

April 2005

Leadership Matters:  
Governors' Pre-K Proposals  
Fiscal Year 2006





April 2005

Dear Colleague:

Please join me in recognizing the twenty governors who have proposed increased investments in their states' pre-k programs. Last year at this time, only eleven governors proposed increases. We are delighted that these new proposals come from both Republicans and Democrats. *Leadership Matters: Governors' Pre-K Proposals Fiscal Year 2006* highlights gubernatorial leadership in the national pre-k movement, as reflected in State of the State addresses and the proposed budgets for the upcoming fiscal year. We tell you who is looking forward and who is lagging behind; who is finding a way to make pre-k a reality, and who's not even trying.

In these pages you will find the new stars of pre-k leadership: five governors who exhibited extraordinary effort by recommending increased investments in their state's pre-k programs of 57% to over 460%. We also reveal a surprising regional leadership trend: a pre-k stronghold where you might least expect one.

Three governors receive praise in this report for eking out increases for pre-k in the face of staggering budget deficits and other fiscal challenges. These proposed increases, though less than 30%, show significant leadership commitment in tough circumstances. These efforts, achieved despite substantial obstacles, contrast sharply with those cases where governors could have garnered significant support but failed to seize the opportunity. We identify states where lack of leadership is slowing or creating barriers to existing momentum on pre-k.

Finally, we tell you who is trailing the parade in this national movement, apparently unmoved that states all around them will soon be magnets for their employers, educators, and citizens. The glare of this unwelcome limelight shines on two governors in particular who, in spite of overwhelming evidence in favor of expanding pre-k programs, proposed cuts that will weaken their already small programs.

Pre-K Now looks forward to the dialogue that this report initiates. As we collaborate with advocates and policymakers to lead the movement for high-quality, voluntary pre-k for all three and four year olds, we proffer our vision of a nation in which every child enters kindergarten prepared to succeed, and we stand ready to support governors' investments in quality pre-k, one of the smartest investments they will ever make.

A handwritten signature in black ink that reads "Libby Doggett".

Libby Doggett, Ph.D.  
Executive Director  
Pre-K Now

Leadership Matters:  
Governors' Pre-K Proposals  
Fiscal Year 2006

**T**wenty budget-savvy governors recently recommended increased investment in a cost-effective strategy that saves taxpayers money, boosts state economies, and prepares our youngest citizens for future success. That strategy is high-quality, voluntary pre-kindergarten.

This report evaluates all 50 U.S. governors and the mayor of the District of Columbia in terms of their budgetary proposals and State of the State remarks in support of voluntary pre-k for all.

## Introduction

In any political and economic environment, people want strong leadership. But in the current climate – an unsteady economy, struggling schools, and high drop-out rates – Americans urgently need leaders of vision whose commitments amount to more than election-season rhetoric and who pursue and support policies that provide real benefit to people and society. This report recognizes those leaders engaged in forward-looking, bold governance, and it also highlights those who fall short.

Effective, strategic use of a leadership position in support of outstanding public policy is the mark of a great governor, and pre-k is just the kind of policy great governors are pursuing. Such governors use their station to command media attention and to educate and persuade legislators and the public on the educational, social, and economic benefits of high-quality pre-k. They promote and build best practices into pre-k programs from the beginning, ensure that quality and access are pursued and prioritized equally, and make the case for pre-k as a cost-effective way to improve educational outcomes, strengthen the workforce, and expand employment opportunities.

Such governors are out there working for children, and Pre-K Now is pleased to begin this report with them. These are the kinds of governors who have become new leaders in the pre-k movement.

## New Leaders

Despite big deficits and spare-no-program cuts in most state budgets, governors in five states have stepped up to lead in the national pre-k movement. Standout leadership is clearly apparent in:

- **Hawaii: Governor Linda Lingle (R)** recommended a 162% increased investment in the *Open Doors* pre-k program.
- **Iowa: Governor Tom Vilsack (D)** proposed a 177% increased investment in the *Shared Visions* pre-k program.
- **Louisiana: Governor Kathleen Blanco (D)** proposed a 57% increased investment in the *L44* pre-k program.
- **New Mexico: Governor Bill Richardson (D)** recommended a 462% increased investment in the *New Mexico Preschool Program*, and has already signed legislation to partially realize that proposal.
- **Tennessee: Governor Phil Bredesen (D)** proposed a 250% increased investment in the *Tennessee Early Childhood Education Program* pilot.

