



Quality
Pre-Kindergarten for All:
State Legislative Report

The Trust for Early Education
September 2004

Table of Contents

Introduction **2**

Why Pre-Kindergarten is Important **3**

State Action to Support Pre-Kindergarten for All Children **4**

 State Action: The Successes **5**

 State Action: Laying the Foundation **8**

 State Action: The Disappointments **9**

Bipartisan Efforts for Pre-Kindergarten Progress **10**

Conclusion **11**

2005 Pre-Kindergarten Funding At A Glance **12**

Acknowledgements **20**

Introduction



As the bell rings in another year of school, more American children than ever before will have the opportunity to attend a high quality pre-kindergarten program. In the coming years, these children will dash to their kindergarten classrooms already at the head of the class. Yet far too many of their playmates will needlessly enter kindergarten already behind, with little hope of catching up to their peers. It is time to give all children a chance to begin kindergarten ready to learn.

This legislative report of all 50 states conducted by The Trust for Early Education, a project of the Pew Charitable Trusts and other funders, finds that even in tough fiscal times many states recognize the importance of investing in young children. According to the Center on Budget and Policy Priorities,

states faced 2004 budget deficits in the range of \$70 billion to \$85 billion which represents between 14.5 percent and 18 percent of all state expenditures.¹ Despite these obstacles, 15 states increased spending on pre-kindergarten by \$205 million, making the program

available to an estimated 60,000 more three and four year olds in the coming year. This represents a 17 percent increase over the 353,000 children attending pre-kindergarten in 2001. These figures are a testament to the importance policymakers place on pre-kindergarten, recognizing the improved outcomes it brings in school and beyond.

However, in 35 other states, too many three and four year olds are still being left behind. Seventeen states did not increase spending on pre-kindergarten and seven states actually decreased their budgets. One state has not yet passed a budget and 10 states offer no state funded pre-kindergarten at all.

Time is running out. As more rigorous standards become the norm for K-12 education, all children need the nurturing environment, filled with age-appropriate learning taught by teachers with bachelor's degrees and training in early childhood education that is provided in a high quality pre-kindergarten.

"Early education, like four-year-old kindergarten, has proven to give kids an equal chance to succeed by reducing gaps in school performance," explained Wisconsin Governor Jim Doyle. "And, it reduces special education costs later in life."

...15 states increased spending on pre-kindergarten by \$205 million... a testament to the importance policymakers place on pre-kindergarten, recognizing the improved outcomes it brings in school and beyond.

¹ State Budget Deficits for Fiscal Year 2004 are Huge and Growing, Center on Budget and Policy Priorities, January 23, 2003.

Why Pre-Kindergarten is Important



Research clearly indicates the multitude of benefits children gain from attending high quality pre-kindergarten. For example,

children participating in the Chicago Parent Child Centers, which provide high quality pre-kindergarten for children from targeted communities, not only demonstrate stronger early reading and math skills than comparable children who do not attend the program, but also score better than the national average for all children on tests of reading and math. New findings from a review of Louisiana's pre-kindergarten programs show that children who participated in this program had strong gains in print recognition, reading achievement and math skills. In all three areas, they moved from performing well below the national average to completing the program with above average knowledge and skills necessary to enter kindergarten – thus eliminating the achievement gap.

Yet, significant numbers of children in all states, living in low-income, middle-class and even in some higher-income families enter kindergarten not ready to learn. Families hardest hit by a lack of available, affordable, high quality pre-kindergarten are those eking out a living in minimum-wage jobs, as well as many working and middle class families. Almost 50 percent of children who do not know the alphabet as they enter kindergarten are middle class or higher.² As beginning kindergarteners, many children from two-parent families do not know their letters (30 percent)³, do not

understand relative size (37 percent)⁴, do not appropriately persist at tasks (26 percent)⁵ or do not know how to appropriately pay attention (31 percent)⁶.

Research also points out that these young children are entirely capable and eager to learn. State-of-the-art brain research provides strong and incontrovertible evidence that a child's interactions and experiences in the first few years of life have a profound and lasting impact on social, emotional, intellectual and language development.⁷ The research finds that pre-kindergarten-aged children are ready and able to learn language, reading fundamentals and early math and science concepts to a far greater extent than previously thought.

"Arkansas has aligned its quality-approved early education programs with the K-12 curriculum," said Governor of Arkansas, Mike Huckabee. "Through the Arkansas Department of Human Services and the Arkansas Department of Education, we've developed partnerships to meet the needs of the whole child."

2 Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, Base-Year Public Use File. First time kindergartners only.

3 Ibid.

4 America's Kindergartners. NCES 2000-070

5 Ibid.

6 Ibid.

7 "Altered brain development following global neglect in early childhood." *Society for Neuroscience: Proceedings from the Annual Meeting*, 1997.

