



Appendix to
Already Ahead: Top Contenders in the Race to the Top –
Early Learning Challenge

A presentation by the New America Foundation, August 2011

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On August 26, 2011, the Early Education Initiative of the New America Foundation released a presentation that analyzed how states compared on the eve of the Obama Administration's new federal early childhood program, the Race to the Top-Early Learning Challenge (RTT-ELC). The RTT-ELC encourages states to compete for federal grants by showing their commitment to building and improving statewide early learning systems for children from birth to age 5. To win grants, states must provide evidence of commitments to a variety of actions designed to improve the coordination of early education and child care programs. The maps and charts in this appendix informed New America's designation of top, possible and unlikely contenders. For the full presentation, go to http://earlyed.newamerica.net/publications/resources/2011/race_to_the_top_slideshow.

A few caveats about our analysis. The presentation is based on:

- States' *current* records
In the actual competition, reviewers will be also scoring states' plans for improvement.
- Data that states reported to data collectors
It has not been independently verified
- The most recent information that is publicly available and compiled by national groups
Some data, including some funding data, are from 2009
- A large, but not exhaustive, sampling of data points
State-by-state information is not available for some sections

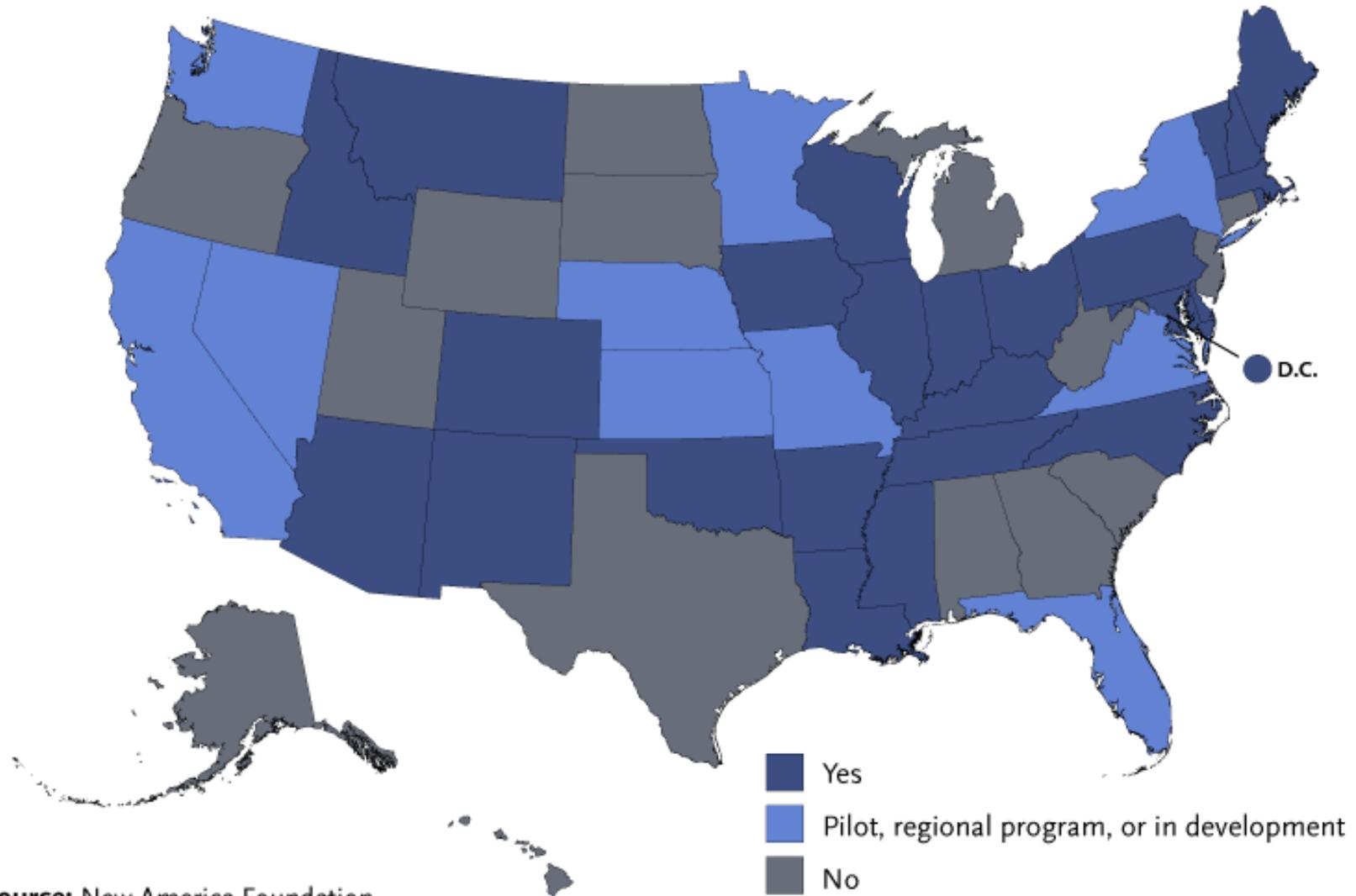
This analysis does *not* include:

- Data on how many high-need children are currently served by states and whether a state has a capacity to serve those children
- Predictions of states' abilities to develop achievable statewide plans
- Predictions of whether states will be able to garner all the signatures needed for the required Memorandum of Understanding between state agencies

For more information, please contact:

Laura A. Bornfreund
Policy Analyst, Early Education Initiative
New America Foundation
1899 L Street, NW, 4th Floor
Washington, DC 20036
202-596-3381
bornfreund@newamerica.net

State Quality Rating and Improvement Systems



Source: New America Foundation

State Quality Rating and Improvement Systems (By State)

States with a QRIS

Arizona
Arkansas
Colorado
Delaware
Idaho
Illinois
Indiana
Iowa
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Mississippi
Montana
New Hampshire
New Mexico
North Carolina
Ohio
Oklahoma
Pennsylvania
Rhode Island
Tennessee
Vermont
Washington, D.C.
Wisconsin

States with a pilot program, regional program, or program in development

California
Florida
Kansas
Minnesota
Missouri
Nebraska
Nevada
New York
Virginia
Washington

States with no QRIS

Alabama
Alaska
Connecticut
Georgia
Hawaii
Michigan
New Jersey
North Dakota
Oregon
South Carolina
South Dakota
Texas
Utah
West Virginia
Wyoming