---

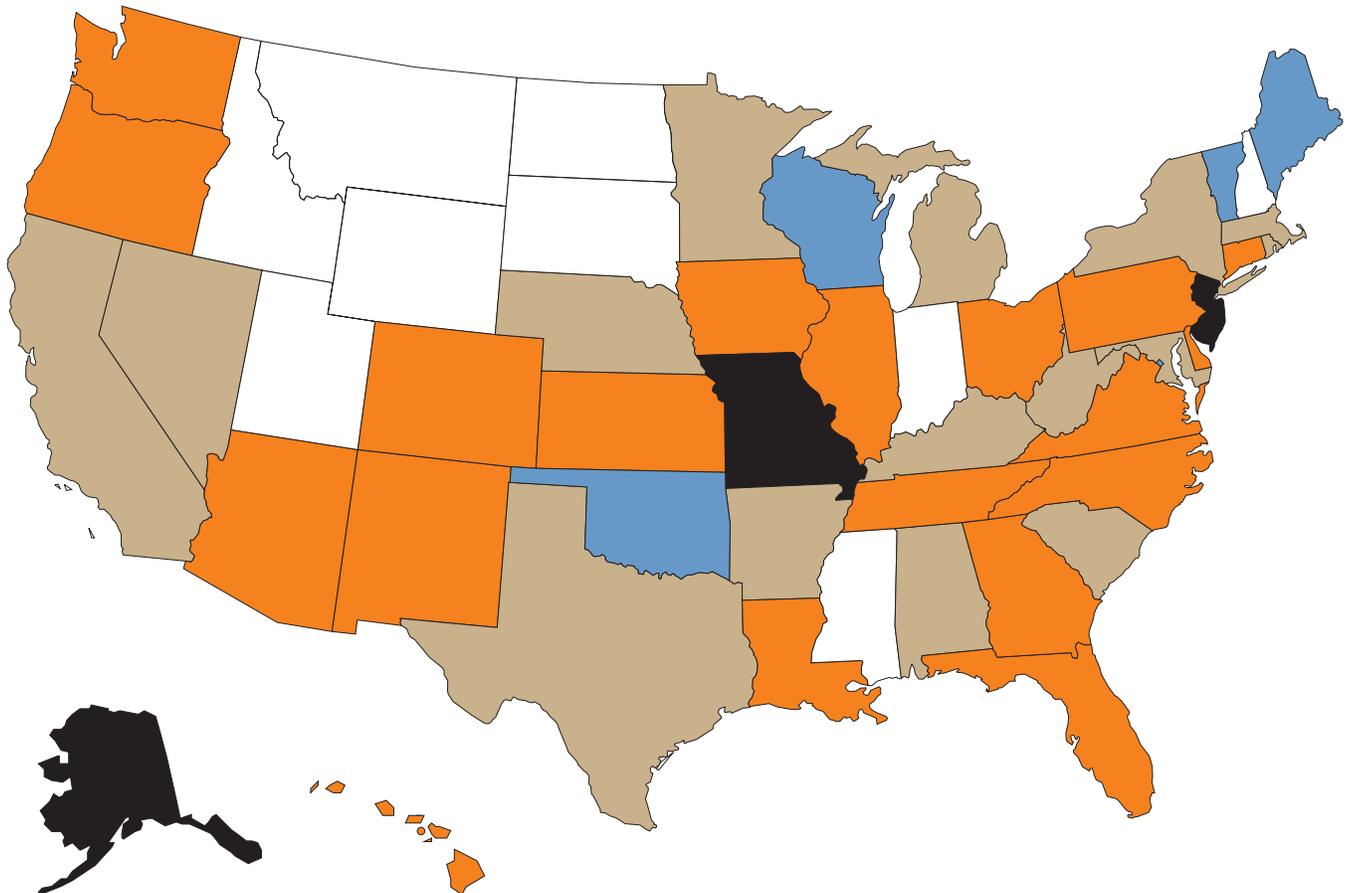
**New Mexico** Gov. Bill Richardson (D)

I'm confident that our investment in children will pay huge dividends. I will continue to push for all four year olds to have access to high-quality pre-k.

---

This year, all five of these governors identified programs for young children as priorities. Governor Vilsack of Iowa made the strongest case in his State of the State address, asserting that access to pre-k, “is a core essential to any comprehensive commitment to our youngsters. It forms the basis, the foundation, for a great start to learning once school begins.” Tennessee Governor Bredesen affirmed the importance of and support for that foundation, noting that, whenever he asks teachers where they would spend their education dollars, the overwhelming response is pre-k.

