

State K-3 Policies

Does the state define or otherwise address school readiness? If yes, what is included?

September 2020

At least 16 states and the District of Columbia defined or otherwise addressed school readiness in statute or regulation. States may address school readiness in a variety of ways, including creating requirements for components to be included in a state entity's definition of school readiness, and specifying elements/domains that must be incorporated in school readiness assessments and programs.

The following information was gathered from state statutes and regulations only.

To view other data points, click [here](#).

STATE ▲	DOES THE STATE DEFINE OR OTHERWISE ADDRESS SCHOOL READINESS? IF YES, WHAT IS INCLUDED?	CITATION
Alabama	Not specified in statute or regulation.	
Alaska	Not specified in statute or regulation.	
Arizona	Not specified in statute or regulation.	
Arkansas	Not specified in statute or regulation.	
California	Not specified in statute or regulation.	

STATE ▲	DOES THE STATE DEFINE OR OTHERWISE ADDRESS SCHOOL READINESS? IF YES, WHAT IS INCLUDED?	CITATION
Colorado	The state provides a description of what the state board definition of school readiness must include: at a minimum the definition must include physical well-being and motor development, social and emotional development, language and comprehension development, and cognition and general knowledge.	Colo. Rev. Stat. Ann. § 22-7-1004
Connecticut	The Office of Early Childhood is charged with establishing standards for student readiness programs, which may include but need not be limited to guidelines for staff-child interactions, curriculum content including preliteracy development, lesson plans, parental involvement, staff qualifications and training, transition to school and administration; and the office must develop age-appropriate skills and goals for children attending such programs.	Conn. Gen. Stat. Ann. § 10-16p
Delaware	The state requires that at least 5 domains of school readiness be measured within the school readiness assessment, including: language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development.	Del. Code Ann. tit. 14, § 151
District of Columbia	School readiness is defined as a child's mastery of approved early-learning standards in the domains of language and literacy, mathematical thinking, social and emotional development, scientific inquiry, social studies, approaches to learning, and health.	D.C. Code § 38-271.01
Florida	The Office of Early Learning must develop and adopt standards and benchmarks that address the age-appropriate progress of children in the development of school readiness skills. The standards for children from birth to 5 years of age in the school readiness program must be aligned with the performance standards adopted for children in the Voluntary Prekindergarten Education Program and must address the following domains: approaches to learning; cognitive development and general knowledge; numeracy, language, and communication; physical development; and self-regulation.	Fla. Stat. Ann. § 1002.82
Georgia	Not specified in statute or regulation.	
Hawaii	The state requires that the school readiness program address children's physical, cognitive, linguistic, social, and emotional development.	Haw. Rev. Stat. § 346-181
Idaho	Not specified in statute or regulation.	
Illinois	State readiness measures address language and literacy development, cognition and math, and approaches toward learning and social and emotional development. These measures inform the kindergarten entrance assessment.	Ill. Admin. Code tit. 23, 1.420

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Indiana	Not specified in statute or regulation.	
Iowa	Not specified in statute or regulation.	
Kansas	Not specified in statute or regulation.	
Kentucky	School readiness means a student is "ready to engage in and benefit from early learning experiences that best promote the student's success."	704 Ky. Admin. Regs. 5:070
Louisiana	The state specifies that children who are ready for kindergarten are expected to demonstrate: cognitive abilities including knowledge and skills in early literacy and basic numeracy concepts; basic science concepts; basic social studies concepts; response to and participation in music, movement, visual and dramatic arts experiences and activities; abilities that show an awareness of health, hygiene, and environmental hazards; social and emotional competencies; and approaches to learning.	28 La. Admin. Code Pt CLXVII, 305
Maine	Not specified in statute or regulation.	
Maryland	School readiness means the stage of early development that enables an individual child to engage in and benefit from early learning experiences. As a result of family nurturing and interactions with others, a young child in this stage has reached certain levels of social and emotional development, cognition and general knowledge, language development, and physical well-being and motor development. School readiness acknowledges individual approaches toward learning as well as the unique experiences and backgrounds of each child.	Md. Code Regs. 13A.06.02.02
Massachusetts	Not specified in statute or regulation.	
Michigan	Not specified in statute or regulation.	
Minnesota	School readiness is defined as the child's skills, knowledge, and behaviors at kindergarten entrance in these areas of child development: social; self-regulation; cognitive, including language, literacy, and mathematical thinking; and physical.	Minn. Stat. Ann. § 124D.141

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Mississippi	Regulations define ready children as those who show an eagerness to explore, discover, engage, and learn. They demonstrate interest and abilities in all dimensions of early learning and development: social and emotional development; language development; cognition and general knowledge; physical well-being and motor development; and approaches toward learning...school readiness should be viewed as a continuum of behaviors rather than an inflexible or narrow set of proficiency skills. Any age-eligible child who is eager to attend kindergarten should be deemed 'ready'.	7 Miss. Admin. Code T. 7, Pt. 191
Missouri	Not specified in statute or regulation.	
Montana	Not specified in statute or regulation.	
Nebraska	Not specified in statute or regulation.	
Nevada	Not specified in statute or regulation.	
New Hampshire	Not specified in statute or regulation.	
New Jersey	Not specified in statute or regulation.	
New Mexico	Not specified in statute or regulation.	
New York	Not specified in statute or regulation.	
North Carolina	Statute states that the essential domains of school readiness are language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development.	N.C. Gen. Stat. Ann. § 115C-83.5
North Dakota	Not specified in statute or regulation.	
Ohio	Not specified in statute or regulation.	
Oklahoma	Not specified in statute or regulation.	
Oregon	School readiness is to be measured in the kindergarten assessment, which may include physical and social-emotional development, early literacy, language, cognitive, including mathematics, and logic and reasoning.	Or. Admin. R. 581-022-2130

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Pennsylvania	Not specified in statute or regulation.	
Rhode Island	Not specified in statute or regulation.	
South Carolina	School readiness is defined as the level of child development necessary to ensure early school success as measured in the following domains: physical health and motor skills; emotional and social competence; language and literacy development; and mathematical thinking and cognitive skills.	S.C. Code Ann. § 59-152-25
South Dakota	Not specified in statute or regulation.	
Tennessee	Not specified in statute or regulation.	
Texas	School readiness is defined as a child's ability to function competently in a school environment in the areas of early language and literacy, mathematics, and social skills as objectively measured by state-approved assessment instruments.	19 Tex. Admin. Code § 102.1002
Utah	Not specified in statute or regulation.	
Vermont	Not specified in statute or regulation.	
Virginia	Not specified in statute or regulation.	
Washington	Not specified in statute or regulation.	
West Virginia	School readiness is defined as a process of assuring children have access to the best available resources prior to entering first grade. School readiness entails the capacity of schools and programs to welcome families and be prepared to serve all children effectively within the developmental domains of health and physical development, social and emotional development, language and communication, cognition and general knowledge, and individual approaches to learning.	W. Va. Code R. 126-28-3
Wisconsin	Not specified in statute or regulation.	
Wyoming	Not specified in statute or regulation.	