From Capitols to Classrooms, Policies to Practice:
State-Funded Prekindergarten at the Classroom Level

Part 1: Who's Teaching our Youngest Students?
Teacher Education and Training, Experience, Compensation and Benefits, and Assistant Teachers

The National Prekindergarten Study

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This is the first report in a series using data from the National Prekindergarten Study. A more complete description of the methods used in this study are provided in the technical report.

From Capitols to Classrooms, Policies to Practice:
State-Funded Prekindergarten at the Classroom Level

Report 1: Who's Teaching our Preschoolers?
Teacher Credentials, Experience, Compensation, and Assistance

Nowhere in public education has there been a more dramatic rise in involvement by the states in recent years than prekindergarten programs. Though state-funded early education began with Wisconsin's 1848 commitment to educating 4-year-olds, state-funded programs were the exception rather than the rule until relatively recently. Only in the past two decades have a number of states seen the need to supplement Federal Head Start or develop new programs or both. At present, 40 states have at least one state-funded preschool program and other states have programs forthcoming. This growth has not been accompanied by broad-based research reaching beyond the policy and regulatory mandates of state programs to evaluate implementation and classroom practice. Yet, it is in policy implementation and the classroom itself where early childhood education succeeds or fails.

It should come as no surprise that variation exists between state-level policies and mandates and classroom-level implementation. The more research can tell us about the nature of these variations, the better prepared we will be to address them and to inform future policy decisions. No less worthy of study are variations of another kind — unintended consequences that may emanate from policies, potentially presenting barriers to the betterment of programs and the children who are supposed to benefit from them.

This brief report is the first in a series using data from the National Prekindergarten Study (NPS). The NPS is the first large-sample, broad-based study to evaluate the implementation and classroom practices of state-funded prekindergarten systems across all the states that fund them. Its purpose is to accurately describe state-funded prekindergarten systems as they exist "on the ground" and place the descriptive data collected within the context of state policies and mandates. The first report to come from the study details the characteristics of the teachers and assistant teachers teaching our children. Additional aspects of state programs that will be explored in coming reports include:

- Programs Setting
- Program Duration
- Characteristics of Children Served
- Access Barriers
- Class Size and Child-Teacher Ratio
- Curricula
- Comprehensive Services

State-funded prekindergarten systems:
- Are administered and funded (at least in part) by a state agency or department; not solely by federal pass-through dollars with no state contribution,
- Serve children in the 3- through 4-year-old range, but not necessarily this entire age range of exclusively this age range,
- Have a classroom-based component that meets on a regular basis,
- Have a programmatic goal pertaining to facilitating children's development, providing early education, or promoting school readiness, and
- Do not serve only children with disabilities.

Note. State-funded Head Start systems were included only when state funds were used to increase the number of children being served by Head Start or the amount of services those children receive.

Methods

Data are from a sample of 3,898 prekindergarten teachers who have primary responsibility of a state-funded prekindergarten classroom. A total of 52 state-funded prekindergarten systems operating in 40 different states were identified. All state administrators agreed to participate in the study. A total of 40,211 state-funded prekindergarten classrooms across the nation operating during the 2003 and 2004 school years were identified and located. Classrooms were located by following all state prekindergarten funds from the point of origin at the state level through each successive layer of contractual and subcontractual arrangements until the classrooms were identified. A total of 4,815 classrooms were randomly selected across each of the state system. The overall response rate was 81.0%, ranging from 73.0% in one state system to 100% in four, yielding a final sample size of 3,898 responders. (See Table 1.) Nationally, the overall margin of error is ±1.97% at the 95% confidence level. For each state system, the 95% margin of error ranges from ±0% (where the entire population was surveyed) to ±8.20%. The national margin of error is ±1.97%.

Investigators were granted complete access to all classes in each system, with the exception of the Florida Partnership for School Readiness, where access was limited to classrooms that were either located in a public school, were a part of the predecessor Florida Prekindergarten Program, or had achieved Florida's *Gold Seal* accreditation. Access was denied to classrooms that did not achieve Gold Seal recognition or were located in programs that were exempt from child care licensure (e.g., faith-affiliated programs, Boys and Girls Clubs, parks and recreation programs, etc.). Overall, access was granted to only 24.9% of classrooms funded by the Florida Partnership for School Readiness. As a result, Florida's results cannot be generalized to the entire state program.

Data were collected over the telephone as part of a comprehensive survey, administered by trained interviewers using a fully scripted computer-assisted telephone interview (CATI) protocol. The classroom informant was the lead teacher most responsible for the day-to-day operation of the sampled classroom. The complete survey averaged 45 to 55 minutes in length, and was either administered in one session or broken up over several shorter sessions. Prior to data collection the entire protocol was extensively field tested and revised, on the basis of data collected from a statewide pilot administration and qualitative feedback from preschool teachers, local and state administrators, and national experts in early childhood education. The survey was translated into Spanish using blind back-translation. Trained translators were used for other language preferences.

Respondents were contacted to schedule the interview at a time that was convenient for the teacher and did not interfere with her or his classroom duties. Teachers were given $10 and a certificate of participation for completing the interview. All CATI interviewers completed a half-day training on the measures. A random set of phone interviews were monitored live and rated for quality on a daily basis at the beginning of the study and later on a weekly basis. A random subset of study participants also completed a 10-item stamped postcard response survey at the end of the study to rate the overall experience. Results of live monitoring and postcard feedback were used to improve ongoing data collection efforts.

Teacher Training, Experience, and Compensation

One of many indicators of quality in early education settings has been proven to be teachers' level of education. Research on teacher education has shown that preschoolers learn best in classes taught by well-trained teachers (Bowman, Donovan, & Burns, 2001; Howes, Phillips, & Whitebook, 1992; Peisner-Feinberg et al., 1999), typically indicated by a minimum of a bachelor's degree with specialized training in early childhood education. In fact, research has shown that children taught in classrooms led by more highly educated teachers with specialized training in early childhood education are provided a more developmentally appropriate environment overall (Clarke-Stewart, Vandell, Burchinal, O'Brien, & McCartney, 2002; Howes, 1997; Phillipsen, Burchinal, Howes, & Cryer, 1997). Howes (1997) found that teachers with a bachelor's degree or a Child Development Associate (CDA)[1] credential tended to elicit more language activity and higher levels of complex play from the children in their care relative to teachers who did not have either of these credentials. Teacher educational level and credentials, such as the CDA and teaching certificates issued by state departments of education, are discussed below. Hours of in-service training received over the past year are also presented. These are discussed in relationship to state-level mandates in these areas. Years of experience, compensation, and benefits are also discussed.

Education and Credentials

Respondents were asked what degree(s) they had earned to date (High School Diploma or GED, Associate's Degree, Bachelor's Degree, and Master's Degree or higher), whether or not they had a CDA, and whether or not they had a teaching certificate issued from a state department of education and intended to address teaching children younger than kindergarten. Descriptive analyses were run to determine the proportion in each program of highest degree earned, CDA earned, and teaching certificate earned.

As shown in Table 2, 12.8% of preschool lead teachers across the nation reported a High School Diploma or GED (HSD/GED) as their highest degree at the time of the survey, 14.1% had an Associate's Degree (AA), 49.4% had a Bachelor's Degree (BA), and 23.6% had obtained a Master's Degree or higher (MA+). A few teachers (0.1%) reported having no HSD, GED, or college degree. Alaska accounted for many of these teachers, with 5.5% endorsing having none of these educational credentials.

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[1] The CDA requires teachers to possess at least: (1) a high school diploma or equivalent; (2) 480 clock hours of appropriate preschool experience; (3) 120 clock hours of specific formal early childhood education; (4) documented competency through formal observation of their teaching, satisfactory confidential evaluations from parents, and an appropriate professional resource file; and (5) passing scores on the CDA written and oral examinations (Council for Early Childhood Professional Recognition, 1996).

Each teacher's highest educational level was given numeric values corresponding to the approximate number of college years necessary for that level (e.g., HSD/GED = 0; AA = 2; BA = 4; MA+ = 5). Mean educational values for each state system were then calculated and systems were ranked in order from highest to lowest, as shown in Figure 1. Of the 10 state prekindergarten systems with the highest educated teachers, 9 locate over 75% of their classrooms in schools. Conversely, 8 of the 10 systems with the least educated teachers are state-funded Head Start systems. The finding that best highlights the discrepancy in teacher educational levels across the 52 state prekindergarten systems may be that in 5 of the systems the majority of teachers hold a MA or higher (NY2 = 82.0%, WV1 = 66.3%, MD1 = 65.4%; NY1 = 56.9%, and SC1 = 52.8%), whereas in 3 systems the majority of teachers hold no formal educational degree higher than a high school diploma or GED (AK1 = 72.7%, NM2 = 66.7%, and FL1 = 54.5%).

The CDA has been characterized as a stepping-stone for later professional development and as a potential entry for some into post-secondary education. It is a very common credential among Head Start teachers across the nation, is recognized in federal Head Start requirements, and is the minimum level of teacher credential for 20 of the 52 state-funded prekindergarten systems evaluated in this report. Nationally, 22.8% of prekindergarten teachers were found to hold a CDA credential (see Table 3). The majority of teachers in 7 state systems hold a CDA, and 6 of those are state-funded Head Start systems. While only 2.8% of teachers in ME1 reported having obtained a CDA, 59.7% of teachers in ME2 have earned this credential. The largest proportion of teachers with a CDA was found in NM2 (80.0%).

Figure 1.
PreK Systems with the Most and Least Educated Teachers

Note. Percentage to the right of the bars indicate the proportion of teachers with at least a BA. Percent with an MA is indicated for the top 10 systems.
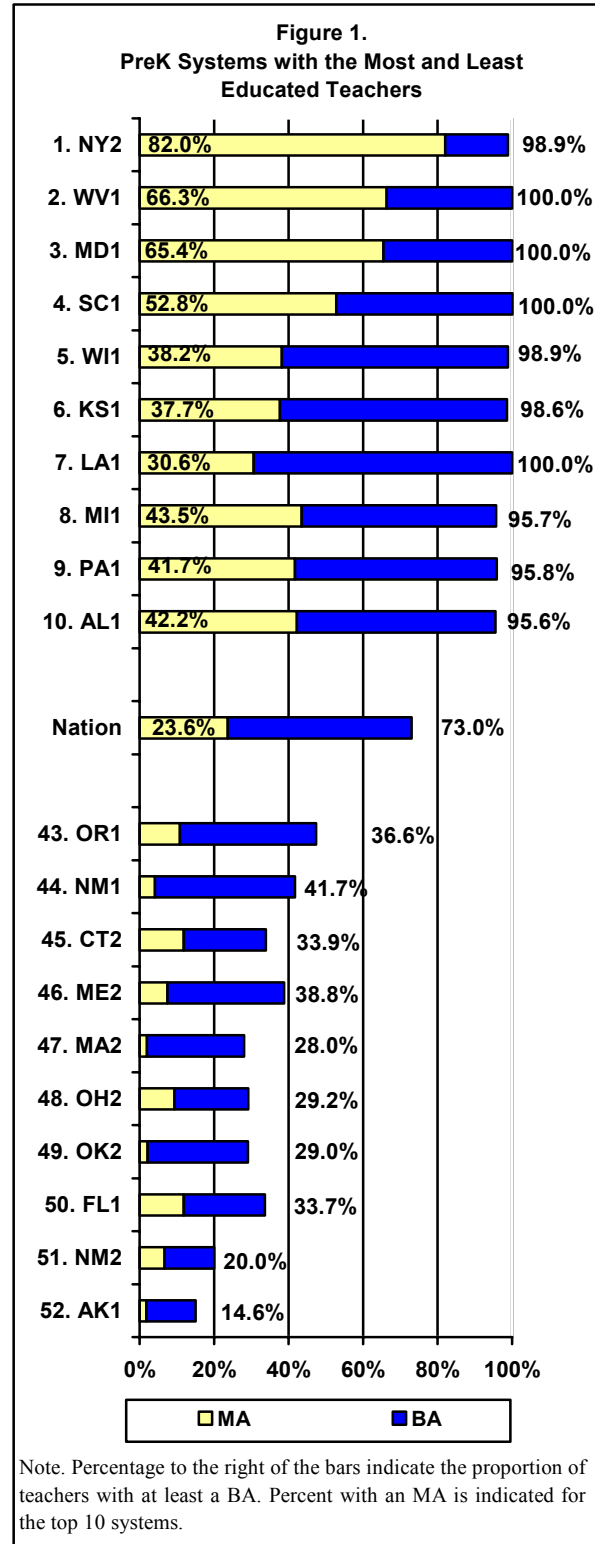
Most state-funded prekindergarten teachers (56.2%) report holding a teaching certificate issued by their state department of education designed to include teaching children younger than kindergarten. While only 1.9% of Alaska SFHS teachers were found to have a teaching

certificate intended for teaching children younger than kindergarten, 96.7% of teachers in OK1 reported having earned this credential. As expected, systems with the highest proportion of teachers with teaching certificates were the ones with the highest proportion of classrooms located in schools. In 5 systems more than 90% of the teachers reported having a teaching certificate for educating children younger than kindergarten (OK1 = 96.7%, MD1 = 94.9%, SC1 = 94.5%, NY2 = 93.2%, and WI1 = 90.7%), and in all 5 more than 95% of the classrooms were in schools. Conversely, in 5 systems less than 10% of the teachers reported having a teaching certificate (AK1 = 1.9%, NM2 = 6.7%, HI2 = 8.3%, ME2 = 9.0%, and OR1 = 9.7%), and all 5 systems were state-funded Head Start systems.