## Governors' Proposed Investments in Pre-K



- Proposed Increased Investment in Pre-K
- Pre-K Funding through School Funding Formula
- Proposed Flat Investment in Pre-K
- Proposed Decreased Investment in Pre-K
- No State Pre-K Program

This map illustrates governors' proposals for pre-k investment across the country. The regional trend of increased investment in the Southeast is particularly striking, as is the lack of investment in the Northwest. Pre-k funding in the District of Columbia, Maine, Oklahoma, Vermont, and Wisconsin is especially noteworthy as these states fund pre-k through the school funding formula. Using education funds for pre-k clearly establishes the link between pre-k and the K-12 education system and provides a stable funding source which is shielded to some degree from shifts in political priorities.

## Southern Pre-K: Pride and Progress

Perhaps surprisingly, the South has more states with pre-k programs than any other part of the country. In this region where public education has traditionally struggled, many governors are making the smart, strategic choice to improve children's chances right from the start. One of the earliest leaders in pre-k investment was former Governor Zell Miller (D) of Georgia. Under Governor Miller's leadership, Georgia established a state lottery to fund pre-k for every four year old. Strong leadership from the governor has also made a difference for children in North Carolina. Governor Mike Easley established and continues to champion that state's *More at Four* program, which currently reaches 9% of the state's four year olds. More recently, Virginia Governor Mark Warner has led an effort to significantly increase his state's investment in pre-k. For FY06, he proposed a 52% increase in funding for *Virginia's Preschool Initiative*.

A new addition to the region's pre-k systems this year is Florida's *Voluntary Pre-k Program*, which was approved by voters through a successful ballot initiative. Although the governor's recommended investment of over \$400 million is noteworthy, it is insufficient to implement the high-quality program Floridians voted for. All told, six southern governors have recommended pre-k investment increases for FY06.

However, several southern governors are not following the regional trend toward increased funding. The governors of Alabama, Arkansas, Kentucky, South Carolina, Texas, and West Virginia have all proposed flat funding for pre-k in FY06. In these states, as costs rise, the lack of new funding risks compromising quality and availability.

---

### Southern Governors with Proposed Increases in Pre-K Investments for FY06

Kathleen Blanco (D), Louisiana  
Phil Bredesen (D), Tennessee  
Jeb Bush (R), Florida  
Mike Easley (D), North Carolina  
Sonny Perdue (R), Georgia  
Mark Warner (D), Virginia

---

Mississippi is the last holdout state in this region. It is one of just nine states in the nation and the only state in the South that has no state-funded pre-k program. Governor Haley Barbour mentioned pre-k and early education several times in his State of the State address this year, but unfortunately omitted these programs from his proposed budget. Governor Barbour voices an understanding of the importance of pre-k. Hopefully he will soon demonstrate that understanding through leadership.

---

### North Carolina Gov. Mike Easley (D)

Two years ago, we were one of only two Southern states that had no pre-k program. Today, we have *More at Four*, which will serve 10,000 four year olds in 91 counties this year.

---

## Finding a Way: Pre-K Budget Heroes

In these tough fiscal times, three governors have overcome significant budget challenges to keep their promises to increase pre-k investment. Connecticut Governor Jodi Rell (R), Washington Governor Christine Gregoire (D), and Governor Rod Blagojevich (D) of Illinois have each confronted budgetary crises with creativity and a commitment to protect their youngest constituents' futures.

Governor Rell scraped together a 20% increase for the *Connecticut School Readiness Initiative* despite a \$1 billion deficit. This program blends pre-k and childcare services for three and four year olds in school districts with high concentrations of poverty. The broad, multi-service approach strives to address urgent, short-term needs while laying a firm foundation for a vigorous pre-k program in the future.

Likewise, Governor Christine Gregoire (D) managed a 28% proposed increase over two years for Washington's *Early Childhood Education and Assistance Program* despite a \$1.5 billion deficit in a state with no income tax. The Washington state program offers half-day, comprehensive pre-k services to low-income four year olds.

---

**Connecticut** Gov. Jodi Rell, Connecticut (R)

The goal we must strive for is to make certain that every child in Connecticut has the opportunity to attend a pre-school program.

---

Facing a \$1.1 billion structural deficit, Illinois Governor Rod Blagojevich (D) still proposed a \$30 million increase to the state's *Early Childhood Block Grant*, which fulfilled his commitment to give three successive \$30 million annual increases, beginning in FY03. Almost 90% of this phased-in, \$90 million increase has been earmarked for the high-quality *Pre-kindergarten Program*, which focuses on children whose linguistic and/or economic disadvantages put them at risk for academic failure. Eleven percent of this three-year increase is dedicated to programs that serve infants and toddlers, an innovative state set-aside that helps build strong programs for all children.