State Action to Support Pre-Kindergarten for All Children



In order to help all children be ready to learn, state, local and federal policy-makers and educators must join forces to provide

high quality pre-kindergarten for all children. At the state level, this means passing legislation that provides the funding for high quality pre-kindergarten to be made available for all children and including in legislation the cornerstones of quality: teachers with bachelor's degrees; small class size and low teacher-to-child ratios; age appropriate curricula aligned to K-12 standards and careful monitoring and evaluation.

During the 2004 state legislative sessions, several states are shining examples of how to move forward to promote high quality pre-kindergarten programs for all children. Other states have been held to a standstill, sometimes due to overall budget weakness. Still other state governments have all but abandoned the progress made to improve and make available to all children a warm, friendly and instructive pre-kindergarten setting.

This report features the states that have made the commitment to secure a top-notch pre-kindergarten program for all children living in their state. Twenty-seven governors proposed increased or continued funding of their pre-kindergarten programs

during their state of the state addresses in 2004. Illinois Governor Rod Blagojevich underscores the importance of quality pre-kindergarten when, in his State-of-the-State address he said that "[Illinois'] 2004 budget continues [our] commitment to send kids to preschool and get them learning early." Blagojevich's leadership resulted in the passage of a \$30 million increase to the Early Childhood Block Grant, \$26.7 million of which will go to pre-kindergarten.

Virginia Governor Mark Warner, in his State-of-the-State address, praises his state as having a workforce that is "the best in America because we have excellent schools, from preschool to graduate school." His work to pass the state's preschool initiative raised the number of eligible, at-risk children served by Head Start from 60 percent to 90 percent in the 2004-2005 school year, with a promised increase to 100 percent in 2005-2006.

State Action: The Successes

Fifteen states increased funding in their fiscal year 2005 budget for pre-kindergarten: Alabama, Arkansas, California, Colorado, Connecticut, Delaware, Georgia, Illinois, Maine, New Jersey, North Carolina, Oklahoma, Pennsylvania, Virginia and Wisconsin. Following are highlights from several of these states:

Arkansas

Legislators increased access to pre-kindergarten by making available an additional \$40 million and a commitment to continue funding up to \$100 million over the next several years. With this new funding Arkansas will increase from 18 to 38 percent the number of their three and four year olds served by one of the highest quality programs in the country.

Connecticut

Connecticut added \$10.4 million dollars to address pre-kindergarten demand in the state's low-income communities and in rural areas. The Legislature also added funding to offer towns low-interest loans for new facilities or to make necessary renovations to meet pre-kindergarten growth. The facilities loans allow for pre-kindergarten as well as infant and toddler space and permit necessary adjuncts such as health clinics and space to facilitate parent engagement meetings and activities.

Georgia

Georgia, which already offers voluntary pre-kindergarten for all the state's four year olds, secured more than \$10 million in increased funding for the program. In addition, new legislation significantly strengthened their governance structure by consolidating all early childhood programs in a new office.

"Signing this legislation is a turning point for early education in our state," said Governor Sonny Perdue. "This new department will coordinate and streamline Georgia's early childcare programs to help ensure every child in Georgia enters kindergarten ready to learn and succeed."

Illinois

The governor and state Legislature have continued to find money for Illinois' high quality pre-kindergarten program for three and four year olds. This year nearly \$27 million is committed to pre-kindergarten through the Early Childhood Block Grant which had a similar increase last year. In Illinois, it should be noted that infants and toddlers benefit from the increased funding for pre-kindergarten because of an 11 percent "set-aside" for children from birth to age three. In addition, the governor appointed a high level Early Learning Council which has made pre-kindergarten a major focus of their work. A report is due out late this year.

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New Jersey

Governor James McGreevey, with the support of the New Jersey Legislature, proposed the Early Launch to Learning Initiative (ELLI) to expand state-funded pre-kindergarten for four year olds in suburban districts. Most of the state's poorest children are already served in the state's Abbott program or another pre-kindergarten program. ELLI is the first step toward reaching universal access to pre-kindergarten for all four year olds in the state by 2010. McGreevey proposed and got \$15 million for this first phase. The funds will be awarded through a competitive award process with start-up slated for September 2004.

North Carolina

Through its Smart Start initiative, North Carolina provides greater access to high quality early care and education programs for young children from birth to age five. In 2001 Governor Mike Easley initiated the More at Four Pre-Kindergarten Program, which is focused on providing a high quality pre-kindergarten experience for at-risk four year olds in the state. The program has been expanded each year with an additional \$7.9 million added this year. More at Four will reach more than 12,000 four year olds with a total commitment to pre-kindergarten in excess of \$51 million. These funds are frequently integrated with Smart Start funds and other local and federal funds to increase the number of slots available for high quality pre-kindergarten in public schools, child care centers and Head Start. The More at Four program operates for the school day and school year, with other funding sources providing for before- and after-school care as needed.