State mandates for minimum teacher credentials were obtained for all 52 state-funded prekindergarten systems. Several state systems have teacher credential requirements that vary depending on where the teacher is employed (e.g., public school versus other setting) or how long the teacher has been teaching in the system (e.g., MA1 teachers in licensed child care facilities must obtain an AA within seven years). In order to establish a true minimum threshold of training for each of these prekindergarten systems, the lowest possible level of training across multiple possibilities at the time teacher data were collected was accepted as the minimum. The resulting minimum credential thresholds are reported in Tables 2 and 3. Head Start requires lead teachers to have a CDA or similar state certificate at minimum, and the majority of state-funded prekindergarten systems have reported requirements that meet or surpass this level. Of the 52 state-funded prekindergarten systems, 16 require a BA plus a teaching certificate (30.8%), 5 require a BA alone (9.6%), 3 require an AA (5.8%), 20 require a CDA (38.5%), and 8 have no required level of education or credential (15.4%).[2]

Nationally, 34.6% of all prekindergarten teachers taught in one of the 8 state prekindergarten systems that required no college degree or formal credential. In the 44 systems that have a teacher credential requirement, 7.1% of the lead teachers have not obtained a degree or credential that meets their state system's mandate. (For these preliminary descriptive analyses, the fields of study in which these degrees were earned were ignored.) In only 9 systems did all of the sampled teachers hold a degree or credential that met or exceeded their state system's mandate. Conversely, 9 states had 10% or more of their classrooms out of state compliance (AR1 = 31.0%, NJ1 = 23.5%, AK1 = 20.0%, WA1 = 17.2%, VT1 = 17.0%, CO1 = 16.5%, NV1 = 13.8; NC1 = 13.6%, and GA1 = 10.1%). No particular pattern regarding the stringency of the mandate and compliance was evident, as these 9 systems were split rather evenly across the various mandate levels (3 require a BA plus teaching certificate, 2 require a BA, 2 require an AA, and 2 require a CDA).

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[2] FL1 required that every program site have at least one person with at least a CDA per 20 children enrolled at the program site. This requirement, however, is not specific at the classroom level, and this person can be the director of the program and not a classroom teacher. Therefore, it is quite possible for programs to satisfy this requirement without having a credentialed teacher in any given classroom (Winston Croft, Deputy Director for School Readiness Services, Florida Partnership for School Readiness, personal communication, October 7, 2004; Deborah Russo, Director of Child Care Services, Florida Department of Children and Families, October 12, 2004). For this reason, FL1 is considered to have no teacher credential requirements at the classroom level.

Experience

Descriptive analyses were conducted on three variables pertaining to teachers' classroom experience. For these variables, teachers were asked how many years they had taught preschoolers (children 3 to 5 years old, but not kindergarten), how many years they had taught in their current program, and how many years they had taught in their current classroom. As shown in Table 4, a fair amount of variability exists between and within state programs. The weighted national average for experience with three- to five-year olds was 8.2 years, with a standard deviation of 7.0. The weighted national averages for years teaching in the current program and classroom were 5.8 years ($SD = 5.8$) and 3.5 years ($SD = 3.7$), respectively. Clearly, data on these variables were skewed positively.

Teachers employed by AL1 were shown to have, on average, the lowest number of years of experience with three- and four-year olds across the nation ($M = 3.7$, $SD = 6.0$), while both HI1 and HI2 were found to have teachers with the most experience on average ($M = 12.4$, $SD = 7.4$ and $M = 13.2$, $SD = 8.6$). Of course, all three of these programs had a relatively high standard deviation, indicating a large amount of variance across teachers and classrooms. Nevada's and Tennessee's programs were similarly low on average ($M = 4.2$, $SD = 4.0$ and $M = 4.7$, $SD = 4.7$), while CO1 ($M = 11.1$, $SD = 7.6$), MN1 ($M = 11.1$, $SD = 6.9$), MN2 ($M = 11.2$, $SD = 8.4$), CT2 ($M = 11.3$, $SD = 7.6$), and CA2 ($M = 12.3$, $SD = 8.2$) had averages over 11 years of experience, again with a fair amount of variability within each of these programs. In general, state-funded Head Start systems and other prekindergarten systems that have been in existence for a relatively longer period of time tended to have teachers with more years of experience.

Nevada was shown to employ teachers with the fewest number of years teaching in the current program and classroom ($M = 0.8$, $SD = 1.5$ and $M = 1.2$, $SD = 2.7$), which makes sense given that the program has only existed for two years. The programs in Alabama ($M = 2.2$, $SD = 5.1$ and $M = 1.4$, $SD = 2.7$), Tennessee ($M = 2.4$, $SD = 2.3$ and $M = 2.2$, $SD = 2.2$), North Carolina ($M = 2.4$, $SD = 4.8$ and $M = 1.4$, $SD = 2.6$), and Missouri ($M = 2.9$, $SD = 4.1$ and $M = 2.1$, $SD = 3.0$) were all similarly found to employ teachers with, on average, fewer than three years teaching in both the current program and classroom. While both HI1 and HI2 were found to have teachers teaching in the same program for the most number of years on average ($M = 9.3$, $SD = 6.6$ and $M = 10.1$, $SD = 7.2$, respectively), only HI1 had a relatively high average number of years in the same classroom ($M = 5.6$, $SD = 4.9$). Pennsylvania's program was found to employ teachers with a relatively large number of years teaching in both the same program and classroom ($M = 7.9$, $SD = 5.5$ and $M = 6.5$, $SD = 4.9$). Once again, however, a high amount of variability exists within all of these programs, as well as across states.

In-service Training

In-service training, or professional development, is one way in which teachers can receive additional training to augment their formal education and credentials. In-service training allows teachers to hear about recent developments or new knowledge in their field and to receive information that may be tailored to developing needs. State departments of education and local school districts set in-service requirements for K-12 public school teachers. Although the same is

true for prekindergarten teachers in state-supported systems, the requirements vary considerably from state to state.

Teachers who reported having taught in the same classroom for at least one year prior to the current year were asked how many clock hours of in-service training they attended over the last 12 months. As shown in Table 5, the weighted national mean on this item was 32.9 hours (SD = 21.9). Extremely wide variability was evident on this variable, both among and within programs (even after statistically extreme outliers were removed from analyses). An average of 22.9 hours (SD = 10.3) was reported in DE1, while the mean number of hours reported in NM2 was over twice that amount (M = 55.3, SD = 26.1).

Although several states have mandated minimum levels of training for staff, these mandates vary greatly from state to state in terms of the unit of measurement (e.g., clock hours versus credit hours, hours per year versus hours within a multi-year period, etc.). Interestingly, increased in-service requirements do not seem to be used to compensate for lower teacher credential requirements, as the systems with the highest credential requirements tended to report the highest in-service requirements. Given the wide variety of ways by which in-service mandates are measured, no attempt was made in this initial descriptive report to compare teacher responses to state mandates in this area. A more in depth analysis of this issue will be the focus of future reports.

Teacher Compensation and Benefits

Adequate salaries are related to higher retention rates of more competent and highly trained teachers, making compensation an important variable for describing prekindergarten systems. While level of education does not necessarily indicate level of skills or experience, it is often correlated with salary. However, the average pay for a child care provider in America is barely over $8 per hour, often with no health, vacation, or retirement benefits, and often regardless of level of education or experience. Preschool teachers earn, on average, less than half of what the average elementary school teacher earns (Olsen, 2002), without much opportunity for increase over time (Blau, 1992).

As shown in Tables 6 and 7, descriptive analyses of teacher compensation variables were conducted in order to compare hours worked per week, hourly wages, and reported yearly salaries. The weighted national mean for number of hours worked per week was 36.8 (SD = 6.2), with a median salary of $30,998 ($M$ = $32,061, SD = $13,127). Hourly wages were computed for each teacher by dividing the annual salary by the number of hours worked at that job per year. The resulting weighted national median was $19.18 per hour ($M$ = $20.72, SD = $9.71). These central tendencies, however, mask a large amount of variability between and within systems on these variables.

Teachers sampled from NY2 reported the highest median salaries ($51,000, M = $52,730, SD = $15,665), while the lowest median salaries were earned by teachers in FL1 ($19,000, M = $22,557, SD = $10,910) and OK2 ($19,289, M = $20,238, SD = $5,060). When hourly wages were computed, FL1 was found at the bottom of the median hourly wages, at $10.07 per hour ($M$ = $12.59, SD = $7.15). The two programs from New Mexico were not far behind. In addition to

highest yearly salary, teachers in NY2 were also found to earn the highest median hourly wages ($34.38, M = $35.97, SD = $11.27), with MD1 ($29.07, M = $29.66, SD = $7.08), PA1 ($28.19, M = $29.02 and SD = $8.87), and MI1 ($27.62, M = $29.06, SD = $12.61) showing the next highest averages. Of course, cost of living is an important factor to take into account within each of these states, and future analyses with these data will account for regional differences in cost of living and levels of credential and experience.

In order to provide a context for these data, annual salaries for prekindergarten teachers were compared to the current federal poverty guidelines (FPG; U.S. Department of Health and Human Services, 2004). For the contiguous 48 states, the FPG for a family of four is $18,850 per year. This threshold is adjusted for Alaska ($23,570) and Hawaii ($21,680). Nationally, 13.9% of prekindergarten teachers reported a yearly salary below the FPG, and most (70.9%) earned a salary below the threshold for "low-income," which is set at 200% FPG. In 10 of all 52 systems, over one-third of the classrooms were led by a teacher who earns a salary below the FPG. Leading the nation were AK1 (58.7%), FL1 (45.9%), OK2 (44.0%), WA1 (43.5%), and DE1 (42.1%). Conversely, in 21 systems, fewer than 10% of the classrooms were led by a teacher earning below the FPG. Of those 21 systems, 16 had fewer than 5%, and in 4 systems (LA1, MD1, NJ1, and PA1) no teacher reported a salary below the FPG.

Although these comparisons to the FPG do not account for factors such as the duration of employment (full-time versus part-time), they do facilitate an appreciation of the proportion of teachers who could not easily support a family on the sole salary of a prekindergarten teacher. (Family income for these teachers is shown in Table 8.) As shown in Table 9, 18.7% of prekindergarten teachers nation-wide work an extra job for pay. Fewer than 10% of teachers in NM2 (6.7%), HI2 (8.3%), IA1 (8.5%), and OK2 (9.7%) reported working at an additional job for pay. Nebraska was found to have the highest proportion of teachers working at an additional job for pay, at 43.8%.

In addition to compensation questions, teachers were asked about health and retirement benefits (see Table 9). Across the nation, 88.9% of preschool lead teachers reported being offered health benefits, while 79.5% reported being offered retirement benefits. The lowest percentages of teachers being offered health benefits were found in MN1 (61.6%) and GA1 (62.6%), while in 6 state systems (AK1, CT2, HI2, KY1, LA1, and ME2), 100% of the teachers sampled reported being offered health benefits. Retirement benefits were reported as being offered less frequently overall, the least so in DE1 (41.0%), MA1 (46.6%), and GA1 (47.5%). Only in NE1 did 100% of teachers report being offered retirement benefits.

Assistant Teachers and Planning Time

The ability of teachers to be effective agents of children's learning is enhanced by qualified assistance and adequate planning time. Most preschool and kindergarten classrooms have more than one adult in the room, and this second adult is often a compensated assistant teacher. In order to provide stimulating activities for children and to individualize their learning experiences, teachers must have an adequate amount of time to plan the day's events. In order for teachers and assistants to operate as a team, a portion of this planning time should be spent

planning with other staff in the room. In this section, assistant teachers and planning time are discussed.

Assistant Teacher Credentials

It is not uncommon for preschool classrooms to include assistant teachers, teacher aides, or co-teachers in addition to a lead teacher, the person who is primarily responsible for the care and education of the children. These other staff members in the classroom often take on a variety of roles and responsibilities, and although recent research and policy has been placing increased focus on lead teacher credentials and qualifications, that of assistant teachers are not typically addressed. In order to describe the other staff members that are typically a part of these state funded classrooms, several questions were asked regarding assistant teachers. The number of these other adults clearly affects child-teacher ratios, thereby also affecting the learning environment. The qualifications of these teachers are also an important issue, since these adults ideally are contributing to the learning environment, and since assistant teachers may become lead teachers sometime in the future.

Respondents were asked about characteristics of other staff in the classroom, including how many paid assistant teachers, teacher aides, or co-teachers also teach in the classroom on a typical day, as well as how many of these other staff have a high school diploma or GED, CDA, or college degree as their highest educational level. Because assistant teachers, teacher aides, and co-teachers are all paid staff that help the teacher in the classroom on a daily basis, and because differences in these terms seem to be more a matter of local terminology rather than function, these extra paid adults were all combined into one category and presented here as assistant teachers.

As shown in Table 10, the weighted national mean number of assistant teachers in the classroom was 1.4 ($SD = 0.8$). PA1 ($M = 0.6$, $SD = 0.6$), TX1 ($M = 0.9$, $SD = 0.5$), and OK1 ($M = 1.0$, $SD = 0.3$) were found to have the fewest other paid staff on average. Conversely, NM1 ($M = 2.0$, $SD = 1.0$), CT2 ($M = 2.1$, $SD = 0.9$), NE1 ($M = 2.1$, $SD = 1.0$), CT1 ($M = 2.1$, $SD = 1.0$), and CA2 ($M = 2.4$, $SD = 1.1$) all reported having at least 2 other paid staff per classroom on average.

Weighted national proportions showed that 59.1% of assistant teachers had a high school diploma or GED as their highest credential, 17.3% had a CDA, and 23.6% had an Associate's degree or higher. Pennsylvania was both the only system in which none of the other staff was reported to have an Associate's degree or higher, and the system with the highest proportion of adults other than the lead teacher holding no formal nationally recognized credentials beyond a high school diploma or GED. Conversely, 51.1% of the other staff in Vermont was reported as having earned at least an Associate's degree, the highest percentage across the systems. A similar amount of variability was found with regard to other staff that had earned a CDA credential as their highest degree. Only 2.1% of assistant teachers in ME1 were reported as having a CDA as their highest credential, while this was found to be the case for 47.0% of other staff in Arkansas. In only 9 state systems were the majority of assistant teachers reported to hold a credential higher than a high school diploma or GED, led by VT1 (58.9%), AR1 (58.3%), and NC1 (58.3%).

It is somewhat difficult to speak of state or program mandates on any of these variables since it is not common for state funded preschool programs to require any level of training or experience for assistant teachers or teacher aides. Although some programs do require some form of training, in many cases it involves so little specific training that it can not be equated to any recognized credential, and the majority of programs actually report no minimum requirements for assistant teachers or teacher aides. As shown in Table 10, of the 52 state-funded prekindergarten systems, 36 require no formal credential at all, 12 require a high school diploma or GED, and 4 require a CDA. Of those programs requiring a minimum of a CDA, so many assistant teachers hold less than this minimum level of training that its utility as a policy tool is questionable (TN1 = 69.2%, WA1 = 60.5%, AL1 = 44.0%, and AR1 = 41.7%).