## Gubernatorial Stonewalling

Some states have established or nurtured pre-k, gaining significant momentum, but they lack the leadership shown this year by the governors of Hawaii, Iowa, Louisiana, New Mexico, and Tennessee and historically by governors in Georgia and North Carolina. For example, New York is one of only a few states to have a pre-k-for-all program mandated by law. However, the program has never been fully funded. While both pre-k advocates as well as the broader education community have called on Governor Pataki to fully fund pre-k for all four year olds, the governor recommended flat funding this year. Two years ago, Governor Pataki proposed eliminating the pre-k program, but the legislature voted to save it. The governor's failure to lead on pre-k has halted the progress of his state's excellent early-education program.

Other states where scarce gubernatorial leadership is compromising availability of pre-k programs include California, Massachusetts, and West Virginia. In West Virginia, both the governor and the legislature have failed to allocate sufficient resources to implement a law already on the books that mandates pre-k availability for all.

## Empty Rhetoric

Oregon Governor Ted Kulongoski's (D) State of the State address included a "call for the creation of an investment fund for pre-k through 20 education," and his budget document touted his commitment "to a stable PreK-16 system," but the 19% cut to the *Oregon Head Start Pre-kindergarten Program* in his *2005-2007 Recommended Budget* is among the largest recommended decreases in the nation for FY06 pre-k investment. As this report was going to press, Pre-K Now was pleased to learn that the governor reversed his position and proposed a restoration of this cut and increased the investment by 7%. While this is a welcome development, Oregon needs an executive who makes increases to pre-k funding a consistent priority.

In Missouri, Governor Matt Blunt (R) claims to value education. In his State of the State address, he said that, "we must make education our highest public policy and budget priority." Yet, in his proposed budget for FY06, he slashed the *Missouri Preschool Project* by 13%. Missouri does have one of the worst budget crises in the nation, but other governors in similar situations have still made the smart choice to invest in pre-k. Missouri's families and children should encourage Governor Blunt to join his regional peers in Iowa and Illinois in leading on this important issue.



## Dollars and Sense

High-quality pre-k yields success in later schooling and better lifelong outcomes for children. These facts are supported by research and are almost universally accepted. However, while improving the prospects for children is the leading reason for investments in pre-k, it is not the only reason.

Lynn A. Karoly, a RAND Corporation senior economist, concluded in a recent report of the *California State Preschool Program* that, “the study provides a basis for understanding ... the economic side of a program like this.” (March 30, 2005 *Los Angeles Times*). Karoly projected \$2.62 in benefits returned for every dollar spent on pre-k for all in California, and her findings are supported by other research.

Cost-benefit-ratio calculations across many quality pre-k programs indicate that these programs return up to \$7 in benefits for every \$1 invested. Pre-k programs generate significant long-term savings to governments through:

- Increased tax revenues
- Decreased outlays for health, public assistance, and other social services
- Lower criminal-justice-system costs
- Lower expenditures for special and remedial education

In fact, a recent paper by economists Clive Belfield and Dennis Winters (Trust for Early Education, 2005) documented that expanding Wisconsin’s pre-k program would have a significant impact on the state’s education budget. Belfield and Winters project \$140.96 million in savings in Wisconsin’s K-12 school system from:

- Fewer students held back
- Fewer special education placements
- Higher job satisfaction for teachers
- Lower teacher turnover
- Reduced need for substitute teachers
- Reduced spending on school safety
- Reduced pressure on student-aid services

These annual K-12 savings alone would offset 68% of the investment needed to serve 70% of Wisconsin’s four year olds. In addition, the authors predict further government savings from reduced crime and from lower expenditures on public assistance.

In a similar study of New York’s pre-k system, Belfield projected K-12 cost-savings totaling \$555 million to \$828 million per pre-k graduating class. These savings resulted from reduced need for special education; fewer children repeating grades, and improved “educational productivity” (p. i). Overall, savings in the K-12 education system would offset about 51% of New York’s investment in an expanded pre-k program.

Further, many economic benefits of pre-k are realized during or just subsequent to a child’s enrollment. The well-known Abecedarian Project at the University of North Carolina-Chapel Hill included a strong parent-involvement component, as all high-quality pre-k programs do. Mothers of children in the program, especially the teen mothers, quickly achieved higher educational and employment status. These results, like Belfield’s, document that economic benefits begin to accrue to government in the short term and continue for the long term.