Oklahoma

The Early Childhood Four-Year-Old program is funded through the school funding formula so exact increases to pre-kindergarten are difficult to parcel out from the overall budget. However, the number of districts serving four year olds in a high quality program rose from 358 in 1999 to 509 in 2004. This school year 100 percent of the school districts are expected to offer pre-kindergarten for families who want to enroll their children.

Pennsylvania

A major victory was scored in Pennsylvania, which passed a \$250 million education block grant, \$9.35 million of which will go to create new pre-kindergarten programs. Pennsylvania also made a \$15 million state appropriation to Head Start which brings the state's pre-kindergarten commitment to more than \$24 million. This represents the first state funding for pre-kindergarten in Pennsylvania.

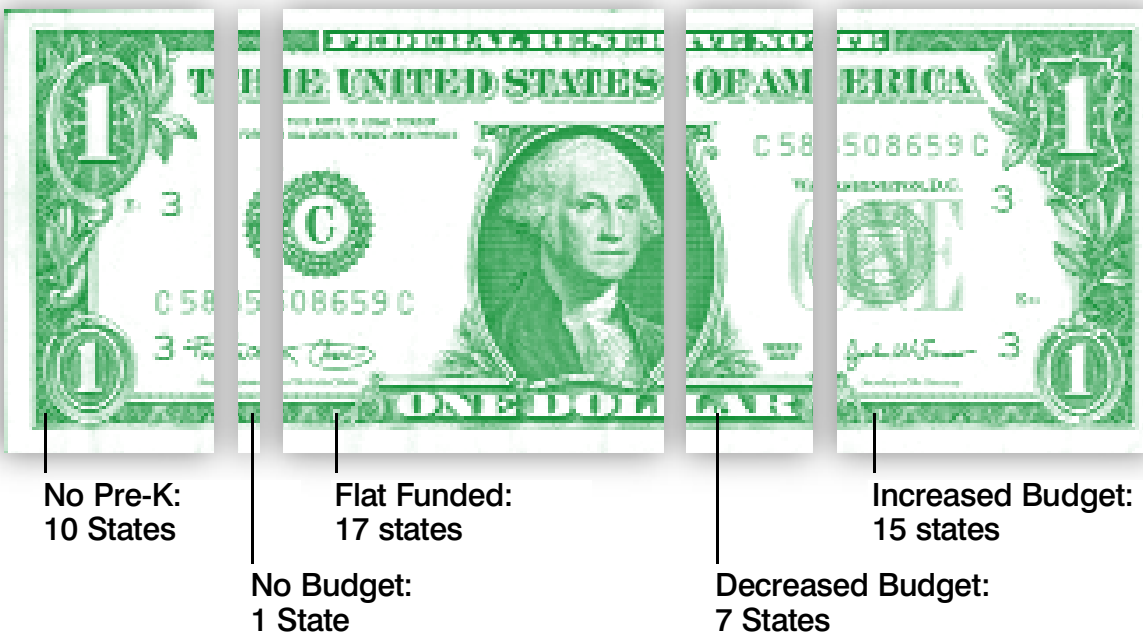
Virginia

Virginia is one of this year's greatest success stories. The Virginia Preschool Initiative was awarded a 151 percent increase in funding and a policy change was made that increases from 60 percent to 90 percent the number of eligible at-risk students who can participate in the program. This percentage is scheduled to rise again next year to cover 100 percent of at-risk four year olds. Virginia's unprecedented action is a significant step forward for the pre-kindergarten movement, and one that underscores the bipartisan nature of early education: Many legislators and governors, regardless of party affiliation, understand that pre-kindergarten is critical for narrowing both the school readiness and achievement gaps and for building a strong 21st century work force.

Wisconsin

Four-year-old kindergarten is funded through the school funding formula in Wisconsin; the pre-kindergarten portion continues to grow annually as more districts create pre-kindergarten programs for their four year olds. Governor Jim Doyle and Elizabeth Burmaster, the elected state superintendent of public instruction, are both actively promoting the expansion of four-year-old kindergarten. The Governor's Task Force on Education Excellence Report and his Kidsfirst Initiative both include a number of recommendations to strengthen and improve the state's four-year-old kindergarten and will set the framework for his next budget proposals.

Pre-Kindergarten Spending



State Action: Laying the Foundation

A number of states advanced the development of pre-kindergarten programs without major budgetary commitments. Massachusetts and Indiana are two good examples.

