

November 2005

Votes Count:
Legislative Action on Pre-K
Fiscal Year 2006





November 2005

Dear Colleagues,

With the release of *Votes Count: Legislative Action on Pre-K Fiscal Year 2006*, Pre-K Now documents a significant, positive trend. This report acknowledges the 26 state legislatures and the City Council of the District of Columbia, which increased investments in pre-k programs for fiscal year 2006. These increases total just over \$600 million, the largest single-year jump in state pre-k funding in five years. We also anticipate increases in four states where budget numbers were not available at press time. This significant rise in pre-k funding, generated by both Republican- and Democrat-led legislatures, exemplifies a national movement that transcends political ideology.

Votes Count recognizes legislative leadership on pre-k as reflected in budgets approved by state legislatures and the DC city council. We highlight three states where legislatures and governors collaborated, as well as two where legislators championed the cause of pre-k in the absence of gubernatorial leadership.

While we are very pleased to report generally good news, we must not overlook those states that failed to act in the best interest of children. This report identifies legislatures where partisan squabbling stymied important allocations. Additionally, in certain states, economic and other issues were exploited to cloak political motives unfriendly to pre-k, and we take this opportunity to shine a light on legislatures that prioritized partisan bickering over children.

As gratified as we are by this year's progress, Pre-K Now and our partners cannot rest. Forward momentum in 26 states and the District of Columbia, while heartening, is not enough. Children in 20 states are still being left behind.

Pre-K Now mourns with and sends our encouragement and condolences to those affected by the recent hurricanes. Wherever displaced families choose to relocate, they will bring young children with them. Pre-K Now insists that our vision – a nation in which every child enters kindergarten prepared to succeed – is a vital component of the disaster recovery. Our elected leaders must continue to build a better future for our youngest citizens.

Pre-K Now hopes readers find the news in *Votes Count* as encouraging as we do, and we offer our continued support to state lawmakers as they champion high-quality pre-k for all.

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

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

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For fiscal year 2006, 26 state legislatures and the DC city council have committed to do the right thing for young children and for their states' financial futures. These forward-thinking leaders made the wise and responsible decision to increase funding for high-quality voluntary pre-kindergarten.

With four more states projecting increases for FY06, this represents a doubling of the 15 legislatures that increased funding for pre-k just one year ago. These numbers are a clear indicator of strong momentum in the pre-k-for-all movement.

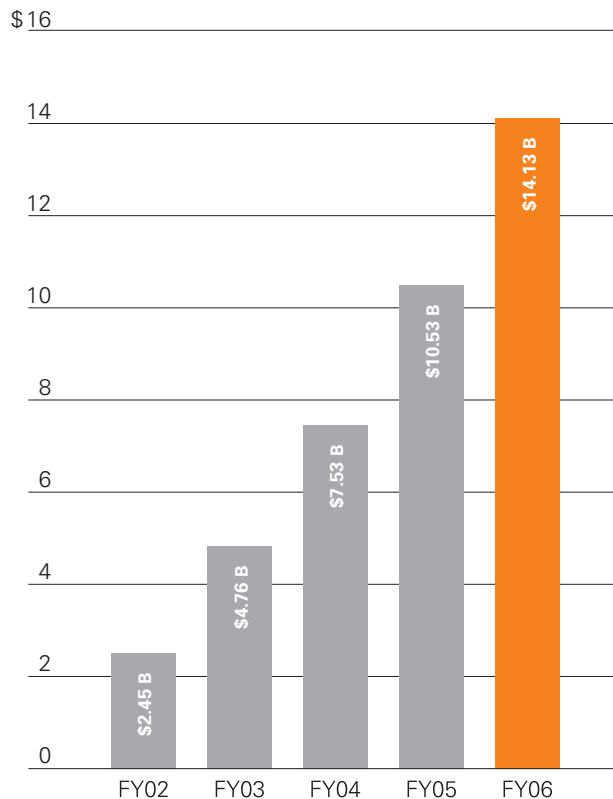
Introduction

By now, most state legislatures have completed the work of the 2005 session; the *yeas* and *nays* have been counted, and the results are in: pre-kindergarten had a winning year, garnering more than 600 million new dollars. These funds represent the largest single-year increase in pre-k funding in the past five years and bring cumulative spending during that period to more than \$14 billion.