## Pre-k Quality Counts

Smart governors, legislators, and early-education leaders across the nation know that the quality of a state's pre-k program matters. The compelling results for children and economic benefits for society that pre-k creates are only achieved through high-quality programs. The qualifications and training of teachers are particularly critical. Fortunately, many governors and legislators have paid close attention to quality indicators and have provided sufficient investment to support high-quality programs. However, more states must follow this lead.

The National Institute of Early Education Research (NIEER) assesses the quality of state pre-k programs using ten quality benchmarks. They found that just twelve state pre-k programs met eight, nine, or all ten of the benchmarks for quality, including a policy requiring college degrees for teachers and child development associate credentials for assistant teachers. The chart below shows that Florida, Hawaii, Iowa, and New Mexico met only three to five of the NIEER benchmarks. For the governors of these states, pre-k's "new leaders," the next challenge is clear: implement policies that improve pre-k quality, such as better-educated teachers, reduced class sizes, and smaller student-teacher ratios.

Experts are clearly concerned about the quality of the proposed pre-k program in Florida which only meets three of the NIEER quality benchmarks.

Governors must increase their leadership efforts to demand high-quality pre-k programs. Expanding access to poor-quality programs does a disservice to the families and children that need pre-k. The best strategy is to create a high-quality, research-based program and maintain the quality while increasing access.

### Conclusion

This year's rise in the number of governors talking about pre-k and proposing increased investments is an encouraging indicator of progress in the pre-k movement. When governors understand and champion the importance of pre-k, children, families, and communities are the beneficiaries. As Hawaii Governor Linda Lingle (R) notes, "Study after study has shown that early childhood education is a key to success later in life."

### Quality of Pre-K Programs in States with Most Substantial New Investment

State	Benchmarks Met on NIEER Quality Standards Checklist (of 10)	Requires Teachers with BA Degrees?
<b>Louisiana</b>	8	Yes
<b>Tennessee</b>	8	Yes
Hawaii	5	No
Iowa	5	No
New Mexico	4	No
Florida	3*	No

\* NIEER estimate of program to be launched in August 2005.

## Governors' State of the State Addresses and FY06 Budget Proposals for Pre-K

This chart documents proposed pre-k investment in governors' budgets in all 50 states and the District of Columbia. It compares FY05 proposed budgets with governors' recommendations for FY06. In addition, the chart notes if governors mentioned pre-k or early-childhood education in their State of the State addresses. Seventeen governors referred to this important issue in their addresses this year, and nineteen proposed increased investments in pre-k programs.

 Proposed Increased Investment in Pre-K

State and Governor	State of the State Mentions:		Proposal	Proposed Percent Change
	Pre-K	Early Child Education		
Alabama Gov. Bob Riley (R)			No new investment in <i>School Readiness Program</i> ; flat funded at \$2.3 million.	0%
Alaska Gov. Frank Murkowski (R)			Decreased investment in Head Start from \$6.76 million to \$6.33 million.	- 6%
Arizona Gov. Janet Napolitano (D)			Increased investment in the pre-k component of the <i>Early Childhood State Block Grant</i> from \$40.4 million to \$42.4 million.	+ 5%

State and Governor	State of the State Mentions: Pre-K      Early Child Education	Proposal	Proposed Percent Change
Arkansas  Gov. Mike Huckabee (R)		No increased investment in the <i>Arkansas Better Chance</i> program; flat funded \$51.17 million, but a decrease from the FY05 final authorization of \$53.41million.	0%
California  Gov. Arnold Schwarzenegger (R)		No new investment in the <i>State Preschool Program</i> ; flat funded at \$325.38 million.	0%
Colorado  Gov. Bill Owens (R)		Increased investment in the <i>Preschool Program</i> from \$22.58 million to \$33.95 million.	+ 50%
Connecticut  Gov. M. Jodi Rell (R)		Increased investment in the <i>School Readiness Initiative</i> from \$51.58 million to \$62.08 million.	+ 20%
Delaware  Gov. Ruth Ann Minner (D)		Increased investment in the <i>Early Childhood Assistance Program</i> from \$4.46 million to \$5.28 million to decrease the per pupil funding gap with the Head Start program.	+ 18%
Florida  Gov. Jeb Bush (R)		New investment of \$400.5 million for a constitutionally mandated voluntary pre-kindergarten program, after providing \$9.6 million for teacher professional development in pre-k classrooms last year.	+ 4,067%