Release Hours for Planning

It is common for K-12 teachers to be provided with some amount of time during the week, and often each day, for a planning period. This time is often referred to as release hours, teacher preparation time, or planning time. Descriptive analyses were conducted on two variables pertaining to prekindergarten teachers' release hours for planning. Teachers were asked how many scheduled release hours they had for planning or preparing for class in a typical week, and those who responded that they had some amount of paid planning time were asked how many of those planning hours were spent preparing with at least one other member of the classroom staff or supervising assistants.

As shown in Table 11, weighted national averages showed that teachers had 4.1 release hours per week on average ($SD = 3.6$), and 2.2 of those hours ($SD = 2.6$) were spent preparing with another staff member. Given the large standard deviations, relative to the means, there is a lot of variability in terms of teacher planning time, with many teachers receiving far more hours per week to plan relative to others. Louisiana teachers reported the least number of hours on average ($M = 1.6$, $SD = 2.1$), while the SFHS programs in Massachusetts and Wisconsin were found to provide the greatest number of release hours on average ($M = 7.9$, $SD = 4.2$ and $M = 7.9$, $SD = 5.5$, respectively). Teachers in LA1 were found to spend the fewest number of release hours on average with another staff member ($M = 0.9$, $SD = 1.7$), while MA2 was found to be at the highest in this range as well ($M = 4.4$, $SD = 3.3$).

Summary of Major Findings

A large amount of information regarding the 52 state-funded prekindergarten systems has been discussed in this report. Some of the more salient findings are presented succinctly below.

Teacher Education
1. Nationally, prekindergarten teachers reported their highest educational degree as High School Diploma or GED (12.8%), Associate's Degree (14.1%), Bachelor's Degree (49.4%), or Master's Degree or higher (23.6%). Some teachers (0.1%) reported having none of these educational degrees. Additionally, 22.8% of teachers held a CDA, mostly those in Head Start systems.

   a. In 20 state prekindergarten systems, at least 90% of teachers held a BA or higher.

   b. Of the 10 state systems with the most highly educated teachers, 9 locate over 75% of their classrooms in schools.

   c. Seven of the 10 systems with the least educated teachers are state-funded Head Start systems.

2. In 5 systems, the majority of teachers hold a Master's Degree or higher (NY2 = 82.0%, WV1 = 66.3%, MD1 = 65.4%, NY1 = 56.9%, and SC1 = 52.8%), whereas in 3 systems the majority of teachers have a high school diploma or GED as their highest educational degree (AK1 = 72.7%, NM2 = 66.7%, and FL1 = 54.5%).

3. Most prekindergarten teachers (57.2%) report holding a state department of education teaching certificate for teaching preschoolers. OK1 reported the highest rate (96.7%).

4. Of the systems that have teacher credential requirements, 7.1% of the teachers are below those requirements. In 9 state systems, 10% or more of the teachers failed to meet the mandated educational credential requirements (AR1 = 31.0%, NJ1 = 23.5%, AK1 = 20.0%, WA1 = 17.2%, VT1 = 17.0%, CO1 = 16.5%, NV1 = 13.8%, NC1 = 13.6%, and GA1 = 10.1%).

Teacher Experience and In-service Training
1. Nationally, teachers reported 8.2 years of experience teaching preschoolers – 5.8 years at the same local program and 3.5 years in the same classroom.

2. Nationally, teachers reported 32.9 clock hours of in-service training in the past year. Extremely wide variability of average in-service hours was evident, ranging from DE1 (22.9) to over twice that amount in NM2 (55.3).

Teacher Compensation and Benefits
1. Teachers work an average of 36.8 hours per week and earn a median salary of $30,998 ($M$ = $32,061, SD = $13,127). Median hourly wage was $19.18 per hour ($M$ = $20.72, SD = $9.71). Significant variability exists.

    a. The highest median hourly wages were reported by teachers in NY2 ($34.38, M = $35.97, SD = $11.27), MD1 ($29.07, M = $29.66, SD = $7.08), PA1 ($28.19, M = $29.02, SD = $8.87), and MI1 ($27.62, M = $29.06, SD = $12.61).

    b. The lowest median hourly wages were reported by teachers in FL1 ($10.07, M = $12.59, SD = $7.15).

2. Nationally, 13.9% of teachers reported a yearly salary below the federal poverty guidelines (FPG), and 70.9% earned a salary below the threshold for "low-income."

    a. In 10 systems, over one-third of the teachers earned a salary below the FPG, most notably AK1 (58.7%), FL1 (45.9%), OK2 (44.0%), WA1 (43.5%), and DE1 (42.1%).

    b. In 4 systems (LA1, MD1, NJ1, and PA1), no teacher reported a salary below the FPG.

3. Nationally, 18.7% of teachers work an extra job for pay.

4. Nationally, most teachers were offered health (88.9%) and retirement (79.5%) benefits.

Assistant Teachers and Planning Time

1. Nationally, 59.1% of paid assistant teachers had a high school diploma or GED as their highest credential, 17.3% had a CDA, and 23.6% had an Associate's degree or higher.

2. In 9 state systems the majority of assistant teachers held a credential higher than a high school diploma or GED, led by VT1 (58.9%), AR1 (58.3%), and NC1 (58.3%).

3. Only 4 state systems require assistant teachers to hold a CDA, yet about half of the assistant teachers fail to meet this requirement (TN1 = 69.2%, WA1 = 60.5%, AL1 = 44.0%, and AR1 = 41.7%).

4. Nationally, teachers reported an average of 4.1 planning hours per week, with 2.2 hours spent preparing with another staff member. Average planning hours per week ranged from 1.6 (LA1) to 7.9 (MA2 and WI2).

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Table 1

Sample and Response Rates

PreK	Prekindergarten System	Estimated Population of Classrooms	Target Sample	Total Sample	Total Respondents	Response Rate
AL1	Alabama Office of School Readiness Prekindergarten	68	41	58	45	77.59%
AK1	Alaska Head Start Program	98	50	67	57	85.07%
AZ1	Arizona Early Childhood State Block Grant (PreK Component)	216	69	90	84	93.33%
AR1	Arkansas Better Chance (ABC)	170	64	87	71	81.61%
CA1	California State Preschool Half Day Program	3,124	97	129	101	78.29%
CA2	California Full Day Preschool Full Day Program	2,696	97	131	100	76.34%
CO1	Colorado Preschool Program (CPP)	743	89	119	91	76.47%
CT1	Connecticut School Readiness and Child Care Initiative	575	86	116	98	84.48%
CT2	Connecticut State Funded Head Start	101	51	70	61	87.14%
DE1	Delaware Early Childhood Assistance Program (ECAP)	56	37	51	40	78.43%
FL1	Florida Partnership for School Readiness	1,596	95	117	101	86.32%
GA1	Georgia Prekindergarten Program	3,109	97	137	100	72.99%
HI1	Hawaii Preschool Open Doors	497	84	107	86	80.37%
HI2	Hawaii State Funded Head Start	12	12	12	12	100.00%
IL1	Illinois Early Childhood Block Grant Prekindergarten Program	1,932	96	124	99	79.84%
IA1	Iowa Comprehensive Child Development Program (Shared Visions)	123	56	65	59	90.77%
KS1	Kansas At-Risk Four-Year-Old Children Preschool Program	200	67	89	69	77.53%
KY1	Kentucky Preschool Program	1,020	92	118	104	88.14%
LA1	Louisiana 8(g) Preschool Block Grant	251	72	96	72	75.00%
LA2	Louisiana LA-4 Public Preschool Program	261	**	93	58	62.37%
LA3	Louisiana Non-Public Schools Early Childhood Development Program	63	**	49	30	61.22%
LA4	Louisiana Starting Points Preschool Program	99	**	69	44	63.77%
ME1	Maine Two-Year Kindergarten	53	35	43	36	83.72%
ME2	Maine State Funded Head Start	179	65	84	68	80.95%
MD1	Maryland Extended Elementary Education Program (EEEP)	325	77	103	78	75.73%
MA1	Massachusetts Community Partnerships for Children	2,333	96	133	103	77.44%
MA2	Massachusetts State Funded Head Start	87	47	62	50	80.65%
MI1	Michigan School Readiness Program	1,137	92	125	93	74.40%
MN1	Minnesota School Readiness	694	88	117	100	85.47%
MN2	Minnesota State Funded Head Start	441	82	111	84	75.68%
MO1	Missouri Preschool Project	138	59	73	61	83.56%

Table 1 (cont.)
Sample and Response Rates

PreK	Prekindergarten System	Estimated Population of Classrooms	Target Sample	Total Sample	Total Respondents	Response Rate
NE1	Nebraska Early Childhood Grant Program	16	16	16	16	100.00%
NV1	Nevada Early Childhood Education Comprehensive Plan	30	24	29	29	100.00%
NJ1	New Jersey Early Childhood Program Aid (ECPA) Abbott Districts	2,464	97	125	104	83.20%
NJ2	New Jersey Early Childhood Program Aid (ECPA) Non-Abbott	309	76	98	79	80.61%
NM1	New Mexico Child Development Program	25	21	25	24	96.00%
NM2	New Mexico State Funded Head Start	15	15	15	15	100.00%
NY1	New York State Universal Prekindergarten Program	3,486	98	133	102	76.69%
NY2	New York State Experimental Preindergarten Program	567	86	113	90	79.65%
NC1	North Carolina More at Four Pre-kindergarten Program	137	59	75	66	88.00%
OH1	Ohio Public Preschool	368	79	112	92	82.14%
OH2	Ohio State Funded Head Start	891	90	117	96	82.05%
OK1	Oklahoma Early Childhood Four-Year-Old Program	910	91	126	94	74.60%
OK2	Oklahoma State Funding for Head Start	423	82	106	94	88.68%
OR1	Oregon Head Start Prekindergarten	458	83	117	93	79.49%
PA1	Pennsylvania Education Aid for Kindergarten for Four-Year-Olds	88	48	69	51	73.91%
SC1	South Carolina Early Childhood Program	603	86	114	91	79.82%
TN1	Tennessee Early Childhood Education Pilot Program	172	64	79	67	84.81%
TX1	Texas Public School Prekindergarten	5,661	99	137	101	73.72%
VT1	Vermont Early Education Initiative	77	44	64	54	84.38%
VA1	Virginia Preschool Initiative	416	81	112	90	80.36%
WA1	Washington Early Childhood Education and Assistance Program	304	76	99	87	87.88%
WV1	West Virginia Public School Early Childhood Education	228	70	105	90	85.71%
WI1	Wisconsin Four-Year-Old Kindergarten	461	83	119	91	76.47%
WI2	Wisconsin State Funded Head Start	128	57	75	59	78.67%
Nation		**40,211**	**3,618**	**4,814**	**3,898**	**80.97%**

Note. National data do not include LA2, LA3, and LA4.

Table 2

Teacher Education

PreK	Mandate	Highest Degree Earned										
			None		HS/GED		AA		BA		MA +	
		N	%	SE$_P$	%	SE$_P$	%	SE$_P$	%	SE$_P$	%	SE$_P$
AL1	BA in ECE	45	0.00%	0.00%	2.22%	1.29%	2.22%	1.29%	53.33%	2.55%	42.22%	4.31%
AK1	CDA	55	5.45%	2.73%	72.73%	4.00%	7.27%	2.33%	12.73%	1.99%	1.82%	1.20%
AZ1	CDA	84	0.00%	0.00%	23.81%	3.64%	20.24%	3.43%	34.52%	3.18%	21.43%	3.51%
AR1	BA and TC	71	0.00%	0.00%	16.90%	3.40%	5.63%	2.09%	56.34%	3.45%	21.13%	3.71%
CA1	None	97	0.00%	0.00%	17.53%	3.80%	37.11%	4.83%	41.24%	4.84%	4.12%	1.99%
CA2	None	98	0.00%	0.00%	18.37%	3.84%	42.86%	4.91%	33.67%	4.60%	5.10%	2.18%
CO1	CDA	91	1.10%	2.94%	21.98%	4.07%	17.58%	3.74%	38.46%	4.48%	20.88%	3.99%
CT1	CDA	98	0.00%	0.00%	14.29%	3.22%	27.55%	4.11%	37.76%	4.07%	20.41%	3.71%
CT2	CDA	59	0.00%	0.00%	30.51%	3.88%	35.59%	4.04%	22.03%	2.27%	11.86%	2.73%
DE1	CDA	39	0.00%	0.00%	23.08%	3.75%	30.77%	4.11%	43.59%	2.45%	2.56%	1.41%
FL1	None	101	0.99%	3.81%	54.46%	4.80%	10.89%	3.00%	21.78%	3.85%	11.88%	3.12%
GA1	AA in ECE	99	0.00%	0.00%	10.10%	2.98%	13.13%	3.34%	55.56%	4.84%	21.21%	4.04%
HI1	CDA	81	0.00%	0.00%	18.52%	3.95%	33.33%	4.80%	44.44%	4.63%	3.70%	1.92%
HI2	CDA	12	0.00%	0.00%	0.00%	0.00%	58.33%	0.00%	41.67%	0.00%	0.00%	0.00%
IL1	BA	97	0.00%	0.00%	4.12%	1.97%	3.09%	1.71%	59.79%	4.73%	32.99%	4.65%
IA1	None	59	0.00%	0.00%	18.64%	3.67%	6.78%	2.37%	59.32%	3.35%	15.25%	3.39%
KS1	BA and TC	69	0.00%	0.00%	1.45%	1.17%	0.00%	0.00%	60.87%	3.87%	37.68%	4.73%
KY1	CDA	103	0.00%	0.00%	18.45%	3.63%	17.48%	3.55%	29.13%	4.03%	34.95%	4.46%
LA1	BA and TC	72	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	69.44%	3.89%	30.56%	4.59%
LA2	UNK	57	0.00%	0.00%	1.75%	1.54%	0.00%	0.00%	78.95%	4.24%	19.30%	4.63%
LA3	UNK	30	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	73.33%	4.30%	26.67%	5.89%
LA4	UNK	42	0.00%	0.00%	2.38%	1.79%	0.00%	0.00%	83.33%	3.34%	14.29%	4.12%
ME1	BA and TC	36	0.00%	0.00%	2.78%	1.57%	0.00%	0.00%	63.89%	2.62%	33.33%	4.49%
ME2	CDA	67	0.00%	0.00%	35.82%	4.65%	25.37%	4.22%	31.34%	3.57%	7.46%	2.55%
MD1	BA and TC	78	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	34.62%	4.11%	65.38%	4.70%
MA1	None	103	0.00%	0.00%	25.24%	4.19%	26.21%	4.24%	33.01%	4.43%	15.53%	3.49%
MA2	CDA	50	0.00%	0.00%	24.00%	3.96%	48.00%	4.63%	26.00%	2.67%	2.00%	1.30%
MI1	CDA	92	0.00%	0.00%	2.17%	1.46%	2.17%	1.46%	52.17%	4.79%	43.48%	4.96%
MN1	CDA	99	0.00%	0.00%	1.01%	0.93%	0.00%	0.00%	80.81%	3.40%	18.18%	3.59%
MN2	CDA	84	0.00%	0.00%	28.57%	4.44%	22.62%	4.11%	44.05%	4.39%	4.76%	2.09%
MO1	CDA	61	0.00%	0.00%	21.31%	3.93%	4.92%	2.08%	55.74%	3.57%	18.03%	3.69%