State Quality Rating and Improvement Systems

State	Partial Voluntary Participation	Complete Voluntary Participation	Eligible Programs Include:			
			Center-Based Programs	Head Start / Early Head Start	Pre-Kindergarten Programs	Licensed Family Child Care
Colorado		✓	✓	✓	✓	✓
Delaware		✓	✓	✓	✓	✓
District of Columbia		✓	✓	✓	✗	✓
Illinois		✓	✓	✗	✗	✓
Indiana		✓	✓	✓	✗	✓
Iowa		✓	✓	✓	✓	✓
Kentucky		✓	✓	✓	✓	✓
Louisiana		✓	✓	✓	✓	✗
Maine	✓	✗	✓	✓	✗	✓
Maryland		✓	✓	✓	✗	✓
Minnesota		✓	✓	✓	✓	✓
Mississippi		✓	✓	✓	✗	✗
Missouri		✓	✓	✗	✗	✓
New Hampshire		✓	✓	✓	✗	✓
New Mexico	✓	✗	✓	✓	✓	✓
North Carolina	✓	✗	✓	✓	✓	✓
Ohio		✓	✓	✓	✓	✓
Oklahoma	✓	✗	✓	✓	✓	✓
Oregon	✓	✗	✓	✓	✓	✓
Pennsylvania		✓	✓	✓	✓	✓
Tennessee	✓	✗	✓	✓	✓	✓
Vermont		✓	✓	✓	✓	✓
Virginia		✓	✓	✓	✓	✗

Information included in this chart is based on states included in the Compendium.

Source:
 Compendium of Quality Rating Systems and Evaluations, Child Trends and
 Mathematica Policy Research, 2010:
http://www.acf.hhs.gov/programs/opre/cc/childcare_quality/compendium_qrs/qrs_compendium_final.pdf

State Quality Rating and Improvement Systems: Quality Categories

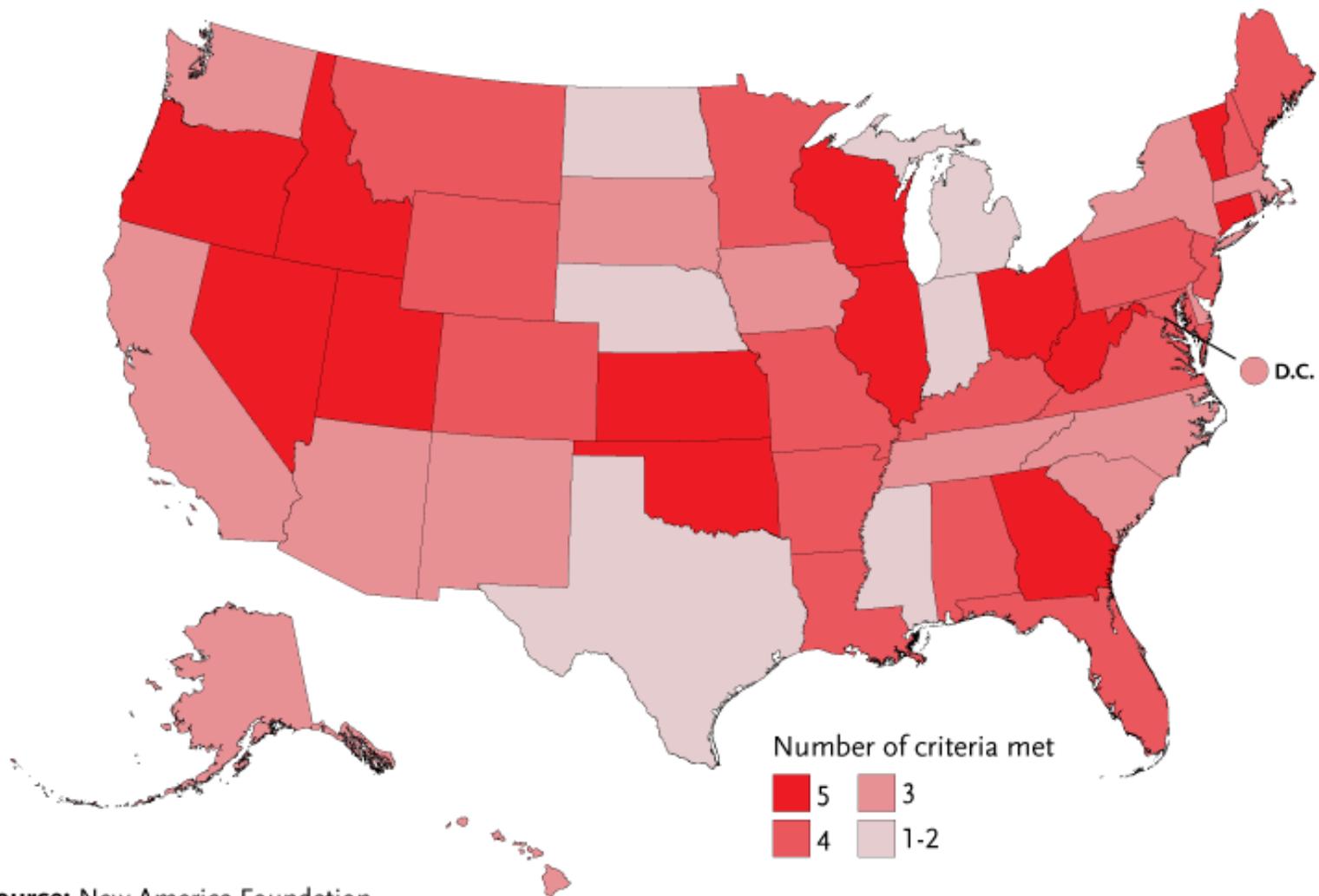
State	Health & Safety	Environment	Child Assessment	Staff Qualifications	Family Partnership	Cultural / Linguistic Diversity	Provisions for Special Needs
Colorado	✗	✓	✓	✓	✓	✗	✗
Delaware	✗	✓	✓	✓	✓	✗	✓
District of Columbia	✗	✓	✗	✓	✓	✗	✗
Illinois	✗	✓	✗	✓	✓	✗	✗
Indiana	✗	✓	✗	✓	✓	✓	✓
Iowa	✓	✓	✗	✓	✓	✗	✗
Kentucky	✗	✓	✗	✓	✓	✗	✗
Louisiana	✗	✓	✓	✓	✓	✓	✗
Maine	✗	✓	✓	✓	✓	✗	✗
Maryland	✗	✓	✗	✓	✓	✗	✗
Minnesota	✓	✓	✓	✓	✓	✗	✗
Mississippi	✗	✓	✓	✓	✓	✗	✗
Missouri	✗	✓	✗	✓	✓	✗	✗
New Hampshire	✗	✓	✗	✓	✓	✗	✓
New Mexico	✗	✓	✓	✓	✓	✓	✓
North Carolina	✗	✓	✗	✓	✓	✓	✓
Ohio	✗	✗	✓	✓	✗	✗	✗
Oklahoma	✓	✓	✗	✓	✓	✗	✗
Oregon	✗	✗	✗	✓	✗	✗	✗
Pennsylvania	✓	✓	✓	✓	✓	✓	✗
Tennessee	✗	✓	✗	✓	✓	✗	✗
Vermont	✗	✓	✗	✓	✓	✗	✓
Virginia	✗	✓	✗	✓	✓	✗	✓

Information included in this chart is based on states included in the Compendium.