In this year's session, Republican and Democratic legislators frequently united in support of pre-k. However, in a few states, partisan conflicts impeded efforts to do the right thing for children. Still, pre-k rarely emerged a loser as gains far outnumbered losses.

Cumulative Funding for Pre-K in 50 States and the District of Columbia

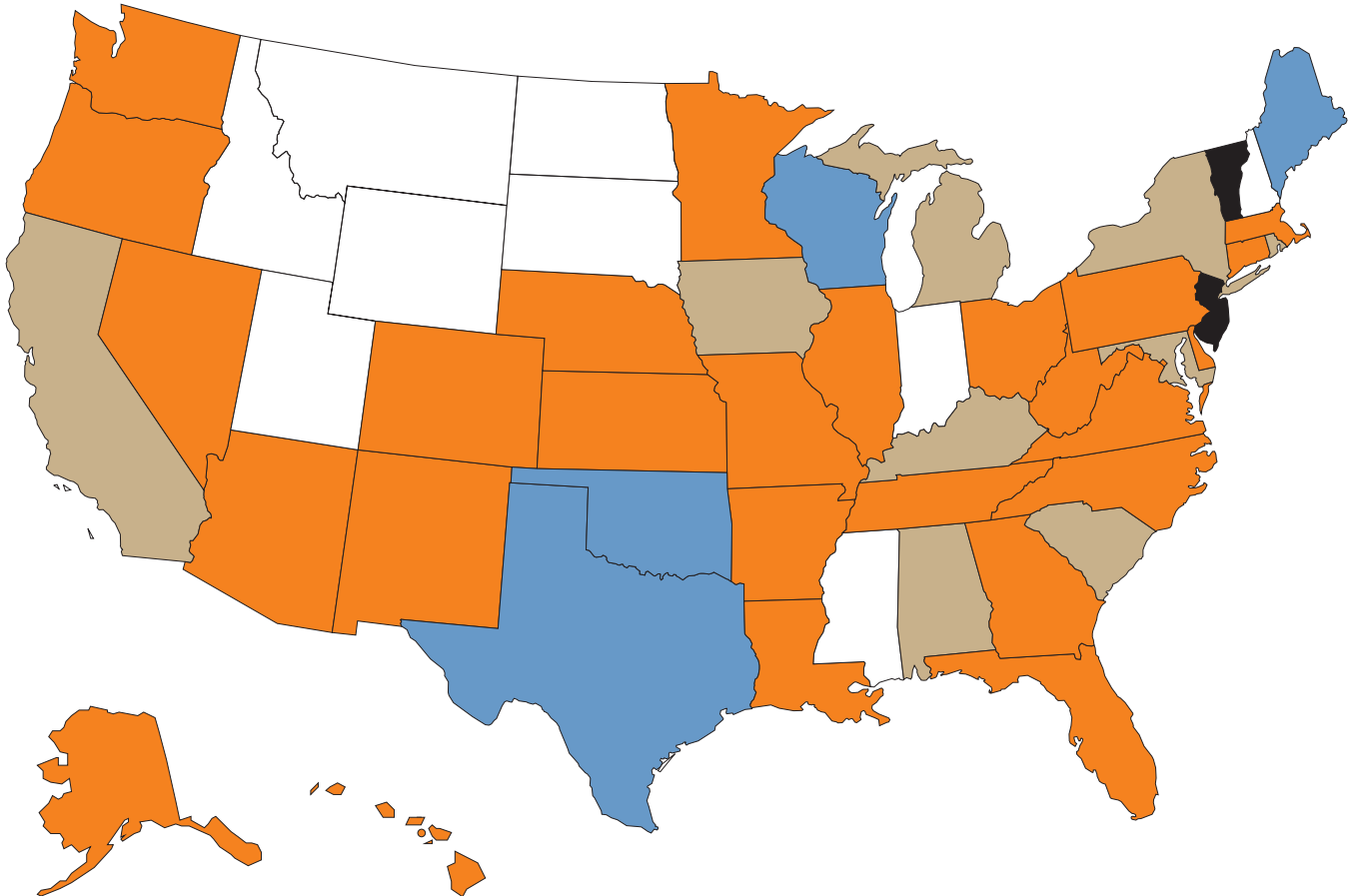
in billions of dollars



Pre-k allocations increased in 26 states and the District of Columbia with slight decreases in only two states: New Jersey and Vermont. Increases ranged from less than 1 percent to 250 percent and 10 states increased their investments by more than 30 percent. Numbers were not available at press time for four states in which we expect increases. Only nine states flat funded their pre-k programs, and nine other states still do not offer any pre-k program at all. In light of the trend that surrounds them, legislators in the 20 states with flat, reduced, or nonexistent funding will likely find it extremely difficult to defend those policies in the 2006 session.

Increased pre-k funding has truly become a national movement with only a few regional trends. Pre-k budgets rose from Alaska to Florida and Hawaii to Maine, from Wisconsin to Texas and Louisiana to Minnesota. Six of the 10 states to post increases of 30 percent or more were in the southeast: Arkansas, Florida, Louisiana, North Carolina, Tennessee, and Virginia. Flat funding of pre-k was concentrated in the eastern half of the country, with seven of the nine flat-funded states located east of the Mississippi River. Particularly disappointing is the fact that pre-k was flat funded in three of the country's most populous states: California, Michigan, and New York.

While spotlighting a few standout states, this report examines the 2005 legislative process and outcomes for fiscal year 2006 in all 50 states and the District of Columbia. In these tough fiscal times, successes were hard-won in some states, especially two that significantly expanded small, pilot pre-k programs. These legislative efforts resulted in a diverse spectrum of outcomes and employed myriad and sometimes surprising strategies for achieving those results.