Massachusetts

In its 2005 fiscal year budget, the Massachusetts State Legislature made an historic commitment to the state's young children and their families by approving a plan that lays the foundation for universal, high-quality early education and care delivered through both public and private providers. In July 2004, the Legislature passed, and Governor Mitt Romney signed into law legislation that creates a Board and consolidated Department of Early Education and Care to administer the state's early education and care system. Portions of the legislation developed by the Early Education for All Campaign were incorporated into this law. In addition, a planning process is established to consolidate existing state early education and care functions into the new department, and to make recommendations on the design of a universal preschool program, a workforce development system and a school readiness system. These plans will then be submitted to the Legislature. The new department will be operational by July 1, 2005.

This bold step for Massachusetts puts high-quality universal early education at the top of the state's policy agenda, holding much promise for all of the state's youngest learners and their families.

Indiana

Other states such as Illinois (see mention above) and Indiana have created special commissions to address early learning issues. Indiana Governor Joe Kernan created The Indiana Commission for Early Learning and School Readiness in May of 2004 to ensure the future success of Indiana's children. Co-chaired by Dr. Suellen Reed, the state's superintendent of public instruction, and Mary Downes, the governor's chief of staff, the commission is directed to provide its first public report to the governor and superintendent by December 31, 2004. Thirty-two commission members represent the various state child agencies, governmental offices and private organizations that are invested in Indiana's children. Funding for the commission's work will be through grants from the Indiana Family and Social Services Administration and the Indiana State Department of Health.

Pre-kindergarten and full day kindergarten have been two issues championed by Governor Kernan. "Early education is a sound and necessary investment in our future," said the governor. "For every dollar we invest in high-quality, comprehensive early learning initiatives, we will save seven dollars in welfare, special education and criminal justice costs." He added: "Early education. It's the right thing to do."

State Action: The Disappointments

In the recent legislative sessions, seven states decreased their funding for pre-kindergarten: Louisiana, Kentucky, Maryland, Minnesota, South Carolina, Washington and West Virginia.

“The past several years of revenue loss has created a challenging fiscal environment in Washington,” says Jeanne Anderson, executive director of the Foundation for Early Learning in Seattle. “It is unfortunate that just as awareness is building about how pivotal the early years are for preparing children for school and life, funding for preschool and other early learning programs has been reduced.” She added, “However, I am encouraged by the increasing interest among the public in support of early education.”

Ten states do not provide state-funded pre-kindergarten: Alaska, Idaho, Indiana, Mississippi, Montana, New Hampshire, North Dakota, South Dakota, Utah and Wyoming.

Seventeen states maintained current funding levels, which amounts to a decrease in real spending due to inflation. States showing no growth in funding are: Arizona, Florida, Hawaii, Iowa, Kansas, Massachusetts, Missouri, Nebraska, Nevada, New Mexico, New York, Ohio, Oregon, Rhode Island, Tennessee, Texas and Vermont. However, New Mexico and New York offer starkly different examples of hope and disappointment respectively:

New York

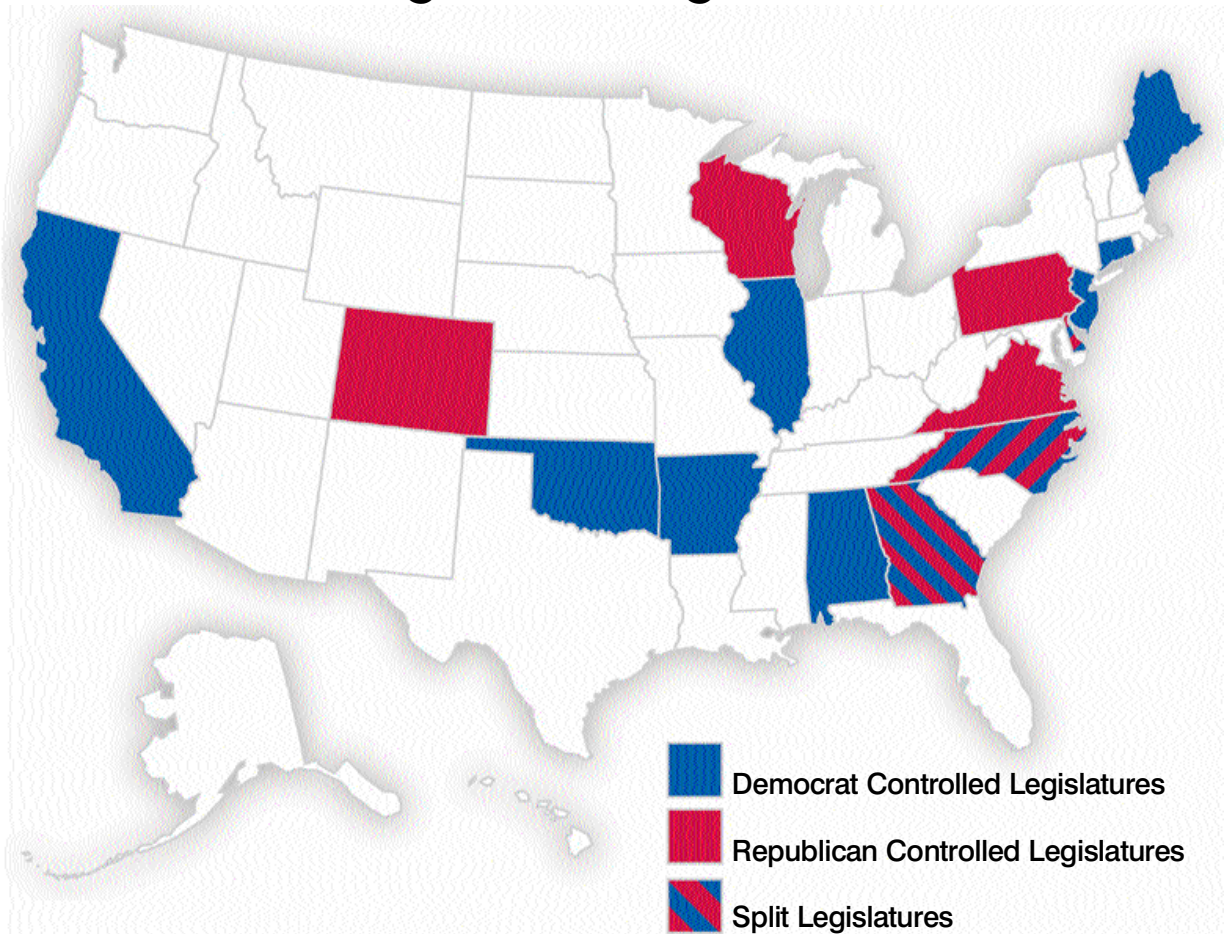
Until recently, New York’s pre-kindergarten program has been considered one of the nation’s best. Although Governor Pataki mentioned pre-kindergarten in his State-of-the-State address, his budget flat-funded the program (which was better than his recommendation of its elimination in past years). After months of stalemate the recently passed budget calls for a \$740 million increase in education spending overall, but no increase for pre-kindergarten. Four years of flat funding are eroding the quality of the program and causing early educators to question the state’s commitment to young children. In the meantime negotiators are working with a court-appointed special master on the educational equity lawsuit. Pre-kindergarten has been and will continue to be a part of those discussions.

New Mexico

Although New Mexico’s small pre-kindergarten program was flat-funded, the governor, lieutenant governor, a newly formed Children’s Cabinet and several key legislators have all indicated that the state may take a significant step towards pre-kindergarten for all four year olds in the upcoming months. A report is due out later this fall.

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Bipartisan Efforts for Pre-kindergarten Progress



Although more Democratic-led legislatures increased state expenditures for pre-kindergarten than Republican-led legislatures, the issue clearly has bipartisan support. Of the 15 states which increased funding, eight state legislatures (both houses) were controlled by Democrats, four by Republicans and three were split between both parties. In these same 15 states, seven increases occurred where the legislature was of the opposite party from the governor: four

Democratically-controlled legislatures had a Republican governor and three Republican-controlled legislatures had a Democratic governor. Clearly, more and more legislators in both parties understand the strong connection between high quality pre-kindergarten and assuring children in the third and future grades are prepared for the rigors imposed by the new No Child Left Behind legislation.

Conclusion



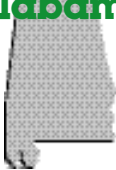











reating accessible, affordable and high quality pre-kindergarten for all three- and four- year-old children in a state is a















critical step policymakers must take if they are serious about closing the readiness gap and ensuring that all children start school ready to learn. Forty states have acknowledged this need and established pre-kindergarten programs. However, most of these are only for at-risk or low-income children. But two states, Oklahoma and Georgia, have acted on research that has found that children from all economic backgrounds benefit from a high quality pre-kindergarten program. Governor of Oklahoma, Brad Henry, explains what his state has done to improve pre-kindergarten access and quality for his youngest state residents: “We helped our youngest Oklahomans by enacting the Oklahoma Partnership for School Readiness Act, which strengthened early childhood education and increased its access for parents. We started the journey of ensuring that all of our children begin school ready to learn and have the skills they need to succeed.”

Several states including Virginia, Illinois and Arkansas continue to make substantial new investments in pre-kindergarten, working toward the goal of serving all children. New Jersey, which already serves over 20 percent of their four year olds living in poor school districts, took an important step by providing pre-kindergarten to children in suburban schools. Many other states are working to develop high standards to improve the quality of the programs, including: teachers with bachelor degrees; small class size and teacher-student ratios; age-appropriate curricula; and careful monitoring and evaluation.

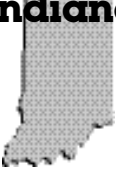













Only with sufficient funding, high standards and efficient management can America’s children and their families be guaranteed a pre-kindergarten experience that combines a nurturing environment with instruction that prepares them for K through 12 schooling and beyond.




