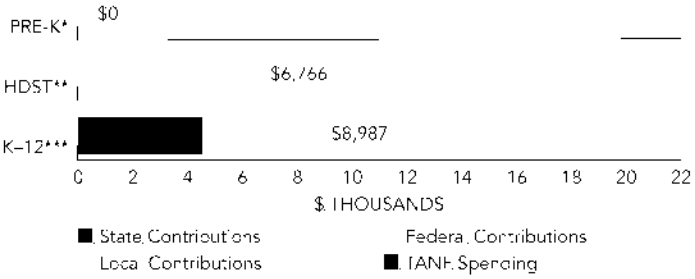
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

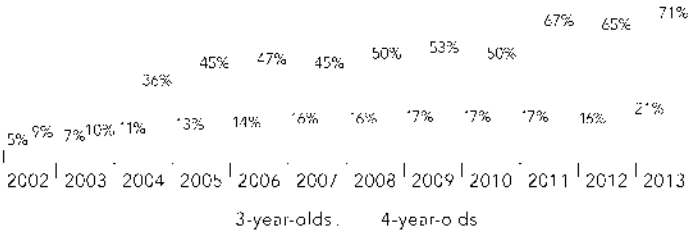
Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

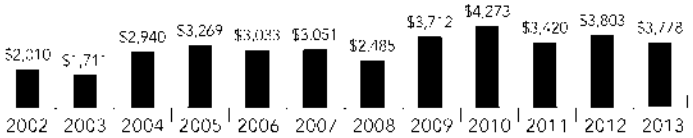


Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



The Vermont Early Education Initiative (EEI) was established in law in 1987 as an annual competitive grant program to finance early education opportunities for at-risk 3- to 5-year-olds. Eligible children must meet one of the following criteria: family income below 185 percent of the federal poverty level, a developmental delay, limited English proficiency, a history of mistreatment or neglect, or social isolation. EEI grant proposals must be from partnerships of at least one school district and one community early care and education program; either partner may be the grantee. Over the past few years, EEI financial support has remained relatively constant. EEI is not the state's designed pre-K program; however, because EEI funds can be used to provide preschool education services to 3- and 4-year-olds, it is included as a program in this report.

Vermont established its designated preschool program in 2003. It allows school districts to subsidize prekindergarten education by including 3-to 5-year-olds in their school census. Initially called the Publicly Funded Prekindergarten using Average Daily Memberships (PFP-ADM), the program underwent significant changes in 2007, with the passage of Vermont Prekindergarten Education-Act 62. Before 2007 local education agencies could include 3- to 5-year-olds in their school census, but there were few policies for implementing services. Under Act 62, pre-K programs are supported through the state's Education Fund in the same way K–12 education is funded. Child enrollment is voluntary, and districts are not required to provide the program, though roughly 80 percent of Vermont's local education agencies (LEAs) are able to provide it through an arrangement of school-based programs and partnerships with private family-based or center-based providers, private preschools, and/or with Head Start programs. "Publicly funded prekindergarten education" is defined in Act 62 as 6 to 10 hours per week of preschool education services for children ages 3 to 5 and "full-time" pre-K is 10 hours per week during the school year. Public schools may contract with other preschool providers, including Head Start agencies and family child care homes for service provision, and private child care to provide pre-K. The state originally limited the number of pre-K children a district could count in its school census, but limitations were lifted in all towns effective in the 2011-2012 school year.

Since the 2008-2009 school year, Act 62 programs operating in nonpublic locations require one teacher per center to have a ECE or ECSE educator license, rather than requiring one such teacher in each preschool classroom. Most classrooms, however, do have a lead teacher with a BA and early childhood or early childhood special educator license, in both the public and private settings. Act 62 requires all pre-K programs, including those operated by public schools, to attain at least 4 out of 5 stars in Vermont's Step Ahead Recognition Systems (STARS), Vermont's quality rating system, or to hold NAEYC accreditation. Both EEI and Act 62 use Teaching Strategies GOLD to track child outcomes.

The first two pages of Vermont's profile explain the state's overall commitment and contribution to preschool education with enrollment and state spending data for both initiatives. The next two pages offer precise details about each of Vermont's preschool initiatives, with the Vermont Prekindergarten Education-Act 62 program highlighted on the third page and the Vermont Early Education Initiative profiled on the fourth page.

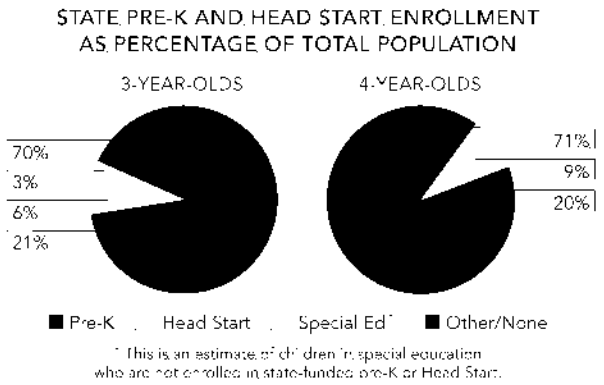
STATE OVERVIEW

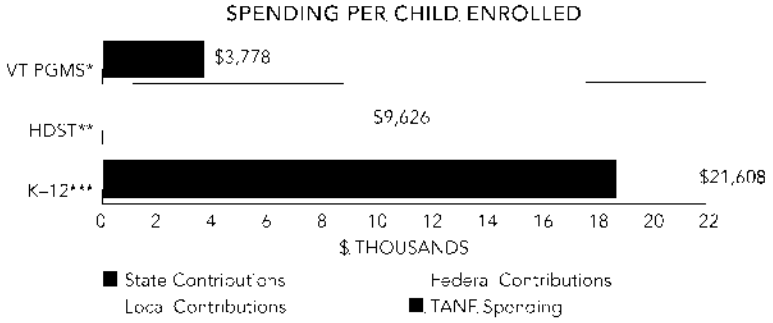
Total state program enrollment 5,948

Total state spending $22,469,844

State spending per child enrolled $3,778

All reported spending per child enrolled* $3,778





* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012–13 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
4	2

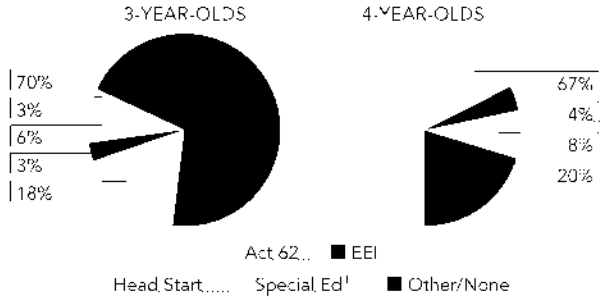
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	27

VERMONT PREKINDERGARTEN EDUCATION - ACT 62

ACCESS

Total state program enrollment 5,535
School districts that offer state program .....88% (communities)
Income requirement .....None
Hours of operation .....Determined locally[1]
Operating schedule .....Academic year
Special education enrollment, ages 3 and 4 1,144
Federally funded Head Start enrollment, ages 3 and 4 916
State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA (public); Meets child care regulations (nonpublic)[2]	BA	
Teacher specialized training	ECE, Limited ECE or ECSE endorsement[2]	Specializing in pre-K	
Assistant teacher degree	AA (public); HSD + CD course (nonpublic)[3]	CDA or equivalent	
Teacher in-service	9 credit hours/7 years	At least 15 hours/year	
Maximum class size		20 or lower	
3 year olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	
3 year olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Determined locally; and support services[4]	Vision, hearing, health; and at least 1 support service	
Meals	No meals are required	At least 1/day	
Monitoring	Other monitoring	Site visits	

TOTAL BENCHMARKS MET

4

RESOURCES

Total state pre-K spending $21,379,945
Local match required? .....No
State spending per child enrolled $3,863
All reported spending per child enrolled* $3,863

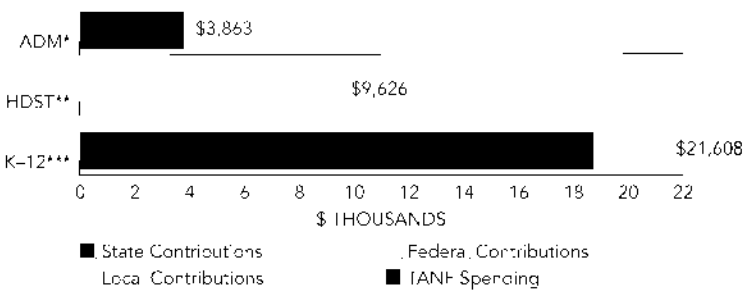
*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

**Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



[1] Programs are funded to operate 6-10 hours per week. Most programs operate about 3 hours/day, 6-10 hours/week, 3-4 days/week for at least 35 weeks per year.

[2] Teachers in public settings must have a BA with an Early Childhood Educator (ECE) birth-grade 3, or Early Childhood Special Educator (ECSE) birth-age 5 certification. Nonpublic centers are only required to have one licensed teacher per center, rather than one per classroom. Lead teachers in nonpublic settings must meet child care requirements of an AA, CDA, or Child Care post-secondary certificate. Registered child care homes require only brief supervision by a licensed teacher. The majority of lead teachers possess a BA and are certified.

[3] Assistant teachers must have an AA or equivalent and must meet "highly qualified" standards in public settings. In nonpublic settings assistant teachers need to have a high school diploma and a 30-hour course in child development. Other training is not specified in Act 62 legislation and depends on the type of pre-K provider teachers work for.

[4] Screenings and referrals are determined locally. Support services include home visits or parent conferences, parent involvement activities, and transition to kindergarten activities. All other comprehensive services are determined locally.

VERMONT EARLY EDUCATION INITIATIVE

ACCESS

Total state program enrollment ..... 1,102[1]

School districts that offer state program ..... 57%[2]

Income requirement ..... 185% FPL[3]

Hours of operation ..... Determined locally[4]

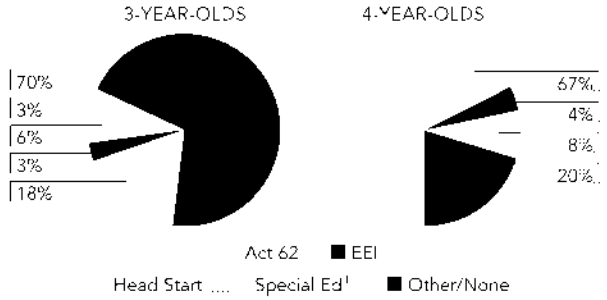
Operating schedule ..... Academic year

Special education enrollment, ages 3 and 4 1,144

Federally funded Head Start enrollment, ages 3 and 4 916

State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA (public); Meets child care regulations (nonpublic)	BA	
Teacher specialized training	ECE, Limited ECE, or ECSE (public); Meets child care regulations (nonpublic)[5]	Specializing in pre-K	
Assistant teacher degree	AA (public); HSD + 30 hr course in CD (nonpublic)[5]	CDA or equivalent	
Teacher in-service	9 credit hours/7 years (public); 12 clock hours/year (nonpublic)	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	20		
4-year-olds	20		
Staff child ratio		1:10 or better	
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Determined locally; and support services[6]	Vision, hearing, health; and at least 1 support service	
Meals	No meals are required	At least 1/day	
Monitoring	None[7]	Site visits	

TOTAL BENCHMARKS MET

4

RESOURCES

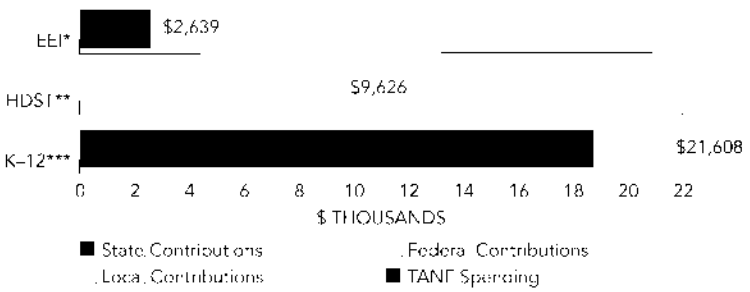
Total state pre-K spending $1,089,899

Local match required? ..... No

State spending per child enrolled $2,639

All reported spending per child enrolled* $2,639

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012-2013 school year, unless otherwise noted.

[1] Of the 1,102 children receiving services through the EEI program, 689 children were also served in the Act 62 program and reported in that figure. Those children served in both programs are only counted once in the state total to avoid duplication of enrollment.

[2] EEI is a competitive grant program. A total of 41 grants were awarded in 2012-2013.

[3] Children may also qualify based on other risk factors such as developmental delay, risk for abuse or neglect, limited English proficiency, exposure to violence, homelessness, or geographic isolation.

[4] Grantees propose their EEI service delivery model systems. Most EEI programs are half-day, 3-11 hours/week, for 2-3 days/week.

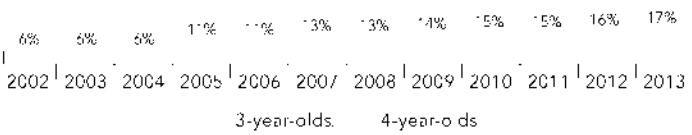
[5] Teachers in public settings must have a BA with an Early Childhood Educator (ECE) birth-grade 3 or Early Childhood Special Educator (ECSE) birth-age 5 certification. State policy does not explicitly require teachers in nonpublic settings to hold a BA. All teachers in nonpublic settings must have a minimum of an AA in

[6] Screenings and referrals are up to the EEI grantee to determine. Support services include parent conferences or home visits, parent involvement activities and transition to kindergarten activities.

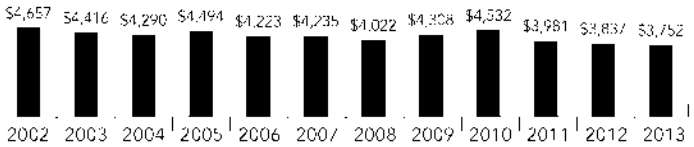
[7] State policy does not formally require monitoring for EEI, except for financial reports and a program's annual report, including child progress data. Department of Education staff may conduct announced site visits.

Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Since 1995, the Virginia Preschool Initiative (VPI) has served at-risk 4-year-olds who are not enrolled in existing preschool programs. In the 2012-2013 school year, VPI enrollment increased for the second consecutive year by 4 percent, serving 17,295 4-year-olds. VPI classrooms operate in 88 percent of school districts with the majority of children participating in public school settings. While funding allocations to local school divisions are based on number of students eligible for free lunch, criteria for student eligibility are based on locally determined risk factors, including, but not limited to, poverty, family unemployment, limited English proficiency, homelessness, parent with limited education, and parent incarceration. VPI programs may provide services on either a part- or school-day schedule throughout the school year.

Funding for VPI is distributed to public school districts and local departments of social services, though these agencies may subcontract with Head Start programs or private child care centers to provide prekindergarten education services. Communities are required to contribute matching funds, as calculated by a local composite index of district resources. During the 2012-2013 school year, the required local match remained capped at one-half the per-pupil amount, regardless of local composite index, with the state contributing at least half of the $6,000 per-pupil rate. Local matching funds accounted for more than 35 percent of total costs statewide. Programs operating on a part-day schedule receive half of the full-day funding allocation.

State funding for VPI in the 2012-2013 school year increased $2.0 million from the previous year. Re-benchmarking in 2011-2012 of the VPI formula for the 2012-14 biennium generates additional funding for as many as 24,500 openings each year. Lottery revenues continue to account for all state funding for VPI in the 2012-2013 school year.

VPI curricula are aligned with Virginia's Foundation Blocks of Early Learning Standards, which were expanded in the 2012-2013 school year to include music and the visual arts.

The Virginia Preschool Initiative was evaluated for both program quality and child outcomes in 2011 by the Curry School of Education at the University of Virginia. Prior to 2011-2012, program monitoring by state education staff and consultants was conducted through biennial site visits to review program facilities, on-site safety procedures, and program record checks. Budget constraints in 2011-2012 caused the elimination of site visits, resulting in Virginia meeting six of NIEER's quality standards benchmarks, down from seven benchmarks in previous years. Desk monitoring of local plans and results of child assessments continue as methods to conduct an annual review of program-level outcomes.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
26	None Served

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
23	16

VIRGINIA PRESCHOOL INITIATIVE

ACCESS

Total state program enrollment ..... 17,295.

School districts that offer state program ..... 88%.

Income requirement ..... None

Hours of operation ..... 3 hours/day or 5.5 hours/day, 5 days/week[1]

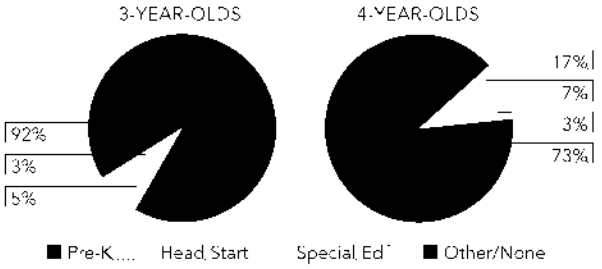
Operating schedule ..... Academic year.

Special education enrollment, ages 3 and 4 9,345

Federally funded Head Start enrollment, ages 3 and 4 ..... 11,668.

State-funded Head Start enrollment, ages 3 and 4 ..... 0.

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	BA (public); HSD (nonpublic)[2]	BA	✓
Teacher specialized training	Certification in P–3 or P–6[2]	Specializing in pre-K	✓
Assistant teacher degree	HSD (public); None (nonpublic)	CDA or equivalent	✓
Teacher in-service	15 clock hours/year	At least 15 hours/year	✓
Maximum class size		20 or lower	✓
3-year-olds	NA		
4-year-olds	18		
Staff-child ratio		1:10 or better	✓
3-year-olds	NA		
4-year-olds	1:9		
Screening/referral and support services	Vision, hearing, health; and support services[3]	Vision, hearing, health; and at least 1 support service	✓
Meals	No meals required[4]	At least 1/day	✓
Monitoring	Other monitoring	Site visits	✓

TOTAL BENCHMARKS MET

6

RESOURCES

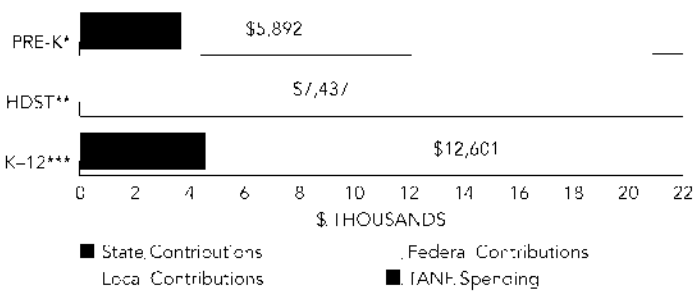
Total state pre-K spending ..... $64,953,097.

Local match required? ..... Yes

State spending per child enrolled $3,752

All reported spending per child enrolled* $5,886

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012–2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12–'13 school year, unless otherwise noted.

[1] Localities may choose to offer part-day programs for 3 hours per day or school-day programs for 5.5 hours per day. Most programs operate on a school-day schedule. All programs operate 5 days per week.

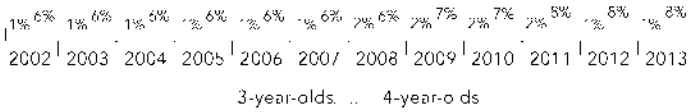
[2] For program sites where public funds are paying for nonpublic personnel, localities report the highest degree and/or credential for only the teacher who is the instructional lead. The instructional lead, who must hold a BA and appropriate specialized training, supervises the classroom teachers and is responsible for management and oversight of the program's curriculum and instructional practices, including on-site presence for a substantial portion of the instructional time. This policy does not meet NIEER's benchmark requirement.

[3] Support services include parent involvement activities, health services for children, and referral to social services. Other comprehensive services, including developmental and dental screenings and referrals, and the annual number of required parent conferences or home visits, are determined locally.

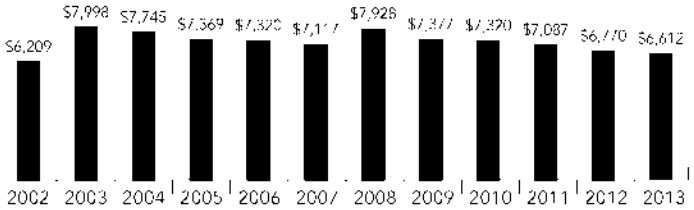
[4] Currently, the state offers the opportunity for all programs to provide meals, but programs are not required to do so. The number of programs providing at least one meal is not known.

Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



The Washington Early Childhood Education and Assistance Program (ECEAP), created in 1985, is overseen by the Department of Early Learning (DEL) whose mission is to help create safe, healthy, nurturing learning experiences for all Washington children, focusing on the early years. ECEAP prepares 3- and 4-year-old children from low-income families for success in school and in life. The program is operated by educational service districts, public school districts, local governments, nonprofit organizations, and community colleges in 37 of the state's 39 counties. Most ECEAP children are 4-year-olds from families at or below 110 percent of the federal poverty level, though about 14 percent of enrolled students were 3-year-olds in the 2012-2013 year. Up to 10 percent of enrolled children may be over the income cutoff if they have other specific risk factors that affect school success. Children who qualify for special education services are eligible regardless of income. ECEAP provides comprehensive nutrition, health, education, and family support services to the most at-risk children. Parents are involved in the classroom, program governance, and other volunteer roles.

Washington continues to integrate early learning programs. All ECEAP contractors now use Teaching Strategies GOLD, the same whole-child assessment used in the state's kindergarten transition process, WaKIDS. Washington implemented the Early Achievers quality rating and improvement system statewide for licensed child care, ECEAP contractors, and Head Start grantees. CLASS and ECERS-R are used as part of this system. In 2013, the state completed a pilot evaluation of nine ECEAP and Head Start programs (50 sites) to inform a reciprocity plan for participation in Early Achievers. All ECEAP contractors will join by July 2015, to ensure a common quality framework across early learning programs. The state released its Early Learning Management System in 2012, to improve accuracy and reporting ability of ECEAP data, and link with the P20 data warehouse.

The state is working towards implementing ECEAP as a statutory entitlement for eligible children as of fall 2018. Washington has taken steps towards this goal, adding 367 slots for children in the 2011-2012 school year, and 1,700 more in the 2013-15 biennium. Beginning in fall 2014, expansion slots will support innovative models such as full-day programming, integration with Early Achievers, evidence-based curriculum, and flexible comprehensive services based on family need.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
32	20

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
9	13

WASHINGTON EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

ACCESS

Total state program enrollment 8,391

School districts that offer state program ..... 95% (counties)

Income requirement ..... 110% FPL

Hours of operation ..... Determined locally[1]

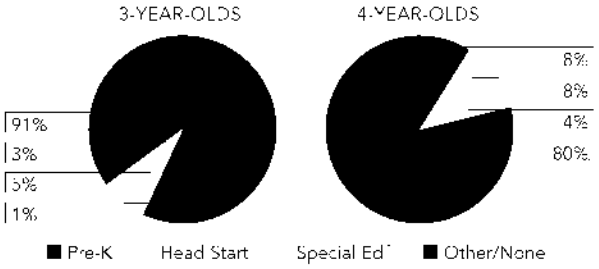
Operating schedule ..... Academic year[1]

Special education enrollment, ages 3 and 4 8,483

Federally funded Head Start enrollment, ages 3 and 4 ..... 10,991[1]

State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	AA[2]	BA	
Teacher specialized training	30 quarter credits in ECE[2]	Specializing in pre-K	
Assistant teacher degree	CDA or 12 credits in ECE	CDA or equivalent	
Teacher in-service	15 clock hours per year	At least 15 hours/year	
Maximum class size		20 or lower	
3 year olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	
3 year olds	1:9		
4-year-olds	1:9		
Screening/referral and support services	Vision, hearing, health, psychological/behavioral, dental; and support services[3]	Vision, hearing, health; and at least 1 support service	
Meals	At least 1 meal[4]	At least 1/day	
Monitoring	Site visits and other monitoring	Site visits	

TOTAL BENCHMARKS MET

9

RESOURCES

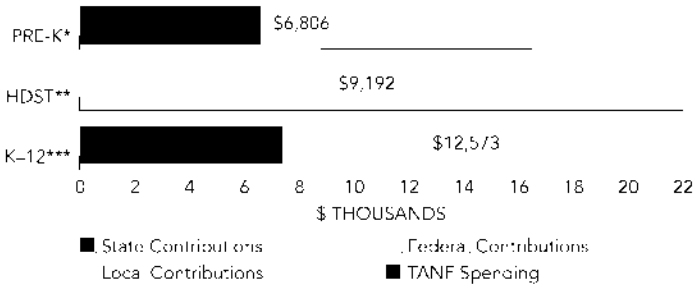
Total state pre-K spending $55,980,678

Local match required? ..... No

State spending per child enrolled $6,672

All reported spending per child enrolled* $6,806

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

***K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012-13 school year, unless otherwise noted.

1. A minimum of 320 classroom hours per year is required, and each class session must be at least 2.5 hours long. A typical program may meet 3 hours per day, 3 or 4 days per week, through the school year.

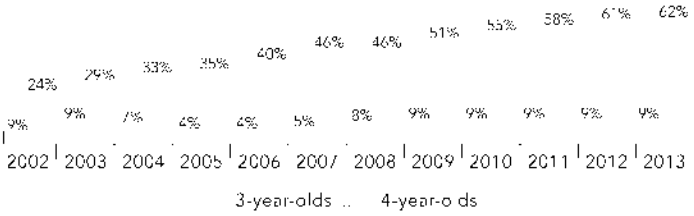
2. Lead teachers must have an AA or higher with the equivalent of 30 credits in early childhood education or have valid state teaching certification with an endorsement in ECE (Pre-K–3) or EC Special Education.

3. Support services include parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

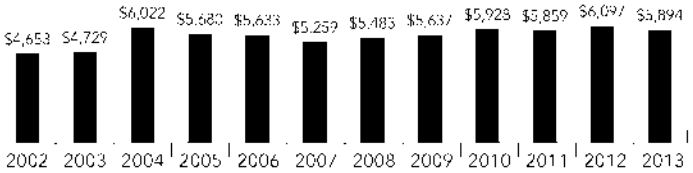
4. Programs of fewer than 3 hours must provide breakfast or lunch. An additional snack or meal must be offered for programs lasting more than 3 hours.

West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



In 1983, adjustments to West Virginia's school policy permitted local school boards to offer programs for 3- and 4-year-olds through the Public School Early Childhood Education program. As of 2004, 3-year-olds have only been qualified for state-funded preschool if they have an Individualized Education Plan (IEP). West Virginia extended preschool education, and made it accessible to all 4-year-olds statewide by the 2012-2013 school year. Now referred to as the West Virginia Universal Pre-K System, this program provides prekindergarten programs in all 55 of the state's counties.

Financial support for the West Virginia Universal Pre-K System supports public schools directly, however, these schools may pass along funds to other agencies to offer services. Half of the programs are required to partner with Head Start agencies, private prekindergarten, and child care centers. Some programs use additional funding from sources such as IDEA, federal Head Start, and Titles I and II. However, districts are moving towards more state aid funding as the state moves toward universal access.

The West Virginia Board of Education has required programs to supply meals, regardless of the hours of instruction, since the 2009-2010 school year. The state's early learning standards were restructured in 2010 to align with kindergarten content standards and objectives, and to undertake evaluation and school readiness, with these revisions implemented during the 2010-2011 program year.

Child and program evaluation were revised in 2010 and fully operational in the 2011-2012 program year. A comprehensive assessment system uses health data, the Early Learning Scale, and additional information to review child outcomes. Programs are evaluated using the ECERS-R tool once every three years. Programs also develop an inclusive monitoring system to offer ongoing continuous quality improvement, using monitoring tools recognized by a local collaborative team. The West Virginia Universal Pre-K program was assessed for process quality in 2009 and 2012, and for program impact/child outcomes in 2005.

Additional revisions to state guidelines went into effect during the 2012-2013 school year; changing the total number of instructional days per year from 108 to 128, and increasing the minimum number of instructional hours per week from 12 to 14. Programs were required to create a process for phasing in support for lead teachers in community partnerships to have a bachelor's degree, compulsory for all newly hired teachers as of August 2013. West Virginia also planned to modify and reinforce requirements for assistant teachers during the 2012-2013 school year, with the state Department of Education recommending that assistant teachers be mandated to hold a CDA.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
6	8

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
10	4

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

Total state program enrollment 15,770

School districts that offer state program 100%

Income requirement ..... None

Hours of operation ..... Determined locally, minimum of 12 hours/week[1]

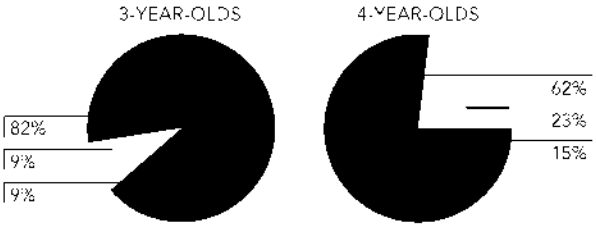
Operating schedule ..... Academic year[1]

Special education enrollment, ages 3 and 4 2,755

Federally funded Head Start enrollment, ages 3 and 4 6,789

State-funded Head Start enrollment, ages 3 and 4 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] All special education students are included in state pre-K enrollment

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	BA (public); AA (nonpublic)[2]	BA	
Teacher specialized training	EC Endorsement; SN (public); AA in ECE or CD (nonpublic)[3]	Specializing in pre-K	
Assistant teacher degree	HSD (public and nonpublic)	CDA or equivalent	
Teacher in service	15 clock hours per year	At least 15 hours/year	
Maximum class size	20 or lower		
3-year-olds	20		
4 year olds	20		
Staff-child ratio	1:10 or better		
3-year-olds	1:10		
4 year olds	1:10		
Screening/referral and support services	Vision, hearing, health, psychological/behavioral, developmental, dental; and support services[4]	Vision, hearing, health; and at least 1 support service	
Meals	Lunch	At least 1/day	
Monitoring	Site visits and other monitoring	Site visits	

TOTAL BENCHMARKS MET

8

RESOURCES

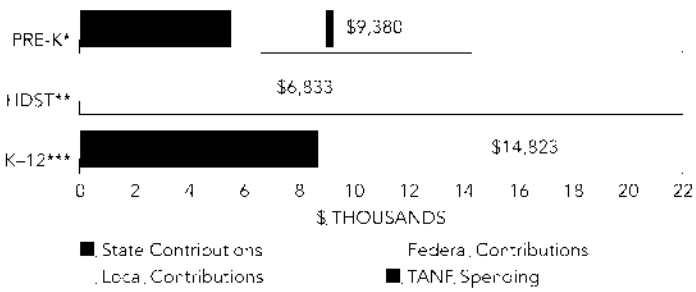
Total state pre-K spending $92,946,182

Local match required? ..... No

State spending per child enrolled $5,894

All reported spending per child enrolled* $9,380

SPENDING PER CHILD ENROLLED



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** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

[1] Hours of operation are determined locally, but programs must operate for at least 12 hours per week and at least 128 instructional days.

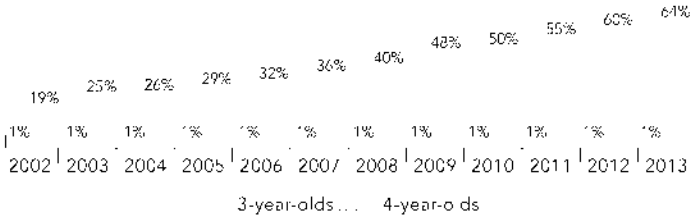
[2] Beginning August 1, 2013, all newly hired teachers in nonpublic school settings will be required to have a minimum of a BA. Beginning July 1, 2014, all lead teachers must have a CDA or equivalent determined by the WVBE.

[3] Teachers in public school settings that are not collaborative must be certified in pre-K, 3–5, ECE, preschool special needs, or EE with a pre-K-K endorsement. Teachers in community collaborative settings must have a minimum of an AA in child development, early childhood education, or occupational development with an emphasis in child development.

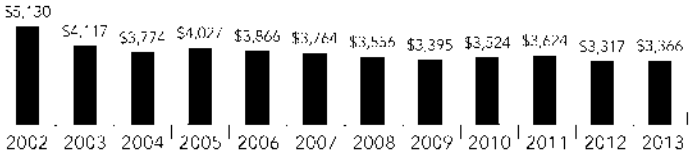
[4] Support services include parent conferences and/or home visits, transition to kindergarten activities, and other locally determined services.

Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Wisconsin's Constitution has included a promise to provide free, voluntary education for 4-year-olds since it became a state in 1848. Funds for 4K are paid to public schools, which then may subcontract with private child-care centers, community-based programs, or Head Start agencies. Programs providing parent support are allocated 60 percent of the standard per-pupil K–12 state funding amount, while part-day 4K spaces receive 50 percent.

Registration in 4K programs has grown recently, due to interest from more districts, and spaces added to existing programs. In 2012-13, 91% of the state's school districts offered the 4K program. Approximately one third of these districts include partnerships between Head Start grantees or child care programs to offer preschool education services. The state has provided 4K start-up grants since the 2008-2009 school year.

In the 2011-2012 school year, Wisconsin implemented a statewide early literacy assessment for kindergarten students, and 4K programs will begin early literacy screening with PALS PK in 2013-14. The state does not require other assessment at 4k, so districts determine their own assessment process. The 4K program was last evaluated for both process quality and program impact/child outcomes during the 2003-2004 year, but the University of Wisconsin Madison is currently involved in a national study exploring 4K in WI and NJ.

The Wisconsin Head Start program is a separate state-funded program offering supplemental state finances to federal Head Start grantees to provide comprehensive early childhood education for 3- and 4-year-olds with disabilities or from low-income families. Participating programs follow the federal Head Start Performance Standards. Reductions in state supplemental funding have led to fewer spaces, however. Efforts have been made to bring together Head Start technical assistance and training with other professional development efforts at both the state and local levels. The state is exploring options for developing a longitudinal data system.

Wisconsin is a recipient of Race to the Top-Early Learning Challenge funds, and many of the tasks supported by the grant involve 4K, including alignment with their QRIS and LDS. The department is revising the 4K policy bulletin.

The first two pages of Wisconsin's profile give a general idea of the state's overall promise and assistance to state-funded prekindergarten programs, including enrollment and state expenditure for both the Four-Year-Old Kindergarten program and the Head Start state supplement. The third page presents specific facts on the 4K program, and the fourth page focuses on the Wisconsin Head Start program.

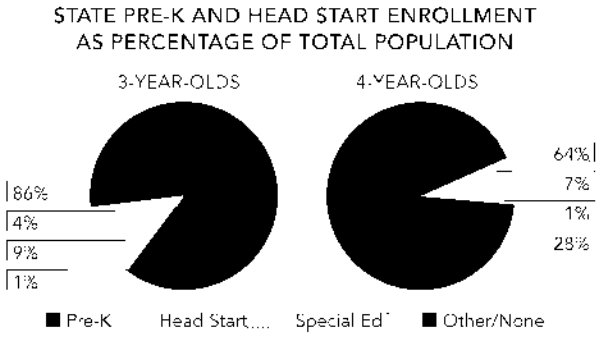
STATE OVERVIEW

Total state program enrollment 49,687

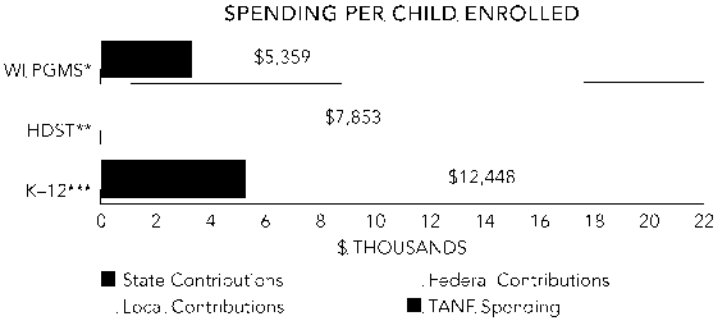
Total state spending $167,264,100

State spending per child enrolled $3,366

All reported spending per child enrolled* $5,359



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

***K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012-2013 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
5	22

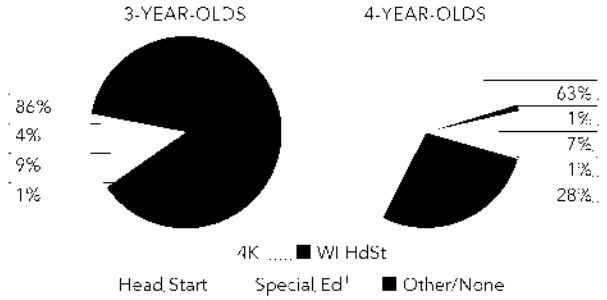
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
29	20

WISCONSIN FOUR-YEAR-OLD KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	48,590
School districts that offer state program	91%
Income requirement	None
Hours of operation	Determined locally[1]
Operating schedule	Determined locally[1]
Special education enrollment, ages 3 and 4	9,086
Federally funded Head Start enrollment, ages 3 and 4	11,286
State-funded Head Start enrollment, ages 3 and 4	1,097[2]

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	Other	BA	
Teacher specialized training	EC Endorsement, with or without special education; ECE; K to 3rd[3]	Specializing in pre-K	
Assistant teacher degree	HSD[3]	CDA or equivalent	
Teacher in-service	6 credit hours per 5 years	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	NA		
4-year-olds	Determined locally		
Staff-child ratio		1:10 or better	
3-year-olds	NA		
4-year-olds	Determined locally		
Screening/referral and support services	Full physical exam[4]	Vision, hearing, health; and at least 1 support service	
Meals	Depends on length of program day[5]	At least 1/day	
Monitoring	Site visits and other monitoring	Site visits	

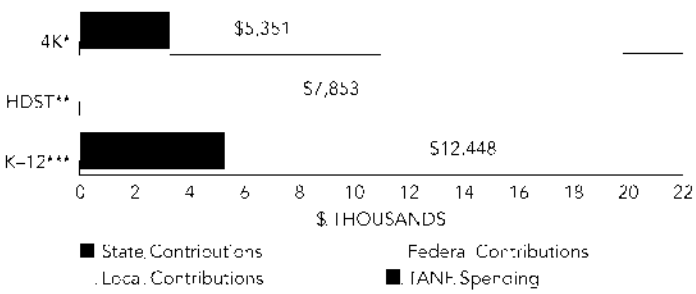
TOTAL BENCHMARKS MET

5

RESOURCES

Total state pre-K spending	$161,000,000
Local match required?	Yes
State spending per child enrolled	$3,313
All reported spending per child enrolled*	$5,351

SPENDING PER CHILD ENROLLED



*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

**Head Start per child spending for the 2012–2013 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

***K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12–'13 school year, unless otherwise noted.

[1] Districts must provide a minimum of 437 hours of direct instruction per year, or 349.5 hours of instruction plus 87.5 hours of parent outreach. Most programs are part-day, 4–5 days per week for an academic year, but some districts may offer the program full-day for 2–3 days per week.

[2] Wisconsin does not break this figure into specific numbers of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated.

[3] Assistant teachers in public settings can meet one of three requirements: at least two years of higher education, an associate (or higher) degree, or meet a rigorous standard of quality through a state or local academic assessment regardless of degree. The requirements for assistant teachers in non-public settings reflects child care licensing regulations. School districts that are Head Start grantees may require assistant teachers to have an AA and assistant teacher license.

[4] State law supports vision, hearing, and general health screenings prior to enrollment. When 4K uses a community approach with Head Start, screenings are required. Support services include parent involvement activities, health services for children, referral to social services, referral for special education, parent conferences and/or home visits, and access to a school nurse, psychologist, and social worker.

[5] If a school-based program operates longer than 2.5 hours, it is required to provide a meal or snack through the school nutrition program. Programs implemented in child care or Head Start must follow applicable requirements.

WISCONSIN HEAD START STATE SUPPLEMENT

ACCESS

Total state program enrollment ..... 1,097[1]

School districts that offer state program 92%

Income requirement ..... 100% FPL[2]

Hours of operation .... Determined locally, most common is 3 hours/day[3]

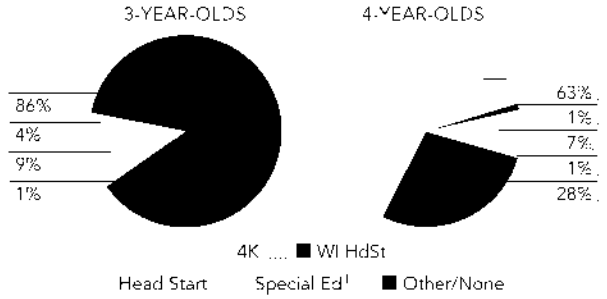
Operating schedule ..... Determined locally[3]

Special education enrollment, ages 3 and 4 9,086

Federally funded Head Start enrollment, ages 3 and 4 11,286

State-funded Head Start enrollment, ages 3 and 4 ..... 1,097[1]

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[1] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	Other[4]	BA	
Teacher specialized training	ECE; ECE (public); AA in CD(nonpublic)[4]	Specializing in pre-K	
Assistant teacher degree	HSD[4]	CDA or equivalent	
Teacher in-service	15 clock hours per year	At least 15 hours/year	
Maximum class size		20 or lower	
3-year-olds	17[5]		
4-year-olds	20[5]		
Staff-child ratio		1:10 or better	
3-year-olds	2:17[5]		
4-year-olds	1:10[5]		
Screening/referral and support services	Vision, hearing, health, psychological/behavioral developmental, dental and support services	Vision, hearing, health; and at least 1 support service	
Meals	Lunch; snack[7]	At least 1/day	
Monitoring	Other monitoring[8]	Site visits	

TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending ..... $6,264,100[9]

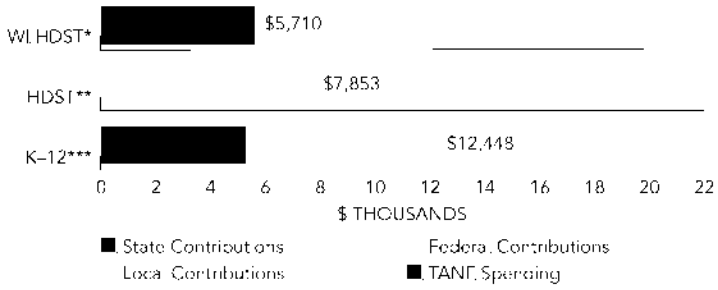
Local match required? ..... No

State Head Start spending ..... $6,264,100[9]

State spending per child enrolled $5,710

All reported spending per child enrolled* $5,710

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

[1] Wisconsin did not break this figure into specific numbers of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated using proportions of federal Head Start enrollees in each age category.

[2] State pre-K children must meet the federal Head Start income guidelines. Effective as of 2007, 35 percent of the enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL. Children in foster care, or who are homeless, are also eligible. Children eligible for free lunch are eligible for this program with a Federal waiver. Grantees can prioritize their risk-selection process, children with more risk factors have greater priority.

[3] Local programs determine operating schedule by the approved federal grant application process. Part-day is the most common schedule for hours per day, and summer, school- and full-year programs exist. Extended days are provided in collaboration with child care and school districts.

[4] School districts that are federal Head Start grantees may require lead teachers to have a BA and appropriate licensure. Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50 percent must have at least a BA. By September 30, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years.

[5] For mixed-age groups, the maximum is 16 for class size and 1:8 for staff-to-child ratio.

[6] Support services include parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and other support services in accordance with federal Head Start performance standards.

[7] The federal Head Start Performance Standards require that part-day programs provide children with at least one-third of their daily nutritional needs, and full-day programs provide one-half to two-thirds of daily nutritional needs, depending on the length of the program day.

[8] The state itself does not conduct monitoring of these programs though grantees are monitored by the federal Head Start system. Information such as grant applications, budget narrative sections of the federal application, and submission of the Head Start PIR are included.

[9] All spending through this initiative is directed toward Head Start programs.

Wyoming

NO PROGRAM

While Wyoming does not have a state-funded pre-K program, the state does have a number of programs aimed at supporting early childhood education, though collaboration is limited. Numerous private preschool and childcare facilities providing academic instruction are licensed by the Department of Family Services (DFS), as well as several program through the University of Wyoming, community colleges, and school districts. Many programs, both licensed and non-licensed by the state, pursue accreditation through the National Association for the Education of Young Children (NAEYC). School districts may use a portion of their Title I funds for early education, though this information would not necessarily be reported to the state. There are a number of developmental preschools administered and funded through the Department of Health. Thirteen schools in Wyoming are funded with TANF dollars through DFS, though the funding and administration of the program are through the Wyoming Department of Education. These funds are awarded through a competitive grant process and provide high-quality preschool services to children starting at age 3, whose families qualify for TANF (at or below 185 percent FPL).

The Wyoming Early Childhood State Advisory Council, which was created in 2010, is a collaboration of a number of individuals from different disciplines, with the mission to serve Wyoming children and families by facilitating statewide collaboration, evaluating the early childhood system, and making recommendations to the governor, lawmakers, and state agencies. The Early Intervention Council focuses on children with special needs and services.

The Wyoming Early Learning Foundations, adopted in 2012, are comprehensive, covering the following domains: Physical well-being/motor development; social/emotional development; approaches toward learning; language development; and cognition and general knowledge.

Data from the U.S. Department of Education indicate that at least 611 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

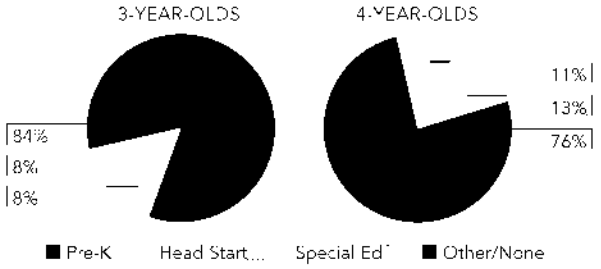
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment .....0.
School districts that offer state program .....NA
Income requirement .....NA
Hours of operation .....NA
Operating schedule.....NA
Special education enrollment .....
Federally funded Head Start enrollment .....1,565.
State-funded Head Start enrollment 0

STATE PRE-K AND HEAD START ENROLLMENT
AS PERCENTAGE OF TOTAL POPULATION



* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

Total state pre-K spending .....$0.
Local match required?.....NA
State spending per child enrolled $0
All reported spending per child enrolled* $0

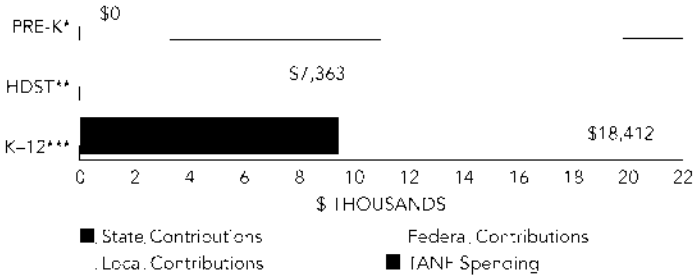
*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

**Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

***K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



American Samoa

NO PROGRAM

While American Samoa does not provide state-funded pre-K as defined in this report, the territory supports early education in several ways. Early Childhood Education/Head Start (ECE/HS) is a division within the American Samoa Department of Education (ASDOE). The ASDOE operates 22 early childhood education centers in addition to elementary and secondary schools.

American Samoa has early learning guidelines for children ages 3 to 5, which are aligned with the Head Start Child Development and Learning Framework. These standards address multiple domains, including physical development and health, social and emotional development, approaches to learning, language development, literacy, mathematics, science, creative arts expression, logic and reasoning, social studies, and English language development.

American Samoa uses program quality assessment tools for quality assurance and monitoring. Program assessments are one component of a quality rating and improvement system currently under development.

Operating under the Office of the Governor, the American Samoa Children's Cabinet serves as the state early childhood advisory council, with representation from the ASDOE, Department of Human and Social Services, and Department of Health.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment 0

School districts that offer state program .....NA

Income requirement .....NA

Hours of operation .....NA

Operating schedule.....NA

Special education enrollment .....

Federally funded Head Start enrollment 1,332

State-funded Head Start enrollment 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION

3-YEAR-OLDS 4-YEAR-OLDS

■ Pre-K.... Head Start . Special Ed* ■ Other/None

* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending $0

Local match required?.....NA

State spending per child enrolled $0

All reported spending per child enrolled* $0

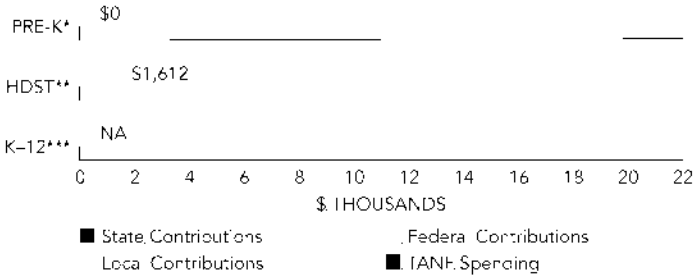
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



Guam

NO PROGRAM

While Guam does not provide state-funded pre-K as defined in this report, the state addresses early education through several initiatives. The Guam Department of Education serves as the grantee for the federally funded Head Start and Early Head Start programs, contributing 20 percent toward program costs. Head Start programs operate as part of most elementary schools in Guam, open on a school-year calendar.

Children eligible for early childhood special education receive services through the Guam Department of Education, Division of Special Education, which administers IDEA, Part B for children ages 3 through 5 years. The agency also oversees the Guam Early Intervention System (GEIS) for young children from birth to 3 years who have, or are at risk for, developmental delays and disabilities.

The Guam Early Learning Council, established in 2008, serves as the state early childhood advisory council and collaborating entity for the early childhood system. The Center for Excellence in Developmental Disabilities, Education, Research, and Service (Guam CEDDERS) at the University of Guam serves as the lead agency to coordinate council activities, with representation from the Department of Education and Department of Public Health and Social Services.

The Guam Early Learning Guidelines for Young Children Ages Three to Five, developed in 2005, address multiple domains including: physical development and health and safety; self-concept and social-emotional development; communication, language development, and literacy; and cognitive development. Guidelines for infants and toddlers also have been developed. A revised kindergarten entrance assessment aligned with the Common Core State Standards is under consideration.

The Guam Evaluation and Improvement Rating System (GEIRS), intended to provide a systematic means for identifying, evaluating, and improving the quality of early childhood programs, is currently being developed.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment .....0.
School districts that offer state program .....NA.
Income requirement .....NA
Hours of operation .....NA
Operating schedule.....NA.
Special education enrollment .....
Federally funded Head Start enrollment .....534.
State-funded Head Start enrollment .....0.

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION

3-YEAR-OLDS 4-YEAR-OLDS

■ Pre-K Head Start Special Ed* ■ Other/None

* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending .....$0.
Local match required?.....NA
State spending per child enrolled $0
All reported spending per child enrolled* $0

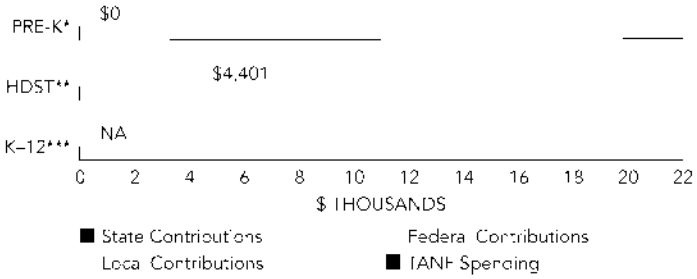
*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

**Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

***K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the 2012-2013 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



Northern Mariana Islands

NO PROGRAM

The Commonwealth of the Northern Mariana Islands (CNMI) does not provide state-funded pre-K as defined in this report; however, the territory supports early education in several ways. Since 1984, the Head Start program in the CNMI operates under the auspices of the Public School System (PSS). The CNMI Head Start Program operates 10 centers on several islands, which provide morning and afternoon center-based services four days per week, 152 days out of the school year. CNMI served 420 preschool-age children in 2012-2013. Specialized services for children with special needs are also provided for young children.

Programs in CNMI use early learning guidelines for children from birth through 5 years, which are aligned with the Head Start Child Development and Learning Framework. These standards address multiple domains, including physical development and health, social and emotional development, approaches to learning, language development, literacy, mathematics, science, creative arts expression, logic and reasoning, social studies, and English language development.

CNMI uses program quality assessment tools for quality assurance and monitoring. Program assessments are one component of a quality rating and improvement system currently under development.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment 0

School districts that offer state program .....NA

Income requirement .....NA

Hours of operation .....NA

Operating schedule.....NA

Special education enrollment .....

Federally funded Head Start enrollment 462

State-funded Head Start enrollment 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION

3-YEAR-OLDS 4-YEAR-OLDS

■ Pre-K.... Head Start Special Ed* ■ Other/None

* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending $0

Local match required?.....NA

State spending per child enrolled $0

All reported spending per child enrolled* $0

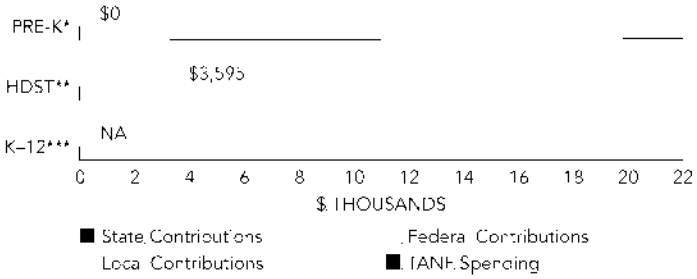
*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



Palau

NO PROGRAM

While the Republic of Palau does not have a state-funded pre-K program meeting the criteria of this report, the state recognizes the value of early childhood education. In its Education for All National Plan for 2002-2010, the Ministry of Education identified "expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children" as one of its key priorities. Ministry responsibilities include developing appropriate curricula for all public preschool, elementary school, and secondary schools programs; and recommending minimum qualifications and requirements for preschool, elementary, and secondary school teachers.

There are two sources of early education in Palau. Head Start operated 31 center-based classes for 3- to 5-year-olds throughout the Republic's 16 states, administered by the Palau Community Action Agency. Numerous small communities are unable to meet the requirement that at least ten eligible children will enroll in the Head Start program, creating a lack of access to early education for many young children.

The Ministry of Health's Family Health Unit contributed to preparing the Palau Early Childhood Comprehensive System (PECCS) proposal in 2003 which included a 3-year work plan for the development of a National Framework on Early Childhood Development for School Readiness.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment .....0.
School districts that offer state program .....NA
Income requirement .....NA
Hours of operation .....NA
Operating schedule.....NA
Special education enrollment .....
Federally funded Head Start enrollment .....186.
State-funded Head Start enrollment 0

STATE PRE-K AND HEAD START ENROLLMENT
AS PERCENTAGE OF TOTAL POPULATION

3-YEAR-OLDS 4-YEAR-OLDS

■ Pre-K ■ Head Start ■ Special Ed* ■ Other/None

* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending $0
Local match required?.....NA
State spending per child enrolled $0
All reported spending per child enrolled* $0

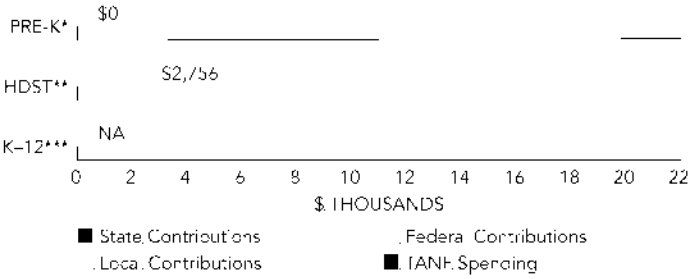
*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

**Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

***K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



Puerto Rico

NO PROGRAM

Operating as a single school district, Puerto Rico does not formally support a state-funded prekindergarten program as defined in this report; however, the territory supports several early learning initiatives.

Education in Puerto Rico consists of seven levels, with Level 1 optional nursery school for children under age 4, comprising Early Head Start, Head Start and prekindergarten programs. Level 2 compulsory preschool, commonly known as kindergarten, is mandatory for 5-year-olds. The Department of Education of Puerto Rico and the Puerto Rico Education Council, oversee elementary and secondary public education, monitor all academic standards, and issue licenses to educational institutions wishing to operate in Puerto Rico. Programs for preschool-age children are administered by the Administration for Integral Child Care and Development (ACUDEN) with the Department of Education having authority over early childhood special education.

ACUDEN serves as the administrative agency supporting Puerto Rico's 16 -member Early Childhood Advisory Board (ECAB). With representation from agencies responsible for education, child care, higher education, Head Start, and other constituent groups, the ECAB developed Unidos por la Ninez Temprana (United for Early Childhood), Puerto Rico's state plan for services to children from birth through 5 years, including a section on early education. In collaboration with the Department of Education, the ECAB developed and promoted the use of the Early Learning Guidelines by all early learning programs. In 2012-2013, approximately 1,400 supervisors, directors, and teachers from a variety of early learning programs received training in implementing standards.

ACUDEN also partnered with the University of Puerto Rico and other government agencies to create and validate a 5-level QRIS instrument to measure the quality of service in centers for infants, toddlers, and preschoolers. Puerto Rico's quality identification symbol is the Pasito meaning "baby step" with five Pasitos identifying a high-quality center.

Puerto Rico submitted an ultimately unsuccessful application for competitive federal Race to the Top-Early Learning Challenge funding in 2011.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment 0
School districts that offer state program .....NA
Income requirement .....NA
Hours of operation .....NA
Operating schedule.....NA
Special education enrollment .....
Federally funded Head Start enrollment 31,648
State-funded Head Start enrollment 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION

3-YEAR-OLDS 4-YEAR-OLDS

■ Pre-K Head Start Special Ed* ■ Other/None

* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending $0
Local match required?.....NA
State spending per child enrolled $0
All reported spending per child enrolled* $0

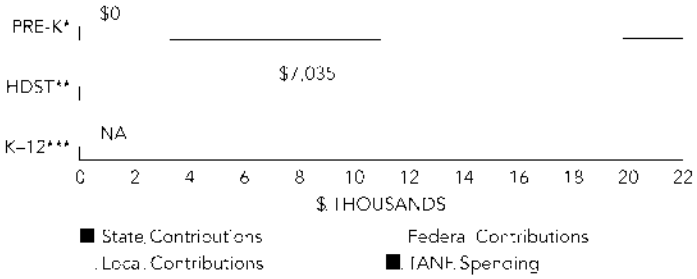
*Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



Virgin Islands

NO PROGRAM

While the Virgin Islands does not have a pre-K program meeting the requirements for this report, the Office of Child Care and Regulatory Services oversees early childhood education and care in a number of settings. The Department of Human Services uses local funds beyond what is required to meet the federally mandated match for the Head Start Program; however, such funding does not provide for serving additional children and families. All child care and early childhood facilities, including Head Start, Early Head Start, and private centers, must adhere to the Virgin Islands Child Care Revised Rules and Regulations. Teachers and directors will be required to earn a CDA credential by June 2015. Twenty-four hours of professional development training is required each year. The regulations also set a maximum class size of 18 3-year-olds (with 1:9 ratio) and 20 for 4-year-olds (with 1:10 ratio).

The Virgin Islands Early Learning Guidelines, published in April 2010, were developed to improve the quality of care and education focused on school readiness and to provide a common set of preschool standards across all settings. The Guidelines provide guidance on what children should know, understand, and be able to do by the time they reach kindergarten, in the areas of physical health and development; social, emotional, and values development; approaches to learning; language and literacy; mathematical understanding; science; social studies; and creativity and the arts. Content of the Guidelines is aligned with the National Common Core Standards, adopted by the Department of Education, and as well as the Head Start Framework.

In addition, *The Virgin Islands Infant & Toddler Developmental Guidelines*, released in 2013, reflect expectations of what children should know, understand, and be able to do by the time they reach their third birthday. They are aligned with the Virgin Islands Early Learning Guidelines and include the same areas of physical health and development; social, emotional, and values development; approaches to learning; language and literacy; mathematical understanding; science; social studies; and creativity and the arts.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment 0

School districts that offer state program .....NA

Income requirement .....NA

Hours of operation .....NA

Operating schedule.....NA

Special education enrollment .....

Federally funded Head Start enrollment 893

State-funded Head Start enrollment 0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION

3-YEAR-OLDS 4-YEAR-OLDS

■ Pre-K.... Head Start.... Special Ed* ■ Other/None

* This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending $0

Local match required?.....NA

State spending per child enrolled $0

All reported spending per child enrolled* $0

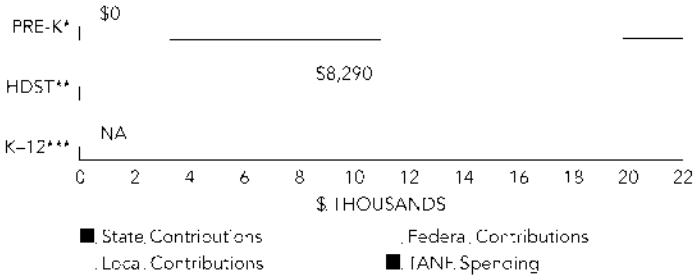
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figures have unintentionally included funds for Early Head Start.

***K–12 expenditures include capital spending, as well as current operating expenditures.

Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



STATE OF PRESCHOOL SURVEY METHODOLOGY

Respondent Universe

The respondent universe for this study is the state preschool administrators in the 50 states and the District of Columbia. Data are collected directly from these entities through a web-based survey form. Note that in some states, there are no state programs to support publicly provided early childhood education. As such, these states do not have state preschool administrators and they do not report data on the topic. More than one agency supports early childhood education programs in some states. As a result, some states have more than one respondent.

Statistical Methodology

This is a universe data collection employing a survey form. All states with publicly supported early childhood education have responded to the collection effort. Because the data collection is based on a universe of sample members, weighting adjustments and adjustments to variances for statistical test purposes are not necessary. However, some statistical adjustments are made to the resulting data to help unduplicate enrollment counts that can arise when the same child is enrolled in more than one publicly funded program. More specifically, when states report that they have included children with disabilities attending special programs in both the special education counts and the counts of preschool aged children who are in regular prekindergarten programs, the preschool disability count is subtracted from the regular prekindergarten enrollment counts.

Methods to Maximize Response Rate and Ensure Data Accuracy

Several steps have been taken to maximize the response to this data collection. First, the data are collected through a user-friendly web-based computer assisted interview (CAI) program. While the data can take considerable effort to prepare for entry into the data collection tool, the web-based collection instrument allows respondents to break off and log in several times without losing previously entered information. This flexibility allows respondents to enter information as time and data availability permit. Further, respondents are offered opportunities to check previous year's entries prior to data collection beginning and to review a current year's entries before the data are published. The first data check acts both as a data quality control step, in terms of reminding respondents what kinds of data will be needed for the current year's collection, and as a reminder that the current year data collection is about to begin. Allowing respondents to review current year data entry before results are published acts as another data quality control check and also provides respondents with confidence that accurate data will be reported from their respective states, further garnering cooperation.

Once surveys are completed, data are checked by National Institute for Early Education Research (NIEER) staff for entry errors, consistency with prior year data, and consistency with information available from public documents (for example, with published state education agency regulations and guidance). Any apparent inconsistencies or errors are discussed with the respondents for resolution. When data have been compiled and summarized for publication in a public use data set and reports, the results are then sent back to the state administrators who provided the information for final verification.

Tests of Procedures and Methods

Each year, staff at NIEER review changes to policies that support early childhood education at the state and federal levels. Modifications are then made to the questionnaire and the related web-based CAI instruments to reflect these policy changes. As the survey is now sponsored by the National Center for Education Statistics (NCES), all changes in the survey are subject to review and approval by NCES and the Office of Management and Budget (OMB) through their standard public review processes, a process that essentially requires a one year lead-in before changes are made to the survey. In addition to the policy review, respondents are sent data from the previous year's data collection allowing them to correct errors or update information for the formal release of the data. NIEER staff actively solicits opinions regarding the clarity, usefulness, and availability of data requested by the survey from the primary respondents. This facilitates NIEER staff learning about new or changing policies from the provider perspective.

The CAI instruments undergo extensive testing prior to the initiation of data collection. Tests are run to verify that logical skips through the instrument are functioning as expected so that respondents are not asked questions that are not meaningful based on responses to prior questions. Tests also verify that logic checks are working as expected. The checks flag inconsistent answers for respondents while respondents are entering data into the CAI. Prior to publication, respondents are sent current year answers for one last verification for accuracy before the data are released.

The survey form was developed by staff and faculty at NIEER with technical input and guidance from staff at NCES. NIEER is responsible for collecting the data and developing initial NCES reports, again with guidance from NCES. The annual *State Preschool Yearbook*, subsequently produced by NIEER, is not an NCES product and is solely the responsibility of NIEER.

All initiatives included in the current report meet the criteria outlined by NIEER, which defines state preschool education programs as initiatives that are funded and directed by the state to support group learning experiences for preschool-age children, usually ages 3 and 4. For more information about these criteria, please see "What Qualifies as a State Preschool Program" on page 21.

This report covers the same initiatives as our 2012 report, with two small exceptions. The 2011-2012 school year was the first time Arizona's First Things First Prekindergarten Scholarship Program was included in this report. This year, the state was also able to provide information on the Quality First Scholarships program, a similarly structured early childhood education initiative. The two programs are reported together. Additionally, past years have seen the District of Columbia profiled in two different programs: one program serving children in public schools and community-based organizations, and another in charter schools. At the advice of the D.C. Office of the State Superintendent for Education (OSSE), the program is only profiled as one program, with the same requirements against sectors.

The survey included yes or no questions, questions that asked state administrators to select which of several choices best described their program, and open-ended questions. The survey included questions on access, operating schedule, child eligibility and reassessment, program standards, statewide early learning standards, personnel, resources, program monitoring and evaluations, and important changes to the program since the last survey. .

Collection of Non-Survey Data

In an effort to provide a more comprehensive picture of state efforts in early childhood education, NIEER contacted program administrators in each of the "no program" states, as well as U.S. territories as reported by the Department of Education, for details on state-administered preschool policies. Contacts were initially sent an open-ended set of questions, modelled on *Yearbook* questions, to collect information for a narrative on the kinds of programs and funding opportunities available for preschool education. Where necessary, these survey responses were supplemented with phone interviews, as well as a NIEER staff review of publicly available documents, to provide background information on all states and territories that do not provide a pre-K program as defined in this report.

Although most of the data in this report were collected through the above-mentioned surveys, there are a few exceptions. In the previous year, total federal, state, and local expenditures on K-12 education were calculated by NIEER based on data from the National Education Association's report, *Rankings and Estimates: Rankings of the States 2012 and Estimates of School Statistics 2013*. This year, however, the K–12 funding figures come from Common Core of Data as reported by the National Center for Education Statistics (NCES), and cover the 2011-2012 school year, as this is the most recent year for which data are available. The K–12 spending for each state includes current operating expenditures plus annual capital outlays and interest on school debt, and is comparable to past years' data. This provides a more complete picture of the full cost of K–12 education than including only current operating expenditures, which underestimate the full cost. Expenditure per child was calculated for each state by dividing total expenditures by the fall 2011 enrollment.

The Administration for Children and Families (ACF) and the Head Start Bureau of the U.S. Department of Health and Human Services were the sources of data on federal Head Start spending and enrollment. In addition, some data were obtained through surveys administered to the directors of Head Start State Collaboration Offices and through the Head Start Program Information Reports (PIR) for the 2012-2013 program year. Head Start data are provided in Appendix B. Additional calculations were done for the PIR data to ensure that children served on interim grants were included in the appropriate states.

The 2013 *State Preschool Yearbook* also supplies some data on child care programs, which can be found in Appendix C. State-by-state data on income eligibility for child care assistance were obtained from *Pivot Point: State Child Care Assistance Policies 2013*, a report from the National Women's Law Center. Estimated funding for child care through the Child Care and Development Fund (CCDF) and Temporary Assistance for Needy Families (TANF) was acquired from the federal Child Care Bureau and the Administration for Children and Families, respectively. Information on state licensing requirements for child care were obtained from *The 2011 Child Care Licensing Study*, a report prepared by the Office of Child Care's National Center on Child Care Quality Improvement and the National Association for Regulatory Administration, in advance of its publication. This is the most recent year for which information is available. Average child care worker salaries in each state were attained from the Bureau of Labor Statistics.

Populations of 3- and 4-year-olds in each state were obtained from the Census Bureau's datasets and are shown in Appendix D. As in the past, NIEER used estimates for the July immediately preceding the program year (e.g., July 2012 for the 2012-2013 program year) to calculate percentages of 3- and 4-year-olds enrolled in state preschool programs, federal Head Start, and special education.

The U.S. Office of Special Education Programs provided data on special education enrollment in the Individuals with Disabilities Education Act Preschool Grants program (IDEA Section 619 of Part B) in the 2012-2013 program year. These data are provided in Appendix E.

In the 2013 *Yearbook*, NIEER again attempts to provide a more accurate estimate of unduplicated enrollments, whether in state preschool, Head Start, special education, or other settings, through a series of calculations. Because many children who are counted in special education enrollments are also enrolled in state pre-K or Head Start programs, it is important to ensure that those children are not counted twice. Thirty-one states reported including children in special education in their state preschool enrollment figures, while nine do not include these children in their enrollment count. Twenty of the 31 states were able to provide the number of 3- and 4-year-olds in special education who were also counted in their enrollment; another 3 multi-program states provided breakdown for some, but not all, programs. Those children were subtracted from the special

education enrollment figure for the state, but remain in the state preschool enrollment figure in the enrollment pie charts and when calculating total enrollment across both programs. The 8 remaining states were unable to report special education enrollment numbers and therefore estimates were used based on the average percent of special education students in state pre-K and enrollment numbers for each program (See Table 4). It should be noted that Kentucky, Oklahoma, Texas, and Vermont served all of their 3- and/or 4-year-olds with disabilities in their state preschool education programs.