Legislative Action on Pre-K Budgets

This map demonstrates that more than half of U.S. legislatures recognize the importance of increased investments in pre-k. This trend is new to the West and Southwest with seven states in those regions increasing pre-k budgets compared to just two in FY05. Pre-K Now anticipates that the four states for which budget figures are not yet available will increase funding for pre-k, bringing the total number of states with increases to 30.

- Increased Investment in Pre-K
- Anticipated Increased Investment in Pre-K
- Flat Investment in Pre-K
- Decreased Investment in Pre-K
- No State Pre-K Program

Spirit of Cooperation

When legislators who understand the effects of high-quality pre-k partnered with forward-thinking governors, reasoned debate led to actions that benefited young children, schools, communities, and state budgets. These leaders prioritized good policy over personal glory and did the right thing for their states' children. In three states in particular, Illinois, Tennessee, and Louisiana, executive-legislative teamwork netted significant gains for children.

Despite a \$2 billion budget shortfall, **Illinois** Governor Rod Blagojevich (D) set as a top priority the fulfillment of his promise to increase investment in the *Early Childhood Block Grant* – which supports pre-k and programs for infants and toddlers – by \$90 million over three years. His strong leadership sent a no-nonsense message to the legislature: pre-k funding is not up for discussion. Legislators agreed. With less acrimony between the governor and the legislature than in past years, this year's third \$30 million increase faced little opposition. These increases to early education have totaled up to \$180 million in new money across fiscal years 2004, 2005, and 2006.

One leading champion, Rep. Roger Eddy (R-Hutsonville), spoke to Pre-K Now about Illinois's pre-k success. "Until all Illinois children have access to pre-k," Eddy said, "we're not going to stop beating this drum." Reflecting on the research on brain development in young children, he concluded, "You can't fight physiology. Whether a young child should have the opportunity to receive quality pre-k is not a partisan issue."