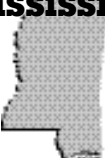



2005 Pre-Kindergarten Funding At A Glance

STATE	BUDGET	POLICY/NOTES
<p>Alabama</p> 	<p>The budget for the <i>Alabama Pre-Kindergarten Pilot Program</i> increased from \$3,226,050 to \$3,491,050. In Fall 2003, this program served 936 four year olds.</p>	 <p>Alabama Performance Standards for four year olds were adopted this year, and will be implemented next year.</p>
<p>Alaska</p> 	<p>No state-funded pre-kindergarten program.</p>	 <p>Flat funded state contribution to Head Start at \$6.76 M; passed legislation that restricts kindergarten to five year olds.</p>
<p>Arizona</p> 	<p>The budget for the <i>Early Childhood Block Grant</i> increased slightly from \$19,408,600 to \$19,413,200. In Fall 2001, this program served 4,277 four year olds.</p>	
<p>Arkansas</p> 	<p>The budget for <i>Arkansas Better Chance</i> increased from \$13,360,000 to \$50,600,000. In Fall 2001, this program served 942 three year olds and 2,224 four year olds.</p>	 <p>This new funding will expand the program to serve 38% of Arkansas's three and four year olds.</p>
<p>California</p> 	<p>The budget for the <i>California State Preschool Program</i> increased from \$303,880,000 to \$313,883,000. In Fall 2001, this program served 100,000 three and four year olds.</p>	 <p>Many counties are using First Five Commission funds for pre-kindergarten: Los Angeles (\$600 M over 5 yrs), San Francisco (\$155 M over 10 yrs), San Mateo (\$1 M each year for 10 yrs); Santa Clara (\$50 M over 5 yrs), Alpine (budget not set).</p>
<p>Colorado</p> 	<p>The budget for the <i>Colorado Preschool Program</i> increased from \$26,589,158 to \$27,249,229. In Fall 2003, this program served 977 three year olds and 7,047 four year olds.</p>	 <p>The program is funded through the state's basic school finance formula and funding is currently capped at 9,050 children.</p>

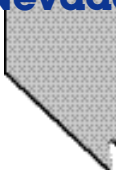

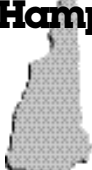









STATE	BUDGET	POLICY/NOTES	
Connecticut 	The budget for the <i>School Readiness Program</i> increased from \$37,580,000 to \$48,000,000. In Fall 2003, this program served 6,400 three and four year olds.		Increased the school reimbursement for full-day participants; created a reimbursement for participants who attend during the school year only.
Delaware 	The budget for the <i>Early Childhood Assistance Program</i> increased from \$4,456,700 to \$4,903,200. In Fall 2003, this program served 843 four year olds.		
Florida 	The Governor vetoed legislation passed in response to a constitutional amendment saying that the state's children needed a pre-kindergarten program of high quality.		Florida Department of Education reports that they are serving about 51,000 children in pre-kindergarten programs such as Title 1 pre-kindergarten, Head Start, migrant pre-kindergarten and programs for children with disabilities.
Georgia 	The budget for the <i>Georgia Prekindergarten Program</i> increased from \$259,534,114 to \$270,909,450. In Fall 2003, this program served 68,055 four year olds.		Created <i>Bright from the Start: Georgia Department of Early Care and Learning</i> .
Hawaii 	The budget for the <i>Preschool Open Doors Project</i> was flat-funded at \$3,200,000. In Fall 2002, this program served 1,115 three and four year olds.		Changed the kindergarten entry date from December 31 to August 1. Children no longer eligible for kindergarten can attend a new junior kindergarten.
Idaho 	No state-funded pre-kindergarten program or state-funded Head Start.		
Illinois 	The budget for the pre-kindergarten component of the <i>Early Childhood Block Grant</i> increased from \$190,104,000 to \$216,804,000. In Fall 2003, this program served 16,000 three year olds and 40,000 four year olds.		The Early Childhood Block Grant which includes an 11% set aside for infants and toddlers actually increased \$30 M from \$213.6 M to \$243.6 M.