Source:

Compendium of Quality Rating Systems and Evaluations, Child Trends and Mathematica Policy Research, 2010:
http://www.acf.hhs.gov/programs/opre/cc/childcare_quality/compendium_qrs/qrs_compendium_final.pdf

State Opportunities for Practitioners To Improve and Advance



State Opportunities for Practitioners to Improve and Advance (By State)

*Based on data points gathered from national sources. The criteria used are:

- Definition of core competencies for professionals
- Provision of career lattices
- Utilization of a system of credentialing
- Scholarships offered for professional development
- Incentive bonuses for practitioners offered for professional development

Five Criteria Met		Four Criteria Met	
Connecticut		Alabama	
Delaware		Arkansas	
Georgia		Colorado	
Idaho		Florida	
Illinois		Kentucky	
Kansas		Louisiana	
Nevada		Maine	
Ohio		Maryland	
Oklahoma		Minnesota	
Oregon		Missouri	
Utah		Montana	
Vermont		New Hampshire	
West Virginia		New Jersey	
Wisconsin		Pennsylvania	
		Virginia	
		Wyoming	
Three Criteria Met		One to Two Criteria Met	
Alaska	New York	Indiana	
Arizona	North Carolina	Michigan	
California	Rhode Island	Mississippi	
Delaware	South Carolina	Nebraska	
Hawaii	South Dakota	North	
Iowa	Tennessee	Dakota	
Massachusetts	Washington	Texas	
New Mexico	Washington, D.C.		

State Opportunities for Practitioners to Improve and Advance

State	Defines core competencies for professionals	Provides career lattices	Utilizes system of credentialing	Offers scholarships for prof. development	Offers prof. development incentive bonuses for practitioners
Alabama	✓	✓	✓	✓	✗
Alaska	✓	✓	✗	✓	✗
Arizona	✗	✗	✓	✓	✓
Arkansas	✓	✓	✓	✓	✗
California	✓	✓	✗	✗	✓
Colorado	✓	✓	✓	✓	✗
Connecticut	✓	✓	✓	✓	✓
Delaware	✓	✗	✓	✓	✗
District of Columbia	✓	✓	✗	✓	✗
Florida	✓	✗	✓	✓	✓
Georgia	✓	✓	✓	✓	✓
Hawaii	✓	✓	✗	✓	✗
Idaho	✓	✓	✓	✓	✓
Illinois	✓	✓	✓	✓	✓
Indiana	✗	✗	✓	✓	✗
Iowa	✓	✗	✓	✓	✗
Kansas	✓	✓	✓	✓	✓
Kentucky	✓	✗	✓	✓	✓
Louisiana	✓	✓	✗	✓	✓
Maine	✓	✓	✓	✓	✗
Maryland	✓	✗	✓	✓	✓
Massachusetts	✓	✗	✓	✓	✗
Michigan	✗	✗	✓	✓	✗
Minnesota	✓	✓	✗	✓	✓
Mississippi	✗	✗	✓	✗	✗
Missouri	✓	✓	✓	✓	✗
Montana	✓	✓	✗	✓	✓

State	Defines core competencies for professionals	Provides career lattices	Utilizes system of credentialing	Offers scholarships for prof. development	Offers prof. development incentive bonuses for practitioners
Nebraska	✓	✗	✗	✓	✗
Nevada	✓	✓	✓	✓	✓
New Hampshire	✓	✓	✓	✓	✗
New Jersey	✓	✓	✓	✓	✗
New Mexico	✓	✗	✓	✓	✗
New York	✓	✗	✓	✓	✗
North Carolina	✗	✗	✓	✓	✓
North Dakota	✓	✗	✗	✓	✗
Ohio	✓	✓	✓	✓	✓
Oklahoma	✓	✓	✓	✓	✓
Oregon	✓	✓	✓	✓	✓
Pennsylvania	✓	✓	✓	✓	✗
Rhode Island	✓	✗	✓	✓	✗
South Carolina	✓	✗	✓	✓	✗
South Dakota	✓	✓	✓	✗	✗
Tennessee	✓	✗	✓	✓	✗
Texas	✓	✗	✗	✓	✗
Utah	✓	✓	✓	✓	✓
Vermont	✓	✓	✓	✓	✓
Virginia	✓	✓	✓	✓	✗
Washington	✗	✗	✓	✓	✓
West Virginia	✓	✓	✓	✓	✓
Wisconsin	✓	✓	✓	✓	✓
Wyoming	✓	✓	✓	✓	✗

Source:
State Profiles, National Child Care Information and Technical Assistance Center, 2010
<http://nccic.acf.hhs.gov/state-territory/index.cfm?categoryfilter=42666>

Statewide Kindergarten Entry Assessments (By State)

*Based on data points gathered from national sources. The criteria used are:

- Monitoring of percentage of school-ready students
- Use of assessments to inform instruction
- Inclusion of multiple domains
- Use of a common, statewide kindergarten entry assessment

4 Criteria Met

Hawaii
Maryland

2 Criteria Met

Alabama
Idaho
Louisiana
Maine
Nebraska
New Jersey
New Mexico
North Carolina
Ohio
Pennsylvania
Rhode Island
Virginia
Wyoming

3 Criteria Met

Alaska
Arkansas
Connecticut
Florida
Georgia
Minnesota
Vermont

1 Criterion Met

Arizona
Colorado
Kansas
New York
North Dakota
Oklahoma
Tennessee
Texas

0 Criteria Met

California	Massachusetts	Nevada	Utah
Delaware	Michigan	New Hampshire	Washington
Illinois	Mississippi	Oregon	Washington, D.C.
Indiana	Missouri	South Carolina	West Virginia
Iowa	Montana	South Dakota	Wisconsin