Three- and 4-year-olds enrolled in Head Start with an IEP or IFSP, as reported in the 2012-2013 PIR, were also removed from the special enrollment total used in the enrollment pie charts. As the PIR does not report a breakdown of special education students by age, estimates were based on total special education enrollment and the percentage of all Head Start enrollees who were 3 or 4 years old. Three-year-olds enrolled in Early Head Start programs were not included in this estimate.

Recently released information from the U. S. Department of Education's Office of Civil Rights (OCR) provides, for the first time, a glimpse at districts providing preschool programs through their own funding apparatus, separate from state-funded pre-K programs. These data have been provided in the narratives for "no program" states to give a glimpse of where children are served. They have also been combined with NIEER data from the 2010-2011 school year as to whether children in state-funded programs are physically served in public or nonpublic settings to provide a national estimate of the minimum number of children served in state- and local- pre-K programs. These calculations are not available at the state level.

Determination of State Rankings

States are given rankings in four areas: the percentage of 4-year-olds enrolled in state preschool (Access Ranking–4-Year-Olds), the percentage of 3-year-olds enrolled in state preschool (Access Ranking–3-Year-Olds), state spending per child enrolled (Resources Ranking–State Spending), and all reported spending per child enrolled (Resources Ranking–All Reported Spending). The measures of access for 3- and 4-year-olds were calculated, as described above, using state data on enrollment in the preschool initiatives and Census population data. When a state did not report separate enrollment numbers of 3-year-olds and 4-year-olds, the age breakdown was estimated by other means, such as using the average proportion of children enrolled in state preschool at each age in states that served both 3- and 4-year-olds, and provided data by age. State per-child spending was calculated by dividing state preschool spending (including TANF spending directed toward the state preschool initiative and, in one state, the Community Development Block Grant for disaster recovery) by enrollment. All reported spending per child was calculated by dividing the sum of reported local, state (including TANF), and federal spending by enrollment. All states that provided data were ranked, starting with "1" for the state with the highest percentage of its children enrolled in the state preschool education program or the state initiative that spent the most per child. States that did not serve children at age 3 receive notations of "None Served" on the rankings of access for 3-year-olds. Throughout this report, the District of Columbia is referred to by the term "state," creating a list of 41 states for rankings. The 10 states that did not fund a prekindergarten initiative are omitted from all rankings and instead receive notations of "No Program" on their state profile pages.

This is the sixth year NIEER has looked at whether states were funding their prekindergarten initiatives at adequate levels to meet the NIEER quality benchmarks. For this analysis, state estimates were constructed from a national estimate in the Institute for Women's Policy Research report, *Meaningful Investments in Pre-K: Estimating the Per-Child Costs of Quality Programs,*[1] and adjusted for state cost of education differences using the state cost index from the Institute of Education Sciences report, *A Comparable Wage Approach to Geographic Cost Adjustment.*[2] A state's per-child spending from all reported sources was compared to the per-child spending estimate for a part- or school-day program depending on the operating schedule of the state's program. If a state's program(s) served children in both part- and school-day programs, a weighted estimate was used based on the percent of children served in each type of operating schedule. For states that did not provide state-funded pre-K, funds were calculated for providing part-day services. For states that were determined to be not adequately funding their preschool education initiative(s), we also provide an estimate of how much more money they would need to spend to do so. This was calculated using the estimate of how much it would cost to adequately fund preschool education in that state and subtracting per-child spending from all reported sources. This data can be found in Table 7.

[1] Gault, B., Mitchell, A.W., & Williams, E. (2008). *Meaningful investments in pre-K: Estimating the per-child costs of quality programs.* Washington, DC: Institute for Women's Policy Research.

[2] Taylor, L., & Fowler, W. (2006). *A comparable wage approach to geographic cost adjustment.* Washington, DC: Institute of Education Sciences, U.S. Department of Education.

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Appendix A: State Survey Data 2012-2013

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Appendix B: Head Start Data

Appendix C: Child Care Data

Appendix D: U.S. Census Population Data

Appendix E: Pre-K Special Education Enrollment Data

APPENDIX A: STATE SURVEY DATA 2012-2013

STATE	ACCESS
	Name of state prekindergarten initiative
Alabama	First Class: Alabama's Voluntary Pre-Kindergarten Program
Alaska	Alaska Pilot Prekindergarten Program
Arizona	First Things First Pre-Kindergarten and Quality First Scholarships
Arkansas	Arkansas Better Chance/Arkansas Better Chance for School Success
California	California State Preschool Program
Colorado	Colorado Preschool Program
Connecticut	Connecticut School Readiness
Delaware	Delaware Early Childhood Assistance Program (ECAP)
District of Columbia	D.C. Public Pre-Kindergarten (DCPS, PCS, & CBOs)
Florida	Florida Voluntary Prekindergarten Program
Georgia	Georgia's Pre-K Program
Illinois	Illinois Preschool for All
Iowa Shared Visions	Iowa Shared Visions
Iowa SVPP	Iowa Statewide Voluntary Preschool Program
Kansas State Pre-K	Kansas At-Risk Four-Year-Old Children Program
Kansas Preschool	Kansas Pre-K Program
Kentucky	Kentucky Preschool Program
Louisiana LA4	Cecil J. Picard LA 4 Early Childhood Program
Louisiana 8(g)	Louisiana 8(g) Student Enhancement Block Grant Program
Louisiana NSECD	Louisiana Non-Public Schools Early Childhood Development Program
Maine	Maine Public Preschool Program
Maryland	Maryland Prekindergarten Program
Massachusetts	Massachusetts Universal Pre-Kindergarten (UPK) and Grant 391
Michigan	Michigan Great Start Readiness Program
Minnesota	Minnesota Head Start
Missouri	Missouri Preschool Project
Nebraska	Nebraska Early Childhood Education Programs - Ages 3 to 5
Nevada	Nevada State Pre-Kindergarten Education Program (PEP)
New Jersey Abbott	New Jersey Former Abbott Preschool Program
New Jersey ECPA	New Jersey Former Non-Abbott Early Childhood Program Aid
New Jersey ELLI	New Jersey Former Early Launch to Learning Initiative
New Mexico	New Mexico PreK
New York	New York Universal Prekindergarten
North Carolina	NC Pre-Kindergarten Program
Ohio	Ohio Early Childhood Education
Oklahoma	Oklahoma Early Childhood Four-Year-Old Program
Oregon	Oregon Head Start Prekindergarten
Pennsylvania EABG	Pennsylvania Education Accountability Block Grant
Pennsylvania HSSAP	Pennsylvania Head Start Supplemental Assistance Program
Penn. K4 & SBPK	Pennsylvania Kindergarten for Four-Year-Olds and School Based Pre-K
Penn. Pre-K Counts	Pennsylvania Pre-K Counts
Rhode Island	Rhode Island Pre-Kindergarten Program
South Carolina 4K	South Carolina Half-Day Child Development Program (4K)
South Carolina CDEPP	South Carolina Child Development Education Pilot Program (CDEPP)
Tennessee	Tennessee Voluntary Pre-K
Texas	Texas Public School Prekindergarten
Vermont Act 62	Vermont Prekindergarten Education - Act 62
Vermont EEI	Vermont Early Education Initiative
Virginia	Virginia Preschool Initiative
Washington	Washington Early Childhood Education and Assistance Program (ECEAP)
West Virginia	West Virginia Universal Pre-K
Wisconsin 4K	Wisconsin Four-Year-Old Kindergarten Program
Wisconsin HdSt	Wisconsin Head Start State Supplement

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	ACCESS
	State agency with administrative authority over state pre-K
Alabama	Office of School Readiness in the Alabama Department of Children's Affairs under the Governor's Office
Alaska	Alaska Department of Education & Early Development[1]
Arizona	First Things First, a state agency
Arkansas	Arkansas Department of Education Division of Child Care and Early Childhood Education
California	California Department of Education
Colorado	Colorado Department of Education
Connecticut	Connecticut State Department of Education[1]
Delaware	Early Development and Learning Resources
District of Columbia	Office of the State Superintendent of Education (OSSE)[1]
Florida	Florida Department of Education Office of Early Learning Florida Department of Children and Families[1]
Georgia	Bright from the Start: Georgia Department of Early Care and Learning
Illinois	Illinois State Board of Education
Iowa Shared Visions	Iowa Department of Education
Iowa SVPP	Iowa Department of Education
Kansas State Pre-K	Kansas State Department of Education
Kansas Preschool	Kansas State Department of Education
Kentucky	Kentucky Department of Education
Louisiana LA4	Louisiana Department of Education[1]
Louisiana 8(g)	Louisiana State Board of Elementary and Secondary Education Louisiana State Board of Elementary and Secondary Education
Louisiana NSECD	Louisiana Department of Education[1]
Maine	Maine Department of Education
Maryland	Maryland State Department of Education
Massachusetts	Massachusetts Department of Early Education and Care[1]
Michigan	Office of Great Start
Minnesota	Minnesota Department of Education
Missouri	Missouri Department of Elementary & Secondary Education
Nebraska	Nebraska Department of Education
Nevada	Office of Educational Opportunity
New Jersey Abbott	Division of Early Childhood Education Department of Human Services, Division of Family Development Department of Children and Families, Office of Licensing[1]
New Jersey ECPA	Division of Early Childhood Education Division of Family Development Department of Children and Families, Office of Licensing[1]
New Jersey ELLI	Division of Early Childhood Education Division of Family Development Department of Children and Families, Office of Licensing[1]
New Mexico	New Mexico Public Education Department Children, Youth and Families Department
New York	New York State Department of Education, Office of Early learning
North Carolina	North Carolina Department of Health and Human Services, Division of Child Development and Early Education
Ohio	Office of Early Learning and School Readiness
Oklahoma	Oklahoma State Department of Education
Oregon	Early Learning Division, Oregon Department of Education
Pennsylvania, EABG	Pennsylvania Department of Education[1]
Pennsylvania, HSSAP	Pennsylvania Department of Education
Penn. K4 & SBPK	Office of Child Development and Early Learning[1]
Penn. Pre-K Counts	Pennsylvania Department of Education
Rhode Island	Rhode Island Department of Elementary and Secondary Education
South Carolina 4K	Office of Instructional Practices and Evaluation
South Carolina CDEPP	Office of Instructional Practices S.C. First Steps[1]
Tennessee	Tennessee Department of Education, Division of Curriculum and Instruction[1]
Texas	Texas Education Agency
Vermont Act 62	Vermont Agency of Education Agency of Human Services, Department for Children and Families[1]
Vermont EEI	Vermont Agency of Education
Virginia	Virginia Department of Education
Washington	Washington State Department of Early Learning
West Virginia	Office of Early Learning Division of Early Care and Education[1]
Wisconsin 4K	Wisconsin Department of Public Instruction
Wisconsin HdSt	Wisconsin Department of Public Instruction

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year except Minnesota which is for the '11-'12 school year.

STATE	ACCESS	
	Availability of program	Are districts, etc., required to offer programs?
Alabama	65 out of 67 counties (97%)	No, competitive
Alaska	8 out of 54 school districts (15%)[1]	No, competitive
Arizona	23 out of 31 Regional Partnership Councils (74%)[2]	No, optional[3]
Arkansas	234 out of 239 school districts (98%)	Required for some[1]
California	56 out of 58 counties (97%)	No, competitive
Colorado	170 out of 178 school districts (96%)[1]	No, competitive[2]
Connecticut	67 out of 169 towns/communities (40%)[2]	No, optional[2]
Delaware	3 out of 3 counties (100%)	No, competitive[1]
District of Columbia	1 out of 1 school districts (100%)[2]	No, optional[2]
Florida	67 out of 67 counties (100%)	Required for all[2]
Georgia	159 out of 159 counties (100%)	No, competitive
Illinois	102 out of 102 counties (100%)[1]	No, competitive
Iowa Shared Visions	32 out of 348 school districts (9%)[1]	No, optional
Iowa SVPP	314 out of 348 school districts (90%)	No, optional[1]
Kansas State Pre-K	181 out of 286 school districts (63%)	No, optional[1]
Kansas Preschool	14 out of 105 counties (13%)	No, competitive
Kentucky	173 out of 173 school districts (100%)	Required for all
Louisiana LA4	63 out of 71 school districts (89%)[2]	No, optional
Louisiana 8(g)	68 out of 70 school districts (97%)	No, optional
Louisiana NSECD	64 out of 64 Parishes (100%)	No, optional[2]
Maine	201 out of 319 elementary schools with Kindergarten (63%)[1]	No, optional[2]
Maryland	24 out of 24 school districts (100%)[1]	Required for all
Massachusetts	94 out of 351 towns/communities (27%)[2]	No, competitive[3]
Michigan	320 out of 549 school districts (58%)[1]	No, competitive for agencies, allocated by formula to districts that choose to participate[2]
Minnesota	87 out of 87 counties (100%)	Required for all[1]
Missouri	146 out of 520 school districts (28%)[1]	No, competitive
Nebraska	188 out of 249 school districts (76%)	No, competitive[1]
Nevada	10 out of 17 school districts (59%)[1]	No, competitive[1]
New Jersey Abbott	35 out of 590 school districts (6%)[2]	Required for some[1]
New Jersey ECPA	94 out of 590 school districts (16%)[2]	Required for some
New Jersey ELLI	24 out of 590 school districts (4%)[2]	No, competitive[1]
New Mexico	44 out of 89 school districts (49%)[1]	No, competitive[1]
New York	443 out of 677 school districts (65%)[1]	Required for some[1]
North Carolina	100 out of 100 counties (100%)	No, optional[1]
Ohio	201 out of 612 school districts (33%)	No, competitive[1]
Oklahoma	512 out of 522 school districts (98%)	No, optional
Oregon	36 out of 36 counties (100%)	No, competitive
Pennsylvania EABG	15 out of 500 school districts (3%)	No, optional[1]
Pennsylvania HSSAP	112 out of 500 school districts (22%)	No, competitive[1]
Penn K4 & SBPK	91 out of 500 school districts (18%)	No, optional
Penn. Pre-K Counts	405 out of 500 school districts (81%)	No, competitive[1]
Rhode Island	5 out of 40 towns/communities (13%)	No, competitive
South Carolina 4K	53 out of 83 school districts (64%)	Required for some[1]
South Carolina CDEPP	33 out of 83 school districts (40%)	Required for some[2]
Tennessee	135 out of 135 school districts (100%)	No, competitive
Texas	1040 out of 1226 school districts (85%)	Required for some[1]
Vermont Act 62	222 out of 251 towns/communities (88%)	No, optional
Vermont EEI	35 out of 61 school districts (57%)[1]	No, competitive[1]
Virginia	119 out of 136 school districts (88%)	No, optional[1]
Washington	37 out of 39 counties (95%)[1]	No, competitive[2]
West Virginia	55 out of 55 school districts (100%)	Required for all
Wisconsin 4K	375 out of 413 school districts (91%)[1]	No, optional[1]
Wisconsin HdSt	36 out of 39 Head Start grantees (92%)	Required for some

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Vermont's data is for the '11-'12 school year.

STATE	ACCESS		
	Program enrollment – Fall 2012, total	Program enrollment – Fall 2012, by age	Number of English Language Learners
Alabama	3,897	3,897 4-year-olds	175
Alaska	345	345 4-year-olds	Exact number unknown
Arizona	6,516	433 3-year-olds; 611 4-year-olds; 298 5-year-olds[4]	Exact number unknown
Arkansas	20,129	955 under age 3; 5,503 3-year-olds; 13,240 4-year-olds; 431 5-year-olds[2]	1,011
California	129,577	2,640 under age 3; 47,463 3-year-olds; 79,474 4-year-olds	Exact number unknown
Colorado	19,538	227 under age 3; 4,481 3-year-olds; 14,789 4-year-olds; 41 5-year-olds[3]	Exact number unknown
Connecticut	9,487	2,517 3-year-olds; 5,302 4-year-olds; 1,668 5-year-olds[3]	Exact number unknown
Delaware	843	843 4-year-olds[2]	395
District of Columbia	11,919	5,401 3-year-olds; 6,518 4-year-olds	1,481
Florida	174,145	174,145 4-year-olds	Exact number unknown
Georgia	81,683	81,683 4-year-olds[2]	7,973
Illinois	75,623	29,981 3-year-olds; 45,324 4-year-olds; 318 5-year-olds[3]	13,263
Iowa Shared Visions	1,726	601 3-year-olds; 1,103 4-year-olds; 22 5-year-olds	Exact number unknown.
Iowa SVPP	24,917	861 3-year-olds; 23,607 4-year-olds; 449 5-year-olds[2]	Exact number unknown.
Kansas State Pre-K	7,094	7,094 4-year-olds	1,805
Kansas Preschool	1,420	1,420 4-year-olds[1]	Exact number unknown
Kentucky	20,817	4,178 3-year-olds; 16,639 4-year-olds[1]	1,479[3]
Louisiana LA4	16,028	16,028 4-year-olds[3]	5% of total
Louisiana 8(g)	2,643	2,643 4-year-olds	Exact number unknown
Louisiana NSECD	1,200	1,200 4-year-olds[3]	Exact number unknown
Maine	5,088	4,850 4-year-olds; 238 5-year-olds	98
Maryland	29,407	3,005 3-year-olds; 26,402 4-year-olds[4]	Exact number unknown.
Massachusetts	13,335	Exact breakdown unknown[3]	Exact number unknown
Michigan	24,547	24,547 4-year-olds[3]	3,138
Minnesota	1,813	Exact breakdown unknown	5,231
Missouri	3,675	977 3-year-olds; 2,698 4-year-olds[2]	126
Nebraska	10,442	474 under age 3; 2,979 3-year-olds; 6,914 4-year-olds; 75 5-year-olds	631
Nevada	1,393	13 under age 3; 107 3-year-olds; 1,272 4-year-olds; 1 5-year-olds[2]	443
New Jersey Abbott	43,671	20,202 3-year-olds; 23,469 4-year-olds	Exact number unknown.
New Jersey ECPA	7,515	504 3-year-olds; 7,011 4-year-olds	Exact number unknown
New Jersey ELLI	540	540 4-year-olds[3]	Exact number unknown
New Mexico	5,331	5,331 4-year-olds	Exact number unknown
New York	103,347	215 3-year-olds; 103,132 4-year-olds[3]	Exact number unknown
North Carolina	29,572	29,572 4-year-olds	6,099
Ohio	5,700	1,360 3-year-olds; 3,457 4-year-olds; 823 5-year-olds; 60 of other age[2]	53
Oklahoma	40,114	401,14 4-year-olds[1]	Exact number unknown
Oregon	7,184	14 under age 3; 2,449 3-year-olds; 4,716 4-year-olds; 5 5-year-olds[1]	2,592
Pennsylvania EABG	2,381	Exact breakdown unknown	Exact number unknown
Pennsylvania HSSAP	5,219	Exact breakdown unknown[2]	Exact number unknown.
Penn. K4 & SBPK	6,631	Exact breakdown unknown	Exact number unknown.
Penn. Pre-K Counts	11,391	3,612 3-year-olds; 7,779 4-year-olds[2]	1,170
Rhode Island	144	144 4-year-olds	Exact number unknown
South Carolina 4K	21,694	2,548 3-year-olds; 19,146 4-year-olds	Exact number unknown.
South Carolina CDEPP	5,783	5,783 4-year-olds[3]	Exact number unknown
Tennessee	18,609	601 3-year-olds; 17,893 4-year-olds; 115 5-year-olds[2]	Exact number unknown
Texas	227,555	22,120 3-year-olds; 205,056 4-year-olds; 379 5-year-olds	90,511
Vermont Act 62	5,535	Exact breakdown unknown[2]	Exact number unknown
Vermont EEI	1,102	429 3-year-olds; 649 4-year-olds; 24 5-year-olds[2]	64
Virginia	17,295	17,295 4-year-olds	Exact number is unknown
Washington	8,391	1,150 3-year-olds; 7,241 4-year-olds[3]	2,852
West Virginia	15,770	102 under age 3; 1,912 3-year-olds; 13,394 4-year-olds; 362 5-year-olds	63
Wisconsin 4K	48,590	Exact breakdown unknown[3]	1,230
Wisconsin HdSt	1,097	Exact breakdown unknown[2]	Exact number unknown

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Vermont's enrollment is for the '11-'12 school year.

STATE	ACCESS
	Are children receiving special education services counted in enrollment total?
Alabama	Yes[2]
Alaska	Yes
Arizona	Yes
Arkansas	Yes
California	Yes
Colorado	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment
Connecticut	Yes
Delaware	Yes
District of Columbia	Yes[4]
Florida	Yes
Georgia	Yes[4]
Illinois	Yes
Iowa Shared Visions	Yes
Iowa SVPP	Yes[2]
Kansas State Pre-K	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment
Kansas Preschool	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment
Kentucky	Yes
Louisiana LA4	Yes[5]
Louisiana 8(g)	Yes
Louisiana NSECD	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment[2]
Maine	Yes
Maryland	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment[2]
Massachusetts	Yes[5]
Michigan	Yes[5]
Minnesota	Yes
Missouri	Yes
Nebraska	Yes
Nevada	Yes
New Jersey Abbott	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment
New Jersey ECPA	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment
New Jersey ELLI	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment[2]
New Mexico	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment
New York	Yes
North Carolina	Yes
Ohio	Yes
Oklahoma	Yes
Oregon	Yes
Pennsylvania EABG	Yes
Pennsylvania HSSAP	Yes
Penn. K4 & SBPK	Yes
Penn. Pre-K Counts	Yes
Rhode Island	Yes
South Carolina 4K	Yes[2]
South Carolina CDEPP	Yes[5]
Tennessee	Yes[4]
Texas	Yes[2]
Vermont Act 62	Yes[2]
Vermont EEI	Yes
Virginia	Yes[2]
Washington	Yes
West Virginia	Yes
Wisconsin 4K	Yes
Wisconsin HdSt	Yes

STATE	ACCESS
	Total number of children who received special education services
Alabama	214
Alaska	Exact number unknown, estimated at 10%.
Arizona	Exact number unknown
Arkansas	2,866
California	Exact number unknown
Colorado	NA
Connecticut	527
Delaware	140
District of Columbia	917
Florida	Approximately 5% of enrolled children
Georgia	3,085
Illinois	11,096
Iowa Shared Visions	209
Iowa SVPP	1,439
Kansas State Pre-K	NA
Kansas Preschool	NA
Kentucky	9,661
Louisiana LA4	1,138
Louisiana 8(g)	Exact number unknown
Louisiana NSECD	Unknown
Maine	18
Maryland	N/A
Massachusetts	2,344
Michigan	6,702
Minnesota	Exact number unknown
Missouri	517
Nebraska	3,136
Nevada	184
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	NA
New York	Exact number unknown
North Carolina	1,507
Ohio	923
Oklahoma	2,621
Oregon	1,267
Pennsylvania EABG	Exact number unknown
Pennsylvania HSSAP	Exact number unknown
Penn. K4 & SBPK	Exact number unknown
Penn. Pre-K Counts	218
Rhode Island	Exact number unknown
South Carolina 4K	Exact number unknown
South Carolina CDEPP	Exact number unknown
Tennessee	Exact number unknown
Texas	9,004
Vermont Act 62	926
Vermont EEI	199
Virginia	Exact number unknown
Washington	741
West Virginia	2,490
Wisconsin 4K	4,842
Wisconsin HdSt	Exact number unknown

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year except Vermont's data which is for the '11-'12 school year.

STATE	ACCESS
	Special education enrollment, by age
Alabama	214 4-year-olds[2]
Alaska	Exact breakdown unknown
Arizona	Exact breakdown unknown
Arkansas	519 3-year-olds; 2,347 4-year-olds
California	Exact breakdown unknown
Colorado	NA
Connecticut	Exact breakdown unknown
Delaware	140 4-year-olds
District of Columbia	272 3-year-olds; 645 4-year-olds[3]
Florida	Exact breakdown unknown
Georgia	3,085 4-year-olds[4]
Illinois	5,162 3-year-olds; 5,616 4-year-olds; 318 5-year-olds
Iowa Shared Visions	Exact breakdown unknown
Iowa SVPP	316 3-year-olds; 1,004 4-year-olds; 119 5-year-olds[4]
Kansas State Pre-K	NA
Kansas Preschool	NA
Kentucky	4,178 3-year-olds; 5,483 4-year-olds
Louisiana LA4	1,138 4-year-olds[4]
Louisiana 8(g)	Exact breakdown unknown
Louisiana NSECD	NA
Maine	18 4-year-olds
Maryland	NA[2]
Massachusetts	Exact breakdown unknown[5]
Michigan	6,702 4-year-olds
Minnesota	Exact breakdown unknown
Missouri	143 3-year-olds; 374 4-year-olds
Nebraska	274 under age 3; 1,132 3-year-olds; 1,655 4-year-olds; 75 5-year-olds
Nevada	Exact breakdown unknown
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	NA
New York	NA
North Carolina	1,507 4-year-olds
Ohio	33 under age 3; 246 3-year-olds; 471 4-year-olds; 173 5-year-olds
Oklahoma	2,621 4-year-olds[1]
Oregon	3 under age 3; 432 3-year-olds; 832 4-year-olds; 1 5-year-old
Pennsylvania EABG	Exact breakdown unknown
Pennsylvania HSSAP	Exact breakdown unknown
Penn. K4 & SBPK	Exact breakdown unknown
Penn. Pre-K Counts	64 3-year-olds; 154 4-year-olds
Rhode Island	Exact breakdown unknown
South Carolina 4K	Exact breakdown unknown[2]
South Carolina CDEPP	Exact breakdown unknown[4]
Tennessee	Exact breakdown unknown[2]
Texas	1,085 3-year-olds; 7,832 4-year-olds; 87 5-year-olds[2]
Vermont Act 62	Number unknown[2]
Vermont EEI	Number unknown
Virginia	Exact breakdown unknown[2]
Washington	117 3-year-olds; 624 4-year-olds
West Virginia	102 under age 3; 913 3-year-olds; 1,321 4-year-olds; 154 5-year-olds
Wisconsin 4K	3951 4-year-olds; 859 5-year-olds[1]
Wisconsin HdSt	Exact breakdown unknown

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	ACCESS
	Program enrollment – Fall 2012, by type of administering agency
Alabama	Public schools, 2,088; Nonpublic schools, 1,809
Alaska	Public schools, 34[4]
Arizona	Public schools, 6,516[5]
Arkansas	Breakdown not available[6]
California	Public schools, 96,305; Nonpublic schools, 33,272
Colorado	Public schools, 19,538[8]
Connecticut	Public schools, 3,153; Nonpublic schools, 6,334
Delaware	Public schools, 387; Nonpublic schools, 456
District of Columbia	Public schools, 11,446; Nonpublic schools, 473
Florida	Public schools, 30,135; Nonpublic schools, 146,219[1]
Georgia	Public schools, 37,414; Nonpublic schools, 44,269
Illinois	Public schools, 70,428; Nonpublic schools, 5,191
Iowa Shared Visions	Public schools, 987; Nonpublic schools, 739
Iowa SVPP	Public schools, 23,572[2]
Kansas State Pre-K	Public schools, 7,094
Kansas Preschool	Breakdown not available
Kentucky	Public schools, 20,817[3]
Louisiana LA4	Public schools, 15,869; Nonpublic schools, 159[5]
Louisiana 8(g)	Public schools, 2,643
Louisiana NSECD	Nonpublic schools, 1,200[5]
Maine	Public schools, 5,088[8]
Maryland	Public schools, 29,407
Massachusetts	Public schools, 6,87; Nonpublic schools, 7,048
Michigan	Public schools, 23,405; Nonpublic schools, 1,142
Minnesota	Public schools, 48; Nonpublic schools, 1,765
Missouri	Public schools, 3,542; Nonpublic schools, 133[2]
Nebraska	Public schools, 10,422
Nevada	Public schools, 1,360; Nonpublic schools, 33
New Jersey Abbott	Public schools, 43,671[3]
New Jersey ECPA	Public schools, 7,515
New Jersey ELLI	Public schools, 540
New Mexico	Public schools, 2,850; Nonpublic schools, 2,481
New York	Public schools, 103,347
North Carolina	Public schools, 10,280; Nonpublic schools, 19,292
Ohio	Public schools, 3,990; Nonpublic schools, 1,710[3]
Oklahoma	Public schools, 40,114[4]
Oregon	Public schools, 992; Nonpublic schools, 6,193[7]
Pennsylvania EABG	Public schools, 2,381[1]
Pennsylvania HSSAP	Public schools, 946; Nonpublic schools, 4,273
Penn. K4 & SBPK	Public schools, 6,631
Penn. Pre-K Counts	Public schools, 3,293; Nonpublic schools, 8,098
Rhode Island	Public schools, 18; Nonpublic schools, 126
South Carolina 4K	Public schools, 21,694
South Carolina CDEPP	Public schools, 5,200; Nonpublic schools, 583
Tennessee	Public schools, 18,609[4]
Texas	Public schools, 227,568
Vermont Act 62	Public schools, 5,535[3]
Vermont EEI	Public schools, 864; Nonpublic schools, 238[3]
Virginia	Public schools, 15,627; Nonpublic schools, 1,668
Washington	Public schools, 3,686; Nonpublic schools, 4,705
West Virginia	Public schools, 15,770[2]
Wisconsin 4K	Public schools, 48,590
Wisconsin HdSt	Breakdown not available[3]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Vermont's enrollment is for the '11-'12 school year.

STATE	OPERATING SCHEDULE	
	Hours of operation per day	Is there a formal state-level partnership to provide extended day services through collaboration with other agencies?
Alabama	School day, 6.5 hours/day	No
Alaska	Determined locally, at least 3 hours/day, but no more than 5[3]	No
Arizona	Determined locally[6]	No[6]
Arkansas	School day, 7 hours/day	No
California	School day, minimum of 6 hours/day; Part day, minimum of 3 hours/day[1]	Yes, California regulations allow Head Start to braid and blend funding[1]
Colorado	Part day, at least 2.5 hours/day, for 4 days/week or equivalent[5]	No[5]
Connecticut	Determined locally[6]	Yes, partnerships through state grants and contracts
Delaware	Part day, at least 3.5 hours/day[2]	Yes[3]
District of Columbia	School day, 6.5 hours/day	Yes[3]
Florida	Determined locally[1]	No
Georgia	School day, 6.5 hours/day	Yes[3]
Illinois	School day, 4.5 to 8 hours/day; Part day, 2.5 to 3.5 hours/day[3]	No[3]
Iowa, Shared Visions	Determined locally, hours vary by program, or another operating schedule is used[2]	No[2]
Iowa, SVPP	Part day, Minimum of 10 hours/week[4]	No[4]
Kansas State Pre-K	Part day, 3 hours/day[2]	No[2]
Kansas Preschool	Determined locally[2]	No[2]
Kentucky	Part day, 2.5 hours/day, plus a meal[1]	No[3]
Louisiana LA4	Extended day, 10 hours/day; School day, 6 hours/day[4]	No[4]
Louisiana 8(g)	School day, 6 hours/day	No
Louisiana NSECD	Extended day, 10 hours/day[6]	No[6]
Maine	Determined locally, 10 hours/week[4]	No[4]
Maryland	School day, 6.5 hours/day; Part day, 2.5 hours/day[3]	Yes[3]
Massachusetts	Determined locally[6]	No[4]
Michigan	School day, 6.5 hours/day; Part day, 3 hours/day[3]	Yes[4]
Minnesota	Determined locally[2]	No[2]
Missouri	Determined locally, 3 - 6.5 hours/day[1]	No
Nebraska	Determined locally, varies by program[2]	No[2]
Nevada	Determined locally, minimum of 10 hours/week[3]	No[3]
New Jersey Abbott	School day, at least 6 hours/day[1]	Yes[3]
New Jersey ECPA	Determined locally, 2.5 - 6 hours/day[3]	Yes[3]
New Jersey ELLI	School day, 6 hours/day or more; Part day, 2.5 hours/day or more[3]	Yes[3]
New Mexico	Determined locally, most common schedule is 2.5 to 3.5 hours/day[2]	No
New York	Part day, 2.5 hours/day[3]	No[3]
North Carolina	School day, 6.5 hours/day[3]	No[3]
Ohio	Determined locally, 3-3.5 hours/day or 12.5 hours/week[3]	No[3]
Oklahoma	School day, 6 hours/day; Part day, 2.5 hours/day[3]	No[3]
Oregon	School day, 6 hours/day; Part day, 3.5 hours/day[3]	Yes[3]
Pennsylvania EABG	Determined locally[1]	No
Pennsylvania HSSAP	School day, 5.5 instructional hours/day; Part day, 3.5 instructional hours/day[2]	No[1]
Penn. K4 & SBPK	School day, 5 hours/day, Part day, 2.5 hours/day	No
Penn. Pre-K Counts	School day, 5 instructional hours/day; Part day, 2.5 instructional hours/day	No[3]
Rhode Island	School day, 6 hours/day	No[1]
South Carolina 4K	Part day, 2.5 hours/day[3]	No[3]
South Carolina CDEPP	School day, 6.5 hours/day	No
Tennessee	School day, minimum of 5.5 hours/day[3]	No
Texas	Part day, 3 hours/day	No
Vermont Act 62	Determined locally[6]	No[4]
Vermont EEI	Determined locally[1]	No[1]
Virginia	School day, 5.5 hours/day; Part day, 3 hours/day	No
Washington	Determined locally[1]	No
West Virginia	Determined locally, minimum of 12 hours/week[3]	Yes[3]
Wisconsin 4K	Determined locally[3]	Yes[6]
Wisconsin HdSt	Determined locally, most common is 3 hours/day[4]	Yes[5]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Vermont's data which is for the '11-'12 school year.

STATE	OPERATING SCHEDULE		
	Program enrollment - Fall 2012, by operating schedule	Days of operation per week	Yearly operating schedule
Alabama	School day, 3,897[3]	5 days per week	Academic year
Alaska	Breakdown not available[3]	Determined locally, at least 3 hours/day but no more than 5 hours/day	Academic year
Arizona	Breakdown not available[6]	Determined locally[6]	Determined locally[6]
Arkansas	School day, 20,129	5 days per week	Academic year
California	Full day, 39,411; Part day, 90,166[7]	5 days per week[7]	Determined locally[7]
Colorado	Breakdown not available[5]	5 days per week[5]	Academic year
Connecticut	Full day, 7,197; School day, 1,656; Part day, 1,963[4]	5 days per week[4]	Determined locally[4]
Delaware	Breakdown not available	5 days per week	Determined locally
District of Columbia	School day, 11,919	5 days per week[1]	Academic year[1]
Florida	Breakdown not available[5]	Determined locally[4]	Determined locally[4]
Georgia	School day, 81,683	5 days per week	Academic year
Illinois	Breakdown not available[3]	5 days per week	Academic year
Iowa Shared Visions	Full day, 952; School day, 644; Part day, 130	Determined locally[2]	Determined locally[2]
Iowa SVPP	Part day, 23,572	Determined locally, 10 hours per week[1]	Academic year
Kansas State Pre-K	Part day, 7,094[3]	Determined locally[7]	Academic year
Kansas Preschool	Determined locally, 1,420[7]	Determined locally[7]	Determined locally[7]
Kentucky	Breakdown not available[3]	Determined locally[5]	Academic year[5]
Louisiana LA4	Full day, 823; School day, 16,028[6]	5 days per week[5]	Academic year
Louisiana 8(g)	School day, 2,643	Determined locally[5]	Academic year
Louisiana NSECD	Full day, 1,200	5 days per week[5]	Academic year
Maine	Determined locally 5,088[5]	Determined locally, 10 hours per week[5]	Academic year
Maryland	School day, 8,754; Part day, 20,653	5 days per week[5]	Academic year
Massachusetts	Full day, 6,922; School day, 218; Part day, 102[6]	Determined locally[5]	Determined locally[6]
Michigan	;School day, 8,382 Part day, 16,123; Other, 42	4 days per week[5]	30 weeks/year[5]
Minnesota	Locally determined 1,813[7]	Determined locally[5]	Determined locally[7]
Missouri	School day, 2,457; Part day, 1,218	5 days per week[5]	Determined locally[7]
Nebraska	Breakdown not available[4]	Determined locally[5]	Academic year
Nevada	Part day, 1,393	Determined locally, 10 hours per week[5]	Academic year
New Jersey Abbott	School day, 43,543[5]	5 days per week	Academic year[5]
New Jersey ECPA	School day, 2,499; Part day, 5,016[5]	5 days per week	Academic year
New Jersey ELLI	School day, 205; Part day, 335	5 days per week	Academic year
New Mexico	Determined locally 5,331	Determined locally[3]	Academic year[3]
New York	School day, 25,077; Part day, 78,270	5 days per week	Academic year
North Carolina	School day, 29,572	5 days per week	Academic year[7]
Ohio	Breakdown not available[4]	Determined locally, 12.5 hours per week[3]	Academic year
Oklahoma	School day, 28,789; Part day, 11,325	5 days per week[4]	Academic year[4]
Oregon	Full day, 706; School day, 5,800; Other, 679[3]	Determined locally[3]	Academic year[3]
Pennsylvania EABG	Breakdown not available	5 days per week[4]	Determined locally[4]
Pennsylvania HSSAP	Breakdown not available	Determined locally[3]	Academic year[3]
Penn K4 & SBPK	Breakdown not available	5 days per week	Academic year
Penn. Pre-K Counts	School day, 8,864; Part day, 2,527	5 days per week	Determined locally, 180 days/year[4]
Rhode Island	School day, 144	5 days per week	Academic year
South Carolina 4K	Breakdown not available[3]	5 days per week	Academic year
South Carolina CDEPP	School day, 5,783	5 days per week	Academic year
Tennessee	School day, 18,609[4]	5 days per week	Academic year
Texas	Part day, 227,568	5 days per week	Academic year
Vermont Act 62	Determined locally, 5,535	Determined locally[4]	Academic year[4]
Vermont EEI	Determined locally, 1,102	Determined locally[4]	Academic year[4]
Virginia	School day, 16,639; Part day, 656	5 days per week	Academic year
Washington	School day, 1,591; Part day, 6,800[3]	Determined locally[1]	Academic year[1]
West Virginia	School day, 13,247; Part day, 2,523	Determined locally, 4 or 5 days/week is permissible[3]	Academic year[3]
Wisconsin 4K	Breakdown not available	Determined locally[5]	Determined locally[5]
Wisconsin HdSt	Other, 1,098	Determined locally[4]	Determined locally[4]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year except Vermont's enrollment is for the '11-'12 school year.

STATE	AGE ELIGIBILITY	
	Minimum age for eligibility	Maximum age for eligibility
Alabama	4 by September 1	5 by August 31
Alaska	4 by September 1	5 by September 1
Arizona	3 by September 1	5 by September 1
Arkansas	3 by August 1	5 by August 1
California	3 by November 2	5 by November 2
Colorado	3 by October 1	Locally determined
Connecticut	2 years, 9 months by September 1	5 by January 1
Delaware	4 by August 31	5 by August 31
District of Columbia	3 by September 30	4 by September 30
Florida	4 by September 1	5 by August 31
Georgia	4 by September 1	5 by September 1
Illinois	3 by September 1	5 by September 1
Iowa Shared Visions	3 by September 15	5 years, 11 months by September 15
Iowa SVPP	4 by September 15	5 by September 15
Kansas State Pre-K	4 by August 31	5 by August 31
Kansas Preschool	4 by August 31	5 by August 31
Kentucky	3 by October 1	4 by September 30
Louisiana LA4	4 by September 30	5 by September 30
Louisiana 8(g)	4 by September 30	5 by September 30
Louisiana NSECD	4 by September 30	5 by September 30
Maine	4 by October 15	Locally determined
Maryland	4 by September 1	5 by September 1
Massachusetts	2 years, 9 months by locally determined date	Locally determined
Michigan	4 by December 1	5 by December 1
Minnesota	3 by September 1	3 by September 1
Missouri	3 by July 31	5 by July 31
Nebraska	Locally determined	5 on August 1
Nevada	3 by September 30	5 by September 30
New Jersey Abbott	3 by locally determined date	5 by locally determined date
New Jersey ECPA	3 by locally determined date	5 by locally determined date
New Jersey ELLI	4 by locally determined date	5 by locally determined date
New Mexico	4 by August 31	4 years, 11 months by August 31
New York	3 years, 11 months by December 1	4 years, 11 months by December 1
North Carolina	4 by August 31	4 by August 31
Ohio	3 by August 1 or September 30	5 by August 1 or September 30
Oklahoma	4 by September 1	4 by September 1
Oregon	3 by September 1	4 by September 1
Pennsylvania EABG	Locally determined	Locally determined
Pennsylvania HSSAP	Locally determined	Locally determined
Penn. K4 & SBPK	Locally determined	Locally determined
Penn. Pre-K Counts	Locally determined	Locally determined
Rhode Island	4 by September 1	5 by September 1
South Carolina 4K	4 by September 1	5 by September 1
South Carolina CDEPP	4 by September 1	Locally determined
Tennessee	4 by September 30	5 by September 30
Texas	3 by September 1	5 by September 1
Vermont Act 62	3 by locally determined date	6 by locally determined date
Vermont EEI	3 by locally determined date	6 by locally determined date
Virginia	4 by September 30	4 years, 11 months by September 30
Washington	3 by August 31	4 years, 11 months by August 31
West Virginia	4 by September 1	5 by September 1
Wisconsin 4K	4 by September 1	Locally determined
Wisconsin HdSt	3 by September 1	5 by September 1

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year except Vermont's data which is for the '11-'12 school year.

STATE	AGE ELIGIBILITY	
	Kindergarten eligibility age	Exceptions to the age requirements?
Alabama	5 by September 1	No
Alaska	5 by September 1	Yes, for children with IEPs[4]
Arizona	5 by September 1	No
Arkansas	5 by August 1	Yes[1]
California	5 by November 2	Yes[2]
Colorado	5 by October 1	Yes[4]
Connecticut	5 by January 1	Yes[5]
Delaware	5 by August 31	Yes[1]
District of Columbia	5 by September 30	No
Florida	5 by September 1	Yes[6]
Georgia	5 by September 1	Yes, for children with IEPs[5]
Illinois	5 by September 1	Yes, for children with IEPs[1]
Iowa Shared Visions	5 by September 15	Yes, children with IEPs may participate
Iowa SVPP	5 by September 15	Yes, children with IEPs may participate
Kansas State Pre-K	5 by August 31	No
Kansas Preschool	5 by August 31	No
Kentucky	5 by October 1	Yes[4]
Louisiana LA4	5 by September 30	Yes[7]
Louisiana 8(g)	5 by September 30	Yes[4]
Louisiana NSECD	5 by September 30	No
Maine	5 by October 15	Yes[5]
Maryland	5 by September 1	Yes[1]
Massachusetts	Locally determined	No[7]
Michigan	5 by December 1	No
Minnesota	3 by September 1	Yes[3]
Missouri	5 by July 31	Yes.
Nebraska	5 by July 31	Yes, children with IEPs may participate based on their IEPs[3]
Nevada	5 by September 30	No
New Jersey Abbott	5 by locally determined date	Yes[7]
New Jersey ECPA	5 by locally determined date	Yes[1]
New Jersey ELLI	5 by locally determined date	Yes[4]
New Mexico	5 by August 31	Yes[4]
New York	5 by December 1	Yes[4]
North Carolina	5 by August 31	Yes[1]
Ohio	5 by August 1 or September 30	Yes[4]
Oklahoma	4 by September 1	Yes, determined locally[5]
Oregon	5 by September 1	Yes4
Pennsylvania EABG	Locally determined	Yes, determined locally[3]
Pennsylvania HSSAP	Locally determined	Yes, determined locally[3]
Penn. K4 & SBPK	Locally determined	Yes
Penn. Pre-K Counts	Locally determined	Yes, local boards may decide exceptions for kindergarten[4]
Rhode Island	5 by September 1	Yes, determined locally[2]
South Carolina 4K	5 by September 1	No
South Carolina CDEPP	5 by September 1	Yes[5]
Tennessee	5 by September 30	Yes[6]
Texas	5 by September 1	No
Vermont Act 62	Locally determined	Yes[5]
Vermont EEI	5 years by locally determined date	Yes[5]
Virginia	5 by September 30	Yes[3]
Washington	5 by August 31	No
West Virginia	5 by September 1	Yes[1]
Wisconsin 4K	5 by September 1	Yes, determined locally[7]
Wisconsin HdSt	5 by September 1	Yes, determined locally[3]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year except Minnesota which is for the '11-'12 school year.

STATE	AGE ELIGIBILITY
	State policy on enrolling children in state pre-K when they are eligible for kindergarten
Alabama	Children may not enroll in pre-K if they are age-eligible for kindergarten
Alaska	Kindergarten age-eligible children with documented disabilities may enroll in pre-K
Arizona	Children may not enroll in pre-K if they are age-eligible for kindergarten
Arkansas	Children may not enroll in pre-K if they are age-eligible for kindergarten[4]
California	Children may not enroll in pre-K if they are age-eligible for kindergarten
Colorado	Kindergarten age-eligible children may only enroll in pre-K if they have not attended 4-year-old pre-K before
Connecticut	Kindergarten age-eligible children may enroll in pre-K at local program's discretion[5]
Delaware	Children may not enroll in pre-K if they are age-eligible for kindergarten
District of Columbia	Children may not enroll in pre-K if they are age-eligible for kindergarten
Florida	Children may not enroll in VPK if they are age-eligible for kindergarten[6]
Georgia	Children may not enroll in pre-K if they are age-eligible for kindergarten[3]
Illinois	Kindergarten age-eligible children with documented disabilities may enroll in pre-K[7]
Iowa Shared Visions	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion
Iowa SVPP	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion; Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year[8]
Kansas State Pre-K	Children may not enroll in pre-K if they are age-eligible for kindergarten
Kansas Preschool	Children may not enroll in pre-K if they are age-eligible for kindergarten
Kentucky	Children may not enroll in pre-K if they are age-eligible for kindergarten[9]
Louisiana LA4	Children may not enroll in pre-K if they are age-eligible for kindergarten
Louisiana 8(g)	Children may not enroll in pre-K if they are age-eligible for kindergarten
Louisiana NSECD	Children may not enroll in pre-K if they are age-eligible for kindergarten
Maine	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K[5]
Maryland	Children may not enroll in pre-K if they are age-eligible for kindergarten[1]
Massachusetts	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K[7]
Michigan	Children may not enroll in pre-K if they are age-eligible for kindergarten
Minnesota	Children may not enroll in pre-K if they are age-eligible for kindergarten
Missouri	Kindergarten age-eligible children with documented disabilities may enroll in pre-K
Nebraska	Kindergarten age-eligible children with documented disabilities may enroll in pre-K[3]
Nevada	Children may not enroll in pre-K if they are age-eligible for kindergarten[2]
New Jersey Abbott	Kindergarten age-eligible children with documented disabilities may enroll in pre-K[7]
New Jersey ECPA	Kindergarten age-eligible children with documented disabilities may enroll in pre-K[7]
New Jersey ELLI	Kindergarten age-eligible children with documented disabilities may enroll in pre-K[8]
New Mexico	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Other kindergarten eligible children may not enroll in pre-K[2]
New York	Children may not enroll in pre-K if they are age-eligible for kindergarten
North Carolina	Children may not enroll in pre-K if they are age-eligible for kindergarten
Ohio	Children may not enroll in pre-K if they are age-eligible for kindergarten[2]
Oklahoma	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K[4]
Oregon	Children may not enroll in pre-K if they are age-eligible for kindergarten
Pennsylvania EABG	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K
Pennsylvania HSSAP	Kindergarten age-eligible children with documented disabilities may enroll in pre-K[3]
Penn. K4 & SBPK	Districts may determine if they will accept both 3- and 4-year-olds or if enrollment will be limited to only 4-year-olds
Penn. Pre-K Counts	Children may not enroll in pre-K if they are age-eligible for kindergarten[1]
Rhode Island	Children may not enroll in pre-K if they are age-eligible for kindergarten
South Carolina 4K	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion; Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year
South Carolina CDEPP	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion; Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year
Tennessee	Kindergarten age-eligible children with documented disabilities may enroll in pre-K[8]
Texas	Children may not enroll in pre-K if they are age-eligible for kindergarten[7]
Vermont Act 62	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion; Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year[8]
Vermont EEI	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion[5]
Virginia	Kindergarten age-eligible children may enroll in pre-K at local program's discretion[3]
Washington	Children younger than 3 or older than 4 by August 31 are not admitted to pre-K. Younger children can be admitted to kindergarten via testing out this is rare
West Virginia	Kindergarten age-eligible children may enroll in pre-K at local program's discretion
Wisconsin 4K	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K[7]
Wisconsin HdSt	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K[5]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Vermont's enrollment is for the '11-'12 school year.

STATE	INCOME REQUIREMENT
	Besides age, how is eligibility determined for individual children?
Alabama	All age-eligible children in districts offering the program, or in the entire state, are eligible
Alaska	Eligibility is determined by individual child or family characteristics in addition to age
Arizona	Eligibility is determined by individual child or family characteristics in addition to age
Arkansas	Eligibility is determined by individual child or family characteristics in addition to age[5]
California	Eligibility is determined by individual child or family characteristics in addition to age
Colorado	Eligibility is determined by individual child or family characteristics in addition to age
Connecticut	All age-eligible children in districts offering the program, or in the entire state, may enroll[6]
Delaware	Eligibility is determined by individual child or family characteristics in addition to age[5]
District of Columbia	All age-eligible children in districts offering the program, or in the entire state, may enroll
Florida	All age-eligible children in the entire state may enroll
Georgia	All age-eligible children in districts offering the program, or in the entire state, may enroll
Illinois	Eligibility is determined by individual child or family characteristics in addition to age
Iowa Shared Visions	Eligibility is determined by individual child or family characteristics in addition to age
Iowa SVPP	All age-eligible children in districts offering the program, or in the entire state, may enroll
Kansas State Pre-K	Eligibility is determined by individual child or family characteristics in addition to age
Kansas Preschool	Eligibility is determined by individual child or family characteristics in addition to age
Kentucky	Eligibility is determined by individual child or family characteristics in addition to age[7]
Louisiana LA4	All age-eligible children in districts offering the program may enroll[2]
Louisiana 8(g)	Eligibility is determined by individual child or family characteristics in addition to age[3]
Louisiana NSECD	Eligibility is determined by individual child or family characteristics in addition to age
Maine	All age-eligible children in districts offering the program, or in the entire state, may enroll[4]
Maryland	Eligibility is determined by individual child or family characteristics in addition to age
Massachusetts	All age-eligible children in districts offering the program, or in the entire state, may enroll
Michigan	Eligibility is determined by individual child or family characteristics in addition to age
Minnesota	Eligibility is determined by individual child or family characteristics in addition to age
Missouri	All age-eligible children in districts offering the program, or in the entire state, may enroll
Nebraska	Eligibility is determined by individual child or family characteristics in addition to age[4]
Nevada	All age-eligible children in districts offering the program, or in the entire state, may enroll[5]
New Jersey Abbott	All age-eligible children in districts offering the program, or in the entire state, may enroll[8]
New Jersey ECPA	All age-eligible children in districts offering the program, or in the entire state, may enroll[2]
New Jersey ELLI	Eligibility is determined by individual child or family characteristics in addition to age[7]
New Mexico	All age-eligible children in districts offering the program, or in the entire state, may enroll[2]
New York	All age-eligible children in districts offering the program, or in the entire state, may enroll
North Carolina	Eligibility is determined by individual child or family characteristics in addition to age
Ohio	Eligibility is determined by individual child or family characteristics in addition to age[4]
Oklahoma	All age-eligible children in districts offering the program, or in the entire state, may enroll
Oregon	Eligibility is determined by individual child or family characteristics in addition to age[5]
Pennsylvania EABG	Eligibility is determined by individual child or family characteristics in addition to age[6]
Pennsylvania HSSAP	Eligibility is determined by individual child or family characteristics in addition to age[6]
Penn. K4 & SBPK	All children in districts offering the program, or in the entire state, may enroll (K4); Eligibility may be determined by individual or family characteristics (SBPK)
Penn. Pre-K Counts	Eligibility is determined by individual child or family characteristics in addition to age[5]
Rhode Island	All age-eligible children in districts offering the program, or in the entire state, may enroll[3]
South Carolina 4K	Eligibility is determined by individual child or family characteristics in addition to age
South Carolina CDEPP	Eligibility is determined by individual child or family characteristics in addition to age
Tennessee	Eligibility is determined by individual child or family characteristics in addition to age
Texas	Eligibility is determined by individual child or family characteristics in addition to age
Vermont Act 62	All age-eligible children in districts offering the program, or the entire state, may enroll[8]
Vermont EEI	Eligibility is determined by individual child or family characteristics in addition to age[6]
Virginia	Eligibility is determined by individual child or family characteristics in addition to age[4]
Washington	Eligibility is determined by individual child or family characteristics in addition to age
West Virginia	All age-eligible children in districts offering the program, or in the entire state, may enroll
Wisconsin 4K	All age-eligible children in districts offering the program, or in the entire state, may enroll[8]
Wisconsin HdSt	Eligibility is determined by individual child or family characteristics in addition to age[6]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	INCOME REQUIREMENT	
	Income requirement	To whom does the income requirement apply?
Alabama	No income requirement	No income requirement
Alaska	130% FPL[2]	All children[2]
Arizona	200% FPL	All children
Arkansas	200% FPL[3]	90% of the children served
California	70% FPL	All families, except those children receiving protective services are at risk for abuse, neglect, exploitation, or families homeless, or receiving CalWORKs cash aid (TANF)
Colorado	185% FPL[3]	Income is the most frequently used risk factor for eligibility[3]
Connecticut	75% SMI[6]	60% of children[6]
Delaware	100% FPL[5]	90% of children[5]
District of Columbia	No income requirement	No income requirement
Florida	No income requirement	No income requirement
Georgia	No income requirement	No income requirement
Illinois	No income requirement	No income requirement
Iowa Shared Visions	130% FPL	80% of children[3]
Iowa SVPP	No income requirement	No income requirement
Kansas State Pre-K	130% FPL	Every child must have at least one risk factor[3]
Kansas Preschool	185% FPL	At least 50% of chidlren must have at least one risk factor
Kentucky	150% FPL	At-risk children (approximately 54% of children)
Louisiana LA4	185% FPL[8]	All children[8]
Louisiana 8(g)	No income requirement	No income requirement
Louisiana NSECD	200% FPL	All children
Maine	No income requirement	No income requirement
Maryland	185% FPL	All children
Massachusetts	85% SMI (UPK); No income requirement (Grant 391)[8]	All children receiving subsidy money (UPK); None (Grant 391)[8]
Michigan	300% FPL	At least 75% in each grantee/agency[3]
Minnesota	100% FPL[4]	At least 90% must meet income requirements, be receiving TANF, or be categorically eligible (homeless or in foster care)[8]
Missouri	No income requirement	No income requirement
Nebraska	185% FPL[4]	70% of each program's grant funding must be used to serve children having at least one risk factors, only one of which is family income
Nevada	No income requirement	No income requirement
New Jersey Abbott	No income requirement	No income requirement
New Jersey ECPA	No income requirement	No income requirement
New Jersey ELLI	185% FPL[3]	All children, unless an exception is granted
New Mexico	No income requirement[5]	No income requirement
New York	No income requirement	No income requirement
North Carolina	75% SMI[1]	At least 80% of children[4]
Ohio	200% FPL[4]	All children except those with IEPs[4]
Oklahoma	No income requirement	No income requirement
Oregon	100% FPL[5]	80% to 90% of children[5]
Pennsylvania EABG	No income requirement	No income requirement
Pennsylvania HSSAP	100% FPL[6]	At least 90% of children
Penn K4 & SBPK	No income requirement	None (K4); Determined locally (SBPK)
Penn Pre-K Counts	300% FPL[3]	All children
Rhode Island	No income requirement	No income requirement
South Carolina 4K	185% FPL	All children
South Carolina CDEPP	185% FPL	All children
Tennessee	185% FPL	All children as first priority for enrollment
Texas	185% FPL	All children
Vermont Act 62	No income requirement	No income requirement
Vermont EEI	185% FPL[6]	Low-income status is one possible eligibility criterion
Virginia	No income requirement	No income requirement
Washington	110% FPL	At least 90% of children
West Virginia	No income requirement	No income requirement
Wisconsin 4K	No income requirement	No income requirement
Wisconsin HdSt	100% FPL[6]	90% of children[6]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	OTHER ELIGIBILITY REQUIREMENTS
	Risk factors besides income that can be used to determine eligibility
Alabama	Not applicable
Alaska	Child disability or developmental delay; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Child history of foster care; Locally determined risk factors[3]
Arizona	Not applicable
Arkansas	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Teen parent; Low birth weight or other child health risk; Child history of foster care; Incarcerated parent; Parent is activated for overseas military duty[3]
California	History of abuse, neglect, or family violence; Homelessness or unstable housing; Recipient of CalWORKs cash aid
Colorado	Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Parental substance abuse; Teen parent; Child history of foster care; Locally determined risk factors; Other state-specified risk factors include: child is in need of language development, parent or guardian has not successfully completed a high school education, frequent relocation by the child's family, and poor social skills[7]
Connecticut	Not applicable
Delaware	Not applicable[5]
District of Columbia	Not applicable
Florida	Not applicable
Georgia	Not applicable
Illinois	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental active military duty; Low income[5]
Iowa Shared Visions	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental active military duty[3]
Iowa SVPP	Not applicable
Kansas State Pre-K	Low parental education level; Non-English speaking family members; Teen parent; Other state-specified risk factors, Single parent; Department for Children and Families referral, migrant status, developmentally or academically delayed[3]
Kansas Preschool	Low parental education level; Non-English speaking family members; Teen parent; Parental active military duty; Department for Children and Families referral; Developmentally or academically delayed based upon valid assessment; Early childhood referral from another program[3]
Kentucky	Child disability or developmental delay; Homelessness or unstable housing; Child history of foster care[6]
Louisiana LA4	Not applicable
Louisiana 8(g)	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk Child history of foster care Parental active military duty Locally determined risk factors[3]
Louisiana NSECD	Not applicable
Maine	Not applicable
Maryland	Child disability or developmental delay; Homelessness or unstable housing; Non-English speaking family members; Risk that child will not be ready for kindergarten, Child history of foster care[4]
Massachusetts	Not applicable[6]
Michigan	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence, Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental active military duty; Other state-specified risk factors[7]
Minnesota	Homelessness or unstable housing; Child history of foster care[4]
Missouri	Not applicable[4]
Nebraska	Child disability or developmental delay; Low parental education level; Non-English speaking family members; Teen parent; Low birth weight or other child health risk
Nevada	Not applicable[5]

STATE	OTHER ELIGIBILITY REQUIREMENTS
	Risk factors besides income that can be used to determine eligibility
New Jersey Abbott	Not applicable
New Jersey ECPA	Not applicable
New Jersey ELLI	Locally determined risk factors[a]
New Mexico	Not applicable[5]
New York	Not applicable
North Carolina	Child disability or developmental delay; Non-English speaking family members; Risk that child will not be ready for kindergarten; Parental active military duty; Chronic health condition and/or child has an IEP[4]
Ohio	Not applicable
Oklahoma	Not applicable
Oregon	Child disability or developmental delay; Locally determined risk factors[b]
Pennsylvania EABG	Locally determined risk factors[a]
Pennsylvania HSSAP	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental active military duty
Penn. K4 & SBPK	None (K4); Determined locally (SBPK)
Penn. Pre-K Counts	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental active military duty
Rhode Island	Not applicable
South Carolina 4K	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental active military duty
South Carolina CDEPP	Child disability or developmental delay; Homelessness or unstable housing; Child receiving Medicaid services
Tennessee	Locally determined risk factors (underserved or unserved children with no access to early childhood programs)[a]
Texas	Homelessness or unstable housing; Non-English speaking family members; Child history of foster care; Parental active military duty; Parent was injured or killed on active military duty
Vermont Act 62	Not applicable
Vermont EEI	Child disability or developmental delay; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Other state-specified risk factors; Geographic isolation[b]
Virginia	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental active military duty[4]
Washington	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Other: expulsion due to behavior, in kinship care, single parent, transferring from Head Start or Early Head Start, parent deployed to combat zone in last year, parent incarcerated, mental illness, health care access, migrant[5]
West Virginia	Not applicable[4]
Wisconsin 4K	Not applicable
Wisconsin HdSt	Locally determined risk factors, Federal Head Start eligibility[6]

STATE	OTHER ELIGIBILITY REQUIREMENTS	
	Number of risk factors tied to eligibility	How do risk factors relate to income criteria?
Alabama	NA	No income requirement
Alaska	1	Meeting the income cutoff can count as one of the risk factors
Arizona	NA	NA
Arkansas	1[5]	NA
California	1	Meeting the income cutoff can count as one of the risk factors
Colorado	1[7]	Meeting the income cutoff can count as one of the risk factors
Connecticut	NA	NA
Delaware	NA[9]	Income is the only state-specified risk factor
District of Columbia	NA	No income requirement
Florida	NA	No income requirement
Georgia	NA	No income requirement
Illinois	Multiple risk factors[6]	Meeting the income cutoff can count as one of the risk factors
Iowa Shared Visions	1	Meeting the income cutoff can count as one of the risk factors[4]
Iowa SVPP	NA	No income requirement
Kansas State Pre-K	1	Meeting the income cutoff can count as one of the risk factors[3]
Kansas Preschool	1[1]	Meeting the income cutoff can count as one of the risk factors
Kentucky	1[5]	Meeting the income cutoff can count as one of the risk factors
Louisiana LA4	NA	NA
Louisiana 8(g)	Determined locally	No income requirement[5]
Louisiana NSECD	NA	Meeting the income cutoff can count as one of the risk factors
Maine	NA	No income requirement
Maryland	1	Meeting the income cutoff can count as one of the risk factors[3]
Massachusetts	NA	NA
Michigan	1 to 3[7]	Meeting the income cutoff can count as one of the risk factors[7]
Minnesota	1	Meeting the income cutoff can count as one of the risk factors
Missouri	NA	No income requirement[4]
Nebraska	1	Meeting the income cutoff can count as one of the risk factors
Nevada	NA	No income requirement
New Jersey Abbott	NA	No income requirement
New Jersey ECPA	NA	No income requirement
New Jersey ELLI	NA	Other[7]
New Mexico	NA[3]	No income requirement
New York	NA	No income requirement
North Carolina	1	80% must meet income requirement 20% may meet another risk factor[4]
Ohio	NA	NA
Oklahoma	NA	No income requirement
Oregon	Locally determined risk factors determine priority for services[5]	80-90% of children must meet income requirements[5]
Pennsylvania EABG	Determined locally	No income requirement[5]
Pennsylvania HSSAP	Determined locally[6]	Children must have the specified number of risk factors in addition to meeting the income cutoff[6]
Penn. K4 & SBPK	None (K4); Determined locally (SBPK)[5]	None (K4); Determined locally (SBPK)
Penn. Pre-K Counts	Determined locally[6]	Meeting the income cutoff can count as one of the risk factors[3]
Rhode Island	NA[6]	No income requirement
South Carolina 4K	1 or more[6]	Children must have the above number of risk factors in addition to meeting the income cutoff
South Carolina CDEPP	1[6]	Meeting the income cutoff can count as one of the risk factors
Tennessee	1 or more determined locally[7]	Meeting the income cutoff can count as one of the risk factors[7]
Texas	1	Meeting the income cutoff can count as one of the risk factors
Vermont Act 62	NA	No income requirement
Vermont EEI	1	Meeting the income cutoff can count as one of the risk factors
Virginia	1[4]	No income requirement
Washington	1[5]	Meeting the income cutoff can count as one of the risk factors[2]
West Virginia	NA	No income requirement
Wisconsin 4K	NA	No income requirement
Wisconsin HdSt	Per federal Head Start requirements[8]	Income is the first consideration[6]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Vermont's data which is for the '11-'12 school year.

STATE	OTHER ELIGIBILITY REQUIREMENTS	
	Is there a sliding payment scale based on income?	Is child eligibility ever reassessed after a child has been enrolled?
Alabama	Yes[5]	No
Alaska	No	No
Arizona	No	Yes[7]
Arkansas	Yes, for those between 200-250% FPL	No
California	Yes[3]	Yes, only for full-day programs[4]
Colorado	No	No
Connecticut	Yes, for all children[7]	Yes[8]
Delaware	No	No
District of Columbia	No	No
Florida	No	No
Georgia	No	No
Illinois	No	No
Iowa Shared Visions	Yes, for 20% of children	No
Iowa SVPP	No	No
Kansas State Pre-K	No	No
Kansas Preschool	No	No
Kentucky	Determined locally[9]	No [3]
Louisiana LA4	Determined locally[7]	No
Louisiana 8(g)	No	No
Louisiana NSECD	No	No
Maine	No	No
Maryland	No	No
Massachusetts	Determined locally[7]	No
Michigan	No	No
Minnesota	No	Yes[3]
Missouri	Determined locally[2]	No
Nebraska	Yes[3]	No
Nevada	No	No
New Jersey Abbott	No	Yes[7]
New Jersey ECPA	No	Yes[5]
New Jersey ELLI	No	Yes[9]
New Mexico	No	No
New York	No	No
North Carolina	No	No
Ohio	Yes, for children of families that are 101-200% of FPL	No
Oklahoma	No	No
Oregon	No	No
Pennsylvania EABG	No	No
Pennsylvania HSSAP	No	No
Penn K4 & SBPK	No	No
Penn. Pre-K Counts	No	No
Rhode Island	No	No
South Carolina 4K	No	No
South Carolina CDEPP	No	No
Tennessee	No	No
Texas	No	Yes, at the beginning of each year of eligibility[4]
Vermont Act 62	No	No
Vermont EEI	No	No
Virginia	No	No
Washington	No	No
West Virginia	No	No
Wisconsin 4K	No	No
Wisconsin HdSt	No	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Vermont's enrollment is for the '11-'12 school year.