State and Governor	State of the State Mentions: Pre-K      Early Child Education	Proposal	Proposed Percent Change
Georgia Gov. Sonny Perdue (R)		Increased investment in the <i>Georgia Pre-K Program</i> from \$271 million to \$277 million using state lottery funds.	+ 2%
Hawaii Gov. Linda Lingle (R)	 	Increased investment in <i>Preschool Open Doors Project</i> from \$3.2 million to \$8.4 million and transferred \$20 million of TANF, allowing families to use the funds for pre-k.	+ 162%
Idaho Gov. Dirk Kempthorne (R)		No state pre-k program or investment in Head Start.	N/A
Illinois Gov. Rod Blagojevich (D)		Increased investment in the <i>Prekindergarten Program</i> from \$213.5 million to \$243.2 million.	+ 14%
Indiana Gov. Mitch Daniels (R)		No state pre-k program or investment in Head Start.	N/A
Iowa Gov. Tom Vilsack (D)		Increased investment in the <i>Shared Visions Preschool Program</i> and <i>Parent Support Program</i> from \$11.27 to \$31.27 million, with the full \$20 million increase earmarked for pre-k.	+ 177%

State and Governor	State of the State Mentions: Pre-K      Early Child Education	Proposal	Proposed Percent Change
<p>Kansas</p> <p>Gov. Kathleen Sebelius (D)</p>		<p>Increased investment in the <i>Four-Year-Old At-Risk Preschool Program</i> from \$12.75 million to \$13.75 million.</p>	+ 8%
<p>Kentucky</p> <p>Gov. Ernie Fletcher (R)</p>		<p>No new investment in the <i>Preschool Program</i>; flat funded at \$51.62 million.</p>	0%
<p>Louisiana</p> <p>Gov. Kathleen Blanco (D)</p>	<p>State of the State on April 25, 2005.</p>	<p>Increased investment in <i>Early Childhood Development and Enrichment Activity Classes - LA4</i> from \$35 million to \$55 million with \$20 million in general revenue (also uses TANF funds). Flat funded the <i>Nonpublic School Early Childhood Development Program</i> at \$8.5 million.</p>	+ 57%
<p>Maine</p> <p>Gov. John Baldacci (D)</p>		<p>Maine's <i>Two Year Kindergarten</i> pre-k program for four year olds is a part of the K-12 school funding formula. Governor Baldacci has proposed a \$250 million increase to K-12 for FY06 - FY07, an undetermined amount of which will increase access to pre-k.</p>	Unknown
<p>Maryland</p> <p>Gov. Robert Ehrlich (R)</p>		<p>No new investments in the <i>Extended Elementary Education Program</i> or <i>Head Start</i>; flat funded at \$19.26 million and \$3 million, respectively.</p>	0%
<p>Massachusetts</p> <p>Gov. Mitt Romney (R)</p>		<p>All early education and care line-items consolidated into the new Department of Early Education and Care. Increase in total funding from \$475.56 million to \$486.25 million for FY06. No new investment in <i>Community Partnerships</i> or <i>Head Start</i>; flat funded at \$68.6 million and \$6.2 million, respectively.</p>	0%

State and Governor	State of the State Mentions: Pre-K      Early Child Education	Proposal	Proposed Percent Change
Michigan Gov. Jennifer Granholm (D)		No new investment in the <i>School Readiness Program</i> ; flat funded at \$85 million.	0%
Minnesota Gov. Tim Pawlenty (R)		No new investments in the <i>Early Childhood Family Education Program</i> (which includes early childhood education), the <i>Learning Readiness Program</i> or in Head Start; flat funded at \$28.8 million, \$9.26 million, and \$17.1 million, respectively.	0%
Mississippi Gov. Haley Barbour (R)	 	No state pre-k program or investment in Head Start.	N/A
Missouri Gov. Matt Blunt (R)		Decreased investment in the <i>Preschool Project</i> from \$16.55 million to \$14.76 million.	- 11%
Montana Gov. Brian Schweitzer (D)		No state pre-k program or investment in Head Start.	N/A
Nebraska Gov. Dave Heineman (R)		No new investment in the <i>Early Childhood Projects</i> ; flat funded at \$2.1 million.	0%