Statewide Kindergarten Entry Assessments

State	Monitors percentage of school-ready students	Uses assessments to inform instruction	Include multiple domains	Uses common statewide kindergarten entry assessment
Alabama	✗	✓	✗	✓
Alaska	✓	✗	✓	✓
Arizona	✗	✓	✗	✗
Arkansas	✗	✓	✓	✓
California	✗	✗	✗	✗
Colorado	✗	✓	✗	✗
Connecticut	✓	✗	✓	✓
Delaware	✗	✗	✗	✗
District of Columbia	✗	✗	✗	✗
Florida	✓	✗	✓	✓
Georgia	✗	✓	✓	✓
Hawaii	✓	✓	✓	✓
Idaho	✗	✓	✗	✓
Illinois	✗	✗	✗	✗
Indiana	✗	✗	✗	✗
Iowa	✗	✗	✗	✗
Kansas	✗	✓	✗	✗
Kentucky	✗	✗	✗	✗
Louisiana	✗	✓	✓	✗
Maine	✗	✓	✓	✗
Maryland	✓	✓	✓	✓
Massachusetts	✗	✗	✗	✗
Michigan	✗	✗	✗	✗
Minnesota	✓	✗	✓	✓
Mississippi	✗	✗	✗	✗
Missouri	✗	✗	✗	✗
Montana	✗	✗	✗	✗

State	Monitors percentage of school-ready students	Uses assessments to inform instruction	Include multiple domains	Uses common statewide kindergarten entry assessment
Nebraska	✗	✓	✓	✗
Nevada	✗	✗	✗	✗
New Hampshire	✗	✗	✗	✗
New Jersey	✗	✓	✗	✓
New Mexico	✗	✓	✗	✓
New York	✗	✓	✗	✗
North Carolina	✗	✓	✗	✓
North Dakota	✗	✓	✗	✗
Ohio	✗	✓	✗	✓
Oklahoma*	✗	✓	✗	✗
Oregon	✗	✗	✗	✗
Pennsylvania**	✗	✓	✓	✗
Rhode Island	✗	✓	✗	✓
South Carolina	✗	✗	✗	✗
South Dakota	✗	✗	✗	✗
Tennessee	✗	✓	✗	✗
Texas*	✗	✓	✗	✗
Utah**	✗	✗	✗	✗
Vermont	✓	✗	✓	✓
Virginia	✗	✓	✗	✓
Washington***	✗	✗	✗	✗
West Virginia**	✗	✗	✗	✗
Wisconsin	✗	✗	✗	✗
Wyoming	✗	✗	✓	✓

Key

* Districts must select from list of tests approved by state.

** Assessment in development according to NCSL

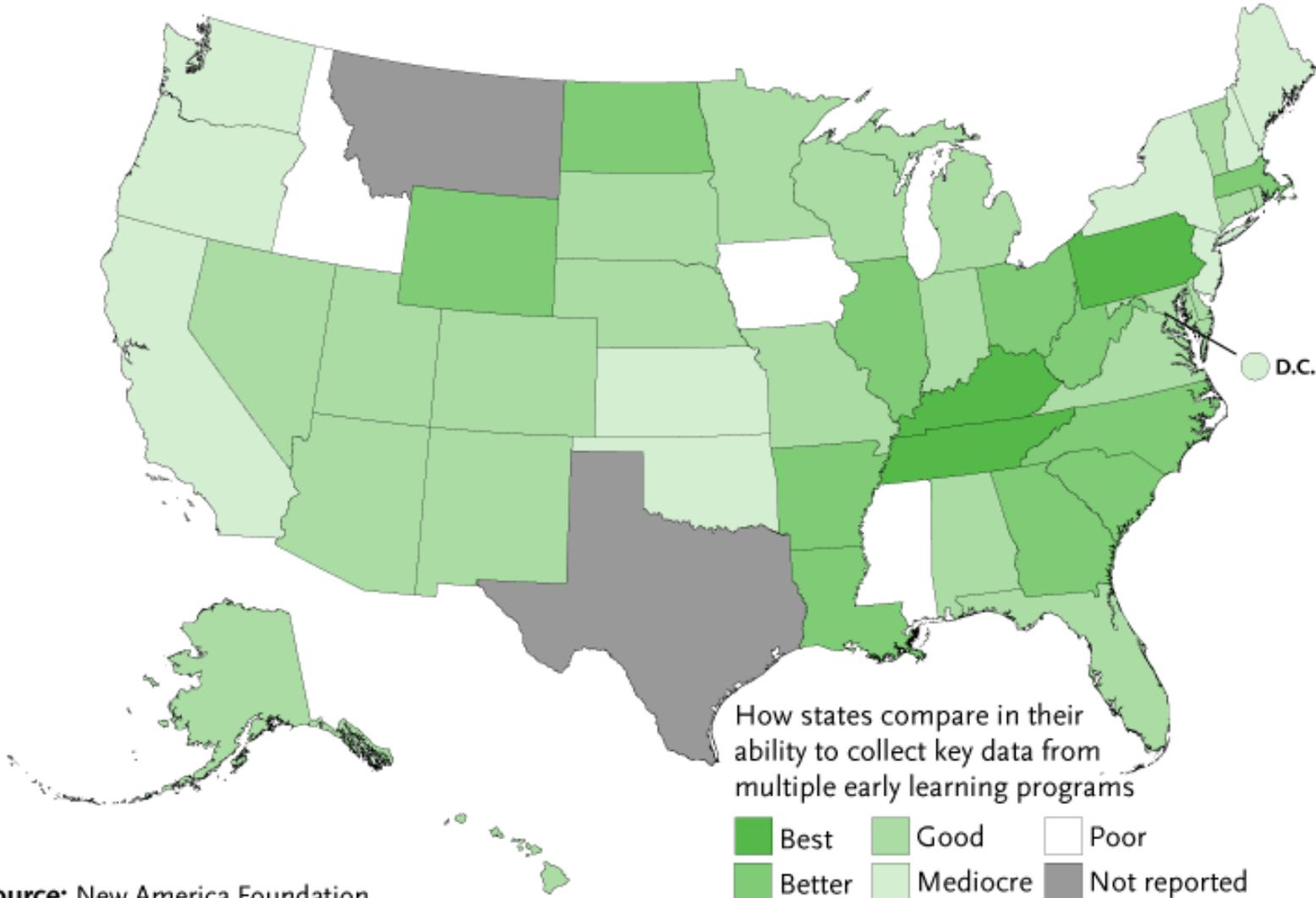
*** Piloted during 2010-2011

Source:

Information is for 2009-2010 school year
 Technical Report: State Approaches to School Readiness Assessment,
 National Conference of State Legislatures, 2010
<http://www.ncsl.org/default.aspx?tabid=18496>

A Review of School Readiness Practices in the States: Early Learning
 Guidelines and Assessments, Child Trends, 2010
http://www.childtrends.org/Files/Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf

States' Progress on Collecting and Connecting Data



Source: New America Foundation

States' Progress on Collecting and Connecting Data (By State)

*Based on data points gathered from national sources. The criteria used are states' abilities to connect to:

- Other state data, including K-12, social services, and health
- Individual child data
- Site data
- Individual teacher data

Best		Better	
Kentucky		Arkansas	North Dakota
Pennsylvania		Georgia	Ohio
Tennessee		Illinois	South Carolina
		Louisiana	West Virginia
		Massachusetts	Wyoming
		North Carolina	
Good		Mediocre	
Alabama	Missouri	California	
Alaska	Nebraska	Kansas	
Arizona	Nevada	Maine	
Colorado	New Mexico	New Hampshire	
Connecticut	Rhode Island	New Jersey	
Delaware	South Dakota	New York	
Florida	Utah	Oklahoma	
Hawaii	Vermont	Oregon	
Indiana	Virginia	Washington	
Maryland	Wisconsin	Washington, D.C.	
Michigan			
Minnesota			
Poor		Not Reported	
Idaho	Mississippi	Montana	
Iowa		Texas	

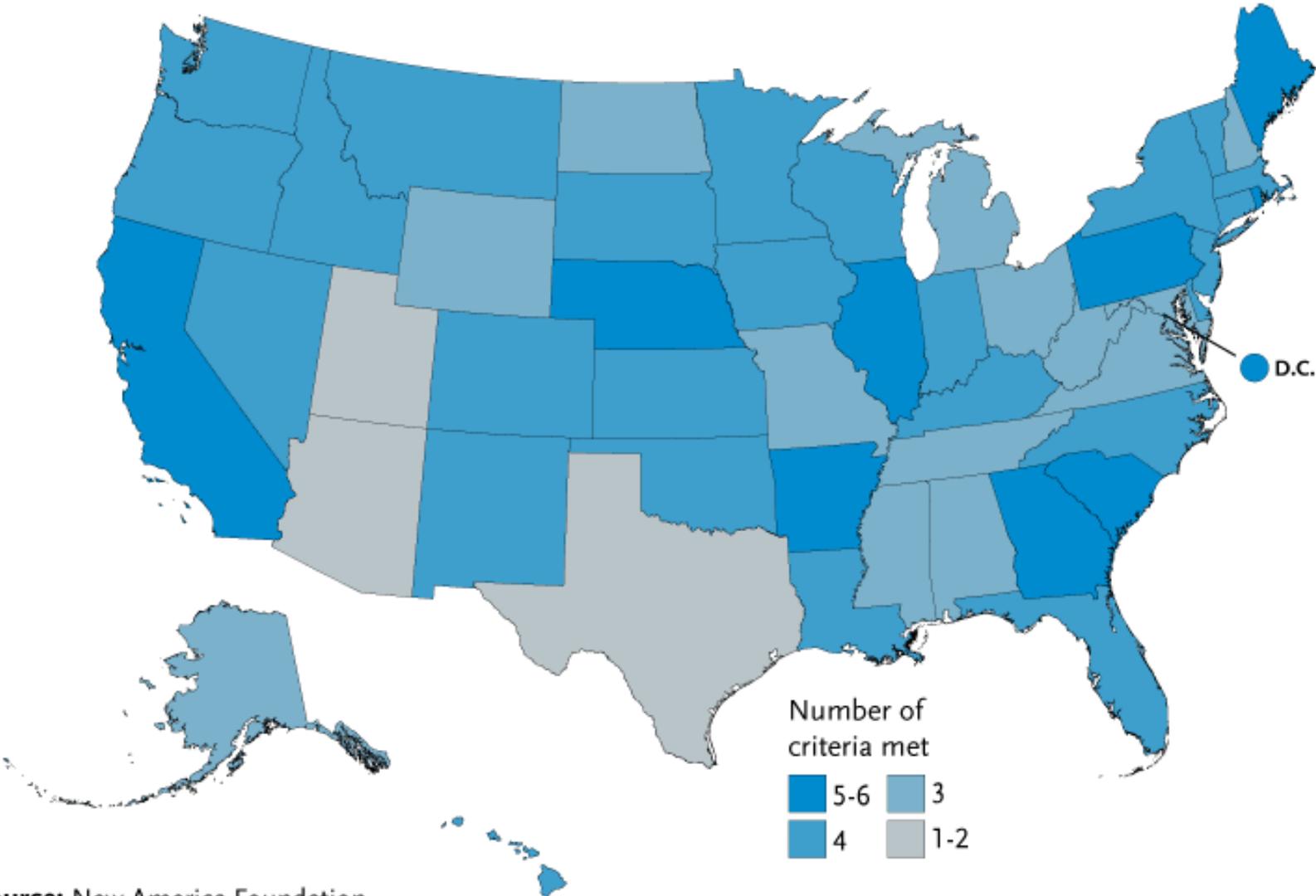
States' Progress on Collecting and Connecting Data

State	Connections to:			Child info:					Site Data:				Staff Data:			
	K-12	Social Services	Health	Assigns unique identifier	Collects demographic data	Collects program participation information	Collects family information	Collects developmental data	Assigns unique program site identifier	Collects data on structural standards	Collects data on workplace environment	Collects data on quality measures	Assigns unique staff identifier	Collects data on employment	Collects data on professional development	Collects data on demographics
Alabama	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Alaska	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Arizona	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Arkansas	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
California	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Colorado	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Connecticut	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Delaware	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
District of Columbia	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Florida	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Georgia	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Hawaii	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Idaho	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Illinois	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Indiana	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Iowa	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Kansas	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Kentucky	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Louisiana	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Maine	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Maryland	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Massachusetts	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Michigan	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Minnesota	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Mississippi	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Missouri	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Montana	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Nebraska	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Nevada	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
New Hampshire	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
New Jersey	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
New Mexico	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
New York	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
North Carolina	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
North Dakota	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Ohio	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Oklahoma	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Oregon	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Pennsylvania	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Rhode Island	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
South Carolina	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
South Dakota	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Tennessee	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Texas	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Utah	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Vermont	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Virginia	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Washington	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
West Virginia	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Wisconsin	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Wyoming	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Key
 ● All programs
 ● Some programs
 ● No programs
 ● No data reported