STATE	PROGRAM STANDARDS	
	Maximum class size	Staff-child ratio requirement
Alabama	4-year-olds, 18[c]	4-year-olds, 1:9[c]
Alaska	4-year-olds, 20	4-year-olds, 1:10
Arizona	3-year-olds, 18; 4-year-olds, 20[6]	3-year-olds, 1:9; 4-year-olds, 1:10[8]
Arkansas	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
California	3- and 4-year-olds, No limit[5]	3- and 4-year-olds, 1:8
Colorado	3- and 4-year-olds, 16	3- and 4-year-olds, 1:8
Connecticut	3- and 4-year-olds, 20[7]	3- and 4-year-olds, 1:10
Delaware	4-year-olds, 20	4-year-olds, 1:10
District of Columbia	3-year-olds, 16; 4-year-olds, 20[5]	3-year-olds, 2:16; 4-year-olds, 2:20[5]
Florida	4-year-olds, 20 (540-hour program); 12 (300-hour program)	4-year-olds, 1:11 or 2:12-20 (540-hour program); 1:12 (300-hour program)
Georgia	4-year-olds, 22[6]	4-year-olds, 1:11[6]
Illinois	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Iowa Shared Visions	3-year-olds, 18; 4-year-olds, 20[4]	3- and 4-year-olds, 1:8
Iowa SVPP	3-year-olds, 18; 4-year-olds, 20	3-year-olds, 1:9; 4-year-olds, 1:10
Kansas State Pre-K	3-year-olds, NA; 4-year-olds, 20	4-year-olds, 1:10
Kansas Preschool	3-year-olds, NA; 4-year-olds, 20	4-year-olds, 1:10
Kentucky	3- and 4-year-olds, 20[11]	3- and 4-year-olds, 1:10[11]
Louisiana LA4	4-year-olds, 20	4-year-olds, 1:10
Louisiana 8(g)	4-year-olds, 20	4-year-olds, 1:10
Louisiana NSECD	4-year-olds, 20[7]	4-year-olds, 1:10[7]
Maine	4-year-olds, No Limit[7]	4-year-olds, 1:15[7]
Maryland	3- and 4-year-olds, 20[6]	3- and 4-year-olds, 1:10
Massachusetts	3- and 4-year-olds, 20	3-year-olds, 1:10 (UPK); 1:7-10 (Grant 391); 4-year-olds, 1:10 (UPK) ,1:7-10 (Grant 391)[10]
Michigan	4-year-olds, 18[6]	4-year-olds, 1:8[6]
Minnesota	3-year-olds, 17, 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10
Missouri	3- and 4-year-olds, 20[5]	3- and 4-year-olds, 1:10[5]
Nebraska	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Nevada	3-year-olds, 16; 4-year-olds, 20	3-year-olds, 1:8; 4-year-olds, 1:10
New Jersey Abbott	3-year-olds, 15; 4-year-olds, 15	3- and 4-year-olds, 2:15
New Jersey ECPA	3- and 4-year-olds, 18	3- and 4-year-olds, 1:9
New Jersey ELLI	4-year-olds, 20	4-year-olds, 1:10
New Mexico	4-year-olds, 20	4-year-olds, 1:10
New York	3- and 4-year-olds, 20[4]	3-year-olds, 1:8; 4-year-olds, 1:9[4]
North Carolina	4-year-olds, 18	4-year-olds, 1:9
Ohio	3-year-olds, 24; 4-year-olds, 28	3-year-olds, 1:12; 4-year-olds, 1:14
Oklahoma	4-year-olds, 20	4-year-olds, 1:10
Oregon	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10
Pennsylvania EABG	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Pennsylvania HSSAP	3- and 4-year-olds, 20[7]	3- and 4-year-olds, 1:10[7]
Penn K4 & SBPK	3- and 4-year-olds, No limit (K4); 20 (SBPK)[4]	3- and 4-year-olds, 1:10[4]
Penn. Pre-K Counts	3- and 4-year-olds, 20[6]	3- and 4-year-olds, 1:10[6]
Rhode Island	4-year-olds, 18	4-year-olds, 1:9
South Carolina 4K	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
South Carolina CDEPP	4-year-olds, 20	4-year-olds, 1:10
Tennessee	3-year-olds, 16; 4-year-olds, 20[8]	3-year-olds, 1:8; 4-year-olds, 1:10
Texas	3- and 4-year-olds, No limit[5]	3- and 4-year-olds, No limit[5]
Vermont Act 62	3-year-olds, 20; 4-year-olds, 20	3- and 4-year-olds, 1:10
Vermont EEI	3-year-olds, 20; 4-year-olds, 20	3- and 4-year-olds, 1:10
Virginia	4-year-olds, 18	4-year-olds, 1:9
Washington	3- and 4-year-olds, 20	3- and 4-year-olds, 1:9
West Virginia	3- and 4-year-olds, 20[5]	3- and 4-year-olds, 1:10[5]
Wisconsin 4K	4-year-olds, determined locally[7]	4-year-olds, determined locally[7]
Wisconsin HdSt	3-year-olds, 1:7; 4-year-olds, 20[7]	3-year-olds, 2:17; 4-year-olds, 1:10[7]

STATE	PROGRAM STANDARDS
	Meal requirement
Alabama	Lunch; Snack[a]
Alaska	Breakfast or Lunch and one snack
Arizona	Depends on length of program day[a]
Arkansas	Breakfast; Lunch; Snack
California	Depends on length of program day[a]
Colorado	Depends on length of program day[a]
Connecticut	Depends on length of program day[1,2]
Delaware	At least one meal and snack[a]
District of Columbia	Breakfast; Lunch[a]
Florida	Depends on length of program day[7]
Georgia	Lunch[7]
Illinois	Lunch and Snack (school day); Snack (part day)
Iowa Shared Visions	Lunch; Snack[3]
Iowa SVPP	Snack[a]
Kansas State Pre-K	Snack
Kansas Preschool	Snack
Kentucky	At least one meal a day, Breakfast or Lunch
Louisiana LA4	Lunch; Snack[10]
Louisiana 8(g)	Breakfast; Lunch; Snack
Louisiana NSECD	Breakfast; Lunch; Snack
Maine	No meals are required[8]
Maryland	Breakfast and Lunch (school day); Breakfast or Lunch (part day)
Massachusetts	Depends on length of program day[11]
Michigan	Snack (part-day); at least one meal and one snack (school day)[9]
Minnesota	Breakfast; Lunch[a]
Missouri	Depends on length of program day[a]
Nebraska	Snack[a]
Nevada	No meals are required[5]
New Jersey Abbott	Breakfast; Lunch; Snack
New Jersey ECPA	Depends on length of program day[a]
New Jersey ELLI	Depends on length of program day[12]
New Mexico	At least one meal per day, breakfast or lunch depending on schedule
New York	Depends on length of program day[1]
North Carolina	Lunch and either Breakfast or Snack
Ohio	Depends on length of program day[1]
Oklahoma	Lunch[3]
Oregon	Lunch and either Breakfast or Snack[4]
Pennsylvania EABG	No meals are required
Pennsylvania HSSAP	Lunch and either breakfast or snack
Penn. K4 & SBPK	None
Penn. Pre-K Counts	Snack (part day); Snack and one meal (school day)
Rhode Island	Lunch; Snack
South Carolina 4K	Lunch; Snack
South Carolina CDEPP	Breakfast; Lunch
Tennessee	Lunch and either Breakfast or Snack
Texas	Depends on length of program day[a]
Vermont Act 62	No meals are required[7]
Vermont EEI	No meals are required[7]
Virginia	No meals are required[5]
Washington	Depends on length of program day[7]
West Virginia	At least one meal[a]
Wisconsin 4K	Depends on length of program day[13]
Wisconsin HdSt	Lunch; Snack[a]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	PROGRAM STANDARDS
	Screening and referral requirements
Alabama	Vision; Hearing; Immunizations; Full physical exam; Developmental; Dental; Locally determined: Height/Weight/BMI; Blood pressure; Psychological/Behavioral[7]
Alaska	Vision; Hearing; Immunizations; Psychological/Behavioral; Developmental; Locally determined: Height/Weight/BMI; Blood pressure; Full physical exam[6]
Arizona	Immunizations; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Developmental[7]
Arkansas	Vision; Hearing; Height/Weight/BMI; Immunizations; Psychological/Behavioral; Full physical exam; Developmental
California	Locally determined[7]
Colorado	Immunizations; Full physical exam; Developmental; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Psychological/Behavioral
Connecticut	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
Delaware	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
District of Columbia	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Dental
Florida	Locally determined[2]
Georgia	Vision; Hearing; Immunizations; Dental[9]
Illinois	Vision; Hearing; Immunizations; Developmental; Locally determined: Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Dental
Iowa Shared Visions	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental[8]
Iowa SVPP	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
Kansas State Pre-K	Locally determined[2]
Kansas Preschool	Locally determined[2]
Kentucky	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental
Louisiana LA4	Vision; Hearing; Immunizations; Locally determined: Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Developmental
Louisiana 8(g)	Immunizations; Psychological/Behavioral; Developmental; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Full physical exam
Louisiana NSECD	Vision; Hearing; Height/Weight/BMI; Immunizations; Psychological/Behavioral; Developmental; Dental[3]
Maine	Vision; Hearing; Developmental; Immunizations; Locally determined: Height/Weight/BMI; Blood pressure; Psychological/Behavioral
Maryland	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Locally determined: Developmental[7]
Massachusetts	Vision; Hearing; Developmental[7]
Michigan	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Full physical exam; Developmental; Locally determined: Psychological/Behavioral[7]
Minnesota	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
Missouri	Vision; Hearing; Height/Weight/BMI; Immunizations; Full physical exam; Developmental; Dental; Locally determined: Blood pressure; Psychological/Behavioral[7]
Nebraska	Locally determined
Nevada	Developmental; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental[5]
New Jersey Abbott	Vision; Hearing; Height/Weight/BMI; Immunizations; Developmental; Dental; Locally determined: Blood pressure; Psychological/Behavioral; Full physical exam
New Jersey ECPA	Vision; Hearing; Height/Weight/BMI; Immunizations; Developmental; Dental; Blood pressure; Psychological/Behavioral; Full physical exam; Other
New Jersey ELLI	Vision; Hearing; Height/Weight/BMI; Immunizations; Developmental; Dental; Locally determined: Blood pressure; Psychological/Behavioral; Full physical exam
New Mexico	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Full physical exam; Developmental; Dental; Other; Locally determined: Psychological/Behavioral[6]
New York	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental; Other[6]
North Carolina	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
Ohio	Vision; Hearing; Height/Weight/BMI; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental; Other includes Hemoglobin and Lead; Locally determined: Blood pressure
Oklahoma	Immunizations; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Developmental[8]
Oregon	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental; Other[7]
Pennsylvania EABG	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
Pennsylvania HSSAP	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
Penn. K4 & SBPK	Immunizations; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Developmental
Penn. Pre-K Counts	Locally determined[7]
Rhode Island	Vision; Hearing; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Other: Speech/Language development
South Carolina 4K	Developmental; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Dental[4]
South Carolina CDEPP	Vision; Hearing; Developmental; Locally determined: Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Dental
Tennessee	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental
Texas	Immunizations; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Developmental
Vermont Act 62	Locally determined[8]
Vermont EEI	Locally determined[8]
Virginia	Vision; Hearing; Immunizations; Determined locally: Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Developmental
Washington	Vision; Hearing; Height/Weight/BMI; Immunizations; Full physical exam; Developmental; Dental
West Virginia	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental[7]
Wisconsin 4K	Full physical exam; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Developmental[11]
Wisconsin HdSt	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental; Other as determined by federal Head Start requirements

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Vermont (which is for the '11-'12 school year).

STATE	PROGRAM STANDARDS
	Support services for English Language Learners and families
Alabama	State policy does not regulate services for English Language Learners[6]
Alaska	Bilingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; Translators or bilingual staff are available if children do not speak English[7]
Arizona	State policy does not regulate services for English Language Learners
Arkansas	Bilingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; Translators or bilingual staff are available if children do not speak English
California	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children Information must be presented to parents in their primary language; A systematic written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English
Colorado	State policy does not regulate services for English Language Learners
Connecticut	State policy does not regulate services for English Language Learners[11]
Delaware	Bilingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English[7]
District of Columbia	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; A systematic written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English; State policy does not regulate services for English Language Learners
Florida	State policy does not regulate services for English Language Learners[9]
Georgia	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; A systematic written plan must be in place on how to work with English Language Learners[3]
Illinois	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; Translators or bilingual staff are available if children do not speak English
Iowa Shared Visions	A home language survey is sent home at the beginning of the school year[7]
Iowa SVPP	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year
Kansas State Pre-K	A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language[5]
Kansas Preschool	Information must be presented to parents in their primary language[5]
Kentucky	Bilingual non-English classes are permitted in pre-K[12]
Louisiana LA4	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; ESL services must be provided; Other
Louisiana 8(g)	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; A home language survey is sent home at the beginning of the school year
Louisiana NSECD	Bilingual non-English classes are permitted in pre-K; A home language survey is sent home at the beginning of the school year; Other Schools programs with large ELL populations perform screenings and assessment on a local level and address each child's needs individually
Maine	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; A systematic written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English[9]
Maryland	Bilingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language
Massachusetts	State policy does not regulate services for English Language Learners[13]
Michigan	Bilingual non-English classes are permitted in pre-K[1]
Minnesota	Translators or bilingual staff are available if children do not speak English; Other support services as per federal Head Start requirements[7]
Missouri	State policy does not regulate services for English Language Learners
Nebraska	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Translators or bilingual staff are available if children do not speak English[7]
Nevada	State policy does not regulate services for English Language Learners[5]

STATE	PROGRAM STANDARDS
	Support services for English Language Learners and families
New Jersey Abbott	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English; Other, bilingual classes are encouraged[10]
New Jersey ECPA	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English; Other, bilingual classes are encouraged[7]
New Jersey ELLI	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English; Other, bilingual classes are encouraged[11]
New Mexico	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; State policy does not regulate services for English Language Learners[7]
New York	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English; Other, Commissioner's Regulations require all districts and schools to have a plan in place to serve ELL students appropriately[7]
North Carolina	Professional development or coaching is provided for teachers; A systematic, written plan must be in place on how to work with English Language Learners[6]
Ohio	State policy does not regulate services for English Language Learners
Oklahoma	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English; Other, required to have list maintained
Oregon	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English; Other, support services provided as per federal Head Start Performance Standards[8]
Pennsylvania EABG	State policy does not regulate services for English Language Learners
Pennsylvania HSSAP	State policy does not regulate services for English Language Learners
Penn. K4 & SBPK	State policy does not regulate services for English Language Learners[6]
Penn. Pre-K Counts	Bilingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language
Rhode Island	Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language
South Carolina 4K	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Programs are required to screen and assess all children
South Carolina CDEPP	Bilingual non-English classes are permitted in pre-K; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners
Tennessee	State policy does not regulate services for English Language Learners[8]
Texas	Bilingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English[7]
Vermont Act 62	State policy does not regulate services for English Language Learners
Vermont EEI	State policy does not regulate services for English Language Learners
Virginia	State policy does not regulate services for English Language Learners
Washington	Bilingual non-English classes are permitted in pre-K; Programs are required to screen and assess all children; Other, ELL service plans are locally determined[8]
West Virginia	Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; A systematic, written plan must be in place on how to work with English Language Learners
Wisconsin 4K	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English[12]
Wisconsin HdSt	Follows federal Head Start requirements

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Vermont's which is for the '11-'12 school year.

STATE	PROGRAM STANDARDS
	Support services required for all programs
Alabama	Parenting support or training; Parent involvement activities; Child health services; Transition to K activities; Parent conferences and/or home visits; Other support services locally determined
Alaska	Parenting support or training; Child health services; Nutrition information; Other; locally determined
Arizona	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
Arkansas	Parenting support or training; Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
California	Parent education or job training; Parenting support or training; Parent involvement activities; Child health services; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Colorado	Parent education or job training; Parenting support or training; Parent involvement activities Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Connecticut	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Other: Family Literacy and support of dual language learners
Delaware	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Other: Mental Health consultation for children if needed
District of Columbia	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
Florida	None
Georgia	Parent involvement activities; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Other support services determined locally
Illinois	Parenting support or training; Parent involvement activities; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Iowa Shared Visions	Parenting support or training; Parent involvement activities; Child health services; Nutrition information; Referral for social services; Parent conferences and/or home visits; Other: Family nights
Iowa SVPP	Parenting support or training; Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Kansas State Pre-K	Parent involvement activities; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Kansas Preschool	Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities
Kentucky	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits[1]
Louisiana LA4	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Other support services locally determined
Louisiana 8(g)	Parent education or job training; Parenting support or training; Parent involvement activities; Child health services; Referral for social services; Transition to K activities; Other: GED and adult literacy training; Housing/utility assistance referrals
Louisiana NSECD	Parenting support or training; Parent involvement activities; Child health services; Referral for social services; Transition to K activities; Other support services locally determined[2]
Maine	Parent conferences and/or home visits; Other support services locally determined
Maryland	Parenting support or training; Parent involvement activities; Child health services; Transition to K activities; Parent conferences and/or home visits
Massachusetts	Parent conferences and/or home visits
Michigan	Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Minnesota	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Missouri	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
Nebraska	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits; Other, based on family need
Nevada	Parenting support or training; Parent involvement activities; Other support services locally determined

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	PROGRAM STANDARDS
	Support services required for all programs
New Jersey Abbott	Parenting support or training; Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
New Jersey ECPA	Parent involvement activities; Child health services; Transition to K activities; Parent conferences and/or home visits
New Jersey ELLI	Parent involvement activities; Child health services; Nutrition information; Transition to K activities; Parent conferences and/or home visits
New Mexico	Parent education or job training; Parenting support or training; Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
New York	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
North Carolina	Parent involvement activities; Child health services; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Other: Transition to pre-K and K activities other supports as needed[6]
Ohio	Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Oklahoma	Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences; and/or home visits; Other[7]
Oregon	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Other: Mental health services
Pennsylvania EABG	None.
Pennsylvania HSSAP	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Penn. K4 & SBPK	None.
Penn. Pre-K Counts	Parent involvement activities; Referral for social services; Transition to K activities[8]
Rhode Island	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
South Carolina 4K	Parenting support or training; Parent involvement activities; Child health services; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Other support services locally determined
South Carolina CDEPP	Parenting support or training; Parent involvement activities; Child health services; Transition to K activities; Parent conferences and/or home visits; Other support services locally determined
Tennessee	Parenting support or training; Parent involvement activities; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Other support services locally determined
Texas	Support services locally determined
Vermont Act 62	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
Vermont EEI	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
Virginia	Parent involvement activities; Child health services; Referral for social services; Other support services locally determined
Washington	Parenting support or training; Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits[9]
West Virginia	Transition to K activities; Parent conferences and/or home visits[6]
Wisconsin 4K	Parent involvement activities; Child health services; Referral for social services; Parent conferences and/or home visits; Other: Referral for special education, Access to school nurse, school psychologist, school social worker[10]
Wisconsin HdSt	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Other, in accordance with federal Head Start performance standards

STATE	STATEWIDE EARLY LEARNING STANDARDS
	Name of early learning standards document
Alabama	Alabama Developmental Standards for Preschool Children
Alaska	Alaska Early Learning Guidelines
Arizona	Arizona Early Learning Standards
Arkansas	Arkansas Early Childhood Education Framework
California	California Preschool Learning Foundations, Volumes 1 & 2
Colorado	Building Blocks to the Colorado K-12 Content Standards
Connecticut	The Connecticut Preschool Curriculum Framework
Delaware	Delaware Early Learning Foundations
District of Columbia	Early Learning Standards: Infant, Toddlers and Pre-kindergarten
Florida	Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)
Georgia	Georgia's Pre-K Content Standards
Illinois	Illinois Early Learning Standards (IELS)
Iowa Shared Visions	Iowa Early Learning Standards
Iowa SVPP	Iowa Early Learning Standards
Kansas State Pre-K	Kansas Early Learning Standards
Kansas Preschool	Kansas Early Learning Standards
Kentucky	Kentucky Early Childhood Standards
Louisiana LA4	Louisiana Standards for Programs Serving Four-Year-Old Children (through April 2013) and Birth to Five Early Learning and Development Standards (present)
Louisiana 8(g)	Louisiana Standards for Programs Serving Four-Year-Old Children (through April 2013) and Birth to Five Early Learning and Development Standards (present)
Louisiana NSECD	Louisiana Standards for Programs Serving Four-Year-Olds Children and Birth to Five Early Learning and Development Standards
Maine	State of Maine Early Learning Guidelines
Maryland	The Social Foundations Framework, Maryland Common Core State Curriculum Frameworks, and Maryland State Curriculum for Career and College Readiness
Massachusetts	Guidelines of Preschool Learning Experiences
Michigan	Early Childhood Standards of Quality for Prekindergarten
Minnesota	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Missouri	Missouri Early Learning Standards
Nebraska	Nebraska Early Learning Guidelines for Ages 3 to 5
Nevada	Nevada Pre-Kindergarten Standards
New Jersey Abbott	Preschool Teaching and Learning Standards
New Jersey ECPA	Preschool Teaching and Learning Standards
New Jersey ELLI	Preschool Teaching and Learning Standards
New Mexico	New Mexico Early Learning Outcomes - Full Version
New York	New York State Prekindergarten Foundation for the Common Core
North Carolina	North Carolina Foundations for Early Learning and Development
Ohio	Ohio's Early Learning and Development Standards and Ohio's Early Learning Program Guidelines
Oklahoma	Oklahoma Academic Standards
Oregon	Head Start Child Development and Early Learning Framework
Pennsylvania EABG	Pennsylvania Learning Standards for Early Childhood
Pennsylvania HSSAP	Pennsylvania Learning Standards for Early Childhood
Penn. K4 & SBPK	Pennsylvania Learning Standards for Early Childhood
Penn. Pre-K Counts	Pennsylvania Learning Standards for Early Childhood
Rhode Island	Rhode Island Early Learning and Development Standards
South Carolina 4K	South Carolina Good Start, Grow Smart Early Learning Standards
South Carolina CDEPP	South Carolina Good Start Grow Smart Early Learning Standards
Tennessee	Tennessee Early Learning Developmental Standards for 4 Year Olds- Revised
Texas	Texas Prekindergarten Guidelines
Vermont Act 62	Vermont Early Learning Standards
Vermont EEI	Vermont Early Learning Standards
Virginia	Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds
Washington	2010 ECEAP Performance Standards and Washington State Early Learning and Development Guidelines
West Virginia	WVBE Policy 2520.15 - West Virginia Early Learning Standards Framework
Wisconsin 4K	Wisconsin Model Early Learning Standards
Wisconsin HdSt	Wisconsin Model Early Learning Standards

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year except Minnesota which is for the '11-'12 school year.

STATE	STATEWIDE EARLY LEARNING STANDARDS
	Web address of early learning standards document
Alabama	www.children.alabama.gov
Alaska	http://www.eed.state.ak.us/publications/EarlyLearningGuidelines.pdf
Arizona	http://www.azed.gov/early-childhood/files/2011/11/arizona-early-learning-standards-3rd-edition.pdf
Arkansas	http://humanservices.arkansas.gov/dccece/Pages/default.aspx
California	http://www.cde.ca.gov/sp/cd/re/psfoundations.asp
Colorado	No longer available
Connecticut	http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_framework.pdf
Delaware	http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/elg.shtml
District of Columbia	http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Early%20Learning%20Standards2013.pdf
Florida	http://flbt5.floridaearlylearning.com/bt5_uploads/feldsfyo.pdf
Georgia	http://www.decal.ga.gov/Prek/ContentStandards.aspx
Illinois	http://www.isbe.net/earlychi This document has been replaced by the Illinois Early Learning and Development Standards (IELDS)
Iowa Shared Visions	https://www.educateiowa.gov/documents/early-childhood/2013/03/iowa-early-learning-standards-2012
Iowa SVPP	https://www.educateiowa.gov/documents/early-childhood/2013/03/iowa-early-learning-standards-2012
Kansas State Pre-K	www.ksde.org
Kansas Preschool	www.ksde.org
Kentucky	http://kidsnow.ky.gov/School%20Readiness/Pages/Early-Childhood-Standards-2013.aspx
Louisiana LA4	http://www.louisianabelieves.com/docs/early-childhood/early-childhood---birth-to-five-standards.pdf?sfvrsn=4
Louisiana 8(g)	http://www.louisianaschools.net/lde/uploads/17057.pdf (until April) and http://www.louisianabelieves.com/docs/early-childhood/early-childhood---birth-to-five-standards.pdf?sfvrsn=4
Louisiana NSECD	http://www.louisianabelieves.com/docs/early-childhood/early-childhood---birth-to-five-standards.pdf?sfvrsn=4
Maine	http://www.maine.gov/education/fouryearold/guidelines.html
Maryland	http://www.marylandpublicschools.org/MSDE/divisions/childcare/earlylearning/docs/SocialFoundationsFramework080113.pdf and http://mdk12.org/instruction/commoncore/index.html and http://mdk12.org/instruction/curriculum/index.html
Massachusetts	http://www.eecstate.ma.us/docs1/research_planning/guidelines4preschool.pdf
Michigan	http://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf
Minnesota	http://education.state.mn.us/MDE/StuSup/EarlyLearn/index.html
Missouri	http://dese.mo.gov/ece/ece/PreK_Standards/index.htm
Nebraska	http://www.education.ne.gov/OEC/elg.html
Nevada	http://www.doe.nv.gov/Early_Childhood/
New Jersey Abbott	http://www.state.nj.us/education/ccs/PreSchoolFinal.doc
New Jersey ECPA	http://www.state.nj.us/education/ece/guide/
New Jersey ELLI	http://www.state.nj.us/education/ece/guide/
New Mexico	https://www.newmexicoprek.org/Docs/PreKMaterials2010_2011/ELGs_Birth-Kindergarten_full version.pdf
New York	http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf
North Carolina	http://ncchildcare.nc.gov/providers/pv_foundations.asp
Ohio	http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards..http://education.ohio.gov/Topics/Early-Learning/Early-Childhood-Education/Early-Learning-Program-Guidelines
Oklahoma	http://ok.gov/sde/sites/ok.gov.sde/files/C3%20Pass%20prek.pdf
Oregon	http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/revised-child-outcomes.html
Pennsylvania EABG	http://www.pakeys.org/pages/get.aspx?page=career_standards
Pennsylvania HSSAP	http://www.pakeys.org/pages/get.aspx?page=career_standards
Penn. K4 & SBPK	http://www.pakeys.org/pages/get.aspx?page=career_standards
Penn. Pre-K Counts	http://www.pakeys.org/pages/get.aspx?page=career_standards
Rhode Island	http://ields.com
South Carolina 4K	http://ed.sc.gov/agency/programs-services/64/documents/EarlyLearningGoodStart.pdf
South Carolina CDEPP	http://ed.sc.gov/agency/programs-services/64/documents/EarlyLearningGoodStart.pdf
Tennessee	http://www.tennessee.gov/education/ci/earlychildhood/doc/Revised_TNELDS_4yearolds.pdf
Texas	http://www.tea.state.tx.us/index2.aspx?id=2147495508&menu_id=2147483718
Vermont Act 62	http://education.vermont.gov/documents/vels_03.pdf
Vermont EEI	http://education.vermont.gov/documents/vels_03.pdf
Virginia	http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf
Washington	Guidelines are at: http://www.del.wa.gov/publications/development/docs/Guidelines.pdf. Performance standards: http://www.del.wa.gov/publications/eceap/docs/ECEAP_PerformanceStandards.pdf.
West Virginia	http://wvde.state.wv.us/policies/
Wisconsin 4K	http://www.collaboratingpartners.com/wmes-about.php
Wisconsin HdSt	http://www.collaboratingpartners.com/wmes-about.php

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year except Vermont which is for the '11-'12 school year.

STATE	STATEWIDE EARLY LEARNING STANDARDS	
	Year standards adopted	Year standards last revised
Alabama	2012	2012
Alaska	2006	2006
Arizona	2005	2013
Arkansas	2004	2013
California	2008	2011
Colorado	2007	2013
Connecticut	1999	Under revision 2013; new Early Learning & Development Standards 0-5. As of Fall, 2013 the new Early Learning and Development Standards 0-5 were completed and introduced[7]
Delaware	2003	N/A
District of Columbia	2013	2012
Florida	2011	2011
Georgia	1996	Under revision[10]
Illinois	IELS - 2003; IELDS - 2013	Revision completed in 2013, training on IELDS in 2013 and implementation in 2014
Iowa Shared Visions	2012	2012
Iowa SVPP	2012	2012
Kansas State Pre-K	2006	2009
Kansas Preschool	2006	2009
Kentucky	2003	2013
Louisiana LA4	2013	April 2013
Louisiana 8(g)	2013	April 2013
Louisiana NSECD	2013	April 2013
Maine	2005	Under revision completion anticipated Summer 2014
Maryland	2012	2012
Massachusetts	2003	2003
Michigan	1986	2013
Minnesota	2003	2005
Missouri	2009	Under revision
Nebraska	2005	Under revision
Nevada	2010	2010
New Jersey Abbott	2002	2013
New Jersey ECPA	2002	2013
New Jersey ELLI	2002	2013
New Mexico	2005	January 2012
New York	2011	2011
North Carolina	2013	2013
Ohio	2012 for ELDS 2005 ELPG	2011 ELDS 2009 ELPG
Oklahoma	1996	Oklahoma Academic Standards
Oregon	2012	2012 (Head Start Child Development and Early Learning Framework replaced the Early Childhood Foundations)
Pennsylvania EABG	2005	Under revision
Pennsylvania HSSAP	2005	Under revision
Penn. K4 & SBPK	2005	Under revision
Penn. Pre-K Counts	2005	Under revision
Rhode Island	2013	2013
South Carolina 4K	2007	Under review for possible revision
South Carolina CDEPP	2007	Under revision
Tennessee	2012	2012
Texas	2008	2008
Vermont Act 62	2003	Under revision
Vermont EEI	2003	Under revision
Virginia	2004	2013
Washington	2010 for Standards, 2012 for Guidelines	2013 for Standards and 2012 for Guidelines.
West Virginia	2004	2010
Wisconsin 4K	2003	2011
Wisconsin HdSt	2003	2011

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Vermont's version is for the '11-'12 school year.

STATE	STATEWIDE EARLY LEARNING STANDARDS
	Are early learning standards aligned with the Common Core State Standards for early grades?
Alabama	Yes
Alaska	No[6]
Arizona	Yes
Arkansas	Yes[7]
California	Yes[8]
Colorado	No[9]
Connecticut	Yes[12]
Delaware	Yes
District of Columbia	Yes[7]
Florida	Yes
Georgia	Alignment is in progress[10]
Illinois	Yes
Iowa Shared Visions	Yes[8]
Iowa SVPP	Yes[7]
Kansas State Pre-K	Yes[5]
Kansas Preschool	Yes[5]
Kentucky	Yes[14]
Louisiana LA4	Yes[12]
Louisiana 8(g)	Yes[5]
Louisiana NSECD	Yes[16]
Maine	Alignment is in progress[10]
Maryland	Yes[7]
Massachusetts	Yes[13]
Michigan	Yes
Minnesota	Alignment is in progress
Missouri	Alignment is in progress
Nebraska	No[6]
Nevada	Alignment is in progress
New Jersey Abbott	Yes[11]
New Jersey ECPA	Yes[8]
New Jersey ELLI	Yes[12]
New Mexico	Yes
New York	Yes[8]
North Carolina	Yes
Ohio	Yes
Oklahoma	Alignment is in progress[7]
Oregon	Alignment is in progress[7]
Pennsylvania EABG	Alignment is in progress[7]
Pennsylvania HSSAP	Alignment is in progress[8]
Penn. K4 & SBPK	Alignment is in progress[4]
Penn. Pre-K Counts	Alignment is in progress[4]
Rhode Island	Yes
South Carolina 4K	Alignment is in progress
South Carolina CDEPP	Alignment is in progress
Tennessee	Yes[10]
Texas	No
Vermont Act 62	Alignment is in progress[7]
Vermont EEI	Alignment is in progress[7]
Virginia	No[6]
Washington	Yes
West Virginia	Yes
Wisconsin 4K	Yes[15]
Wisconsin HdSt	Yes[5]

STATE	STATEWIDE EARLY LEARNING STANDARDS
	NEGP domains addressed in standards
Alabama	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Alaska	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Arizona	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Arkansas	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
California	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[6]
Colorado	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[1]
Connecticut	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[2]
Delaware	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
District of Columbia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[7]
Florida	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[8]
Georgia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[9]
Illinois	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[8]
Iowa Shared Visions	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[2]
Iowa SVPP	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[2]
Kansas State Pre-K	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Kansas Preschool	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Kentucky	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[14]
Louisiana LA4	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[2]
Louisiana 8(g)	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[5]
Louisiana NSECD	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[10]
Maine	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[10]
Maryland	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[2]
Massachusetts	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[14]
Michigan	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Minnesota	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Missouri	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Nebraska	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Nevada	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge

	NEGP domains addressed in standards
New Jersey Abbott	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
New Jersey ECPA	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
New Jersey ELLI	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
New Mexico	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[5]
New York	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[6]
North Carolina	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[7]
Ohio	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Oklahoma	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Oregon	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[9]
Pennsylvania EABG	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Pennsylvania HSSAP	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Penn. K4 & SBPK	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Penn. Pre-K Counts	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Rhode Island	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[4]
South Carolina 4K	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
South Carolina CDEPP	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Tennessee	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Texas	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Vermont Act 62	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Vermont EEI	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Virginia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Washington	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
West Virginia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Wisconsin 4K	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[10]
Wisconsin HdSt	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[8]

STATE	PERSONNEL
	Minimum teacher degree requirement
Alabama	BA (public and nonpublic)
Alaska	BA (public and nonpublic)[2]
Arizona	12 college credit hours in ECE or related fields or a CDA (public and nonpublic)[11]
Arkansas	BA in ECE or CD (one classroom per center) & AA in ECE or CD (other classrooms) (public and nonpublic)[8]
California	California Child Development Associate Teacher Permit (public and nonpublic)[9]
Colorado	CDA (public and nonpublic)[10]
Connecticut	CDA (public and nonpublic)[12]
Delaware	AA (public and nonpublic)[6]
District of Columbia	BA (public and nonpublic)
Florida	BA (summer); CDA or equivalent (school year)[10]
Georgia	BA (public and nonpublic)[11]
Illinois	BA (public and nonpublic)
Iowa Shared Visions	BA (public); CDA (nonpublic)[2]
Iowa SVPP	BA with ECE endorsement (public and nonpublic)
Kansas State Pre-K	BA (public)
Kansas Preschool	BA (public); AA in ECE working towards BA within five years (nonpublic)[7]
Kentucky	BA (public and nonpublic)[5]
Louisiana LA4	BA (public and nonpublic)[12]
Louisiana 8(g)	BA (public)
Louisiana NSECD	BA (nonpublic)[11]
Maine	BA (public and nonpublic)
Maryland	BA (public and nonpublic)[8]
Massachusetts	BA (public) None (nonpublic)[13]
Michigan	BA (public and nonpublic)[7]
Minnesota	BA (public) AA (nonpublic)[6]
Missouri	BA (public and nonpublic)[5]
Nebraska	BA (public and nonpublic)[6]
Nevada	BA (public and nonpublic)[7]
New Jersey Abbott	BA (public and nonpublic)
New Jersey ECPA	BA (public and nonpublic)
New Jersey ELLI	BA (public and nonpublic)
New Mexico	BA (public) HSD (nonpublic)[8]
New York	BA and NYS teaching certificate (public); BA in early childhood or related field with 5-year plan to become certified (nonpublic)[5]
North Carolina	BA (public and nonpublic)[8]
Ohio	AA (public and nonpublic)
Oklahoma	BA/BS and ECE certification (public and nonpublic)[9]
Oregon	BA and teaching license plus 15 ECE credits (public); AA (nonpublic)[10]
Pennsylvania EABG	BA (public); AA (nonpublic)[8]
Pennsylvania HSSAP	AA (public and nonpublic)[9]
Penn. K4 & SBPK	BA (public and nonpublic)
Penn. Pre-K Counts	BA (public and nonpublic)[10]
Rhode Island	BA (public and nonpublic)
South Carolina 4K	BA (public)
South Carolina CDEPP	BA (public); AA (nonpublic)[7]
Tennessee	BA and ECE certification (public and nonpublic)
Texas	BA (public); None (nonpublic)[5]
Vermont Act 62	BA (public); Meets child care requirements (nonpublic)[12]
Vermont EEI	BA (public); Meets child care requirements (nonpublic)[12]
Virginia	BA (public); HSD (nonpublic)[7]
Washington	AA (public and nonpublic)[10]
West Virginia	BA (public); AA (nonpublic)[9]
Wisconsin 4K	BA and early childhood teacher license (public and nonpublic)
Wisconsin HdSt	BA (public); AA working toward BA by 2017 (nonpublic)[12]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Vermont's which is for the '11-'12 school year.

STATE	PERSONNEL
	Required teacher certification/licensure/endorsement
Alabama	EC Education (P-3) (Public); Child Development (PreK) (Nonpublic)[9]
Alaska	ECE endorsement (P-3) (Public and nonpublic)[7]
Arizona	12 college credit hours in ECE or related fields or a CDA (public and nonpublic)[11]
Arkansas	BA with P-4 certification (B-pre-K) (Public); BA in EC or child development (B-pre-K) (Nonpublic)[8]
California	Child Development Associate Teacher Permit (Public and nonpublic)[8]
Colorado	None[10]
Connecticut	Meets CDA requirements with 12 EC credits (Public and nonpublic)[13]
Delaware	None
District of Columbia	EC Education, Child Development (Public and nonpublic)
Florida	BA or higher in EC education, prekindergarten or primary education, preschool education, family and consumer science, or teacher certification in any area (Summer program only); CDA and emergent literacy training (School year program)[13]
Georgia	Elementary Grades (P-8), Special Education General Curriculum Consultative/ECE (P-5), EC Education (P-5), Special Ed Preschool (3-5 endorsement (P)), Birth to Five (B-5) (Public and nonpublic)
Illinois	Educator License with EC endorsement (Birth to 3rd Grade) (Public and Nonpublic Settings)[7]
Iowa Shared Visions	EC Endorsement with or without special education (B-3rd grade), EC - PreK-K (B-K), (Public); AA in EC Education or Child Development (B-K) (Nonpublic)
Iowa SVPP	EC with or without special education (B-3rd), EC (B-K) (Public and nonpublic)
Kansas State Pre-K	EC Endorsement/elementary education (K-6), EC (Birth - Five), EC Unified (B-Kindergarten or B-3rd), EC Special Education (Birth through five years), (Public)
Kansas Preschool	Elementary Education with EC Endorsement (K-6), EC Education (Birth - 5 years), EC Unified (Birth through 3rd), EC Unified (Birth through Kindergarten), EC Special education (Birth - 5 years) (Public); AA in EC or Related field (Birth - 5) (Nonpublic)[7]
Kentucky	Interdisciplinary EC Education (IECE) (birth to primary/K) (Public and nonpublic)[13]
Louisiana LA4	EC Endorsement, with or without special education (Birth - 3rd grade), PreK-K (Birth - K) (public); Early Interventionist (3 years - K), Nursery School (3-5 years), Kindergarten PK-3 (4 years to 3rd grade), Noncategorical Preschool Handicapped (NCPH) (3 thru Kindergarten) (public and nonpublic)[13]
Louisiana 8(g)	Early Interventionist (3 years - K), Nursery School (3-5 years), K PK-3 (4 years to 3rd grade) (Public); Noncategorical preschool handicapped (3 to 5 years) (Nonpublic)[8]
Louisiana NSECD	Early Interventionist (3 years - K) (Public), Nursery School (3-5 years), K PK-3 (4 years to 3rd grade), Noncategorical preschool handicapped (3 to 5 years) (Nonpublic)[11]
Maine	EC Endorsement, with or without special education (Birth - Age 5) (public and nonpublic)
Maryland	EC Endorsement, with or without Special Education (Birth - 3rd), PreK-K (Birth-K) (Public); AA in ECE or CDA (Birth-K) (nonpublic)[9]
Massachusetts	EC Teacher of Students with and without Disabilities (Pre-K to grade 2) (Public); 3 credits (Preschool) (Nonpublic)[15]
Michigan	Elementary Teaching Certificate with EC Endorsement (K-5 Birth to age 8) (Public and nonpublic); CD with focus on preschool teaching (Birth to age 5), Elementary Education with CDA (K-5 Birth to age 5) (Nonpublic)[14]
Minnesota	AA in ECE or CD (Birth - K)[8]
Missouri	EC Education (B-3rd), EC Special Education (B-3rd), Four-year CD Degree (public and nonpublic)[5]
Nebraska	EC (Birth - 3rd Grade), EC Unified (Birth - 3rd Grade), Preschool Disabilities (Birth-K), EC Special Education (Birth - 3rd Grade) (Public and nonpublic)[9]
Nevada	EC Endorsement (Birth-2nd Grade), EC Special Education (Birth-2nd Grade) (public and nonpublic)[7]

STATE	PERSONNEL
	Required teacher certification/licensure/endorsement
New Jersey Abbott	P-3 certificate, K–5 certificate (P-5), Teacher of Students with Disabilities (P-12), Teacher of the Deaf or Hard of Hearing Handicapped or Blind/Partially Sighted (P-12), Nursery school (P-K) (public and nonpublic)[2]
New Jersey ECPA	P-3 certificate, K–5 certificate (P-5), Teacher of Students with Disabilities (P-12), Teacher of the Deaf or Hard of Hearing Handicapped or Blind/Partially Sighted (P-12), Nursery school (P-K) (public and nonpublic)[2]
New Jersey ELLI	P-3 certificate, K–5 certificate (P-5), Teacher of Students with Disabilities (P-12), Teacher of the Deaf or Hard of Hearing Handicapped or Blind/Partially Sighted (P-12), Nursery school (P-K) (public and nonpublic)[2]
New Mexico	EC (Birth to 3rd Grade) (public)[5]
New York	ECE Certification (birth to grade 2); Certificate in Students with Disabilities (birth to grade 2); Teaching Certificate (N - 6, pre-K - 6) (Public and nonpublic); AA (ECE or Child Development) (Nonpublic)[7]
North Carolina	NC Birth-through-Kindergarten Lateral Entry License, NC Birth-through-Kindergarten Standard Professional I License, NC Birth-through-Kindergarten Standard Professional II License, NC Preschool/PreK/K Add-on License (Preschool 4-year olds) (Public and nonpublic)[8]
Ohio	Pre K-3 License, PreK License, EC Intervention Specialist License, P-3 K-3 or K-8 Certificate plus 4 courses in ECE or CD from accredited college (PK), PreK Associate (PK) (Public and nonpublic)[9]
Oklahoma	EC Endorsement, with or without special education (Birth - 3rd grade) (public); Pre-K-K (Birth - K) (Public)[7]
Oregon	EC Endorsement, with or without special education (Birth - 3rd grade) (public); PreK-K (Birth - K) (public); AA in ECE or CD (Birth - K) (nonpublic)[10]
Pennsylvania EABG	ECE Certification (N-3 or PK-4) (Public); AA in ECE (Nonpublic)[6]
Pennsylvania HSSAP	Meets CDA requirements (Public and nonpublic)[6]
Penn., K4 & SBPK	ECE or EE certification (K4); ECE Certification (SBPK)
Penn. Pre-K Counts	N-3 (birth-3) (Public and nonpublic); PK-4 (PK-4) (Public and nonpublic)[10]
Rhode Island	EC (PreK - 2) (Public and nonpublic)
South Carolina 4K	EC Endorsement, with or without special education (Birth - 3rd grade) (Public)
South Carolina CDEPP	EC Endorsement, with or without special education (Birth - 3rd grade) (Public); AA in ECE or CD (PreK) (Nonpublic)
Tennessee	Pre-K-Grade 3 (Birth-3rd), PreK-4th grade (Birth-4th), Pre-K-K (Birth - K), EC SpEd Pre-K - 1 (Birth-1st), SpEd Pre-K - 3 (Birth - 3rd) (public and nonpublic)[11]
Texas	Generalist (EC-6), Bilingual (EC-6), ESL (EC-6), Special Education (EC-6) (Public)[8]
Vermont Act 62	EC Educator (Birth-3rd), EC Special Educator (Birth-5), EC Education (limited) (Only in Public Settings); AA, CDA, or Child Care post-secondary certificate (nonpublic)[12]
Vermont EEI	EC Educator (Birth-3rd), EC Educator-Limited (Birth to K), EC Special Educator (Birth-6 years) (Only in Public Settings); AA or CDA (Nonpublic settings)[12]
Virginia	Early Primary Ed (PreK-3), Elem Ed (PreK-6) (Public)
Washington	30 quarter credits in ECE (birth to age 8) (Public and nonpublic)[10]
West Virginia	EC Endorsment (PK/K), PSN (PreK) (Public); AA in ECE or CD (PreK) (Nonpublic)[7]
Wisconsin 4K	EC Endorsement, with or without special education (Birth to age 8), ECE (Birth to age 11), Kindergarten to 3rd (4K-3rd grade) (Public and nonpublic)
Wisconsin HdSt	ECE (birth to age 8), ECE (birth to 11) (Public); AA Child development (Nonpublic)[10]

STATE	PERSONNEL	
	Education level of teachers during 2012-2013, percent	Education level of teachers during 2012-2013, number
Alabama	BA, 78%; MA, 22%	BA, 169; MA, 48
Alaska	BA, 100%	BA, 21
Arizona	Breakdown not available	Breakdown not available
Arkansas	HSD, 1%; CDA, 8%; AA, 2%; BA, 69%; MA, 20%	HSD, 8; CDA, 70; AA, 17; BA, 637; MA, 185[7]
California	Breakdown not available	Breakdown not available
Colorado	Breakdown not available	Breakdown not available
Connecticut	CDA, 16%; AA, 26%; BA, 34%; MA, 12%; ECE Certificate, 1%; EC Certification, 10%	CDA, 224; AA, 369; BA, 487; MA, 168; ECE Certificate, 21; EC Certification, 145
Delaware	AA, 29%; BA, 70%; Other, 3%	AA, 19; BA, 44; Other, 2
District of Columbia	AA, 1%; BA, 89%; Other, 10%	AA, 2; BA, 637; Other, 80[8]
Florida	CDA, 69%; AA, 19%; BA, 10%; MA, 2%	CDA, 8,433; AA, 2,279; BA, 1,225; MA, 227
Georgia	AA, 4%; BA, 96%	CDA, 19; AA, 150; BA, 3,649[11]
Illinois	Breakdown not available	BA required, breakdown unknown
Iowa Shared Visions	CDA, 3%; AA, 5.5%; BA, 75%; MA, 16.5%	CDA, 4; AA, 7; BA, 95; MA, 21[9]
Iowa SVPP	BA, 100%	BA, Not available; MA, Not available
Kansas State Pre-K	Breakdown not available	BA required, breakdown unknown
Kansas Preschool	Breakdown not available	BA required, breakdown unknown
Kentucky	Breakdown not available	Breakdown not available[13]
Louisiana LA4	BA or higher, 100%	BA or higher, 900
Louisiana 8(g)	BA, 100%	BA, 135
Louisiana NSECD	BA, 80%; MA, 20%	BA, 81; MA, 20[14]
Maine	BA, 97%; MA, 3%	BA, 157; MA, 5
Maryland	BA, 100%	BA required, breakdown unknown
Massachusetts	Breakdown not available	Breakdown not available[15]
Michigan	Breakdown not available	Breakdown not available
Minnesota	HSD, 1%; CDA, 4%; AA, 25%; BA, 65%; MA, 5%	HSD, 2; CDA, 22; AA, 157; BA, 402; MA, 28
Missouri	BA, 99%; MA, 1%	BA, 169; MA, 2
Nebraska	BA or higher, 100%	BA required, breakdown unknown
Nevada	HSD, 3%; BA, 47%; MA, 47%; Other, 3%	HSD, 1; BA, 17; MA, 17; PhD, 1
New Jersey Abbott	BA, 69%; MA, 30%; Other, 1%	BA, 1,981; MA, 864; PhD 26
New Jersey ECPA	BA, 68%; MA, 32%	BA, 254; MA, 119
New Jersey ELLI	Breakdown not available	BA required, breakdown unknown
New Mexico	HSD/GED, 13%; CDA, 7%; AA, 13%; BA, 43%; MA, 24%; Other, <1%	HSD/GED, 31; CDA, 17; AA, 33; BA, 105; MA, 58; Other, 2
New York	AA <1%; BA, 26%; MA, 73%	AA, 77; BA, 1,402; MA, 4,132[16]
North Carolina	AA, 1%; BA, 86.5%; MA, 12%	HSD, 1; AA, 23; BA, 1831; MA, 260; Other, 1[3]
Ohio	AA, 3%; BA, 42%; MA, 52%; Other, 3%	AA, 25; BA, 305; MA, 381; Other, 20
Oklahoma	BA, 90%; MA, 18%; Other, Less than 1%	BA, 1515; MA, 333; Doctorate, 1; J.D., 1
Oregon	CDA, 5%; AA, 32%; BA, 43%; MA, 20%	CDA, 18; AA, 112; BA, 152; MA, 71
Pennsylvania EABG	Breakdown not available	Breakdown not available
Pennsylvania HSSAP	Breakdown not available	Breakdown not available
Penn. K4 & SBPK	Breakdown not available	BA required, breakdown not available
Penn. Pre-K Counts	AA, 2%; BA, 74%; MA, 23%	AA, 15; BA, 529; MA, 167[10]
Rhode Island	BA, 100%	BA, 8
South Carolina 4K	BA, 40%; MA, 59%; Doctorate Degree, 1%	BA, 398; MA, 576; Other, 6
South Carolina CDEPP	Public: BA, 75%; MA, 25%; Private: AA, 34%; BA, 49%; MA, 8%; Other, 4%	Public: BA, 195; MA, 65; Private: AA, 35; BA, 50; MA, 8; Other, 4
Tennessee	Breakdown not available	Breakdown not available
Texas	BA, 100%	BA, 8651 (public); Not available, private
Vermont Act 62	Breakdown not available	Breakdown not available
Vermont EEI	CDA/AA, 9%; BA, 64%; MA, 27%	AA/CDA 12; BA, 89; MA, 37[10]
Virginia	CDA, 1%; AA, 1%; BA, 98%	CDA, 12; AA, 12; BA or higher, 1,158
Washington	HSD, 0.5%; CDA, 4%; AA, 42%; BA, 37%; MA, 8%; Some college, 3.5%; Unknown, 4.5%	HSD, 2; CDA, 17; AA, 168; BA, 151; MA, 33; Some college, 14; Unknown, 18[12]
West Virginia	Breakdown not available	Breakdown not available
Wisconsin 4K	BA, 92%; MA, 8%	BA, 1,173; MA, 97; Other, 8
Wisconsin HdSt	Breakdown not available	Breakdown not available

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Vermont's data which is for the '11-'12 school year.

STATE	PERSONNEL	
	Teacher in-service requirement	Minimum assistant teacher degree requirement
Alabama	30 clock hours per year	CDA (public and nonpublic)
Alaska	6 credit hours per 5 years	AA, CDA, or 12 ECE credits in ECE or related field
Arizona	18 clock hours per year	None (public and nonpublic)
Arkansas	60 clock hours per program year[16]	CDA (public and nonpublic)
California	105 clock hours per 5 years	HSD (public and nonpublic)[10]
Colorado	15 clock hours per year	None (public and nonpublic)[11]
Connecticut	6 clock hours per year[12]	None (public and nonpublic)
Delaware	18 clock hours per year	HSD (public and nonpublic)[8]
District of Columbia	40 clock hours per year	CDA (public and nonpublic)[9]
Florida	10 clock hours per year[16]	None (public and nonpublic)[11]
Georgia	15 clock hours per academic year	CDA or paraprofessional certificate (public and nonpublic)[12]
Illinois	120 clock hours per 5 years	AA or paraprofessional approval (public and nonpublic)[8]
Iowa Shared Visions	6 credit hours per 5 years[16]	HSD (public and nonpublic)[17]
Iowa SVPP	15 clock hours per school year[8]	CDA or Iowa Paraeducator Certificate[7]
Kansas State Pre-K	15 clock hours per year	CDA or highly qualified paraprofessional status (public)
Kansas Preschool	15 clock hours per year	CDA (public and nonpublic)[8]
Kentucky	28 clock hours per year	HSD (public and nonpublic)
Louisiana LA4	18 clock hours per year	HSD (public and nonpublic)[11]
Louisiana 8(g)	150 clock hours per 5 years	HSD (public)[7]
Louisiana NSECD	18 clock hours per year	CDA (nonpublic)[13]
Maine	6 credit hours per 5 years	Ed Tech II, which requires 60 college credit hours (public and nonpublic)[11]
Maryland	6 credit hours per 5 years[9]	HSD (public and nonpublic)[10]
Massachusetts	20 clock hours per year (UPK); 150 clock hours per 5 years (Grant 391)	HSD (public), At least 18 years of age plus 3 credit CD courses (nonpublic)[16]
Michigan	6 credit hours per 5 years[13]	CDA (public and nonpublic)[11]
Minnesota	15 clock hours per year[9]	Meets child care regulations (public and nonpublic)[12]
Missouri	12 clock hours per year[9]	CDA (public and nonpublic)[12]
Nebraska	12 clock hours per year	12 semesters hours of undergraduate or graduate credit in Child Development or Early Childhood Education or the equivalent in prior training or experience
Nevada	6 credit hours per 5 years	HSD (public and nonpublic)
New Jersey Abbott	100 clock hours per 5 years	HSD (public and nonpublic)[15]
New Jersey ECPA	100 clock hours per 5 years	HSD (public and nonpublic)[15]
New Jersey ELLI	100 clock hours per 5 years	HSD (public and nonpublic)[14]
New Mexico	45 clock hours per year	AA (public); HSD (nonpublic)[9]
New York	175 clock hours per 5 years	HSD + 9 college credits in EC and Level I Teaching Assistant Certification (public); HSD (nonpublic)
North Carolina	75 contact hours (or 7.5 CEU) per 5-year BK SPII License cycle[9]	CDA or NCLB requirements (public); CDA (nonpublic)[11]
Ohio	20 clock hours per 2 years	HSD (public and nonpublic)
Oklahoma	75 clock hours per year	HSD/GED (public and nonpublic)[10]
Oregon	15 clock hours per year	HSD (public and nonpublic)[10]
Pennsylvania EABG	None[9]	Meets NCLB requirements (public and nonpublic)[11]
Pennsylvania HSSAP	15 clock hours per year	HSD (public and nonpublic)[9]
Penn. K4 & SBPK	None[9]	Meets NCLB requirements (SBPK); No minimum degree required (K4)[9]
Penn. Pre-K Counts	180 clock hours per 5 years	Meets NCLB requirements (public and nonpublic)[11]
Rhode Island	20 clock hours per year	HSD plus 12 college credits in EC (public and nonpublic)
South Carolina 4K	15 clock hours per year	HSD or Equivalent (public and nonpublic)
South Carolina CDEPP	15 clock hours per year	HSD or Equivalent (public and nonpublic)[7]
Tennessee	18 clock hours per year[12]	None (public and nonpublic)[13]
Texas	150 clock hours per 5 years	HSD (public); None (nonpublic)[9]
Vermont Act 62	9 Credit Hours per 7 years[11]	AA (public) HSD – 30 hours or 3-credit course in child development (nonpublic)[12]
Vermont EEI	9 credit hours per 7 years (public); 12 clock hours per year (nonpublic)[11]	AA (public) HSD – 30 hours or 3-credit course in child development (nonpublic)[12]
Virginia	15 clock hours per year	HSD (public); None (nonpublic)
Washington	15 clock hours per year	CDA or 12 credits in ECE (public and nonpublic)[11]
West Virginia	15 clock hours per year	HSD (public and nonpublic)[10]
Wisconsin 4K	6 credit hours per 5 years	HSD (public and nonpublic)[15]
Wisconsin HdSt	15 clock hours per year[11]	HSD (public and nonpublic)[10]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year except Minnesota which is for the '11-'12 school year.

STATE	PERSONNEL
	Assistant teacher specialized training requirement
Alabama	CDA or 9 credits of college coursework in CD or EC (public and nonpublic)
Alaska	CDA (public and nonpublic)
Arizona	None
Arkansas	CDA (public and nonpublic)
California	HSD (public and nonpublic)
Colorado	None[1]
Connecticut	None
Delaware	None[2]
District of Columbia	None[3]
Florida	None
Georgia	CDA (B-5), State paraprofessional certification (P-8) (public and nonpublic)[12]
Illinois	Educator License with stipulations endorsed for paraprofessional educator (public and nonpublic)
Iowa Shared Visions	None[1]
Iowa SVPP	CDA (B-5), Iowa paraeducator certificate (B-21) (public and nonpublic)
Kansas State Pre-K	CDA or highly qualified paraprofessional status (public)
Kansas Preschool	None[8]
Kentucky	None[5]
Louisiana LA4	None
Louisiana 8(g)	None
Louisiana NSECD	CDA or AA (Preschool) (Nonpublic)[13]
Maine	Ed Tech II Authorization (PK-12) (public and non-public)[1]
Maryland	None[3]
Massachusetts	None
Michigan	AA in ECE/CD (Birth - age 5), CDA (public and nonpublic)
Minnesota	Per federal Head Start requirements and state licensing regulations (public and nonpublic)[3]
Missouri	CDA (public and nonpublic)
Nebraska	12 semester hours of undergraduate or graduate credit in CD or ECE or the equivalent in prior training or experience
Nevada	None
New Jersey Abbott	None
New Jersey ECPA	None
New Jersey ELLI	None
New Mexico	Education Assistant (PreK-12) (public); None (nonpublic)
New York	Level 1, 2, or 3 Teaching Assistant Certificate (public); HSD or meeting standards of licensing agency (Nonpublic)[11]
North Carolina	CDA or NCLB requirements (public); CDA (nonpublic)[16]
Ohio	None
Oklahoma	None[3]
Oregon	None[3]
Pennsylvania EABG	Meets NCLB requirements (public and nonpublic)[10]
Pennsylvania HSSAP	None[9]
Penn. K4 & SBPK	None[8]
Penn. Pre-K Counts	None[1]
Rhode Island	None
South Carolina 4K	None[5]
South Carolina CDEPP	None[2]
Tennessee	None[3]
Texas	None
Vermont Act 62	None (public and nonpublic)
Vermont EEI	None (public and nonpublic)[12]
Virginia	None
Washington	CDA or 12 credits in ECE (public and nonpublic)
West Virginia	None[3]
Wisconsin 4K	None[15]
Wisconsin HdSt	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year except Vermont's data which is for the '11-'12 school year.

STATE	RESOURCES	
	Total 2012-2013 spending	How much of total spending came from…
Alabama	$28,551,462	State, $19,087,050; Required local, $9,464,412[16]
Alaska	$2,500,000	State, $2,500,000[16]
Arizona	$13,211,842	State, $13,211,842
Arkansas	$111,000,000	State, $103,500,000, Federal, $7,500,000[11]
California	$701,134,368	State, $588,454,032; Federal, $111,027,395; Required local, $1,652,941
Colorado	$67,236,787	State, $42,181,888; Required local, $25,054,899
Connecticut	$115,592,262	State, $93,064,999; Non-required local, $22,527,263[15]
Delaware	$5,727,800	State, $5,727,800
District of Columbia	$200,871,000	State, $175,096,000; Federal, $25,775,000[15]
Florida	$390,360,150	State, $390,360,150
Georgia	$295,849,678	State, $293,939,678; Federal, $1,910,000
Illinois	$276,804,180	State, $241,161,135; Non-required local, $35,643,045[11]
Iowa Shared Visions	$19,222,486	State, $6,540,233; Required local, $1,308,046; Non-required local, $11,374,207[12]
Iowa SVPP	$64,694,175	State, $64,694,175
Kansas State Pre-K	$13,617,224	State, $13,617,224
Kansas Preschool	$4,799,808	State, $4,799,808[9]
Kentucky	$144,907,607	State, $75,373,534; Federal, $54,288,748; Non-required local, $15,245,325[17]
Louisiana LA4	$76,577,807	State, $11,927,807; Federal, $62,650,000; Non-required local, $2,000,000[17]
Louisiana 8(g)	$9,839,250	State, $9,839,250[8]
Louisiana NSECD	$7,386,932	State, $7,386,932[15]
Maine	$26,923,755	State, $11,680,725; Required local, $15,243,030[17]
Maryland	$128,992,934	State, $128,992,934[11]
Massachusetts	$56,787,234	State, $16,519,276; Federal, $40,267,958[17]
Michigan	$109,275,000	State, $109,275,000[15]
Minnesota	$13,764,296	State, $13,764,296
Missouri	$7,595,493	State, $7,595,493
Nebraska	$30,735,048	State, $13,288,170; Federal, $12,772,996; Required local, $4,673,882[13]
Nevada	$4,569,054	State, $3,338,875; Federal, $1,230,179[8]
New Jersey Abbott	$582,440,127	State, $582,440,127[15]
New Jersey ECPA	$39,623,934	State, $39,623,934[11]
New Jersey ELLI	$2,280,300	State, $2,280,300
New Mexico	$19,214,600	State, $19,214,600
New York	$373,010,631	State, $373,010,631
North Carolina	$209,555,085	State, $146,677,533; Federal, $46,984,991; Non-required local, $15,892,561
Ohio	$22,385,387	State, $22,385,387
Oklahoma	$304,748,994	State, $144,859,409; Federal, $37,721,277; Required local, $121,916,098; Non-required local, $252,210
Oregon	$61,000,000	State, $61,000,000[11]
Pennsylvania EABG	$3,432,384	State, $3,432,384
Pennsylvania HSSAP	$37,278,000	State, $37,278,000
Penn. K4 & SBPK	$22,065,959	State, $22,065,959[9]
Penn. Pre-K Counts	$82,753,070	State, $82,753,070
Rhode Island	$1,336,000	State, $1,336,000
South Carolina 4K	$15,813,846	State, $15,813,846[9]
South Carolina CDEPP	$19,895,059	State, $19,895,059[9]
Tennessee	$109,692,829	State, $85,807,267; Required local, $23,885,562
Texas	$766,038,055	State, $753,338,055; Federal, $12,700,000
Vermont Act 62	$21,379,495	State, $21,379,495[13]
Vermont EEI	$1,089,899	State, $1,089,899
Virginia	$101,910,009	State, $64,953,097; Required local, $36,956,912[8]
Washington	$57,108,677	State, $55,980,678, Federal, $1,127,999[12]
West Virginia	$147,919,644	State, $88,166,493, Federal, $57,647,664; Non-required local, $2,105,487
Wisconsin 4K	$260,000,000	State, $161,000,000; Required local, $99,000,000[15]
Wisconsin HdSt	$6,264,100	State, $6,264,100

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Vermont's data is for the '11-'12 school year.

STATE	RESOURCES
	State funding sources and amounts
Alabama	Education trust fund, $19,087,050
Alaska	State general fund, $2,500,000
Arizona	First Things First tobacco tax funds, $13,211,842
Arkansas	General revenue, $103,500,000
California	State General Fund, $588,454,032
Colorado	General fund, General fund exempt, State public school fund (CF), State education fund, $42,181,888
Connecticut	General Fund, $93,064,999[15]
Delaware	Early Childhood Assistance Program, $5,727,800
District of Columbia	District funds, $175,096,000
Florida	General revenue, $390,650
Georgia	Lottery, $293,939,678
Illinois	General Revenue Funds, $241,161,135[9]
Iowa Shared Visions	General Funds, $6,540,233[12]
Iowa SVPP	State funds, $64,694,175
Kansas State Pre-K	State general funds, $13,617,224
Kansas Preschool	Tobacco funds, $4,799,808
Kentucky	State general funds, $73,315,300 Other state funds, $2,058,234[17]
	State General Funds, $11,927,807
Louisiana 8(g)	8(g) funds, $9,839,250[8]
Louisiana NSECD	State General Funds, $7,386,932[1-]
Maine	General Fund revenue for State School funding formula, $11,680,725[14]
Maryland	General Fund revenue for State School funding formula, $128,992,934
Massachusetts	State Budget Appropriations, $7,500,000 Grant 391 Budget Allocation, $9,019,276[17]
Michigan	State School Aid Fund, $109,275,000[15]
Minnesota	General Fund, $13,764,296
Missouri	Tobacco Settlement Funds, $7,595,493
Nebraska	Early Childhood Education Grant Program for ages 3 to 5, $3,354,198; Tax Equity and Educational Opportunities Support Act (TEEOSA), $9,918,280; State Special Education Flexible Funding, $15,692
Nevada	State PreK, $3,338,875
New Jersey Abbott	State Preschool Education Aid, $582,440,127
New Jersey ECPA	State Preschool Education Aid, $39,623,934
New Jersey ELLI	State Preschool Education Aid Funds, $2,280,300
New Mexico	State General Fund, $19,214,600
New York	Allocation grant, $373,010,631
North Carolina	General Fund, $83,541,824; Lottery, $63,135,709
Ohio	General revenue funds, $22,385,387
Oklahoma	State funds, $304,748,994
Oregon	State General Fund, $61,000,000[11]
Pennsylvania EABG	General fund, $3,432,384
Pennsylvania HSSAP	General fund, $37,278,000
Penn. K4 & SBPK	General fund, $22,065,959
Penn. Pre-K Counts	General fund, $82,753,070
Rhode Island	General revenue, $1,336,000
South Carolina 4K	State Education Improvement Act (penny sales tax), $15,813,846[9]
South Carolina CDEPP	Education Improvement Act, $17,300,000; First Steps, $2,595,059[9]
Tennessee	General Revenue funds, $85,807,267
Texas	Foundation School Program, $749,838,055; Texas School Ready! Grant Program, $3,500,000[13]
Vermont Act 62	State Education Fund, $16,600,000; Essential Early Education Funds, $4,779,495[13]
Vermont EEI	General Fund, $1,089,899
Virginia	Lottery, $64,953,097
Washington	State general fund, $17,980,678, Opportunities Pathway Account (lottery), $38,000,000
West Virginia	State Aid Formula, $88,166,493
Wisconsin 4K	General revenue funds, $161,000,000
Wisconsin HdSt	General purpose revenue, $6,264,100

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year except Minnesota which is for the '11-'12 school year.

STATE	RESOURCES	
	Federal funding sources and amounts	School funding or state aid formula?
Alabama	None	No
Alaska	None	No
Arizona	None	No[12]
Arkansas	TANF, $7,500,000	No
California	CCDF, $111,027,395; USDA CACFP, amount not reported	No
Colorado	None	Yes[14]
Connecticut	USDA CACFP, amount not reported[15]	Yes[14]
Delaware	None	No
District of Columbia	Head Start, $25,775,000	Yes[8]
Florida	None	Yes[7]
Georgia	Child Care Development Funds, $1,910,000; USDA CACFP, amount not reported[13]	No
Illinois	None[7]	No
Iowa Shared Visions	Head Start, TANF, amount not reported	No
Iowa SVPP	None	Yes
Kansas State Pre-K	None	Yes[3]
Kansas Preschool	None	No
Kentucky	Title I, $10,562,093; IDEA part B, $9,319,322; Head Start, $31,368,308; Other federal sources, $3,039,023[17]	Yes[17]
Louisiana LA4	TANF, $29,550,000; Community Development Block Grant, $33,100,000[16]	Yes[15]
Louisiana 8(g)	None[8]	Yes[8]
Louisiana NSECD	None	No
Maine	IDEA, Title I, amount not reported[12]	Yes[12]
Maryland	None[11]	Yes[11]
Massachusetts	TANF/CCDF funds, $36,368,019, IDEA, $3,899,939[17]	No[17]
Michigan	None	Yes[18]
Minnesota	None	No
Missouri	None	No
Nebraska	IDEA Part B, $3,533,655; IDEA Part C, $25,115; Head Start, $2,537,386; Title 1 Part A, $6,326,840; Title 1 Part C (Migrant), $350,000	Yes[18]
Nevada	Title I, $1,230,179	No
New Jersey Abbott	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amount not reported	Yes[11]
New Jersey ECPA	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amount not reported	Yes[11]
New Jersey ELLI	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amount not reported	Yes[11]
New Mexico	None	No[19]
New York	None	Yes[14]
North Carolina	Head Start, $24,963,521; Title I, $11,759,531; IDEA, $5,906,174, CACFP, $4,355,765	No
Ohio	Title I, amount not reported[7]	Yes[8]
Oklahoma	Multiple federal sources, $37,721,277	Yes
Oregon	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amount not reported[11]	No
Pennsylvania EABG	None	Yes[11]
Pennsylvania HSSAP	None	No
Penn. K4 & SBPK	None	No
Penn. Pre-K Counts	None	No
Rhode Island	None	Yes[7]
South Carolina 4K	None	Yes[7]
South Carolina CDEPP	None	Yes
Tennessee	Head Start, IDEA, Title I, amount not reported	Yes[11]
Texas	Federal funds, $12,700,000[10]	Yes[11]
Vermont Act 62	Title I, amount not reported[13]	Yes[14]
Vermont EEI	None	No
Virginia	None	Yes[8]
Washington	CCDF, $1,127,999	No
West Virginia	Title 1, $878,339 IDEA, $5,389,916; Head Start, $46,599,720; TANF/Child Care, $4,779,689	Yes[11]
Wisconsin 4K	IDEA, Title I, TANF/CCDF, USDA, amount not reported[13]	Yes[14]
Wisconsin HdSt	TANF, IDEA, USDA CACFP, amount not reported	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Vermont's data are for the '11-'12 school year.