State and Governor	State of the State Mentions: Pre-K      Early Child Education	Proposal	Proposed Percent Change
Nevada Gov. Kenny Guinn (R)		No new investment in the <i>Comprehensive Pre-Kindergarten Education</i> or <i>Classroom on Wheels</i> programs; flat funded at \$2.9 million.	0%
New Hampshire Gov. John Lynch (D)		No state pre-k program or investment in Head Start.	N/A
New Jersey Acting Gov. Richard Codey (D)		Decreased investment in the <i>Early Launch to Learning Initiative</i> from \$15 million to \$4 million. No new investment in pre-k as part of <i>Early Childhood Program Aid</i> ; flat funded at \$30 million. Increased investment in <i>Abbott</i> preschool programs from \$182.4 million to \$192.4 million.	- 73% 0% + 6%
New Mexico Gov. Bill Richardson (D)	 	Increased investment in the <i>Child Development Program</i> from \$1.6 to \$9 million, but the resulting legislation allocated only \$5 million.	+ 462%
New York Gov. George Pataki (R)		No new investment in the <i>Experimental Pre-K Program</i> flat funded at \$50 million or the <i>Universal Pre-K Program</i> ; flat funded at \$201.3 million.	0%
North Carolina Gov. Mike Easley (D)		Increased investment in <i>More at Four</i> from \$51.1 million to \$67.7 million. \$10.4 million pre-k investment through <i>Smart Start</i> likely to be sustained or increased; figures not known at this time.	+ 32%

State and Governor	State of the State Mentions: Pre-K      Early Child Education	Proposal	Proposed Percent Change
North Dakota  Gov. John Hoeven (R)		No state pre-k program or investment in Head Start.	N/A
Ohio  Gov. Bob Taft (R)	 	Increased investment in the <i>Public School Preschool Program</i> from \$103.18 million to \$115.58 million.	+ 12%
Oklahoma  Gov. Brad Henry (D)		<i>Early Childhood 4-Year-Old Program</i> investments are part of the school funding formula. No new investment in Head Start; flat funded at \$3.47 million.	Unknown
Oregon  Gov. Ted Kulongoski (D)		Increased investment in the <i>Head Start Pre-Kindergarten Program</i> from \$26.64 million to \$28.42 million.	+ 7%
Pennsylvania  Gov. Ed Rendell (D)		No new investment in <i>Accountability Grants</i> (which can be used for pre-k, full-day kindergarten, and other education programs); flat funded at \$200 million. Increased investment in Head Start from \$15 million to \$30 million.	0%  + 100%
Rhode Island  Gov. Don Carcieri (R)		No new investment in the <i>Early Childhood Investment Fund</i> ; flat funded at \$6.8 million.	0%

State and Governor	State of the State Mentions: Pre-K      Early Child Education	Proposal	Proposed Percent Change
South Carolina Gov. Mark Sanford (R)		No new investment in the <i>Half-Day Child Development Program (4K)</i> ; flat funded at \$21.83 million.	0%
South Dakota Gov. Mike Rounds (R)		No state pre-k program or investment in Head Start.	N/A
Tennessee Gov. Phil Bredesen (D)		Increased investment in the <i>Early Childhood Education and Parent Involvement Program</i> from \$10 million to \$35 million.	+ 250%
Texas Gov. Rick Perry (R)		No new investment in the <i>Public School Pre-Kindergarten Program</i> .	0%
Utah Gov. Jon Huntsman (R)		No state pre-k program or investment in Head Start.	N/A
Vermont Gov. James Douglas (R)		School districts can choose to draw down funds as part of the <i>Pre-K-12</i> school funding formula. No new investment in the <i>Early Education Initiative</i> ; flat funded at \$1.33 million.	Unknown

State and Governor	State of the State Mentions: Pre-K      Early Child Education	Proposal	Proposed Percent Change
Virginia Gov. Mark Warner (D)		Increased investment in the <i>Preschool Initiative</i> from \$34.9 million to \$53.2 million.	+ 52%
Washington Gov. Christine Gregoire (D)		Increased investment in the <i>Early Childhood Education and Assistance Program</i> from \$25.23 million to \$32.43 million over two years.	+ 28%
West Virginia Gov. Joe Manchin (D)		No new investment in the <i>Public School Early Childhood Education Program</i> ; flat funded at \$19.77 million.	0%
Wisconsin Gov. Jim Doyle (D)		<i>4-Year-Old Kindergarten</i> investments are part of the school funding formula. Proposed \$3 million in grants for new start-up programs. No new investment in Head Start; flat funded at \$3.5 million, but shifted the source of revenue from TANF to state funds.	Unknown
Wyoming Gov. Dave Freudenthal (D)		No state pre-k program or investment in Head Start.	N/A
Washington, DC Mayor Anthony A. Williams (D)		<i>Public School Preschool</i> investments are part of the school funding formula. The allocation for pre-k increased from \$30.4 million to \$32.93 million.	+ 8%

## Resources

**Note:** The majority of the budget data in this report was taken directly from governors' proposed budgets, available online through the states' government Web pages. Where the author needed further information or clarification, she contacted budget analysts in administrative or education department budget offices and/or pre-k advocates who work in the states.