Source:
 Analysis by New America Foundation based on state survey conducted by the Early Childhood Data Collaborative in partnership with the Data Quality Campaign, 2011, <http://www.ecedata.org>

State Early Learning Standards



Source: New America Foundation

State Early Learning Standards (By State)

*Based on data points gathered from national sources. The criteria used are:

- Ability to encompass six domains of early learning (language and literacy, early math, early science, socio-emotional development, physical development and approaches to learning)
- Use of an age range for guidelines
- Alignment with K-12 guidelines
- Alignment with assessment tools
- Alignment with Head Start
- Alignment with curricula

5-6 Criteria Met

Arkansas	Nebraska
California	Pennsylvania
Georgia	Rhode Island
Hawaii	South Carolina
Illinois	Washington, D.C.
Maine	

4 Criteria Met

Colorado	Montana
Connecticut	Nevada
Delaware	New Jersey
Florida	New Mexico
Idaho	New York
Indiana	North Carolina
Iowa	Oklahoma
Kansas	Oregon
Kentucky	South Dakota
Louisiana	Vermont
Massachusetts	Washington
Minnesota	Wisconsin

3 Criteria Met

Alabama	North Dakota
Alaska	Ohio
Maryland	Tennessee
Michigan	Virginia
Mississippi	West Virginia
Missouri	Wyoming
New Hampshire	

1-2 Criteria Met

Arizona
Texas
Utah

State Early Learning Standards

State	Encompass six domains of early learning	Utilize an age range for guidelines	Align with K-12 guidelines	Align with assessment tools	Align with Head Start	Align with curricula
Alabama	✗	✓	✓	✗	✓	✗
Alaska	✓	✓	✓	✗	✗	✗
Arizona	✗	✗	✓	✗	✓	✗
Arkansas	✓	✓	✗	✓	✓	✓
California	✓	✓	✓	✓	✓	✗
Colorado	✓	✗	✓	✗	✓	✓
Connecticut	✗	✓	✓	✓	✓	✗
Delaware	✓	✓	✓	✗	✓	✗
District of Columbia	✓	✓	✓	✗	✓	✓
Florida	✓	✓	✓	✗	✓	✗
Georgia	✓	✓	✓	✗	✓	✓
Hawaii	✓	✓	✓	✗	✓	✗
Idaho	✓	✓	✓	✗	✓	✗

State	Encompass six domains of early learning	Utilize an age range for guidelines	Align with K-12 guidelines	Align with assessment tools	Align with Head Start	Align with curricula
Illinois	✓	✓	✓	✗	✓	✓
Indiana	✗	✓	✓	✓	✓	✗
Iowa	✓	✓	✓	✗	✗	✓
Kansas	✗	✓	✓	✗	✓	✓
Kentucky	✗	✓	✓	✓	✗	✓
Louisiana	✓	✓	✗	✗	✓	✓
Maine	✓	✓	✓	✓	✓	✗
Maryland	✓	✓	✓	✗	✗	✗
Massachusetts	✓	✓	✗	✓	✗	✓
Michigan	✓	✗	✓	✗	✓	✗
Minnesota	✓	✓	✓	✗	✓	✗
Mississippi	✓	✓	✓	✗	✗	✗
Missouri	✗	✗	✓	✗	✓	✓
Montana	✓	✓	✓	✗	✓	✗
Nebraska	✓	✓	✓	✓	✓	✓
Nevada	✓	✗	✓	✗	✓	✓
New Hampshire	✗	✓	✓	✗	✓	✗

State	Encompass six domains of early learning	Utilize an age range for guidelines	Align with K-12 guidelines	Align with assessment tools	Align with Head Start	Align with curricula
New Jersey	✓	✓	✓	✗	✗	✓
New Mexico	✓	✓	✓	✓	✗	✗
New York	✓	✓	✓	✗	✓	✗
North Carolina	✓	✓	✗	✗	✓	✓
North Dakota	✓	✗	✗	✗	✓	✓
Ohio	✓	✓	✓	✗	✗	✗
Oklahoma	✗	✓	✗	✓	✓	✓
Oregon	✓	✓	✓	✗	✓	✗
Pennsylvania	✓	✓	✓	✓	✓	✓
Rhode Island	✓	✓	✓	✗	✓	✓
South Carolina	✓	✓	✓	✓	✓	✗
South Dakota	✓	✗	✓	✗	✓	✓
Tennessee	✗	✓	✓	✗	✗	✓
Texas	✓	✗	✓	✗	✗	✗
Utah	✓	✗	✗	✗	✗	✗
Vermont	✓	✗	✗	✓	✓	✓
Virginia	✓	✓	✗	✗	✓	✗

State	Encompass six domains of early learning	Utilize an age range for guidelines	Align with K-12 guidelines	Align with assessment tools	Align with Head Start	Align with curricula
Washington	✓	✓	✓	✗	✓	✗
West Virginia	✗	✗	✓	✗	✓	✓
Wisconsin	✓	✓	✓	✗	✗	✓
Wyoming	✓	✗	✓	✗	✓	✗

The six domains include: language and literacy, early math, early science, social-emotional development, physical development and approaches to learning. In the RTT-ELC application, early math and early science are combined as cognitive and general knowledge.

Source:
 State CCDF Reports, National Child Care Information and Technical Assistance Center, 2010, <http://nccic.acf.hhs.gov/state-territory/index.cfm?categoryfilter=42666>

State Program Quality Standards

*Based on data points gathered from national sources. The criteria used are:

- Ability to weave program standards (at least one level above licensing) with QRIS (or other)
- Availability to technical assistance for programs to improve quality
- Use of environment rating scales
- Use of other quality assessment tools
- Ability to tie enhanced rates / tiered reimbursement to quality
- Published (web or print) information from the state about quality

State Program Quality Standards						
State	Weaves program standards (at least one level above licensing) with QRIS (or other)	Offers technical assistance to programs to improve quality	Uses environment rating scales	Uses other quality assessment tools	Ties enhanced rates / tiered reimbursement to quality	Publishes (web or print) info from the state about quality
Alabama	✘	✘	✘	✘	✘	✘
Alaska	✘	✘	✓	✘	✘	✓
Arizona	✓*	▲	▲	▲	▲	✓
Arkansas	✓	✓	✓	✓	✘	✓
California	✘	✘	✘	✘	✘	✘
Colorado	✓	✓	✓	✓	✓	✓
Connecticut	✘	✘	✘	▲	▲	✓
Delaware	✓	✓	✓	✘	✘	✓
District of Columbia	✓	✘	✓	✘	✓	✘
Florida	✘	✓	✘	▲	▲	✓
Georgia	◆	▲	✘	▲	✘	✓