STATE	RESOURCES
	Agencies eligible to receive funding directly
Alabama	Public schools, Head Start, Private CC, Faith-based centers, Other settings: Military, university, and community agencies
Alaska	Public schools
Arizona	Public schools, Head Start, Private CC, Faith-based centers, Family CC[13]
Arkansas	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings: home-visiting providers[12]
California	Public schools, Head Start, Private CC, Faith-based centers
Colorado	Public schools
Connecticut	Other settings: Municipalities, Towns, School Districts[17]
Delaware	Public schools, Head Start, Private CC, Faith-based centers
District of Columbia	Public schools, Faith-based centers, Private agencies[10]
Florida	Other settings: Early Learning Coalitions
Georgia	Public schools, Head Start, Private CC, Faith-based centers, Other settings: Universities and technical schools, military bases, charter schools
Illinois	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings: Higher Education
Iowa Shared Visions	Public schools, Head Start, Private CC, Faith-based centers
Iowa SVPP	Public schools
Kansas State Pre-K	Public schools
Kansas Preschool	Public schools, Head Start, Private CC, Faith-based centers, Other settings[10]
Kentucky	Public schools[18]
Louisiana LA4	Public schools, Charter Schools
Louisiana 8(g)	Public schools
Louisiana NSECD	Private CC, Faith-based centers; Other settings: BESE Approved Nonpublic Schools[15]
Maine	Public schools
Maryland	Public schools
Massachusetts	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings: Private Schools
Michigan	Other settings: Intermediate school districts[17]
Minnesota	Head Start
Missouri	Public schools, Head Start, Private CC, Family CC
Nebraska	Public schools Other settings: Educational Service Units[11]
Nevada	Public schools, Head Start, Private CC, Faith-based centers[9]
New Jersey Abbott	Public schools
New Jersey ECPA	Public schools
New Jersey ELLI	Public schools
New Mexico	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings: Regional education cooperatives, Municipalities, Universities, Charter schools[11]
New York	Public schools, Other settings: Libraries and museums[13]
North Carolina	Public schools, Head Start Other settings: Public-private partnerships (local Smart Start partnerships), other nonprofits
Ohio	Public schools
Oklahoma	Public schools
Oregon	Public schools, Head Start, Private CC, Faith-based centers, Other settings: Community Colleges, Government Agencies, Higher Education[12]
Pennsylvania EABG	Public schools
Pennsylvania HSSAP	Head Start
Penn. K4 & SBPK	Public schools
Penn. Pre-K Counts	Public schools, Head Start, Private CC, Other settings: licensed nursery schools[12]
Rhode Island	Public schools, Head Start Private CC, Faith-based centers
South Carolina 4K	Public schools
South Carolina CDEPP	Public schools, SC First Steps
Tennessee	Public schools
Texas	Public schools, Other settings: Charter schools
Vermont Act 62	Public schools
Vermont EEI	Public schools, Head Start, Private CC, Family CC, Other settings: Parent Child Centers
Virginia	Public schools, Other state and local government agencies
Washington	Public schools, Head Start, Private CC, Other settings: Local governments, Colleges/universities, Educational service districts
West Virginia	Public schools
Wisconsin 4K	Public schools[17]
Wisconsin HdSt	Head Start

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	RESOURCES	
	Agencies with which subcontracting is permitted	Is there a required local match?
Alabama	None	Yes, 25% match[10]
Alaska	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Arizona	None[11]	No[12]
Arkansas	Public schools, Head Start, Private CC, Faith-based centers, Family CC	Yes[13]
California	Public schools, Head Start, Private CC, Faith-based centers	No
Colorado	Head Start, Private CC, Faith-based centers, Other settings, Public agencies such as city recreation centers or university and college labs school programs, charter schools	Yes[14]
Connecticut	Public schools, Head Start, Private CC, Faith-based centers, Other settings, Regional Education Service Centers (RESCs)[15]	No
Delaware	Public schools	No
District of Columbia	Other settings[11]	No
Florida	Public schools, Head Start, Private CC centers, Faith-based centers, Family CC homes, Other settings, approved licensed or certified professions[13]	No
Georgia	Other settings	No
Illinois	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Iowa Shared Visions	Public schools, Head Start, Private CC, Faith-based centers	Yes, 20% of the total grant allocation[12]
Iowa SVPP	Head Start, CC Centers, Faith-based centers[10]	No
Kansas State Pre-K	Public schools, Other settings, service centers–determined locally	No
Kansas Preschool	Public schools, Head Start, Private CC, Faith-based centers	No
Kentucky	Public schools, Head Start, Private CC, Faith-based centers, Family CC[16]	No
Louisiana LA4	Head Start, Private CC, Other settings, Charter schools and private child care providers	No
Louisiana 8(g)	None	No
Louisiana NSECD	Head Start, Private CC, Faith-based centers[15]	No
Maine	Public schools, Head Start, Private CC, Family CC	Yes[12]
Maryland	Public schools, Head Start, Private CC	No
Massachusetts	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Private schools	Yes[18]
Michigan	Public schools, Head Start, Private CC, Faith-based centers, Other settings, Competitive Agencies can be for-profit or nonprofit, public or private agencies[17]	Yes[18]
Minnesota	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Missouri	Public schools, Head Start, Private CC, Family CC	No
Nebraska	Head Start, Private CC, nonprofit organizations	Yes[12]
Nevada	None	No
New Jersey Abbott	Public schools, Head Start, Private CC, Other settings, Faith-based centers without religious content	No
New Jersey ECPA	Public schools, Head Start, Private CC, Other settings, Faith-based centers without religious content	No
New Jersey ELLI	Public schools, Head Start, Private CC, Other settings, Faith-based centers without religious content	Yes[19]
New Mexico	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings, Regional Education Cooperatives, Municipalities, Universities, Charter schools	No
New York	Head Start, Private CC, Faith-based centers, Family CC	No
North Carolina	Public schools, Head Start, Private CC, Faith-based centers	Yes[11]
Ohio	Public schools, Head Start, Private CC, Faith-based centers	No
Oklahoma	Head Start, Private CC, Faith-based centers, Other settings, Corporate spaces and community-based facilities, such as assisted living centers, YWCA, university child development centers, and tribal Head Start	No
Oregon	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings, Community Colleges, Government Agencies, Higher Education	No
Pennsylvania EABG	Public schools, Head Start, Private CC	No
Pennsylvania HSSAP	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Penn K4 & SBPK	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Penn. Pre-K Counts	Public schools, Head Start, Private CC, Faith-based centers, Licensed nursery schools[12]	No
Rhode Island	Public schools, Head Start, Private CC, Faith-based centers	No
South Carolina 4K	Public schools	No
South Carolina CDEPP	Public schools, Head Start, Private CC, Faith-based centers	No
Tennessee	Head Start, Private CC, Faith-based centers, Other settings, Institutions of Higher Education, Housing Authorities, Adult Learning Centers[15]	Yes[14]
Texas	Public schools, Head Start, Private CC	No
Vermont Act 62	Public schools, Head Start, Private CC, Family CC[15]	No
Vermont EEI	Private CC, Family CC	No
Virginia	Public schools, Head Start, Private CC, Faith-based centers	Yes[9]
Washington	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings, Local governments, Colleges/universities, Educational service districts[15]	No
West Virginia	Head Start, Private CC, Faith-based centers	No
Wisconsin 4K	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other agencies include Boys and Girls Clubs, the YMCA, and other community programs that may help implement the parent outreach component of 4K[8]	Yes[8]
Wisconsin HdSt	Public schools, Private CC, Family CC	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	MONITORING
	Information collected for monitoring purposes
Alabama	Structured observations of classroom quality (ECERS is the primary tool, and is required for all new programs. Structured coaching and monitoring at least monthly); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD and PPVT); Documentation of program-level outcomes (Teaching Strategies GOLD); Review of program facilities and safety procedures (Monthly); Review of program records (Monthly)[1]
Alaska	Structured observations of classroom quality (ECERS once per year); Documentation of children's learning and/or child outcomes (PPVT & Teaching Strategies Gold 2 X per year); Documentation of program-level outcomes (ECERS 1X per year); Review of program facilities and safety procedures (ECERS & Approval as Alaska Pre-Elementary School) (Quarterly and annual reports)
Arizona	Structured observations of classroom quality (ERS and CLASS every other year during the QRIS assessment process.); Documentation of children's learning and/or child outcomes (documentation is reviewed every other year during the QRIS assessment process) (Teaching Strategies Gold or other selected by the participating program); Review of program facilities and safety procedures (ERS conducted every other year in the QRIS assessment process); Participation in a state quality rating system Other (Teaching Staff Qualifications, Ratios and Group Sizes, and Curriculum is reviewed every other year during the QRIS assessment process.)
Arkansas	Structured observations of classroom quality (ECERS, ITERS, FCCERS); Documentation of children's learning and/or child outcomes (Work Sampling and Ounce collected three times per program year); Documentation of program-level outcomes (monitoring for compliance with ABC Rules and Regulations and PAS/BAS are reviewed every three years); Review of program facilities and safety procedures (State Licensing reviews programs three times annually); Participation in a state quality rating system; Review of program records (Program records are reviewed during monitoring visits conducted each program year)
California	Structured observations of classroom quality (ECERS, at least annually); Documentation of children's learning and/or child outcomes (DRDP within 60 days of initial enrollment and not to exceed every 6 months thereafter); Documentation of program-level outcomes (Environment Rating Scale self-assessment, parent surveys, annually, parent teacher conferences, every 6 months); Review of program facilities and safety procedures; Results of program self-assessments; Review of program records[1]
Colorado	Structured observations of classroom quality (District Advisory Councils use Colorado Quality Standards, two times per year); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD or HighScope COR, three times per year); Review of program facilities and safety procedures (through child care licensing requirements)[15]
Connecticut	Structured observations of classroom quality (ECERS for non-accred tea programs -1 X per yr.); Documentation of children's learning and/or child outcomes (collect learning experience plans yearly); Documentation of program-level outcomes (completion and renewal of NAEYC accreditation); Review of program facilities and safety procedures (for child care licensing in child care centers); Results of program self-assessments[16]
Delaware	Structured observations of classroom quality (CLASS); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD); Documentation of program-level outcomes (Head Start Performance Standards); Review of program facilities and safety procedures; Results of program self-assessments (Head Start Self Assessment); Participation in a state quality rating system, Review of program records[2]
District of Columbia	Structured observations of classroom quality (CLASS is used annually in all Pre-K CBOs and in the majority of DCPS and PCS Pre-K Classrooms); Documentation of children's learning and/or child outcomes (Teaching Strategies Gold, Every Child Ready, and other tools) Review of program facilities and safety procedures (Monitoring visits and sector site accountability visits); Results of program self-assessments; Participation in a state quality rating system; Quality Site Review for charter schools[17]
Florida	Structured observations of classroom quality (ECERS and CLASS instrument is locally determined, annually); Documentation of children's learning and/or child outcomes (Florida VPK Assessment, Pre- and Post-Assessment); Documentation of program-level outcomes (ECHOS™, and Florida Assessments for Instruction in Reading (FAIR), annually); Review of program facilities and safety procedures (DCF Licensing monitoring, 3 times per year); Review of program records (Child and provider eligibility determination documentation, child attendance, provider reimbursement annually)
Georgia	Structured observations of classroom quality (CLASS, annually); Documentation of children's learning and/or child outcomes (WSS rating every six weeks report to parents twice per year); Review of program facilities and safety procedures (Child Care Licensing reports); Results of program self-assessments (Grant Requirement Checklist, IQ Guides for Classroom Environment, Daily Schedule, Assessment); Review of program records
Illinois	Structured observations of classroom quality (ECERS-R or CLASS at least every 3 years); Documentation of children's learning and/or child outcomes (Portfolios, ongoing other instruments and frequency vary); Documentation of program-level outcomes (Follow-up data on children program performance data, yearly); Review of program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Review of program records; Other (Compliance reviews Student Information System Data)[18]
Iowa Shared Visions	Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD online, by state-determined checkpoint dates three times per year); Documentation of program-level outcomes (maintenance of NAEYC accreditation and progress toward goals, annually); Review of program facilities and safety procedures (Reviewed externally by NAEYC every five years); Review of program records (annual desk audit through the year-end report); Other (NAEYC Accreditation maintained each year)[13]
Iowa SVPP	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes (GOLD 3X per year.); Documentation of program-level outcomes; Review of program facilities and safety procedures; Results of program self-assessments; Review of program records; Other (Certified Annual Report collects finance data)[1]
Kansas State Pre-K	Documentation of children's learning and/or child outcomes (KELI-4R child observations); Results of program self-assessments (Classroom practices); Other (family survey)[8]
Kansas Preschool	Documentation of children's learning and/or child outcomes (KELI-4R in a sample of classrooms other tools locally determined); (State pre-K teachers complete Classroom practices); Other (annual report to state)
Kentucky	Structured observations of classroom quality (ECERS once every 5 years.); Documentation of children's learning and/or child outcomes (one of 12 instructional assessment tools administered at least two times per year); Documentation of program-level outcomes (Preschool Program Report); Review of program facilities and safety procedures (Preschool Program Review (P2R) once every 5 years); Results of program self-assessments (Preschool Program Review (P2R) once every 5 years); Review of program records (Preschool Program Review (P2R) once every 5 years)[19]

STATE	MONITORING
	Information collected for monitoring purposes
Louisiana LA4	Structured observations of classroom quality (ECERS-R annually for new teachers and those scoring below 5.0 previous year, teachers in targeted schools based on low DIBELS kindergarten entry scores, a percentage of new teachers, districts with outlier DSC assessment scores, randomly selected sites, district choice/request), the CLASS was also piloted through volunteer selection); Documentation of children's learning and/or child outcomes (DSC, annually, portfolios, ongoing Student Performance Checklist, ongoing in targeted schools); Documentation of program-level outcomes (ECERS-R and CLASS as needed, targeted programs only); Review of program facilities and safety procedures; (Program facilities and safety standards monitored by the Department of Health and Hospitals and Fire Marshal Site visits, as needed to targeted programs); Results of program self-assessments (ECERS-R as needed, targeted programs only); Participation in a state quality rating system; Review of program records (Monitoring of monthly, quarterly, and semi-annual reports)[13]
Louisiana 8(g)	Structured observations of classroom quality (ECERS-frequency determined locally); Documentation of children's learning and/or child outcomes (DSC, twice a year, ongoing portfolio assessements); Documentation of program-level outcomes (Compliance with program guidelines, Progress to Date Report, and End of Year Report annually.); Review of program records (Audited financial records, annually)
Louisiana NSECD	Structured observations of classroom quality (ELLCO, twice per year); Documentation of children's learning and/or child outcomes (DSC, pre-, mid-year and post-assessment); Documentation of program-level outcomes (IANF-based Program Performance Indicators, monthly); Review of program facilities and safety procedures; Results of program self-assessments (NSECD Performance Review and Rating, annually); Review of program records, Other
Maine	Other[14]
Maryland	Review of program records (Other information to determine compliance with state prekindergarten regulations)
Massachusetts	Structured observations of classroom quality (ECERS as part of QRIS in UPK classrooms); Documentation of children's learning and/or child outcomes (WSS, Creative Curriculum, Developmental Continuum/Teaching Strategies GOLD, High Scope, COR UPK, at least twice per year); Documentation of program-level outcomes (annually); Review of program facilities and safety procedures; Results of program self-assessments (Self-assessment required for QRIS using program tool); Participation in a state quality rating system; Review of program records; Other (fiscal reports)[15]
Michigan	Structured observations of classroom quality (PQA at least 3 times per year); Documentation of children's learning and/or child outcomes (ACPS, COR, CC, WSS, ASQ, Battelle, DIAL-3 at enrollment and ongoing); Documentation of program-level outcomes; Review of program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Review of program records[16]
Minnesota	Review of program facilities and safety procedures; Results of program self-assessments (Locally designed, but modelled after federal protocol); Review of program records[11]
Missouri	Review of program facilities and safety procedures (Licensing information); Results of program self-assessments; Review of program records (Application information, Program completion reports); Other[17]
Nebraska	Structured observations of classroom quality (ECERs annually for the first three years of grant funding); Documentation of children's learning and/or child outcomes (Annually using GOLD); Documentation of program-level outcomes (must be reported locally); Review of program facilities and safety procedures (Included in self-assessment due by December 31); Results of program self-assessments (ECERS, annually); Review of program records (When being reviewed on-site by staff)
Nevada	Structured observations of classroom quality (ECERS, ELLCO every two years); Documentation of children's learning and/or child outcomes (PPVT, EOWPVT, PreLAS pre- and post-assessment annually); Documentation of program-level outcomes (every two years); Review of program records[18]
New Jersey Abbott	Structured observations of classroom quality (locally determined, most districts use ECERS); Documentation of children's learning and/or child outcomes (High/Scope's COR, Teaching Strategies GOLD, ELAS, locally selected tools); Documentation of program-level outcomes (Informal data tool collected annually by the Department of Education); Review of program facilities and safety procedures (During annual SAVS); Results of program self-assessments (SAVS, state-developed self-assessment for districts); Review of program records; (During annual SAVS and also in annual program plan review)
New Jersey ECPA	Review of program records (Annually)[12]
New Jersey ELLI	Structured observations of classroom quality (frequency unspecified); Review of program records (Annually)[19]
New Mexico	Structured observations of classroom quality (ECERS-R, Classrooms are independently assessed at least once on a four year cycle); Documentation of children's learning and/or child outcomes (New Mexico PreK Observational Assessment); Documentation of program-level outcomes (23 Essential Indicators, twice per year); Review of program facilities and safety procedures (Results of program self-assessments (ECERS-R and ECERS-E results annually); child care licensing visits for non-public); Results of program self-assessments (Reported to state annually as part of program monitoring); Participation in a state quality rating system; Review of program records (Annual program monitoring)
New York	Structured observations of classroom quality (determined locally, many programs use ECERS-R and CLASS, annually); Documentation of children's learning and/or child outcomes (reported annually); Documentation of program-level outcomes (Annual year-end report); Results of program self-assessments; Participation in a state quality rating system; Review of program records; Other (Teacher qualification data Basic Educational Data System Information on each enrolled pre-K student)14
North Carolina	Structured observations of classroom quality (ECERS-R based on the NC Rated License Assessment); Documentation of children's learning and/or child outcomes (Required use of approved instructional/formative assessment system); Documentation of program-level outcomes (Results of program self-assessments and participation in the Star-rated License System); Review of program facilities and safety procedures (Participation in QRIS); Results of program self-assessments (Participation in QRIS); Participation in a state quality rating system; Review of program records (Contractor monitoring managed at state level through sample of onsite visits and desk audits); Other (NC Educator Evaluation System under NC State Board Policy requires licensed teachers to be formally mentored/coached and evaluated using formative and summative evaluation procedures annually based on type and level of BK licensure held. Framework required for both teachers in nonpublic and public schools. teachers required to use self assessment, mentoring services based on teachers' assessed needs using NC Rubric for Evaluating NC Teachers/NC Professional Teaching Standards, NC MentStandards)[12]
Ohio	Structured observations of classroom quality (Annual observations by grantees CLASS, ELLCO, ECERS, CSEFEL); Documentation of children's learning and/or child outcomes (GGG 2 times per year, ASQSE annually, curriculum embedded performance measures); Documentation of program-level outcomes (IMPACT annually to document compliance and performance indicators with program guidelines, PD hours, observations, transition plans, community partners); Review of program facilities and safety procedures (Annual licensing site visit); Results of program self-assessments (IMPACT, annually and program plan); Review of program records (On site and desk review/audit)[9]
Oklahoma	Documentation of children's learning and/or child outcomes (locally determined outcomes aligned with student standards); Documentation of program-level outcomes (locally determined outcomes aligned with student standards); Review of program facilities and safety procedures; Review of program records

STATE	MONITORING
	Information collected for monitoring purposes
Oregon	Structured observations of classroom quality (CLASS, annually and as needed monitoring, triennially as needed); Documentation of children's learning and/or child outcomes (Required assessment instruments determined locally from approved list); Documentation of program-level outcomes (Compliance with federal Head Start Performance Standards, formally every three years and as needed, Program Information Reports, annually); Review of program facilities and safety procedures (Review of program facilities and safety procedures are conducted through triennial monitoring reports and annual self-assessments.); Results of program self-assessments (Annual Self-Assessment reports); Review of program records (Annual Self-assessment site visits as needed.)[13]
Pennsylvania EABG	None[12]
Pennsylvania HSSAP	Structured observations of classroom quality (CLASS, ERS or approved local tool annually); Documentation of children's learning and/or child outcomes (approved assessment tools aligned with early learning outcomes reporting framework reported two times per year); Documentation of program-level outcomes (locally determined annually), Review of program facilities and safety procedures; Results of program self-assessments; Review of program records; Other (optional participation in QRIS)
Penn K4 & SBPK	None
Penn Pre-K Counts	Structured observations of classroom quality (ERS, annual self-assessment bi-annual external assessment); Documentation of children's learning and/or child outcomes (chosen from listing of approved tools aligned with early learning outcomes reporting framework reported two times per year); Documentation of program-level outcomes (Program review instrument, annually); Review of program facilities and safety procedures (ERS); Results of program self-assessments (ERS, Program review instrument); Participation in a state quality rating system; Review of program records
Rhode Island	Structured observations of classroom quality (ECERS once per year with average score of 5 or more, CLASS once per year); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD, ongoing); Documentation of program-level outcomes (Teaching Strategies GOLD, program assessments three times per year); Review of program facilities and safety procedures (state-created reporting tools, annually); Results of program self-assessments (state-created reporting tools, annually); Participation in a state quality rating system[6]
South Carolina 4K	None[8]
South Carolina CDEPP	Other (DSS License violations)[9]
Tennessee	Structured observations of classroom quality (ECERS and ELLCO self-assessment, bi-annually for new teachers); Documentation of program-level outcomes (verification of teacher and assistant's credentials attendance and make up of classroom curriculum and assessment, at least annually); Review of program facilities and safety procedures (minimum of two visits per year by program evaluator); Results of program self-assessments (plan of action submitted after using ECERS and ELLCO assessment tools); Review of program records (Twice per year, more as needed)[17]
Texas	None
Vermont Act 62	Structured observations of classroom quality (PreK programs must have at least 3 STARS in VT's QRIS. ECERS is part of the higher levels of its QRIS.); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD Fall & Spring checkpoints required); Review of program facilities and safety procedures (All PreK programs must comply with child care licensing regulations which include rules related to facilities and safety procedures); Participation in a state quality rating system[16]
Vermont EEI	Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD, Fall & Spring Checkpoints)[18]
Virginia	Documentation of children's learning and/or child outcomes (PALS, twice per year); Documentation of program-level outcomes (Review of local plans, twice per year); Other (Review of local plans, twice per year, Review of MOU between Head Start and VPI, if applicable.)[19]
Washington	Structured observations of classroom quality (CLASS and ECERS for QRIS system); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD three times per year); Documentation of program-level outcomes (health, annually); Review of program facilities and safety procedures (Every 4 years); Results of program self-assessments (annually); Participation in a state quality rating system; Review of program records (Every 4 years)[14]
West Virginia	Structured observations of classroom quality (ECERS-R, once every three years); Documentation of children's learning and/or child outcomes (WV Pre-K Child Assessment System—utilizing ELS); Results of program self-assessments (Curriculum Implementation Checklist, Health and Safety Self-Monitoring); Review of program records (Program Review/Monitoring once every 3 years)[12]
Wisconsin 4K	Other (special education documents, fiscal reports, enrollment reports, program schedule, program description reports, membership counts, personnel reports)[4]
Wisconsin HdSt	Other information such as grant applications, fiscal audit, sections of the federal application, and submission of Head Start PIR

STATE	MONITORING
	How is monitoring information collected by the state?
Alabama	Site visits (Monthly); Submission of information by program or local entity (At least 3 times per year)
Alaska	Site visits (Site visits (by staff of the state oversight agency or a 3-year cycle, by consultants twice per year); Submission of information by program or local entity (twice per year data and narrative report once per year); Monitoring information is collected through other means, audio/video conference visits done throughout the year and two data reports per year); Submission of information by program or local entity
Arizona	Site visits (every other year during the QRIS assessment process.)
Arkansas	Site visits (Arkansas state staff monitor center-based agencies each program year Contracted consultants monitor home visiting programs each program year Contracted consultants conduct ERS assessments every other program year), Submission of information by program or local entity (Programs must apply for participation in ABC/ABCSS each program year through a grant process programs must report mid-year and final financial reports programs receiving $100,000 must submit an audit each program year) (Programs are monitored three times per year by Arkansas child care licensing staff)[12]
California	Site visits (every 3 years based on a priority order using programmatic, contract, fiscal, and other compliance data)
Colorado	Site visits (every two years, more frequently in programs with identified needs); Submission of information by program or local entity (annually); Monitoring information is collected through other means (Monitoring information is collected through other means, Department of Human Services child care licensing visits, financial records, submission, and auditing)[13]
Connecticut	Site visits (by staff of the state oversight agency as needed and by random sampling community liaisons monitor programs at least three times per year); Submission of information by program or local entity (communities submit an RFP annually and conduct site evaluation); Monitoring information is collected through other means (monthly reports)
Delaware	Site visits (twice per year or as needed); Submission of information by program or local entity (quarterly reports)
District of Columbia	Site visits (quarterly for CBOS, annually for DCPS, as part of PDR for charters); Submission of information (Monthly, CBOs annually, DCPS annual accountability and compliance review, charter)
Florida	Site visits (As needed); Submission of information by program or local entity (Quarterly); Monitoring information is collected through other means (DCF monitors all licensed programs at least three times per year and posts reports online)
Georgia	Site visits (at least annually, based on program needs and assessments); Submission of information by program or local entity (Rosters submitted four times during the school year); Monitoring information is collected through other means (Programs with a Pre-K classroom that are participating in the state's Tiered Quality Rating and Improvment System are also observed with the ECERS-R)[11]
Illinois	Site visits (on a 3-year cycle and as needed) (annually individual student information system, continuation application, program improvement plans after on-site visit)[14]
Iowa Shared Visions	Submission of information by program or local entity (application–annually, includes program description of services, budget, and NAEYC accreditation year-end report–annually, includes quarterly finance report, program staff, professional development, program services, community collaborations/services, curriculum and assessments used, inkind requirement); Monitoring information is collected through other means (site visits completed by NAEYC every five years)[15]
Iowa SVPP	Site visits (Once every 5 years); Submission of information by program or local entity (Desk audit that includes evidence to address some of the program standards as well as the law)
Kansas State Pre-K	Submission of information by program or local entity (web-based child data application, twice per year data on a sampling of children, classroom practices and parent/home practices, once per year)
Kansas Preschool	Submission of information by program or local entity (Child outcomes, classroom practices, family survey provided via a web application)
Kentucky	Site visits (at least once every 5 years for all the districts and least 30% of the teachers are observed at each site); Submission of information by program or local entity (once every 5 years the cohort districts submit information regarding enrollment, collaboration with Head Start, transportation, meals, developmentally appropriate practice, program evaluation by parents and staff and other programmatic data); Other (review information about the district through the Student Information System, KDE staff interviews and periodic visits)[16]
Louisiana LA4	Site visits (by staff of the state oversight agency and consultants to randomly selected new teachers, programs scoring below 5.0 on ECERS the previous year, teachers in targeted schools program monitoring yearly); Submission of information by program or local entity (Enrollment reported monthly, collaboration efforts/projects reported quarterly, support services reported semi-annually)
Louisiana 8(g)	Site visits (as needed/annually); Submission of information by program or local entity (annually[9]
Louisiana NSECD	Site visits (twice per year, more as required); Monitoring information is collected through other means (Legislative audit, annually)
Maine	Monitoring information is collected through other means (Submission of information by program or local entity periodically when requested).
Maryland	Site visits (At least once every three years); Submission of information by program or local entity (Annually, public programs only); Enrollment information and Prekindergarten Directory (annually); Submission of pre-K updates in comprehensive LEA Master Plan (annually)
Massachusetts	Site visits (approximately once per year (UPK), all programs are visited within a 6-year cycle (Grant 391)); Submission of information by program or local entity (annual and informal as needed. Submission of assessment data) (annual grant review and electronic submission of child assessment data twice per year (UPK))
Michigan	Site visits (programs are monitored based on problems or special issues, although the plan includes monitoring every three years), Submission of information by program or local entity (annual application, mid-year, and final reports)[17]
Minnesota	Site visits (3 or 5 year rotating schedule); Submission of information by program or local entity (Enrollment reported monthly); Monitoring information is collected through other means (Annual application describes program design)
Missouri	Site visits (As needed, based on a review of submitted reports or concerns raised from partner agencies), Submission of information by program or local entity[11]
Nebraska	Site visits (by state agency staff, a percentage of classrooms each year); Submission of information by program or local entity (Annually)[18]
Nevada	Site visits (Annually); Submission of information by program or local entity (twice a year)

STATE	MONITORING
	How is monitoring information collected by the state?
New Jersey Abbott	Site visits (Site visits, several times per year and as needed to provide technical assistance by consultants employed by the state, a consortium of universities perform ECERS on randomly selected classrooms in each district as part of a longitudinal study); Submission of information by program or local entity (once per year as part of district's Preschool Program Plan for the following year)
New Jersey ECPA	Site visits (Site visits (1-2 times annually, as needed, or as requested by the district); Submission of information by program or local entity (annual budget and program plan)
New Jersey ELLI	Site visits (Site visits (1-2 times annually, as needed, or asrequested by the district); Submission of information by program or local entity (annual budget and program plan)
New Mexico	Site visits (at least once per year and more as needed); Submission of information by program or local entity (3 program reports annually, child outcome information twice per year PreK database maintains a variety of program information and demographics)
New York	Site visits (varies); Submission of information by program or local entity (final program reports and program modification request applications, annually)[15]
North Carolina	Site visits (Site visits for program compliance annually or more frequently as determined by needs); teacher effectiveness visits (mentoring, evaluation) per prescribed process and schedule set forth in State Education Board Policy); Submission of information by program or local entity (QRIS program evaluations and NC Educator Effectiveness (Teacher Evaluation System); Monitoring information is collected through other means (Teacher Evaluation, Mentoring, BK Licensure data and information)[16]
Ohio	Site visits (Programs receive on-site every 3 years, with annual desk audits, internal monitoring requirements, submission of annual plan, and documentation annually. Each site is also visited annual for licensing.); Submission of information by program or local entity (annual submission of information and some information like child assessment twice per year)
Oklahoma	Site visits (two audits per year); Submission of information by program or local entity (accreditation report each October)[17]
Oregon	Site visits (annually and as-needed); Submission of information by program or local entity (monthly reports on enrollment, attendance, child outcomes, targeted performance indicators)
Pennsylvania EABG	None
Pennsylvania HSSAP	Site visits (at least once annually)[18]
Penn. K4 & SBPK	None
Penn. Pre-K Counts	Site visits (at least once annually); Submission of information by program or local entity (quarterly narrative reports annual reporting monthly information submission to PELICAN system); Monitoring information is collected through other means (Monitoring information is collected through other means Program Review Instrument teacher, child, and family demographics updated continually)
Rhode Island	Site visits (site visits by state of the state oversight agency once per year at a minimum by consultants monthly); Submission of information by program or local entity (submission of information by program or local entity web-based child assessment information monitoring three times per year)
South Carolina 4K	None
South Carolina CDEPP	None
Tennessee	Site visits (minimum of two per year by consultants, minimum of one visit per year to all programs); Submission of information by program or local entity (minimum of at least annually); Monitoring information is collected through other means (On-going desk monitoring of data collected from Education Information System, including enrollment, demographic, attendance, age compliance, class size, monthly financial reports, end-of-year reports, and annual family surveys)[19]
Texas	None
Vermont Act 62	Submission of information by program or local entity (Annual child progress data); Monitoring information is collected through other means (Information collected through annual STARS reports and 3 year renewal applications)[20]
Vermont EEI	Submission of information by program or local entity (Annually)[21]
Virginia	Submission of information by program or local entity (Submission of information by program or local entity (twice per year) [22]
Washington	Site visits (Every one to four years based on risk assessment); Submission of information by program or local entity (monthly, annual and every 4 years, depending on the info required)[24]
West Virginia	Site visits (once every 3 years); Submission of information by program or local entity (annually (fiscal program data and collaboration)) [25]
Wisconsin 4K	Site visits (by staff of the state oversight agency as needed by consultants available periodically); Submission of information by program or local entity (yearly and with more frequency for start-up grants)
Wisconsin HdSt	Submission of information by program or local entity (annual)

STATE	MONITORING
	How is monitoring information used by the state?
Alabama	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Alaska	To identify needs that will guide teacher training or professional development; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Arizona	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS[15]
Arkansas	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents
California	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Colorado	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; Other; To report child progress results for state legislature[15]
Connecticut	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees
Delaware	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents
District of Columbia	None
Florida	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents; To assist teachers with understanding individual children's strengths and areas where additional support may be needed[11]
Georgia	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents
Illinois	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents[12]
Iowa Shared Visions	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Iowa SVPP	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring
Kansas State Pre-K	To identify needs that will guide teacher training or professional development; Other; To provide a report on the efficacy of the program at the state level
Kansas Preschool	To make funding decisions about programs or grantees
Kentucky	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents[27]
Louisiana LA4	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Louisiana 8(g)	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring
Louisiana NSECD	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Maine	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring
Maryland	To identify programs for corrective action or sanctions
Massachusetts	To identify needs that will guide teacher training or professional development; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents[29]
Michigan	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents
Minnesota	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Missouri	To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees
Nebraska	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Nevada	To identify needs that will guide teacher training or professional development; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program[11]

STATE	MONITORING
	How is monitoring information used by the state?
New Jersey Abbott	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
New Jersey ECPA	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
New Jersey ELLI	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
New Mexico	To identify needs that will guide teacher training or professional development; To identify programs for corrective action; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
New York	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents[15]
North Carolina	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents; Other, to provide feedback to the public about the quality of services and teacher effectiveness[14]
Ohio	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Oklahoma	To identify programs for corrective action or sanctions; To make changes to state policies regarding the preschool program
Oregon	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents.
Pennsylvania EABG	None
Pennsylvania HSSAP	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Penn. K4 & SBPK	None
Penn. Pre-K Counts	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Rhode Island	To identify needs that will guide teacher training or professional development; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring
South Carolina 4K	None
South Carolina CDEPP	None
Tennessee	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program To provide feedback to parents
Texas	None
Vermont Act 62	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To measure program on a QRIS; To provide feedback to parents[16]
Vermont EEI	To identify needs that will guide teacher training or professional development; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To provide feedback to parents[15]
Virginia	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring
Washington	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
West Virginia	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Wisconsin 4K	Other, For administrative oversight
Wisconsin HdSt	To make funding decisions about programs or grantees

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year except Minnesota which is for the '11-'12 school year.

STATE	MONITORING
	Was there a formal evaluation measuring program quality and/or effectiveness?
Alabama	Yes, measuring both process quality and program impact/child outcomes
Alaska	Yes, measuring both process quality and program impact/child outcomes[1]
Arizona	Yes, measuring process quality[2]
Arkansas	Yes, measuring both process quality and program impact/child outcomes
California	No
Colorado	Yes, measuring impact and child outcomes[3]
Connecticut	No
Delaware	Yes, measuring both process quality and program impact/child outcomes
District of Columbia	Yes, measuring both process quality and program impact/child outcomes[4]
Florida	Yes, measuring both process quality and program impact/child outcomes[5]
Georgia	Yes, measuring both process quality and program impact/child outcomes[6]
Illinois	Yes, measuring both process quality and program impact/child outcomes
Iowa Shared Visions	Yes, measuring both process quality and program impact/child outcomes
Iowa SVPP	Yes, measuring impact and child outcomes[12]
Kansas State Pre-K	Yes, measuring both process quality and program impact/child outcomes[9]
Kansas Preschool	Yes, measuring process quality[7]
Kentucky	Yes, measuring process quality
Louisiana LA4	Yes, measuring both process quality and program impact/child outcomes[8]
Louisiana 8(g)	Yes, measuring both process quality and program impact/child outcomes[10]
Louisiana NSECD	Yes, measuring both process quality and program impact/child outcomes[8]
Maine	No
Maryland	No
Massachusetts	Yes, measuring process quality[2]
Michigan	Yes, measuring both process quality and program impact/child outcomes[9]
Minnesota	No
Missouri	Yes[12]
Nebraska	Yes, measuring both process quality and program impact/child outcomes
Nevada	Yes, measuring both process quality and program impact/child outcomes[7]
New Jersey Abbott	Yes, measuring both process quality and program impact/child outcomes
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	Yes, measuring both process quality and program impact/child outcomes[12]
New York	No
North Carolina	Yes, measuring both process quality and program impact/child outcomes
Ohio	Yes, measuring both process quality and program impact/child outcomes[9]
Oklahoma	Yes, measuring impact and child outcomes
Oregon	No
Pennsylvania EABG	No
Pennsylvania HSSAP	No
Penn. K4 & SBPK	No
Penn. Pre-K Counts	No
Rhode Island	Yes, measuring both process quality and program impact/child outcomes
South Carolina 4K	No
South Carolina CDEPP	Yes, measuring both process quality and program impact/child outcomes
Tennessee	Yes, measuring both process quality and program impact/child outcomes[14]
Texas	No
Vermont Act 62	No[15]
Vermont EEI	No
Virginia	Yes, measuring both process quality and program impact/child outcomes[7]
Washington	No[15]
West Virginia	Yes, measuring both process quality and program impact/child outcomes
Wisconsin 4K	Yes, measuring both process quality and program impact/child outcomes
Wisconsin HdSt	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Vermont's which is for the '11-'12 school year.

STATE	MONITORING
	When was the most recent formal evaluation of state pre-K program and what was evaluated?
Alabama	Ongoing
Alaska	2012-2013
Arizona	Planned validation study to start in school year 2014-201
Arkansas	NIEER-Rutgers University released a report, titled: Longitudinal Effects of the Arkansas Better Chance Program: Findings from First Grade through Fourth Grade in May, 2013.
California	N/A
Colorado	Ongoing, annually
Connecticut	N/A
Delaware	2006-2007
District of Columbia	The 2012-13 report is currently being finalized, which will present results of all CLASS assessments, as well as the sample of PPVT/EVT scores.
Florida	Ongoing, annually
Georgia	On-Going
Illinois	Fall 2009-Winter 2012
Iowa Shared Visions	2008
Iowa SVPP	Iowa statisticians are currently reviewing the data on our second cohort of children at 3rd grade.
Kansas State Pre-K	Ongoing
Kansas Preschool	Ongoing
Kentucky	2012-13
Louisiana LA4	Annually since the 2004-2005 school year, 2012-2013 in process of evaluation
Louisiana 8(g)	Annually since the 2004-2005 school year, 2012-2013, in process of evaluation
Louisiana NSECD	Annually since the 2004-2005 school year 2012-2013, evaluation in process
Maine	N/A
Maryland	N/A
Massachusetts	2008-2009 2009-2010
Michigan	Ongoing, since 1995
Minnesota	N/A
Missouri	2003
Nebraska	ongoing, annual
Nevada	2012-2013
New Jersey Abbott	Program Impact Evaluation was completed in March, 2013. The last Program Quality Evaluation was in 2011.
New Jersey ECPA	N/A
New Jersey ELLI	N/A
New Mexico	2010
New York	N/A
North Carolina	Ongoing, evaluations of classroom quality and child outcomes are conducted annually
Ohio	November 2012. 2012-2013 for child outcomes. As transition to TQRIS–conducting new evaluation with new system and new expanded grant funding.
Oklahoma	2011 and ongoing
Oregon	N/A
Pennsylvania EABG	N/A
Pennsylvania HSSAP	N/A
Penn. K4 & SBPK	N/A
Penn. Pre-K Counts	N/A
Rhode Island	2009-2011
South Carolina 4K	N/A
South Carolina CDEPP	2009-2010 school year
Tennessee	Ongoing
Texas	N/A
Vermont Act 62	N/A
Vermont EEI	N/A
Virginia	2011
Washington	N/A
West Virginia	2012 and 2009 by REL-A 2009 by Marshall University 2005 by NIEER
Wisconsin 4K	2003-2004 school year as part of the SWEEP study in progress: UW Madison is part of a national study exploring 4K in WI and NJ We have also documented "impact" stories for our 4K community approach model site. http://4kca.dpi.wi.gov/
Wisconsin HdSt	N/A

STATE	MONITORING
	Documentation of evaluation
Alabama	http://archive.constantcontact.com/fs111/1106394189560/archive/1115478890046
Alaska	Study not available online
Arizona	Not available
Arkansas	The report is currently not available online however, Arkansas plans to post it on the Division of Child Care and Early Childhood Education website.
California	N/A
Colorado	http://www.cde.state.co.us/cpp/legreports.htm[16]
Connecticut	N/A
Delaware	http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/files/ECAP06%2007%20State%20Report.pdf
District of Columbia	It will be published here: http://osse.dc.gov/service/resources-regulations-and-reports
Florida	Report is available at: http://www.oppaga.state.fl.us/Summary.aspx?reportNum=12-06[15]
Georgia	http://www.decal.ga.gov/BftS/EvaluationGAPreKProgram.aspx[15]
Illinois	Report is available at: http://www.isbe.net/earlychi/preschool/pfa-report/
Iowa Shared Visions	https://www.educateiowa.gov/documents/early-childhood/2013/03/shared-visions-preschool-07-evaluation
Iowa SVPP	Under Legislative briefings for 2013: https://www.educateiowa.gov/legislative-information
Kansas State Pre-K	Study not available online[9]
Kansas Preschool	Study not available online[11]
Kentucky	Not yet available[22]
Louisiana LA4	Current report not available online[12]
Louisiana 8(g)	Current report not available online.
Louisiana NSECD	http://www.picardcenter.org/ResearchAreas/education/EarlyChildhood/NSECD/Pages/NSECDdefault.aspx[16]
Maine	N/A
Maryland	N/A
Massachusetts	Study not available online[16]
Michigan	Reports are available at: www.highscope.org and www.nieer.org[15]
Minnesota	N/A
Missouri	http://dese.mo.gov/eel/el/pat/HB_1519_Final_Evaluation_Report.html
Nebraska	http://www.education.ne.gov/OEC/pubs/eceg_reports/2010-2011.pdf
Nevada	Report is available at: http://www.doe.nv.gov/Early_Childhood/[12]
New Jersey Abbott	http://nieer.org/publications/latest-research/abbott-preschool-program-longitudinal-effects-study-fifth-grade-follow http://www.state.nj.us/education/ece/research/elichome.htm
New Jersey ECPA	N/A
New Jersey ELLI	N/A
New Mexico	Report is available at: https://www.newmexicoprek.org/Docs/NIEER%20Reports/NIEER_PreK_Evaluation_Impacts_From_The_Fourth_Year_November_2010.pdf
New York	N/A
North Carolina	http://www.fpg.unc.edu/projects/evaluation-nc-pre-kindergarten-program
Ohio	Not available
Oklahoma	Reports are available at: http://www.crocus.georgetown.edu/
Oregon	N/A
Pennsylvania EABG	N/A
Pennsylvania HSSAP	N/A
Penn. K4 & SBPK	N/A
Penn. Pre-K Counts	N/A
Rhode Island	Study not available online
South Carolina 4K	N/A
South Carolina CDEPP	http://www.researchconnections.org/childcare/resources/19040?classifCode=1[17]
Tennessee	Report is available at: http://peabody.vanderbilt.edu/research/pri/projects/by_content_area/tennessee_state_pre-k_evaluation/index.php[19]
Texas	N/A
Vermont Act 62	N/A
Vermont EEI	N/A
Virginia	Report from the Legislative Audit and Review Committee is available at: http://jlarc.virginia.gov/reports/Rpt364.pdf[11]
Washington	N/A
West Virginia	2012 REL-A study: http://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2012021.pdf 2009 REL-A study: http://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2009070_sum.pdf 2009 Marshall University study available by request only 2005 NIEER study: http://nieer.org/resources/research/multistate/wv.pdf
Wisconsin 4K	SWEEP. Report is available at: http://www.dpi.wi.gov/fscp/pdf/ec-impact-dev.pdf
Wisconsin HdSt	N/A

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	MONITORING	
	Was the evaluation of state pre-K mandated by the state?	Does state policy require programs in this state prekindergarten initiative to assess children's learning and development during the preschool year(s)?
Alabama	No	Yes
Alaska	Yes	Yes
Arizona	No	Yes
Arkansas	Yes	Yes
California	N/A	Yes
Colorado	Yes	Yes
Connecticut	N/A	Yes
Delaware	No	Yes
District of Columbia	Yes	No
Florida	Yes[15]	Yes
Georgia	No[15]	Yes
Illinois	No	Yes
Iowa Shared Visions	Yes	Yes
Iowa SVPP	No	No
Kansas State Pre-K	No	No
Kansas Preschool	No	Yes
Kentucky	Yes[15]	Yes
Louisiana LA4	Yes[15]	Yes
Louisiana 8(g)	Yes	Yes
Louisiana NSECD	Yes[15]	Yes
Maine	N/A	No
Maryland	N/A	None
Massachusetts	Yes	Yes
Michigan	Yes	Yes
Minnesota	N/A	No
Missouri	Yes[15]	No
Nebraska	Yes	Yes
Nevada	Yes	Yes
New Jersey Abbott	Yes	Yes
New Jersey ECPA	N/A	Yes
New Jersey ELLI	N/A	Yes
New Mexico	Yes	Yes
New York	N/A	Yes
North Carolina	Yes	Yes
Ohio	No	Yes
Oklahoma	No	No
Oregon	N/A	Yes
Pennsylvania EABG	N/A	No
Pennsylvania HSSAP	N/A	Yes
Penn. K4 & SBPK	N/A	Yes
Penn. Pre-K Counts	N/A	Yes
Rhode Island	Yes	Yes
South Carolina 4K	N/A	No
South Carolina CDEPP	Yes	Yes
Tennessee	Yes	No
Texas	N/A	No
Vermont Act 62	N/A	Yes
Vermont EEI	N/A	Yes
Virginia	No	Yes
Washington	N/A	Yes
West Virginia	No	Yes
Wisconsin 4K	No	No
Wisconsin HdSt	N/A	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year except Vermont which is for the '11-'12 school year.

STATE	MONITORING
	Required assessment for pre-K
Alabama	PPVT and Teaching Strategies GOLD
Alaska	Teaching Strategies GOLD & PPVT
Arizona	Monitoring is required, but no instrument is specified
Arkansas	WSS and Ounce assessments
California	DRDP
Colorado	Teaching Strategies GOLD or HighScope COR[17]
Connecticut	Determined locally[19]
Delaware	GOLD and other assessments as determined locally
District of Columbia	Determined locally[14]
Florida	Florida Voluntary Prekindergarten (VPK) Assessment
Georgia	Georgia's Pre-K Child Assessment[15]
Illinois	Determined locally from a provided list
Iowa Shared Visions	Teaching Strategies GOLD online
Iowa SVPP	Not required many districts use GOLD
Kansas State Pre-K	Determined locally[19]
Kansas Preschool	Locally determined assessments child outcome results sent to state for annual report
Kentucky	Districts may choose one of the approved assessment tool in the Kentucky Continuous Assessment Guide[21]
Louisiana LA4	DSC portfolio assessments grantees may choose additional assessment tools[16]
Louisiana 8(g)	DSC and portfolios or locally determined tool
Louisiana NSECD	DSC given as a pre-, mid-, post-assessment and portfolios or locally determined tool[17]
Maine	None[15]
Maryland	None[14]
Massachusetts	WSS, High Scope COR, or Creative Curriculum Developmental Continuum (or the new GOLD) (UPK).
Michigan	COR, Creative Curriculum Development Continuum, and WSS are recommended[20]
Minnesota	Required assessments are determined locally and must comply with federal Head Start requirements
Missouri	None
Nebraska	Districts must use Teaching Strategies GOLD
Nevada	PPVT and EOWPVT are performed annually as pre- and post-assessments PreLAS Observational Assessment for English Language Learners who are unable to score a basal on the previous assessments.
New Jersey Abbott	DOE-approved program quality assessment instrument performance-based assessment district-needs assessment early childhood screening assessment at school entry to determine child needs comprehensive diagnostic assessment
New Jersey ECPA	Performance-based assessment district-needs assessment annual program evaluation
New Jersey ELLI	Performance-based assessment district-needs assessment annual program evaluation
New Mexico	New Mexico PreK Observational Assessment
New York	Required assessment instruments are locally determined[17]
North Carolina	Creative Curriculum Developmental Continuum for Ages 3-5 or Teaching Strategies GOLD HighScope Preschool COR Galileo On-line Assessment System Learning Accomplishment Profile) Learning Care System WSS
Ohio	GGG ASQ(SE)
Oklahoma	Determined locally
Oregon	Teaching Strategies GOLD[14]
Pennsylvania EABG	None
Pennsylvania HSSAP	WSS Online or Teaching Strategies GOLD[11]
Penn. K4 & SBPK	Required assessment instruments determined locally
Penn. Pre-K Counts	Programs may choose the assessment they use from a list of approved assessment tools which align to Pennsylvania's Early Learning Outcomes Reporting Frameworks. For the 2012-2013 school year the following tools were approved: Pearson WSS Teaching Strategies GOLD Curriculum Associates Brigance High Reach GRO. Programs may also use additional locally determined assessments for their own purposes.
Rhode Island	Teaching Strategies GOLD
South Carolina 4K	None
South Carolina CDEPP	Programs choose from an approved list: WWS GOLD High Scope's COR Galileo PreK online assessment Learning Accomplishment Profile[14]
Tennessee	None
Texas	None
Vermont Act 62	Teaching Strategies GOLD
Vermont EEI	Teaching Strategies GOLD Fall & Spring Checkpoints
Virginia	PALS Pre-K
Washington	Teaching Strategies GOLD
West Virginia	Early Learning Scale[3]
Wisconsin 4K	None[21]
Wisconsin HdSt	Required assessments must comply with federal Head Start requirements

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	MONITORING
	How are child-level pre-K assessments used?
Alabama	To identify needs that will guide teacher training or professional development; To identify programs for corrective actions or sanctions; To measure child and program outcomes; To make adjustments to curricula; To track child and program level changes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness[12]
Alaska	To identify needs that will guide teacher training or professional development; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness[12]
Arizona	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; Other, to include pre-K data in a K-12 data system
Arkansas	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness; Other, to provide program staff with technical assistance and/or mentoring; To measure program on a Quality Rating and Improvement Scale
California	To identify needs that will guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Colorado	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness[13]
Connecticut	Other, Determined locally
Delaware	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; to provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale; To provide feedback to parents
District of Columbia	To identify needs that will guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Florida	To identify needs that will guide teacher training or professional development; To track child and program level outcomes over time; Other
Georgia	To identify needs that will guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Illinois	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; Other, To inform instruction
Iowa Shared Visions	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
Iowa SVPP	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time
Kansas State Pre-K	To track child and program level outcomes over time; To validate instruments for future use
Kansas Preschool	Other, to show annual growth at the state level
Kentucky	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness; Other, To report child outcomes data for children with disabilities to the Office of Special Education
Louisiana LA4	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
Louisiana 8(g)	To identify needs that will guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness[11]
Louisiana NSECD	To identify needs that will guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To evaluate teacher performance; To provide a measure of kindergarten readiness
Maine	Other, Determined locally
Maryland	Other[12]
Massachusetts	Other, Determined locally
Michigan	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To evaluate teacher performance; Other, Inform and guide instructional planning and teaching practices
Minnesota	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Missouri	NA[13]
Nebraska	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time
Nevada	To identify needs that will guide teacher training or professional development; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Vermont's data which is for the '11-'12 school year.

STATE	MONITORING
	How are child-level pre-K assessments used?
New Jersey Abbott	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
New Jersey ECPA	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To make changes to state policies regarding the preschool program
New Jersey ELLI	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To make changes to state policies regarding the preschool program
New Mexico	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time
New York	To identify needs that will guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To identify programs for corrective action or sanctions; To make adjustments to curricula; To track child and program level outcomes over time; To evaluate teacher performance; To provide a measure of kindergarten readiness
North Carolina	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To evaluate teacher performance; Other, Inform and guide instructional planning and teaching practices
Ohio	To identify needs that will guide teacher training or professional development; To identify programs for corrective actions or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program[12]
Oklahoma	Other, Determined locally[13]
Oregon	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
Pennsylvania EABG	Other
Pennsylvania HSSAP	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Penn. K4 & SBPK	Other, determined locally
Penn. Pre-K Counts	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Rhode Island	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time
South Carolina 4K	NA
South Carolina CDEPP	To make adjustments to curricula; To track child and program level outcomes over time
Tennessee	NA
Texas	NA
Vermont Act 62	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Vermont EEI	To identify needs that will guide teacher training or professional development; To make funding decisions about programs or grantees; To track child and program level outcomes over time
Virginia	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Washington	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; Other, To individualize instruction and supports for each child
West Virginia	To identify needs that will guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Wisconsin 4K	To identify needs that will guide teacher training or professional development; To make adjustments to curricula[14]
Wisconsin HdSt	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time

STATE	MONITORING
	When are kindergarten programs required to assess learning and development?
Alabama	Kindergarten programs are not required to assess children's learning and development
Alaska	At kindergarten entry
Arizona	Kindergarten programs are not required to assess children's learning and development
Arkansas	At kindergarten entry
California	Kindergarten programs are not required to assess children's learning and development
Colorado	At kindergarten entry; During kindergarten year
Connecticut	At kindergarten entry
Delaware	At kindergarten entry
District of Columbia	Kindergarten programs are not required to assess children's learning and development
Florida	At kindergarten entry
Georgia	During kindergarten year
Illinois	Kindergarten programs are not required to assess children's learning and development
Iowa Shared Visions	At kindergarten entry
Iowa SVPP	At kindergarten entry
Kansas State Pre-K	Kindergarten programs are not required to assess children's learning and development
Kansas Preschool	Kindergarten programs are not required to assess children's learning and development
Kentucky	At kindergarten entry
Louisiana LA4	At kindergarten entry
Louisiana 8(g)	At kindergarten entry
Louisiana NSECD	At kindergarten entry
Maine	At kindergarten entry
Maryland	At kindergarten entry
Massachusetts	Kindergarten programs are not required to assess children's learning and development
Michigan	Kindergarten programs are not required to assess children's learning and development
Minnesota	During kindergarten year
Missouri	Kindergarten programs are not required to assess children's learning and development
Nebraska	Kindergarten programs are not required to assess children's learning and development
Nevada	Kindergarten programs are not required to assess children's learning and development
New Jersey Abbott	During kindergarten year
New Jersey ECPA	During kindergarten year
New Jersey ELLI	During kindergarten year
New Mexico	At kindergarten entry
New York	At kindergarten entry; During kindergarten year
North Carolina	At kindergarten entry
Ohio	At kindergarten entry
Oklahoma	During kindergarten year
Oregon	At kindergarten entry
Pennsylvania EABG	During kindergarten year
Pennsylvania HSSAP	During kindergarten year
Penn. K4 & SBPK	During kindergarten year
Penn., Pre-K Counts	During kindergarten year
Rhode Island	During kindergarten year
South Carolina 4K	Kindergarten programs are not required to assess children's learning and development
South Carolina CDEPP	Kindergarten programs are not required to assess children's learning and development
Tennessee	Kindergarten programs are not required to assess children's learning and development
Texas	During kindergarten year
Vermont Act 62	At kindergarten entry
Vermont EEI	At kindergarten entry
Virginia	Kindergarten programs are not required to assess children's learning and development
Washington	At kindergarten entry
West Virginia	At kindergarten entry
Wisconsin 4K	During kindergarten year
Wisconsin HdSt	During kindergarten year

STATE	MONITORING
	Required kindergarten assessment instruments
Alabama	NA[15]
Alaska	Alaska Developmental Profile
Arizona	NA[17]
Arkansas	Qual s Early Learning Inventory
California	NA
Colorado	DIBELS, PALS or DRA2 administered as pre- and post-test assessments during kindergarten[13]
Connecticut	CT Kindergarten Inventory[20]
Delaware	Early Learner Survey - Teaching Strategies GOLD is being piloted in Delaware not all Kindergarten programs are using this at the present time.
District of Columbia	NA[15]
Florida	Florida Kindergarten Readiness Screener (FLKRS)[15]
Georgia	Georgia Developed Naturalistic Assessment-Georgia Kindergarten Inventory Developmental Skills[8]
Illinois	NA[13]
Iowa Shared Visions	At kindergarten entry During the kindergarten year Tools: BRI, PAT, DIBELS, DIBELS Next, PALS, or other Department of Education approved assessment[14]
Iowa SVPP	BRI, PAT, DIBELS,PALS, ot other Department of Educaiton approved assessment[13]
Kansas State Pre-K	NA[10]
Kansas Preschool	NA[12]
Kentucky	Brigance[42]
Louisiana LA4	DSC[19]
Louisiana 8(g)	DSC[11]
Louisiana NSECD	Developmental Skills Checklist[18]
Maine	Assessments are locally determined
Maryland	Maryland Model for School Readiness kindergarten assessment (modified WSS)[7]
Massachusetts	NA[22]
Michigan	Teaching Strategies will be piloted in 13-14[7]
Minnesota	Locally determined, to support the "Reading Well by Third Grade" initiative
Missouri	NA
Nebraska	NA
Nevada	NA[15]
New Jersey Abbott	On-going performance-based assessments are required but the tool is no longer specified[15]
New Jersey ECPA	On-going performance-based assessments are required but the tool is no longer specified[13]
New Jersey ELLI	On-going performance-based assessments are required but the tool is no longer specified[8]
New Mexico	Locally determined[13]
New York	Children's learning and development are assessed upon entry to kindergarten and throughout the year. Assessments are locally determined provided they meet standards of validity and reliability[16]
North Carolina	During the kindergarten; North Carolina K-2 literacy and math assessment
Ohio	Kindergarten Readiness Assessment Literacy (KRAL) for all students in first six weeks of schools; Children not taking KRAL must take the kindergarten diagnostic assessments in reading and mathematics later in the year[13]
Oklahoma	Assessments are locally determined[13]
Oregon	A composite approach was piloted in 2012-2013 that included the following tools: Child Behavior Rating Scale (CBRS) for Approaches to Learning Easy CBM for Language, Literacy and Math[15]
Pennsylvania EABG	Assessments are determined locally[13]
Pennsylvania HSSAP	Assessments are determined locally[12]
Penn. K4 & SBPK	Assessments are determined locally
Penn. Pre-K Counts	Assessments are determined locally[13]
Rhode Island	Assessments are determined locally
South Carolina 4K	NA[9]
South Carolina CDEPP	NA
Tennessee	NA
Texas	Assessments are determined locally[12]
Vermont Act 62	Vermont Kindergarten Readiness Survey is completed within the first 6 weeks of kindergarten[23]
Vermont EEI	Vermont Kindergarten Readiness Survey[16]
Virginia	NA[12]
Washington	NA[14]
West Virginia	Assessments are determined locally[11]
Wisconsin 4K	PALS[27]
Wisconsin HdSt	PALS literacy

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

ALABAMA – First Class: Alabama's Voluntary Pre-Kindergarten Program

1 - The State Office of School Readiness has administrative authority over the Voluntary Pre-Kindergarten Program, however, the Governor's office may override or approve decisions

2 - Alabama has reports of 164 children receiving services and 214 total children with identified special needs. Those not yet receiving services have been referred for services

3 - Programs may offer extended day option but may not use state pre-k dollars for the program. The state does not collect data about which programs offer extended-day option.

4 - A sliding scale is based on family income and percentage of the poverty level. There are three types of grants: Excellence ($45,000), Tiered (range from $80,100-$92,800) and Plus (new grants for start up funds in the amount of $120,000). The Tiered grants and the Plus grants must use the sliding scale if they charge tuition. They are not mandated to charge tuition, but if they do, they cannot exceed the amount in the sliding scale.

5 - Head Start programs may apply for a waiver to have up to 20 children per classroom and a staff-child ratio of 1:10.

6 - Breakfast is also offered, but not required.

7 - ASQ3 is used for developmental screening. Each child must have a physical and a health screening. The state does not collect the health data as in the past. Monitoring staff verifies that a physical and screenings have been completed and records are on-site.

8 - Local providers develop ELL plans.

9 - Any preschool teachers with degrees in elementary education must obtain the P-3 add-on or complete additional early childhood coursework within three years. Some public school settings choose to hire non-certified lead teachers if those teachers have a bachelor's degree in child development.

10 - While a 25 percent match is required from each program, the state's reporting system does not reflect the source of the match

11 - Instructional practice is supported by coaching and is based on a tiered approach for response to improvement.

12 - The GOLD assessment is used as a formative assessment that helps guide teacher training. ECERS and monitoring visits are used to identify programs for corrective actions and/or adjust curricula. Working with the Alabama Department of Education to provide measures of student outcomes over time and across grades.) Monitoring children's progress in school in partnership with the Department of Education. Using GOLD in a select number of school systems to measure kindergarten readiness. This is not in the pre-k program but is in public school kindergartens in pilot phase

13 - There is no Kindergarten Entry Assessment required by the Alabama Department of Education. The Alabama Department of Children's Affairs is working with local school systems to implement GOLD as a Kindergarten Entry Assessment. This is voluntary and in pilot phase.

ALASKA – Alaska Prekindergarten Program

1 - One of the 54 school districts only provides high school services.

2 - Five out of the eight programs are jointly operated by public schools and Head Start.

3 - Programs operate 4 or 5 days a week for a minimum of 14 hours a week; hours of operation are determined locally. Programs may partner with child care or other services to provide wrap-around care but, by state definition, state-funded pre-K cannot operate more than 5 hours a day.

4 - If parents and members of the IEP team determine that pre-K is the least restrictive environment for the child, the child could receive services through pre-K even if he or she did not meet the age requirements.

5 - Mirroring federal Head Start guidelines, up to 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL. In addition, some communities meet poverty or access criteria per federal Head Start regulations. School districts partnering with Head Start programs must follow federal Head Start requirements. All programs must follow state pre-elementary statutes and regulations.

6 - School districts partnering with Head Start programs must follow federal Head Start requirements. All programs must follow state pre-elementary statutes and regulations.

7 - In addition, if a school district partners with a Head Start program, all federal Head Start requirements must be met. There is a state policy requirement of professional development for teachers. Some formal training was available in the 2012-2013 school year, although technical assistance was provided.

8 - Alaska is in the process of an independent alignment of the ELGs and the new standards.

9 - Teachers must be state certified with a degree in ECE or a related field or specialized training in a related field.

10 - An additional $300,000 was used for set-aside funds for intervention districts.

11 - Done at the department level, the evaluation covers three years of reporting on pre- and post-assessments using the TSG, PPVT, and ECERS instruments.

12 - The program piloted the use of CLASS in some programs and plans to use it program-wide in future years.

ARIZONA – First Things First Prekindergarten (FTF) and Quality First Scholarships

1 - First Things First is the funding and administrative authority for FTF Pre-Kindergarten and Quality First Scholarships and has partnering agreements for service delivery with the Arizona Department of Education and the local United Way affiliate.

2 - FTF Regional Partnership Councils include 21 geographically defined Councils and 10 tribal Councils, which span the entire state. The 21 geographically defined Councils are largely constructed along county lines, except for major metropolitan areas of Phoenix and Tucson, which have eight and three Councils respectively. This count of 22 also includes three of 10 tribal Regional Partnership Councils, which are defined by tribal land (reservation) boundaries, and include separate child counts from the geographic county in which the tribal land resides.

3 - Funding is allocated by each FTF Regional Partnership Council. The opportunity to receive funding depends on the amount allocated in each region. The prior year's pre-K scholarship program was merged with another scholarship program during the 2012 - 2013 school year. Both scholarships were awarded to programs that achieved the quality levels in the state's QRIS, Quality First. Some of the scholarships were competitive and some were part of the Quality First incentive component.

4 - The program serves children ages 3 to 5. This enrollment number reported represents the number of children who were served through the FTF Pre-Kindergarten and Quality First Scholarship program at both center-based and family child care home-based programs that met required program standards. An age breakdown is only available for the 1,342 Quality First Scholarships used at center-based early care and education programs. The age breakdown for the Pre-Kindergarten scholarships is not available. The total number of children includes 136 children who were served by family child care providers that meet the required program standards.

5 - First Things First has administrative authority for both the public and nonpublic school sectors for this program and requirements for program standards are the same no matter where children are served.

6 - The most common operating schedule in public school settings is a part-day schedule, which is a minimum of 3 hours per day (no less than 12 hours per week) and no less than 3 days per week, on a school year calendar. The most common operating schedule in nonpublic school settings is school- or extended-day on a full calendar year.

7 - Annually, income eligibility is verified. Children who are deemed ineligible no longer receive the scholarship

8 - Group size and teacher-child ratio is based on the age of the youngest child in attendance.

9 - Programs are required to follow state child care licensing regulations. Children enrolled 2 to 4 hours receive one or more snacks; children enrolled 4 to 8 hours receive one or more snacks and a meal; children enrolled 9 or more hours receive two snacks and at least one meal

10 - The current standard is a minimum quality rating as assessed by the statewide QRIS, Quality First. Quality First programs that meet the minimum rating are not currently required to conduct or ensure that sensory, developmental and mental health screenings are conducted.

11. In the early care and education program, both public and nonpublic settings must meet minimum standards for the program as a whole. Twenty-five percent of lead teachers in both public and nonpublic participants in Pre-Kindergarten and Quality First scholarship programs must have at least 12 college credit hours in early childhood or related fields OR a certificate of completion in ECE or child development from a community college OR a CDA. Certification was not required in the 2012-2013 school year, though the Arizona Department of Education requires lead teachers in all public school early childhood programs to be certified in Early Childhood Education (Birth–grade 3) as of July 2012. The merging of two different prekindergarten funding opportunities incorporated one set of standards for both. The new standard is a minimum quality rating in the state QRIS. The minimum standard for teaching staff qualifications is as stated, in conjunction with a minimum score on two valid and reliable program assessment tools, Environment Rating Scales (ERS) and Classroom Assessment Scoring System (CLASS).

12. In 2011-2012, a match from each program receiving one of the pre-K funding sources was required. In 2012-2013, due to the merging of the two pre-K funding sources, no match is required.

13. All programs must meet the quality levels of the QRIS, Quality First, to be eligible to participate in the program.

14. Pre-kindergarten funding is provided directly to the program serving the child. There is no subcontracting allowed. The organization that receives the pre-K funding is the organization that serves the child.

15. In the 2013-2014 school year, qualityfirstaz.com will be launched to provide families with information about the quality level of programs.

16. A validation study is planned for Quality First, Arizona's quality rating and improvement system. This formal evaluation will measure the impact and child outcomes in the future.

17. Arizona is working to establish a kindergarten developmental inventory instrument that will be used at kindergarten entry and will potentially implement this by the 2016-2017 school year.

ARKANSAS – Arkansas Better Chance/Arkansas Better Chance for School Success (ABC/ABCSS)

1. School districts classified as being in academic distress, appearing on the school improvement list, or where more than 75 percent of fourth graders score below proficient on benchmark exams, are required to establish an ABC/ABCSS pre-K program.

2. The enrollment total does not include 4,165 children who received ABC home-visiting services during the 2012-2013 program year.

3. The Division of Childcare and Early Childhood Education has administrative responsibility for all ABC programs through an interagency agreement with the Arkansas Department of Education.

4. Agencies with ABC funding (vs. ABCSS) can serve children from birth-5 years of age who meet specific special needs criteria. ABCSS agencies may opt to serve children who are kindergarten-eligible with special needs, although a waiver must be obtained.

5. Children eligible to participate in an ABC program shall have at least one of the following characteristics: family with gross income not exceeding 200 percent FPL; a parent without a high school diploma or GED; low birth weight (below 5 pounds, 9 ounces); parent who was under 18 years of age at child's birth; immediate family member with a history of substance abuse; a demonstrable developmental delay identified through screening; eligible for services under IDEA; income-eligible for Title I programs; limited English proficiency, or a parent who has a history of abuse or neglect or is a victim of abuse or neglect. To be eligible to participate in the ABCSS program, the family must have a gross income not exceeding 200 percent FPL and be age-eligible. Both programs may also serve children who meet the following criteria: meet the state's homeless criteria; are in foster care; with an incarcerated parent; with a parent activated for overseas military duty; or with an immediate family member arrested for or convicted of drug-related offenses. In addition, a sliding fee scale is in place to serve children up to 250 percent of FPL.

6. Active military duty alone is not a risk factor. The only time that active military duty is counted as a risk factor for pre-K/ABC is when the parent is serving overseas and out of the household.

7. New and revised Benchmarks were added to the Benchmark Summary Table in 2013.

8. The lead teacher in a public school shall hold a standard Arkansas teacher license with P-4 certification. The lead teacher in a nonpublic school based program must have a minimum of a bachelor's degree in early childhood education or child development. For all programs with multiple classrooms at a single location, the teacher of the second classroom shall hold, at a minimum, an associate degree in early childhood education or early childhood development. State policy does allow programs to hire staff under an approved staff qualifications plan while completing coursework to meet obtain minimum credentialing.

9. To meet NIEER's definition of "lead teacher," the educational level data above represents all classroom teachers. Last year, Arkansas provided data only for teachers who met Arkansas's definition of "lead teacher."

10. Licensed teachers must obtain 60 clock hours of professional development annually; all other ABC teachers are required to obtain 30 clock hours per program year.

11. All participating public and nonpublic providers must provide a 40 percent match. The match can comprise in-kind or monetary support.

12. All licensed providers and home-visiting agencies that meet eligibility requirements are eligible to apply for funding.

13. Arkansas utilizes an electronic database to monitor programs daily. Technical assistance visits are conducted by request.

CALIFORNIA – California State Preschool Program (CSPP)

1. The part-day program is funded to operate at least 3 hours per day for a minimum of 175 days per year. The school-day program is funded to operate at least 6 hours per day for a minimum of 246 days per year. The majority of programs currently operate approximately 10 hours per day.

2. Children may remain in the program through summer until school begins in the fall.

3. CalWORKs cash-aided (TANF) families are excluded from paying the family fee. Children in Child Protective Services and those children at risk of being abused, neglected, or exploited may be excluded from family fee payment for up to 12 months.

4. For full-day services, a family must continuously meet eligibility and need. However, families can continue to receive services for the part-day program for the remainder of the program year regardless of eligibility and need, based on eligibility at time of enrollment.

5. Although there is no limit to class size, programs typically enroll 24 children in the class.

6. Contractors must provide meals and snacks that meet nutritional requirements specified by the federal CACFP or the National School Lunch Program. For the part-day program, one meal or snack is required. For the full-day program, one or two meals and two snacks are required, depending on hours of operation.

7. Immunizations and physical and developmental assessments are required by Title 22. If these screenings are not provided by the parents, local programs must address them.

8. Volume 3 of the Preschool Learning Foundations and its companion publication, the California Preschool Curriculum Framework, Volume 3 was released in September 2013. Both publications cover the domain areas of history-social science and science. This Volume 3 set completes California's preschool foundations and preschool curriculum framework series and are in effect for the 2013-2014 school year.

9. The California Child Development Associate Teacher permit is the minimum requirement for a teacher in a CSPP classroom (though California does not use the term "lead teacher") and exceeds the requirement of the CDA. The permit requires 12 units in ECE or child development and 50 days of work experience in an instructional capacity. It may be renewed one time for a five-year period. A teacher may also have the full Child Development Teacher permit, which requires a minimum of 40 semester units of education including a minimum of 24 units in ECE or child development, and 175 days of work experience, or a Master Teacher permit.

10. Assistant teachers in the California State Preschool Program are required to have a high school diploma or equivalent. The optional Child Development Assistant Teacher Permit requires six credits in ECE or CD.

11. Summary information is provided by the contractor on an annual basis. Agencies are required to submit agency-wide program and fiscal audits each year and data on children and families served each month. Agencies are responsible for prioritizing program improvement areas.

COLORADO – Colorado Preschool Program (CPP)

1. The Charter School Institute also participates in the Colorado Preschool Program.

2. When allocating slots, priority is given to those school districts not currently participating in the program.

3. Under the early childhood councils, three school districts have waivers to serve children younger than age 3 in CPP. Children must turn 3 by October 1 in order to be funded by the state, but districts can choose earlier eligibility dates. The number of 5-year-olds is reflective of the children who turned 5 before June 1, which is the earliest eligibility date chosen by school districts.

4. CPP funds flow from the state directly to school districts. Local district advisory councils then provide oversight with final approval required by the school district superintendent.