Table 2 (cont.)
Teacher Education

PreK	Mandate	Highest Degree Earned										
			None		HS/GED		AA		BA		MA +	
		N	%	SE$_P$	%	SE$_P$	%	SE$_P$	%	SE$_P$	%	SE$_P$
NE1	BA and TC	16	0.00%	0.00%	6.25%	0.00%	0.00%	0.00%	68.75%	0.00%	25.00%	0.00%
NV1	BA and TC	29	0.00%	0.00%	3.45%	0.63%	0.00%	0.00%	62.07%	0.31%	34.48%	1.64%
NJ1	BA and TC	103	0.97%	4.65%	6.80%	2.43%	5.83%	2.26%	67.96%	4.41%	18.45%	3.74%
NJ2	BA and TC	77	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	84.42%	3.11%	15.58%	3.59%
NM1	None	24	0.00%	0.00%	29.17%	1.89%	29.17%	1.89%	37.50%	0.41%	4.17%	0.83%
NM2	CDA	15	0.00%	0.00%	66.67%	0.00%	13.33%	0.00%	13.33%	0.00%	6.67%	0.00%
NY1	None	102	0.00%	0.00%	5.88%	2.30%	2.94%	1.65%	34.31%	4.56%	56.86%	4.83%
NY2	BA and TC	89	0.00%	0.00%	1.12%	1.03%	0.00%	0.00%	16.85%	3.35%	82.02%	3.74%
NC1	BA	66	0.00%	0.00%	4.55%	1.85%	9.09%	2.56%	74.24%	2.81%	12.12%	2.90%
OH1	AA in ECE	92	0.00%	0.00%	3.26%	1.61%	17.39%	3.43%	57.61%	3.87%	21.74%	3.73%
OH2	CDA	96	0.00%	0.00%	29.17%	4.38%	41.67%	4.76%	19.79%	3.63%	9.38%	2.81%
OK1	BA and TC	92	0.00%	0.00%	3.26%	1.76%	0.00%	0.00%	79.35%	3.80%	17.39%	3.75%
OK2	CDA	93	0.00%	0.00%	44.09%	4.55%	26.88%	4.07%	26.88%	3.60%	2.15%	1.33%
OR1	CDA	93	0.00%	0.00%	30.11%	4.25%	22.58%	3.87%	36.56%	3.99%	10.75%	2.87%
PA1	BA and TC	48	0.00%	0.00%	2.08%	1.40%	2.08%	1.40%	54.17%	3.31%	41.67%	4.83%
SC1	BA and TC	91	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	47.25%	4.45%	52.75%	4.83%
TN1	BA and TC	67	0.00%	0.00%	2.99%	1.63%	0.00%	0.00%	61.19%	3.66%	35.82%	4.59%
TX1	BA and TC	100	0.00%	0.00%	1.00%	0.99%	1.00%	0.99%	77.00%	4.13%	21.00%	4.04%
VT1	BA in ECE	53	0.00%	0.00%	11.32%	2.45%	5.66%	1.78%	54.72%	2.16%	28.30%	3.48%
VA1	None	89	0.00%	0.00%	5.62%	2.17%	2.25%	1.39%	61.80%	4.06%	30.34%	4.33%
WA1	AA in ECE	87	1.15%	1.82%	16.09%	3.33%	35.63%	4.35%	32.18%	3.59%	14.94%	3.23%
WV1	BA in ECE	89	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	33.71%	3.07%	66.29%	3.92%
WI1	BA and TC	89	0.00%	0.00%	1.12%	1.00%	0.00%	0.00%	60.67%	4.19%	38.20%	4.63%
WI2	CDA	59	0.00%	0.00%	3.39%	1.74%	30.51%	4.42%	57.63%	3.50%	8.47%	2.67%
Nation		**3988**	**0.14%**	**0.33%**	**12.77%**	**0.66%**	**14.07%**	**0.71%**	**49.41%**	**1.08%**	**23.61%**	**0.94%**

Table 3
Teacher Credentials

PreK	Mandate	N	CDA earned		Cert. Younger than K	
			%	SE$_P$	%	SE$_P$
AL1	BA in ECE	45	15.56%	3.17%	59.09%	4.44%
AK1	CDA	55	63.64%	4.32%	1.85%	1.24%
AZ1	CDA	84	34.52%	4.06%	14.46%	3.04%
AR1	BA and TC	71	26.76%	4.02%	52.11%	4.54%
CA1	None	97	44.33%	4.97%	32.29%	4.70%
CA2	None	98	41.84%	4.89%	33.67%	4.69%
CO1	CDA	91	24.18%	4.21%	31.11%	4.58%
CT1	CDA	98	28.57%	4.16%	32.99%	4.36%
CT2	CDA	59	42.37%	4.17%	12.28%	2.88%
DE1	CDA	39	30.77%	4.11%	23.08%	3.75%
FL1	None	101	67.33%	4.52%	20.79%	3.91%
GA1	AA in ECE	99	15.15%	3.55%	51.52%	4.94%
HI1	CDA	81	37.04%	4.91%	10.00%	3.08%
HI2	CDA	12	25.00%	0.00%	8.33%	0.00%
IL1	BA	97	12.37%	3.26%	82.47%	3.76%
IA1	None	59	23.73%	4.01%	58.62%	4.72%
KS1	BA and TC	69	8.70%	2.75%	82.61%	3.70%
KY1	CDA	103	33.01%	4.40%	50.00%	4.75%
LA1	BA and TC	72	4.17%	1.99%	84.72%	3.59%
LA2	UNK	57	1.75%	1.54%	82.46%	4.46%
LA3	UNK	30	3.33%	2.39%	36.67%	6.42%
LA4	UNK	42	7.14%	3.03%	95.24%	2.51%
ME1	BA and TC	36	2.78%	1.57%	38.89%	4.65%
ME2	CDA	67	59.70%	4.75%	8.96%	2.77%
MD1	BA and TC	78	5.13%	2.18%	94.87%	2.18%
MA1	None	103	22.33%	4.01%	33.01%	4.53%
MA2	CDA	50	46.00%	4.62%	12.00%	3.01%
MI1	CDA	92	15.22%	3.59%	69.57%	4.60%
MN1	CDA	99	6.06%	2.22%	82.83%	3.51%
MN2	CDA	84	47.62%	4.91%	36.90%	4.74%
MO1	CDA	61	26.23%	4.22%	55.17%	4.99%

Table 3 (cont.)
Teacher Credentials

PreK	Mandate	N	CDA earned		Cert. Younger than K	
			%	SE$_P$	%	SE$_P$
NE1	BA and TC	16	6.25%	0.00%	81.25%	0.00%
NV1	BA and TC	29	13.79%	1.19%	72.41%	1.54%
NJ1	BA and TC	103	14.56%	3.40%	63.73%	4.66%
NJ2	BA and TC	77	3.90%	1.91%	61.84%	4.85%
NM1	None	24	45.83%	2.08%	16.67%	1.55%
NM2	CDA	15	80.00%	0.00%	6.67%	0.00%
NY1	None	102	8.82%	2.77%	77.45%	4.08%
NY2	BA and TC	89	6.74%	2.44%	93.18%	2.47%
NC1	BA	66	12.12%	2.90%	58.73%	4.58%
OH1	AA in ECE	92	14.13%	3.15%	65.56%	4.36%
OH2	CDA	96	54.17%	4.81%	17.71%	3.68%
OK1	BA and TC	92	8.70%	2.79%	96.74%	1.76%
OK2	CDA	93	60.22%	4.49%	23.66%	3.90%
OR1	CDA	93	50.54%	4.63%	9.68%	2.74%
PA1	BA and TC	48	4.17%	1.96%	70.83%	4.45%
SC1	BA and TC	91	3.30%	1.73%	94.51%	2.20%
TN1	BA and TC	67	5.97%	2.27%	79.10%	3.89%
TX1	BA and TC	100	8.00%	2.69%	85.00%	3.54%
VT1	BA in ECE	53	13.21%	2.61%	64.15%	3.70%
VA1	None	89	6.74%	2.36%	68.54%	4.37%
WA1	AA in ECE	87	29.89%	4.15%	23.26%	3.86%
WV1	BA in ECE	89	5.62%	1.91%	89.66%	2.57%
WI1	BA and TC	89	5.62%	2.19%	90.70%	2.83%
WI2	CDA	59	27.12%	4.27%	43.10%	4.83%
Nation		**3859**	**22.83%**	**0.87%**	**57.19%**	**1.02%**

Note. National data are weighted based on the estimated number of classrooms in each state system, and do not include LA2, LA3, and LA4. "Mandate" = the lowest possible criteria to satisfy the mandate; "CDA" = child development associate credential; "AA" = associate's degree; "BA" = bachelor's degree; "TC" = teaching certificate from the state; "ECE" = early childhood education; "UNK" = unknown.

Table 4
Teacher Experience

PreK	N (range)	Experience 3-5 year olds			N	Years in Program			Years in Class		
		M	SD	SE_M		M	SD	SE_M	M	SD	SE_M
AL1	43-44	3.68	5.95	0.54	44	2.20	5.05	0.46	1.37	2.74	0.26
AK1	52-55	8.87	6.08	0.55	55	7.38	6.11	0.55	5.02	5.13	0.49
AZ1	82-84	10.19	7.28	0.62	83	5.76	4.75	0.41	4.37	3.77	0.33
AR1	69-71	6.65	5.94	0.54	70	4.87	4.23	0.39	3.97	3.64	0.34
CA1	95-97	10.64	7.69	0.77	96	6.15	6.01	0.60	3.25	3.67	0.37
CA2	92-98	12.27	8.17	0.81	98	8.97	7.80	0.77	4.60	4.23	0.43
CO1	87-91	11.10	7.64	0.75	91	7.40	6.21	0.61	4.71	4.50	0.45
CT1	96-98	8.54	7.18	0.66	98	5.38	6.02	0.55	2.73	2.81	0.26
CT2	58-59	11.29	7.55	0.64	59	8.56	6.62	0.56	3.33	2.86	0.25
DE1	39	6.49	5.32	0.47	39	4.74	5.33	0.47	1.95	2.50	0.22
FL1	99-101	8.34	6.54	0.63	101	6.25	6.26	0.60	3.81	4.03	0.39
GA1	99	6.21	5.71	0.56	99	4.18	3.72	0.37	2.95	2.84	0.28
HI1	77-81	12.44	7.40	0.75	80	9.34	6.59	0.68	5.61	4.88	0.51
HI2	12	13.17	8.64	0.00	12	10.08	7.20	0.00	2.42	3.29	0.00
IL1	96-97	9.10	7.36	0.73	97	6.26	5.11	0.51	3.89	3.82	0.38
IA1	57-59	9.05	7.15	0.67	59	6.83	5.84	0.55	4.49	3.61	0.35
KS1	69	6.30	5.72	0.56	69	4.77	4.74	0.46	2.81	2.49	0.24
KY1	99-103	8.17	6.17	0.58	103	6.35	5.53	0.52	3.97	3.55	0.34
LA1	71-72	6.36	5.02	0.50	72	4.97	4.77	0.48	4.10	4.19	0.42
LA2	57	6.33	5.51	0.65	57	3.51	4.44	0.52	2.14	2.55	0.30
LA3	29-30	6.77	7.62	1.02	30	1.57	2.08	0.28	1.83	2.69	0.37
LA4	41-42	5.76	4.29	0.50	42	3.19	3.65	0.43	3.27	3.45	0.41
ME1	31-36	6.14	5.56	0.53	36	6.08	6.05	0.58	4.55	3.64	0.43
ME2	65-67	10.61	7.19	0.70	66	7.92	6.13	0.60	4.46	4.68	0.46
MD1	74-78	9.50	8.54	0.84	78	6.74	7.30	0.72	4.23	4.31	0.44
MA1	100-103	10.07	7.13	0.69	102	7.00	6.44	0.62	4.07	4.18	0.41
MA2	50	10.50	6.97	0.65	50	8.38	7.38	0.68	2.96	3.33	0.31
MI1	91-92	8.11	6.75	0.67	92	5.55	5.35	0.53	3.26	3.46	0.35
MN1	97-99	11.14	6.88	0.64	99	7.37	6.09	0.57	4.56	3.76	0.35
MN2	79-84	11.24	8.36	0.82	84	9.19	8.28	0.81	3.66	3.47	0.35
MO1	61	5.18	5.01	0.48	61	2.89	4.12	0.40	2.10	3.00	0.29

Table 4 (cont.)
Teacher Experience

PreK	N (range)	Experience 3-5 year olds			N	Years in Program			Years in Class		
		M	SD	SE$_M$		M	SD	SE$_M$	M	SD	SE$_M$
NE1	16	8.19	6.17	0.00	16	5.81	5.79	0.00	2.75	2.54	0.00
NV1	29	4.21	3.94	0.14	29	0.79	1.47	0.05	1.24	2.69	0.09
NJ1	102	5.56	5.27	0.51	102	3.23	4.28	0.41	2.14	2.55	0.25
NJ2	75-77	5.66	5.77	0.57	77	3.38	4.66	0.46	2.16	2.89	0.29
NM1	22-24	7.33	7.43	0.31	23	4.26	5.46	0.33	2.50	2.86	0.22
NM2	15	6.87	5.73	0.00	15	3.73	3.71	0.00	1.67	2.44	0.00
NY1	101-102	7.01	6.69	0.65	102	4.30	4.43	0.43	3.37	3.91	0.38
NY2	86-88	9.01	7.17	0.70	88	7.69	7.08	0.69	4.58	4.73	0.47
NC1	64-65	5.35	5.96	0.54	65	2.40	4.78	0.43	1.42	2.55	0.23
OH1	89-92	8.88	6.32	0.58	92	6.28	6.04	0.55	3.60	3.74	0.35
OH2	95	9.75	5.85	0.57	95	7.15	4.30	0.42	3.55	3.41	0.33
OK1	90-92	5.92	5.06	0.50	92	4.10	3.95	0.39	3.02	3.03	0.30
OK2	91-93	8.31	7.27	0.67	92	6.14	6.48	0.60	2.67	3.09	0.29
OR1	92-93	9.96	6.57	0.61	93	6.14	4.94	0.46	2.92	3.57	0.33
PA1	46-48	8.31	5.84	0.57	48	7.92	5.52	0.54	6.48	4.86	0.50
SC1	89-91	5.54	5.38	0.52	91	5.03	5.49	0.53	3.42	3.75	0.37
TN1	66-67	4.66	4.74	0.45	66	2.38	2.27	0.22	2.17	2.15	0.21
TX1	100	6.47	6.37	0.63	100	5.50	5.46	0.54	3.50	3.31	0.33
VT1	52-53	10.06	6.88	0.53	53	5.68	5.73	0.44	3.37	3.53	0.28
VA1	87-89	6.52	5.82	0.55	89	4.64	5.05	0.48	2.95	3.23	0.31
WA1	85-87	10.14	6.34	0.58	87	6.09	4.73	0.43	4.04	3.84	0.35
WV1	86-89	5.46	4.98	0.41	89	4.65	4.80	0.40	3.20	3.63	0.31
WI1	88-89	6.99	6.14	0.59	89	5.46	5.68	0.54	4.39	4.28	0.41
WI2	57-59	8.49	6.45	0.62	59	6.02	6.15	0.59	2.46	2.73	0.27
Nation	3,763 3,853	8.24	6.98	0.16	3845	5.78	5.76	0.13	3.52	3.67	0.09

Note. National data are weighted based on the estimated number of classrooms in each state system, and do not include LA2, LA3, and LA4. Means and standard deviations exclude statistical extreme outliers.