Illinois Rep. Roger Eddy (R-Hutsonville)

Whether a young child should have the opportunity to receive quality pre-k is not a partisan issue.

Tennessee celebrated a similar cooperative victory. Legislators from both parties voted overwhelmingly – 75 to 21 in the House and unanimously in the Senate – to approve Governor Phil Bredesen's (D) proposed 250 percent increase in funding for the *Early Childhood Education and Parent Involvement* program. This vote demonstrated that pre-k enjoys strong support not only from both the executive and legislative branches, but from both parties as well.

Rep. Doug Overbey (R-Maryville) is among those who voted for the bill. In explaining his support, he cites the strong demand in his home county for *Head Start* programs, which are already full to capacity and have waiting lists, and he notes, "The first years are very important."

Initially, the proposal met some resistance in the Senate, most volubly from Senator Steve Cohen (D-Memphis). He expressed concern that the governor's plan financed pre-k using lottery funds earmarked mainly for college scholarships. (Although the legislation that established the lottery allowed funds to be used for early education, none had been used in this way prior to FY05.) Other legislators worried about the possible exclusion of faith-based pre-k providers. In the end, the merits of pre-k won wide support, and the logistical and funding issues were resolved. The additional funding will serve 6,000 new children, and significantly expand a small, high-quality pre-k program.

In **Louisiana**, home to another high-quality pre-k program, the idea of “public school classes for four year olds” used to trigger skepticism in the legislature and elsewhere. Skeptics have been converted to advocates over the past four years by explosive growth in pre-k enrollment – from 2,000 students in 2002 to 9,796 in 2004 – and improved test scores statewide. Before and during those years, State Superintendent of Education Cecil Picard played a critical role in promoting increased funding for *LA4*, the state’s high-quality pre-k program. Early in 2005, Governor Kathleen Blanco (D) asked for a \$20 million expansion of *LA4* in FY06. Embedded in the general appropriations budget, the increase faced no formal opposition during the legislative session. Superintendent Picard’s years of leadership and education on the issue made the governor’s proposal an easy sell. It received strong support and passed without debate.

The devastation wrought by Hurricane Katrina and compounded by Hurricane Rita will almost certainly mandate a renegotiation of the Louisiana budget. As the legislature considers the best investments to restore New Orleans and the Gulf Coast, pre-k should be considered an essential component of the recovery. Returning families will first seek safety and security, followed quickly by the services that keep them healthy and whole and provide hope for the future. Education will need to be restored as well as jobs, with pre-k playing a role in both sectors no less important than that of K-12 schools.

Pre-K Now is very pleased that Louisiana lawmakers appear to understand and share this view. The bipartisan hurricane recovery plan introduced by Louisiana Senators Mary Landrieu (D) and David Vitter (R) proposes \$600 million for early education programs in addition to funding for K-12 education, capital reconstruction, and other critical needs.

In Illinois, Louisiana, and Tennessee, governors’ robust proposals won solid victories and fostered spirited debate about children’s issues in their statehouses. These states epitomize cooperative governance in support of sound early childhood policy, and the resulting collaboration and bipartisanship produced impressive successes for children and families as well as state budgets.

Strengthening the Foundations

Infrastructure development was a significant component of FY06 pre-k efforts in several legislatures. Rather than budgeting solely to serve more children in the short term, these states took steps to establish or strengthen systems so they might better serve more children in the future.

- **Connecticut** created an Early Childhood Education Cabinet and both required and enabled new professional standards for teachers.
 - **Massachusetts** invested over \$20 million to expand access and establish systems of assessment, evaluation, and workforce development.
 - **Pennsylvania** initiated a public-private partnership to increase pre-k quality, and the State Board of Education issued new standards of quality.
 - **Texas** committed to study pre-k resource needs and financing options and to continue to work toward the integration of pre-k delivery systems.
 - **Virginia** formed an Early Learning Council to explore potential increased economic growth and job creation through investment in young people.
 - **Washington** initiated an Early Learning Council to set quality standards and expand access to pre-k.
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Going It Alone

Sometimes a legislature champions pre-k without strong executive support. This year, in two states where governors recommended flat funding for pre-k, the legislatures ignored these proposals and identified funding to strengthen and expand the states' pre-k programs.