5. The program is funded for 5 days per week although the statute requires children attend 4 days per week or the equivalent with the fifth day being funded for home visits, teacher planning time, completion of child assessments, or staff training. Programs may extend the hours and days beyond the minimum requirement of 10 hours per week. These opportunities are determined locally and based on the needs of children and families. While district advisory councils are encouraged to blend CPP funding with other sources such as Head Start, child care subsidy, and parent tuition so children can participate in full-day programs, enrollment by schedule is not collected

6. Under a waiver approved through the early childhood councils, three districts may fund children younger than age 3 in CPP. Under certain conditions, highly advanced gifted children may be granted early entrance to kindergarten. There is no designated cut-off date for the maximum age a child could be served in preschool. This is locally determined. However, there is a state policy limiting children to two years of participation. A kindergarten eligibility date is established by the local school board. Children must turn 5 by October 1 in order to be funded, so no school district establishes a cut-off date later than October 1. However, school districts may establish dates as early as June 1 for eligibility for kindergarten

7. Income eligibility may be the sole factor or may be one of several eligibility factors. In some areas of the state where the cost of living is extremely high, district advisory councils have increased the eligibility to 200 or 225 percent FPL. Locally determined risk factors that have been selected by the district advisory councils include: parent is incarcerated; parent is on active military duty; and developmental delay that raises concerns for school readiness but does not require special education services. Four-year-olds can qualify with one risk factor. Three-year-olds must have three or more risk factors

8. Meals and nutritious snacks must be served at suitable intervals. Children who are in the program for more than 4 hours per day must be offered a meal that meets at least one-third of their daily nutritional needs

9. Revised Colorado Early Learning and Development Guidelines for children birth to age eight were approved by Colorado's Early Childhood Leadership Commission and are being rolled out in the 2013-2014 school year as part of our Early Learning Challenge Fund grant. These are aligned with Colorado Academic Standards for Preschool through 12th grade, which have been aligned with the Common Core Standards.

10. Teachers must have college coursework in child development, developmentally appropriate practices, understanding parent partnerships, and multicultural education. They must be supervised by someone with at least a BA in early childhood education or child development.

11. There is no specific category for "assistant teacher," but staff aides must meet Colorado Department of Human Services Licensing Requirements (at least 16 years of age with favorable background checks).

12. In the Colorado School Finance Formula each preschool slot is funded at 0.5 FTE and provides for both a local and state share.

13. Each year, participating programs submit a reapplication and annual report that are reviewed in depth. In 2012-2013, CDE is instituting a rubric for review and feedback about these annual applications and reports. Programs also submit audited revenue and expenditures for district-level programs, documentation of family outcomes, longitudinal data on children's performance in statewide assessment in grades K–12, graduation rates, and retention rates and placement in special education in grades K–12. Programs are required to conduct self-assessments through Colorado Quality Standards or EYC Accreditation but the state does not collect this data.

14. Not all programs provide the same measures of quality effectiveness data. At minimum, local district advisory councils must monitor each setting serving CPP children two times per year. Some district advisory councils also require NAEYC accreditation or Qualistar rating, but this is a local decision. Colorado uses a targeted assistance model that may provide newer programs with multiple site visits per year; all programs receive a visit at least every two years. District advisory councils may hire outside monitors.

15. The reported application of monitoring information represents how the state Department of Education uses monitoring information, not how local programs use the information.

16. Status and growth data are reported to the Colorado Legislature through an annual report provided at the commencement of the legislative session. Results of global outcome ratings based on the child assessment data are also reported to the Governor's Office as part of the annual early childhood system framework report submitted by the Lieutenant Governor. Under Results Matter, the process for evaluating the program's effectiveness is ongoing and based on performance-based assessments, parent surveys, K–5 assessment data and retention rates, and program quality ratings. State policy requires the use of one of two approved assessment systems to measure child outcomes, Teaching Strategies GOLD or HighScope COR.

17. State policy requires the use of one of two approved assessment systems, Teaching Strategies GOLD or HighScope COR, to measure child outcomes. Nearly all programs have selected Teaching Strategies GOLD. The state has provided information on how local programs use data, but not necessarily what is mandated by Colorado.

18. In 2007, the State Board of Education approved three assessments from which districts may choose: DIBELS, PALS, and DRA 2. These are administered as pre- and post-tests in the kindergarten year. Currently the requirements for kindergarten assessments are being revised and new tools are being identified.

CONNECTICUT – Connecticut School Readiness

1. In the 2012-2013 school year, the Connecticut State Department of Education administered the state prekindergarten initiative. As of July 1, 2013, the Connecticut Office of Early Childhood (OEC) is the new agency exercising administrative authority over this state prekindergarten initiative.

2. Of the 67 communities, 19 are priority school districts as defined by legislation and 48 are competitive municipalities. The 19 priority school districts are not required to participate, but funds are available to all eligible districts. Competitive grants are available to municipalities that have one or more schools in which 40 percent or more of the children are eligible for free or reduced-price lunch or are one of the communities identified within the 50 lowest wealth ranked towns in the state.

3. Enrollment figures were collected in October 2012 before enrollment had reached capacity. Enrollment totals reflect children who are primarily funded by state pre-K dollars. Children can have a secondary source of pre-K funding. Totals include children in Care4Kids through the Department of Social Services.

4. The database used to report enrollment by operating schedule is not the same as used to report total enrollment figures. Hours vary by program. Extended-day programs operate 10 hours, 50 weeks per year while school-day programs are 6 hours, 180 days per year. Children must be in need of at least 6 hours of care to qualify for an extended-day space and 5 hours of care to be eligible for a school-day space. Part-day programs operate 2.5 to 5.5 hours, 180 to 250 days per year. Funding from another source can be used to extend existing programs into extended-day programs. The minimum requirement is 2.5 hours per day for 450 hours per year.

5. Communities may allow a small number of kindergarten-eligible children to remain in the program (up to 5 percent of the total served) if the child has been enrolled in the School Readiness program for one year and if the parent or guardian, School Readiness provider, and the local or regional school district agree that the child is not ready for kindergarten.

6. All families regardless of income levels can apply for School Readiness spaces in competitive and priority municipalities, however, 60 percent of children enrolled in each town must meet the income guideline of at or below 75 percent SMI.

7. Exemption from the sliding scale for part-time programs may be available if the local School Readiness council establishes a policy

8. All children remain eligible for the program but the fee is reassessed every 6 to 9 months and residency is verified. Parent fees can change mid-year depending on change in income and family size, though programs work with families to keep the child in the program. Children may no longer be eligible for the program if they no longer reside in the town that offers School Readiness or are over age.

9. The School Readiness program encourages a class size of 18.

10. Programs are required to serve one snack to children who attend fewer than 5 hours per day and one snack plus one meal to children in class for 5 to 8 hours per day. Children attending more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent may provide the food.

11. It is strongly suggested that programs provide a staff member or volunteer who speaks the child's home language.

12. Connecticut's early learning standards were under revision during the 2012-2013 school year. The new Early Learning & Developments Standards 0-5, aligned with the Common Core, are in effect as of Fall 2013 and also include Creative Arts, Mathematics, Science, Social Studies and supplemental Dual Language Development framework.

13. Lead teachers in public and nonpublic schools under the School Readiness grant must have at least a CDA and 12 early childhood credits. By 2015, 50 percent of lead teachers must hold a BA and 50 percent must hold an AA specific to early childhood. By 2020, 100 percent of lead teachers must hold a BA. It is not mandatory for public schools to apply for or offer the School Readiness program; therefore the public schools only need to follow grant requirements if they are grant-funded.

14. All School Readiness staff must complete two 2-hour annual trainings in early childhood education and one 2 hour or longer annual training in serving children with disabilities. They must also document training in emerging literacy and in diversity in the classroom. Most centers are licensed by the Department of Public Health, which requires annual training in medical administration, First Aid, and nutrition.

15. State sources include appropriation for slot dollars, parent fee subsidies, and quality enhancement funds. Non-required local sources include parent fees, Care4Kids, and community contribution toward administrative costs. Individual sites may receive federal CACFP funding but that information is not collected.

16. For priority districts, the funding level is based on previous year's slot capacity and local requests for proposals addressing ability to increase capacity. The appropriation is set by the state. Competitive School Readiness communities receive a legislated flat rate.

17. Municipalities, Regional Education Service Centers (RESCs), and school districts have fiduciary responsibility but may contract with a variety of other agencies to provide the program including Head Start, Private agencies, RESCs, public schools and faith-based centers.

18. All programs are evaluated annually through the CT School Readiness Preschool Program Evaluation System (CSRPPES), which includes ECERS for specified programs, EYC-accredited and Head Start affiliated programs are exempt from some provisions of this through their own evaluations.

19. Any curriculum and assessment that is aligned with the Connecticut Preschool Curriculum and Assessment Frameworks that addresses learning standards and outcomes.

20. The Kindergarten Inventory was developed by the state for kindergarten teachers to use in the first six weeks of school and is based on the skills and knowledge outlined in the Connecticut Curriculum and Assessment Frameworks.

DELAWARE – Delaware Early Childhood Assistance Program (ECAP)

1. Delaware follows the federal Head Start Performance Standards for re-competition.

2. This enrollment total represents funded slots.

3. Programs are required to provide a minimum of 3.5 hours of services per day. Programs that operate longer than 3.5 hours per day have blended funding from multiple sources to support the additional portion. Some ECAP programs align with school district schedules. Some programs use state subsidy (Purchase of Care) dollars to extend the program day for children.

4. If a child is determined to be gifted and talented, the child may begin kindergarten at age 4.

5. State pre-K children must meet the federal Head Start income guidelines. Ten percent of available slots must be provided for children with disabilities. Effective as of 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority given to children at or below 100 percent FPL. Income is the only state-specified risk factor. After meeting the income eligibility criteria, programs can determine other risk factors through community assessments.

6. At least one meal and one snack are provided. Some programs may serve two meals depending on the program's hours of operation.

7. Programs follow the Head Start Performance Standards for ELL.

8. Some local school districts require teachers in the public school ECAP program to have a BA degree and a birth–kindergarten teaching certificate. Teachers in nonpublic programs must meet Delaware Office of Child Care Licensing requirements of nine college credits in ECE, a CDA, or the state-approved courses Training Early Care and Education I and II. Public school assistant teachers must successfully complete the Praxis test. Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50 percent must have had at least a BA. By September 30, 2013, all assistant teachers must have earned at least a CDA or been enrolled in a program to receive a CDA, AA, or BA within two years.

9. Programs also participate in a triennial review with the Head Start program evaluation system.

DISTRICT OF COLUMBIA – D.C. Public Pre-Kindergarten (DCPS, PCS, & CBOs)

1. While the Office of the State Superintendent maintains administrative control over the program in all sectors, the District of Columbia Public Schools (DCPS) and the D.C. Public Charter School Board (PCSB) bears some responsibility in administering the programs in their respective settings.

2. All elementary schools in DCPS and PCS offer pre-K for age-eligible students. Additionally, the pre-K grant is available to highly qualified community-based organizations that are awarded funds through a competitive grant process. The Pre-K Enhancement and Expansion Act of 2008 establishes a 5-year strategic expansion plan to make prekindergarten universally available and to establish eligibility and priority criteria for enrollment in prekindergarten. DC Public Charter Schools that are approved by way of their charters to provide pre-K may offer it to all age-eligible students who are D.C. residents.

3. Children with IEPs and IFSPs are included in DCPS and Charter counts. If eligible for continued services, children with IFSPs transition to IEPs at age 3. At this time, they enter the state pre-K program. These totals include students served in nonpublic programs and students in surrounding counties eligible to receive services under IDEA as the geographic LEA.

4. Pre-K programs operate Monday through Friday during a 39 week school year. DCPS programs are eligible to use TANF funds via OSSE to provide before- and after-care services to income-eligible students, though this not universally available.

5. For mixed-age groups, the maximum class size is 16 with a 2:16 for staff-child ratio.

6. The Healthy Schools Act requires the provision of both breakfast and lunch. Childcare licensing mandates two meals and a snack for a school-day program, defined as 7 hours.

7. The Early Learning Standards were aligned to the Common Core in late 2012 and were published in early 2013. They went into effect in March 2013. Additional domains include Mathematics, Scientific Inquiry, Social Studies, and The Arts.

8. This program employs 719 lead teachers: 361 in DCPS schools, 311 in charter schools, and 43 in community-based organizations.

9. In public settings, an assistant teacher must have an AA, 48 college credit hours, or have passed the paraprofessional exam, which is a basic skills test. It is not required that the degree be in ECE. For nonpublic assistant teachers, they must be enrolled at the time of employment in an early education degree program.

10. District-level funding for the D.C. Pre-K Program totaled $175,096,000 across all DCPS, Charters, and CBOs. Programs receive the same per-pupil amount regardless of the setting where children are served. Spending is based on the per-pupil funding formula of $11,986 per 3-year-old and $11,629 per 4-year-old with adjustments for special education and limited English proficiency students, as well as the Charter school facilities allowance.

11. Charter schools can subcontract with public schools, Head Start, private, faith-based, and family child care centers.

12 The enhanced QRIS will include all public Pre-K sectors and is currently being developed. The PWT and EVT were used to evaluate only a sample of students in each of the three sectors, approximately 250 students from each sector. The Quality Site Review (QSR), previously the Program Development Review (PDR), is used in schools that scored low on the Performance Management Framework (PMF); are designed as a Focus or Priority School by OSSE; or is up for charter review or renewal. PCSB conducts a QSR for a charter school at least every 5 years.

13 In 2012-2013, DC gathered a representative sample of environmental rating scale results, analyzed the third grade results of Pre-K program participants and assessed a sample of public Pre-K classrooms in each sector.

14 While there are no universal, required assessment tools, Pre-K programs currently use several specific assessment tools, including Teaching Strategies GOLD assessment and Every Child Ready.

15 OSSE piloted a KEA which assessed 825 children in 40 classrooms.

FLORIDA – Florida Voluntary Prekindergarten Program (VPK)

1 These state agencies shared responsibility for implementing the program in the 2012-2013 program year. Each agency was assigned responsibilities that align with their statutory functions.

2 All school districts are required to offer the 300-hour VPK program during the summer.

3 In Florida, faith-based centers are a subset of private child care centers. Students may move between provider types. In addition, there may be overlap between the school-year and summer program enrollment. The Florida Office of Early Learning exercises administrative responsibility over the VPK program.

4 Minimum operating hours are 540 hours for the school-year program (most programs operate 3 hours per day, 5 days per week) and 300 hours for the summer program (most programs operate 8 hours per day, 5 days per week). Providers are allowed to determine their individual calendars in order to meet those requirements. Specialized Instructional Services programs offer reimbursement for services to children with disabilities for whom a traditional VPK program may not be appropriate. The funding for these specialized services for children with disabilities is equal to that for children in traditional school year or summer VPK program. The school-year program cannot start earlier than two weeks before Labor Day or before the first day of school according to the local school district calendar and must end by June 30. The summer program may run between May 1 and the beginning of the next public school year. Most school-year programs operate on a 180-day calendar. Most summer programs operate on a two-month calendar.

5 Enrollment in the school year program was 167,303 and in the summer program 6,938 with possible duplication for children attending both.

6 State policy permits exceptions to the age requirement for kindergarten only. A student who transfers from an out-of-state nonpublic school and does not meet regular age requirements for admission to Florida public schools may be admitted if he or she meets the age requirements for the public schools in the state from which he is transferring. Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools will be admitted to kindergarten or first grade when certain data are presented.

7 Child care providers are required to have a plan of scheduled daily activities which includes meals and snacks as appropriate for the age and the times the children are in care. Meals and snacks are required for extended-day programs.

8 All children participating in programs in licensed child care facilities or public schools must have evidence of vision, hearing, and immunization/general physical health screenings. For public school programs, referrals for further follow-up are required.

9 The Florida Department of Education has the authority to grant Good Cause Exemptions (waivers) from performance requirements for specific populations, which may include children with disabilities and English language learners. To be eligible for a good cause exemption, the provider must demonstrate learning gains.

10 VPK requires lead teachers to maintain a valid CDA or the Florida Child Care Professional Credential (FCCPC) equivalent as a minimum credential for the school-year program. A CDA or FCCPC must be renewed every five years. Lead teachers in the summer program must have a Bachelor's degree in a specified major and/or teacher certification. All child care personnel in licensed facilities must complete a minimum of 10 clock hours of in-service training.

11 For assistant teachers, no minimum degree is required (summer and school year) for public and non-public school settings. Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training course for those employed at licensed child care facilities. This training course is offered by DCF. Additionally, VPK providers on probation completing the Staff Development Plan as a part of their improvement plan are required to have directors, VPK instructors, and VPK assistants complete several additional trainings.

12 Funding is appropriated using estimated population counts and the base student allocations.

13 Programs may subcontract with approved licensed or certified professionals who provide specialized services for children with disabilities.

14 The Office of Early Learning monitors staff credentials and provides guidance to coalitions on elements for program monitoring. There is no requirement that each provider receive a site visit at least once during a specified period. Rather, the site visits are determined by random sample except where follow-up is needed due to technical assistance or corrective action plan follow-up. Each early learning coalition is responsible for the on-site monitoring of VPK providers and for monthly attendance records reviews. The coalition monitors a sample of VPK providers on an annual basis. VPK providers administer the VPK Assessment twice (pre- and post- are required) or three times (mid-year) to all VPK children. The results of VPK assessment help to guide adjustments to curriculum and instruction and provide feedback to parents. Additionally, VPK regional facilitators provide training and technical assistance, upon request, to VPK providers to help with interpreting results and teaching how to connect data to classroom activities and practice. The Florida Kindergarten Readiness Screener (FLKRS, comprising the ECHOS and Florida Assessment for Instruction in Reading (FAIR-K)) provides information about the percentage of a VPK provider's children served that are ready for kindergarten. These results identify programs requiring corrective actions (improvement plans), which also includes specified professional development and/or adjustments to curricula. Review of program records identifies programs requiring corrective actions, which could include technical assistance. All three of these monitoring functions provide information used to inform policy changes relating to the VPK program.

15 The Florida Kindergarten Readiness Screener (FLKRS), comprising FAIR and ECHOSTM assessments, is administered annually to all kindergarteners in public schools and to all available kindergarteners attending nonpublic schools as a state assessment by the Department of Education. Results of children participating in VPK are compared to those who have not participated in the program. Florida's VPK program is reviewed annually as part of the legislative appropriation process.

GEORGIA – Georgia's Pre-K Program

1 Only eighteen out of 187 school districts are not participating, but private providers located within those school systems offer the program, making the program available to children in all of Georgia's counties.

2 Five-year-olds can participate in the program if they did not previously attend Georgia's Pre-K Program or if specific approval is given. The exact number of 5-year-olds who are eligible for kindergarten is unknown; however, eligible 5-year-olds served would be included in the enrollment total.

3 Some children may receive special education services in programs other than Georgia's Pre-K.

4 Wrap-around services are provided through Childcare and Parent Services for families who meet qualifications.

5 Exceptions to the age requirement for Pre-K are reviewed on a case by case basis. Children with disabilities, developmental delays, or significant health issues may be allowed to repeat Pre-K. In addition, all children who were five years of age on September 1, 2012, and had not attended Georgia's Pre-K Program as a 4-year-old could enroll. A child who was age 5 on September 1, 2012 and attended Georgia's Pre-K Program during the previous year may repeat Pre-K if approval is given. Programs choosing not to accept children who are age 5 must have an approved written policy.

6 Maximum class size and teacher-to-student ratio were changed as of the 2011-2012 school year as a result of budget constraints and will continue through at least the 2013-2014 school year.

7 All programs are required to serve lunch, but if a program participates in the Child and Adult Food Care Program (CACFP), the program is required to also serve a snack.

8 - Blended Pre-K Program/Head Start classrooms are required to have developmental screenings as well. All Georgia's Pre-K programs are required to ask parents if a child has received his/her developmental health screening and provide a referral and appropriate follow-up to those children who have not. Children who are eligible for Medicaid or PeachCare, Georgia's State Children's Health Insurance Program (SCHIP), are required to have a 4-year-old screening.

9 - For the 2012-2013 school year, there were several dual-language programs. Additionally, the pilot program offering multiple languages in a select number of Pre-K classes was expanded.

10 - The revised Georgia Early Learning and Development Standards were released in June 2013. Pre-K Teachers will be trained during the 2013-2014 school year for full implementation in the 2014-2015 school year.

11 - Lead teachers who were approved in the 2009-2010 school year with an approved ECE Associate Degree credential will be considered approved as long as they continue employment as a Pre-K lead teacher with the same company. Many teachers have an advanced degree beyond a BA but this information is not currently tracked at the state level.

12 - In order to get a paraprofessional certificate, the applicant must have an associate's degree or equivalent course credits, pass an ECE exam, and background checks. The certificate is issued by the Georgia Professional Standards Commission.

13 - The $1,910,000 in federal Child Care Development Funds is used to provide wraparound services

14 - As in the 2011-2012 school year, pre- and post-CLASS observations were conducted by researchers from FPG Child Development Center at UNC Chapel Hill as part of Georgia's Race to the Top Grant. In the 2012-2013 school year, researchers for this study conducted 306 CLASS observations in addition to CLASS visits conducted by state staff.

15 - In 2011, Georgia's Pre-K contracted with researchers at Frank Porter Graham/UNC at Chapel Hill on a longitudinal evaluation of Georgia's Pre-K program. Georgia's Pre-K is also participating in the state's Race to the Top Grant. The pre-K initiative is focused on professional development related to the CLASS. Researchers at FPG are also conducting this evaluation. The Pre-K Longitudinal Study was requested by the Georgia Legislature. Results from the first phase of the Pre-K Longitudinal Study were released in January 2013 and results from the second phase were released in March 2014.

16 - Georgia's Pre-K Child Assessment is modified from the WSS and is used statewide. For the 2012-2013 school year, the online version was used for approximately 66,830 children. Other classrooms continue to use the WSS. Georgia's Department of Education developed a specific instrument for kindergarten assessment (GKIDS), similar to WSS, which is administered throughout the kindergarten year.

ILLINOIS – Illinois Preschool for All (PFA)

1 - Children from all counties participate; however, constrained funding does not provide services for all children whose parents want them to attend.

2 - This enrollment total is as of August 31, 2013.

3 - Although the number of children enrolled by operating schedule is unknown, the state can confirm that 28 programs offer full-day sessions only, 22 programs offer both half-day and full-day sessions, and 412 programs offer half-day sessions only. There is not a formal partnership to provide wraparound services but child care centers are one of the eligible recipients of PFA funding and provide wraparound services for the children in PFA who are also in their center.

4 - School districts may enroll children in kindergarten before age 5, based on local policy. Kindergarten-aged children with IEPs reflecting preschool placement may remain in the program. A child must be 3 years old before he/she enters the program. To start the school year, the child must be 3 on or before September 1. If there is a space available in the classroom, a child may enter the program during the year once he/she is 3 years old.

5 - Although there is not a state-specified income requirement, low income is one of the risk factors included in the weighted eligibility criteria.

6 - There is not a predetermined risk factor cut-off, but children are eligible based on multiple risk factors, and priority is given to children with the greatest risk as indicated by the number and severity of factors.

7 - Illinois has transitioned from teacher certification to an Educator Licensure with appropriate endorsements. The early childhood certificate is now an Educator License with early childhood endorsement.

8 - To receive an educator license with stipulations endorsed for paraprofessional educator, an individual shall: 1) present evidence of having completed a minimum of 60 semester hours of college credit at a regionally accredited institution of higher education, which shall not include any remedial or developmental coursework that the applicant has taken; or 2) hold an associate's degree from a regionally accredited institution of higher education; or 3) pass the ParaPro test offered by the Educational Testing Service (ETS) with at least the score identified by the State Board of Education in consultation with the SEPLB; or 4) pass the Work Keys test offered by ACT with at least the score identified by the State Board of Education in consultation with the SEPLB.

9 - Additional state funds include $53,505,132 for age 0–3 programs and $5,526,133 for statewide infrastructure and program administration. The programs access federal funds, such as IDEA, USDA CACFP, McKinney-Vento Homeless Assistance Act, Title I, etc., but the state does not collect data on federal funds.

10 - Compliance reviews examine teacher certification, use of a research-based screening tool, research-based curriculum, kindergarten transition planning, community collaboration plan, and meeting requirements for serving homeless children and ELL students. In the 2013-2014 school year, participation in the state quality rating system will be required of all preschool programs.

11 - Routine scheduled monitoring site visits are done on a 3-year cycle by consultants hired by the state agency. Specific issues or concerns of a program may initiate a monitoring visit tailored specifically to those concerns, and these visits are done as needed by Illinois State Board of Education staff.

12 - Beginning in 2013-2014, monitoring information will be used to measure programs on the QRIS. The process for providing this information to parents is being developed.

13 - The Illinois State Board of Education is developing and implementing a comprehensive kindergarten assessment process that was piloted in the 2012-2013 school year. This second phase pilot implementation in 2013-2014 doubled the number of school districts participating. Statewide implementation is planned for the 2015-2016 school year. The DRDP-School Readiness (DRDP-SR) is being adapted, piloted, field tested, and calibrated for Illinois' Kindergarten Individual Development Survey (KIDS).

IOWA – Shared Visions

1 - This 32 school districts operated a total of 68 classrooms. In addition, 37 classrooms are offered by 13 of Iowa's 18 Head Start Grantees and 17 are offered in child care centers.

2 - In the 2012-2013 school year, Shared Visions programs blended with SVPP and Head Start programs to increase hours in order to meet the needs of children and families. SVPP funds may be used to provide a school- or extended-day to children if the program adds at least 10 hours of instruction by an early childhood endorsed teacher and the program meets NAEYC standards.

3 - A child who meets age and income criteria is considered eligible. If a child does not meet income eligibility criteria, he/she may be eligible by meeting age and one or more secondary risk factors. However, only 20 percent of the children may qualify based on meeting secondary risk factors.

4 - Mixed classrooms with 3- and 4-year-olds must not exceed the maximum group size of 18

5 - Applicants for Shared Visions funding are required through their grant applications to address meals and meet the requirements of NAEYC accreditation. The specific meals offered depend on the hours of operation but are required by NAEYC criteria.

6 - The components of the full physical exam are determined by the physician, though it usually covers the reported components as well as medications and allergies. Dental screenings are required at kindergarten entry and are generally provided in preschool.

7 - A home language survey is sent home at the beginning of the year in public settings but not in private or Head Start settings.

8 - The Iowa Early Learning Standards were developed in 2007. In 2012, they were revised and now include social studies.

9 - Lead teachers in nonpublic settings follow NAEYC standards, which require a minimum of an AA in ECE or CD. A small percentage of teachers in nonpublic settings may have a CDA provided they are working toward meeting the minimum requirement of an AA.

10. Certified teachers employed in school district programs must renew their licenses every 5 years, including six credit hours of professional development. In addition, Head Start grantees must follow federal Head Start requirements of 15 hours of professional development per year. There is no specific requirement for the amount of in-service training for the remaining grantees, although the year-end report indicates lead teachers have an average of 40 hours of staff development. Based on NAEYC accreditation standards, all new employees are required to have training to introduce them to program information, including interaction with the children and curriculum. In addition, assistant teachers participate in professional development, as determined at the local level, to enhance the program objectives and child progress.

11. Although the minimum requirement for an assistant teacher is a high school degree or equivalent, grantees follow NAEYC accreditation requirements that 50 percent of assistant teachers must have a CDA (or equivalent) or be working toward it. For 2012-2013, 37 percent of assistant teachers held a CDA, 15.5 percent held an AA degree, and 18.8 percent held a BA degree, while 27.6 percent had a high school diploma. The remaining 1.1 percent held a MA degree.

12. Grantees are required to provide a 20 percent local match and other resources comprise additional local match and in-kind resource contributions.

13. The year-end report tracks progress toward the grant outcomes and budget reports. EYC monitors performance on standards as well as safety and classroom records. Immunization records and health insurance accessibility are reported to the state in the year-end report. Beginning with the 2011-2012 school year, all grantees were required to implement Teaching Strategies GOLD online and report data on child progress three times per year.

14. All kindergarteners are assessed within the first six weeks of the school year and the results are reported to the state. Kindergarteners are also required to be assessed during the school year with results reported to parents.

IOWA – Iowa Statewide Voluntary Preschool Program (SVPP)

1. After the four-year grant start-up process which provided one-time year-one funding, the Department of Education has allowed additional districts to enter into the program. Districts who wish to be in the program now must support the program through other funds in the first year of operation.

2. If a four-year-old child has a support-only IEP (e.g., speech, occupational or physical therapy), they generate the Preschool Foundation Aid (.5 state funding) and are included in the enrollment count. If they have an instructional IEP, they do not generate this aid, but they generate funds from other state sources. These students are not included in the enrollment count but may be enrolled in the program. Including children with support-only and instructional IEPs, the total number of children receiving special education services through SVPP is 1,439. This includes 291 3-year-olds on an instructional IEP that generates state funds, 653 4-year-olds, and 104 5-year-olds. For the 2012-2013 school year, there were a total of 861 3-year-olds including 316 on an IEP. There were also 860 4-year-olds funded through other state or local sources; 11 were on a support-only IEP and so generated the 0.5 funding. Those on an instructional IEP (653) generated state weighted instructional funds. There were also 449 5-year-olds served in SVPP classrooms; 119 were on an IEP and 330 received regular education state funds. The remaining 860 four year olds were funded through state ECI scholarships or Harkin grants, etc. A state weighted instructional IEP does not generate federal funds but generates state funds.

3. All programs are under the auspices of the school district. That does not mean all children are served in the school building.

4. Programs operate a minimum of 10 hours per week. Most programs operate at least 12 hours per week. Programs operate at least 3 days per week and most operate 4-5 days per week. While there is not a formal state partnership to provide extended-day services, partnerships exist at the local level. There has been an increase in the number of districts partnering with Head Start to provide full day programming.

5. Children who are age-eligible for K may enroll if space and funding are available. K students may generate the full 1.0 funding if they are provided additional hours working on the Iowa Core in the K classrooms.

6. Programs are required to offer a snack, although it is recommended that they serve a meal. If the program operates more than 15 hours per week a meal is served. The majority of programs provide lunch or breakfast to children who qualify for free or reduced-price meals.

7. The Iowa Early Learning Standards were developed in 2007. In 2012, they were revised and now include social studies.

8. State policy requires professional development but does not specify hours. Districts report the number of hours annually, with SVPP teachers having 15 clock hours of professional development in the 2011-2012 year.

9. Some classrooms follow Iowa program standards, others NAEYC, others Head Start. For Iowa standards classroom assistants may choose the Iowa paraeducator certificate or CDA. If they choose the Iowa paraeducator certificate they must enroll in the classes and complete them within a year. If the program operates under NAEYC, annual reports and on-site monitoring requires evidence that 50 percent of assistant teachers have a CDA and 100 percent are working toward a CDA. NAEYC defines an equivalent to the CDA as 12 college credits in ECE fields. In addition, assistant teachers participate in orientation prior to or at the beginning of employment.

10. The state does not support religious instruction during the 10 hours per week.

11. All districts are required to use GOLD.

12. AIR conducted an evaluation in 2012 based on 3rd grade Iowa Assessments

13. All kindergarteners are assessed within the first six weeks of the school year and the results are reported to the state. Kindergarteners are also required to be assessed during the school year with results reported to parents last year.

KANSAS – Kansas At-Risk Four-Year-Old Children Program

1. Districts are not required to provide the program, funding is available only to districts currently offering the program.

2. Programs are required to provide 465 hours per year of instructional time. Length of school day and days per week are determined locally. Most programs operate 3 hours per day, 5 days per week, although some choose to operate 4 days per week for more hours per day. Funding from other sources can allow programs to add additional hours per day, though these hours are not considered part of the day by the At-Risk program.

3. Eligibility for free lunch (130 percent FPL) is one of eight eligibility criteria. Children must meet at least one of the eight factors.

4. The grant does not require that screenings occur though many programs do provide screenings and referrals.

5. Primary language of the child or home language of the parent is collected in order to provide appropriate communication with parents as well as a first step in determining qualification for English to Speakers of Other Languages (ESOL) services. If results of the survey indicate a language other than English, further evaluation is completed and if services are required, a qualified ESOL teacher provides them.

6. The Kansas Early Learning Standards were revised as of November 2013 and will be in effect for the 2013-2014 school year.

7. School districts receive 50 percent of the Base Student Aid per pupil. If applicable, they also receive weighting for transportation, serving at-risk population, and/or local option budget.

8. The 2011-2012 school year was the first year that data collection for a sampling of children was collected via a web-based application. At-Risk programs collected and submitted data on child skills, classroom practices, and home practices.

9. Classroom practices are self reported; home practices are collected via a parent survey; child data provides a look at impact of the program on child outcomes. 2012-2013 was the most recent year data were collected as well as the final pilot year for the KELI-4R and other surveys.

10. KELI-4R required in sample of 10 children from each at-risk classroom. The decision to use a K assessment is determined locally.

KANSAS – Kansas Pre-K Program

1. Enrollment figures are possibly duplicated. Programs are funded based upon a budget, not slots. The number of children may include those also enrolled in Head Start, the Four-Year-Old At-Risk Program, or other pre-K programs.

2. Programs must provide 465 hours per year of education. The actual schedule is determined at the local level with most programs operating approximately 3 hours per day, 5 days per week. Pre-K Program funds are used to provide a half day of instruction, which may be used to extend the day of a child in another supported program. If a community chooses to use their existing Four-Year-Old At-Risk program as a Pre-K Program classroom, they must either add an additional 465 hours over the year to the pre-K experience or use the additional funding to improve the existing program. If a community chooses to use a Head Start classroom as a Pre-K classroom, they must add an additional 3 hours to the Head Start experience. Most sites operate on an academic year calendar, but some programs, such as Head Start and child care centers, may be on a 12-month half day cycle.

3. Fifty percent of children must meet one of the risk factors, which include eligibility for free or reduced-price lunch. Priority for enrollment includes low parent education, non-English speaking family, teen parent, parent on active military duty, single parent families, referrals of at-risk 4-year-olds from early childhood programs, developmentally or academically delayed based on assessments, and social rehabilitation services referral. Eligibility for the other 50 percent of children is based on the local program's discretion

4. The grant does not require screenings and referrals. All sites have different models so the actual requirements are locally determined.

5. School-based programs that serve children who are ELLs must document this need through a home language survey and other instruments and provide ESL services.

6. The Kansas Early Learning Standards were revised as of November 2013 and will be in effect for the 2013-2014 school year.

7. Teachers in nonpublic settings are required to have an AA in ECE and must have a plan to receive a BA within five years of becoming a state pre-K site.

8. Assistant teachers must hold a minimum of a CDA or equivalent status as a highly qualified paraprofessional. Every four classrooms must have a family services worker who provides referrals and additional supports to families as needed. This professional must hold a Master's of Social Work or a minimum of a BA in social work or a closely related field, with five years of closely related experience. Public schools settings can have an assistant teacher who is a highly qualified paraprofessional

9. The amount of local funds, including tuition, grants, and blended funding, is unknown

10. Grants are awarded to school districts and nonprofit community partnerships or community agencies on behalf of a coalition of service providers. Seventy percent of members of the partnership must include representations from: mental health centers, private child care providers, cooperative extensions, Head Start, Social and Rehabilitation Services, schools, the health department, the faith-based community, businesses, family representatives, community colleges or universities, libraries, government, child care resources and referral agencies, interagency coordinating councils, other nonprofit organizations, or foundations.

11. Classroom practice surveys and family surveys were completed and entered into a web application by state pre-K teachers only. Beginning in 2013-2014, community/Head Start programs should be able to enter data as well.

12. The decision to use a K assessment is determined locally

KENTUCKY – Kentucky Preschool Program

1. A new system of counting children was put in place with two counts each year on December 1st and March 1st. The total count for funding purposes is an average of the two counts. Also, the districts served an additional 1,698 children through tuition, Title I, or district funds. These children were not eligible according to the state-funded criteria. Some districts serve all 4-year-olds (universal preschool) and other serve children as space is available. The count for 2012-2013 is an unduplicated count, as children with disabilities who are also at risk are counted only once.

2. In addition to 1,479 state-funded ELL children, 281 children who were not eligible for state funds were served using other funding sources such as tuition, Title I, or district funds, for a total of 1,760 ELL children.

3. The school district has primary authority for programs; however, some districts delegate preschool program responsibilities to Head Start through a local full-utilization agreement. There were 2,401 children who received enhanced Head Start services. There were 10 contracted sites throughout the commonwealth; however, exact numbers of the children in these contracted sites are unavailable.

4. Standard program operation is 4 to 5 days per week. Any other configuration must be approved by the Kentucky Board of Education. Districts may use one of the weekdays for home visits, parent education, special education evaluations, and other work related to preschool. During the 2012-2013 school year, 6 districts were granted approval for an alternate schedule of 2 full days a week. Data on the number of sessions provided indicate 1,129 part-day and 488 full-day, for a total of 1,617 sessions. Ten districts operated both part- and full-day programs. The preschool program may begin later and end earlier than the school year calendar provided districts are using these instructional days for child and family activities such as screening, home visits, and other comprehensive components of the program.

5. The Family Resource Youth Service Centers (FRYSC) provide extended services throughout the state, but it is up to the local school districts to take advantage of this opportunity. Head Start also provides some extended services, but this too is a local option

6. Kindergarten children with an IEP that specifies it may attend the preschool program under certain circumstances that include severe disabilities. The school- or district-level Admissions and Release Committee decides whether preschool is the best placement for children with special needs. If a family or district decides that the best placement of a 5 year-old child without disabilities is the preschool program, and there is space available, no state funds may be used to support this child.

7. Four-year-old children whose family income is up to 150 percent of FPL are eligible to attend the preschool program. Also, children who have an identified disability may enroll on their third birthday or whenever they are identified.

8. Homelessness is a criterion for 4-year-old children only. Foster children must be in foster care at the time of enrollment, not based on past history of foster care. Districts have some discretion in admitting non-eligible 3- and 4-year-olds if space is available. Districts may not use state funds to serve these non-eligible children.

9. If a district decides to enroll children who do not meet the income requirements, tuition may be charged using a sliding payment scale. Tuition-paying children are not included in reported enrollment figures as they are ineligible for KPP funding.

10. Eligibility is determined upon enrollment. If children are deemed eligible, they remain eligible for the remainder of the school year.

11. According to the preschool regulations, if a classroom has two sessions, morning and afternoon, the maximum number of children shall be 34, if the teacher also has the responsibilities of coordinating parent involvement activities and health and social services, thereby reducing the adult-to-child ratio to 1:17.

12. Home language surveys are encouraged not required. Translators or bilingual staff are available in some districts but not required by state policy.

13. Districts work with their local Family Resource Centers to provide many support services and referrals. For districts that blend services with Head Start programs, comprehensive services are available for state-funded children.

14. The 2013 revised Kentucky Early Childhood Standards include birth-to-3 as well as 3- & 4-year-old standards. They have been aligned with both the Head Start Child Development and Early Learning Framework and the Kentucky Core Academic Standards for grades K-12.

15. All lead teachers hired beginning fall 2004 were required to hold the IECE certificate. Lead teachers who were hired prior to school year 2004-2005 were permitted to have a CDA or an associate's degree in early childhood education. These teachers were allowed to continue in their positions, but are not permitted to become lead teachers in another district. During the 2012-2013 year, 158 out of 994 teachers were in this category. The IECE certification is a unified certification combining general and special education. Several certifications were "grandfathered" if the lead teachers worked in the state-funded preschool program prior to 2002. Kentucky does not maintain data on the specific educational levels of teachers, only their certifications. Of 994 lead teachers, 663 have the IECE, 42 have probationary or emergency certification, 130 hold a letter of exemption (bachelor's degree in child development or kindergarten, or special ed certified), and 158 were Preschool Associate teachers (CDA or AA in child development).

16. During the 2012-2013 school year, the following credentials for the 1,202 preschool assistant teachers included: 502 (42 percent) High School/GED; 227 (19 percent) CDA; 211 (18 percent) some college; 116 (10 percent) AA degree; 131 (11 percent) BA; and 15 (1 percent Master or HQ Paraprofessional).

17 State sources for the preschool program are approved bi-annually through the state legislature. "Other state funds", refer to additional expended funds previously authorized such as carry-forward balances. Also, there may appear to be some fluctuations with regard to the various funding sources, due to districts not always using the authorized codes consistently. KDE is encouraging districts to use the uniform code system. Federal sources that may be used include: National Lunch Program, 21st Century, math/science, Workforce Investment Act, Title V, Title II, School Improvement Grant, Race To the Top, EduJobs, Goals 2000, HHS, Migrant, School Improvement Grant, Rural Education, Department of Health, and Hurricane relief. State preschool program funding is in the state budget each biennium. Preschool allocations are determined based on the number of children from the previous year, the number of at-risk children, and by using three levels of disabilities. In 2012-2013, this formula was amended to include an average number of children in the December 1 and March 1 count. This formula eliminated the negative adjustment that subtracted funds from programs whose enrollment declined more than 5 percent from the previous year.

18 If a school district blends with Head Start funds and the Head Start program is the lead agency in administering the program, district funds will go to the district first and then are shared with the Head Start program. There were 9 contracted, nonpublic school sites in 2012-2013. The contractors are approved by KDE through an application to the department. However, the contracts are between the site and the school district. Most of these sites served children with special needs.

19 The Kentucky Preschool Program is currently engaged in Cohort II of the Preschool Program Review (P2R). During this process every district receives a visit from a KDE site visit team, or a visit from the Regional Training Center (contractor with KDE). Additionally, 14 districts are randomly selected to participate in a Consolidated Monitoring (CM) site visit. During this process each of the districts receives a site visit from a KDE preschool team who conduct a program review. Other programs that are reviewed during the CM process include Title I, Title II, Special Education (IDEA), Career and Technology Education, and Alternative Programs.

20 Preschool Program Reviews (P2R) site visits are conducted once every 5 years for all the districts. All sites at each district are visited including the Head Start and contracted sites where preschool children attend. At every site, least 30 percent of the teachers are observed. The Regional Training Center observes classrooms using the ECERS-R. These RTCs also note in their report if there are any violations of the preschool regulations. Several of the sites will receive a KDE team site visit and during these visits there are observations at all sites, interviews with staff and administration as well as a review of the children's files and documents. At least 5 districts will receive this type of site visit (one in each of the 5 regions). Additionally, the KDE, Division of Consolidated Plans and Audits randomly selects 14 districts to receive a site visit. During these site visits, a team of KDE preschool consultants conducts a site visit using the same criteria as the P2R site visit. Once every 5 years the same cohort district will fill out the P2R document which is a web-based self-assessment document. They must rate their preschool program in each of the items as met, not met and for each item that includes enrollment information, collaboration with Head Start, transportation, meals, developmentally appropriate practice, program evaluation by parents and staff etc. In each section the preschool coordinator must include explanations. The districts must also submit documentation in various areas such as examples of lesson plans, special education intervention process, map of classroom layout, samples of communication with parents, and enrollment forms. For each of the districts in the cohort, the KDE consultant will also review information about the district through the Student Information System, the district's website, Head Start Full Utilization Information, special education data and other information through the KDE data sources. There could also be a phone interview or e-mail exchange with the preschool coordinator seeking additional information or clarification. Each district receives a Program Review that shows the strengths, recommendations and findings. Findings are items that are shown to be out of compliance with the regulations and must be corrected within a reasonable amount of time.

21 If a private contracted child care center was part of the QRIS system (which also uses the ECERS-R) and their ECERS-R observation occurred within the last 12 months, results could be used as part of the preschool monitoring observations for the school district that contracts with the center.

22 The University of Kentucky has added the state-funded preschool program as part of the third party evaluation of the statewide early care and education system. They have chosen a sample of districts that have participated in the P2R process and are looking at their ECERS-R scores. The results have not yet been released. According to the preschool regulations, a local school district program shall be subject to evaluation by the Department of Education to determine the effectiveness of the statewide preschool program.

23 Districts may choose one of the approved assessment tool originally found in the Kentucky Continuous Assessment Guide (this guide is currently being updated), including AEPS, Brigance Inventory of Early Development-II, Carolina Curriculum for Preschoolers with Special Needs, Teaching Strategies GOLD, HighScope Preschool COR, Learning Accomplishment Profile 3, Hawaii Early Learning Profile, Transdisciplinary Play-Based Assessment, and WSS. The 2013-2014 school year will be the last year to use some of these tools. During the following year, the list will be reduced to 5 tools: the AEPS, Carolina Curriculum, Teaching Strategies GOLD, COR (HighScope), and WSS.

24 In 2012-2013, Kentucky screened all incoming kindergarten children using the Brigance Early Childhood Screen Basic Assessment and the Self-help and Social Emotional Scales.

LOUISIANA – Louisiana 8(g) Student Enhancement Block Grant Program

1 Most districts operate 5 days per week. Some may have a 4-day school week.

2 Any child formally evaluated and identified as gifted may enter kindergarten early.

3 There is no state-specified income requirement for eligibility, but state stipulates that priority be given to children from low-income families. Districts that do not provide universal access are expected to use screening in the selection process. Beyond that, eligibility is determined by individual child and family characteristics.

4 The state does not set specific income eligibility, but stipulates that priority be given to children from low-income families. Districts that do not provide universal access are expected to use screening in the selection process. Beyond that, eligibility is determined by individual child and family characteristics.

5 The Board of Elementary and Secondary Education approved the new Birth to Five Early Learning and Development Standards in April 2013. Some schools chose to implement immediately, others are waiting until the 2013-2014 school year. Creative Arts Standards are also contained in the Louisiana standards. English Language Arts and Math standards were aligned in 2011 with the Common Core State Standards for Kindergarten. Science and Social Studies standards were also revised.

6 Effective June 1, 2002, Louisiana issued a Pre-K–3 license instead of stand-alone Nursery School and Kindergarten licenses. Teachers holding a Kindergarten license may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement to the original license, permitting them to teach in pre-K without the parish/district/charter requesting a temporary out-of-field teaching authorization.

7 Teacher assistants must possess a high school diploma or equivalent, have extended experience caring for a group of preschool age children (children younger than 5 years of age), possess proficient oral and written communication skills, and meet all other district requirements for employment.

8 Public agencies blend and braid 8(g) funds with other state and federal funding to provide programs. An attempt is made to collect information from local programs on the total funding of each source, but this information cannot be verified. The board allocated $11,777,500 for the FY 2012-2013 8(g) Student Enhancement Block Grant Program. A total of $9,944,494 was allocated for the program although actual spending for pre-K was $9,839,250. Districts received a $60,000 base and $9.30 per pupil.

9 Site visits by staff of the oversight agency take place when a new administrator takes over or concerns arise from an audit. Since 8(g) funded slots are intermixed in LA4 classrooms, the LA4 program monitoring covered the majority of the 8(g)-funded pre-K classes/sites during 2012-2013. LA8(g) staff did not conduct its own site visits in 2012-2013. Progress to Date and End of Year reports that document children's learning and/or child outcomes, program outcomes, and program records including enrollment figures are collected by the staff of the oversight agency biannually. A regular monitoring cycle of site visits for approximately 20 programs per year for four years will take effect in 2013-2014 for conducting evaluations by independent program evaluators employed by the oversight agency. Programs not receiving an onsite monitoring will be subjected to a program desk review during off-years.

10 Evaluations are conducted for each district by independent evaluators to measure impact and child outcomes. The Cecil J. Picard Center for Child Development and Lifelong Learning at the University of Louisiana at Lafayette analyzed and evaluated data from process quality measurements and program impact/child outcomes.

11 Legislation passed in 2011 requires districts to move toward using a single kindergarten assessment, DSC. The original timeline for implementation was 2014-2015, but funds were available to purchase tools and training on the DSC so that it could be used for the 2012-2013 school year.

LOUISIANA – Cecil J. Picard LA4 Early Childhood Program

1 The Louisiana Department of Education Preschool Programs Section within the Office of District Support has administrative authority over the program. The relocation of the Preschool Programs Section into the Office of District Support was the result of a major reorganization of divisions and staff within the Louisiana Department of Education.

2 - In some parishes, there is more than one school district operating in the geographical region of the parish. In addition to the 63 school districts, 15 charter schools and one tribal school participated in the program.

3 - The total enrollment figure does not include 644 tuition-paying students and an additional 2,653 students with braided funding from other sources for a total of 19,325 children.

4 - If the student qualifies for free or reduced-price meals, they are counted in the enrollment and state pre-K pays for that student while special education pays for related supports and services. If the student does not qualify for free or reduced-price meals, then special education funds pay for both placement and services.

5 - Total free and reduced-price lunch enrollment was 16,028, of which 15,869 children were served in public schools. Of the remaining 159 children served in nonpublic school settings, approximately 100 were in child care centers and 59 in Head Start.

6 - Extended day includes the school day of 6 hours in addition to 4 hours of enrichment activities. A school day requires a minimum of 360 instructional minutes or 63,720 minutes per year (some programs have 4-day school weeks). Individual grantees may offer the extended-day services or may contract with a Class "A" licensed child care facility to offer the extended portion of the program. Extended-day includes 823 children receiving free and reduced-price lunch; it does not include 37 additional tuition paying students. There was one program that operated a 4-day per week, 6-hour instructional program, serving approximately 60 children. There were three programs that operated in the summer, serving approximately 70 children.

7 - If a child is evaluated as gifted, he or she may enter kindergarten early.

8 - There is no state-specified income requirement for eligibility as all meeting age requirement may participate. Children who qualify for free or reduced-price lunch attend free of charge, and enrollment priority is given to these children. Others may pay tuition or school districts cover costs. Preference is given to children qualifying for free or reduced price meals. All children in the district are eligible to attend. Charter schools allow participation using a lottery if more students apply than the school has allocated slots with which to serve them.

9 - A sliding payment scale is locally determined for children not meeting the income requirement. Grantees may not charge more than the amount provided to them for the students receiving free or reduced-price lunch.

10 - All meals and snacks must meet USDA/CACFP Guidelines.

11 - Additional ESL services may include, but are not limited to: communications in the families language, seeking the services of interpreters, and other locally determined services.

12 - The Board of Elementary and Secondary Education approved the new Birth to Five Early Learning and Development Standards in April 2013. Some schools chose to implement immediately, others are waiting until the 2013-2014 school year. Creative Arts Standards are also contained in the Louisiana standards. English Language Arts and Math standards were aligned in 2011 with the Common Core State Standards for Kindergarten; Science and Social Studies standards were also revised.

13 - For mixed-delivery LA4 programs housed in child care and Head Start centers, teachers must meet same qualifications as those in public school settings. A teacher with an elementary certification may be employed while working toward an approved early childhood certification within a maximum of three years. Effective June 2002, Louisiana issued a Pre-K–3 license instead of stand-alone Nursery School and Kindergarten licenses. Teachers holding a Kindergarten license may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement (PK–3) to their original license, permitting them to teach in pre-K without the LEA requesting a temporary out-of-field teaching authorization.

14 - Assistant teachers must be highly qualified and pass the Para Pro test. This is also required for paraprofessionals in mixed delivery settings.

15 - The state spending allocation also includes funds to supplement the before- and after-school enrichment programs in 2012-2013. DOE determines the per-pupil allocation annually based on number of available slots. Allocations are based on a per-pupil formula. Non-required local contributions are not determined or allocated by the state; instead, they are funds that may vary annually to support local community programs.

16 - Community Development Block Grant (CDBG) funding was used due to the reduction in TANF funding. CDBG money was allocated to districts that experienced some type of natural disaster in their parishes during the previous year.

17 - All programs are monitored annually and required to provide documentation of program-level outcomes (compliance with program guidelines annually); all classes are monitored to ensure appropriate teacher credentialing and assessment information entry. Structured observations of classroom quality (ECERS-R) annually for new teachers and those scoring below 5.0 in the previous year, teachers in targeted schools based on low DIBELS kindergarten entry scores, a percentage of new teachers, districts with outlier DSC assessment scores, randomly selected sites, district choice/request); the CLASS (CLASS) was also piloted through volunteer selection; documentation of children's learning and/or child outcomes (DSC, annually; portfolios, ongoing; Student Performance Checklist, ongoing in targeted schools); Program facilities and safety procedures; Results of program self-assessments (teacher self-assessments upon site visits); Participation in a state QRIS (diverse delivery settings only); Program records (monitoring of monthly, quarterly, and semi-annually reports). QRIS participation is required for child care centers (minimum 3 stars); public school centers are exempt. Monitoring of reports include enrollment in 6-hour and before/after programs, collaboration and provision of support services reports, vision/hearing screenings and referrals, and accommodations for students with disabilities and ESL students.

18 - Evaluations are conducted annually and will be compiled in a longitudinal study of the program. Process quality was measured using ECERS. Some CLASS visits were conducted but since this was in a pilot only phase, no results were reported to the Picard Center on the campus of the University of Louisiana at Lafayette (outside evaluator) and program impact/child outcomes were measured using the DSC. Data from measurements of process quality and program impact/child outcomes are analyzed and evaluated by the Cecil J. Picard Center for Child Development and Lifelong Learning at the University of Louisiana at Lafayette.

19 - Legislation passed in 2011 requires districts to move toward the use of a single kindergarten assessment, DSC. The original timeline for implementation was 2014-2015, but funds were available to purchase tools and training on the DSC so that it could be used for the 2012-2013 school year. Additionally, eleven targeted districts continued piloting the LA DOE Student Performance Checklist in 2012-2013 (moved from seven districts in the previous year to eleven for 2012-2013). This checklist is aligned with 12 of the original prekindergarten standards that are aligned to the Kindergarten Common Core State Standards. This tool will no longer be in use for the 2013-2014 school year.

LOUISIANA – Louisiana Non-Public Schools Early Childhood Development Program (NSECD)

1 - In accordance with Act 3 of 2012, the NSECD Program was transferred from the Governor's Office to the Louisiana Department of Education.

2 - NSECD grantees are selected through a process which prioritizes incumbent programs with a history of compliance; new programs in parishes with no existing NSECD providers; based on availability and need as determined by the NSECD Administration.

3 - The reported figure represents funded slots.

4 - Parents with students eligible for special education may choose to enroll their child in the NSECD program at a private program with the understanding they may forego continuation of those services dependent on the district's decision.

5 - The Louisiana Department of Education is responsible for administering the program and partners with nonpublic schools, parochial schools, private schools, and "Class A" child care programs to provide services.

6 - The 10-hour day is structured with 6 hours of instruction and 4 hours of enrichment (i.e., before and after care).

7 - Each class of 20 students is required to have a teacher and teacher assistant. The program approval process mandates providers to follow either NAEYC criteria or NIEER's quality benchmarks for staff-child ratio and maximum class size.

8 - Although speech screenings are locally determined, all providers have independently provided these for all the NSECD students during the 2012-2013 school year. In 2011-2012 the Louisiana Department of Health and Hospitals conducted a study related to childhood obesity in state pre-K programs requiring enrolled children to receive height and weight or BMI screening and referral.

9 - The NSECD has implemented a "Parental Involvement" report which allows providers to track parent engagement on a local level.

10. The Board of Elementary and Secondary Education approved the new Birth to Five Early Learning and Development Standards in April 2013. Some schools chose to implement immediately; others are waiting until the 2013-2014 school year. Creative Arts Standards are also contained in the Louisiana standards. English Language Arts and Math standards were aligned in 2011, with the Common Core State Standards for Kindergarten; Science and Social Studies standards were also revised.

11. All NSECD administrators, teachers and teacher assistants are required to complete the NSECD Foundation/Curriculum Development training and attend a three-day regional training workshop (during the school year). In addition to completing 18 clock hours of professional development.

12. Of the 81 lead teachers, 67 were Early Childhood Certified, including 20 with Master's or above. Nine were Elementary-Grade Certified, one of whom held a PhD. Five lead teachers had a Bachelor and Praxis, including one with a Master's degree.

13. New NSECD teacher assistants must be certified with at least a CDA or AA or higher in Early Childhood, Education, or Family Studies. Incumbent NSECD teacher assistants who are not state-certified must be enrolled in a CDA Program or Early Childhood associate degree program, be continually enrolled, and complete the certification within three years of hire date. In the 2012-2013 school year, assistant teacher degree breakdown was: 20 percent incumbent staff pursuing certification; 46 percent CDA; 20 percent AA; 9 percent BA; 5 percent MA or above.

14. In accordance with Act 3, the NSECD Program was transferred from the Governor's Office to the Louisiana Department of Education. However, in this process, only $7,386,932 was transferred with the program.

15. In 2012, Act 3 was enacted to promote and support collaborative mixed model delivery to assist programs in rural communities. Nonpublic and parochial schools must be licensed by the Louisiana Department of Education and adhere to the NSECD standards. Agencies are not allowed to combine funds with other funding streams (i.e., Title I, Head Start, or LA4) for NSECD students; however agencies are allowed to serve multiple populations within a site.

16. As a third party evaluator, the Cecil J. Picard Center on Child Development and Lifelong Learning annually evaluates student performance results on the pre- and post-DSC assessment. To analyze the future performance of NSECD students, the Picard Center is conducting a five-year longitudinal study on the NSECD Program from 2007–2012. They also conduct a statistical analysis of program/process outcomes. The scope of work focuses on a comprehensive report on the performance of the NSECD Program. The Center evaluates schools during the fall and spring semester, and conducts a cost/benefit/impact analysis of program funding across the state.

17. DSC given as a pre-, mid-, post-assessment, and portfolios or locally determined tool. NSECD students are tested using the same DSC pre- and post-testing methodology that is used for public pre-K and assessed by the same third party using the same statistical methodology and oversight.

18. Legislation passed in 2011 requires districts to move toward using a single kindergarten assessment, DSC. The original timeline for implementation is 2014-2015, but funds were available to purchase tools and training on the DSC so that it could be used for the 2012-2013 school year. Additionally, a even targeted districts continued piloting the LA DOE Student Performance Checklist in 2012-2013 (moved from seven districts in the previous year to eleven for 2012-2013). This checklist is aligned with 12 of the original prekindergarten standards that are aligned to the Kindergarten Common Core State Standards. This tool will no longer be in use for the 2013-2014 school year.

MAINE – Maine Public Preschool Program

1. Of the 201 programs reported, 11 operated outside of a traditional elementary school and 52 operated in a school setting in partnership with a community agency (primarily Head Start). Of Maine's 409 elementary schools, 319 offer kindergarten programs.

2. Once a school has an approved pre-K program, it is funded through the school funding formula on par with other elementary school grades.

3. As program approval, as well as funding through the state's school funding formula, is issued directly to local school districts, it is these districts that are considered administratively responsible for the public preschool program. Schools that partner with community agencies to deliver the program maintain local MOU's that designate administrative responsibilities at the local level.

4. Local school units determine the weekly hours. Schools receive a full per-pupil subsidy as long as they operate a minimum of 10 hours per week. Many schools operate 4 part-days with the fifth used for home visits and teacher planning. Some operate 5 days per week as a full school-day program. The majority of programs are part-day. Some programs are moving to two school-day double sessions due to transportation costs. While the approval application process encourages collaborative partnerships for extended-day services, it is determined at the local level.

5. It is a local district decision as to whether a district will continue to serve children who are not age-eligible in a public preschool program. If a child attended kindergarten in another state with a different age eligibility requirement, this will be honored. Allowances are made for children with IEPs who turn 5 between July 15 and Oct. 15.

6. Some districts without universal capacity have a first come/first served, lottery-based, or targeted program. In addition, districts in partnership with Head Start programs may have eligibility requirements for a certain ratio of enrolled children.

7. The program approval process encourages districts to follow either NAEYC criteria or NIEER's quality benchmarks for staff-child ratio and maximum class size. The majority of programs in Maine operate with a certified teacher and a teacher assistant for an average ratio of eight to 10 students for every staff member. If a district partners with a program holding a DHHS license, ratios of 1:10 must be met as per Maine child care licensing regulations.

8. Most programs offer a snack, and many offer breakfast and/or lunch, depending on the length of day. Those partnering with Head Start meet CACFP and Head Start meal and nutrition requirements. Schools that provide meals must meet USDA School Breakfast/Lunch guidelines.

9. Translator or bilingual staff availability may vary by school and district.

10. The Early Learning Standards are currently under revision and will include revisions based on cultural and linguistic competency, early literacy, and numeracy. A sub-group is simultaneously working on a comprehensive assessment system process. The ELS will be part of the review with the 10-state Kindergarten Entry Assessment Consortium and then sent to the field for revision. The goal for completion is summer 2014.

11. Assistant teachers must have DOE-issued Educational Technician II Authorization which requires at least 60 college credits of approved study in an educationally related field and in-service of three credit hours per 5 years.

12. Public preschool in Maine is funded through the school funding formula (Essential Programs and Services School Funding Formula). Once a school has gone through an approval process for a public preschool program student counts are factored in to compute the following year's EPS district allocation. Children who are 4 years old by October 15 and in a program a minimum of 10 hours a week receive a full per-pupil subsidy based on Maine's Essential Programs and Services school funding formula. Use of federal funds determined locally and spending figures are not available.

13. Schools are required to provide a local match to draw down their per-pupil state subsidy. The required local match is part of the school funding formula based on property wealth (state valuation) multiplied by a state-wide mill rate.

14. All public schools must have a comprehensive educational plan that includes ways to monitor program effectiveness. However, the state does not have a formal monitoring system specific to public pre-K and the monitoring process is determined at the local level. Districts report general school information each year as part of Basic School Approval Report. Beginning 2012-2013, reports are due once every three years.

15. Assessment is not required by the state at the present time. Required assessment instruments are locally determined.

MARYLAND – Maryland Prekindergarten Program

1. The 24 school districts include 23 counties and Baltimore City. The School for the Deaf is in addition to the 24 school systems.

2. Additional children under 3 years of age who are enrolled in Judy Centers, as well 5-year-olds eligible for kindergarten, are not reflected in total enrollment figures. These figures have possible duplication. The enrollment figure of 29,407 for the 2012-2013 school year includes 4-year-olds enrolled in state-funded pre-K programs, including those enrolled in Judy Centers. Some jurisdictions enroll children with an IEP/IFSP in the state-funded pre-K program but are not counted in the 29,407 figure. Judy Center enrollment for 2012-2013 was 11,992, including pre-K.

3. Programs operate five days per week as a full school-day program or they operate four part days per week with the fifth day used for home visits and teacher planning. Partnerships with Head Start provide some extended-day services.

4. Policy requires local school systems to have an early admissions policy to allow for enrollment of 3-year-old students who are otherwise eligible (economically disadvantaged or homeless) and demonstrate educational needs warranting early admission into prekindergarten. Effective October 31, 2011, local school systems may create prekindergarten programs for 3-year olds who are economically disadvantaged, homeless, or who lack school readiness. Policy requires local school systems to have an early admissions policy to allow enrollment of 4-year-olds students who demonstrate capabilities warranting early admission into kindergarten. Local boards of education may grant waivers on a case-by-case basis to allow kindergarten age children to enroll in pre-k.

5. All children must first meet the income, homelessness, or foster care requirement to qualify for enrollment. Remaining vacancies may be filled by enrolling 4-year-old applicants who are not from low-income families but who exhibit a lack of readiness for school. Eligibility can be determined as noted above or by other criteria chosen by the local school system.

6. State policy stipulates an average of 20 students per classroom. Exceptions may occur where individual classrooms exceed this ratio provided an overall program average of 20 is maintained.

7. A body system head-to-toe full physical exam is required, which is a comprehensive physical exam. In pre-K, a certificate is required proving that a blood test for lead has been done. Vision and health screening and referral are the responsibility of the school health services program in conjunction with the health department under Title I, which applies to all children. Head Start requirements are more stringent.

8. The Social Foundations standards cover ages 3 through 5 in the domain of Personal and Social Development. The MD State Curriculum for College and Career Readiness, approved in 2013, refers to pre-K (4-year-olds) through grade 12 and covers English Language Arts/Reading, Math, Social and Studies. The CCSS for Math and ELA were completed in summer 2012. Maryland is currently developing Maryland's science standards. As part of the RTT, MD developed an alignment document for early learning standards, Birth to K.

9. BA degrees are required for public and nonpublic settings. Lead teachers in public settings must have a BA with appropriate early education specialization. Lead teachers in nonpublic settings must have a BA in any subject area and are required to take at least 24 hours of professional development in child development or early education annually. Some in-service requirements may be imposed locally. Pre-K teachers receive MMSR training aligned with Maryland Teachers Professional Development Standards. In addition, teachers must meet highly qualified teacher requirements under NCLB. Local school systems provide professional development for classroom assistants.

10. Paraprofessionals in Title I schools must also have completed two years of college, hold an AA degree, or have a qualifying score of 455 on the ParaPro assessment administered by ETS. Assistant teachers are required to attend a minimum of 24 hours of professional development annually.

11. State aid accounts for foundation and compensatory funds. Foundation funds account for all mandatory state aid divided by the total enrollment for K–12. Compensatory funds account for weight associated with low-income, English Language Learners, and special education students. Local school systems must provide services for all eligible 4-year-olds using state and/or local funds. There are no dedicated state aid dollars for prekindergarten. Pre-K spending from federal and local sources is determined through a funding estimation scheme given that there are no dedicated pre-K funds from these sources. As such, accurate actual spending estimates cannot be provided for federal and local sources.

12. State policy requires local school systems to analyze the kindergarten assessment system in order to evaluate the effectiveness of pre-K and make necessary adjustments to the instructional program. A voluntary prekindergarten assessment is a part of the RTT-ELC and MMSR Phase II is under development. As a recipient of Race to the Top and Race to the Top-Early Learning Challenge grant funding, Maryland is collaborating with Ohio in refining its pre-K-through-kindergarten formative assessment tools and systems.

MASSACHUSETTS – Massachusetts Universal Pre-Kindergarten (UPK) and Grant 391

1. The Massachusetts Department of Early Education and Care is the state licensing authority and exerts authority over the early education and care programs in the Commonwealth. The Massachusetts State Head Start Collaboration Office sits in the Department of Early Education and Care, but does not itself exercise administrative authority over the prekindergarten initiatives.

2. The UPK program is offered in 94 out of 351 towns/communities. The Grant 391 program funds were distributed to 96 Lead Agencies that included 79 out of the school districts (LEAs) and 17 private/non-profit agencies. These lead agencies provided funding to 141 Pre-K programs in EEC's mixed delivery system which includes public school preschool programs, Head Start programs, and community-based programs located in 120 cities and towns. School districts also may provide funding to one or more public schools within their district and regional school district may offer the 391 program in public schools located in different towns.

3. UPK was awarded as a renewal grant for the 2012-2013 program year but there was also a competitive round in the 2012-2013 program year. The 391 Grant was awarded through a renewal grant in 2012-2013.

4. In the 2012-2013 program year, 7,242 children were enrolled in the UPK program and 6,093 children were enrolled in the 391 Grant. These figures have possible duplication.

5. The 2,344 children receiving special education services are in the Grant 391 program. Information was not collected on the UPK program in the 2012-2013 program year.

6. Hours and operating schedule vary by type of program and setting. Programs can operate either a school-year or full-year schedule. UPK programs are required to offer or provide access to full-day, full-year services. Grant 391 grantees follow the public school calendar, which is determined locally. 391 grants offer a combination of part day, school day and extended day. Part week opportunities are also used, these are all determined locally. Programs through the 391 grant providing care to children which also offer financial assistance must operate based on the requirements determined in their contract or voucher agreement or other grant funding such as UPK or Head Start. Enrollment by schedule is only available for UPK programs.

7. A child with special needs could remain in the preschool program but they would no longer be counted in the UPK formula. Children must be in the pre-K classroom by the renewal date of the grant but the state does not have a cut-off date. Children are no longer eligible for pre-K when they are eligible to enter kindergarten in the city/town in which they live. Districts determine kindergarten eligibility locally.

8. Any child may enroll in any program, but programs are selected to receive UPK and 391 funding based on program characteristics and on the characteristics of the children in the program. The income requirement applies to all children in UPK receiving subsidy money, but not tuition-paying families. There is no income requirement for Grant 391. Although not used to determine eligibility at the state level, 391 programs may use some of the reported risk factors at the local level to prioritize the selection of eligible children without IEPs due to the high demand.

9. It is determined by UPK whether a child is part of the financial assistance system, and the sliding fee scale for parent copay is determined by income. Any program receiving subsidy money may use the Massachusetts sliding fee scale. If the program does not receive subsidy money, they may use their own scale.

10. For 391 grants, the ratio can range from 1:7 to 1:10 based upon the number of children with disabilities enrolled in the session.

11. Programs operating fewer than 4 hours per day must schedule snacks. Programs operating between 4 and 9 hours must schedule a regularly scheduled meal in addition to a snack, while those operating more than 9 hours must schedule two meals and two snacks. Parents or providers may provide snacks.

12. All LEAs are required to offer screenings and referrals under "Child Find," and screenings are available to children in non-LEAs through services in the public schools. Types of health screening offered are not specified.

13. EEC-licensed child care programs must develop a mechanism for and encourage ongoing communication with parents, including communicating effectively with families whose primary language is not English or who require alternative communication methods. The 2010 Licensing Regulations indicate that one-third of the required professional development of educators must address diverse learners. LEA regulations regarding special education services require that communications to families shall be in both English and the primary language of the home, if such primary language is other than English. Any interpreter used to implement this provision shall be fluent in the primary language of the home.

14. In 2003, the state put in place the Guidelines for Preschool Early Learning Experiences, which covered all recognized domains of development at the time. In 2011, the state merged its current standards with the Common Core State Standards and released the Massachusetts Curriculum Frameworks for Pre-K to further define and complement the already existing preschool guidelines. Programs are not required to follow the Curriculum Frameworks though public school programs in UPK are likely to follow them. Grant 391 programs are required to implement a developmentally appropriate and inclusive early childhood curriculum that is aligned with the Preschool Early Learning Guidelines. Public school programs must also follow the Massachusetts Curriculum Frameworks for preschool and kindergarten for older 4- and 5-year-olds.