State	Weaves program standards (at least one level above licensing) with QRIS (or other)	Offers technical assistance to programs to improve quality	Uses environment rating scales	Uses other quality assessment tools	Ties enhanced rates / tiered reimbursement to quality	Publishes (web or print) info from the state about quality
Hawaii	❖	✓	✗	✗	▲	✓
Idaho	✓	✓	✓	▲	✗	✓
Illinois	✓	✓	✓	✓	✓	✓
Indiana	✓	✓	✗	✗	✓	✓
Iowa	✓	✓	✓	✗	✓	✓
Kansas	✓*	✓	▲	✗	✗	✓
Kentucky	✓	✓	✓	✗	✓	✓
Louisiana	✓	✓	✓	✓	✓	✓
Maine	✓	✓	✓	✗	✓	✗
Maryland	✓	▲	✓	✗	✓	✓
Massachusetts	✓*	▲	✗	✗	▲	✗
Michigan	✗	▲	✗	✗	✗	✓
Minnesota	✓*	▲	✗	✗	▲	✗
Mississippi	✓	▲	✓	✓	✓	✗
Missouri	✓*	▲	▲	▲	▲	✓
Montana	✓	✓	▲	▲	✓	✗
Nebraska	✓*	▲	✗	✗	▲	✓
Nevada	✓*	✗	▲	▲	▲	✓
New Hampshire	✓	✓	✓	✗	✓	✓
New Jersey	✗	▲	▲	▲	▲	✗
New Mexico	✓	✓	✓	✗	✓	✓
New York	✓*	▲	✗	▲	▲	✓
North Carolina	✓	✓	✓	✗	✓	✓

State	Weaves program standards (at least one level above licensing) with QRIS (or other)	Offers technical assistance to programs to improve quality	Uses environment rating scales	Uses other quality assessment tools	Ties enhanced rates / tiered reimbursement to quality	Publishes (web or print) info from the state about quality
North Dakota	✓	▲	▲	✗	✗	✓
Ohio	✓	✓	✓	✓	✓	✓
Oklahoma	✓	✓	✓	✓	✓	✓
Oregon	◆	▲	✗	✗	▲	✓
Pennsylvania	✓	✓	✓	✗	✓	✓
Rhode Island	✓	✓	✓	✗	✗	✓
South Carolina	◆	▲	✗	✗	▲	✗
South Dakota	✗	▲	✗	✗	✗	✗
Tennessee	✓	✓	✓	✓	✓	✓
Texas	◆	▲	✗	▲	▲	✓
Utah	✗	▲	✗	✗	✗	✗
Vermont	✓	✓	▲	▲	✓	✓
Virginia	✓*	▲	✗	✗	✗	✓
Washington	✓*	✗	✗	✗	✗	✓
West Virginia	✓*	▲	▲	▲	▲	✗
Wisconsin	✓*	▲	✗	✗	▲	✗
Wyoming	✗	✗	✗	✗	✗	✓

Key

* Pilot

◆ Non-QRIS

▲ Indicators are not included as part of QRIS

Source:

State Profiles, National Child Care Information and Technical Assistance Center, 2010 <http://nccic.acf.hhs.gov/state-territory/index.cfm?categoryfilter=42666>

State Family Engagement Policies

*Based on data points gathered from national sources. The criteria used are:

- Existence of statutes for early childhood family engagement
- Inclusion of emphasis on family engagement in early literacy programs
- Focus on building family capacity
- Establishment of a state grant program

State Family Engagement Policies				
State	Has statutes for early childhood family engagement	Early literacy programs include emphasis on family engagement	Focus on building family capacity	Established state grant programs
Alabama	✗	✗	✗	✓
Alaska	✗	✗	✗	✗
Arizona	✓	✗	✓	✗
Arkansas	✗	✗	✗	✓
California	✓	✗	✗	✓
Colorado	✓	✓	✗	✗
Connecticut	✓	✓	✗	✓
Delaware	✗	✗	✗	✓
District of Columbia	✓	✗	✗	✓
Florida	✓	✗	✓	✓
Georgia	✗	✗	✗	✓
Hawaii	✓	✓	✗	✗
Idaho	✗	✗	✗	✗
Illinois	✓	✗	✗	✓
Indiana	✓	✗	✗	✓
Iowa	✓	✓	✓	✓
Kansas	✗	✗	✗	✗
Kentucky	✓	✗	✗	✓
Louisiana	✓	✗	✓	✓
Maine	✗	✗	✗	✗
Maryland	✗	✗	✗	✗
Massachusetts	✓	✗	✗	✓
Michigan	✓	✗	✗	✓
Minnesota	✓	✓	✗	✓

State	Has statutes for early childhood family engagement	Early literacy programs include emphasis on family engagement	Focus on building family capacity	Established state grant programs
Mississippi	✓	✗	✗	✓
Missouri	✓	✗	✗	✓
Montana	✗	✗	✗	✗
Nebraska	✓	✗	✓	✓
Nevada	✗	✗	✗	✓
New Hampshire	✗	✗	✗	✓
New Jersey	✗	✗	✗	✓
New Mexico	✗	✗	✗	✗
New York	✓	✗	✗	✓
North Carolina	✓	✗	✗	✓
North Dakota	✗	✗	✗	✓
Ohio	✗	✗	✗	✓
Oklahoma	✓	✗	✗	✗
Oregon	✓	✗	✗	✓
Pennsylvania	✗	✗	✗	✓
Rhode Island	✗	✗	✗	✓
South Carolina	✓	✗	✗	✓
South Dakota	✗	✗	✗	✗
Tennessee	✓	✗	✗	✓
Texas	✓	✓	✗	✓
Utah	✓	✗	✗	✗
Vermont	✓	✗	✗	✓
Virginia	✗	✗	✗	✓
Washington	✗	✗	✗	✓
West Virginia	✗	✗	✗	✓
Wisconsin	✗	✗	✗	✓
Wyoming	✗	✗	✗	✗

Source:
State Laws on Family Engagement, National PTA, 2011
http://www.pta.org/State_Laws_Report.pdf

State Investment in Early Learning, Birth to Age 5

*Based on funding data gathered from national sources. The data used are:

- Pre-K funding, 2007-2010
- CCDF / TANF funding, 2007-2009
- Home visiting program