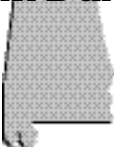











Quality Pre-Kindergarten for All: State Legislative Report

STATE	BUDGET	POLICY/NOTES
Indiana 	No state-funded pre-kindergarten program or state-funded Head Start.	 Governor fought hard for pre-kindergarten and lost, but then set up by Executive Order the Indiana Commission for Early Learning and School Readiness.
Iowa 	The budget for the <i>Shared Visions</i> program was flat-funded at \$6,850,000. In Fall 2001, this program served 511 three year olds and 1,556 four year olds.	
Kansas 	The budget for the <i>At-Risk Four-Year-Old Children Preschool Program</i> was flat-funded at \$12,700,000. In Fall 2001, this program served 5,453 four year olds.	
Kentucky 	The budget for the <i>Kentucky Preschool Program</i> decreased from \$56,360,000 to \$51,600,000. In Fall 2001, this program served 3,864 three year olds and 12,817 four year olds.	 This figure is part of the Governor's Continuing Spending Plan. The legislature and governor are still in budget negotiations.
Louisiana 	The budget for <i>LA 4</i> decreased slightly from \$49,566,097 to \$49,075,828. In Fall 2003, this program served 6,059 four year olds.	 Although funding decreased slightly, the state replaced \$18 M in federal TANF funds with \$18 M in General Revenue and consolidated <i>Starting Points</i> funding into LA4. This stabilizes the LA4 program and shows the state's commitment to pre-kindergarten.
Maine 	The budget for <i>Two-Year Kindergarten</i> increased from \$3,167,838 to \$3,836,002. In Fall 2003, this program served 1,474 four year olds.	
Maryland 	The budget for the <i>Extended Elementary Education Program</i> decreased from \$19,260,000 to \$16,854,688. In Fall 2001, this program served 11,000 four year olds.	 State passed the Bridge to Excellence in Education Act in 2002 which mandates full-day kindergarten for all children and pre-kindergarten for low-income children by the 2007-2008 school years. The act should bring an infusion of funds to state pre-kindergarten programs to offset the phase-out of the Extended Elementary Education program. It will not be clear until 2005 whether local school districts will spend these funds for pre-kindergarten.













STATE	BUDGET	POLICY/NOTES
Massachusetts 	The budgets for both the state pre-school program and Head Start were flat-funded for FY 2005, at \$68.6 million and \$6.1 million respectively.	Established Massachusetts Board and Department of Early Education and Care. Planning will take place this year, and the department will go into effect July 1, 2005.
Michigan 	The Michigan legislature has not yet passed a budget. The 2004 budget for the <i>Michigan School Readiness Program</i> was \$85,050,000. In Fall 2003, this program served 22,000 four year olds.	
Minnesota 	The budget for the <i>School Readiness Program</i> decreased from \$9,913,000 to \$9,068,246. In Fall 2003, this program served 38,063 four year olds.	The state provided \$17.1 M for Head Start, up from \$16.4 M in 2004.
Mississippi 	No state-funded pre-kindergarten program or state-funded Head Start.	
Missouri 	The budget for the <i>Missouri Preschool Project</i> was flat-funded at \$16,550,000. In Fall 2001, this program served 2,546 three year olds and 3,686 four year olds.	
Montana 	No state-funded pre-kindergarten program or state-funded Head Start.	
Nebraska 	The budget for the <i>Early Childhood Program</i> was flat-funded at \$2,100,000. In Fall 2002, this program served 340 three year olds and 582 four year olds.	

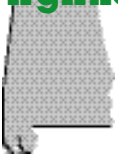

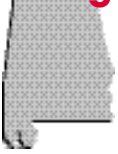







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STATE	BUDGET	POLICY/NOTES
<p>Nevada</p> 	<p>The budget for the <i>Comprehensive Prekindergarten Program</i> and the <i>Classroom on Wheels (COW)</i> programs were flat-funded at \$2,595,583 and \$301,000 respectively. In Fall 2003, the <i>Comprehensive Pre-K Program</i> served 812 three and four year olds and the <i>COW Program</i> served 242 three and four year olds.</p>	
<p>New Hampshire</p> 	<p>No state-funded pre-kindergarten program.</p>	
<p>New Jersey</p> 	<p>The budget for the <i>Abbott</i> program increased from \$522,396,114 to \$549,096,771. In Fall 2003, 38,011 three and four year olds were served in <i>Abbott</i> programs. The <i>Early Childhood Program Aid</i> was flat-funded at \$30,000,000. In Fall 2003, this program served 135 three year olds and 7,374 four year olds. The <i>Early Launch to Learning Initiative</i>, a new program, was appropriated \$15,000,000.</p>	
<p>New Mexico</p> 	<p>The budget for the <i>New Mexico Preschool Program</i> was flat-funded at \$1,697,500. In Fall 2003, this program served 867 three and four year olds.</p>	
<p>New York</p> 	<p>The budget for the <i>Universal Prekindergarten Program</i> will be flat-funded at \$201,940,000 for the 2004-05 school year. In Fall 2003, the UPK Program served 58,825 four year olds. The Targeted Program will be flat-funded at \$50,000,000 and will serve 13,818 three and four year olds.</p>	
<p>North Carolina</p> 	<p>The budget for the <i>More at Four Pre-Kindergarten Program</i> increased from \$43,100,000 to \$51,133,145. In Fall 2003, this program served 10,000 four year olds.</p>	