15 All teachers must have an early childhood education certification. Public school teachers must have a pre-K–grade 2 certification. Nonpublic school teachers must be certified by the Department of Early Education and Care. Lead teachers must either be 21 years old or have a high school diploma and must complete a three-credit course in child growth and development. For centers at Level 2 in the QRIS, all members of the teaching staff must have a minimum of 3 credits in ECE or a related field, and 50 percent of classrooms must have an educator with a BA. For Level 3 programs, 75 percent of classrooms must have an educator with a BA. For Level 4 programs, 100 percent of classrooms must have an educator with a BA.

16 For the UPK program, assistant teachers must be 18 years old or have a high school diploma.

17 UPK programs received $3,009 per high-needs child up to 5 children per classroom. Total spending by program was $12,919,215 for Grant 391. For UPK total spending was $43,868,019. TANF and CCDF funds contribute to UPK, while Grant 391 uses IDEA funds. "High-needs children" are defined as children who have multiple risk factors linked to poor school and life outcomes, including: children and parents with special needs; children whose home language is not English or are English Language Learners; families and children involved with multiple state agencies; recent immigrants; children with parents who are deployed and are not living on a military base; low-income households; parents with less than a high school education; and children who are homeless or move more than once a year.

18 For UPK, a broadly interpreted program match is required, which can include in-kind or monetary matches. No match is required for the 391 program.

19 Starting in the 2012-2013 school year, all programs were required to participate in QRIS. This will result in increased monitoring requirements, including the use of ECERS as a structured observation of classroom quality.

20 Massachusetts is in the process of developing policies for sharing QRIS info and QRIS Rating with families; however, it has not yet been fully implemented. In Level 2 on the QRIS, centers and family child care conduct their own ERS (FCDRS or ECERS); on Levels 3 and 4, outside evaluators conduct the ERS.

21 During the 2008-2009 year, EEC contracted with a vendor to conduct a program quality evaluation of UPK and non-UPK programs across the state using the CLASS tool. During the 2009-2010 year, EEC funded a Waitlist, Access, and Continuity of Services Study to assess the need for preschool services, access, and continuity challenges as the state implements UPK on a larger scale.

22 Only programs that receive a full-day kindergarten grant are required to assess children's learning and development. All kindergarten programs are required to provide progress reports; however, programs are not instructed on how the progress reports must be completed.

MICHIGAN – Michigan Great Start Readiness Program (GSRP)

1 There were 35 out of 277 public school academies (charter schools). There were 35 community-based agencies who received funds through intermediate school districts (ISDs).

2 All grants and funding flow through the intermediate school districts (ISDs); all ISDs participate so every child in the state who is eligible is covered by a participating agency. Some ISDs provide direct service in the local school buildings or other sites, accounting for the reduction in the number of districts offering the program.

3 Children served in the school-day programs use two half-day slots and are only counted once in the enrollment. In addition, 42 children were served in a home-based option.

4 Children receiving special education services may also enrolled be in separate classrooms, but those children are not counted in the total preschool enrollment count.

5 Grantees may choose part-day, alternate-day, or school-day classroom options, or a home-based (home visiting, bus cluster meetings) modes. School-day classroom programs are reimbursed at two slots per child ($6,800); all other are reimbursed at one slot per child ($3,400). The minimum is four days per week, except for the school-day/alternate-day classroom model of 2 days per week. It is allowable for new grantees to operate only for 20 weeks during the first year. Subsequent years must be 30 weeks per year.

6 Legislation allows for a GSRP/Head Start blended option and encourages a tuition-based sliding scale for children who are over income. In addition, grantees who offer supplementary child care using funds other than GSRP to achieve an extended-day program (minimum 10 hours) will receive priority in the allocation of GSRP funds.

7 At least 75 percent of the children in each grantee's enrollment must meet the income requirement. There are eight factors that determine eligibility: extremely low family income (below 200 percent of FPL), low family income (between 200 and 300 percent of FPL), diagnosed disability or identified developmental delay, severe and challenging behavior, primary language other than English, parent(s) with low educational attainment, abuse/neglect of child or parent, and environmental risk. A state-determined prioritization process allows extremely low family income to automatically qualify a child; then low family income plus two risk factors; then low family income plus one risk factor; then family income above 300 percent of FPL plus two risk factors, with a cap of 25 percent of the total slots that can fall under this level.

8 A qualified teacher and associate teacher must be present in classes of 9 to 16 children. If more than 16 children are in a class, a third adult meeting licensing requirements must be present.

9 Part-day programs provide a snack, and school-day programs provide one meal and two snacks or two meals and one snack.

10 Programs must assure that children have health screenings, including vision and hearing, but they do not have to provide the screening. Screenings are often provided in the program by the local health department. All programs must make appropriate referrals. The physical exam for licensing typically includes height/weight or BMI, blood pressure, and immunizations.

11 Program policies and procedures must promote, support, and respect the home language, culture, and family composition of each child. The state encourages hiring at least some staff who speak the dominant languages of the community and providing translators for parents. All staff are expected to learn key words from each child's home language.

12 All public school teachers must have BAs and elementary teaching certification with an early childhood endorsement. If training is incomplete, they may be considered "out of compliance", but must be enrolled in a training program and in compliance within four years. Teachers in nonpublic programs may have a BA in EE and an elementary teaching certificate with an early childhood endorsement, a BA with teaching certificate and CDA, or a BA in CD with a focus on preschool teaching.

13 All classroom staff must complete 12 clock hours per year plus current CPR, first aid, and blood-borne pathogen training to keep required child care licenses current. This generally adds up to more than 15 hours per year. Lead teachers who are certified teachers in public school settings must complete six credit hours or an equivalent number of State Board CEUs every five years to keep their teaching certification current. New lead teachers must complete even more training to renew the certificate the first time. Lead teachers who are in nonpublic school settings may not have certification and therefore may not need additional hours or equivalent time.

14 The state has phased out its own equivalent to a CDA as of the 2012-2013 school year, which included the same requirements as CDA but teachers did not have to take the CDA exam. The state approved each candidate individually instead. Those with the state alternative are grandfathered in unless they change employer, in which case a CDA or associate's degree would be required. An assistant teacher may have a CDA or equivalent as approved by the State Board of Education, or an AA in ECE/CD. If a suitable person cannot be hired, someone can start "out of compliance" but must have completed at least one credit-bearing course in child development and have a plan to complete the requirements within two years.

15 GSRP cannot operate solely on the state funding, but the state does not collect local spending data. Local districts may choose to use Title I funds for preschool programming. Grantees typically spend roughly another $1,500-$2,000 per child to cover costs not paid for by the state. Grantees must include in-kind space for GSRP because GSRP does not allow funding to cover the cost of facilities. Data are not collected on the total in-kind funding contributions. All funding flows through the State School Aid Fund to ISDs.

16 Although there is now only one funding stream, the state education agency continued to hold a statewide competition for non-school-district agencies. The successful agency grantees were then assigned to the appropriate ISD for funding to flow through to the agency. The school district portion has both needs- and capacity-assessment and a formula component.

17 For 2012-2013, only ISDs were eligible to receive funds directly from the state. ISDs were instructed to subcontract to competitive grantees, but other sub-recipients were determined locally. School districts and competitive grantees can subcontract with for-profit or nonprofit, public or private agencies.

18. The state oversight agency's monitoring plan includes site visits to programs. GSRP collects electronic data on all programs every year. On-site monitoring is limited by staff numbers and funding, but programs are monitored every other year for child care licensing purposes. Information collected includes staff qualifications, anonymous child eligibility data, program quality assessment data, and financial information. There is not a legislative requirement for GSRP to be linked to participation in a state quality rating system for 2012-2013, but the state strongly encouraged participation. Participation is a legislated requirement for the 2013-2014 school year and grantees must be at least a 3 star level.

19. Studies of Michigan's program include: an ongoing longitudinal study covering kindergarten through high school graduation and grade retention findings (began 1995), a regression discontinuity study of 865 students assessed in pre-K and K (2005); a quasi-experimental/longitudinal study of 403 students in private child care, Head Start, and GSRP (2004-2007); and a mixed methods regression discontinuity and quasi-experimental/longitudinal study of 482 pre-K and 443 kindergarten students followed (2007-present). Studies since 2004 have measured both child outcomes (direct assessments and teacher/parent reports) and process quality in pre-K and elementary classrooms (independent observation).

20. Programs may choose tools that assess children according to the Early Learning Expectations in the Michigan Department of Education Early Childhood Standards of Quality for Prekindergarten. The state also recommends supplemental tools in particular areas to meet particular needs.

21. Michigan chose an instrument for voluntary kindergarten entry assessment in 2012-2013 and is piloting it in 2013-2014.

MINNESOTA – Minnesota Head Start

1. By statute, state Head Start funding is non-competitively allocated to all federally designated Head Start grantees in Minnesota. This includes 1 school district, 7 tribal governments, and 27 private, nonprofit agencies, each serving one or more counties. Head Start services are available to eligible residents in all parts of the state.

2. Programs comply with the federal Head Start requirement of at least 3.5 hours per day, 4 days per week for 32 weeks, which is the most common schedule.

3. Programs may also use state funds to provide Early Head Start services for children who are under the age of 3 years. Federal Head Start requirements determine eligibility. Independent school districts may establish an early entrance policy for kindergarten.

4. State pre-K children must meet the federal Head Start income guidelines. Effective as of 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL. Other criteria for eligibility include homeless families and foster children. Also, families may be income-eligible if they qualify for child care services as a participant in Minnesota's TANF program. Reported risk factors may be considered in prioritizing applicants for enrollment in a limited number of enrollment slots.

5. Eligibility can be reassessed if there is a major change in family circumstances such as income. Children are usually but not always allowed to continue enrollment through the end of the program year.

6. Federal Head Start Performance Standards require part-day programs to provide children with at least one-third of their daily nutritional needs (breakfast or lunch), and full-day programs to provide one-half to two-thirds of daily nutritional needs (breakfast, lunch, and a snack).

7. State authorizing statute requires compliance with federal Head Start requirements. Translators or bilingual staff must be available if 50 percent or more of children in a class speak a language other than English.

8. Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50 percent must have at least a BA. By September 30, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. Currently, about 87 percent of Minnesota Head Start teachers have at least an AA and 65 percent have at least a BA in ECE or a related field. In a public school, teacher union rules require that teachers have at least a BA.

9. The requirement for in-service professional development is 2 percent of total work hours. However, as of December 2007, the Head Start reauthorization required 15 clock hours of professional development per year for teachers and assistant teachers. By federal law, Head Start staff must follow the highest standard. For those working full-time, that will be the 2 percent standard.

10. Assistant teachers in settings subject to child care regulations must work under the supervision of a teacher, be at least 18 years old, and meet one of nine combined credential, educational, and experience requirements, such as an HSD. By September 30, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. Programs are scrutinized annually by the federal Office of Head Start to assess continuing progress toward meeting these goals.

11. State staff review PIR information and enrollment data, conduct additional surveys throughout the year, and review and approve program work plans.

MISSOURI – Missouri Preschool Project (MPP)

1. A slight reduction in the number of participating school districts is due to a funding structure which requires programs to consider sustainability as MPP funds are gradually reduced over a five year period.

2. Enrollment figures are based on the number of children receiving classroom services based on May 2013 count.

3. The program must provide 6.5 hours of school per day, 5 days per week for 12 months per year and operate between the hours of 7:30 am and 5:00 pm. Only governmental entities or public school districts can provide a part-day program (minimum of 3 hours) to better serve those children participating in other district programs, such as Title I and/or early childhood special education, and can provide services for no less than the school year. Public schools who implement a four day school week for their K-12 grade levels can also implement a four day schedule for the preschool program. The length of the day should mirror the K-12 day.

4. Eligibility is determined by age, with all other eligibility requirements, including income, determined locally. Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families. If a district decides to enroll children who do not meet the income requirements, tuition may be charged using a sliding payment scale.

5. Classrooms with 10 children must have a lead teacher. A teacher assistant is required if more than 10 children are enrolled in the classroom.

6. Part-day programs are required to provide one meal or one snack. School-day programs are required to provide one meal and two snacks or two meals and one snack.

7. A full physical must meet the requirements of child care licensing.

8. Lead teacher must have Early Childhood Teacher Certification, Early Childhood Special Education Teacher Certificate, or 4 year college degree in child development.

9. In 2012-2013 the minimum number of hours for required professional development was reduced from 22 hours to 12 hours annually. Additional required professional development hours for first year teachers and teacher assistants beyond the state's minimum include at least of 30 hours of curriculum training. The Professional Development Plan also includes college-credit courses through T.E.A.C.H. Early Childhood® Missouri, follow-up/advanced training of the selected curriculum model provided only by the approved curriculum source, professional conferences, seminars, consultants, and DESE required meetings. The plan should include a list of the specific professional development opportunities to be provided. Evidence of continuous professional development associated with the selected curriculum model must be included each year in the plan. Professional development opportunities should reflect the general philosophy of the curriculum model selected from a state-approved list.

10. Teacher assistants must have a CDA, 2-year Associate Degree in Child Care/Education or 60 college hours with a minimum of 3 college credit hours in early childhood, child development, or child/family related courses and experiences working in a program with young children and their families.

11. State regulations require that Licensing, Sanitation and Fire Marshal perform, at a minimum, onsite visits annually. For program accreditation, at a minimum, sites receive an onsite visit every 3 years. A decrease in MPP funding in 2011-2012 resulted in the discontinuation of biannual structured observations involving ECERS and results of program self-assessments conducted in previous years.

12. Process quality was measured in July 2008 as part of a formal evaluation.

13. The formal evaluation was conducted as a requirement of the original legislation.

14. The use of a child assessment instrument remained under review and was in the pilot phase for 2012-2013.

NEBRASKA – Nebraska Early Childhood Education Programs - Ages 3 to 5

1. Some school districts begin or add capacity with the help of competitive grants. Other school districts may start a program without grant funding, and may receive state aid funding for their 4-year-olds after three years of program approval.

2. Most programs operate 3.5 to 4 hours per day, 4 or 5 days per week. Schools are encouraged to partner with Head Start and community providers, but there is no formal agreement at the state level.

3. Kindergarten-age children with verified disabilities may enroll in prekindergarten if the IEP team determines that the child can be served best in preschool. Districts may enroll children under age 3, but the district would have to meet staffing and group size requirements established for younger children. State does not have a minimum age date.

4. While all prekindergarten age-eligible children may be served in a school district early childhood program, regardless of their abilities, disabilities, or the social, linguistic, or economic diversity of the children's families, funds are targeted to children with at least one risk factor. Some districts enroll all age-eligible children while others may use locally determined risk factors in addition to those specified by the state.

5. Children who are receiving services through Head Start or IDEA pay nothing. For other children, school districts set the sliding fee scale to fit with their community.

6. Programs must offer a meal and/or snack that follow CACFP requirements.

7. If a majority of children enrolled use a common language other than spoken English, at least one staff member who uses such language shall be available as an active participant to communicate with such children. If less than a majority of the children speak a language different from the rest, one staff member or a community resource person or parent shall be identified to serve as a resource to the program.

8. Early Learning Guidelines were revised to align with the Nebraska K–12 standards during 2013. The revised standards will be in effect for the 2013-2014 school year.

9. If teachers have endorsements other than those listed, they must take college coursework and make annual progress until they obtain an early childhood endorsement. Regardless of where the classroom is housed, it is considered a public school program.

10. Local sources include local district funds, parent fees, community agencies and resources, and other sources. Funding for the program includes an allocation for the grant program as well as funding in the state aid formula. In the third year of approval by the Nebraska Department of Education, the count of 4-year-olds is put into the formula along with other data. Equalization aid is then calculated for the next year.

11. Educational Service Units may receive grant funds but cannot receive state aid funding.

12. Although a 100 percent match of the state grant funds is required, it does not have to come from a local source. State aid requires that districts used federal and/or local sources to support the early childhood program in addition to state aid.

13. Self-assessments are required for districts that have operated successfully for a number of years. Self-assessments must be done by someone with Environment Rating Scale training. A randomly selected percentage of districts will also receive an assessment by a reliable observer for comparison. Programs less than three years old continue to receive a visit by a reliable observer. Randomly selected programs not visited through one of the other means will receive a site visit as well. However, it is possible that not all sites will receive a visit.

NEVADA – Nevada State Pre-Kindergarten Education Program (PEP)

1. In addition to the 19 school districts that have a program, one community-based program (Great Basin College) also administers a state-funded pre-K program.

2. Children who are age 5 and eligible for kindergarten are not eligible for Nevada State Pre-K unless there are extenuating circumstances.

3. Programs are required to provide services a minimum of 10 hours per week. Local programs determine specific hours and schedule depending on location and track. Most programs operate 4 days per week for 2.5 to 4 hours per day. All state pre-K programs are part-day programs, as determined locally due to limited funding.

4. Specific priorities for enrollment may be determined locally. Other eligibility requirements may include low-income status, English Language Learner, and homelessness.

5. Meals are not required, but all programs provide snack for part-day programs.

6. Program policy rather than state legislation assures that several screening and referral services are required for all children. Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; Translators or bilingual staff are available if children do not speak English.

7. If teachers started with the program prior to 2002, they are grandfathered in. Positions deemed "difficult to fill", may develop a professional development plan that a hired teacher would follow if not currently certified in early education. The Birth–K license has been incorporated into the Birth–Grade 2 certification and is no longer issued. Persons holding Birth–K certification are still eligible to teach in Nevada pre-K programs.

8. Several districts used Title I funds to support their state pre-K classrooms. Title I-only funded classrooms are not required to report the same information as state pre-K classrooms; therefore, not all districts Title I programs are aligned with state pre-K requirements. Additionally, $11,037,998 Title I funds were invested in Title I-only pre-K classrooms that are not currently aligned with state pre-K or included in enrollment numbers.

9. School districts and community organizations are eligible to apply for state pre-K competitive funding.

10. ECERS and ELLCO formal observations are conducted every other year instead of annually as done previously. PPVT and EOWPVT are performed as pre- and post-assessments annually.

11. Based on past annual/longitudinal reports and data collected, in 2012-2013 it was determined that formal program evaluations would be conducted every other year as opposed to annually given the consistency of the past reports and data collected.

12. Per legislation starting in 2013-2014, Nevada State Pre-K is required to complete and submit a longitudinal evaluation report every other year. Previously, the reports were completed every year.

13. Currently, kindergarten assessments are determined on a local basis. However, NV is piloting Teaching Strategies Gold in a few districts statewide as well as participating in the Maryland/Ohio Enhanced Assessment Grant Consortium to determine the best statewide KEA to be used in the future.

NEW JERSEY – New Jersey Former Abbott Preschool Program

1. Primary oversight for the preschool education program is through the state Department of Education's (DOE) Division of Early Childhood Education. The Department of Children and Families oversees licensing of private preschool providers. The Department of Human Services, Division of Family Development oversees the before- and after-school portion of the preschool program. Coordination occurs with the Head Start State Collaboration Office, which is housed in DOE.

2. Thirty-one districts are required to offer the program due to a state Supreme Court decision. The remaining four are required to offer the program after applying to expand their existing program starting in the 2008-2009 school year.

3. There were 25,111 children are in nonpublic sites but administrative responsibility remains with the public school district.

4. All programs must operate for at least 6 hours. Some programs offer extended-day programs with an additional 4 hours of wrap-around care to income-eligible children. The wrap-around program is funded through the Department of Human Services. A formal agreement is established through the Department of Human Services to provide wrap-around care.

5. It is estimated that approximately 13,000 children participate in the wrap-around program although it is difficult to verify. All children receive at least a school-day program.

6. The DOE funds the program for the school calendar year. If the district/provider runs a wrap-around program through DHS, the program would then extend services for the full calendar year. Some districts have also used other surplus/local or Title I funding to provide summer care.

7. Kindergarten-age eligible children with an IEP that requires enrollment in a preschool program may enroll in the program but are funded through special education.

8. The program is offered in the poor, urban districts initially identified by the N.J. Supreme Court in 1990 as having at least 40 percent of children who qualify for free or reduced-price lunch and 5 additional districts designated by the Legislature. All 3- and 4-year-old children within those districts are eligible to participate. Kindergarten age-eligible children with an IEP that requires enrollment in a preschool program may enroll in the program but are funded through special education.

9. Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure that children are still district residents and therefore still eligible for the program.

10. Bilingual classes are generally encouraged. In specific cases, monolingual non-English classes may be permitted as part of a transition into a bilingual model including English, but a bilingual, non-English class (while not prohibited) would not be encouraged.

11. Alignment with Common Core State Standards was completed in 2013.

12. Teachers with a Standard Elementary School Endorsement (Preschool through grade 8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with a district's established documentation requirement. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P–3 certificate: K–5 certificate, out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate. Nursery school (P–K) is no longer granted but still recognized for current holders.

13. In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified in NCLB.

14. Districts receive a per-pupil amount for each projected child depending upon where the child is being served (i.e., district, Head Start, or provider setting). However, if this amount provides less for the district than it received in the 2008-2009 school year, the district's aid amount reverts back to what it was in the 2008-2009 school year.

15. A Kindergarten Entry Assessment (KEA) was piloted for the last 2 years and an RFP was issued to work with an outside entity to roll out the KEA on a statewide basis over the next several years.

NEW JERSEY – New Jersey Former Non-Abbott Early Childhood Program Aid (ECPA)

1. Primary oversight for the preschool education program is through the state Department of Education's (DOE) Division of Early Childhood Education. The Department of Children and Families oversees licensing of private preschool providers. The Department of Human Services, Division of Family Development oversees the before- and after-school portion of the preschool program. Coordination occurs with the Head Start State Collaboration Office, which is housed in DOE.

2. Ninety-four districts are required to offer the program. Only districts where 20 to 40 percent of children qualify for free or reduced-price lunch receive funding through this initiative. All 3- and 4-year-old children within those districts are eligible to participate. However, the program is only open to 3-year-olds once the district has offered full day K to all age-eligible children and either half- or full-day preschool to all 4-year-olds. Two fewer districts provided the program in 2012-2013 due to low populations.

3. Districts may operate either a part- (2.5 hours per day) or school-day (6 hours per day) program. DHS funding may be used in some cases to extend beyond a full-day for income-eligible children. Some school-day children may receive extended-day services, but the number of students is unknown.

4. Kindergarten-age eligible children with an IEP that requires enrollment in a preschool program may enroll in the program but are funded through special education.

5. Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure that children are still district residents and therefore still eligible for the program.

6. Breakfast, lunch, and snack are required for at-risk students in school- and extended-day programs. Although not specified in the Early Childhood Administrative Code, meals provided in school programs have to meet USDA guidelines.

7. Bilingual classes are encouraged. In rare cases, a non-English class may be permitted, but would not happen regularly.

8. Alignment with Common Core State Standards was completed in 2013.

9. Teachers with a Standard Elementary School Endorsement (Preschool through grade 8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with a district's established documentation requirement. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P–3 certificate: K–5 certificate, out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate. Nursery school (P–K) is no longer granted but still recognized for current holders.

10. In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified in NCLB.

11. All state funding is technically run from the state aid formula. However, for the 2012-2013 school year, the former ECPA districts were funded in a manner similar to prior years, which was not according to the funding formula. Districts may, but are not required to, contribute local funding to the operation of the program.

12. Districts are required to do an annual self-assessment and are also required to use a curriculum that includes performance-based assessment measures. However, the results of these assessments are not collected by the state.

13. A Kindergarten Entry Assessment (KEA) was piloted for the last 2 years and an RFP was issued to work with an outside entity to roll out the KEA on a statewide basis over the next several years.

NEW JERSEY – New Jersey Former Early Launch to Learning Initiative (ELLI)

1. Primary oversight for the preschool education program is through the state Department of Education's (DOE) Division of Early Childhood Education. The Department of Children and Families oversees private preschool provider licensing. The Department of Human Services, Division of Family Development oversees the before- and after-school portion of the preschool program. Coordination occurs with the Head Start State Collaboration Office, which is housed in DOE.

1. Nine of the 24 districts also receive funding as former ECPA districts.

- Enrollment figures represent general education students only. These districts also reported serving 134 3-year-olds who are not funded with state dollars and were not included in the total enrollment. This also reflects only the districts that do not receive funding through the former ECPA program, so as not to double count any students.

4. Children who receive special education services must be included in classrooms with the above counted children; however, those special education children are funded separately and are not included in the reported count.

5. Some programs are part-day, some programs are school-day, and some programs offer a combination of both. Some programs participate in DHS's wraparound programs for before- and after-care.

6. Kindergarten-age eligible children with an IEP that requires enrollment in a preschool program may enroll in the program but are funded through special education.

7. In addition to children needing to qualify for free and reduced-price lunch and being a resident of the district, districts may allow for other students in unusual circumstances to be eligible for the program.

8. A district may make a case for establishing eligibility based on extenuating circumstances when submitting its annual plan.

9. Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure that children are still district residents and therefore still eligible for the program.

10. Breakfast, lunch, and snack are required for at-risk students in school- and extended-day programs. Although not specified in the Early Childhood Administrative Code, meals provided in school programs have to meet USDA guidelines. Provision of meals is not addressed for part-day programs.

11. Bilingual classes are encouraged. Non-English classes aren't prohibited, but are not encouraged and would only be approved in special cases.

12. Alignment with Common Core State Standards was completed in 2013.

13. Teachers with a Standard Elementary School Endorsement (Preschool through grade 8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with a district's established documentation requirement. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P–3 certificate: K–5 certificate, out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate. Nursery school (P–K) is no longer granted but still recognized for current holders.

14. In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified in NCLB.

15. All state funding is technically run from the state aid formula. However, for the 2012-2013 school year, funding for these districts was kept the same as in prior years, which was not according to the funding formula.

16. Districts must use local funds or charge tuition to serve regular income general education students and must also use special education funding to serve children with IEPs

17. Districts are required to do an annual self-assessment and are also required to use a curriculum that includes performance-based assessment measures. However, the results of these assessments are not collected by the state.

18. A Kindergarten Entry Assessment (KEA) was piloted for the last 2 years and an RFP was issued to work with an outside entity to roll out the KEA on a statewide basis over the next several years.

NEW MEXICO – New Mexico PreK

1. An increase in the appropriation for New Mexico PreK resulted in 10 new districts offering the program

2. In 2011, the eligibility criteria were changed for programs in communities with public elementary schools that are designated as Title I schools. At least sixty-six percent of children attending the program must live within an attendance zone of a Title I elementary school

3. The state funds 450 instructional hours per school year. Hours per day vary by program. The most common schedule is 5 days per week. Some private or non-profit facilities use partial day Child Care Subsidy for wrap-around care to assist parents who qualify or offer reduced rates for private pay. PreK programs in public schools can extend the day using operational funds or Title I funds. CYFD offered a pilot 450-hour, extended-day summer program for 56 children at one site.

4. The Department of Children, Youth and Families may allow a kindergarten-eligible child to attend PreK if the child has a developmental delay and the IEP recommends a PreK placement. This is handled on a case-by-case basis and requires permission from the state agency.

5. All age-eligible children in locations offering the program are eligible. Funding priority is given to all age-eligible children who will attend Title I schools. At least 66 percent of children attending the program must live within an attendance zone of a Title I elementary school.

6. Individual physician protocols may vary to include psychosocial/behavioral or other screening. Some programs choose to administer a psychosocial/behavioral screening.

7. In the absence of state legislation or policy regarding provisions for ELL families in PreK programs, the New Mexico Department of Education and the New Mexico PreK Program Standards provide guidance on effective practices and program requirements to all programs receiving state pre-K funding. Funding is used to support monolingual Spanish and dual-language classrooms with information submitted in the program's application to state agencies.

8. Lead teachers in public school programs must have a bachelor's degree and licensure in early childhood education. Teachers who have an elementary education or special education license are required to take a minimum of 6 credit hours of ECE coursework annually. Teachers in non-public school settings should but are not required to have a bachelor's degree and are required to take at least 6 credit hours annually and have a professional development plan to complete the degree in ECE.

9. Programs are permitted to hire an assistant teacher without the AA with an approved professional development plan to achieve the requirement and who take at least six college credit hours each year toward the requirement.

10. The funding formula is not determined in statute. In previous years the part-day funding formula used was half the unit value applied for kindergarten students, which is 1.44 times the per-pupil allocation or unit value. In 2012-2013 the funding amount was rounded to $3000 per child, increased from $2898 per child in 2011-2012.

11. Charter schools receive funding from the Public Education Department; municipalities and universities are funded by the Department of Children, Youth, and Families

12. This PreK initiative has been evaluated in the past; a four-year study of child outcomes and classroom observation was started in 2008-2009 but discontinued due to funding.

13. The Public Education Department require schools with full-day kindergarten programs to conduct age-appropriate assessments to determine the placement of students at instructional level and the effectiveness of child-centered, developmentally appropriate kindergarten. There is not a specific kindergarten assessment required by the Public Education Department. Most districts use DIBELS Next to assess early literacy. Various other assessments are used.

NEW YORK – New York Universal Prekindergarten (UPK)

1. One additional district provided the program in the 2012-2013 year after appealing to their legislator to reestablish their grant allocation.

2. Three-year-olds can participate in UPK only if a district had received funding for a 3-year-old program from TPK in the 2007-2008 program year. In the 2012-2013 school year, three districts were able to offer the program to 215 3-year-olds.

3. The UPK funding is for a minimum of 2.5 hours, but many programs opt to run a school-day or extended-day program using local funds or other funding sources Programs must operate 5 days per week for a minimum of 180 days per year.

4. There is a very small population of 3-year-olds in the UPK program as per legislated restrictions for most communities. A classroom composed entirely of 3-year-olds would have a 1:8 adult to child ratio.

5. Programs that are 3 hours or fewer provide snack. Programs that are more than 3 hours provide a meal and a snack

6. A full physical exam includes a medical history, Tanner scale, scoliosis, and asthma and hypertension screenings. The state also requires a social and emotional assessment as part of initial screening, progress monitoring, and outcomes assessment for UPK students.

7. Teachers must have a bilingual certification extension when instruction is provided to students with limited English proficiency.

8. New York Prekindergarten Learning State Standards took effect in January 2011 upon adoption by the State Board of Regents. The New York State Board of Regents also adopted the aligned Common Core Standards for Prekindergarten Math and English Language Arts at the same time.

9. Lead teachers in public school settings are required to have a BA if hired prior to 1978 and an MA if hired after 1978, and lead teachers in nonpublic settings hired prior to 2004 are required to have an AA or CDA. Since 2004, programs in nonpublic settings have been required to meet the same certification requirements as those in public settings. A legislative amendment allowed certain community-based organizations to be exempt from this requirement until at least 2013 These teachers must also have a plan to become certified within five years or by 2013. Effective July 1, 2010, all newly hired teachers in nonpublic settings must have a bachelor's degree in early childhood education or a related field and also have a written plan to earn a New York State (NYS) teaching license or certificate valid for services in the early childhood grades within five years. Nonpublic programs lacking licensed/certified lead teachers must employ an on-site education director possessing a NYS teaching license or certificate in early childhood or childhood grades.

10. There were 2,188 lead teachers meeting teacher licensure requirements in public school settings, all with MA degrees. In nonpublic settings, 3,423 lead teachers met UPK qualifications, including 1,944 with MA; 1,402 with BA and a 5-year plan to attain teacher licensure; and 77 teachers with AA and a 5-year plan to attain teacher licensure.

11. Level I Teaching Assistant Certificate, the entry level certificate for teacher assistants, permits the holder to provide direct instruction to students under the general supervision of a certified teacher. Assistant teachers in nonpublic settings are required to have a HSD or meet standards of the licensing or registering agency. Some nonpublic school settings require a temporary license, continuing certificate, which permits the continued employment of an individual who has completed one year of experience under a temporary license and who has six semester hours of study in education.

12. The state aid formula takes into account several factors, including: foundation cost (the cost of providing the average student with an education that meets state learning standards); pupil need (the proportion of pupils eligible for free and reduced-price lunch); regional cost index; and expected local contribution.

13. Libraries and museums are allowed to contract if they can meet all the requirements of the regulations.

14. In 2011-2012, approximately 400 community-based programs and providers in target communities were identified to participate in the 2012-2013 implementation of QUALITYStarsNY. Official public school recruitment began in September 2012. Approximately 120 UPK programs participated in 2012-2013.

15. Visits by state personnel are conducted through Coordinated Monitoring with Title I and also based on criteria established by the Office of Early Learning, such as districts with elementary schools on the Persistently Low Achieving Schools list. Periodic site visits are not assured for each program. All programs are required to submit to SED an annual application and a final report.

16. QUALITYStarsNY has improvement specialists delegated to providing professional development. SED receives, minimally, quarterly reports on implementation status.

17. An assessment of the UPK program must be conducted to determine the extent that goals and objectives have been met. School districts may select a valid and reliable instrument that assesses, at a minimum, language and literacy skills, cognitive skills, and social skills. SDE does not maintain a list of approved assessments.

18. Children's learning and development are assessed upon entry to kindergarten and throughout the year. Assessments are locally determined provided they meet standards of validity and reliability.

NORTH CAROLINA – North Carolina Pre-Kindergarten

1. The Division of Child Development and Early Education (DCDEE) contracts with one entity per county/region to facilitate the implementation of the program locally. Typically, that entity is the local education agency, the local Smart Start Partnership for Children, or other agency such as Head Start. They, in turn, subcontract with providers, including public schools, licensed child care centers, and Head Start programs, creating a diverse delivery system.

2. Wraparound services are determined locally. A few programs based in public schools may operate on a year-round calendar but funding is limited to 10 months of services.

3. State statute allows for a child's early entry into kindergarten using state-established guidelines and based on information submitted by the child's parent or guardian that the child is gifted and has the maturity to justify admission to school.

4. Twenty percent of a county's NC Pre-K slots allocation may be used to serve children above 75 percent of SMI if they have another designated risk factor.

5. The Division of Child Development and Early Education (DCDEE) has developed a plan to better serve English Language Learners, with additional efforts made at the local level to accommodate ELLs and to comply with Title VI laws. NC BK Licensed teachers receive formal, needs-based mentoring/coaching support linked to child assessment and teacher evaluation to improve instructional practices for children served.

6. Initial home visits have always been required for the former Morning Four Pre-K and then NC Pre-K when it was transitioned to the NCDHHS/DCDEE, July 2011. Family/parental involvement, conferences are a part of the initial screening process for Pre-K as well as the required formative assessment process, and family involvement. Other resource agencies, schools and Head Start may conduct home visits as a condition of the funding these programs receive, but the NC Pre-K requirement is for locally funded private and public programs to conduct home visits for enrolled children and their families.

7. The revised document describes children's development and learning from birth through age five. A separate section addresses Dual Language Learners.

8. All lead teachers in NC Pre-K classrooms are required to hold a BA in ECE degree or a related field as well as a North Carolina Birth-through-Kindergarten or Preschool add-on license. Teachers in public or nonpublic settings may begin an NC Pre-K classroom with a minimum of a BA/BS in child development, early education or related field, and work to attain an NC BK or Preschool License within three years. Teachers holding an NC BK Standard Professional I or II license are formally mentored and required to receive formative and summative evaluations annually and according to the licensure cycle. The AA degree in ECE/CD is permitted only as the minimum education/degree requirement only for a long-term substitute teacher (up to 16 weeks). The Intervention Specialists for P-12 in Vision or Hearing Impaired would be accepted if teacher had an endorsement related to early childhood or a Birth-through Kindergarten license. Exceptions may be made in rural counties with limited personnel to allow a lead teacher to enter with less than the minimum and work towards the requirement.

9. NC BK Licensed teachers in public and nonpublic schools will participate in professional development in accordance with the State Board of Education policy, 7.5 CEUs (75 contact hours) per 5-year licensure cycle for teachers holding an NC BK SP II license. Teachers working toward the NC BK SP II licensure requirements will participate in a minimum of six documented semester hours per year, prescribed by a Plan of Study, a professional development plan, and the Beginning Teacher Support Program (mentoring/performance evaluation). Teacher assistants working toward education requirements will participate in a minimum of six documented semester hours per year.

10. Assistant teachers in public schools must meet requirements specified by NCLB. NC Pre-K generally requires assistant teachers who meet NCLB requirements but do not hold a CDA to have six semester hours of ECE coursework or two years experience in an early childhood classroom. An AA in ECE is highly encouraged for assistant teachers.

11. There is a required contribution of local resources to support the full cost of providing high-quality prekindergarten, but no specified percentage is required.

12. Additional information is collected about the level and number of mentoring visits and formal evaluation of NC BK licensed teachers; number of teachers who have moved through the NC BK licensure process, from lateral entry to an initial BK license, to the BK Standard Professional II license; Number of teachers, directors, mentors and evaluators who have completed required mentor and evaluator training to prepare for NC educator licensure services; Teacher performance data: developing, proficient, accomplished or distinguished ratings required annually and by BK licensure type.

13. Every site receives at least one on-site monitoring annually by the local contracting agency, which is monitored by the state. Any agency that receives desk-top monitoring by the state will receive an on-site visit in a future year. ECERS-R evaluations are conducted as part of the rated license system. Teacher evaluations are conducted based on the level and type of BK license held by the teacher.

14. NC Educator Effectiveness System (Teacher Evaluation) requires teachers, mentors and evaluators, administrators use information gathered through self assessment (teachers and mentors self assess), and formal observations (formative and summative evaluation process) to develop individual annual professional development plans framed by the NC Professional Teaching Standards and NC Birth-through-Kindergarten Education Preparation Standards.

OHIO – Ohio Early Childhood Education (ECE)

1. Since the 2006-2007 school year, new ECE grants have been awarded based upon a poverty index.

2. In the 2012-2013 school year, Ohio funded 5,700 children with a per-child allocation of $4,000. Programs could also choose to enroll additional children by charging tuition or using local or Title I funds, but exact funding amounts are unknown. Total enrollment in the ECE program, including children funded entirely by non-state sources, was 9,144. Enrollment breakdowns are estimated figures based on funded enrollment of 5,700 children only and not the total enrollment. Although legislation says that children should not be age-eligible for kindergarten (age 5) when in pre-K, there are two locally determined school entrance dates (August 1 or September 30) in Ohio, so 5-year-olds may enroll in the program if they turn 5 after August 1 but before September 30, depending on the district of residence.

3. State funding is for a part-day program which specifies 12.5 hours per week. Districts may elect to use other funding sources to extend the day to a school- or extended-day program. On average, programs operate 4 days per week due to transportation issues, but they are required to provide home visits, parent conferences, parent education, professional development, or link families to social services on the fifth day. Data on enrollment by schedule is not available.

4. Family income is the determining factor for this program. The program is free for families up to 100 percent FPL. Families between 101 and 200 percent FPL may pay a fee based on the district's sliding fee scale. Districts may offer services to children over 200 percent FPL, but those families pay full tuition.

5. Programs are required to provide breakfast, lunch, or snack depending on hours of attendance.

6. All programs must have 50 percent AA and 50 percent BA or higher in ECE.

7. Although the amounts are unknown, Title I and local sources may be used by districts to fund the additional 3,444 children who are receiving services through ECE but are not funded through the state.

8. Starting with the district with the highest poverty rate, the Ohio Department of Education funded awards of up to two classrooms per district until all dollars were allocated.

9. Participation in a state quality rating system is legislatively required beginning with the 2013-2014 school year.

10. External evaluations of quality of literacy environment of this program using ELLCO completed. State reviews child outcomes and performance of children in ECE on the KRAL

11. Districts are required to also use a curriculum-embedded performance measure, but the instrument is determined locally.

12. At this time, the state is not using the pre-K assessment data as part of teacher evaluations, but districts are required to measure student growth for teacher evaluation purposes. The state anticipates districts will attempt to use these tools for this purpose, so the state is planning to provide guidance.

13. Ohio has Race to the Top funding and Race to the Top-Early Learning Challenge grant funding to expand KRAL to address all domains of school readiness. This expansion is currently under revision with plans for statewide implementation in the 2014-2015 school year. Ohio is collaborating with Maryland to develop this and a new pre-K-through-kindergarten formative assessment, covering ages 36 to 72 months. It will be piloted in the 2012-2013 and 2013-2014 school years prior to statewide implementation.

OKLAHOMA – Oklahoma Early Childhood Four-Year-Old Program

1. State funding is not available for the 2,017 typically developing 3-year-olds in the prekindergarten program unless they have an IEP. State funding may have been available for 1,535 of these children. Additionally, Oklahoma has a pilot early childhood program for at-risk children from birth through age 3 that served 2,031 children in center-based programs, and 322 children in home visiting programs in the 2012-2013 school year.

2. Even in collaboration programs, all students are considered public school enrollees and are matched with a site (elementary school). They receive the same services as onsite public school students.

3. Programs have the option of operating a part-day or a school-day program or a combination of both within each district. Most school districts operate 5 days per week. Programs must be offered at least 175 days per year or 1,080 hours per school year. Districts can choose to offer a longer day but will not receive additional state funding through the state aid formula. Collaboration with other agencies and programs to provide extended-day services occurs but is not mandated at the state level.

4. Children who are age 5 may attend the prekindergarten program, and 4-year-olds or 6-year-olds may attend kindergarten. However, the funding that a district receives relates to the child's age. Promotion and retention are local district decisions.

5. At least one meal is provided through the federal Child Nutrition Program. The federal government does not provide snacks for 4-year-olds in public schools during regular class time, so snacks are determined locally.

6. Shot records are required. The rest is all determined locally. Vision and Hearing Screening is required in Kindergarten, First grade, and Third grade. If a Pre-K is in collaboration with Head Start, they must meet Head Start requirements.

7. Other support services include mental health services (counselor), health services (school nurse), and all other typical public school program services, such as early intervention, transition programs, and literacy coaches.

8. Alignment is in process to Oklahoma Academic Standards; under that umbrella are Math and ELA CCSS.

9. The state also has an EC3 certificate for individuals teaching infants, toddlers, and 3-year-olds. Teachers with this certification cannot teach in a classroom of 4-year-olds. Additionally, a paraprofessional may become certified in Early Childhood to teach in a pre-K classroom if he/she has a bachelor's degree, has one year experience as a teaching assistant in a public school in the area for which a teaching license is pursued, passes the Oklahoma General Education Test (OGET), passes a subject area test in early childhood, and passes the Oklahoma Professional Teachers Examination (OPTE).

10. Teacher Assistants are only required to hold a high school diploma or GED diploma and pass the FBI criminal history check. However, if the teacher assistant is employed in a Title I school, they must be highly qualified using one of the following methods: 1. Hold an associate's degree or higher. 2. Have completed at least two years or 48 credit hours of study at an institution of higher education. 3. Passed the OGET (Oklahoma General Education Test) 4. Passed the ETS (Education Testing Service) ParaPro Assessment Test or the WorkKeys Assessment. About 67 percent of school sites are Title 1.

11. The annual accreditation report is collected in October and the other two audits by the Regional Accreditation Office are made at the end of the first nine weeks of school and the end of the school year.

12. Uses of child-level assessments are determined locally but it is state policy for them not to be used for high-stakes testing. Common applications include to: identify needs that will guide teacher training or professional development, track child and program level outcomes over time, and provide a measure of kindergarten readiness.

13. It is a district decision which comprehensive assessment to use. For the required Reading Sufficiency Act, districts must choose one of thirteen approved assessments for reading: Airsweb, The Children's progress Academic Assessment, DIBELs Next, DRA2+, easyCBM, Group Reading Assessment and Diagnostic Evaluation (GRADE), iReady Diagnostics, Literacy First, Measures of Academic Progress, Measures of Academic Progress for Primary Grades, mCLASS DIBELs Next, Star Early Learning Enterprise, Woodcock Reading Mastery tests, Third Edition III.

OREGON – Oregon Head Start Prekindergarten

1. Total enrollment figure includes 109 blended slots supported by both state and federal funds. An additional 109 children served through home-based models were not included in the total enrollment.

2. Some children participated in both models. Figures do not include programs housed in public universities or community colleges.

3. Programs must offer at least 3.5 hours per day for a minimum of 32 weeks per year, plus required home visits at 1.5 hours each. Minimum required contact time is determined by the classroom hours combined with home visit hours offered. School- and extended-day programs (more than 6 hours) are supported with other funding. Most programs operate 3.5 to 4 hours per day for a school year using state funding. Numbers collected by the state do not fully align with NIEER definitions for part-, school-, and extended-day programs.

4. State law for pre-K allows serving children ages 3 to school entry (age 5 by Sept. 1). School districts must follow state law or local school board can develop a policy for early kindergarten entrance.

5. State pre-K children must meet the federal Head Start income guidelines. After priority is given to families whose income is at 100 percent FPL or below, then up to 35 percent of children can be enrolled whose family income is between 100 percent FPL and 130 percent FPL. If grantee has both state pre-K and federal Head Start funds, 90 percent must meet the income requirements. If grantee has only state pre-K funding, 80 percent must meeting the income requirement. A minimum of 10 percent of total enrollment must include children with disabilities. Locally determined risk factors determine priority for services.

6. Programs are required to offer meals and snack that provide one-third of the child's daily nutritional needs. Morning class provides breakfast and lunch; afternoon class provides lunch and snack.

7. All programs follow Head Start Performance Standards, which require a doctor's note confirming up-to-date, age-appropriate prevention and health care, including medical, dental, and mental health. Programs that receive state funding are required to follow Oregon's "Interventions Considered and Recommended for the Periodic Health Examination," which guides requirements for a full physical exam. Nutrition assessments are required for all families.

8. Programs are required to develop procedures for identifying children who are limited English proficient, ensure that children make progress towards acquiring English through culturally and linguistically appropriate instructional services, and inform parents of such children about instructional services used. If 50 percent or more of children speak a language other than English, programs must ensure that all non-English speaking children are provided language support as needed.

9. Oregon has adopted the national Common Core State Standards for K–12. Alignment with the Head Start Child Development Early Learning Framework adopted in 2012 is in progress.

10. In public schools, lead teachers must have a teaching license, a BA, and 15 ECE credits. Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50 percent must have at least a BA. By September 30, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. In individual situations, some staff may be permitted to teach by waiver as permitted by the Office of Head Start.

11. Oregon Head Start Pre-K programs are funded on a biennial basis with state general fund dollars. The amount reported for 2012-2013 is approximately half of the biennial amount. Local grantees access the following federal funds as needed and available in addition to state general funds: CCDF, IDEA, USDA Child and Adult Food Program, and Title I. The amount of federal funds is unknown.

12. Faith-based programs free of religious content are eligible to receive funding.

13. Programs are required to use a research-based developmental assessment that is determined by local grantees. Most programs use Teaching Strategies GOLD. As of July 2012, the Oregon Department of Education requires all State Head Start Pre-K programs to use Teaching Strategies GOLD as their developmental assessment tool. The use of this tool will be phased in for grantees that are not currently using it. A five-level TQRIS is currently under development.

14. As of July 2012, the Oregon Department of Education requires all State Head Start Pre-K programs to use Teaching Strategies GOLD as their developmental assessment tool. The use of this tool will be phased in for grantees that are not currently using it. A five-level TQRIS is currently under development.

15. Oregon's Kindergarten Assessment was approved and adopted during the July 2012 meeting of the Early Learning Council. A composite approach was selected that includes the following tools: Child Behavior Rating Scale (CBRS) for Approaches to Learning; Easy CBM for Language, Literacy and Math. The assessment was piloted in public schools during the 2012-2013 school year, and required in the 2013-2014 school year.

PENNSYLVANIA – Education Accountability Block Grant (EABG)

1. The Office of Child Development and Early Learning supports local districts using EABG funds for preschool programming.

2. Prekindergarten is one option for spending resources that districts receive as part of EABG allocation.

3. This is a school-district administered program resource for pre-K. Although all students are funded through school districts, some of these district-sponsored programs may be in a partnership with Head Start or child care where the other agency is the lead.

4. Most programs operate either 2.5 or 5 hours per day, 5 days per week, for a minimum of 180 days per year (programs operate 450 hours for a half day or 900 hours for a full day).

5. Pennsylvania considers the minimum age eligibility for pre-K as two years prior to kindergarten age. Districts determine the eligibility requirements. Children in EABG pre-K programs may not be age-eligible for kindergarten. Although the eligibility date is determined locally, Pennsylvania recommends that districts use September 1 as the entry date. Approximately 80 percent use this entry date. The recommended cut-off for kindergarten is 5 years old by September 1, but this is determined locally.

6. Districts determine their own prioritization for services and eligibility requirements.

7. Revised Early Learning Standards that include PA Core standards are anticipated to be released July 1, 2014, with expected program implementation by July 1, 2015

8. For nonpublic school settings contracted by an LEA prior to September 2006, teachers had until September 2012 to become ECE-certified. If contracts were initiated after September 2006, teachers have five years to become ECE certified. As of January 2012, only PK–4 will be issued for certification, though N-3 certifications are still valid.

9. The program has traditionally required 180 clock hours of professional development every 5 years. However, Act 24 issued a 2-year moratorium of this professional development requirement beginning in 2011.

10. Beginning in the 2009-2010 school year, assistant teachers must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.

11. Seventy-five percent of allocated funding is for students who have not achieved state-test proficiency on the Pennsylvania System of School Assessment, and 25 percent of all allocated funding is for students who have achieved proficiency.

12. There was no formalized monitoring of this program during the 2012-2013 school year. The use of EABG funds are monitored through Annual Financial Reports and are audited by the Bureau of School Audits. The Office of Child Development and Early Learning support local districts using EABG funds for preschool programming.

13. A pilot for Kindergarten Readiness Inventory at kindergarten entry was rolled out for 2012-2013 in some classrooms and continued in 2013-2014, focused on data collection and training, as part of Pennsylvania's Race to the Top grant.

PENNSYLVANIA – Pennsylvania Head Start Supplemental Assistance Program (HSSAP)

1. For the 2012-2013 school year, funds were awarded through a re-procurement process. Programs applying for funding were evaluated using a scoring rubric. Grants are awarded on a 5-year cycle.

2. Breakdown by age is not available. By program requirements, children cannot be under age 3 or eligible for kindergarten.

3. Programs must operate according to federal Head Start Performance Standards, which require a minimum of 3.5 hours per day, 4 days per week. Full day for HSSAP is considered more than 5.5 hours per day. Center-based programs can operate 4 or 5 days per week; home-based programs offer home visits once per week with socialization days. Most programs operate between 128 to 180 days a year with a few offering full-year services of approximately 240 days per year.

4. Collaboration with other agencies and programs is required per program regulation, but implementation is locally determined.

5. Age eligibility follows federal Head Start eligibility requirements. Most children who are age-eligible for kindergarten will not be eligible for HSSAP. The recommended age cut-off is 5 by September 1, but this is determined locally. If a child with special needs remains in the pre-K program when they are age-eligible for K, they are not funded by HSSAP, but instead by other resources.

6. State pre-K children must meet the federal Head Start income guidelines. Effective as of December 2007, 35 percent of the enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL. In addition to income requirements, individual Head Start agencies determine eligibility requirements based on their community assessments and give priority based on multiple risk factors.

7. The maximum class size is 20 children, regardless of age. A smaller class size of 17 is recommended. A ratio of 2:17 is recommended.

8. Revised Early Learning Standards that include PA Core standards are anticipated to be released July 1, 2014, with expected program implementation by July 1, 2015

9. Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50 percent must have at least a BA. By September 30, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. If teachers are employed by a school district, ECE certification is required.

10. ACT 24 moratorium restricted collection of quarterly narratives for the 2011-2012 and 2012-2013 school years. It is anticipated that these narratives will be required annually after the end of the two-year moratorium.

11. Programs may choose the assessment they use from a list of approved assessment tools which align to Pennsylvania's Early Learning Outcomes Reporting Frameworks. For the 2012-2013 school year, the following PK tools were approved: Pearson WSS, Teaching Strategies GOLD, Curriculum Associates Brigance, High Reach GRO

12. A state-developed kindergarten entry inventory has been piloted and will available for voluntary use in 2014.

PENNSYLVANIA – Pennsylvania Kindergarten for Four-Year-Olds (K4) and School Based Pre-K (SBPK)

1. The Office of Child Development and Early Learning (OCDEL) provides regulations and policy. Daily operations of the K4 program are conducted by school districts

2. K4 programs follow kindergarten requirements, so there are no class size limits, but most programs have 20 children and a 1:10 staff-child ratio. SBPK follows the school board regulations for pre-K that require a maximum class size of 20 and staff-child ratio of 1:10. SBPK programs determine locally whether to enroll 3-year-olds or limit enrollment only to 4-year-olds.

3. Provisions for English Language Learner supports are in place at the school district level.

4. Revised Early Learning Standards that include PA Core standards are anticipated to be released July 1, 2014, with expected program implementation by July 1, 2015.

5. The program has traditionally required 180 clock hours of professional development every 5 years. However, a 2-year moratorium of this professional development requirement was issued beginning 2011.

6. As of the 2009-2010 school year, assistant teachers in SBPK must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.

7. Estimated State Expenditures are based on the proportion of Pre-K/K4 students and Pre-K–12 students and Basic Education Expenditures.

PENNSYLVANIA – Pennsylvania Pre-K Counts (PKC)

1. For the 2012-2013 school year, funds were awarded solely as continuation grants. No new grants were opened or awarded.

2. Enrollment figures are accurate as of May 2013.

3. Programs must operate at least 180 days per year, though days can be "stretched" across the full calendar year rather than used in the traditional 9-month school calendar. This is a local decision. Partnerships to extend the program day are encouraged but no formal partnership agreement at the state level exists.

4. Children must be at least 3 years old and no more than 5 years old by the beginning of the program year. Children who are kindergarten age-eligible are not eligible for Pre-K Counts. The recommended kindergarten age cutoff is 5 by September 1, but this is locally determined. Children whose IEPs recommend an additional third year of pre-K may continue in the Pre-K Counts program, but they may not be funded through Pre-K Counts. Children who are not age-eligible for enrollment in Pre-K Counts may be enrolled if funding is provided by a non-state source. Districts may determine whether a child may enter kindergarten prior to the eligibility date on an individual basis.

5. Families must demonstrate income eligibility. The recommended priority is at or below 250 percent FPL, though families can enroll at or below 300 percent FPL.

6. A class size of 17 students is recommended. The recommended staff-child ratio is 2.17; if the 1:10 ratio is used, other qualified staff must be present on site in case of emergency.

7. Immunizations and developmental screening are program requirements; however, method for referral is determined locally.

8. Support services are required via guidance, not law or regulation, and they are monitored. Parent conferences are recommended but not required.

9. Revised Early Learning Standards that include PA Core standards are anticipated to be released July 1, 2014, with expected program implementation by July 1, 2015.

10. By December 2011, lead teachers in all settings had to have a BA and ECE certification. The N–3 certification will no longer be issued, though teachers who currently have it will still be able to work in the program. Teachers who do not meet this requirement are considered not in compliance, which can lower the program's score on the Program Review Instrument and affect future funding.

11. Assistant teachers must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction. A minimum of a CDA is required to demonstrate the knowledge of the ability to assist in instruction.

12. Child care agencies must participate in Pennsylvania's tiered quality improvement rating system at either of the top two levels (STARS 3 or 4).

13. A state-developed kindergarten entry inventory has been piloted and will available for voluntary use in 2014.

RHODE ISLAND – Rhode Island Pre-Kindergarten Program

1. There is no formal partnership at the state level, but individual grantees are required to make extended day services available either by providing such services directly or partnering with another agency which offers such services.

2. Districts have the option to adopt policies that allow for early entry to kindergarten only based on the determination that a child is developmentally ready for kindergarten.

3. All age-eligible children in districts offering the program may enroll. Children must reside in the district, town, or community in which the program is offered.

4. The early learning standards also address: Literacy, Mathematics, Science, Social Studies, and Creative Arts.

5. The Rhode Island Education Aid Foundation Formula approved in 2010 takes a phased-in approach to expanding access to high-quality Pre-K, starting with communities that have a high proportion of children eligible for free and reduced price lunch. The phased-in approach, investing 10 million dollars over 10 years, will ensure that Pre-K expansion creates high-quality learning programs, improves access for the students who need it the most, and assures a smooth transition between early childhood and K-12.

6. There is a new requirement for monitoring. BrightStars, Rhode Island's quality rating and improvement system, recognizes and supports quality in child care and early learning programs. Child care and afterschool programs voluntarily join to be rated by BrightStars and are assessed in the following areas: Health, Safety, and Nutrition, Enrollment and Staffing, Staff Qualifications and Ongoing Professional Development, Administration, Early Learning and Development, and Family Engagement. Programs must demonstrate that they meet all the required standards at a particular star level (1–5) in order to receive the corresponding star rating.

SOUTH CAROLINA – South Carolina Half-Day Child Development Program (4K)

1. The program is required for one school in each district. Those districts not participating in CDEPP are required to offer at least one 1/2 day class for 4K students.

2. Children receive special education services through the 4K and CDEPP programs, but the state cannot determine exactly how many children receive special education services in each program.

3. Districts are required to have at least one part-day program. Some districts offer school-day programs but they are locally funded.

4. Health screenings and referrals are and always have been determined locally. Most districts offer health screenings even though this is not required in the State Board of Education regulations.

5. Assistants are required to take one course ECD101, in both public and private settings.

6. Fiscal Year 2012 spending levels are not available at this time. The amount reported represents appropriated dollars. $

7. The formula is based on the number of kindergarten students who are reported as eligible for free or reduced-price lunch.

8. Reductions in staff at the state level did not allow for program review.

9. Kindergarten programs are not required to assess children's learning and development. There is pending legislation to require 5K entry assessment in 2014-2015.

SOUTH CAROLINA – South Carolina Child Development Education Pilot Program (CDEPP)

1. The South Carolina Department of Education provides oversight for public providers and the South Carolina First Steps to School Readiness oversees private providers.

2. Those districts involved in a funding lawsuit are required to offer CDEPP.

3. Enrollment includes 583 children served through First Steps in private/community settings. Enrollment figures are as of the 135th day of school, spring 2013.

4. Children receive special education services through the 4K and CDEPP programs, but the state cannot determine exactly how many children receive special education services in each program.

5. There are exceptions for kindergarten-age eligible children with disabilities in limited instances to enroll in pre-K.

6. Income eligibility for Medicaid and/or free or reduced-price lunch are the primary criteria for eligibility. If classes are not full, developmental delay can be considered.

7. Lead teachers in nonpublic settings must have at least a two-year degree in early childhood education or a related field and must be enrolled in and demonstrating progress toward completing a teacher education program within four years. A large percentage of lead teachers in nonpublic settings have a BA or higher.

8. Assistant teachers are required to complete the early childhood development credential within 12 months of hire. Districts may request waivers to the assistant teacher specialization requirement if assistant teachers have been working in early childhood for a number of years. ...

9. State spending from the general fund is the appropriated amount rather than actual spending.

10. For the 2012-2013 school year, there was not adequate staff at the state level to allow for program review. Limited number of site visits. Legislation for 2013-2014, funded an outside evaluation and 2 more staff at state level.

11. Legislation has been passed to evaluate programs for 2013-2014 school year.

12. Dial 3 or Dial 4 is used as a screening tool. CDEPP Sites are required to select an assessment from the following list: WWS, GOLD, HighScope's COR, Galileo Pre-K online assessment, Learning Accomplishment Profile, (LAP).

TENNESSEE – Tennessee Voluntary Pre-K (VPK)

1. In January 2013, the Tennessee Department of Education restructured the Division of Special Populations. The Voluntary Pre-K program was moved under the Division of Curriculum and Instruction, Department of Content and Resources Pre-K–12. The Office of Early Learning is no longer a formal functioning entity.

2. Enrollment figures for the 2012-2013 school year were unavailable. Figures reported are based on 2011-2012 enrollment.

3. Children with IEPs are considered for enrollment in the VPK program after ensuring all income-eligible students are enrolled as a priority. All special education students are enrolled in VPK and participate 5 days a week, 5.5 hours a day. All 3-year-olds with IEPs are enrolled in PILOT VPK classes, which are allowed to serve both 3- and 4-year-old students. Five-year-olds can enroll if their IEPs indicate the pre-K setting is the most appropriate program to meet IEP goals.

4. Enrollment figures for 2012 - 2013 are unavailable, reported figures used for analysis based on 2011 - 2012 data. All classrooms are funded through the LEA and are the responsibility of the LEA to ensure each classroom meets the requirements of the program regardless of location.

5. Naptime cannot be counted in the 5.5 hour minimum.

6. Pilot pre-K programs may also serve children who are 3 years old by September 30. Five-year-olds may participate if they have an IEP which identifies placement in a pre-K setting as the most appropriate program to meet the goals set out in the IEP. Request for enrollment is made to the Department of Education for approval before the child is enrolled in VPK program.

7. Tennessee has a three-tier eligibility system. Tier 1 includes children whose income would qualify them for free or reduced-price lunch as well as children who are homeless or in foster care. The second tier includes students with an IEP, a history of abuse or neglect, or who are English Language Learners. The third tier includes locally determined factors, which include (among other possibilities) parents with low education levels, parental substance abuse, risk that child will not be ready for kindergarten, teen parent, low birth weight or other health risk, or a parent on active military duty.

8. In mixed-age groups, a maximum of eight 3-year-olds can be in the class with 12 4-year-olds. If there are nine or more 3-year-olds, the classroom capacity is 16 students.

9. The state regulates ELL services for K–12 students, but because pre-K is not mandatory, LEAs are not required to provide ELL services. However, all programs include pre-K children in ELL screening and do provide some level of service as appropriate. Although no policy requires services for pre-K, there are opportunities for professional development afforded to pre-K teachers, information is presented to families in primary language, and translators are made available when needed.

10. The newly revised standards are aligned with the Kindergarten Common Core State Standards in both Math and English Language Arts. Other developmental and content areas align with state standards for kindergarten.

11. The transitional license is for teachers with a BA but no license. Waivers are available for teachers with a license not in pre-K. Teachers with a transitional license or waiver must complete requirements in two years. Interim B teachers have completed required coursework for license but have not passed all required Praxis tests. The Pre-K–4 and Pre-K–1 endorsements are no longer issued but are still accepted for pre-K teachers in public and nonpublic settings.

12. All lead teachers working in schools must meet the state requirement of 30 hours of in-service credit per year. The 18 hours required in early childhood may be included in the 30 hours. For assistant teachers, 18 clock hours are required the first year of employment and 12 clock hours are required in the following years.

13. State law passed in 2005-2006 requires at least one educational assistant per classroom to hold a CDA, or AA, or actively work toward such credential. If no person with such credentials is available, state law allows a person with a high school degree and relevant experience working with pre-K children or other early childhood programs to be employed. Assistants must demonstrate progress toward completing a CDA to be rehired. Fifty-three percent of all assistant teachers have a CDA credential or higher level of education. There is no degree requirement for assistant teachers but they are required to receive a minimum of 12 hours of state approved professional development on ECERS, ELLCO, Personal Safety, Tennessee Early Learning Development Standards, Child care rules and regulations, and Social Emotional Learning Foundations. Training may occur prior to or during employment.

14. The LEA is required to provide a local match; however, the local match does not have to be in actual dollars but can be in-kind (facilities, utilities, staffing, etc.). The Basic Education Plan (BEP) formula is used to determine state share and local match based on the county's tax base. The average local match is approximately 21 percent of the cost of the classroom.

15. State statute mandates that an LEA may contract only with those agencies that have received the highest star rating (three stars) from the Quality Rating System (QRS) administered by the Department of Human Services (DHS), the licensing agency for all child care programs. LEA classrooms are not required to participate in the QRS; however, all community-based and Head Start child care facilities monitored by DHS must have received the highest star rating in order to partner with the LEA.

16. The LEA is required to provide a local match; however, the local match does not have to be in actual dollars and can be in-kind (facilities, utilities, staffing, etc.). The Basic Education Plan (BEP) formula is used to determine state share and local match based on the county's tax base. The average local match is approximately 21 percent of the cost of the classroom.

17. Program level outcomes are incorporated into a Plan of Action, which identifies areas of weakness found as a result of the ECERS-R and ELLCO. State statute mandates that an LEA may contract only with those agencies that have received the highest star rating (three stars) from the Quality Rating System (QRS) administered by the Department of Human Services (DHS), the licensing agency for all child care programs. LEA classrooms are not required to participate in the QRS; however, all community based and Head Start child care facilities monitored by DHS must have received the highest star rating in order to partner with the LEA.

18. Program evaluators conduct a minimum of two visits per year to each classroom for compliance with health and safety rules. Education consultants visit every classroom every year and conduct structured observations of classroom quality.

19. Peabody Research Institute at Vanderbilt University is involved in the fifth year of an ongoing study on the Effectiveness of the Voluntary Pre-K Program, examining the impact of program characteristics on child outcomes to identify essential classroom qualities and resources, and identify those with little or no impact on child outcomes that can be eliminated.

TEXAS – Texas Public School Prekindergarten

1. A district shall offer prekindergarten classes if the district identifies 15 or more eligible children who are, at least four years of age, by September 1, of the current school year. A school district may offer prekindergarten classes if the district identifies 15 or more eligible children who are at least three years of age.

2. In addition to the children receiving special education services in the state-funded pre-K program, Texas also provides Early Education (EE), a grade level for students between the ages of zero and five who have not been placed in prekindergarten or kindergarten. This includes 19,409 3- and 4-year-olds receiving special education services who do not meet the two hours of instruction per day requirement for membership and students in Head Start programs who do not meet the requirements for state funds.

3. The TEA specifically established the pre-K program to serve students who have not reached age 5. Five-year-olds do not receive state funding for pre-K and are paid for by the school district if enrolled.

4. Districts are required to verify eligibility. Once a student is determined to be eligible, the student remains eligible for that year in the district in which he or she resides or is otherwise entitled to Foundation School Program benefits.

5. There is no rule regarding prekindergarten class size or staff to child ratio, though school districts are encouraged to maintain classes no larger than 15 3-year-olds and 18 4-year-olds and not to exceed a staff-child ratio of 1:22. If a school district contracts with a private entity to operate the district's prekindergarten program, the program must comply with child care licensing standards.

6. Districts are not required to serve meals to pre-K students. However, most districts do serve either breakfast or lunch, and some offer both meals. All districts offering a full-day program provide lunch.

7. Translators are used for Language Proficiency Assessment Committees for parents who do not speak English and during parent/teacher meetings. Each school district with an enrollment of 20 or more students of limited English proficiency in any language classification in the same grade level must offer a bilingual education or special language program.

8. Credentials for nonpublic school teachers are overseen by the Texas Private School Accreditation Commission and vary based on school accreditation. There is no set state requirement for degrees and certifications in nonpublic schools.

9. Texas does not use the term "assistant teachers" though paraprofessionals serve as Educational Aides I, II, and III. The Educational Aide I designation requires at least a high school diploma and experience working with students or parents. The Educational Aide II designation requires at least a High School Diploma and one of the following requirements: two creditable years of experience; a minimum of 15 semester credit hours of college credit with emphasis on child development or related subject areas; demonstrated proficiency in a specialized skill area as determined by the school district; or experience working with students or parents. Educational Aide III requires at least a high school diploma and one of the following: three creditable years of experience; 30 semester credit hours of college credit with some emphasis on child growth and development or related subject areas; or experience working with students or parents.

10. The Texas School Ready! Program is a grant program and not available statewide. Federal funds are used for the Texas Workforce Commission-Texas School Ready! program as well as the School Readiness Integration Specialist (SRI) program, both of which are grant programs not available statewide.

11. Prekindergarten students generate formula funding based on average daily attendance (ADA) in the same manner as K–12 students with the provision that they are eligible for a maximum of one half day ADA.

12. Districts are required to administer a kindergarten reading instrument from a list adopted by the commissioner or by the district-level committee. Children are assessed in kindergarten at the beginning, middle, and/or end of the year, depending on which instrument is chosen.

VERMONT – Vermont Prekindergarten Education - Act 62

1. The Agency of Education and the Department for Children and Families within the Agency of Human Services are required to jointly administer Prekindergarten Education (Act 62).

2. Total pre-K enrollment includes the number of children ages 3 to 5 included in the October 1 census as "Pre-K" as well as an estimated 926 children who receive early childhood special education services in "regular education" settings (as per Child Count in December 2012). In Vermont's October 1 census, all children on IEP are counted as "EEE" (Vermont's term for Part B 619) and not included as pre-K although they are in a pre-K program.

3. Act 62 Pre-K allows school districts to partner with community early learning and development programs as well as Head Start, hence the location of services varies but the administrative authority resides with the school district.

4. Full-time pre-K is defined as 10 hours per week, but programs can provide anywhere from 6-40 hours per week. However, they do not get additional funds from the state for any hours beyond 10 per week. Most programs operate about 3 hours per day, 3 to 4 days per week. In all settings, programs must run for at least 35 weeks per year. If a child care program contracts with a school district to offer pre-K, the pre-K portion of the child's program is 10 hours, but the child may attend the child care program 40 hours or more per week. Additionally, a few school districts offer public school based Pre-K programs that run the full school day (about 35 hours/week).

5. Typically, the minimum age is two years prior to the kindergarten entry date. Kindergarten entry date is determined locally (and often set at September 1) but must be between August 31 and December 31. Act 62 allows districts to serve 3- and 4-year-olds or just 4-year-olds. While most children leave pre-K to enter kindergarten at age 5, Act 62 does allow families and districts to serve children who are age eligible for kindergarten in a pre-K program if that is found to better suit the child's needs.

6. Vermont's Act 62 Pre-K program is universal. School districts have the option to offer pre-K to only 4-year-olds. Approximately a half dozen supervisory unions (LEAs) limit pre-K to 4-year-olds and do not serve 3-year-olds.

7. Since pre-K is part-time and only defined as 6-10 hours/week, meals are not mentioned in the Act 62 law. There are snacks in part-day programs and meals in full-day programs.