Table 5
In-Service Training Attended Over the Past 12 Months

PreK	Mandate	Clock Hours			
		N	M	SD	SE$_M$
AL1	40 clock hours per year	24	50.25	25.25	4.18
AK1	UNK	43	41.30	22.41	2.57
AZ1	12 clock hours per year	72	35.07	20.56	1.98
AR1	30 clock hours per year	52	48.40	26.63	3.09
CA1	None	65	32.11	21.55	2.65
CA2	None	83	29.60	20.74	2.24
CO1	10 clock hours per year	79	28.96	19.11	2.03
CT1	3 courses/workshops per year	79	34.96	22.50	2.35
CT2	UNK	47	39.96	23.41	2.51
DE1	15 clock hours per year	24	22.92	10.31	1.61
FL1	10 clock hours per year	70	33.03	20.58	2.41
GA1	15 clock hours per year	70	26.07	20.54	2.43
HI1	None	66	24.17	21.68	2.49
HI2	UNK	7	42.86	31.69	8.07
IL1	120 clock hours per 5 years	71	31.58	19.61	2.28
IA1	None	49	36.47	22.86	2.54
KS1	None	51	39.47	25.79	3.13
KY1	18 clock hours per year	85	34.86	18.31	1.90
LA1	UNK	58	34.16	20.90	2.41
LA2	UNK	43	36.97	22.20	3.10
LA3	UNK	20	17.15	10.29	1.92
LA4	UNK	31	30.42	16.46	2.46
ME1	90 clock hours per 5 years	31	38.26	22.56	2.64
ME2	UNK	51	40.75	18.69	2.22
MD1	UNK	60	40.38	23.70	2.77
MA1	24 clock hours per year	77	24.09	14.43	1.62
MA2	UNK	30	37.07	20.22	3.01
MI1	None	72	39.57	21.92	2.50
MN1	125 clock hours per 5 years	84	30.19	17.87	1.83
MN2	2% of total hours of employment	59	46.17	21.55	2.61
MO1	12 clock hours per year	39	30.82	19.90	2.71

Table 5 (cont.)
In-Service Training Attended Over the Past 12 Months

PreK	Mandate	Clock Hours			
		N	M	SD	SE$_M$
NE1	12 clock hours per year	13	38.77	26.61	3.30
NV1	5 credit hours per 5 years	11	28.27	21.09	5.15
NJ1	100 clock hours per 5 years	72	33.18	24.97	2.90
NJ2	100 clock hours per 5 years	57	28.98	18.14	2.17
NM1	24 clock hours per year	17	34.06	20.93	2.93
NM2	UNK	6	55.33	26.09	8.54
NY1	175 clock hours per 5 years	78	31.55	25.72	2.88
NY2	175 clock hours per 5 years	70	37.10	26.03	2.92
NC1	None	32	31.41	22.02	3.42
OH1	15 clock hours per year	67	24.47	19.91	2.20
OH2	UNK	64	41.13	25.09	3.02
OK1	15 clock hours per year	73	29.45	19.72	2.21
OK2	UNK	69	42.85	21.24	2.34
OR1	UNK	55	46.07	24.38	3.09
PA1	6 credit hours per 5 years	38	38.37	20.15	2.48
SC1	12 clock hours per year	69	33.88	24.75	2.81
TN1	18 clock hours per year	56	39.25	22.43	2.47
TX1	UNK	78	38.26	20.22	2.27
VT1	9 clock hours per year	39	36.29	22.07	2.50
VA1	UNK	66	31.76	22.72	2.57
WA1	None	70	29.83	19.83	2.08
WV1	18 clock hours per year	61	28.16	20.52	2.25
WI1	6 credit hrs or 180 clock hrs per 5 yrs	77	27.27	23.14	2.41
WI2	UNK	40	41.13	19.68	2.59
Nation		**2871**	**32.89**	**21.89**	**0.60**

Note. National data are weighted based on the estimated number of classrooms in each state system, and do not include LA2, LA3, and LA4. Means and standard deviations exclude statistical extreme outliers. Analyses do not include first-year teachers. "Mandate" = the lowest possible criteria to satisfy the mandate; "UNK" = unknown.

Table 6
Teacher Hourly Compensation

PreK	Hours worked per week				Hourly Wages						
	N	M	SD	SE$_M$	N	M	SD	SE$_M$	Median	25%ile	75%ile
AL1	44	37.63	5.22	0.47	43	$ 19.55	$ 4.97	$ 0.46	$ 18.54	$ 17.26	$ 21.37
AK1	55	33.98	7.28	0.65	46	$ 17.08	$ 10.20	$ 1.10	$ 13.80	$ 11.99	$ 17.81
AZ1	84	34.84	7.24	0.62	83	$ 19.58	$ 9.11	$ 0.79	$ 17.84	$ 12.79	$ 25.57
AR1	70	38.27	3.39	0.31	64	$ 16.58	$ 6.33	$ 0.63	$ 17.15	$ 10.47	$ 21.55
CA1	97	34.43	7.66	0.77	84	$ 19.86	$ 7.61	$ 0.82	$ 19.37	$ 14.43	$ 22.77
CA2	98	37.81	6.10	0.60	86	$ 16.77	$ 8.55	$ 0.91	$ 14.51	$ 11.51	$ 19.18
CO1	90	35.43	7.54	0.75	86	$ 17.60	$ 9.16	$ 0.93	$ 15.74	$ 9.59	$ 23.01
CT1	98	37.75	3.94	0.36	97	$ 18.39	$ 10.84	$ 1.00	$ 14.25	$ 11.99	$ 21.92
CT2	58	36.85	3.50	0.30	55	$ 15.28	$ 5.99	$ 0.55	$ 13.90	$ 12.47	$ 16.44
DE1	39	33.24	5.68	0.51	38	$ 14.90	$ 5.13	$ 0.48	$ 14.34	$ 11.51	$ 18.63
FL1	100	39.58	4.13	0.40	85	$ 12.59	$ 7.15	$ 0.76	$ 10.07	$ 8.15	$ 14.16
GA1	99	39.76	2.60	0.26	92	$ 18.01	$ 8.11	$ 0.83	$ 15.60	$ 11.63	$ 23.01
HI1	80	38.52	5.40	0.55	65	$ 14.63	$ 4.98	$ 0.58	$ 12.66	$ 11.51	$ 17.53
HI2	12	38.75	2.26	0.00	12	$ 14.83	$ 3.59	$ -	$ 14.75	$ 12.80	$ 16.61
IL1	97	36.41	5.45	0.54	87	$ 25.25	$ 9.92	$ 1.04	$ 23.87	$ 17.26	$ 33.61
IA1	59	37.92	4.62	0.44	55	$ 18.33	$ 6.97	$ 0.70	$ 17.10	$ 12.79	$ 22.49
KS1	69	35.57	7.47	0.73	63	$ 21.67	$ 4.15	$ 0.43	$ 21.74	$ 18.54	$ 24.27
KY1	103	36.41	4.37	0.41	100	$ 18.80	$ 7.75	$ 0.74	$ 18.41	$ 11.98	$ 23.20
LA1	72	37.01	4.57	0.46	65	$ 21.62	$ 5.31	$ 0.57	$ 21.19	$ 17.63	$ 25.57
LA2	57	37.90	3.64	0.43	56	$ 22.21	$ 4.34	$ 0.52	$ 21.80	$ 19.27	$ 24.20
LA3	30	40.63	6.33	0.84	22	$ 16.48	$ 9.91	$ 1.72	$ 12.79	$ 11.97	$ 16.80
LA4	42	36.97	3.47	0.41	36	$ 21.34	$ 5.84	$ 0.78	$ 21.11	$ 17.76	$ 25.57
ME1	36	31.42	9.55	0.91	34	$ 25.52	$ 10.57	$ 1.10	$ 25.94	$ 19.18	$ 28.60
ME2	67	36.76	6.50	0.63	63	$ 13.93	$ 6.39	$ 0.65	$ 12.66	$ 10.07	$ 15.63
MD1	78	36.16	5.13	0.51	66	$ 29.66	$ 7.08	$ 0.78	$ 29.07	$ 24.93	$ 34.09
MA1	103	35.41	7.22	0.70	91	$ 14.41	$ 7.25	$ 0.74	$ 12.95	$ 10.65	$ 15.34
MA2	50	35.67	3.68	0.34	46	$ 14.77	$ 3.63	$ 0.37	$ 14.03	$ 12.95	$ 16.07
MI1	92	34.88	7.18	0.72	83	$ 29.06	$ 12.61	$ 1.33	$ 27.62	$ 17.98	$ 39.12
MN1	99	27.99	9.84	0.92	89	$ 21.00	$ 8.21	$ 0.81	$ 19.33	$ 15.34	$ 23.76
MN2	84	37.24	4.54	0.45	77	$ 14.90	$ 4.66	$ 0.48	$ 14.02	$ 12.11	$ 16.82
MO1	56	40.54	5.70	0.59	56	$ 14.56	$ 5.73	$ 0.59	$ 14.38	$ 10.31	$ 17.58

Table 6 (cont.)
Teacher Hourly Compensation

| PreK | Hours worked per week | | | | Hourly Wages | | | | | | |
	N	M	SD	SE$_M$	N	M	SD	SE$_M$	Median	25%ile	75%ile
NE1	16	36.53	8.94	0.00	14	$ 21.84	$ 9.72	$ 0.95	$ 19.44	$ 14.06	$ 28.77
NV1	28	31.93	8.50	0.42	27	$ 23.48	$ 8.02	$ 0.50	$ 23.01	$ 17.90	$ 27.28
NJ1	102	36.80	4.60	0.45	89	$ 24.36	$ 8.04	$ 0.84	$ 24.37	$ 19.95	$ 27.62
NJ2	77	34.45	5.64	0.56	70	$ 28.04	$ 10.36	$ 1.09	$ 26.14	$ 20.46	$ 34.19
NM1	23	38.39	7.21	0.43	23	$ 13.68	$ 7.74	$ 0.47	$ 11.19	$ 8.63	$ 17.05
NM2	15	39.33	1.76	0.00	13	$ 12.05	$ 2.80	$ 0.29	$ 10.74	$ 9.86	$ 13.19
NY1	102	33.71	7.29	0.71	92	$ 25.66	$ 13.75	$ 1.41	$ 21.14	$ 14.20	$ 36.68
NY2	88	34.00	4.87	0.48	76	$ 35.97	$ 11.27	$ 1.20	$ 34.38	$ 27.62	$ 44.84
NC1	65	39.08	3.13	0.28	64	$ 16.78	$ 5.76	$ 0.53	$ 15.19	$ 14.03	$ 18.55
OH1	92	35.51	6.09	0.55	87	$ 23.31	$ 10.72	$ 1.01	$ 21.74	$ 16.34	$ 29.22
OH2	95	38.61	4.59	0.45	84	$ 15.11	$ 7.93	$ 0.82	$ 12.95	$ 10.76	$ 15.34
OK1	91	37.97	4.31	0.43	85	$ 19.20	$ 4.27	$ 0.44	$ 19.00	$ 16.37	$ 21.19
OK2	93	39.00	3.27	0.30	91	$ 12.45	$ 3.51	$ 0.33	$ 11.83	$ 10.01	$ 14.38
OR1	93	36.02	7.43	0.69	80	$ 15.64	$ 6.41	$ 0.65	$ 13.66	$ 11.97	$ 16.90
PA1	47	36.46	5.59	0.56	42	$ 29.02	$ 8.87	$ 1.00	$ 28.19	$ 22.37	$ 35.80
SC1	90	37.33	3.87	0.38	88	$ 25.09	$ 6.32	$ 0.62	$ 24.23	$ 20.56	$ 28.70
TN1	66	38.19	2.47	0.24	63	$ 18.93	$ 5.11	$ 0.51	$ 18.99	$ 16.11	$ 21.48
TX1	100	39.07	4.60	0.46	92	$ 23.36	$ 6.35	$ 0.66	$ 22.58	$ 19.60	$ 26.48
VT1	53	34.31	8.55	0.66	50	$ 18.54	$ 6.61	$ 0.56	$ 17.26	$ 12.66	$ 23.01
VA1	89	37.19	5.05	0.48	84	$ 21.76	$ 7.83	$ 0.76	$ 20.42	$ 16.50	$ 28.02
WA1	87	33.66	8.38	0.76	85	$ 16.92	$ 8.22	$ 0.76	$ 15.98	$ 11.44	$ 18.27
WV1	89	37.92	4.40	0.36	86	$ 22.07	$ 4.30	$ 0.37	$ 22.19	$ 19.82	$ 24.16
WI1	89	35.60	8.75	0.83	81	$ 26.08	$ 9.29	$ 0.94	$ 24.11	$ 20.14	$ 30.69
WI2	59	38.59	4.28	0.41	54	$ 15.38	$ 4.91	$ 0.51	$ 14.22	$ 12.79	$ 17.90
Nation	**3838**	**36.77**	**6.21**	**0.14**	**3531**	**$ 20.72**	**$ 9.71**	**$ 0.22**	**$ 19.18**	**$ 13.42**	**$ 25.48**

Note. National data are weighted based on the estimated number of classrooms in each state system, and do not include LA2, LA3, and LA4. Means and standard deviations exclude statistical extreme outliers.