Families of young children in **Arkansas** can be grateful to many dedicated legislative leaders: Rep. LeRoy Dangeau (D-Wynne), Rep. Ken Cowling (D-Foreman), Sen. David Bisbee (R-Rogers), Sen. Shane Broadway (D-Bryant), Senate President Pro Tempore Jim Argue (D-Little Rock), and others. Two strategies – a general fund investment and a tax on beer – generated sufficient revenue to increase funding for pre-k. Although Governor Mike Huckabee (R) recommended flat funding for the *Arkansas Better Chance* program, decisive legislative action resulted in an increase to the Department of Education's pre-k budget of \$20 million.

Rep. Dangeau notes that, “It was a hard sell for some of our legislators for a while, but we looked at the very compelling research on young children’s brain development and convinced them that this is the direction we need to go.”

One significant development from the Arkansas session is that the Department of Education is required to identify alternate sources of revenue to replace the beer tax before the 2007 legislative session. Until then, legislators have postponed the slated 2005 sunset of the 3 percent retail excise tax on beer, which was instituted in 2001 as a temporary funding source for pre-k. The state’s strong beer lobby put up substantial resistance to the extended sunset until the end of the session, when they removed their opposition and accepted the new 2007 deadline. The total annual appropriation for quality pre-k in Arkansas is now just over \$71 million including a \$60 million increase in new funds for the expansion of the *Arkansas Better Chance* program since July 2004.



Prioritizing Quality*

Most of the states highlighted in this report received high marks according to the 10 benchmarks of quality in the *2004 State Preschool Yearbook* from NIEER. Now that Nebraska's pre-k funding is increasing, the governor, legislature, and Department of Education should begin to address the gap evident below. Without higher quality, Nebraska's pre-k programs won't reap the results legislators expect from their increased investment.

2004 NIEER Quality Standards Checklist Totals

Arkansas	10
Illinois	9
Louisiana	8
Tennessee	8
Nebraska	6

*Source: Barnett, et. al., NIEER: *The State of Preschool: 2004 State Preschool Yearbook*.

Although the new governor, Dave Heineman (R), did not have pre-k on his agenda, **Nebraska's** nonpartisan, unicameral legislature created an effective long-term strategy for pre-k and appropriated additional funding to immediately expand the program. Senator Ron Raikes (I-Lincoln), chair of the Senate Committee on Education, introduced a bill that will gradually shift pre-k funding into the state's school funding formula. When pre-k funding is embedded as part of a state's broader financing for schools, it becomes more sustainable and loses much of its vulnerability. Further, this approach unites the interests of pre-k with those of the larger education system and positions pre-k as an essential component of school reform.

To be eligible for these more stable and reliable funds, Nebraska programs must have received state pre-k grant funds for three years. Therefore, existing programs will be the first to receive funds through the school funding formula, freeing up state grant funds for new programs that will also eventually get school funding formula dollars.

Before the session began, Raikes worked with Senator Diana Schimek (I-Lincoln), several other senators, and state advocates to build support for this major funding change. However, Nebraska was facing a tight fiscal picture early in the session; so Raikes's coalition developed a creative strategy that helped address lawmakers' fiscal concerns and secure support for the bill. Raikes proposed to defer implementation of the funding shift to the 2007-09 biennium budget, allowing time for the state's financial situation to improve. This solution satisfied legislators and Raikes's bill passed with a unanimous vote.

In addition, the legislature recommended a 75 percent increase in the appropriations budget for the existing Early Childhood Grant Program for FY05-06 to continue the expansion of pre-k in the short term. "A late-April revenue forecast for the state increased budget flexibility and made it possible to do what we did," said Senator Raikes. This increase in grant funds will be used to launch nine new programs and expand enrollment in existing programs, and to serve 600 new children starting in January 2006.