8. State regulations require immunizations. If children are suspected of having developmental delays or psychosocial/behavioral challenges, then they are required to refer (as per Child Find). Act 62 does not specify this requirement, but it is in other state laws.

9. Work on revising and updating the Vermont Early Learning Standards began in January 2012. The new standards will be a birth through Grade 3 continuum that is aligned with the Common Core State Standards.

10. In public school settings, teachers must have a bachelor's degree and a license in Early Childhood Education or Early Childhood Special Education. Nonpublic school centers must have at least one person who is licensed in ECE or ECSE per center rather than per classroom. In nonpublic center-based settings, the absolute minimum requirement for a lead teacher is meeting child care licensing requirements; the person must have an AA or a CDA or a Child Care post-secondary certificate (9 specific classes at the Community College of Vermont). Registered child care homes require 3 hours of supervision by a licensed ECE or ECSE teacher on weekly basis. The majority of lead teachers in all center-based settings have a BA and are certified.

11. Newly licensed teachers must complete 3 credits in the first 3 years of teaching (Level 1). Teachers with more than 3 years of experience must complete 9 credits in 7 years (Level 2).

12. Assistant teachers must have an AA or equivalent and must meet "highly qualified" standards in public settings. In nonpublic settings, there are two types of assistant teachers, teaching associates and teaching assistants. Teaching assistants need to have a high school diploma and a 30-hour course in child development. Other training is not specified in Act 62 and depends on the type of pre-K provider.

13. Districts reported their Pre-K expenditures as $16,600,000. Approximately 80 percent of children in IEPs in the state are served in inclusive Pre-K classes, so 80 percent of state funds for Essential Early Education (Part B 619 in Vermont), totaling $4,779,495, were added to this figure. The number above doesn't include any of the additional $16 million of the federal and local dollars that districts reported as EEE expenditures. About 25 percent of all districts use some Title I dollars to support pre-K; however, districts are not asked to report expenditures by source, so the amount is unknown. The state's Education Fund provides funding for pre-K–12 education spending. Budgets are determined and approved at the local level and then funded through the Education Fund.

14. The state's Education Fund provides funding for pre-K–12 education spending. Budgets are determined and approved at the local level and then funded through the Education Fund.

15 Districts are encouraged to contract with community early care and education programs. In most cases, the districts pay a negotiated per child tuition amount. In some cases, the districts provide the licensed teacher, space, and other supports in lieu of or in addition to child tuition payments.

16 In order to offer pre-K, a center must have NAEYC accreditation or 4-5 STARS in Vermont's quality rating system (or 3 STARS with an approved plan). As of the 2012-2013 school year, ECERS is now required for all programs applying for these upper STARS levels.

17 Act 62 allows the Agency of Education and Department of Children & Families staff to conduct unannounced visits specifically for Pre-K; however few are conducted specifically for these purposes. Since all Pre-K programs must be licensed and meet Child Care Regulations, licensors monitor compliance with child care licensing regulations.

18 Programs are required to conduct parent conferences twice a year to provide families with information on their child's progress (data collected through Teaching Strategies GOLD). Using these data to inform practices is encouraged through professional development.

19 Child assessment data are used to determine the efficacy of pre-K education; however, an evaluation has not yet been done.

20 This state collects statewide kindergarten readiness data using the Vermont Kindergarten Readiness Survey for all children during the first 6-8 weeks of kindergarten. Schools collect additional ongoing progress data on kindergartners, but the use and frequency of these tools are locally determined. There is no requirement for a statewide assessment of progress in kindergarten.

VERMONT – Vermont Early Education Initiative (EEI)

1 This is a competitive grant program. A total of 41 grants were awarded in 2012-2013. Geographic distribution is not considered in awarding grants, the quality of the grant is the main criterion.

2 Of the 1,102 children receiving early education through EEI grants, 689 children are also served via Act 62. Actual enrollment is as of June 30.

3 Many of the children in "public schools" are served in community based programs.

4 The number of hours per week funded with EEI dollars ranges from 7 to 40 hours per week, depending on the grantee's delivery model. Several extended-day child care centers administer EEI programs although EEI funds only pay for a portion of a child's time. Most EEI programs are part-day, 8 to 11 hours per week for 2 to 3 days per week. Some children in the center-based programs may be in the program 40 to 50 hours per week. Head Start programs that have an EEI grant have wrap-around services although EEI funds do not support these services. The EEI grants period operated from July 1, 2012 to June 30, 2013 though most programs only operate on the traditional September to June academic calendar.

5 EEI is for children ages 3 to 5, but grantees determine which age within those parameters they will serve. Kindergarten entry age is determined locally; state law requires the date be set on or between August 31 and January 1.

6 EEI is for "at-risk" children. At-risk is defined as low income (185 percent poverty), has developmental delays, is an English language learner, victim of abuse or neglect. At least one criterion is required, but not all must be low income.

7 There is no policy on meals. Some of the EEI programs serve snacks or meals, but that depends upon the service delivery model of the grantee.

8 Grantees that are school districts are required to participate in Child Find and provide screenings and referrals as needed. Additionally, children must be immunized to attend an in-school program. Grantees who are Head Start must abide by Head Start regulations regarding health screenings and referrals. The EEI funding stream does not have regulations of its own regarding screenings and referrals.

9 Work on revising and updating the Vermont Early Learning Standards began in January 2012. The new standards will be a birth through Grade 3 continuum that is aligned with the Common Core State Standards.

10 The personnel requirements for EEI grantees vary depending on the type of grantee. Teachers in public school settings must have a bachelor's degree and a license in Early Childhood Education or Early Childhood Special Education. Teachers in nonpublic school center programs must at least meet licensing requirements; the person must have an AA or a CDA or a Child Care post-secondary certificate (9 specific classes at the Community College of Vermont). In 2012-2013 there were 74 teachers licensed in ECE and 11 licensed in ECSE across all grantees.

11 Licensed lead teachers must complete 9 credit hours in 7 years. Under state child care licensing regulations, the requirement in nonpublic settings is 12 clock hours of professional development per year.

12 In public settings an assistant must meet requirements to be "Highly qualified" under ESEA/NCLB. In nonpublic settings there are two types of assistant teachers teaching associates and teaching assistants. Teaching assistants need to have a high school diploma and a 30-hour course in child development.

13 All EEI programs must conduct child progress assessments. Center-based programs must participate in the state quality rating system.

14 The statute that authorizes EEI does not require monitoring except for financial reports and a program's annual report including child progress data. DOE staff may conduct unannounced site visits.

15 Child assessments (TS GOLD) are used for accountability as well as for programs and teachers to inform instruction curriculum and provide feedback to families. Programs are required to use the tools report the results to the state and offer two family conferences per year.

16 The state collects statewide kindergarten readiness data using the Vermont Kindergarten Readiness Survey for all children during the first 6-8 weeks of kindergarten. Schools collect additional ongoing progress data on kindergartners, but the use and frequency of these tools are locally determined. There is no requirement for a statewide assessment of progress in kindergarten.

VIRGINIA – Virginia Preschool Initiative (VPI)

1 Participation is voluntary for eligible localities. Localities are eligible provided they serve 4-year-olds eligible for free lunch who are not served by Head Start.

2 The enrollment total may include children who are also receiving special education services, but the state does not collect this information.

3 School divisions may assess a child born between October 1 and December 13 to determine his or her readiness for the kindergarten program. Kindergarten age-eligible children may enroll in pre-K at local program's discretion only, not solely at the request of parents.

4 While allocations to local school divisions are made based on free lunch eligibility enrollment criteria are based on locally determined risk factors. At least one risk factor is required. Additional risk factors may be determined locally.

5 The Appropriation Act does not mandate meals, but the state offers the opportunity for all programs to provide meals. The number of programs providing at least one meal is not known.

6 Music and the Visual Arts were added to the revised early learning standards in 2013.

7 For program sites where public funds are paying for nonpublic personnel, localities report the highest degree and/or credential for the teacher who is the instructional lead. The instructional lead, who must hold a BA and appropriate specialized training, supervises the classroom teachers and is responsible for managing and overseeing the program's curriculum and instructional practices. This individual must be on-site for a substantial portion of instructional time.

8 Figures reported may not fully represent actual total VPI spending as these figures account for the state contribution plus the local required match. Localities can spend more local funds on VPI than their match requires but figures are not available. The state funding formula for the Virginia Preschool Initiative provides a per-pupil rate of $6,000, of which the state pays a portion and requires a local match based on the composite index of local ability to pay. The local match is capped at one-half the per-pupil amount.

9 This state funding formula for the Virginia Preschool Initiative provides a per-pupil rate of $6,000, of which the state pays a portion and requires a local match based on the composite index of local ability to pay. Beginning with the 2009-2010 school year the local match was capped at one-half the per-pupil amount.

10. Site visits by state staff or consultant are no longer conducted due to budgetary constraints. Monitoring is limited to desk review of selected program documentation and no longer includes review of program facilities, on-site safety procedures, and review of program records. Program-level documentation reviews include state-established criteria for high-quality preschool curriculum, health and social services, transportation, and budgets.

11. The report done by the Joint Legislative Audit and Review Commission in 2007 was mandated by the General Assembly. The report done by the Curry School of Education at the University of Virginia in 2011 was not mandated.

12. Through the support of the state-funded Early Intervention Reading Initiative, localities may choose to use the PALS. All but one school division uses PALS.

WASHINGTON – Washington Early Childhood Education and Assistance Program (ECEAP)

1. Of the two counties not served by this program, one is served by Head Start and the other is sparsely populated.

2. The most recent competitive RFP was in 2008. New 2011-2012 slots and 2013-2014 slots were awarded to existing contractors based on county poverty levels; no new slots were made available in the 2012-2013 school year. There is an RFP process underway now for the 2014-2015 school year.

3. Enrollment figures are based on funded slots.

4. A minimum of 320 hours per year is required, and each class session must be at least 2.5 hours. The school year must be at least 30 calendar weeks. A typical program operates 3 hours a day, 3 or 4 days a week for the school year.

5. There are many children in wrap-around child care at the same site who are not counted in the school day category since ECEAP program standards are not in operation during those hours.

6. Income and other risk factors are weighted via a priority point system. Children with the highest points are enrolled into available slots. 4-year-olds have higher priority than 3-year-olds. 4-year-old children who are homeless, in foster care, or from families with very low FPL have the highest priority.

7. Contractors offering sessions lasting fewer than 3 hours must provide a breakfast or lunch. An additional snack or meal must be offered when round-trip transportation extends the time children are away from home by an hour or more. Contractors providing sessions lasting 3 or more hours must provide breakfast or lunch, and provide a snack. Contractors must participate in the USDA CACFP or National School Breakfast and Lunch program, and many exceed these standards.

8. Performance standards require that contractors ensure a culturally relevant curriculum that reflects the cultures of enrolled children; supports ongoing development of each child's home language, while helping each child learn English; and includes and demonstrates respect for diverse family structures and cultures.

9. "Family support visits," rather than home visits, are required in the program.

10. All persons serving in the role of ECEAP lead teacher must meet one of the following qualifications: an AA or higher degree with the equivalent of 30 college quarter credits in early childhood education. These 30 credits may be included in the degree or in addition to the degree. A valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K–Grade 3) or Early Childhood Special Education. In parts of the state, with a shortage of qualified teachers, some teachers currently have an HSD or CDA, but they are on an approved professional development plan to attain the full qualification.

11. For both public and non-public settings, assistant teachers must have a CDA or 12 quarter credits of ECE, or be grandfathered by holding this role for the same agency prior to July 1, 1999.

12. Non-required local spending amounts are unknown and include both financial resources and in-kind aid.

13. There must be no religious programming during ECEAP hours.

14. The state's QRIS system, Early Achievers, requires the use of ECERS-R and CLASS for structured observations. This system is in the pilot phase and will be fully implemented by July 1, 2015. As of the 2012-2013 year, Teaching Strategies GOLD was used for documenting children's learning. Additionally, there is an intensive on-site review of all ECEAP Performance Standards every 4 years.

15. This pre-K initiative has not been formally evaluated since 1999. However, there is currently a legislated retrospective evaluation in process.

16. As of fall 2012, WaKIDS was mandatory for state-funded full-day kindergarten and voluntary in other schools, using Teaching Strategies GOLD at kindergarten entry. In the 2012-2013 year, 22 percent of schools with kindergarten were required to do so; in 2013-2014, 63 percent of school districts used the screening.

WEST VIRGINIA – West Virginia Universal Pre-K

1. West Virginia Department of Education (WVDE) is responsible for the West Virginia Board of Education (WVBE) Policy 2525 overseeing universal pre-K; however, the WVDE Office of Early Learning works collaboratively with the West Virginia Department of Health and Human Resources (WVDHHR) and the West Virginia Head Start State Collaboration Office to implement WVBE Policy 2525.

2. In West Virginia's collaborative pre-K model, all students are considered enrolled in public settings.

3. Programs must operate for at least 12 hours per week, and at least 128 instructional days. Beginning 2013-2014 the minimum number of hours increases to 14 and beginning 2016-17 all programs must operate full day, five days per week. Full-day is defined as 24 or more hours per week and part-day is defined as 12 hours per week. Program length is determined by the county early childhood collaborative team and approved by the WVDE and WVDHHR annually. In the 2012-2013 school year, 87 percent operated 4 days per week and 13 percent operated 5 days per week; 76 percent of classrooms operated a school day and 24 percent operated a part day. WV Universal Pre-K allows collaboration with Head Start and child care centers in order for pre-K to be offered and options for extended day for families.

4. All districts must offer universal pre-k for all 4-year-olds and 3-year-olds with disabilities. Some special exceptions are made for kindergarten age-eligible children with documented need.

5. The maximum class size is 20 children as long as 35 square feet per child is available. The maximum staff-child ratio is 1:10; however, 2 adults must be present with children regardless of group size.

6. Breakfast and/or lunch are required regardless of the number of hours a program operates per day, but which one is served depends on the time of day for the program. Part-day programs must offer one, and school-day programs typically offer both. Snacks are provided depending on the meal pattern.

7. Full physical exam must examine neurological, head, eyes, nose, lungs, abdomen, back, strabismus, ears, heart, skin, reflexes, neck, throat, and pulse.

8. Some comprehensive services are required, but specific services are determined locally: Yes (parent conferences/home visitations, transition plans/processes, as well as student support services for eligible Head Start children in universal pre-k).

9. If a classroom is a community collaborative site, the teacher may acquire a permanent authorization for community programs, provided the teacher has at least an AA in an approved field and has completed or is working toward an approved list of core early childhood courses. However, policy revisions allow use of the permanent authorization only until August 2013, at which time all newly hired teachers in nonpublic settings must have a minimum of a BA in a related field.

10. Beginning July 1, 2014 all assistant teachers must have a CDA or equivalent determined by the WVBE.

11. Children enrolled in West Virginia Pre-K generate state aid funding the same as K–12, depending on instructional hours.

12. County collaborative early childhood teams submit comprehensive information on fiscal data, ECERS-R data, professional development, standards, curriculum implementation, and changes to the approved county program structure annually. Documentation of children's learning and/or child outcomes was revised during the 2010-2011 school year and, as of the 2011-2012 school year, all programs now use the Early Learning Scale as well as health data for children's learning and/or child outcomes.

13. Beginning in 2011, policy revisions established a new comprehensive child assessment system using the Early Learning Scale, health data, and additional formative assessment of the state's early learning standards.

14. Beginning in 2014-2015, all kindergarten programs will begin Kindergarten reporting system, similar to pre-k, to assess children's learning and development during the kindergarten year.

WISCONSIN – Wisconsin Four-Year-Old Kindergarten Program (4K)

1. There are 413 elementary school districts, not including high school-only districts. Of these districts, approximately 115 work with child care or Head Start partners to implement the program.

2. Districts are not required to have the program, but if they do provide 4K, it must be open to all age-eligible children.

3. There is a discrepancy in the total and age breakdown as the total comes from the audited pupil count and the breakdown comes from the public enrollment report. Enrollment figures are based on third Friday count.

4. The enrollment total of children receiving special education services is a duplicated count. Age breakdown does not equal total enrollment because it includes children who are not between the ages of 3 and 5.

5. The number of hours varies as districts adopt different class schedules based on collaboration with community programs, transportation, and other considerations. Districts must provide a minimum of 437 hours of direct instruction per year or 349.5 hours of instruction plus 87.5 hours of parent outreach. Most programs are part-day, 4-5 days per week, but districts may offer full-day programs, 2-3 days per week.

6. The Departments of Public Instruction and Children and Families promote and support community approaches to 4K through a variety of methods. The 4K program may be provided through community approach models with Head Start or Child Care so that extended-day or extended-year services are available. Some children with disabilities get extended services per their IEP. There are common policies between the DPI and the Department of Children and Families related to child care and 4K partnerships and are working on 4K and QRIS policies.

7. The state defines ages for starting the program. An IEP team may determine a child's placement as 4K if they have considered the full range of options. Districts may or may not have policies on retention. Districts may adopt early entrance policies for pre-K.

8. Districts offering the 4K program must enroll all-age eligible children whose families wish them to attend.

9. Districts may consider the following staff-child ratios and class sizes: a 1:10 staff-child ratio with a maximum class size of 20; a 1:13 staff-child ratio with a maximum group size of 24; and early childhood special education inclusion models, or two teachers working with groups of 16 to 20 children as advised by NAEYC. Community approach models must follow child care or Head Start.

10. Programs in child care or Head Start must follow those requirements. If a school-based program operates longer than 2.5 hours per day, it must provide a meal or snack through the school nutrition program.

11. State law supports vision, hearing, and health screenings prior to enrollment. When 4K uses the community approach with Head Start, screenings are required. Students entering 4K must have a physical exam (unless waived for religious reasons). There is a standard form but the physician has some discretion in what is done. Referrals and follow-up policies are locally determined.

12. At this time, the state allows schools to plan their 4K programs for ELLs/DLLs in a manner consistent with their other grade levels.

13. Referral for social services; Parent conferences and/or home visits; Referral for special education; Access to school nurse, school psychologist, school social worker.

14. Wisconsin has a "train the trainer" model for professional development and also a parent training module.

15. Assistant teachers can meet one of three requirements: At least two years of higher education, an AA or higher, or meet a rigorous standard of quality through a state or local academic assessment regardless of degree. The requirement for assistant teachers in nonpublic settings reflects child care licensing regulations. School districts that are federal Head Start grantees may require assistant teachers to have an AA and assistant teacher license.

16. Spending figures are estimates as 4K is part of the overall state school funding formula and it is difficult to break out costs of only one grade level. Funding for 4K is 0.5 of the funding for other grade levels. Districts may receive 0.6 if they provide 87.5 hours of parent outreach. When children with disabilities are enrolled in 4K, IDEA funds support their services as per the IEP. Local districts may use Title I funds to supplement 4K. When districts partner with child care or Head Start, they may use TANF, CCDF, and USDA to support the program or extend services based on the agreements and program models.

17. As part of the school funding, districts receive the funding but they can contract with Head Start and private agencies.

18. Other agencies include Boys and Girls Clubs, the YMCA, and other community programs that may help implement the parent outreach component of 4K.

19. Local property taxes are part of the funding formula.

20. Other information such as special education documents, fiscal reports, enrollment reports, program schedule, program description reports, membership counts, personnel reports.

21. The state has started literacy screening with PALS. 4K will begin implementation in 2013-2014. The state does not require other assessment at 4K, so districts determine their own assessment process. Teaching Strategies GOLD and Ages and Stages are often used. Common applications of the assessment informal or are to identify needs that will guide teacher training or professional development, make adjustments to curricula, and track child and program level outcomes over time.

22. Literacy screening began statewide in 5-year-old kindergarten in the 2012-2013 school year.

WISCONSIN – Wisconsin Head Start State Supplement

1. Funds are available to federal Head Start grantees choosing to implement the supplement.

2. The Department of Public Information does not collect information on the ages of the children enrolled in the program. Reported enrollment figure reflects funded slots.

3. The Head Start State Supplement is administered by DPI, which is the public agency for education. DPI funds a variety of Head Start grantees that could be schools, community action, or a range of other grantees. DPI does not have any administrative authority of the agencies receiving the grant (except for the grant itself). Some Head Start programs also have collaborative agreements with schools and children may be considered in both programs.

4. Local programs determine operating schedule by the approved federal grant application model. Part-day is the most common schedule for hours per day and summer school and full-year programs exist. Extended-days are provided in collaboration with child care and school districts.

5. Districts and local Head Start programs may adopt early entrance policies or set higher dates. While the state does not regulate enrolling kindergarten age-eligible children into Head Start, the state advises against it.

6. Children must meet the federal Head Start income guidelines. Effective as of 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL. Income is the primary determinant of eligibility. However, children in foster care as well as those who are experiencing homelessness are also eligible. With a federal waiver, children eligible for free lunch are also eligible. Regulations also allow 10 percent of the children to be over-income and 10 percent with disabilities. Each Head Start grantee can prioritize risk in their selection process. Children with more risk factors have greater priority for enrollment.

7. For mixed-age groups, the maximum is 16 for class size and 1:8 for staff-child ratio.

8. The federal Head Start Performance Standards require that part-day programs provide children with at least one-third of their daily nutritional needs and school-day programs provide one-half to two-thirds of daily nutritional needs, depending on the length of the program day.

9. WMELS and Common Core are aligned for literacy and math.

10. School districts that are federal Head Start grantees may require lead teachers to have a BA and appropriate licensure. Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011, by September 30, 2013, 50 percent must have at least a BA. By September 30, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years.

11. As per federal requirements, grantees must establish and implement a structured approach to staff training and development and provide academic credit wherever possible.

APPENDIX B: HEAD START DATA

STATE	STATE-FUNDED HEAD START		FEDERAL HEAD START		
			Federal Head Start spending[2]		
	State funding (Fiscal Year 2013)	State enrollment: additional funded slots for 3- and 4-year-olds (Program Year 2012-2013)[1]	Federal Head Start spending	Migrant spending	American Indian/ Alaskan Native spending
Alabama			$98,708,000	$2,596,450	$0
Alaska	$7,299,200	0[3]	$11,683,000	$0	$11,700,249
American Samoa			$2,147,000	$0	$0
Arizona			$91,294,000	$8,077,843	$33,473,200
Arkansas			$56,371,000	$4,615,910	$0
California			$753,477,000	$63,026,411	$4,665,632
Colorado			$61,645,000	$5,817,970	$1,365,330
Connecticut	$5,303,468[4]	383	$47,518,000	$0	$0
Delaware	$5,727,800	843	$10,847,000	$0	$0
District of Columbia			$16,603,000	$0	$0
Florida			$238,117,000	$30,243,830	$0
Georgia			$156,799,000	$0	$0
Guam			$2,350,000	$0	$0
Hawaii			$18,979,000	$0	$0
Idaho	$1,500,000[5]	198[7]	$19,743,000	$7,664,335	$1,844,552
Illinois			$248,589,000	$4,221,635	$0
Indiana			$86,604,000	$0	$0
Iowa			$43,360,000	$0	$0
Kansas			$43,716,000	$0	$560,599
Kentucky			$97,429,000	$2,202,174	$0
Louisiana			$135,740,000	$0	$0
Maine	0[6]	0[8]	$22,049,000	$0	$542,515
Maryland	$1,800,000[7]	2,786[7]	$69,077,000	$0	$0
Massachusetts	$8,000,000[8]	214	$99,320,000	$961,648	$0
Michigan			$214,794,000	$1,048,196	$3,273,176
Minnesota	$13,764,296[9]	1,729[9]	$66,874,000	$9,097,190	$6,067,131
Mississippi			$151,988,000	$0	$1,880,720
Missouri			$108,710,000	$0	$0
Montana			$18,669,000	$0	$13,490,550
Nebraska			$27,324,000	$519,290	$2,043,475
Nevada			$20,060,000	$0	$3,273,176
New Hampshire			$11,255,000	$0	$0
New Jersey			$119,342,000	$1,009,730	$0
New Mexico			$43,766,000	$0	$12,504,980
New York			$396,669,000	$4,875,555	$1,329,163
North Carolina			$124,917,000	$28,618,645	$1,302,037
North Dakota			$14,139,000	$0	$7,685,635
Northern Mariana Islands			$1,661,000	$0	$0
Ohio			$235,797,000	$0	$0
Oklahoma	$2,191,700[10]	0	$75,901,000	$0	$22,749,479
Oregon	$61,000,000	7,165	$52,126,000	$29,570,676	$2,748,745
Palau			$1,331,000	$0	$0
Pennsylvania	$37,278,000	5,065	$208,431,000	$3,683,112	$0
Puerto Rico			$228,092,000	$0	$0
Rhode Island	$800,000	80[11]	$17,863,000	$0	$0
South Carolina			$76,573,000	$2,356,038	$723,354
South Dakota			$14,836,000	$0	$13,535,759
Tennessee			$109,826,000	$0	$0
Texas			$440,486,000	$59,141,353	$307,425
Utah			$35,061,000	$4,019,689	$1,944,014
Vermont			$9,895,000	$0	$0
Virgin Islands			$7,411,000	$0	$0
Virginia			$88,695,000	$2,173,325	$0
Washington			$83,736,000	$28,435,932	$9,711,026
West Virginia			$47,027,000	$0	$0
Wisconsin	$62,64,100	1,043	$83,880,000	$5,289,064	$6,844,736
Wyoming			$9,871,000	$0	$1,799,343
U.S., including territories	**$144,664,464**	**19,[illegible]**	**$15,[illegible]171,000**	**$309,266,000**	**$167,366,000**
Data sources	a	a	b	b	b

APPENDIX B: HEAD START DATA (continued)

STATE	FEDERAL HEAD START					
	Funded enrollment (Program Year 2012-2013)[2]		American Indian/ Alaskan Native enrollment (Program Year 2012-2013)[2]		Migrant enrollment (Program Year 2012-2013)[2]	
	3-year-olds	4-year-olds	3-year-olds	4-year-olds	3-year-olds	4-year-olds
Alabama	5,297	9,076	-	-	47	60
Alaska	496.	672.	546.	693.	-...	-...
American Samoa	500	832	-	-	-	-...
Arizona	3,353.	7,756.	1,441.	2,068.	235.	289.
Arkansas	4,500.	5,039	-...	-...	91.	78
California	31,181.	52,575.	194.	303.	1,546.	1,601.
Colorado	3,718.	5,000	55.	86.	122.	112
Connecticut	2,388.	2,976.	-...	-...	-...	-...
Delaware	809.	629	-...	-...	-...	-...
District of Columbia	1,036	1,459.	-...	-	-...	-
Florida	12,416.	19,705.	-...	-...	681.	509
Georgia	11,306	9,800.	-...	-	-...	-
Guam	66.	468	-...	-...	-...	-...
Hawaii	969	1,657.	-...	-	-...	-
Idaho	574.	1,685	87.	117	175.	179
Illinois	14,980	18,724.	-...	-	92	84.
Indiana	4,686.	7,597	-	-...	-...	-
Iowa	2,585	3,359.	-...	-	-...	-
Kansas	3,009.	3,134	31.	31	-...	-
Kentucky	5,391	8,747.	-...	-	58	49.
Louisiana	10,210.	7,970	-	-...	-...	-
Maine	872	1,337	16	44.	-	-...
Maryland	4,806.	4,362	-	-...	-...	-
Massachusetts	3,992	5,029	-	-	24	20
Michigan	12,220.	17,712.	174.	184	18.	16
Minnesota	3,415	5,008	297	361	182	159
Mississippi	10,181.	14,184.	138.	70.	-...	-...
Missouri	5,857	7,733	-	-	-	-...
Montana	932.	1,565.	646.	776.	-...	-...
Nebraska	1,624	2,225	91	105	9	12
Nevada	932.	1,265.	153.	208.	-...	-...
New Hampshire	524.	760	-...	-...	-...	-...
New Jersey	5,938.	6,734.	-...	-...	16.	13.
New Mexico	2,530.	3,642	583.	651.	-...	-...
New York	17,836.	22,801.	80.	56.	109.	93.
North Carolina	6,250.	10,581.	90.	54	573.	490
North Dakota	684.	1,168.	405.	445.	-...	-...
Northern Mariana Islands	23.	439	-...	-...	-...	-...
Ohio	12,862	17,163.	-...	-	-...	-
Oklahoma	6,124.	5,801	1,215.	1,230.	-...	-...
Oregon	1,749	3,367.	126.	175.	638	525.
Palau	36.	151	-...	-...	-...	-...
Pennsylvania	10,047	15,036.	-...	-	74	85.
Puerto Rico	13,426.	18,222.	-	-...	-...	-
Rhode Island	683	1,175.	-...	-	-...	-
South Carolina	5,990.	5,396	43.	37	54.	35
South Dakota	906	1,397.	615.	765.	-...	-
Tennessee	5,625.	9,409	-	-...	-...	-
Texas	26,051	34,637.	16.	16	1,499	1,204.
Utah	1,832.	3,579	88.	127	89.	75
Vermont	375	541	-	-	-	-...
Virgin Islands	292.	601	-	-...	-...	-
Virginia	4,694	6,896	-	-	38	40
Washington	2,909.	6,000	445.	541	569.	526
West Virginia	1,878	4,910	-	-	-	-...
Wisconsin	5,496.	4,884.	385.	327.	102.	92.
Wyoming	538	829	95	102	-	-...
U.S., including territories[12]	299,621.	415,396.	9,054.	9,571.	7,041.	6,346.
Data sources	b	b	c	c	c	c

STATE		AVERAGE SALARIES FOR HEAD START TEACHERS AND ASSISTANT TEACHERS (PROGRAM YEAR 2012-2013)					
	Percent of children enrolled full-day five days per week, all ages (Program Year 2012-2013)	Teachers, all degree levels	Teachers with CDA credentials	Teachers with AA degrees	Teachers with BA degrees	Teachers with graduate degrees	Assistant teachers
Alabama	90%	$21,509	$18,054	$19,960	$24,767	$31,030	$16,142
Alaska	6%	$28,948	$24,594	$26,982	$31,575	$32,521	$18,187
American Samoa	0%	Not available	Not available	Not available	Not available	Not available	Not available
Arizona	2%	$28,049	$21,470	$25,153	$30,668	$33,911	$17,316
Arkansas	81%	$26,695	$22,750	$23,922	$27,324	$30,030	$18,029
California	20%	$34,351	$28,842	$31,784	$35,720	$40,468	$24,640
Colorado	12%	$30,931	$26,732	$23,976	$30,435	$44,150	$18,101
Connecticut	42%	$32,791	$25,665	$26,780	$30,241	$50,319	$19,957
Delaware	4%	$22,458	Not available	$23,905	$22,043	$23,096	$11,637
District of Columbia	86%	$69,903	Not available	$3,352	$71,150	$70,536	$27,015
Florida	87%	$32,197	$20,641	$24,842	$35,219	$41,147	$19,058
Georgia	92%	$26,540	$17,958	$22,038	$28,344	$31,166	$17,173
Guam	0%	$34,922	Not available	$34,628	$45,806	$39,990	$17,092
Hawaii	24%	$38,433	$33,349	$36,266	$40,595	$37,185	$26,018
Idaho	1%	$21,351	$14,686	$20,206	$23,162	$23,222	$12,963
Illinois	31%	$37,285	$21,912	$23,490	$34,748	$56,466	$22,821
Indiana	9%	$23,957	$15,564	$22,203	$24,730	$35,671	$16,026
Iowa	32%	$28,237	$19,946	$22,878	$28,806	$38,759	$18,227
Kansas	18%	$30,458	$21,864	$23,565	$31,342	$38,776	$16,166
Kentucky	30%	$28,095	$21,079	$21,712	$26,799	$41,237	$14,721
Louisiana	74%	$26,326	$22,774	$23,454	$27,252	$31,861	$16,178
Maine	11%	$22,992	$18,986	$23,274	$24,967	$22,868	$16,418
Maryland	26%	$37,136	$21,533	$23,499	$33,495	$57,807	$18,878
Massachusetts	25%	$26,553	$22,416	$26,501	$27,856	$29,796	$20,001
Michigan	12%	$29,197	$18,604	$25,948	$29,593	$36,679	$16,699
Minnesota	6%	$29,731	$32,209	$29,704	$29,552	$30,583	$19,566
Mississippi	75%	$18,910	$16,054	$16,177	$20,259	$20,853	$13,052
Missouri	24%	$25,374	$19,184	$22,033	$27,681	$35,840	$17,474
Montana	5%	$18,225	$18,677	$18,109	$21,166	$21,461	$12,144
Nebraska	23%	$33,967	$24,690	$21,046	$31,617	$44,514	$14,497
Nevada	13%	$33,146	Not available	$32,222	$33,463	$33,065	$20,716
New Hampshire	5%	$20,805	$15,094	$18,860	$22,234	$20,456	$16,126
New Jersey	88%	$40,131	$26,258	$24,866	$41,967	$49,490	$20,362
New Mexico	26%	$24,713	$19,909	$23,183	$28,502	$39,196	$15,023
New York	73%	$33,997	$23,525	$25,375	$3,104	$38,535	$21,207
North Carolina	79%	$18,399	Not available	$17,698	$16,628	$17,077	$11,318
North Dakota	8%	$32,011	$25,069	$29,949	$32,649	$37,951	$15,596
N. Mariana Islands	0%	$30,976	Not available	$18,000	$30,976	Not available	$15,000
Ohio	17%	$26,295	$19,733	$25,107	$27,457	$33,534	$17,675
Oklahoma	51%	$29,736	$24,573	$24,766	$31,562	$35,959	$19,610
Oregon	25%	$27,164	$28,901	$23,473	$27,265	$32,247	$17,038
Palau	0%	Not available	Not available	Not available	Not available	Not available	Not available
Pennsylvania	35%	$37,458	Not available	$29,941	$40,178	$42,591	$24,961
Puerto Rico	73%	$23,959	$28,067	$19,268	$21,763	$21,879	$14,602
Rhode Island	7%	$28,524	$17,176	$25,163	$31,633	$27,325	$19,792
South Carolina	77%	$22,382	$16,850	$19,744	$22,953	$26,423	$15,792
South Dakota	7%	$29,186	$30,956	$22,257	$29,027	$35,054	$13,305
Tennessee	51%	$27,914	$16,136	$21,800	$30,179	$35,121	$16,750
Texas	70%	$32,194	$22,536	$24,373	$34,863	$44,890	$17,059
Utah	1%	$23,145	$19,334	$21,011	$23,942	$31,597	$15,885
Vermont	28%	$28,939	$27,880	$23,416	$28,110	$33,435	$19,936
Virgin Islands	100%	$30,045	Not available	$29,393	$31,516	$29,227	$24,950
Virginia	67%	$32,329	$26,175	$24,566	$32,690	$41,768	$17,560
Washington	9%	$27,294	$19,554	$27,571	$28,552	$31,006	$18,272
West Virginia	12%	$32,376	$15,080	$20,120	$31,962	$43,641	$18,591
Wisconsin	11%	$33,201	$24,500	$24,587	$32,212	$51,004	$17,449
Wyoming	1%	$25,776	$20,059	$22,568	$28,260	$36,537	$14,491
U.S., plus territories[1]	45%	$29,652	$22,793	$24,737	$30,341	$40,179	$18,542
Data sources	c	c	c	c	c	c	c

Data Sources

a. Data were reported by Head Start State Collaboration Office directors.

b. Federal spending and enrollment data are from NIEER calculations of funding by state from data provided by the Administration for Children and Families (ACF).

c. Data from Head Start Program Information Reports (PIR) for 2011–2012.

Notes

1. Several states providing Head Start supplements were not able to report the number of children served with these state funds. In some cases, this was because a portion of state funds were used to enhance services for federally funded Head Start participants rather than for separate, additional slots. For these states, and states where enrollment was not available by single year of age, enrollment was estimated based on enrollment and proportions of all enrollees who were age 3 or age 4, as reported in the 2012-2013 Head Start PIR.

2. Funded enrollment was not available by single year of age. Data shown here are estimated based on the percentage of all 3- and 4-year-olds enrolled, as reported in the 2011-2012 Head Start PIR, and the enrollment by state as reported by ACF. These numbers do not include children funded by state match. Migrant/Seasonal Head Start enrollment and funding are attributed to the state where the program is headquartered, although many programs serve child across state lines throughout the year.

3. Alaska's state Head Start funds are used to enhance Head Start services and improve quality. Some additional slots may be funded by the supplement, but the state does not break down enrollment by federally and state-funded slots.

4. In addition to funding slots, funds are used to provide additional services, extend the program day and year, and support program quality enhancement.

5. This sum represents TANF funds dedicated to Head Start and Early Head Start.

6. While Maine has previously funded additional services for 3- and 4-year-olds in Head Start, only slots in the Early Head Start program, serving children under age 3, were provided in the 2012-2013 school year.

7. Supplemental funding is used to provide extended-day/week services only. In September 2013, the state approved $4.1 million to Head Start to mitigate the effects of sequestration.

8. In addition to funding slots, Massachusetts's state Head Start funds are used for wrap-around services, professional development enhancements, and other quality improvements.

9. Minnesota was unable to report updated program information for the Minnesota Head Start program for the 2012-2013 year. The information reported here is from the 2011-2012 year, with the enrollment breakdown estimated based on the data reported in the federal PIR.

10. Funds are used to provide extended-day and additional services.

11. Rhode Island's state Head Start funds provide services to 4- and 5-year-olds. Only 4-year-olds are included in this enrollment count.

12. Previous years only included the 50 states and the District of Columbia. With the addition of the U.S. territories, aggregate figures are not directly comparable to previous years.

APPENDIX C: CHILD CARE DATA

STATE	INCOME ELIGIBILITY LIMIT FOR CHILD CARE ASSISTANCE FOR A FAMILY OF 3 (AS REPORTED FOR FY 2013)[1]		
	Eligibility limit as annual income figure	Eligibility limit as monthly income figure	Eligibility limit as percent of state median income (SMI)
Alabama	$24,084	$2,007	45%
Alaska	$54,288	$4,524	75%
Arizona	$31,512	$2,626	57%
Arkansas	$29,760	$2,480	62%
California	$42,216	$3,518	65%
Colorado	$24,814-$58,716	$2,068-$4,893	36%-85%
Connecticut	$42,829	$3,569	50%
Delaware	$38,184	$3,182	53%
Florida	$45,775	$3,815	71%
Georgia	$28,160	$2,347	52%
Hawaii	$47,124	$3,927	50%
Idaho	$24,828	$2,069	64%
Illinois	$35,328	$2,944	48%
Indiana	$24,240	$2,020	52%
Iowa	$27,684	$2,307	41%
Kansas	$35,316	$2,943	58%
Kentucky	$27,804	$2,317	52%
Louisiana	$30,540	$2,545	54%
Maine	$47,725	$3,977	80%
Maryland	$29,990	$2,499	35%
Massachusetts	$42,096	$3,508	50%
Michigan	$23,880	$1,990	39%
Minnesota	$33,786	$2,816	47%
Mississippi	$34,999	$2,917	73%
Missouri	$23,520	$1,960	40%
Montana	$27,468	$2,289	49%
Nebraska	$22,908	$1,909	38%
Nevada	$43,596	$3,633	75%
New Hampshire	$47,725	$3,977	62%
New Jersey	$37,060	$3,088	43%
New Mexico	$38,180	$3,182	82%
New York	$38,180	$3,182	55%
North Carolina	$42,818	$3,568	76%
North Dakota	$30,575	$2,548	46%
Ohio	$23,172	$1,931	38%
Oklahoma	$35,100	$2,925	67%
Oregon	$36,130	$3,011	61%
Pennsylvania	$38,180	$3,182	58%
Rhode Island	$34,362	$2,864	46%
South Carolina	$28,365	$2,364	53%
South Dakota	$34,800	$2,900	60%
Tennessee	$31,692	$2,641	60%
Texas	$28,635-$47,736	$2,386-$3,978	52%-85%
Utah	$34,416	$2,868	60%
Vermont	$36,600	$3,050	57%
Virginia	$28,644-$47,736	$2,387-$3,978	39%-65%
Washington	$38,184	$3,182	56%
West Virginia	$28,632	$2,386	56%
Wisconsin	$36,131	$3,011	55%
Wyoming	$35,808	$2,984	57%
District of Columbia	$45,775	$3,815	71%
Data sources	a	a	a

NR Not regulated

APPENDIX C: CHILD CARE DATA (continued)

STATE	ESTIMATED FUNDING FOR CHILD CARE (FY 2013)						
	Child Care and Development Fund: Federal allocations[a]	Child Care and Development Fund: State maintenance of effort	Child Care and Development Fund: State matching funds	Total CCDF funding (federal and state)	TANF transfers to the Child Care and Development Fund	Percent TANF transfer of total CCDF funds	TANF direct spending on child care
Alabama	$83,456,862	$6,896,417	$11,786,764	$102,140,043	$0	0%	$0
Alaska	$12,163,928	$3,544,811	$4,381,790	$20,090,529	$9,052,100	7%	$3,028,275
Arizona	$112,319,611	$10,032,936	$19,673,234	$142,025,781	$0	0%	$0
Arkansas	$48,840,430	$1,886,543	$6,983,254	$57,710,227	$0	0%	$0
California	$537,076,320	$85,593,217	$210,738,255	$833,407,792	$0	0%	$39,053,793
Colorado	$66,652,722	$8,985,901	$28,750,247	$104,388,870	-$30,901,096	-20%	$0
Connecticut	$50,801,591	$18,738,358	$17,825,923	$87,365,872	$0	0%	$0
Delaware	$15,339,976	$5,179,325	$3,732,542	$24,251,843	$0	0%	-$3,573,214
Florida	$253,760,229	$33,415,872	$65,352,474	$352,528,575	$105,948,598	15%	$13,825,666
Georgia	$184,319,903	$22,182,651	$30,286,990	$236,789,544	$0	0%	$0
Hawaii	$19,478,691	$4,971,630	$6,582,981	$31,033,302	$15,000,000	12%	$0
Idaho	$26,372,947	$1,175,819	$4,037,991	$31,586,757	$7,837,200	13%	$102,115
Illinois	$204,509,524	$56,873,825	$70,471,206	$331,854,555	$0	0%	$0
Indiana	$114,136,175	$15,356,947	$17,885,793	$147,378,915	$23,328,799	7%	$0
Iowa	$44,756,829	$5,078,586	$11,297,975	$61,133,390	$22,732,687	16%	$0
Kansas	$46,882,381	$6,673,024	$12,812,941	$66,368,346	$13,710,977	11%	$0
Kentucky	$78,148,257	$7,274,537	$971,558	$86,394,352	$47,789,725	21%	$15,762,005
Louisiana	$79,718,863	$5,219,488	$16,414,094	$101,352,445	$0	0%	$0
Maine	$16,157,880	$1,749,818	$3,542,851	$21,450,549	$0	0%	$3,078,729
Maryland	$80,253,030	$23,301,407	$30,668,320	$134,222,757	$0	0%	$0
Massachusetts	$102,632,900	$44,973,368	$31,553,068	$179,159,336	$91,874,225	18%	$0
Michigan	$151,388,490	$24,411,364	$25,706,487	$201,506,341	$0	0%	$0
Minnesota	$82,235,151	$19,690,299	$29,418,856	$131,344,306	$62,086,000	16%	$0
Mississippi	$55,699,898	$1,715,430	$6,261,183	$63,676,511	$17,353,516	17%	$0
Missouri	$98,665,425	$16,548,755	$20,356,503	$135,570,683	$23,000,000	9%	$0
Montana	$14,696,153	$1,313,990	$2,624,113	$18,634,256	$9,040,310	10%	$0
Nebraska	$33,990,073	$6,498,998	$8,536,459	$49,025,530	$17,000,000	15%	$0
Nevada	$35,214,569	$2,580,421	$10,361,030	$48,156,020	$850,000	1%	$0
New Hampshire	$15,784,562	$4,518,866	$6,151,271	$26,454,699	$1,863,063	4%	$0
New Jersey	$111,071,850	$26,374,178	$46,161,946	$183,607,974	$57,513,000	12%	-$5,000,000
New Mexico	$39,774,805	$2,895,259	$5,402,319	$48,072,383	$23,777,500	18%	$0
New York	$297,260,789	$101,983,998	$96,938,493	$496,183,280	$366,858,780	12%	$0
North Carolina	$196,498,586	$37,927,282	$27,904,550	$262,330,418	$79,437,673	15%	$0
North Dakota	$9,711,812	$1,017,036	$3,202,253	$13,931,101	$0	0%	$0
Ohio	$208,186,258	$45,403,943	$34,975,221	$288,565,422	$0	0%	$0
Oklahoma	$79,618,241	$10,630,233	$12,290,208	$102,538,682	$29,056,288	16%	-$40,174
Oregon	$64,491,611	$11,714,966	$11,908,080	$88,114,657	$0	0%	$572,655
Pennsylvania	$183,547,885	$46,629,051	$52,250,037	$282,426,973	$150,817,250	16%	$0
Rhode Island	$16,817,310	$5,321,126	$4,659,713	$26,798,149	$11,345,913	10%	$901,234
South Carolina	$74,726,259	$4,085,269	$10,491,524	$89,303,052	$0	0%	$0
South Dakota	$12,132,775	$802,914	$3,704,459	$16,640,148	$0	0%	$0
Tennessee	$123,008,885	$18,975,782	$17,539,343	$159,524,010	$32,224,287	12%	$31,190,914
Texas	$459,942,833	$34,681,421	$111,452,171	$606,076,425	$0	0%	$0
Utah	$59,684,283	$4,474,923	$9,098,991	$73,258,197	$0	0%	$3,000,000
Vermont	$9,686,457	$2,666,323	$2,179,612	$14,532,392	$9,224,074	19%	$0
Virginia	$105,069,034	$21,328,762	$42,196,588	$168,594,384	$21,217,845	12%	$0
Washington	$115,944,556	$38,707,605	$36,399,801	$191,051,962	$76,206,373	18%	$0
West Virginia	$31,326,138	$2,971,392	$3,398,943	$37,696,473	$0	0%	$1,983,513
Wisconsin	$89,056,220	$16,449,406	$20,370,343	$125,875,969	$62,899,870	18%	$0
Wyoming	$8,881,528	$1,553,707	$3,163,419	$13,598,654	$0	0%	$0
District of Columbia	$10,095,008	$4,566,972	$1,079,855	$15,741,835	$0		$0
Data sources	b	b	b	b	c	c	c

N.R. = Not regulated

APPENDIX C: CHILD CARE DATA (continued)

STATE	MAXIMUM CHILD:STAFF RATIOS IN CHILD CARE CENTERS (2012)		MAXIMUM GROUP SIZE IN CHILD CARE CENTERS (2012)	
	3-year-olds	4-year-olds	3-year-olds	4-year-olds
Alabama	8:1	18:1	NR	NR
Alaska	10:1	10:1	20	20
Arizona	13:1	15:1	NR	NR
Arkansas	12:1	15:1	24	30
California	12:1	12:1	NR	NR
Colorado	10:1	12:1	20	24
Connecticut	10:1	10:1	20	20
Delaware	10:1	12:1	NR	NR
Florida	15:1	20:1	NR	NR
Georgia	15:1	18:1	30	36
Hawaii	12:1	16:1	NR	NR
Idaho	Not licensed	Not licensed	Not licensed	Not licensed
Illinois	10:1	10:1	20	20
Indiana	10:1	12:1	24	24
Iowa	8:1	12:1	NR	NR
Kansas	12:1	12:1	24	24
Kentucky	12:1	14:1	24	28
Louisiana	14:1	16:1	NR	NR
Maine	8:1/10:1	8:1/10:1	24/20	24/20
Maryland	10:1	10:1	20	20
Massachusetts	10:1	10:1	20	20
Michigan	10:1	12:1	NR	NR
Minnesota	10:1	10:1	20	20
Mississippi	14:1	16:1	14	20
Missouri	10:1	10:1	NR	NR
Montana	8:1	10:1	NR	NR
Nebraska	10:1	12:1	NR	NR
Nevada	13:1	13:1	NR	NR
New Hampshire	8:1	12:1	24	24
New Jersey	10:1	12:1	20	20
New Mexico	12:1	12:1	NR	NR
New York	7:1	8:1	18	21
North Carolina	15:1	15:1	25	25
North Dakota	7:1	10:1	14	20
Ohio	12:1	14:1	24	28
Oklahoma	12:1	15:1	24	30
Oregon	10:1	10:1	20	20
Pennsylvania	10:1	10:1	20	20
Rhode Island	9:1	10:1	18	20
South Carolina	13:1	18:1	NR	NR
South Dakota	10:1	10:1	20	20
Tennessee	9:1	13:1	18	20
Texas	15:1	18:1	30	35
Utah	12:1	15:1	24	30
Vermont	10:1	10:1	20	20
Virginia	10:1	10:1	NR	NR
Washington	10:1	10:1	20	20
West Virginia	10:1	12:1	20	24
Wisconsin	10:1	13:1	20	24
Wyoming	10:1	12:1	24	30
District of Columbia	8:1	10:1	16	20
Data sources	d	d	d	d

NR = Not regulated

APPENDIX C: CHILD CARE DATA (continued)

STATE	CHILD CARE STAFF PRE-SERVICE QUALIFICATIONS (2012)				
	Child care center teachers: education/ training requirements	Child care center teachers: experience required?	Child care center directors: education/ training requirements	Child care center directors: experience required?	Average annual child care worker salaries (May 2013)
Alabama	12 clock hours training	N	124 clock hours	Y (1 year)	$18,370
Alaska	None	N	CDA	N	$23,810
Arizona	None	N	60 clock hours ECE/CD	Y (2 years)	$20,790
Arkansas	None	N	None	N	$18,060
California	CC certificate 95 clock hours	Y (150 hours)	12 EC credits	Y (4 years)	$24,680
Colorado	Vocational CD program	Y (1 year)	30 semester hours in ECE	Y (2 years)	$23,880
Connecticut	None	N	CDA	Y (1,080 hours)	$23,010
Delaware	Vocational CC program	Y (1 year)	CDA	Y (2 years)	$21,570
Florida	40-hour CC training	N	state director credential	N	$20,520
Georgia	None	N	None	N	$20,280
Hawaii	CDA or ECE certification	Y (1 year)	CDA	Y (4 years)	$19,880
Idaho	Not licensed	Not licensed	Not licensed	Not licensed	$19,710
Illinois	60 semester hours (6 in CC or CD)	N	CDA or CCP + 12 ECE credits	Y (2 years)	$22,590
Indiana	None	N	AA in ECE	Y (3 years)	$19,360
Iowa	None	N	75 clock hours CD training	Y (>1 year)	$18,350
Kansas	None	N	CDA	Y (1 year)	$19,810
Kentucky	None	N	None	N	$19,480
Louisiana	None	N	Vocational CC program	Y (1 year)	$18,640
Maine	None	N	135 clock hours training	Y (5 years)	$20,960
Maryland	90 clock hours ECD training	Y (1 year)	90 clock hours ECD training	N	$23,020
Massachusetts	2-year vocational CC course	N	CDA + 5 CD/ECE credits	Y (33 months)	$25,950
Michigan	None	N	CDA + 12 child-related credits	N	$21,490
Minnesota	CDA	Y (1,560 hours)	90 clock hours CD or supervisory	Y (1,040 hours)	$22,090
Mississippi	None	N	CDA or CC director credential	Y (2 years)	$18,160
Missouri	None	N	12 semester hours in child-related courses	Y (2 years)	$19,780
Montana	None	N	None	N	$20,540
Nebraska	None	N	None	N	$18,970
Nevada	None	N	CDA	N	$21,300
New Hampshire	2-year vocational CC course	Y (1,000 hours)	CDA	Y (4,500 hours)	$21,880
New Jersey	CDA or CCP credential	Y (1 year)	BA	Y (1 year)	$23,350
New Mexico	45-hour or 3-credit ECE course	N	3 administration courses	Y (3 years)	$18,980
New York	None	N	CDA	Y (4 years)	$24,830
North Carolina	None	N	None	N	$19,910
North Dakota	None	N	CDA	Y (1year)	$18,560
Ohio	None	N	CDA	Y (2 years)	$21,500
Oklahoma	None	N	Director Credential (bronze level)	N	$19,530
Oregon	None	N	None	N	$23,260
Pennsylvania	None	N	AA with 30 child-related credits	Y (4 years)	$20,470
Rhode Island	None	N	CDA + 4 college courses in ECE/CD	Y (3 years)	$23,750
South Carolina	None	N	None	N	$18,860
South Dakota	None	N	None	N	$18,390
Tennessee	None	N	TN EC Training Alliance certificate	N	$19,030
Texas	None	N	State director credential	Y (2 years)	$19,410
Utah	None	N	National administrator credential + 6 CCR&R courses	N	$20,230
Vermont	CDA credential	N	CDA	Y (2 years)	$24,050
Virginia	24 clock hours CC training	N	120 hours training	Y (3 years)	$20,760
Washington	None	N	CDA	Y (2 years)	$23,300
West Virginia	None	N	None	N	$17,940
Wisconsin	2 non-credit ECE courses	Y (80 days)	2 non-credit ECE courses	Y (80 days)	$20,980
Wyoming	None	N	100 clock hours training	Y (2 years)	$22,550
District of Columbia	90-hour CC certification course	Y (3 years)	State director credential	Y (5 years)	$33,360
Data sources	e	e	f	f	g

N/R = Not regulated

DATA SOURCES

a Data were retrieved from Pivot Point: State Child Care Assistance Policies 2013, a report from the National Women's Law Center. Available at http://www.nwlc.org/sites/default/files/pdfs/final_nwlc_2013statechildcareassistancereport.pdf

b—Child Care Bureau, FY 2013 CCDF Final Allocations (Including Realloted Funds). Available at: http://www.acf.hhs.gov/programs/occ/resource/fy13-ccdf-final-allocations-including-realloted-funds

c Fiscal year 2012 TANF financial data were retrieved from the U.S. Department of Health and Human Services, Administration for Children and Families. Available at http://www.acf.hhs.gov/programs/ofa/resource/tanf-financial-data-fy-2012. This is the most recent year for which these data are available.

d Child-Staff Ratios and Maximum Group Sizes Requirements in 2011. Data compiled from the results of the 2011 Child Care Licensing Study (2012) by the Office of Child Care's National Center on Child Care Quality Improvement and the National Association for Regulatory Administration (NARA). https://childcare.gov/sites/default/files/547_1305_ratiosgroupsize_2011.pdf

e Minimum Requirements for Preservice Qualifications and Annual Ongoing Training Hours for Center Teaching Roles in 2011. Data compiled from the results of the 2011 Child Care Licensing Study (2012) by the Office of Child Care's National Center on Child Care Quality Improvement and the National Association for Regulatory Administration (NARA). https://childcare.gov/sites/default/files/542_1305_qualstcmst_2011.pdf. This is the most recent year for which data are available.

f Minimum Preservice Qualifications, Administrative Training, and Annual Ongoing Training Hours for Center Directors in 2011. Data compiled from the results of the 2011 Child Care Licensing Study (2012) by the Office of Child Care's National Center on Child Care Quality Improvement and the National Association for Regulatory Administration (NARA). https://childcare.gov/sites/default/files/541_1305_qualsdir_2011.pdf. This is the most recent year for which data are available.

g U.S. Department of Labor, Bureau of Labor Statistics (2012). Available at http://www.bls.gov/oes/current/oes399011.htm

NOTES

1 These figures were calculated based on fiscal year 2012 state median income estimates provided by the Administration for Children and Families within the U.S. Department of Health and Human Services for use under the Low Income Home Energy Assistance Program. Available at https://www.acf.hhs.gov/programs/ocs/resource/state-median-income-estimate-for-ffy-2012.

2 Counties set their income limits within state guidelines. Counties may allow families already receiving child care assistance to continue doing so after their income exceeds the county's initial income limit for up to six months provided their income remains below 85 percent of SMI.

3—The income limit assumes that the family had two children in subsidized child care. The income limit for a family of three with only one child in subsidized child care was $29,100 in FY2012.

4 Local workforce development boards set their own income limits within state guidelines. Some local boards allow families an extended year of child care assistance up to a higher income than the initial eligibility limit provided the exit eligibility limit does not exceed 85 percent of SMI.

5 Virginia has different income limits for various regions of the state. For FY 2012, the four regional income limits were $27,468, $29,304, $33,876, and $45,780.

6 These data represent the sums of mandatory, discretionary, and the federal share of the matching funds.

7—As of September 15, 2006, the child:staff ratio for 3 to not yet school-age 5 years olds is 8:1 with a maximum group size of 24, or 10:1 with a maximum group size of 20.

8 The ratio and group size requirements apply to 3- and 4-year-old children who attend full-day programs. The ratio for half-day programs is 12:1 with a maximum class size of 24.

9—Teachers with less than 6 months prior experience in a regulated child care center must attain 8 hours of preservice training in child development or have documentation of equivalent child care training.

10 These requirements are for teaching associates. To be qualified as a teacher according to Vermont's regulations, a bachelor's degree in ECE or a related field and one year of experience are required.

11 Approved non-credit courses involve at least 36 clock hours of training.

12 Directors without a BA must have a plan of study leading to that degree.

APPENDIX D: U.S. CENSUS POPULATION ESTIMATES

STATE NUMBERS OF 3-, AND 4-YEAR-OLDS, BY STATE 2012

	3-year-olds	4-year-olds	Total 3- and 4-year-olds
Alabama	59,889	62,483	122,372
Alaska	10,779	10,760	21,539
Arizona	89,213	92,778	181,991
Arkansas	38,897	40,173	79,070
California	497,499	516,595	1,014,094
Colorado	68,275	69,956	138,231
Connecticut	39,297	40,958	80,255
Delaware	10,978	11,372	22,350
District of Columbia	6,764	6,945	13,709
Florida	212,057	221,842	433,899
Georgia	134,970	140,894	275,864
Hawaii	17,580	17,536	35,116
Idaho	23,884	24,427	48,311
Illinois	162,253	167,665	329,918
Indiana	85,026	87,734	172,760
Iowa	39,812	41,034	80,846
Kansas	40,386	41,428	81,814
Kentucky	55,094	57,379	112,473
Louisiana	62,144	64,356	126,500
Maine	13,500	14,059	27,559
Maryland	72,468	74,758	147,226
Massachusetts	71,978	74,901	146,879
Michigan	115,845	119,525	235,370
Minnesota	69,883	72,464	142,347
Mississippi	41,275	43,363	84,638
Missouri	76,183	78,544	154,727
Montana	12,520	12,568	25,088
Nebraska	26,328	26,783	53,111
Nevada	36,434	38,407	74,841
New Hampshire	13,469	13,853	27,322
New Jersey	105,656	109,605	215,261
New Mexico	28,312	29,614	57,926
New York	225,583	231,040	456,623
North Carolina	125,774	128,958	254,732
North Dakota	9,324	9,256	18,580
Ohio	141,168	144,309	285,477
Oklahoma	53,127	54,100	107,227
Oregon	46,986	48,463	95,449
Pennsylvania	143,764	147,710	291,474
Rhode Island	10,941	11,607	22,548
South Carolina	60,413	61,682	122,095
South Dakota	11,849	12,237	24,086
Tennessee	80,758	84,178	164,936
Texas	387,569	397,272	784,841
Utah	52,572	53,014	105,586
Vermont	6,174	6,462	12,636
Virginia	100,519	104,722	205,241
Washington	88,641	90,419	179,060
West Virginia	20,508	21,469	41,977
Wisconsin	70,183	72,488	142,671
Wyoming	7,939	8,202	16,141
50 states + DC	**3,982,440**	**4,112,347**	**8,094,787**

Source: U.S. Census Population Estimates, State Population Datasets (State by Age, Sex, Race, and Hispanic Origin & Race Groups). Downloaded from http://www.census.gov/popest/data/state/asrh/2012/index.html

APPENDIX E: PRE-K SPECIAL EDUCATION ENROLLMENT

STATE

NUMBERS AND PERCENTAGES OF 3- AND 4-YEAR-OLDS, BY STATE 2012-2013

	3-year-olds		4-year-olds		Total 3- and 4-year-olds	
	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population
Alabama	1,434	2%	2,330	4%	122,372	3%
Alaska	461	4%	746	7%	21,539	6%
Arizona	3,477	4%	5,709	6%	181,991	5%
Arkansas	3,106	8%	5,163	13%	79,070	10%
California	18,430	4%	26,437	5%	1,014,094	4%
Colorado	3,173	5%	4,512	6%	138,231	6%
Connecticut	2,178	6%	2,791	7%	80,255	6%
Delaware	552	5%	886	8%	22,350	6%
District of Columbia	313	5%	559	8%	13,709	6%
Florida	7,207	3%	13,029	6%	433,899	5%
Georgia	3,442	3%	5,478	4%	275,864	3%
Hawaii	727	4%	865	5%	35,116	5%
Idaho	732	3%	1,218	5%	48,311	4%
Illinois	9,008	6%	12,908	8%	329,918	7%
Indiana	4,513	5%	6,206	7%	172,760	6%
Iowa	1,538	4%	2,314	6%	80,846	5%
Kansas	2,686	7%	3,786	9%	81,814	8%
Kentucky	3,845	7%	6,145	11%	112,473	9%
Louisiana	2,239	4%	3,626	6%	126,500	5%
Maine	904	7%	1,366	10%	27,559	8%
Maryland	3,366	5%	4,460	6%	147,226	5%
Massachusetts	4,004	6%	5,902	8%	146,879	7%
Michigan	5,061	4%	6,784	6%	235,370	5%
Minnesota	3,407	5%	5,293	7%	142,347	6%
Mississippi	1,820	4%	3,304	8%	84,638	6%
Missouri	3,292	4%	5,800	7%	154,727	6%
Montana	320	3%	618	5%	25,088	4%
Nebraska	1,254	5%	1,880	7%	53,111	6%
Nevada	1,737	5%	2,915	8%	74,841	6%
New Hampshire	941	7%	1,056	8%	27,322	7%
New Jersey	4,841	5%	6,319	6%	215,261	5%
New Mexico	1,545	5%	2,359	8%	57,926	7%
New York	18,993	8%	25,640	11%	456,623	10%
North Carolina	4,304	3%	6,276	5%	254,732	4%
North Dakota	394	4%	651	7%	18,580	6%
Ohio	5,679	4%	9,008	6%	285,477	5%
Oklahoma	1,535	3%	2,621	5%	107,227	4%
Oregon	2,641	6%	3,775	8%	95,449	7%
Pennsylvania	9,020	6%	12,717	9%	291,474	7%
Rhode Island	703	6%	1,014	9%	22,548	8%
South Carolina	2,016	3%	3,450	6%	122,095	4%
South Dakota	553	5%	973	8%	24,086	6%
Tennessee	2,336	3%	4,253	5%	164,936	4%
Texas	9,299	2%	14,792	4%	784,841	3%
Utah	2,433	5%	3,570	7%	105,586	6%
Vermont	516	8%	628	10%	12,636	9%
Virginia	3,700	4%	5,645	5%	205,241	5%
Washington	3,301	4%	5,182	6%	179,060	5%
West Virginia	994	5%	1,761	8%	41,977	7%
Wisconsin	3,513	5%	5,573	8%	142,671	6%
Wyoming	747	9%	1,265	15%	16,141	12%
50 states	**174,230**	**4.4%**	**261,558**	**6.4%**	**739,047**	**5.4%**

Source: U.S. Department of Education, Office of Special Education Programs, Data Accountability Center (DAC), IDEA Data, Part B, Child Count 2011. Data updated as of November 2012.

COMPREHENSIVE
EARLY CHILDHOOD
EDUCATION

2013 STANDARDS FOR APPROVAL OF PRESCHOOL AND KINDERGARTEN PROGRAMS

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Foreword and formatting updated September 2014

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Rhode Island Department of Education
2013 STANDARDS FOR APPROVAL
OF PRESCHOOL AND KINDERGARTEN PROGRAMS

FORWARD ***September 2014***

In 1968, by act of the Rhode Island General Assembly, nursery schools and kindergartens were endorsed as the first formal steps in the education of young children. This act was in part a reaction to rising interest across the nation in planned educational opportunities for preschoolers. The Rhode Island Department of Elementary and Secondary Education (RIDE) was authorized to plan for the approval of existing "nursery schools" and to assume leadership for establishing standards for new childcare facilities. In this way, by legislative act (Chapter 48 of Title 16 of the General Laws of Rhode Island), the Commissioner of Education was given responsibility for setting standards and planning approval procedures for programs serving children ages three to six....

The original legislative intent was to protect and promote the health, education, safety and welfare of children attending Rhode Island preschool programs. The establishment of statewide standards for approval was deemed essential to ensure that all children enrolled in preschool settings would enjoy the benefits of a safe and healthy learning environment.

In 2008, the Rhode Island Department of Elementary and Secondary Education aimed to expand its commitment to supporting high quality early childhood education by strengthening applicable regulations and standards., RIDE in partnership with other key stakeholders, established a two-tiered approval system for early care and education. Programs that demonstrated *foundational program quality* met the basic health and safety standards required for DCYF licensing or BEP/Independent school approval by RIDE. These standards are regulatory and mandatory for programs that wish to operate an early childhood education program in Rhode Island.

Programs that demonstrated *comprehensive program quality* met all the foundational requirements for DCYF licensing/BEP compliance *and* voluntarily pursued and were granted approval by RIDE as a Comprehensive Early Childhood Education (CECE) program. RIDE CECE standards encompassed rigorous expectations for program quality. The 2008 RIDE standards, promulgated in 2010, incorporated input from key stakeholders, national organizations and resources, and state and federal agencies.

In 2012, RIDE began work with the RI Department of Children, Youth and Families, the RI Department of Human Services and other partners in a process of standards revision along the full continuum of regulations/standards used to assess programs. DCYF licensing regulations, the state's Quality Rating and Improvement System standards (BrightStars), and the 2010 RIDE CECE program standards were revised and aligned to create a logical pathway for continuous program improvement. As programs make improvements they are able to move up the "quality continuum," which begins at DCYF licensing, progresses through the 1-5 Star BrightStars rating process, and culminates in RIDE CECE Approval.

RIDE CECE standards represent the highest level of quality in the continuum for preschool and kindergarten classrooms. RIDE's 2013 Comprehensive Early Childhood Education Standards for Approval of Preschool and Kindergarten Programs reflect the Rhode Island Department of Elementary and Secondary Education's commitment to central elements of high quality early childhood education including the understanding that:

- *In the early childhood years, children develop the foundation upon which subsequent development in all domains of learning is built. These years are crucial to a child's healthy growth and development.*

- *Disparities in what children know, understand and are able to do are evident before they enter school and are strongly associated with social and economic circumstances. Participation in high-quality early childhood education programs helps close these gaps in achievement.*

- *Early childhood education programs that implement research-based program standards of quality have been shown to result in positive educational, social, and economic outcomes for both children and society.*

The 2013 CECE Standards were developed by a team of Rhode Island stakeholders using the 2010 Standards as a core reference. The revision process included public feedback from community forums and workgroups, requirements and/or recommendations of national organizations and/or nationally recognized resources, and requirements and/or standards of state and federal agencies including:

- Rhode Island Program Standards Alignment: Public Forums and Focus Group Summary Report, 2012
- Rhode Island Early Learning and Development Standards, 2003 and 2012 Draft Revised Standards
- Rhode Island Early Learning and Development Standards Professional Development Modules
- Common Core State Standards for Math
- Common Core State Standards for English Language Arts and Literacy
- Rhode Island Board of Regents for Elementary and Secondary Education Basic Education Program Regulations, 2009
- Rhode Island Department of Children, Youth and Families Child Care Center Regulations for Licensure, 2012 Draft Revised Standards

Early learning programs that meet RIDE's 2013 CECE standards for approval:

Engage highly qualified teachers

Understand that children learn through play and social interactions

Create nurturing and thoughtfully prepared classroom environments

Use carefully designed curriculum and valid and reliable child assessment tools aligned with standards for children

Engage families as partners

Meet the needs of all children

Commit to school readiness and better educational and life outcomes for children

Know that learning begins at birth*

- Rhode Island Quality Rating and Improvement System: BrightStars Child Care Center and Preschool Standards and Criteria Framework, 2012 Draft Revised Standards
- Public Health Association and National Resource Center for Health and Safety in Child Care, 2011.
- Public Playground Safety Handbook: U.S. Consumer Product Safety Commission, 2010.
- Rhode Island Quality Rating and Improvement System: BrightStars Family Child Care Standards and Criteria Framework, 2012 Draft Revised Standards
- National Association for the Education of Young Children (NAEYC) Early Childhood Program Standards and Accreditation Criteria, 2008.
- Division of Early Childhood Recommended Practices, 2005.
- CLASS: Classroom Assessment Scoring System Manual Pre-K, 2008
- Early Childhood Environment Rating Scale, Revised Edition (ECERS-R)
- Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care, A Joint Collaborative Project of the American Academy of Pediatrics.

*. High quality early learning programs have rigorous quality expectations for all classrooms, including those that serve infants and toddlers. While CECE classroom-level standards apply specifically to preschool and kindergarten classrooms, high-quality programs will include *all* children in program-level policies, including the curriculum framework and child assessment plan.

DCYF, BrightStars and RIDE alignment work has been a central component of Rhode Island's Race to the Top-Early Learning Challenge Grant. "**Exceed**" is the new name for the cross departmental initiative that implements the work of the grant. Families, programs, professionals and the public can access information about Rhode Island's early learning commitment and search for high quality ECE programs at https://exceed.ri.gov.

I. APPLICABILITY

Pursuant to state law (RIGL 16-48), these standards shall apply to early childhood education programs enrolling children between the ages of three (3) and six (6) years of age in order to ensure developmentally appropriate early development and learning experiences based on Rhode Island's Early Learning and Development Standards. These standards shall also pertain to kindergarten classrooms operating in private programs in which kindergarten is the terminal grade.