Table 7

Teacher Yearly Compensation

PreK	N	Yearly Salary						Below FPG		Below LI	
		M	SD	SE$_M$	Median	25%ile	75%ile	%	SE$_P$	%	SE$_P$
AL1	43	$ 30,045.35	$ 7,267.55	$ 677.00	$ 30,000.00	$ 28,000.00	$ 32,700.00	4.65%	1.96%	93.02%	2.37%
AK1	46	$ 22,323.72	$ 8,087.91	$ 873.12	$ 21,000.00	$ 17,000.00	$ 27,000.00	58.70%	5.32%	100.00%	0.00%
AZ1	83	$ 27,674.82	$ 12,588.12	$ 1,086.75	$ 29,000.00	$ 16,000.00	$ 37,000.00	31.33%	4.00%	78.31%	3.56%
AR1	64	$ 26,449.34	$ 9,249.37	$ 915.65	$ 27,250.00	$ 17,750.00	$ 33,500.00	26.56%	4.37%	93.75%	2.40%
CA1	85	$ 28,921.73	$ 10,523.88	$ 1,126.02	$ 29,000.00	$ 22,000.00	$ 34,960.00	14.12%	3.73%	84.71%	3.85%
CA2	86	$ 30,106.98	$ 11,602.34	$ 1,231.22	$ 28,000.00	$ 22,000.00	$ 34,000.00	12.79%	3.54%	81.40%	4.13%
CO1	86	$ 25,601.99	$ 12,907.10	$ 1,309.66	$ 23,000.00	$ 16,000.00	$ 33,000.00	37.21%	4.90%	84.88%	3.63%
CT1	97	$ 32,571.93	$ 13,369.03	$ 1,238.72	$ 28,000.00	$ 24,000.00	$ 37,400.00	4.12%	1.84%	75.26%	4.00%
CT2	55	$ 27,817.27	$ 9,499.18	$ 868.73	$ 28,000.00	$ 22,000.00	$ 30,000.00	12.73%	3.05%	92.73%	2.37%
DE1	38	$ 21,158.05	$ 7,339.42	$ 681.12	$ 21,000.00	$ 16,000.00	$ 26,000.00	42.11%	4.58%	97.37%	1.49%
FL1	85	$ 22,557.06	$ 10,910.05	$ 1,151.78	$ 19,000.00	$ 15,500.00	$ 26,000.00	45.88%	5.26%	90.59%	3.08%
GA1	91	$ 28,735.93	$ 10,792.43	$ 1,114.85	$ 26,000.00	$ 20,000.00	$ 36,000.00	17.39%	3.92%	75.00%	4.47%
HI1	65	$ 26,535.38	$ 8,080.37	$ 935.35	$ 24,000.00	$ 22,000.00	$ 31,000.00	23.08%	4.88%	96.92%	2.00%
HI2	12	$ 27,452.50	$ 7,976.49	$ -	$ 26,250.00	$ 22,500.00	$ 33,500.00	16.67%	0.00%	100.00%	0.00%
IL1	87	$ 36,285.79	$ 11,103.64	$ 1,163.62	$ 33,400.00	$ 27,500.00	$ 42,000.00	2.30%	1.57%	62.07%	5.08%
IA1	55	$ 29,016.36	$ 9,735.12	$ 980.02	$ 26,000.00	$ 22,000.00	$ 34,000.00	7.27%	2.61%	81.82%	3.88%
KS1	64	$ 31,360.86	$ 7,678.14	$ 793.43	$ 32,250.00	$ 28,000.00	$ 36,000.00	7.81%	2.77%	82.81%	3.90%
KY1	100	$ 27,508.90	$ 10,541.75	$ 1,001.66	$ 27,000.00	$ 18,200.00	$ 35,000.00	26.00%	4.17%	81.00%	3.73%
LA1	66	$ 32,152.29	$ 6,535.87	$ 692.07	$ 31,000.00	$ 28,000.00	$ 36,000.00	0.00%	0.00%	78.79%	4.33%
LA2	57	$ 33,078.77	$ 5,276.53	$ 619.07	$ 32,000.00	$ 29,500.00	$ 36,000.00	0.00%	0.00%	78.95%	4.78%
LA3	22	$ 27,176.05	$ 11,419.40	$ 1,979.83	$ 24,500.00	$ 20,000.00	$ 28,000.00	9.09%	4.98%	90.91%	4.98%
LA4	36	$ 30,930.56	$ 6,545.61	$ 874.69	$ 31,000.00	$ 26,250.00	$ 35,000.00	2.78%	2.20%	80.56%	5.29%
ME1	35	$ 31,562.29	$ 9,785.36	$ 973.14	$ 32,000.00	$ 25,000.00	$ 40,000.00	11.43%	3.16%	68.57%	4.62%
ME2	63	$ 21,252.38	$ 6,331.94	$ 644.00	$ 21,000.00	$ 17,000.00	$ 25,000.00	36.51%	4.90%	100.00%	0.00%
MD1	66	$ 45,384.85	$ 11,654.04	$ 1,282.57	$ 45,000.00	$ 38,000.00	$ 54,000.00	0.00%	0.00%	22.39%	4.59%
MA1	90	$ 23,301.33	$ 10,311.66	$ 1,066.00	$ 22,500.00	$ 18,000.00	$ 28,500.00	26.37%	4.56%	94.51%	2.36%
MA2	46	$ 22,795.00	$ 4,151.62	$ 422.65	$ 23,000.00	$ 20,000.00	$ 26,000.00	15.22%	3.66%	100.00%	0.00%
MI1	87	$ 41,707.20	$ 17,664.79	$ 1,820.77	$ 39,500.00	$ 26,000.00	$ 56,000.00	8.05%	2.80%	45.98%	5.14%
MN1	90	$ 23,081.67	$ 10,694.01	$ 1,052.38	$ 22,250.00	$ 14,000.00	$ 30,000.00	36.67%	4.74%	91.11%	2.80%
MN2	77	$ 22,650.65	$ 6,584.28	$ 682.48	$ 22,000.00	$ 19,000.00	$ 25,000.00	23.38%	4.39%	97.40%	1.65%
MO1	56	$ 26,398.00	$ 7,252.86	$ 749.83	$ 25,500.00	$ 22,400.00	$ 30,000.00	14.29%	3.62%	92.86%	2.66%

Table 7 (cont.)

Teacher Yearly Compensation

PreK	N	Yearly Salary						Below FPG		Below LI	
		M	SD	SE$_M$	Median	25%ile	75%ile	%	SE$_P$	%	SE$_P$
NE1	15	$ 31,666.67	$ 9,576.14	$ 638.41	$ 33,000.00	$ 22,000.00	$ 37,500.00	13.33%	2.27%	80.00%	2.67%
NV1	29	$ 32,097.24	$ 13,126.85	$ 452.65	$ 32,000.00	$ 26,000.00	$ 39,000.00	20.69%	1.40%	65.52%	1.64%
NJ1	90	$ 39,592.97	$ 9,013.92	$ 932.83	$ 39,000.00	$ 36,000.00	$ 42,000.00	0.00%	0.00%	36.67%	4.99%
NJ2	71	$ 41,370.85	$ 14,146.71	$ 1,475.84	$ 39,000.00	$ 33,700.00	$ 50,000.00	4.23%	2.10%	46.48%	5.20%
NM1	23	$ 22,996.17	$ 7,807.80	$ 469.97	$ 22,000.00	$ 17,500.00	$ 30,000.00	39.13%	2.94%	95.65%	1.23%
NM2	13	$ 20,369.23	$ 4,182.98	$ 438.50	$ 20,000.00	$ 17,500.00	$ 22,000.00	38.46%	5.10%	100.00%	0.00%
NY1	93	$ 37,990.77	$ 18,796.78	$ 1,923.24	$ 32,000.00	$ 24,000.00	$ 54,000.00	9.57%	3.01%	59.57%	5.02%
NY2	77	$ 52,730.17	$ 15,665.47	$ 1,661.07	$ 51,000.00	$ 39,000.00	$ 65,000.00	1.27%	1.19%	22.78%	4.45%
NC1	64	$ 28,655.94	$ 8,129.30	$ 744.48	$ 26,000.00	$ 25,000.00	$ 32,000.00	7.81%	2.46%	89.06%	2.86%
OH1	88	$ 32,013.00	$ 13,643.44	$ 1,270.37	$ 30,000.00	$ 22,000.00	$ 42,800.00	15.91%	3.41%	68.18%	4.34%
OH2	83	$ 23,488.77	$ 9,748.16	$ 1,019.52	$ 22,000.00	$ 17,500.00	$ 27,000.00	27.06%	4.65%	91.76%	2.88%
OK1	85	$ 29,046.36	$ 4,513.16	$ 466.35	$ 29,000.00	$ 27,000.00	$ 32,000.00	4.71%	2.19%	98.82%	1.11%
OK2	91	$ 20,237.64	$ 5,060.26	$ 470.51	$ 19,289.00	$ 17,000.00	$ 24,700.00	43.96%	4.61%	100.00%	0.00%
OR1	81	$ 21,995.90	$ 5,517.23	$ 556.79	$ 21,000.00	$ 19,500.00	$ 25,000.00	20.99%	4.11%	98.77%	1.11%
PA1	43	$ 42,951.28	$ 11,930.17	$ 1,308.46	$ 42,000.00	$ 34,900.00	$ 50,000.00	0.00%	0.00%	39.53%	5.36%
SC1	89	$ 37,501.98	$ 8,382.79	$ 821.06	$ 37,000.00	$ 32,000.00	$ 42,000.00	2.25%	1.45%	51.69%	4.89%
TN1	64	$ 31,842.83	$ 6,991.33	$ 694.52	$ 32,000.00	$ 29,000.00	$ 35,000.00	3.13%	1.73%	84.38%	3.61%
TX1	93	$ 37,448.13	$ 8,588.09	$ 883.28	$ 37,500.00	$ 33,000.00	$ 40,000.00	3.23%	1.82%	52.69%	5.14%
VT1	51	$ 26,800.00	$ 10,852.45	$ 888.84	$ 25,000.00	$ 20,000.00	$ 35,000.00	19.61%	3.25%	82.35%	3.12%
VA1	84	$ 34,197.73	$ 10,129.43	$ 988.53	$ 32,950.00	$ 27,750.00	$ 39,850.00	1.18%	1.05%	70.59%	4.45%
WA1	85	$ 21,363.04	$ 9,355.22	$ 862.67	$ 20,000.00	$ 15,000.00	$ 25,050.00	43.53%	4.57%	94.12%	2.17%
WV1	86	$ 34,772.15	$ 6,517.63	$ 555.87	$ 35,000.00	$ 32,000.00	$ 38,500.00	2.33%	1.29%	70.93%	3.87%
WI1	84	$ 37,315.48	$ 12,194.54	$ 1,204.53	$ 35,000.00	$ 29,000.00	$ 43,000.00	3.57%	1.83%	57.14%	4.89%
WI2	54	$ 24,122.22	$ 8,324.84	$ 864.75	$ 22,000.00	$ 19,000.00	$ 28,000.00	20.37%	4.18%	92.59%	2.72%
Nation	**3554**	**$ 32,061.20**	**$ 13,126.58**	**$ 290.59**	**$ 30,998.00**	**$ 22,500.00**	**$ 39,900.00**	**13.86%**	**0.74%**	**70.93%**	**1.12%**

Note. National data are weighted based on the estimated number of classrooms in each state system, and do not include LA2, LA3, and LA4. Means and standard deviations exclude statistical extreme outliers. "FPG" = Federal Poverty Guideline ($18,850; $21,680 in HI; $23,570 in AK). "LI" = Low Income (200% FPG).