State Investment in Early Learning, Birth to Age 5			
State	Pre-K Funding '07-'10	CCDF / TANF Funding '07-'09	Home Visiting Program
Alabama			
Alaska			
Arizona			
Arkansas			
California			
Colorado			
Connecticut			
Delaware			
District of Columbia			
Florida			
Georgia			
Hawaii			
Idaho			
Illinois			
Indiana			
Iowa			
Kansas			
Kentucky			

State	Pre-K Funding '07-'10	CCDF / TANF Funding '07-'09	Home Visiting Program
Louisiana			✓
Maine			✓
Maryland			✓
Massachusetts			✓
Michigan			✓
Minnesota			✓
Mississippi			✗
Missouri			✓
Montana			✓
Nebraska			✓
Nevada			✗
New Hampshire			✓
New Jersey			✓
New Mexico			✓
New York			✓
North Carolina			✓
North Dakota			✓
Ohio			✓
Oklahoma			✓
Oregon			✓

State	Pre-K Funding '07-'10	CCDF / TANF Funding '07-'09	Home Visiting Program
Pennsylvania			✓
Rhode Island			✓
South Carolina			✓
South Dakota			✓
Tennessee			✓
Texas			✓
Utah			✓
Vermont			✓
Virginia			✓
Washington			✓
West Virginia			✓
Wisconsin			✓
Wyoming			✓

Key

- No Change
- No Program
- Increasing
- Decreasing

Source:

National Conference of State Legislatures, Early Care and Education State Budget Actions FY 2011, 2011; Center for Law and Social Policy, Child Care Assistance in 2009: Spending Update, 2011 Center for Law and Social and Social Policy, Child Care Assistance in 2008: Spending Update, 2010; National Institute for Early Education Research, The State of Preschool 2010, 2011 National Institute for Early Education Research, The State of Preschool 2007, 2008; Pew Center on the States Home Visiting Inventory National Overview, based on FY 2009-2010
http://www.pewcenteronthestates.org/initiatives_detail.aspx?initiativeID=61054

61054

Efforts to Align and Coordinate

*Based on information gathered from state and national sources. The information refers to state agency coordination and the presence of a state advisory council.

Efforts to Align and Coordinate		
State	State Agency Coordination	Advisory Council
Alabama	✗	✓
Alaska	✗	✗
Arizona	✗	✓
Arkansas	✗	✓
California	✓	✓
Colorado	✓	✓
Connecticut	✗	✓
Delaware	✓	✓
District of Columbia	✓	✓
Florida	✓	✓
Georgia	✓	✓
Hawaii	✗	✓
Idaho	✗	✓
Illinois	✗	✓
Indiana	✗	✗
Iowa	✓	✓
Kansas	✗	✓
Kentucky	✗	✓
Louisiana	✗	✓
Maine	✗	✓
Maryland	✓	✓
Massachusetts	✓	✓
Michigan	✗	✓
Minnesota	✗	✓
Mississippi	✗	✓
Missouri	✗	✓
Montana	✓	✓

State	State Agency Coordination	Advisory Council
Nebraska	✗	✓
Nevada	✗	✓
New Hampshire	✗	✓
New Jersey	✗	✓
New Mexico	✗	✓
New York	✗	✓
North Carolina	✗	✓
North Dakota	✗	✗
Ohio	✗	✓
Oklahoma	✗	✓
Oregon	✗	✓
Pennsylvania	✓	✓
Rhode Island	✗	✓
South Carolina	✗	✓
South Dakota	✗	✗
Tennessee	✓	✓
Texas	✗	✓
Utah	✗	✓
Vermont	✗	✓
Virginia	✓	✓
Washington	✓	✓
West Virginia	✗	✓
Wisconsin	✗	✓
Wyoming	✗	✓

Source:

National Governors Association <http://www.nga.org/cms/home/nga-center-for-best-practices/center-issues/page-edu-issues/col2-content/main-content-list/state-early-childhood-advisory-c.html> and a search of state websites

SOURCES

State Quality Rating and Improvement System:

“Compendium of Quality Rating Systems and Evaluations,” Child Trends and Mathematica Policy Research, 2010: http://www.acf.hhs.gov/programs/opre/cc/childcare_quality/compendius_qrs/qrs_compendium_final.pdf.

State Opportunities for Practitioners to Improve and Advance:

“State Profiles,” National Child Care Information and Technical Assistance Center, 2010: <http://nccic.acf.hhs.gov/state-territory/index.cfm?categoryfilter=42666>

State Kindergarten Entry Assessments:

[Information is for 2009-2010 school year]

“Technical Report: State Approaches to School Readiness Assessment,” National Conference of State Legislatures, 2010: <http://www.ncsl.org/default.aspx?tabid=18496>

“A Review of School Readiness Practices in the States: Early Learning Guidelines and Assessments,” Child Trends, 2010: http://www.childtrends.org/Files/Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf

States’ Progress on Collecting and Connecting Data:

Analysis by New America Foundation based on state survey conducted by the Early Childhood Data Collaborative in partnership with the Data Quality Campaign, 2011, <http://www.ecedata.org>

State Early Learning Standards:

“State CCDF Reports,” National Child Care Information and Technical Assistance Center, 2010: <http://nccic.acf.hhs.gov/state-territory/index.cfm?categoryfilter=42666>

State Program Quality Standards:

“State Profiles,” National Child Care Information and Technical Assistance Center, 2010: <http://nccic.acf.hhs.gov/state-territory/index.cfm?categoryfilter=42666>

State Family Engagement Policies:

“State Laws on Family Engagement,” National PTA, 2011: http://www.pta.org/State_Laws_Report.pdf

State Investment in Early Learning, Birth to Age 5:

“Early Care and Education State Budget Actions FY 2011,” National Conference of State Legislatures, 2011

“Child Care Assistance in 2009: Spending Update” and “Child Care Assistance in 2008: Spending Update,” Center for Law and Social Policy, 2011, 2010

“The State of Preschool 2010,” “The State of Preschool 2008,” and “The State of Preschool 2007,” National Institute for Early Education Research

“Home Visiting Inventory National Overview, Based on FY 2009-2010,” Pew Center on the States, http://www.pewcenteronthestates.org/initiatives_detail.aspx?initiativeID=61054

Efforts to Align and Coordinate:

“State Early Childhood Advisory Councils,” National Governors Association, 2011: <http://www.nga.org/cms/home/nga-center-for-best-practices/center-issues/page-edu-issues/col2-content/main-content-list/state-early-childhood-advisory-c.html>

A search of state websites