*A Benefit-Cost Analysis of the Abecedarian Early Childhood Intervention* (2002), by Leonard N. Masse and W. Steven Barnett, National Institute of Early Education Research (NIEER). Available on the Web at <http://nieer.org/resources/research/AbecedarianStudy.pdf>.

*Building Strong Foundations for Early Learning: The U.S. Department of Education's Guide to High-Quality Early Education Programs* (November 2000), prepared by the U.S. Department of Education. Available on the Web at [http://www.ed.gov/offices/OUS/PES/early\\_learning](http://www.ed.gov/offices/OUS/PES/early_learning).

*Eager to Learn: Educating Our Preschoolers, Executive Summary* (2000), by the Committee on Early Childhood Pedagogy, Commission on Behavioral and Social Sciences and Education, National Research Council. Executive Summary on the Web at <http://nap.edu/books/0309068363/html/1.html>.

*Early Childhood Development: Economic Development with a High Public Return* (March 2003), by Art Rolnick and Rob Grunewald, Federal Reserve Bank of Minneapolis. Available on the Web at <http://minneapolisfed.org/research/studies/earlychild/earlychild.pdf>.

*Early Childhood Education: How Important Are the Cost-Savings to the School System?* (February 2004), by Clive R. Belfield. Available on the Web at [http://www.winningbeginningny.org/data\\_bank/documents/belfield\\_report\\_000.pdf](http://www.winningbeginningny.org/data_bank/documents/belfield_report_000.pdf).

*Investing Today for Tomorrow: The Costs and Benefits of Early Childhood Care and Education* (2003), by University of Pittsburgh Office of Child Development. Available on the Web at <http://www.education.pitt.edu/ocd/publications/sr2003-06.pdf>.

National Association for Business Economics, 21st Annual Washington National Economic Policy Conference. (2005). Session downloads from "Human Capital and U.S. Competitiveness," at <http://www.nabe.com/pc05/session17.html>

"Teacher Education, Wages Key to Outcomes" (January 2000), *NCEDL Spotlight* No. 18, by the National Center for Early Development & Learning. Available on the Web at <http://www.fpg.unc.edu/%7Eencedl/PDFs/spot18.pdf>.

The Center for Economic Development Invest in Kids Working Group, at <http://www.ced.org/projects/kids.shtml#working>

The Economic Returns to the Education System from Investments in four-year-old kindergarten for Wisconsin. (2005) Belfield, C. R. and D. K. Winters. Research paper, Trust for Early Education.

*The Economics of Education: Public Benefits of High-Quality Preschool Education for Low-Income Children* (2003), by Jerrold Oppenheim and Theo MacGregor, developed for Entergy by Building Communities for Change. Available on the Web at [http://www.state.ar.us/childcare/education\\_book.pdf](http://www.state.ar.us/childcare/education_book.pdf).

*The Economics of Investing in Universal Preschool Education in California* (2005), by Lynn A. Karoly and James H. Bigelow, RAND Labor and Population. Available on the Web at [http://www.rand.org/pubs/monographs/2005/RAND\\_MG349.pdf#search='The%20Economics%20of%20Investing%20in%20Universal%20Preschool%20Education%20in%20California'](http://www.rand.org/pubs/monographs/2005/RAND_MG349.pdf#search='The%20Economics%20of%20Investing%20in%20Universal%20Preschool%20Education%20in%20California').

*The State of Preschool. 2004 State Preschool Yearbook* (2004), by W. Steven Barnett, Jason T. Hustedt, Kenneth B. Robin, and Karen L. Schulman, National Institute for Early Education Research. Available on the Web at <http://nieer.org/yearbook/>

# pre[k]now

## **Acknowledgements**

This report was researched and produced by L. Carol Scott, Ph.D. for Pre-K Now.

Pre-K Now thanks the following individuals for their contributions to this report:

Sarah Cohen, Jennifer V. Doctors,  
Libby Doggett, Ph.D., DeDe Dunevant,  
Danielle Gonzales, Tyler Lewis,  
Don Owens, and Stephanie Rubin.

Pre-K Now is a project of The Pew Charitable Trusts and other funders to advance high-quality pre-k for all children. The findings and opinions expressed in this report do not necessarily reflect the views of the Trusts.

Pre-K Now

1150 18th Street, NW  
Suite 975  
Washington, DC  
20036

202.862.9871 voice  
202.862.9870 fax

[www.preknow.org](http://www.preknow.org)