Table 8

Teacher Family Income

PreK	N	Yearly Family Salary						Below FPG		Below LI	
		M	SD	SE$_M$	Median	25%ile	75%ile	%	SE$_P$	%	SE$_P$
AL1	42	$ 58,130.95	$ 25,989.22	$ 2,498.15	$ 58,750.00	$ 33,000.00	$ 75,000.00	0.00%	0.00%	28.57%	4.34%
AK1	44	$ 33,651.61	$ 18,256.40	$ 2,053.52	$ 30,000.00	$ 21,250.00	$ 42,500.00	27.27%	5.01%	86.36%	3.86%
AZ1	78	$ 57,989.74	$ 28,761.16	$ 2,609.03	$ 52,500.00	$ 37,000.00	$ 72,000.00	6.41%	2.22%	25.64%	3.96%
AR1	62	$ 51,376.94	$ 23,848.98	$ 2,421.27	$ 50,000.00	$ 36,000.00	$ 65,000.00	9.68%	3.00%	25.81%	4.44%
CA1	82	$ 57,113.66	$ 32,352.45	$ 3,526.09	$ 51,000.00	$ 32,000.00	$ 75,000.00	4.82%	2.32%	32.53%	5.07%
CA2	81	$ 47,759.26	$ 27,689.47	$ 3,030.60	$ 42,000.00	$ 31,000.00	$ 55,000.00	4.94%	2.37%	40.74%	5.38%
CO1	84	$ 52,688.30	$ 27,753.52	$ 2,853.77	$ 50,000.00	$ 30,000.00	$ 70,000.00	11.90%	3.33%	34.52%	4.89%
CT1	91	$ 56,528.32	$ 36,105.76	$ 3,475.54	$ 50,000.00	$ 27,000.00	$ 75,000.00	1.10%	1.00%	42.86%	4.76%
CT2	55	$ 49,439.09	$ 26,882.83	$ 2,458.51	$ 40,000.00	$ 28,000.00	$ 65,000.00	3.64%	1.71%	45.45%	4.55%
DE1	36	$ 43,069.44	$ 30,511.01	$ 3,066.47	$ 34,000.00	$ 22,750.00	$ 60,000.00	13.89%	3.48%	58.33%	4.95%
FL1	84	$ 40,735.71	$ 27,706.20	$ 2,943.29	$ 36,000.00	$ 20,000.00	$ 51,400.00	19.05%	4.17%	51.19%	5.31%
GA1	90	$ 60,596.33	$ 32,329.77	$ 3,358.71	$ 57,500.00	$ 33,000.00	$ 80,000.00	6.67%	2.59%	25.56%	4.53%
HI1	62	$ 53,580.65	$ 31,384.60	$ 3,732.71	$ 50,000.00	$ 26,000.00	$ 72,000.00	8.06%	3.24%	43.55%	5.90%
HI2	12	$ 43,479.17	$ 26,417.64	$ -	$ 35,500.00	$ 27,875.00	$ 52,500.00	8.33%	0.00%	58.33%	0.00%
IL1	82	$ 62,617.07	$ 31,118.33	$ 3,363.60	$ 60,000.00	$ 40,000.00	$ 75,000.00	2.44%	1.67%	21.95%	4.47%
IA1	54	$ 54,322.22	$ 27,747.19	$ 2,839.66	$ 53,500.00	$ 29,400.00	$ 80,000.00	0.00%	0.00%	40.74%	5.03%
KS1	60	$ 58,435.00	$ 26,915.37	$ 2,914.49	$ 55,500.00	$ 34,600.00	$ 75,000.00	0.00%	0.00%	26.67%	4.79%
KY1	91	$ 52,991.19	$ 29,707.65	$ 2,973.50	$ 48,000.00	$ 30,000.00	$ 74,000.00	7.69%	2.67%	36.26%	4.81%
LA1	64	$ 59,750.00	$ 28,612.21	$ 3,093.23	$ 57,500.00	$ 34,000.00	$ 77,250.00	0.00%	0.00%	28.13%	4.86%
LA2	54	$ 58,290.13	$ 30,813.65	$ 3,741.49	$ 50,000.00	$ 36,000.00	$ 77,500.00	0.00%	0.00%	27.78%	5.44%
LA3	23	$ 43,096.65	$ 27,293.05	$ 4,571.12	$ 30,000.00	$ 23,373.00	$ 60,000.00	8.70%	4.72%	52.17%	8.37%
LA4	34	$ 59,838.24	$ 27,162.45	$ 3,793.79	$ 62,500.00	$ 35,000.00	$ 75,000.00	2.86%	2.28%	25.71%	5.97%
ME1	34	$ 58,573.53	$ 20,563.33	$ 2,131.71	$ 55,000.00	$ 45,000.00	$ 80,000.00	0.00%	0.00%	17.65%	3.95%
ME2	61	$ 43,555.74	$ 19,707.39	$ 2,054.45	$ 45,000.00	$ 30,000.00	$ 55,000.00	13.11%	3.52%	36.07%	5.01%
MD1	66	$ 78,696.97	$ 37,154.03	$ 4,088.95	$ 79,000.00	$ 47,000.00	$ 100,000.00	0.00%	0.00%	12.12%	3.59%
MA1	88	$ 51,062.50	$ 31,202.05	$ 3,263.52	$ 37,750.00	$ 27,000.00	$ 75,000.00	6.82%	2.64%	50.00%	5.23%
MA2	44	$ 43,631.00	$ 24,904.96	$ 2,654.88	$ 33,750.00	$ 22,750.00	$ 62,500.00	6.67%	2.60%	53.33%	5.20%
MI1	85	$ 76,085.88	$ 37,085.63	$ 3,870.93	$ 70,000.00	$ 50,000.00	$ 100,000.00	3.53%	1.93%	15.29%	3.76%
MN1	82	$ 64,091.46	$ 28,635.98	$ 2,971.76	$ 64,000.00	$ 45,000.00	$ 75,000.00	2.44%	1.60%	17.07%	3.90%
MN2	71	$ 45,830.99	$ 21,648.39	$ 2,355.98	$ 45,000.00	$ 27,000.00	$ 60,000.00	5.56%	2.47%	41.67%	5.32%
MO1	51	$ 47,256.63	$ 29,049.90	$ 3,241.60	$ 47,500.00	$ 26,800.00	$ 55,000.00	9.80%	3.32%	41.18%	5.49%

Table 8 (cont.)

Teacher Family Income

PreK	N	Yearly Family Salary						Below FPG		Below LI	
		M	SD	SE$_M$	Median	25%ile	75%ile	%	SE$_P$	%	SE$_P$
NE1	13	$ 46,461.54	$ 19,062.90	$ 2,364.46	$ 42,500.00	$ 29,000.00	$ 60,000.00	0.00%	0.00%	38.46%	6.03%
NV1	29	$ 54,773.10	$ 27,445.79	$ 946.41	$ 55,000.00	$ 31,900.00	$ 80,000.00	6.90%	0.87%	34.48%	1.64%
NJ1	85	$ 64,976.35	$ 35,112.11	$ 3,742.94	$ 52,500.00	$ 40,000.00	$ 82,000.00	0.00%	0.00%	16.47%	3.95%
NJ2	68	$ 73,498.53	$ 35,268.16	$ 3,783.22	$ 69,500.00	$ 43,000.00	$ 99,500.00	0.00%	0.00%	17.65%	4.09%
NM1	22	$ 38,795.45	$ 22,373.80	$ 1,686.49	$ 30,000.00	$ 21,000.00	$ 50,000.00	13.64%	2.59%	63.64%	3.63%
NM2	13	$ 41,523.08	$ 24,378.24	$ 2,555.53	$ 32,500.00	$ 20,000.00	$ 54,000.00	15.38%	3.78%	53.85%	5.23%
NY1	90	$ 68,130.47	$ 38,317.86	$ 3,987.15	$ 65,500.00	$ 35,000.00	$ 85,000.00	1.10%	1.08%	28.57%	4.67%
NY2	72	$ 80,288.96	$ 34,681.77	$ 3,822.34	$ 70,000.00	$ 53,500.00	$ 110,000.00	0.00%	0.00%	8.33%	3.05%
NC1	63	$ 46,544.44	$ 28,145.11	$ 2,615.65	$ 40,000.00	$ 26,000.00	$ 58,000.00	3.17%	1.63%	49.21%	4.65%
OH1	79	$ 60,755.72	$ 31,525.51	$ 3,147.49	$ 60,000.00	$ 35,000.00	$ 80,000.00	5.00%	2.16%	25.00%	4.29%
OH2	81	$ 46,736.44	$ 28,347.99	$ 3,004.88	$ 40,000.00	$ 23,000.00	$ 65,000.00	9.88%	3.16%	48.15%	5.30%
OK1	85	$ 56,194.12	$ 30,372.99	$ 3,138.51	$ 55,000.00	$ 35,000.00	$ 65,000.00	0.00%	0.00%	31.76%	4.81%
OK2	88	$ 37,359.17	$ 18,318.69	$ 1,739.88	$ 35,000.00	$ 22,000.00	$ 50,000.00	17.05%	3.57%	61.36%	4.62%
OR1	77	$ 41,188.31	$ 20,073.06	$ 2,088.68	$ 40,000.00	$ 22,000.00	$ 55,000.00	5.19%	2.31%	45.45%	5.18%
PA1	43	$ 69,346.51	$ 21,423.81	$ 2,349.68	$ 70,000.00	$ 50,000.00	$ 89,000.00	0.00%	0.00%	11.63%	3.52%
SC1	84	$ 64,295.24	$ 31,977.10	$ 3,239.55	$ 60,000.00	$ 42,000.00	$ 77,000.00	2.38%	1.54%	17.86%	3.88%
TN1	61	$ 60,591.93	$ 25,658.87	$ 2,646.89	$ 60,000.00	$ 45,000.00	$ 73,000.00	1.64%	1.31%	18.03%	3.97%
TX1	87	$ 62,215.40	$ 24,256.92	$ 2,580.78	$ 60,000.00	$ 39,000.00	$ 80,000.00	0.00%	0.00%	21.59%	4.35%
VT1	47	$ 59,763.83	$ 30,221.32	$ 2,769.61	$ 60,000.00	$ 37,500.00	$ 70,000.00	0.00%	0.00%	25.53%	4.00%
VA1	84	$ 56,338.10	$ 26,103.04	$ 2,547.40	$ 52,000.00	$ 34,650.00	$ 70,500.00	0.00%	0.00%	30.95%	4.51%
WA1	83	$ 49,733.73	$ 25,711.99	$ 2,410.30	$ 50,000.00	$ 30,000.00	$ 65,000.00	9.64%	2.77%	38.55%	4.56%
WV1	81	$ 61,500.62	$ 23,425.95	$ 2,094.60	$ 55,000.00	$ 41,000.00	$ 78,000.00	0.00%	0.00%	13.58%	3.06%
WI1	76	$ 63,109.21	$ 26,275.46	$ 2,757.37	$ 60,000.00	$ 42,000.00	$ 75,000.00	0.00%	0.00%	15.79%	3.83%
WI2	53	$ 52,964.15	$ 25,663.41	$ 2,708.98	$ 50,000.00	$ 28,000.00	$ 70,000.00	3.77%	2.01%	33.96%	5.00%
Nation	**3400**	**$ 58,387.57**	**$ 31,605.00**	**$ 783.61**	**$ 52,000.00**	**$ 34,000.00**	**$ 75,000.00**	**4.25%**	**0.43%**	**30.42%**	**1.14%**

Note. National data are weighted based on the estimated number of classrooms in each state system, and do not include LA2, LA3, and LA4.
Means and standard deviations exclude statistical extreme outliers. "FPG" = Federal Poverty Guideline ($18,850; $21,680 in HI; $23,570 in AK).
"LI" = Low Income (200% FPG).

Table 9

Teacher Benefits and Additional Job

PreK	N	Health Benefits		Retirement Benefits		Additional Job	
		%	SE$_P$	%	SE$_P$	%	SE$_P$
AL1	44	81.82%	3.48%	72.73%	4.02%	18.18%	3.48%
AK1	55	100.00%	0.00%	94.55%	2.04%	23.64%	3.81%
AZ1	84	85.71%	2.99%	88.10%	2.77%	19.05%	3.36%
AR1	70	91.43%	2.57%	90.00%	2.76%	12.86%	3.08%
CA1	97	92.78%	2.59%	88.66%	3.17%	23.71%	4.25%
CA2	97	95.88%	1.98%	89.69%	3.03%	12.37%	3.28%
CO1	91	80.22%	3.91%	76.92%	4.14%	31.87%	4.58%
CT1	98	93.88%	2.21%	77.55%	3.84%	22.45%	3.84%
CT2	59	100.00%	0.00%	89.83%	2.55%	16.95%	3.17%
DE1	39	76.92%	3.75%	41.03%	4.38%	25.64%	3.89%
FL1	101	72.28%	4.31%	62.38%	4.67%	12.87%	3.23%
GA1	99	62.63%	4.79%	47.47%	4.94%	15.15%	3.55%
HI1	81	97.53%	1.58%	64.20%	4.88%	12.35%	3.35%
HI2	12	100.00%	0.00%	83.33%	0.00%	8.33%	0.00%
IL1	97	97.94%	1.41%	91.75%	2.72%	13.40%	3.37%
IA1	59	91.53%	2.63%	89.83%	2.85%	8.47%	2.63%
KS1	69	97.10%	1.64%	95.65%	1.99%	31.88%	4.55%
KY1	102	100.00%	0.00%	98.04%	1.30%	16.67%	3.50%
LA1	72	100.00%	0.00%	97.22%	1.64%	18.06%	3.84%
LA2	57	100.00%	0.00%	98.25%	1.54%	24.56%	5.05%
LA3	30	80.00%	5.33%	66.67%	6.28%	23.33%	5.63%
LA4	42	95.24%	2.51%	97.62%	1.79%	19.05%	4.62%
ME1	36	97.22%	1.57%	91.67%	2.63%	22.22%	3.96%
ME2	67	100.00%	0.00%	92.54%	2.55%	23.88%	4.13%
MD1	78	94.87%	2.18%	98.72%	1.11%	21.79%	4.08%
MA1	103	80.58%	3.81%	46.60%	4.81%	17.48%	3.66%
MA2	50	96.00%	1.82%	86.00%	3.22%	20.00%	3.71%
MI1	92	89.13%	3.11%	90.22%	2.97%	22.83%	4.20%
MN1	99	61.62%	4.53%	82.83%	3.51%	29.29%	4.24%
MN2	84	94.05%	2.33%	83.33%	3.66%	28.57%	4.44%
MO1	61	73.77%	4.22%	60.66%	4.69%	11.48%	3.06%

Table 9 (cont.)
Teacher Benefits and Additional Job

PreK	N	Health Benefits		Retirement Benefits		Additional Job	
		%	SE$_P$	%	SE$_P$	%	SE$_P$
NE1	16	93.75%	0.00%	100.00%	0.00%	43.75%	0.00%
NV1	29	89.66%	1.05%	89.66%	1.05%	31.03%	1.60%
NJ1	101	94.06%	2.30%	65.35%	4.64%	16.83%	3.65%
NJ2	77	96.10%	1.91%	87.01%	3.32%	33.77%	4.68%
NM1	23	73.91%	2.64%	56.52%	2.98%	26.09%	2.64%
NM2	15	93.33%	0.00%	66.67%	0.00%	6.67%	0.00%
NY1	102	81.37%	3.80%	68.63%	4.53%	26.47%	4.30%
NY2	88	96.59%	1.78%	93.18%	2.47%	30.68%	4.52%
NC1	65	96.92%	1.56%	89.23%	2.80%	23.44%	3.88%
OH1	92	85.87%	3.15%	96.74%	1.61%	18.48%	3.51%
OH2	95	95.79%	1.95%	89.47%	2.98%	16.84%	3.63%
OK1	92	94.57%	2.24%	97.83%	1.44%	20.65%	4.00%
OK2	93	95.70%	1.86%	81.72%	3.54%	9.68%	2.71%
OR1	93	92.47%	2.44%	90.32%	2.74%	22.58%	3.87%
PA1	48	97.92%	1.40%	97.92%	1.40%	18.75%	3.82%
SC1	91	98.90%	1.01%	97.80%	1.42%	13.19%	3.27%
TN1	66	98.48%	1.18%	95.45%	2.02%	13.64%	3.33%
TX1	100	97.00%	1.69%	92.00%	2.69%	15.00%	3.54%
VT1	53	86.79%	2.61%	75.47%	3.32%	28.30%	3.48%
VA1	89	97.75%	1.39%	89.89%	2.84%	16.85%	3.52%
WA1	87	88.51%	2.89%	85.06%	3.23%	22.99%	3.82%
WV1	89	98.88%	0.87%	97.75%	1.23%	13.48%	2.83%
WI1	89	95.51%	1.97%	95.51%	1.97%	23.60%	4.05%
WI2	59	98.31%	1.24%	84.75%	3.45%	11.86%	3.10%
Nation	**3848**	**88.85%**	**0.70%**	**79.50%**	**0.89%**	**18.65%**	**0.91%**

Note. National data are weighted based on the estimated number of classrooms in each state system, and do not include LA2, LA3, and LA4.