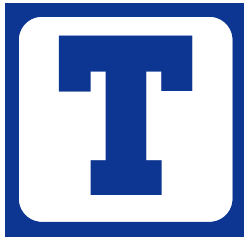
STATE	BUDGET	POLICY/NOTES
North Dakota 	No state-funded pre-kindergarten program or state-funded Head Start.	
Ohio 	The budget for the <i>Ohio Public Preschool Program</i> was flat-funded at \$19,018,551. In Fall 2001, this program served 1,866 three year olds and 3,733 four year olds.	
Oklahoma 	The <i>Early Childhood Four-Year-Old Program</i> is funded through the school funding formula. The 2004 allocation was \$72,703,360. In Fall 2003, this program served 30,180 four year olds.	
Oregon 	The budget for the <i>Oregon Head Start Prekindergarten</i> was flat-funded at \$26,650,000. In Fall 2003, this program served 15,952 three year olds and four year olds.	
Pennsylvania 	Pennsylvania established the <i>Accountability Block Grant</i> for use in a number of different education initiatives. Of the \$250 million, \$9,358,000 is being used by local school district to create pre-kindergarten programs.	
Rhode Island 	The budget for the <i>Early Childhood Investment Fund</i> was flat-funded at \$6,600,000. Districts may choose to use this fund for pre-kindergarten programs in their schools, but enrollment figures are not tracked.	

Quality Pre-Kindergarten for All: State Legislative Report

STATE	BUDGET	POLICY/NOTES
 <p>South Carolina</p>	<p>The budget for the <i>Half-Day Child Development Program (4K)</i> decreased from \$22,870,000 to \$21,830,000. In Fall 2001, this program served 350 three year olds and 15,650 four year olds.</p>	
 <p>South Dakota</p>	<p>No state-funded pre-kindergarten program or state-funded Head Start.</p>	
 <p>Tennessee</p>	<p>The budget for the <i>Early Childhood Education Pilot Project</i> was flat-funded at \$10,000,000. In 2002 - 2003, this program served 800 three year olds and 2,400 four year olds.</p>	 <p>Tennessee started a lottery in 2004; the profits fund the HOPE Scholarship. The Governor has stated publicly that he hopes up to \$8 M from this fund can go to pre-kindergarten.</p>
 <p>Texas</p>	<p><i>Public School Prekindergarten</i>, a 1/2-day program for at risk and poor four year olds, was flat funded at \$343,000,000. In Fall 2002, this program served 13,256 three year olds and 139,706 four year olds. Districts may apply for the Pre-K Expansion Grant funds (FY 05 appropriation is \$92.5 M) to provide full day services. In 2003 - 04, the grant program served 48,243 three and four year olds. It is expected in serve 49,235 in 2004 - 2005.</p>	
 <p>Utah</p>	<p>No state-funded pre-kindergarten program or state-funded Head Start.</p>	
 <p>Vermont</p>	<p>The budget for the <i>Early Education Initiative</i> was flat funded at \$1,328,000. In Fall 2003, this program served 1,146 three and four year olds.</p>	

STATE	BUDGET	POLICY/NOTES
<p>Virginia</p> 	<p>The budget for the <i>Virginia Preschool Initiative</i> increased from \$18,900,000 to \$47,427,673. In Fall 2003, this program served 5,858 four year olds.</p>	 <p>The <i>VA Preschool Initiative</i> was previously open to 60% of at-risk students not served by Head Start. Legislation passed this year increased that to 90% for the 04-05 school year and 100% for the 05-06 school year. The FY 06 budget is expected to increase again to \$53.2 M.</p>
<p>Washington</p> 	<p>The budget for the <i>Early Childhood Education and Assistance Program</i> decreased from \$30,526,722 to \$30,363,468. In Fall 2001, this program served 1,320 three year olds and 5,291 four year olds.</p>	 <p>A ballot initiative will be decided by voters on Nov. 2, 2004 which would raise the sales tax by 1 cent to provide funding for pre-kindergarten to higher education. \$100 M would be allocated to significantly expand pre-kindergarten in the state.</p>
<p>West Virginia</p> 	<p>The budget for <i>Public School Early Childhood Education</i> decreased from \$37,640,000 to \$34,800,000. In Fall 2003, this program served 7,924 three year olds and four year olds.</p>	
<p>Wisconsin</p> 	<p><i>Four-Year-Old Kindergarten</i> is funded through the school funding formula in Wisconsin and the number of children participating increased. The 2004 allocation was \$45,000,000. In 2003-2004 this program served 16,957 four year olds.</p>	 <p>Pre-Kindergarten funds are provided through the school funding formula to districts that want to participate. An estimated \$1,576,476 will be allocated to pre-kindergarten based on an assumed steady increase in the school funding formula.</p>
<p>Wyoming</p> 	<p>No state-funded pre-kindergarten program or state-funded Head Start.</p>	

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