At the time of application, applicants must meet one of following **core levels of approval**:

- A community-based program licensed by the State of Rhode Island Department of Children, Youth and Families;
- A public school approved through BEP Regulations and/or Special Education Regulations;
- A private school (PK-12) approved through the Rhode Island Department of Education's RIDE Private School standards; OR
- A special education school approved through the Rhode Island Department of Education's RIDE Special Education School standards and Special Education Regulations.

Additionally, the program must provide evidence that it has also submitted an application to the state's Quality Rating and Improvement System within one year of submitting an application for Comprehensive Early Childhood Program approval.
Application to the Rhode Island Department of Elementary and Secondary Education pursuant to these standards represents the program's desire to seek voluntary approval as a Comprehensive Early Childhood Education Program.
When a program is subject to a governmental rule or regulation that exceeds the expectation outlined in one of the standards contained herein, that rule or regulation takes precedence. When a governmental rule or regulation differs in other ways or sets a lower threshold of performance, these standards take precedence.

To be eligible for approval under these standards, the program shall operate a minimum of 13.75 hours per week with compliance with these standards as follows:

- Programs that operate double sessions: Separate morning and afternoon sessions each day must comply with these standards 100% of the time that they are in operation.

- Programs that operate single sessions:
    - Sessions of 6 hours or less in duration per day must comply with these standards 100% of the time that they are in operation.
    - Sessions of more than 6 hours in duration per day must comply with these standards at least 6 hours within their daily hours of operation.

II. THE APPROVAL PROCESS

This section of the standards outlines the approval process including:

1. Purpose
2. Procedures for Application and Approval
3. Types of Applications
4. Department Action on Applications
5. Provisions of Approval

PURPOSE

The primary purpose of approval is to encourage and support comprehensive and developmentally appropriate early development and learning experiences in public and private early childhood education programs serving children between the ages of three (3) to six (6) years of age and kindergarten classrooms operating in private programs in which kindergarten is the terminal grade. An approval certificate signifies that the program meets standards for comprehensive early childhood education programs contained herein including provisions to fulfill such requirements of the standards contained herein. Further, the approval signifies to families, guardians and other concerned individuals that each child is in a comprehensive learning environment.

Approval is a method of regulation designed to implement the state's obligation to comprehensive early education programs to children who are enrolled. An approval is granted after a detailed review of the program, its application, and supporting documentation has shown that the program complies with established laws and standards. Basic guidelines to be used in the evaluation are described in Section III of these standards.

PROCEDURES FOR APPROVAL

1. Completion and submission of an application and such documentation as may be required by the Commissioner of the Rhode Island Department of Elementary and Secondary Education
2. Upon receipt of a completed application and required documentation, review by an authorized representative of the Commissioner to determine compliance of said application with the standards contained herein (See Section III)
3. An on-site visit by an authorized representative designated by the Commissioner for the purpose of providing assistance in terms of compliance matters or observing the program in action
4. Determination by an authorized representative designated by the Commissioner that the program meets requirements for approval based on both the program's application and supporting documentation and the on-site visit to that program

TYPES OF APPLICATIONS

Outlined below are the types of applications for approval. Prior to filing an application for initial approval it is recommended that the applicant confer with the authorized representative designated by the Commissioner to initiate the steps required for meeting approval requirements. Types of applications include:

1. Application for Initial Approval
2. Application for Renewal of Approval
3. Re-Application for Approval.

Application for Initial Approval
A person desiring to open a comprehensive early childhood education program shall make formal application for tentative approval on prescribed forms provided by the Commissioner. Applications may be submitted for multi-site programs or for single-site programs. In either case, all early childhood education programs in any single site must be approved in order for the site to be approved. Approval by the Commissioner is required before any program advertises itself as a comprehensive early childhood education program approved by the Rhode Island Department of Elementary and Secondary Education.

Application for Renewal of Approval
Renewal of approval must be made annually. The Commissioner will provide written notification through an authorized representative of the Department prior to the expiration of the current approval that a renewal application must be filed. Early childhood education programs desiring renewal of approval shall make application on forms provided by the Commissioner. In addition to the information required on renewal forms, the applicant program shall provide the Department with information regarding any changes made since the date of last approval.

Re-Application for Approval
A re-application for approval for a comprehensive early childhood education program shall meet the requirements as set forth above in these Standards, "Application for Initial Approval." Re-application shall be filed when:

1. There is a change in the location of the early childhood early education program;
2. There is a major change in the original program, goals and objectives of the program and/or type of population served;
3. There has been a previous discontinuance of the program; or
4. The Commissioner has revoked or refused to renew the program's approval.

DEPARTMENT ACTION ON APPLICATIONS

After reviewing the data collected and reported by the authorized representative designated by the Commissioner, approval action by the Commissioner shall take the form of one of the following:

1. Approval
2. Approval Variance
3. Provisional Approval
4. Probationary Approval
5. Denial of Approval
6. Revocation of Approval

Approval
A program which meets the standards will be approved, will be issued a letter of approval and certificate to operate, and will be listed in the Department's Directory of Approved Comprehensive Early Childhood Education Programs. Approval is for one year and must be renewed annually.

Approval Variance
A variance to these standards may be allowed at the discretion of the Commissioner or authorized representative. Application for a variance shall include the following items: an identification of the standard for which the variance is requested, an explanation of the program's current status in relation to the standard in question, a justification for the variance request and a specific plan of tasks and timelines for bringing the program into full compliance with the standard. Variances shall be allowed for no more than one calendar year or another timeframe not to exceed five years as specified by the Commissioner or authorized representative. Renewal of the variance can be requested annually as part of the program's annual program approval renewal. A variance renewal request shall address the same items as in the initial variance request plus documentation of task, timelines and progress toward bringing the program into full compliance unless determined unnecessary by the Commissioner or authorized representative.

Provisional Approval
A new program may be given provisional approval for a six-month period during which time an authorized representative(s) of the Commissioner will visit the program for a full review of the program and its operation. This temporary approval may be renewed once if conditions warrant an extension of time and an acceptable step-by-step plan is submitted for meeting the areas not in compliance with these standards.

Probationary Approval
A program currently approved but unable to meet these standards due to special circumstances as allowed by the Commissioner will be required to submit a step-by-step plan for meeting the requirements. If the plan is acceptable, the Commissioner may permit the applicant to continue to operate for a limited probationary period within a given school year. The program will then be re-examined by the authorized representative of the Commissioner and recommendations made.

Denial of Approval
If a program does not meet these standards and the applicant does not submit an acceptable application or step-by-step plan for doing so, the program will be disapproved. When such action is taken, the Commissioner shall, upon written request, grant the applicant a hearing.

Revocation of Approval
The Commissioner may consider any violation of these standards cause for the revocation of or refusal to renew the approval. A comprehensive early childhood education program approval shall be revoked for cause as specified in Section 16-48-5 of the General Laws of Rhode Island, 1956, as amended (See Section IV of these standards). Where approval is revoked or refused, the applicant has a right to a hearing whereby the extent of the program's compliance with these standards shall be determined.

PROVISIONS OF APPROVAL

1. A letter and certificate of approval is issued without charge by the Commissioner of Education.

2. The letter of approval shall be maintained on file in the program and the certificate of approval shall be posted in a prominent place within the program.

3. The letter and certificate of approval will state the maximum number of children to be served in the program during any given session and the dates of validity. It will remain in force unless otherwise specified or sooner, if revoked.

4. When the approval is in force, the Commissioner or authorized representative shall be given the right of entrance at any reasonable time, the privilege to inspect the program, and access to all records for the purpose of ascertaining compliance with these standards and investigating complaints.

5. The approval is granted to a designated holder of the letter and certificate of approval and limited only to the location named.

6. An operator of a program must notify the Commissioner of Education of major changes such as closure of service, change of name or location, change of ownership, change of program administrator or early education coordinator, major program changes, which affect the approval certificate while in force.

7. When a program discontinues its operation, the owner or program administrator shall provide written notification to the Commissioner at least thirty days prior to closure.

8. A person, unincorporated society, association, or corporation purchasing a program shall comply with all of the requirements for securing an initial approval. An approval is not transferable or assignable.

III. STANDARDS FOR SCHOOLS AND AGENCIES

STRUCTURAL STANDARDS

Standard One: Physical Facilities

1.1 It is expected that the early childhood program will comply with either DCYF Licensing Regulations or, if the program is located in a public or private PK-12 school, with RIDE Basic Education Program Regulations, G-14-4 Ensuring a Safe and Healthy Physical Environment, in addition to these standards listed below.

1.2 A **program** is defined as a classroom or set of classrooms which are managed using the same overarching policies and procedures, with a shared leadership team. It may be housed in one building or multiple sites.

1.3 A **classroom** is defined as a group of children in a room with floor to ceiling walls. If floor to ceiling walls are not possible, then stable partitions of at least 4 feet in height shall divide the classroom, separate groups of children as defined in Standard 3.4, and sound shall not exceed:

Area	*Acceptable Noise Levels in Decibels*
Classrooms (up to 750 sf)	40 max
Classrooms (over 750 sf)	35 max

1.4 **Physical facilities** must be:

a. Inspected and certified by OSHA,
b. Be in compliance with building and fire codes,
c. Provide evidence of being lead free or safe,
d. Provide evidence of being asbestos-free or safe,
e. Have an acceptable score on a radon test within the last 3 years and
f. Have a public water supply or a Department of Health certificate related to a water supply of drinking water quality.

1.5 There shall be an appropriately equipped, accessible **outdoor play area for gross motor activity**. The outdoor play area shall have at least 75 square feet of space for at least 50% of the capacity of the center each child and be easily accessible from adjacent to the center. With one classroom, the play area shall have at least 75 square feet per child. It shall be safe, properly fenced with fencing of at least four (4) feet in height, reasonably level, well-drained, and free from hazards.

Surfaces and equipment shall comply with the Handbook for Public Playground Safety. Climbing equipment, swings, and large pieces of play equipment shall be developmentally appropriate for the ages of children in that area, securely anchored, and maintained in good repair. Cushioning materials such as rubber surfacing, wood chips, or sand shall be used under climbers, slides, or swings. If organic cushioning (i.e. sand, wood chips, etc.) is used, it shall be of at least 9" in depth.

Outdoor play areas for preschoolers shall be separated by fencing or scheduling from those used by children of first grade age and above. Outdoor play areas for kindergarteners may be in the same area used for preschoolers, first and/or second graders but shall be separated by fencing or scheduling from those used by children in the third grade or higher grades.

1.6 It is recommended that accessible **toilet facilities** be in or immediately adjacent to the classroom; if not, the program shall provide a plan that addresses how toileting will be supervised while classroom staff adult/child ratios are maintained. Facilities shall have one toilet and one sink for each group of 10 children. Hand washing sinks shall have 1) warm and cold running water faucets or 2) one temperature faucets set at appropriate hand washing temperatures. Hot water temperature at sinks used for handwashing, or where the hot water will be in direct contact with children, should be at a temperature of at least 60°F and not exceeding 120°F, according to the most recent information in *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care, A Joint Collaborative Project of the American Academy of Pediatrics, American Public Health Association and National Resource Center for Health and Safety in Child Care.*

There shall be separate toilet facilities in the same building for staff.

1.7 There shall be **adequate ventilation and natural and/or artificial lighting** throughout the program facility.

- Each room used for instructional purposes shall have sufficient air changes to produce healthful conditions and to avoid odors or concentrations of toxic substances or dust particles.
- All rooms used for children shall have a window or skylight directly to the outdoors.
- The Illuminating Engineering Society of North America standards for the quantity of illumination, Lighting for Educational Facilities RP-3-00, should be met in general classrooms.
- Emergency lighting shall be available when normal lighting systems fail and in locations that permit an orderly egress from the building in an emergency situation.

1.8 There shall be **designated adult space** with adult-size furniture for functions such as planning, meeting privately with parents, storage of staff materials, breaks, etc.

1.9 A **cot** shall be provided for each preschool child for programs that are **more than 4 hours in length.** Cots shall be washed and sanitized before reassignment to another child. There shall be at least two (2) feet of space between each cot during rest time.

1.10 All **equipment and materials** shall be kept clean and sanitary and shall be checked monthly to ensure they are free from hazards. Documentation of monthly inspections, and program response, should be maintained on file.

The following standards apply to public school programs. Child care centers in good standing with DCYF's 2013 Child Care Center Regulations are presumed to meet these requirements.

1.11 **Stairways** used by children shall have a handrail with a maximum height of 48 inches for children's use.

1.12 The program's **exterior doors** shall be locked, unless monitored by a staff person, at all times. The program's designated main entrance(s) shall have a doorbell, buzzer, keypad, swipe card or other comparable means for entrance.

1.13 There shall be space for the **storage of each child's clothing** at appropriate levels for the use of children.

1.14 There shall be adequate **storage space for equipment**, including cots and blankets, materials, supplies and seasonal toys.

1.15 There shall be a sufficient quantity of **furniture** in the center to accommodate the number of children to be enrolled. Furniture shall be safe, durable, child-sized and easily cleaned. It shall conform to all applicable safety regulations. Seating shall be provided for every child.

1.16 There shall be a minimum of 35 square feet of **usable floor space** for each child in classrooms or activity rooms.

Standard Two: Health, Safety and Nutrition

The following standards apply to all programs seeking approval.

2.1 It is expected that the early childhood program will comply with either DCYF or, if the program is located in a public or private K-12 school, with RIDE health and safety regulations for public and private K-12 schools in addition to these standards listed below.

2.2 At least one staff person per classroom in the early childhood education program shall have a current valid certificate showing satisfactory completion of **pediatric CPR training and first aid**.

2.3 Programs shall have **written policies and procedures**, which are shared with staff, for **diapering, changing soiled pull-ups, underwear or clothing** that are consistent with the guidelines consistent with the current recommendations of *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care, A Joint Collaborative Project of the American Academy of Pediatrics, American Public Health Association and National Resource Center for Health and Safety in Child Care*.

2.4 **Toilet training** shall be an individualized plan, relevant to the age and needs of the child, and carried out in conjunction with the family.

2.5 Any suspected case of **child abuse and/or neglect** shall be reported to the Department of Children, Youth and Families within 24 hours (1-8OO-RI-CHILD) in accordance with state law, including any death or serious injury while in care of the program. The program shall report also report to the Department of Education immediately after reporting to CPS (1-800-RI-CHILD).

2.6 The program shall ensure that specific training is provided to staff to be able to appropriately address health and safety of children with special needs including medical needs.

The following standards apply to public school. Child care centers in good standing with DCYF's 2013 Child Care Center Regulations are presumed to meet these requirements.

2.7 Safe **drinking water** shall be available to children throughout the day. Children shall be encouraged to drink water throughout the day, especially before, during or after outdoor play. The source of drinking water shall be separate from the lavatory. When water fountains are used, children shall be provided with disposable, single use cups or washable, one use cups.

2.8 The program shall use appropriate **bleach solution or other Environmental Protection Agency approved products** for the routine cleaning and sanitizing of all surfaces. These shall be consistent with the recommendations of *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care, A Joint Collaborative Project of the American Academy of Pediatrics, American Public Health Association and National Resource Center for Health and Safety in Child Care*.

2.9 The program shall post and follow a **cleaning and sanitizing schedule** that is consistent with the recommendations of *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care, A Joint Collaborative Project of the American Academy of*

Pediatrics, American Public Health Association and National Resource Center for Health and Safety in Child Care.

2.10 Each program shall have age appropriate choke-saving posters outlining the Heimlich Maneuver. The **choke-saving poster** shall be prominently displayed in the areas where the children eat. Child **CPR posters** shall be posted in every classroom.

2.11 All **pets** maintained on the premises shall be kept in a safe and sanitary manner and according to state and local requirements. Children shall be protected from pets which are potentially dangerous to their health or safety.

Standard Three: Enrollment and Staffing

3.1 A child may be enrolled in an approved preschool program once the child has attained 3 years of age and until entry into an approved kindergarten program.

3.2 A child may be **enrolled in an approved kindergarten program** if the child has turned 5 on or before September 1st of any school year, as defined by law.

3.3 Programs retain the discretion to address **exceptional circumstances** on a case-by-case basis and, after applying relevant criteria, to determine what is in the best educational interest of a child born after September 1st who has not yet turned three to transition into the program, or a child who has not turned 5 by September 1st of any school year to enter kindergarten. Programs that choose to exercise this option shall have written policies which outline the criteria and that are shared with families and staff.

3.4 The following **staff-child ratios and group size requirements** shall be maintained in all approved classrooms:

AGE	STAFF/CHILD RATIO	MAXIMUM GROUP SIZE
3, 4 and 5 year olds	1 to 9	18
Kindergarten children	1 to 12	24

These ratios shall apply unless federal or state law of regulation, such as the IDEA or the RI regulations Governing the Education of Children with Disabilities, require more stringent ratios, or when determined to be appropriate considering student behavioral, health or educational needs.

3.5 In every classroom, staff adult/child ratios shall include **at least one qualified teacher** as defined in 4.3 of these standards.

3.6 Staff adult/child ratios shall be maintained at **all times of the day.**

3.7 Teaching staff **must be aware of where children are at all times**. The structural design for any classroom, restroom or other program space must not interfere with teacher's ability to observe children. When an ancillary or allied professional (such as a music teacher, art teacher, or librarian, special education consultant) is working with one or more children, that person may be considered a member of the teaching staff for supervision purposes only.

Children may be momentarily out of sight and sound (e.g., if a child leaves the playground to go into an adjoining classroom alone to get something) as long as the child is back in sight and sound within one minute. Note that it is permissible for staff members to supervise preschool children by sound for **up** to five minutes **only** before regaining both sight and sound observation.

3.8 The grid below represents potential, minimal **staffing patterns**. Programs can choose any option within a category that meets the size of their programs. Individuals need to meet the credential requirements below to serve in these positions, as listed in the staff qualifications section of these regulations.

One Classroom	Two to Four Classrooms	5 or more classrooms
Administrator (part time) Ed. Coordinator (part time) Teacher (full time) Teacher Assistant (full time)	Administrator (part time) Ed. Coordinator (part time) Teachers Teacher Assistants	Administrator (full time) Ed. Coordinator (full time) Teachers Teacher Assistants
Administrator/Ed. Coordinator (part time in each role) Teacher (full time) Teacher Assistant (full time)	Administrator/Ed. Coordinator (part time in each role) Teachers Teacher Assistants	Administrator (part time) and Administrative Assistant (part time) Ed. Coordinator (full time) Teachers Teacher Assistants
Administrator (part time) Ed. Coordinator/Teacher (full time) Teacher Assistant (full time)	Administrator (part time) Ed. Coordinator/Teacher (part time in each role) Teachers Teacher Assistants	Administrator/Ed. Coordinator (part time in each role) Teachers Teacher Assistants
Administrator/Ed. Coordinator/Teacher (full time) Teacher Assistant (full time)	Administrator/Teacher (part time in each role) Ed. Coordinator (part time) Teachers Teacher Assistants	

Standard Four: Staff Qualifications and Ongoing Professional Development

The following standards apply to all programs seeking approval.

4.1 Each program shall have a person assigned to the role of the **Education Coordinator.** This role may be assumed by the following, but not necessarily be limited to, the administrator, principal, education manager, consultant or teacher; or may be a stand-alone position. The Early Childhood Education Coordinator shall meet the following criteria to serve as the program's pedagogical leader:

Qualifications

Option One

Hold a current Rhode Island Department of Elementary and Secondary Education Early Childhood Education Certificate (PreK – Grade 2).

Option Two

Hold a current Rhode Island Department of Elementary and Secondary Education Teacher Early Childhood Special Education Certificate (Birth - Grade 2), which includes Early Childhood Education Certification.

Option Three

Hold a Bachelor's or Master's degree in a related field such as Child Development, Elementary Education, or Special Education with 24 credits in Early Childhood Early Education from an accredited or approved institution of higher education. Public school staff must also hold a current Rhode Island Department of Elementary and Secondary Education Certificate.

Experience

1. A minimum of 2 years of early childhood education classroom teaching experience.

2. A 3-credit college course or a minimum of 40 documented hours of professional development over the course of 2 years in mentoring, supervision and leadership **OR** an individual professional development plan not to exceed 2 years from the date of employment for achieving this requirement.

3. A Rhode Island Early Learning and Development Standard certificate relevant to this position **OR** an individual professional development plan not to exceed 2 years from the date of employment for achieving this requirement.

Ongoing Professional Development

The program shall assure that each Early Childhood Education Coordinator shall have an individual professional development plan to complete at least 20 hours of professional development related to the Workforce Knowledge and Competencies appropriate to his/her position. This plan shall be developed and updated annually as part of each staff person's annual performance evaluation.

4.2 Each program shall employ at least one professionally prepared early childhood **Teacher** in each classroom qualified consistent with the requirements listed below. If the teacher is employed by a school district in any type of classroom, then the teacher shall meet the qualification under Option Two. If the teacher is employed by a community agency or program in a kindergarten classroom, the teacher shall meet the requirements in Option One. All three options apply to teachers in community programs other than school districts.

Qualifications

Option One

Hold a current Rhode Island Department of Elementary and Secondary Education Early Childhood Education Certificate (PreK – Grade 2).

Option Two

Hold a current Rhode Island Department of Elementary and Secondary Education Teacher Early Childhood Special Education Certificate (Birth - Grade 2), which includes Early Childhood Education Certification.

Option Three

1. Bachelor's or Master's in Early Childhood Education, Early Childhood Special Education, Human Development, or Child Development from an accredited or approved Institution of Higher Education **AND**
2. An individualized plan for completing requirements to be a certified Early Childhood Education Teacher (PreK – Grade 2) within 1 year of employment **AND**
3. Documentation of progress toward plan completion that is submitted annually to the Rhode Island Department of Elementary and Secondary Education as part of the early childhood education program's annual approval renewal.

Experience

1. A Rhode Island Early Learning and Development Standard certificate relevant to this position **OR** an individual professional development plan not to exceed 1 year from the date of employment for achieving this requirement.

2. A minimum of 3 months of successful supervised teaching in a licensed/approved education program for the appropriate age level (student teaching may fulfill). "Supervised teaching" is defined as a teaching experience in accordance with an individualized professional development plan that is overseen by someone qualified as an Early Childhood Education Coordinator as defined in 5.1 of these standards and that includes active regularly scheduled supervision and review and documentation of the individual's work as it relates to that individualized professional development plan.

Ongoing Professional Development

The program shall assure that each teacher shall have an individual professional development plan to complete at least 20 hours of professional development related to the Workforce Knowledge and Competencies appropriate to his/her position. This plan shall be developed and updated annually as part of each staff person's annual performance evaluation.

4.3 **Teacher assistants** shall meet the requirements in one of the columns on the chart below. If the teacher assistant is employed by a school district in any type of classroom, the teacher assistant shall meet the qualification under Option One. Options One and Two apply to community programs other than school districts.

Qualifications

Option One

Meet teacher assistant qualifications as established in Rhode Island law (RIGL 16-11.2) for teacher assistants employed by school districts.

Option Two

1. Be at least 18 years of age.

2. Have documentation of a high school diploma **OR** general equivalency.

3. Have documentation of one of the following options at the time of employment **OR** have an individual professional development plan not to exceed 2 years from the date of employment for achieving:
   a. Successful completion of a Teacher Assistant Training Program approved by the Rhode Island Department of Elementary and Secondary Education **OR**
   b. A minimum of 12 credit hours of college coursework relevant to the early childhood education program setting **OR**
   c. A Child Development Associate (CDA) Credential PLUS nine credit hours of college coursework relevant to the early childhood education program setting.

   Documentation of progress toward any one of these plans shall be submitted annually to the RI Department of Elementary and Secondary Education as part of the early childhood education program's annual approval renewal, when applicable.

Experience

A Rhode Island Early Learning and Development Standard certificate relevant to this position **OR** have an individual professional development plan for achieving this requirement within 2 years of employment.

Ongoing Professional Development

The program shall assure that each teacher assistant shall have an individual professional development plan to complete at least 20 hours of professional development related to the Workforce Knowledge and Competencies appropriate to his/her position. This plan shall be developed and updated annually as part of each staff person's annual performance evaluation.

4.4 There shall be a list of cleared and qualified **substitutes** who can be called upon in the event of the absence of a staff member in order to maintain the required staff-child ratio.

- **Day to day teacher substitutes** must hold a valid Substitute Permit or hold a valid Rhode Island teaching certification in any field.
- **Teacher assistant substitutes** must meet the minimum qualifications for the position, hold a valid Substitute Permit or hold a valid Rhode Island certification in any field.
- **Long term substitutes** shall meet the staff qualifications for the assigned position. Long term substitutes are needed when a person is out for 20 or more consecutive days.

The following standards apply to public school programs. Child care centers in good standing with DCYF's 2013 Child Care Center Regulations are presumed to meet these requirements.

4.5 **Professional development** may consist of workshops/seminars conducted by recognized professionals in the field; professional conferences; courses at an approved or accredited institution of higher education; electronic media, such as webinars; or other professional activities such as classroom observations, technical assistance, reading relevant books and articles, etc.

Standard Five: Administration

This section includes standards related to general administration; continuous quality improvement; and staff evaluation and professional development.

The following standards apply to all programs seeking approval.

5.1 It is expected that the early childhood program will comply with either DCYF or RIDE standards related to Administration in addition to these standards listed below.

5.2 Each early childhood education program shall have a designated **Administrator**. This role includes providing leadership for compliance with the Structural Program Standards contained herein. The position of the designated program administrator may vary from program to program, e.g., a child care center director, a public school principal, etc.

5.3 Each program shall have a person assigned to the role of **Education Coordinator**. This role includes providing leadership for compliance with the Educational Program Standards contained herein. Additional information about this role can be found in Standards 3.8 and 4.1.

5.4 Each program shall provide **a minimum of two hours of paid time per week** for each classroom dedicated to curriculum planning, including authentic assessment. A part of this planning time shall include collaboration among teaching team members, as relevant.

5.5 The program shall **provide teachers with time and classroom support** to implement a system of authentic assessment.

5.6 Reports shall be submitted to the **Commissioner of Education, or designated representative,** in such manner and form as may be required.

5.7 The program shall have a method for gathering **pre-entry information** such as an open house, family conference or phone interview from each family to gather health and family history, to obtain background information on the child and his/her home, and to develop the child's program. Information may include, but not be limited to:

- child's strengths and needs;
- families goals for a child;
- family history and background; and
- necessary supports and accommodations to ensure the child's health, safety and early learning and development.

Families should also be provided with a copy of the programs policies and procedures, which should be reviewed with them. A signed verification should be maintained in each child's file.

5.8 The program shall have **written policies and procedures** which shall be given to families and staff. Enrollment policies shall be explained to all families and staff. Policies and procedures shall include, but not be limited to, information on:

a. child, family, and staff orientation programs;
b. medical emergency and sick child procedures;
c. toileting policies and procedures;
d. classroom management/guidance of children;
e. calendar, program closing, hours of operation;
f. open door policy;
g. schedule of daily activities;
h. curriculum goals and philosophy;
i. program evaluation;
j. children's records requirements;
k. evaluation of children/child assessment practices;
l. supervision of children; and
m. procedures for reporting cases of child abuse and neglect;
n. child drop off and release policies;
o. confidentiality policy and procedures;
p. program philosophy;
q. volunteer policies and procedures;
r. opportunities for family to be engaged in their child's education; and
s. opportunities for families to be involved in program leadership/decision making.

5.9 The program shall establish and maintain efficient and effective **record-keeping systems** to provide accurate and timely information regarding children, families, and staff.

5.10 Children shall be **released** only to a parent/guardian or authorized individual. The program shall have written policies and procedures for releasing children to persons other than parents/guardians including:

- documentation of any custody or restraining orders relating to the child;
- current written parental/guardian authorization for release to named individuals updated annually;
- verification of identity of authorized individuals including photo id;
- emergency call-in authorization by parent/guardian including verification of identity of parent/guardian over phone, and;
- children shall not be released to any adult under the apparent influence of alcohol or controlled substances.

Additionally, programs shall ensure that children are **dropped off** to the custody and supervision of an authorized individual.

5.11 The program shall be in full compliance with all requirements related to **criminal record checks** found in requirements for:

a. a Child Day Care Center, Family Child Care Home, or Head Start Program licensed by the State of Rhode Island Department of Children, Youth and Families **OR**

b. a program housed in a facility that meets the Basic Education Plan or RI Education Laws.

5.12 The program shall welcome children and families of all abilities, modify the program, make reasonable accommodations, and collaborate with key partners to **support all children**. The program shall have a written plan which describes the process for supporting all children including, but not limited to, those with developmental delays and disabilities, mental health diagnosis and behavioral challenges.

5.13 The program shall have a **written philosophy statement** describing the educational beliefs and practices which inform the implementation of a Comprehensive Early Childhood education program, including:

- Philosophies, beliefs, and theories of central aspects of child development and learning child development, learning, child assessment and family engagement that inform the program's practices;
- How the community served is reflected;
- How all children are welcomed into the program and exclusionary practices of any kind are not allowed (principal of "zero reject");
- How the program supports children and families of all abilities, modifies the program, makes reasonable accommodations, and collaborates with key partners to support children with developmental delays and disabilities in inclusive/integrated classroom settings;
- How each child's individual interests, individual learning goals, and individual learning styles are supported, including English language learners as well as children with developmental disabilities and delays in inclusive settings;
- How the Rhode Island Early Learning and Development Standards for preschool and/or the Common Core State Standards for kindergarten are used to inform program practices, as well as the additional components of quality curriculum; context, process, teaching and facilitating;
- The programs commitment to using assessment practices that reflect research and best practices;
- Purposes for collecting child assessment;
- The programs commitment to engaging families in the education of their child;
- The programs commitment to ongoing program improvement; and
- The programs commitment to supporting staff and welcoming volunteers.

Continuous Quality Improvement

Each program shall have a system in place for engaging in continuous quality improvement.

5.14 At least once each year, the program shall engage in a **comprehensive self-assessment** to determine compliance with the structural and educational program standards contained herein and all other standards and regulations governing the program and the program's effectiveness in meeting needs of children and families. This assessment shall include a review and analysis of program-wide child assessment information that reveals patterns and trends. The process shall involve families and staff.

As a result of this self-assessment, the program shall document its **improvement plan**, which shall include priority goals, specific strategies for attaining each goal, and progress towards goal attainment.

Staff Evaluation and Professional Development

Each program shall have a system of staff evaluation and professional development in place that provides individualized supervision and support to every person employed by the program, as defined herein, aligned to the Workforce Knowledge and Competencies relevant to her or his position.

5.15 Each program shall have a staff and volunteer **orientation** which includes a review of the program's staff and family handbook(s) and/or policies and procedures. A signed and dated description of the information covered in the orientation shall be kept on file in the center for review by the Department representative during monitoring visits.

5.16 Each program shall have an **ongoing staff evaluation process** that:

- includes individual self-assessments;
- includes supervisor feedback based on formal observation;
- includes an evaluation of family engagement;
- is linked to the individual's job description;
- is performance-based;
- includes a formal supervisor/staff conference, conducted at least annually;
- leads to an annual individual professional development plan; and
- provides results that inform the program's annual professional development plan.

5.17 The program shall have **individual professional development plans** in place, aligned with the Workforce Knowledge and Competencies and the staff evaluation process, which supports staff in developing competencies associated with:

- curriculum design and implementation and are associated with achieving child outcomes; implementing differentiated teaching and learning practices to enhance each child's learning and development;
- child assessment; and
- enhancing families' involvement in the program and in their child's learning and development.

5.18 A **program-wide professional development plan** shall be developed annually, and shall:

- be informed by the program evaluation;
- be informed by individual staff professional development plans; and
- include a variety of ongoing professional development strategies that reflect effective research-based professional development practices.

The following standards apply to public school programs. Child care centers in good standing with DCYF's 2013 Child Care Center Regulations are presumed to meet these requirements.

5.19 The following applies to **volunteers** who are used on a routine basis as opposed to those who may be involved on an episodic basis, e.g., for a party, field trip, etc. These volunteers shall:

- have a personnel record maintained by the program;
- complete an application for volunteering that shall include signing a statement that they do not have a criminal record or a communicable disease;
- be provided with an orientation to the program and the volunteer assignment; and
- always work under the supervision of program staff and never be left alone with children or engage in any disciplinary action with a child, and shall sign a statement attesting to their understanding of this policy.

5.20 **Volunteers** shall not be counted as staff when scheduling to meet staff/child ratios.

- Volunteers must be 18 years of age or older.
- All volunteers shall be cleared and approved.
- All volunteers shall be given a formal orientation to center policies and procedures, and the volunteer assignment.
- All volunteer must always work under the supervision of program staff and never be left alone with children or engage in any disciplinary action with a child.
- Volunteers shall be allowed to be counted in the staff/child ratio when scheduled staff are absent due to illness or emergency provided that the volunteer has fulfilled all staff requirements.

If **teen volunteers** or interns are engaged, the following additional standards apply:

- Teen volunteers must be 14 years of age.
- Teen volunteers must be closely monitored by an adult who is physically present in monitoring at all times.

Programs must keep the following documentation on file:

- Have a signed consent agreement from a parent or guardian stating that they approve of this volunteer assignment, and have reviewed with their child assuring the teen must never be alone with a child/group of children or engage in any disciplinary action with a child.
- Have copies of the child's emergency contact information.
- Have a copy of the child's signed school physical form

5.21 The programs shall have a **confidentiality policy** that requires all employees, consultants and volunteers to maintain confidentiality of child, family, and staff information included in files, conversations, observations, meetings, correspondence, electronic media or any other source. The program shall have policies and procedures to ensure the appropriate implementation of this policy.

Information contained in a child's record shall only be released with written authorization from the child's parent/guardian. The center shall maintain such authorization on file.

EARLY LEARNING AND DEVELOPMENT STANDARDS

The following early learning and development standards apply to all programs seeking approval.

Standard Six: Curriculum

Programs have an evidence-based written plan that describes program practices for supporting the learning of each child based on their individual developmental levels, learning styles and interests, and is informed by the Rhode Island Early Learning and Development Standards for preschool and/or Common Core State Standards/ Grade Level Expectations for kindergarten.

Program Level

6.1 The program shall have a **written curriculum framework** aligned to the Rhode Island Early Learning and Development Standards and/or Common Core State Standards/Grade Level Expectations that recognizes the individual needs for all children. This framework is a description of how the program will implement core components of a quality curriculum:

- Context
- Content
- Teaching and Facilitation
- Process

6.2 The curriculum framework shall describe how the **materials and equipment** are intentionally chosen to support children's learning, interests, and skills levels while:

- reflecting the lives of the children and families;
- reflecting the diversity found in society, including gender, age, language and abilities;
- encouraging exploration, experimentation, and discovery;
- organized to support independent use;
- rotated to reflect changing curriculum and accommodate new interests and skill levels;
- rich in variety; and
- accommodate children's developmental delays and disabilities.

6.3 The curriculum shall guide teachers in the development of a developmentally appropriate **daily schedule** that is predictable, yet flexible and responsive to the needs of the children.

6.4 The curriculum framework shall guide teachers in incorporating content, concepts and activities that foster and integrate the **Rhode Island Early Learning and Development Standards and/or Common Core State Standards/Grade Level Expectations** to support all children's learning.

6.5 The curriculum framework shall articulate that **intentional teaching practices**, such as learning through play, are the mechanisms through which children attain developmentally appropriate goals in all developmental domains.

6.6 The curriculum framework shall reflect the programs understanding of **how children learn and develop** to guide teachers in meeting the individual needs of children.

6.7 The framework shall act as a guide for teachers in **designing and implementing a variety evidence based strategies and multi-level learning opportunities** based on the assessment of the child's developmental levels, learning styles and interests.

Classroom Level

Classroom level curriculum emerges from the program level curriculum framework as it is translated into the daily experiences for the individual children in the class. It is informed by the Rhode Island Early Learning and Development Standards, and/or Common Core State Standards, as well as child assessment data and includes a variety of instructional strategies and multilevel learning opportunities. It also encompasses teaching staff roles, daily schedule, classroom environment, planned activities, intentional practice and nurturing relationships.

Context

6.8 Teachers shall design a **learning environment** that is well organized, accessible to all children and equipped with clearly defined learning areas which include, at a minimum, areas devoted to: construction, dramatic play, discovery, books, manipulatives and creative expression.

6.9 Teachers shall **organize space and select materials** to stimulate exploration, experimentation, discovery and conceptual learning in all developmental areas. These materials shall be:

- chosen intentionally to support children's learning goals;
- well-maintained;
- organized and labeled;
- easily accessible to children;
- representative of the interests, needs and cultures of children;
- age-appropriate;
- of sufficient quantity for the numbers of children being served.

6.10 Teaching staff shall post, maintain, and follow a regular **daily schedule** which allows flexibility to meet interests and individual needs of the children. The schedule prioritizes play and incorporates:

- a combination of teacher-initiated and child-initiated activities;
- learning opportunities, experiences, and projects that extend over the course of several days;
- large group, small group and individual activities;
- indoor and outdoor activities; and
- an age appropriate balance between active and quiet activities.

6.11 The **outdoor environment** shall be used to promote children's development and active physical play through intentional curriculum planning.

Content

6.12 Teachers shall **intentionally plan and imbed learning opportunities/activities** aligned with the domains of the Rhode Island Early Learning and Development Standards and/or Common Core State Standards/Grade level Expectations to support all children's learning throughout the day.

6.13 Teachers shall maintain a **method of documented planning** that demonstrates that curriculum is developed based on the Rhode Island Early Learning and Development Standards and/or Common Core State Standards/Grade level Expectations. Plans should be written at least on a weekly basis with adjustments as needed based on emerging needs, skills and interests of children in the class.

Teaching and Facilitating

6.14 Teaching staff shall create a **positive learning environment** by using a wide range of teaching strategies. Teaching strategies shall be:

- based on information gained through ongoing observation and documentation of children's behavior and learning;
- supportive of children's growth and development in the areas addressed in all domains; and
- supportive of the development of individual relationships through interactions that are respectful of and sensitive and responsive to differing abilities, temperaments, activity levels, culture and cognitive and social developmental levels.

6.15 Teaching staff shall **implement curriculum** in a manner that:

- reflects responsiveness to goals that families have for their children;
- is informed by child assessment and observation data; and
- supports the development and maintenance of children's home language whenever possible while promoting English language acquisition; while
- ensuring that all children have access to universal curriculum, are active participants in classroom activities, and provided accommodations, as needed, to facilitate such participation.

6.15 Teaching staff shall **promote children's learning** by responding to their observed and documented need for and interest in practicing emerging skills. Teaching staff shall:

- provide targeted and individualized instruction;
- utilize multi-level learning opportunities and a variety of instructional strategies to support children's development;
- use children's interest in and curiosity about the world to engage them with new content and developmental skills; and
- provide children opportunities to effect what happens in the classroom through participation in decision making about issues concerning classroom behavior, plans, and activities.

6.16 Teaching staff shall **promote positive interactions** with children by:

- managing behavior, teaching and implementing classroom rules and expectations, and helping individual children learn socially appropriate behavior by providing positive guidance that is consistent with the child's level of development;

- talking frequently with children and listening to children with attention and respect through responding to children's questions and requests, using multiples strategies to communicate and build relationships with every children, and engage in meaningful and extended conversation with each child;
- creating a positive environment through their own behaviors, including frequent social conversations with children, joint laughter and affection, eye contact, tone of voice and smiles;
- developing individual relationships with children by providing care that is responsive, attentive, consistent, comforting, supportive, and culturally sensitive; and
- providing children with opportunities to effect what happens in the classroom through participation in decision making about issues concerning classroom behavior, plans, and activities.

6.17 When a **child presents with challenging behavior, teaching staff shall:**

a. meet with parents/guardians to share observations, listen to parental/guardian insights, and discuss intentions of how best support the child's appropriate behavior.
b. Observe the child, then identify events, activities, interactions and other factors that predict and may contribute to challenging behavior.
c. Focus on teaching the child social communication and emotional regulation skills and using environmental modifications, activity modifications, adult or peer support and other intervention strategies to support the child's appropriate behavior rather than focusing only on eliminating the challenging behavior.
d. Respond to challenging behavior, including physical aggression, in a manner that:
   i. Provides for the safety of the child and others in the classroom.
   ii. Is calm and respectful to the child
   iii. Provides the child with information about acceptable behavior.

6.18 For all children, staff **shall not use food or outdoor play as a reward or as a behavior consequence.** Exceptions may only be made if specifically stated in a child's Individualized Education Program (IEP).

6.19 **For children requiring special education services,** teaching staff shall collaborate with special education professionals and families to support children with disabilities and developmental delays to succeed in inclusive environments and ensure each partner has access to necessary information and supports for appropriate services.

6.20 When technology is used in a program, **technology shall be used for the purpose of extending learning** within the classroom to integrate and enrich the curriculum. Staff shall be actively engaged in this process with children.

Process

6.21 Teachers shall **implement curriculum through play experiences** that provide multiple opportunities for all children to attain developmentally appropriate goals in each developmental domain.

6.22 Teachers shall **design learning opportunities that integrate multiple goals.**

Standard Seven: Child Assessment

The program has a written plan and description of practices for implementing a child assessment system aligned with the Rhode Island Early Learning and Development Standards for preschool and/or the Common Core State Standards/Grade level Expectations for kindergarten. Assessment data is used to:

- *ascertain the degree to which the program is attaining desired child outcomes and goals for children;*
- *identify patterns and trends across the program; and*
- *inform the program's improvement plan and professional development of staff.*

Program Level

The program has written policies and procedures that guide their child assessment practices at the program and classroom level.

7.1 The program shall have a **written plan and description of practices** for implementing a child assessment system that is aligned with the Rhode Island Early Learning and Development Standards and program curriculum for preschool children and/or the Common Core State Standards/Grade Level Expectations and program curriculum for kindergarten. The plan shall include:

- timelines associated with assessments that occur throughout the year;
- procedures to keep individual child records confidential;
- ways to involve families in planning and implementing assessments (see standard 7.4); and
- methods for communicating assessment information with families, including two-way communication.

7.2 The program shall have a **written plan outlining the types of assessment** used by the program and their appropriateness, including:

- monitoring children's development and learning;
- informing curriculum and decision-making;
- identifying children who might benefit from additional or increased supports and/or special services; and
- monitoring program effectiveness.

7.3 The **assessment methods** used by the program shall be:

- sensitive to and informed by family culture, experiences, children's abilities, and home language;
- meaningful, accurate, and objective; and
- used in settings familiar to the children.

7.4 The program shall have a **written statement in their family handbook** informing families about their child assessment practices that includes information about the assessments used by the program, including:

- purposes for which assessment is used;
- methods used for assessment;
- tools used for assessment, and how staff or others are trained to use assessment procedures and interpret results; and
- how assessment information will be shared with families.

7.5 Families shall have ongoing opportunities to share the results of observations from home to **contribute to the assessment process and the identification of goals** for their child.

7.6 The program shall make **provisions for teachers, families and relevant specialists to have regular opportunities to participate in two-way communication** to discuss each child's goals, progress, accomplishments and developmental challenges in the classroom, and at home, as well as to plan learning activities. This includes providing family members with information, either verbally or in writing, about their child's development and learning on at least a quarterly basis, with written reports at least two times a year as part of the family conferences.

7.7 The program shall use **child assessment data at the program level** to:

- ascertain the degree to which the program is attaining desired child outcomes and goals for children;
- identify patterns and trends across the program; and
- inform the program's continuous quality improvement plan as well as the professional development of staff.

7.8 The program shall **collaborate with Child Outreach programs** to screen children annually through active collaborations such as providing space for onsite screenings, coordinating onsite community screening events for children and their families in community-based setting and/or providing families with dates and times of upcoming child outreach screenings.

Classroom Level

Classroom level child assessment practices, aligned with the RI Early Learning and Development Standards developmental progressions and/or the Common Core State Standards/Grade Level Expectations, emerge from the written program level assessment plan and are used to:

- ***monitor*** *children's development and learning;*
- ***inform*** *curriculum and decision making;*
- ***determine*** *who might require additional supports and/or special services; and*
- ***communicate*** *early learning and development information with families and other authorized parties.*

7.9 Teachers shall use **ongoing, formative assessments** to inform the implementation of classroom practices that reflect each child's developmental level, learning style, and interests in each Rhode Island Early Learning and Development Standards domain and/or Common Core State Standards/Grade Level Expectations.

7.10 Teachers shall have a **system to help manage and organize** the collection of assessment information for each child.

7.11 Teachers shall assess the developmental progress of each child using assessment data from **natural classroom environments and situations consistent with children's culture, language, developmental abilities and everyday experiences.**

7.12 Teachers shall **use child assessment information** to:

- identify children's strengths, learning styles and developmental levels;
- inform classroom instruction, make sound decisions about individual and group curriculum content, inform teaching approaches, guide personal interactions, and inform the design of the children's learning environment;
- identify children who might benefit from additional or increased supports and/or special services;
- document and implement a plan for each child that supports his or her inclusion and success; and
- share information on each child's progress with families and other authorized parties.

7.13 For children requiring special education services, **early childhood educators and special education providers shall work collaboratively**, and in **partnership with families**, in supporting successful participation in inclusive environments and in ensuring that each partner has access to the necessary information and supports.

7.14 Teachers shall conduct **child assessment as an integral part of the classroom**, so that children are provided with multiple options and varied opportunities for learning and demonstrating what they have learned.

7.15 Teachers shall **engage families and relevant specialists in regular two-way communication** to discuss each child's goals, progress, accomplishments and development needs, both in the program and at home.

Standard Eight: Family Engagement

The program has a written plan that describes program practices for communicating with and involving family members as partners in their child's education and in program decision-making. Family members include adults and children significant in the child's daily life who influence the child and support their learning.

Program Level

8.1 The program shall be **open to families** for observation and visits whenever the program is in operation.

8.2 The program shall implement activities to facilitate the **transition of children and families** including:

- opportunities for the child and parent/guardian to visit the program one or more times prior to enrollment;
- activities to support internal transitions within the program, e.g., from class to class, during program enrollment; and
- strategies to support families with their transitions to other programs or schools as they transition out of the program. These strategies may include providing information on future program options, enrollment procedures and practices, networking with families who have already made this transition, and opportunities for program visitation.

8.3 The program shall use a variety of methods to engage all families in **active two-way communication** on an ongoing basis such as new family orientations, small group meetings, individual conversations, notes between program and home, and written questionnaires.

8.4 The program shall plan and implement a wide variety of **opportunities for families to be engaged in their child's education**, both within the program and in the family's home.

8.5 The written program plan shall delineate the expectation that **teaching staff engage all families in the education of their child**, including families with special needs and circumstances, so that they can take full advantage of family engagement opportunities.

8.6 Programs shall encourage collaboration with families by **making teachers available** to meet with families to discuss children's progress, collaborate with IEP teams by attending meetings, participating in relevant training, and/or sharing information to support children with and without developmental delays or disabilities and their families.

8.7 The written program plan shall describe the **opportunities for all families to be actively involved** in program decision making (e.g. advisory groups) and leadership.

8.8 The written program level plan shall describe how program **actively seek and utilize input** from families in the following areas:

- establishing or refining program philosophies, long-term goals and short-term objectives;
- conducting program assessment and evaluation;
- designing family engagement opportunities;
- establishing strategies to ensure that the program remains relevant to the values, culture, identity and home language; and
- creating a physical environment that is welcoming to families.

8.9 The program shall make efforts to **accommodate families with special needs and circumstances** so that they can take full advantage of family engagement opportunities.

Classroom Level

Classroom level family engagement emerges from the program level written plan as it is translated into individual teacher and staff practices with families.

8.10 Teaching staff shall implement intentional practices designed to **foster strong two-way relationships with all families** from the first contact and maintain them over time.

8.11 Teaching staff shall **communicate with all families in a variety of ways** on at least a weekly basis regarding children's activities and developmental milestones, shared care-giving issues, and other information that affects the well-being and development of their children.

8.12 Teaching staff shall **collect information from individual families** for use in designing family engagement opportunities appropriate to their interests and circumstances.

8.13 Teaching staff shall use a variety of resources to **communicate with families who speak languages different from their own** and, whenever possible, provide information for families in their primary language.

8.14 Teaching staff shall communicate with all families to **gather information** about their child's interests, approaches to learning and developmental needs, and to learn about each family's goals and concerns and goals for their children. This information shall be **incorporated into ongoing classroom planning and assessment**.

8.15 Teaching staff shall **plan and implement a continuum of opportunities** so that all families:

- know what young children should know and be able to do as articulated in the Rhode Island Early Learning and Development Standards and/or the Common Core State Standards;
- recognize how standards-based programs support their child's learning; and
- understand and embrace the positive role that families play in supporting their child in learning at home and in the program.

IV. STATE LAW (RIGL 16-48) RELATED TO EDUCATIONAL SERVICES TO VERY YOUNG CHILDREN

CHAPTER 16-48: EDUCATIONAL SERVICES TO VERY YOUNG CHILDREN

SECTION
16-48-1. Applicability.
16-48-2. Establishment and operation of schools and programs.
16-48-3. Rules and Regulations.
16-48-4. Enforcement
16-48-5. Revocation of approval
16-48-6. Penalty.

16-48-1. Applicability. -- This chapter shall pertain to private nursery schools and such other regular programs of educational services to children between the ages of two (2) years, eight (8) months and six (6) years of age where such schools and programs operate one or more sessions daily. It does not include bonafide kindergarten and nursery classes which are part of a non-public elementary school system.

16-48-2. Establishment and operation of schools and programs.
(a) No person, unincorporated society, association, or corporation desiring to operate a school or program as defined in this chapter shall be permitted to establish and maintain such a school or program unless and until an application has been filed with the Commissioner of Education and suitable provision has been made to fulfill such minimum requirements of adequate faculty, health, safety, sanitation, site, physical plan, educational program and such other standards as may be established through rules and regulations promulgated by the Commissioner of Education. Upon satisfactory compliance with the standards as established by the Commissioner of Education, along with the certification by the appropriate fire, health and building inspectors, such school or program shall be approved for a period of one year, which approval shall require renewal unless sooner revoked by said Commissioner for cause.
(b) Upon application to establish a school or program as defined in this chapter or to renew the application, the applicant will submit the names of its owner, officers, and employees. The commission may request the bureau of criminal identification of the state police to conduct a nationwide criminal records check of the owners, officers, and employees of the school or program and the bureau of criminal identification of the state police will conduct criminal records checks on request. To accomplish nationwide criminal records checks, the commissioner may require owners, officers, and employees of the schools or programs to be fingerprinted by the bureau of criminal identification of the state police. The commissioner may examine these criminal records checks to aid in determining the suitability of the applicant for approval or renewal of approval.

16-48-3. Rules and Regulations. -- The Commissioner of Education shall make all necessary rules and regulations as he shall deem necessary or expedient, in conformity with the provisions of this chapter and not contrary to law, for the necessary accreditation of the schools and programs, and he shall do all things and perform all acts necessary to enforce the provisions of this chapter.

16-48-4. Enforcement -- It shall be the duty of the Commissioner of Education to prosecute any person, firm or corporation violating the provisions of this chapter, and the director of said department of any duly authorized agent thereof may make complaint for the violation of the provisions of said chapter, and such director or such agent making such complaint shall not be required to give surety for the payment of cost.

16-48-5. Revocation of approval. -- The Commissioner of Education may revoke or refuse to renew the approval of any nursery school or program so approved upon reasonable notice to such school authorities and/ provided further that a hearing on such revocation shall be afforded such parties. Grounds for revocation or refusal to renew shall include: failure to maintain standards; refusal to submit proper reports or records; refusal to admit authorized representatives of the department; furnishing or making misleading or false statements of reports; failure to maintain adequate financial resources; or for any other cause which, in the opinion of the Commissioner, may be detrimental to the health/ education, safety/ or welfare of the children involved.

16-48.6. Penalty. -- Every person who violates any of the provisions of this chapter by conducting such a school or program without first having obtained approval as herein provided or who shall refuse to permit a reasonable inspection and examination of such a facility as herein provided or who shall intentionally make any false statements or reports to the Commissioner of Education or his agents with reference to the matters contained herein or who conducts such facility after approval has been revoked or suspended, shall, upon conviction of the first offense be imprisoned for a term not exceeding six (6) months or be fined not exceeding one hundred dollars ($100.00) for each week that such facility shall have been maintained without approval, and on the second or subsequent offense shall be imprisoned for a term not exceeding (1 year) or be fined not exceeding five hundred dollars ($500.00) for each week that such facility shall have been maintained without approval or both such fine and imprisonment...

CHAPTER 16-48.1: CERTIFICATION OF PERSONNEL PROVIDING EDUCATIONAL SERVICES TO VERY YOUNG CHILDREN

SECTION
16-48.1-1. Definitions
16-48.1-2. Qualification
16-48.1-3. Employment background checks
16-48.1-4. Criminal records checks -- Operations
16-48.1-5. Criminal records check -- Employee
16-48.1-6. Prior criminal records checks
16-48.1-7. Rules and regulations
16-48.1-8. Destruction of fingerprint records

16-48.1-1. Definitions. --
(1) . The term "commissioner" means the commissioner of elementary and secondary education or the designee of the commissioner.
(2) The term "person" when used to describe the owner or operator of a facility which must be licensed or registered with the commissioner includes individuals, associations, and corporations.

16-48.1-2. Qualification. -- Notwithstanding any other provisions of law to the contrary/ any person seeking to operate or seeking employment in any facility covered under § 16-48-1, if the employment involves supervisory or disciplinary power over a child or children or involves frequent and routine contact with a child or children without the presence of other employees, shall undergo an employment background check and criminal records check as provided for in this chapter. The commissioner may by rule identify those positions requiring background checks and criminal record checks...

16-48.1-3. Employment background checks. -- Any person seeking to operate a facility covered under § 16-48-1 will submit an affidavit to the commissioner providing information relating to individual employment history as shall be required by rule promulgated by the commissioner. Any person operating a facility covered under § 16-

48-1 shall require all persons seeking employment, if the employment involves supervisory or disciplinary power over a child or children or involves routine contact with a child or children without the presence of other employees, to execute a similar affidavit prior to employment and will maintain the affidavit on file subject to inspection by the commissioner. Failure to require the affidavit or failure to maintain the affidavit on file will be prima facie grounds to revoke the authority of the facility to operate.

16-48.1-4. Criminal records checks -- Operations. -- Any person seeking to operate a facility covered under § 16-48-1 shall apply to the bureau of criminal identification of the state police or the local police department for a nationwide criminal records check. The check will conform to the applicable federal standards including the taking of fingerprints to identify the applicant. The commissioner will determine by rule those items of information appearing on a criminal records check which constitute disqualifying information because the information would indicate that the operation or, in the case of an employee, the employment could endanger the health or welfare of a child or children. Upon the discovery of any disqualifying information with respect to a proposed operator, the bureau of criminal identification of the state police or the local police department will inform the commissioner in writing of the nature of the disqualifying information.

16-48.1-5. Criminal records check -- Employee. -- Any person seeking employment/ if the employment involves supervisory or disciplinary power over a child or children or involves routine contact with a child or children without the presence of other employees, in any facility covered under § 16-48-1 shall, after acceptance by the employer of the affidavit required by § 16-48.1-3, apply to the bureau of criminal identification of the state police or the local police department for a nationwide criminal records check. The check will conform to applicable federal standards including the taking of fingerprints to identify the applicant. Upon the discovery of any disqualifying information as defined in accordance with the rule promulgated by the commissioner, the bureau of criminal identification of the state police or the local police department will inform the applicant, in writing, of the nature of the disqualifying information. In addition, the bureau of criminal identification of the state police or the local police department will inform the employer, in writing, without disclosing the nature of the disqualifying information, that an item of disqualifying information has been discovered. In those situations in which no disqualifying information has been found, the bureau of criminal identification of the state police or the local police department will inform both the applicant and the employer, in writing, of this fact. The employer will maintain on file, subject to inspection by the commissioner, evidence that the criminal records checks have been initiated on al~ employees seeking employment after August 1, 1985/ and the results of the checks. Failure to maintain that evidence on file will be prima facie grounds to revoke the license or registration of the operator of the facility. It will be the responsibility of the bureau of criminal identification of the state police or the local police department to conduct the nationwide criminal records check pursuant to this section. The nationwide criminal records check will be provided to the applicant for employment without charge.
16-48.1-6. Prior criminal records checks. -- If an applicant for employment has undergone a nationwide criminal records check pursuant to § 16-48.1-4 within eighteen (18) months of an application for employment, then an employer may request from the bureau of criminal identification of the state police or the local police department a letter indicating if any disqualifying information was discovered. The bureau of criminal identification will respond by stating if an item of disqualifying information was discovered without disclosing the nature of the disqualifying information. The letter may be maintained on file to satisfy the requirements of § 16-48.1-4.

16-48.1-7. Rules and regulations. -- The commissioner is authorized to promulgate rules and regulations to carry out the intent of this chapter.

16-48.1-8. Destruction of fingerprint records. -- At the conclusion of any background check required by this chapter, the state police or the local police department will promptly destroy the fingerprint card of the applicant.

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** Budget Narrative Attachment FINAL.pdf

Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

Budget Narrative

Part I.

Use of the Funds From This Grant

Rhode Island's requests $19,031,533 over four years to support the work described in this Preschool Expansion proposal. This funding will be used to support four projects: Expansion; Monitoring; Technical Assistance; and, Evaluation.

The majority of funds (95%) are allocated to the Expansion Project. These are funds that will be awarded to Sub-grantees through a competitive RFP process conducted in January of 2015, 2016, and 2017 in the seven Tier One communities. This competitive process will be open to public schools, community-based child care programs, and Head Start programs. The remaining funds (5%) in the state's proposed budget will fund the infrastructure needed to support the quality of the implementation of the Expansion Project. The funds for each of these three projects will be awarded via a competitive RFP process to an entity that can manage the resources efficiently. The competitive selection and procurement processes for both Sub-grantees and contractors conform with the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. The state intends to limit any indirect costs on these projects to 10% or less.

In the Monitoring Project, funds will be used to employ consultants as monitors to ensure that the policies and systems required by the CECE Regulations and state Pre-K Implementation Policies. These monitors will ensure that the state's plan to accelerate expansion of the Rhode Island Pre-K Program includes the capacity to move new sub-grantees through the CECE Approval Process, to develop of systems to implement required Pre-K policies and achieve quality benchmarks. The funds for the project titled Technical Assistance (TA) will be used to hire TA consultants who will assist state staff in gathering baseline information about all Sub-grantees which will be used to inform the supports provided to the state Pre-K as a whole during state Pre-K Professional Development days. Sub-grantees also have funds within their state Pre-K budgets (b)(4) that they will use to support their Quality Improvement Plan goals, including state goals and their individually identified goals. The Evaluation Project sets aside funds for an external program evaluation and accounts for the majority of the state's

infrastructure (5%) budget. Additionally, the state's infrastructure budget includes the annual (b)(4) required set aside for federal technical assistance.

For more information on the budget allocations, see the Excel spreadsheets and the Budget Narrative Attachment.

Coordinate the use of existing funds from Federal sources that support early learning and development for activities and services that help expand high-quality preschool programs.

Rhode Island is ideally poised for the federal Preschool Expansion grant because it has significant additional resources that will help to ensure the high-quality delivery of the Rhode Island Pre-K Program by building the pipeline of early learning programs in our state that are capable of delivering high-quality Pre-K. Rhode Island school districts have a track record of using federal Title I dollars for early childhood education programs, including investing in the Rhode Island Pre-K Program (both Tier One communities of Providence and Central Falls have used Title I funds to operate state Pre-K classrooms). Funding through Section 619 of Part B of IDEA supports preschool special education services in public schools and in community-based programs across the state will be used to identify eligible children with developmental delays and disabilities in the Pre-K Program as well as to develop and deliver individualized special education services for eligible children in the Pre-K Program. Quality improvement efforts associated with Part B Section 619 have also helped to create a pool of public schools that are interested and able to operate high-quality, inclusive preschool classrooms.

Federal and state funding for Head Start has been and continues to be very important in creating a group of high-quality early childhood education programs that have been very successful at competing for and delivering the high-quality Rhode Island Pre-K Program. As of the current school year, almost half (47%) of the Rhode Island Pre-K classrooms program are operated by Head Start grantees. Head Start also serves as a model for family engagement and comprehensive services.

The Child Care and Development Block Grant (CCDBG) has also helped to build the capacity of community-based child care programs (operating 10 hours a day for 50-52 weeks per year) to deliver high-quality preschool programs. Resources from CCDBG supported the

development and pilot testing and now support the ongoing implementation of BrightStars in Rhode Island, providing a framework for quality improvement and building the supply of high-quality programs. CCDBG funds are also used to support Rhode Island's child care licensing system that ensures basic health and safety standards are in place, including in the Rhode Island Pre-K programs. In 2001, CCDBG funds were used to create the Rhode Island Early Learning and Child Care Facilities Fund at LISC in partnership with the Rhode Island Foundation, the United Way of Rhode Island, and other private funders. CCDBG funds continue to support the Facilities Fund which has helped child care programs improve and expand their indoor and outdoor facilities, including many of our current state Pre-K Programs. CCDBG funds also support early childhood health and mental health consultation for child care providers, professional development on the new Rhode Island Early Learning Development Standards, training on the Strengthening Families model within child care and Head Start centers, and the professional development system operated by the new Center for Early Learning Professionals all of which support delivery and expansion of the Rhode Island Pre-K program.

Rhode Island received a Round 1 Race to the Top Early Learning Challenge (RTT-ELC) grant that is bringing $50 million into Rhode Island's Early Learning System from 2012 through 2015. These critical dollars provide a top notch foundation for the work of the Preschool Development Expansion grant. RTT-ELC funds have been used to align program quality standards, to significantly increase the percentage of licensed child care programs, Head Start agencies (which are all licensed child care programs in Rhode Island) and public schools with a quality star rating from Rhode Island's TQRIS (BrightStars). RTT-ELC funds are also being used to provide program quality improvement grants and quality bonuses (at the higher star levels) to pay for the cost of quality. Through RTT-ELC, Rhode Island was able to launch the new Center for Early Learning Professionals which will be central hub for the ongoing professional development that will be part of this grant (in addition to the direct TA from RIDE) and has been able to significantly expand the T.E.A.C.H. Early Childhood scholarship program (creating a pipeline of qualified early childhood teachers with bachelor's degrees in early childhood education and teaching assistants with at least 12 college credits in early childhood education). RTT-ELC funds have also been used improve the infrastructure so we can implement universal developmental screenings statewide for children from birth to kindergarten entry. RTT-ELC resources are also being used to launch www.exceed.ri.gov – a new interactive

state website that will allow parents to find high quality programs for their children, including high quality state Pre-K Programs. Finally, all state Pre-K Programs are required to participate in the US Department of Agriculture's Child and Adult Care Food Program (CACFP).

Sustainability

Rhode Island's existing plan for Pre-K expansion results in a significant State match to support the goals outlined in this proposal. State leaders have used this federal grant as an opportunity to accelerate the expansion timeline increasing the number of classrooms added each year by using federal expansion dollars. In addition, Rhode Island will support a (b)(4) increase to the planned expansion amount of (b)(4). As mentioned previously, the plan proposed here will afford 1,548 more children access to a high-quality Pre-K classroom than would have been possible if the state follows its current gradual expansion plan. The proportion of children in the Tier One communities served by the Rhode Island Pre-K Program will increase from the current rate of 4.7% of four-year-olds to 21.7% of four-year-olds by the end of the four-year-federal investment. For eligible children (those less than 200% of the federal poverty level) the impact on the penetration rate is even greater going from 7% of eligible Children currently served by state Pre-K to 29% of eligible children served by the end of three years. This significant increase in access was overwhelmingly supported by current state leaders as evidenced by the Letters of Support provided (See Appendix A). In particular, letters from current state leaders (including members of the General Assembly, Mayors of the Tier One communities, both gubernatorial candidates for Rhode Island's November election, and the Chair of the Rhode Island Board of Education), attest to the importance of increased access to Rhode Island's high-quality Pre-K program. This support provides strong evidence backing the state's proposed strategy to fully leverage state funding through the Education Funding Formula to sustain the new classrooms when the federal grant expires and beyond. Specifically, beginning in state FY17, RIDE's annual budget request for state Pre-K funds will increase to accommodate the accelerated expansion and the $2M additional state funding leveraged through the federal grant. Thus, RIDE's annual Pre-K funding request during the grant period will be:

- $1M in FY16
- $1.21M in FY17
- $1.8M in FY18

- $1.12M in FY19

The chart below details this expansion and funding transition during the grant years and the year following the end of the grant:

	State Funded Classrooms	Education Funding Formula Total	Grant Funded Classrooms	Grant Total	Total Classrooms	Total Budget (State and Federal Funds)
FY15	(b)(4)		0	0	(b)(4)	
FY16			14	$2,240,000		
FY17			34	$5,440,000		
FY18			36	$5,760,000		
FY19			29	$4,640,000		
FY20			0			

In FY19, the state's plan does not add additional classrooms and instead moves seven (7) classrooms from federal funding onto state funding. In FY2020, the state's budget request for Pre-K will be (b)(4). This amount will allow the remaining 36 classrooms to move onto state funding provided by the education funding formula. The expansion plan described here is ambitious and achievable, significantly increasing access to the high-quality Rhode Island Pre-K Program in a way that leverages state funds during the four years of the grant and that is sustainable when the federal grant expires.

Part II.

1) Personnel: NA

2) Fringe Benefits: NA

3) Travel: NA

4) Equipment: NA

5) Supplies: NA

6) Contractual

Provide:

- *The products to be acquired and/or the professional services to be provided.*
  See Narrative above
- *The estimated cost per expected procurement.*
  See below
- *For professional services contracts, the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.* **NA**
- *A brief statement that the State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.*
- *Any additional basis for cost estimates or computations.*
  See Narrative above

Explain:

- *The purpose and relation to the State Plan or specific project.*
  See Narrative above

Note: Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

PROJECT	FY16	FY17	FY18	FY19	Total
Monitoring	$14,880	$22,695	$26,055	$26,055	$89,685
Technical Assistance	$10,960	$17,095	$25,495	$26,055	$79,605
Evaluation	0	$257,591	$195,091	$195,091	$647,773
Total	$25,840	$297,381	$246,641	$247,201	$817,063

7) Training Stipends: NA

8) Other: NA

9) Total Direct Costs

FY16	FY17	FY18	FY19	Total
$25,840	$297,381	$246,641	$247,201	$817,063

10) Indirect Costs

FY16	FY17	FY18	FY19	Total
$0	$11,490	$11,490	$11,490	$34,470

11) Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Provide:

- *The specific activities to be done by Subgrantees, if appropriate.*
  - **Implement high-quality Pre-K classrooms according to state model**
- *The estimated cost of each activity if appropriate.*
  - **Up to $200,000 per year for each classroom**
- *The approximate number of Subgrantees or other partners involved in each activity if appropriate.* **– See below for number of classrooms to be funded. One Sub-grantee could have multiple classrooms**
- *The total cost of each activity if appropriate.*
- *Any additional basis for cost estimates or computations.*
  - **See narrative description**

	Number of High-Quality Pre-K Classrooms Funded @ up to $200,000/yr	Grant Total
FY16	14	$2,240,000
FY17	34	$5,440,000
FY18	36	$5,760,000
FY19	29	$4,640,000
TOTAL		$18,080,000

12) Funds set aside for participation in grantee technical assistance

FY16	FY17	FY18	FY19
$25,000	$25,000	$25,000	$25,000

13) Total Funds Requested

FY16	FY17	FY18	FY19
$2,290,840	$5,773,871	$6,043,131	$4,923,691

14) Other Funds Allocated to the State's plan

Provide:

- *A description of the sources of other funds, such as Federal, State, local and private funds the State is using to support the projects in the State's plan.*
- *Any financial contributions being made by private entities such as foundations.*

Explain:

- *Each funding source, the activities being funded and their relation to the State's plan or specific project, and any requirements placed on the use of funds or timing of the activity.*

State funds allocated through the education funding formula for the specific purpose of the expansion of the state Pre-K program. These funds will be combined with the federal grant funds to add additional classrooms and to pay for enrollment of children selected via the lottery whose family income is over 200% of poverty.

FY16	FY17	FY18	FY19
(b)(4)			

15) Total Budget (State and Federal)

FY16	FY17	FY18	FY19
(b)(4)			

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

RI Department of Elementary and Secondary Education

Applicants requesting funding for only one year should complete the column under "Project Year 1.". Applicants requesting funding for multi-year grants should complete all applicable columns.. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00					0.00
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00					0.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00					0.00

Indirect Cost Information** ***(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: _____ To: _____ (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify): _____

The Indirect Cost Rate is _____ %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
RI Department of Elementary and Secondary Education		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00					0.00
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00					0.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00					0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

Tracking Number:GRANT11769097 Funding Opportunity Number:ED-GRANTS-102314-002 Received Date:2014-10-23T11:34:29-04:00

OMB Number: 1894-0007
Expiration Date: 07/31/2014

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mrs.	MaryAnn		Snider	

Address:

Street1: 255 Westminster St.
Street2:
City: Providence
County:
State: RI: Rhode Island
Zip Code: 02903-3400
Country: USA: UNITED STATES

Phone Number (give area code): 401 222 8492
Fax Number (give area code): 401 222 3605

Email Address:
maryann.snider@ride.ri.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Tracking Number:GRANT11769097 Funding Opportunity Number:ED-GRANTS-102314-002 Received Date:2014-10-23T11:34:29-04:00