Table 10

Characteristics of Assistant Teachers

PreK	Asst. Teachers per Class				Mandate	Highest Degree Earned							
							HS/GED		CDA		AA+		
	N	M	SD	SE$_M$		N	%	SE$_P$	%	SE$_P$	%	SE$_P$	
AL1	44	1.11	0.32	0.03	CDA	44	44.00%	4.48%	29.33%	4.11%	26.67%	3.99%	
AK1	55	1.65	0.87	0.08	None	56	75.51%	3.78%	13.27%	2.98%	11.22%	2.78%	
AZ1	83	1.25	0.51	0.04	None	83	68.47%	4.01%	11.71%	2.78%	19.82%	3.44%	
AR1	68	1.38	0.90	0.08	CDA	70	41.67%	4.53%	46.97%	4.59%	11.36%	2.92%	
CA1	95	1.82	0.86	0.09	None	95	64.41%	4.84%	16.95%	3.79%	18.64%	3.94%	
CA2	93	2.37	1.07	0.11	None	97	61.33%	4.86%	18.36%	3.86%	20.31%	4.01%	
CO1	90	1.56	0.82	0.08	None	91	53.42%	4.90%	13.70%	3.38%	32.88%	4.62%	
CT1	96	2.10	1.03	0.10	None	97	54.71%	4.61%	30.94%	4.28%	14.35%	3.25%	
CT2	58	2.05	0.85	0.07	None	58	67.72%	4.03%	22.05%	3.57%	10.24%	2.61%	
DE1	39	1.36	0.67	0.06	HS	39	66.67%	4.20%	22.81%	3.74%	10.53%	2.73%	
FL1	101	1.09	0.80	0.08	None	101	51.79%	4.81%	27.68%	4.31%	20.54%	3.89%	
GA1	99	1.05	0.26	0.03	HS/GED	99	69.37%	4.56%	10.81%	3.07%	19.82%	3.94%	
HI1	81	1.57	1.18	0.12	None	81	58.04%	5.02%	13.99%	3.53%	27.97%	4.57%	
HI2	12	1.75	0.62	0.00	None	12	48.00%	0.00%	24.00%	0.00%	28.00%	0.00%	
IL1	97	1.19	0.55	0.05	None	97	45.31%	4.93%	14.06%	3.44%	40.63%	4.86%	
IA1	59	1.63	0.81	0.08	None	59	61.62%	4.59%	15.15%	3.38%	23.23%	3.98%	
KS1	69	1.25	0.79	0.08	None	69	72.41%	4.37%	3.45%	1.78%	24.14%	4.18%	
KY1	101	1.78	0.89	0.08	HS	102	67.51%	4.40%	17.77%	3.59%	14.72%	3.33%	
LA1	72	1.03	0.29	0.03	None	72	69.86%	4.58%	9.59%	2.94%	20.55%	4.03%	
LA2	57	1.11	0.31	0.04	UNK	57	77.94%	4.86%	1.47%	1.41%	20.59%	4.74%	
LA3	30	0.97	0.41	0.06	UNK	30	55.17%	6.62%	3.45%	2.43%	41.38%	6.56%	
LA4	42	1.00	0.22	0.03	UNK	42	74.42%	5.13%	4.65%	2.48%	20.93%	4.79%	
ME1	36	1.17	0.70	0.07	None	36	61.70%	4.63%	2.13%	1.38%	36.17%	4.58%	
ME2	66	1.85	1.03	0.10	None	67	54.96%	4.82%	26.72%	4.29%	18.32%	3.75%	
MD1	78	1.19	0.63	0.06	HS/GED	78	61.70%	4.81%	10.64%	3.05%	27.66%	4.42%	
MA1	102	1.27	0.81	0.08	None	102	45.04%	4.82%	10.69%	2.99%	44.27%	4.81%	
MA2	50	1.42	0.76	0.07	None	50	58.11%	4.58%	32.43%	4.34%	9.46%	2.71%	
MI1	92	1.34	0.52	0.05	None	92	50.33%	5.00%	30.46%	4.60%	19.21%	3.94%	
MN1	98	1.44	0.85	0.08	None	98	52.41%	4.68%	10.34%	2.85%	37.24%	4.53%	
MN2	84	1.85	0.84	0.08	None	84	48.67%	4.91%	19.33%	3.88%	32.00%	4.58%	
MO1	61	1.38	0.90	0.09	None	61	50.96%	4.80%	17.31%	3.63%	31.73%	4.47%	

Table 10 (cont.)
Characteristics of Assistant Teachers

PreK	Asst. Teachers per Class				Mandate	Highest Degree Earned						
							HS/GED		CDA		AA+	
	N	M	SD	SE$_M$		N	%	SE$_P$	%	SE$_P$	%	SE$_P$
NE1	16	2.06	1.00	0.00	HS	16	58.33%	0.00%	2.78%	0.00%	38.89%	0.00%
NV1	28	1.46	0.79	0.04	HS/GED	29	71.74%	1.55%	15.22%	1.24%	13.04%	1.16%
NJ1	101	1.28	0.59	0.06	None	101	56.34%	4.83%	23.24%	4.12%	20.42%	3.93%
NJ2	77	1.27	0.64	0.06	HS	77	60.61%	4.83%	5.05%	2.17%	34.34%	4.70%
NM1	23	2.04	0.98	0.06	None	23	61.70%	2.93%	25.53%	2.62%	12.77%	2.01%
NM2	15	1.13	0.52	0.00	None	15	87.50%	0.00%	6.25%	0.00%	6.25%	0.00%
NY1	102	1.47	0.64	0.06	HS	102	55.06%	4.85%	12.66%	3.24%	32.28%	4.56%
NY2	88	1.32	0.62	0.06	None	88	57.38%	4.85%	11.48%	3.13%	31.15%	4.54%
NC1	64	1.30	0.55	0.05	HS/GED	64	41.75%	4.52%	20.39%	3.69%	37.86%	4.44%
OH1	90	1.39	0.65	0.06	None	91	59.29%	4.47%	17.14%	3.43%	23.57%	3.87%
OH2	94	1.43	0.63	0.06	HS	94	69.06%	4.51%	18.71%	3.81%	12.23%	3.20%
OK1	91	0.99	0.32	0.03	HS/GED	91	71.28%	4.50%	11.70%	3.20%	17.02%	3.74%
OK2	92	1.39	0.65	0.06	None	92	53.38%	4.61%	29.73%	4.22%	16.89%	3.46%
OR1	92	1.64	0.70	0.07	None	92	54.30%	4.65%	15.89%	3.41%	29.80%	4.27%
PA1	47	0.62	0.57	0.06	None	47	96.55%	1.83%	3.45%	1.83%	0.00%	0.00%
SC1	91	1.03	0.28	0.03	None	91	60.42%	4.73%	6.25%	2.34%	33.33%	4.56%
TN1	64	1.59	0.71	0.07	CDA	65	69.23%	4.53%	16.24%	3.62%	14.53%	3.46%
TX1	100	0.89	0.51	0.05	None	100	87.23%	3.31%	4.26%	2.00%	8.51%	2.77%
VT1	53	1.79	1.08	0.08	None	53	41.11%	3.80%	7.78%	2.07%	51.11%	3.86%
VA1	88	1.09	0.42	0.04	HS/GED	88	67.01%	4.46%	9.28%	2.75%	23.71%	4.03%
WA1	87	1.64	0.82	0.07	CDA	87	60.54%	4.43%	18.37%	3.51%	21.09%	3.70%
WV1	89	1.24	0.85	0.07	None	89	66.07%	3.93%	12.50%	2.74%	21.43%	3.40%
WI1	89	1.08	0.73	0.07	None	89	67.89%	4.45%	9.17%	2.75%	22.94%	4.01%
WI2	59	1.53	0.82	0.08	None	59	46.24%	4.78%	26.88%	4.25%	26.88%	4.25%
Nation	**3819**	**1.37**	**0.80**	**0.02**		**3833**	**59.08%**	**1.06%**	**17.29%**	**0.76%**	**23.63%**	**0.93%**

Note. National data are weighted based on the estimated number of classrooms in each state system, and do not include LA2, LA3, and LA4. Means and standard deviations exclude statistical extreme outliers. "Mandate" = the lowest possible criteria to satisfy the mandate; "HS/GED" = high school diploma or general educational development credential; "CDA" = child development associate credential; "AA" = associate's degree.

Table 11
Teacher Release Hours for Planning

PreK	Planning Hours per Week				Team Planning Hours per Week			
	N	M	SD	SE$_M$	N	M	SD	SE$_M$
AL1	44	3.55	2.92	0.26	44	2.81	2.76	0.25
AK1	55	6.08	4.32	0.39	55	3.50	2.80	0.25
AZ1	83	5.11	3.49	0.30	82	2.91	2.46	0.21
AR1	70	3.48	2.65	0.24	68	2.24	2.02	0.19
CA1	94	4.08	3.99	0.41	91	1.70	2.14	0.22
CA2	97	3.06	3.30	0.33	96	1.65	2.39	0.24
CO1	91	4.32	3.46	0.34	90	2.66	2.97	0.29
CT1	96	2.45	2.87	0.27	95	1.71	2.29	0.21
CT2	58	2.87	3.85	0.33	57	1.81	3.01	0.26
DE1	39	5.72	3.65	0.32	39	2.46	2.70	0.24
FL1	101	3.13	3.33	0.32	97	1.58	2.49	0.24
GA1	99	5.40	3.14	0.31	98	3.92	3.03	0.30
HI1	81	3.56	3.48	0.35	79	1.61	2.69	0.28
HI2	12	4.46	3.81	0.00	12	2.69	3.07	0.00
IL1	97	4.36	3.12	0.31	97	2.65	2.86	0.28
IA1	59	3.94	3.22	0.30	59	1.83	2.22	0.21
KS1	69	3.50	2.53	0.25	65	1.78	2.10	0.21
KY1	102	5.41	3.35	0.31	101	3.35	3.04	0.29
LA1	71	1.62	2.13	0.21	71	0.88	1.73	0.17
LA2	57	1.99	3.08	0.36	54	0.99	1.46	0.18
LA3	30	3.80	2.77	0.37	30	2.15	2.78	0.37
LA4	42	1.96	1.87	0.22	42	1.01	1.30	0.15
ME1	36	3.36	3.27	0.31	34	2.02	3.07	0.32
ME2	65	7.13	5.72	0.57	62	3.03	2.82	0.29
MD1	78	3.67	2.06	0.20	78	1.83	1.85	0.18
MA1	102	2.37	2.99	0.29	97	1.29	2.16	0.21
MA2	50	7.88	4.15	0.38	49	4.35	3.30	0.31
MI1	92	5.65	2.73	0.27	91	3.49	2.54	0.26
MN1	98	3.46	2.72	0.25	95	1.17	1.53	0.15
MN2	84	6.23	4.03	0.40	82	3.93	2.93	0.29
MO1	60	3.25	3.31	0.32	61	1.42	1.75	0.17

Table 11 (cont.)
Teacher Release Hours for Planning

PreK	Planning Hours per Week				Team Planning Hours per Week			
	N	M	SD	SE$_M$	N	M	SD	SE$_M$
NE1	16	7.16	6.36	0.00	14	2.11	2.73	0.27
NV1	29	4.48	3.11	0.11	29	2.47	2.60	0.09
NJ1	101	3.26	3.04	0.30	100	1.47	1.91	0.19
NJ2	77	3.27	1.86	0.18	77	1.06	1.46	0.14
NM1	23	2.60	2.78	0.17	22	0.91	1.23	0.09
NM2	15	5.22	3.86	0.00	15	3.48	2.78	0.00
NY1	102	3.50	3.37	0.33	100	1.79	2.45	0.24
NY2	87	3.31	1.95	0.19	86	1.79	1.98	0.20
NC1	64	3.37	3.10	0.28	64	1.99	2.50	0.23
OH1	91	4.91	3.11	0.28	91	2.46	2.69	0.25
OH2	94	4.67	3.85	0.38	93	2.59	3.08	0.30
OK1	89	3.36	2.27	0.23	91	1.37	1.67	0.17
OK2	92	5.73	4.83	0.45	89	3.53	3.34	0.32
OR1	85	6.96	5.39	0.53	89	3.79	3.54	0.34
PA1	47	3.67	2.63	0.26	47	1.43	2.02	0.20
SC1	91	1.97	2.04	0.20	85	1.32	1.72	0.17
TN1	65	3.16	2.89	0.28	65	1.65	2.03	0.20
TX1	100	3.86	2.63	0.26	92	1.57	1.73	0.18
VT1	53	3.52	2.65	0.20	52	2.01	2.13	0.17
VA1	87	2.78	3.17	0.30	84	1.45	2.08	0.20
WA1	86	6.05	4.18	0.38	85	3.72	3.40	0.31
WV1	89	4.54	2.89	0.24	88	2.12	2.57	0.22
WI1	89	3.07	2.86	0.27	86	1.27	2.20	0.21
WI2	59	7.88	5.54	0.53	59	3.40	2.83	0.27
Nation	**3814**	**4.10**	**3.57**	**0.08**	**3748**	**2.21**	**2.63**	**0.06**

Note. National data are weighted based on the estimated number of classrooms in each state system, and do not include LA2, LA3, and LA4. Means and standard deviations exclude statistical extreme outliers.