In Nebraska and Arkansas legislators did the right thing when the educational future of children was at stake and the governors failed to lead on the issue. The outcomes were victories for families in those states as well as for the lawmakers who took up their cause.

Unfinished Business

In **Iowa** a GOP-led House of Representatives and an evenly divided Senate debated Governor Tom Vilsack's (D) proposed \$20 million FY06 funding increase for the state's pre-k program, *Shared Visions*. The governor framed his proposal as a down payment on a much larger, multi-year investment.

House Republicans reacted to the governor's proposal by presenting their own bill. Their "Republican Plan" allocated \$12 million, \$8 million less than the governor's bill, to the Community Empowerment program, which funds a variety of services for young children, for distribution to local boards.

The Senate worked past the end of the session to cobble together a compromise budget. What reached the governor's desk did not include any new funding for *Shared Visions*, and instead allocated \$4.65 million – less than 25 percent of the governor's recommendation – for pre-k scholarships, which again would be dispensed through the state's Community Empowerment program. Advocates were unable to secure a guarantee that funds would go only to programs that meet or are on a documented path toward important and achievable quality standards.

While Iowa's children will benefit from expanded early childhood services, the high quality necessary to achieve measurable school readiness gains may be lacking in many of the programs that receive scholarship funds. The final state budget did include important provisions to enhance early childhood services such as increased childcare-subsidy eligibility, establishment of a quality-rating system, and support for professional development. However, none of these initiatives expand access to *Shared Visions*, which will continue to serve just 5 percent of the state's four year olds¹ at a flat, 11-year-old funding level.

New Mexico was another site of fierce partisan conflict between legislators and the governor. The *New Mexico Pre-K Program* received just over half of the \$9 million in funding proposed by Governor Bill Richardson (D). Of the \$4.95 million final appropriation for pre-k, \$4 million will be used to boost access to pre-k and the remainder, nearly \$1 million, is set aside for professional development and other quality supports. The new funding is a substantial win for pre-k in the state, but as in Iowa, political divisions short-changed children.

The legislature countered Richardson's proposed \$9 million in recurring funds with an offer of \$4 million in nonrecurring funds. Richardson threatened a veto and a special session to pressure lawmakers to approve his pre-k initiative. In an effort to address the concerns of legislators troubled by the potential future costs of pre-k, the bill was repeatedly rewritten.

With only three days remaining in New Mexico's 60-day legislative session, re-drafting of the bill continued. The 10th draft, which featured a nonrecurring appropriation of \$4.95 million, finally passed both houses.



Far fewer of New Mexico's four year olds will have access to pre-k than would have under the governor's plan, though 1,500 new children will be served. On a more positive note, New Mexico is wisely funding efforts to improve teacher training and qualifications. Twenty percent of new pre-k funding has been allocated for professional development to enhance teacher and classroom quality.

In **Florida**, the legislature sacrificed the quality of its new pre-k program. In 2002, Florida voters mandated, through a constitutional amendment, that their legislature create a high-quality, voluntary, statewide pre-k program for all four year olds.

Pre-k got off to a shaky start in the regular 2004 session when Governor Bush vetoed legislation that dramatically failed to meet quality expectations. A special session in December 2004 produced a final bill that was only slightly better. Although it capped class size at 18 children and set a ratio of one teacher for every 10 children, fundamental standards of quality, particularly high teacher qualifications and proper assessment practices were missing.

Florida's pre-k teachers are only required to hold a Child Development Associate (CDA)² credential, not a college degree. The bill sets only "aspirational goals" that within five years teachers will hold a two-year AA degree and in another three years, a four-year BA degree. Although a current shortage of potential teachers with BA degrees likely motivated these decisions, had the legislature made future college degrees mandatory, it would have inspired greater confidence in their purported intent to provide a high-quality program and would have spurred growth in teacher-education programs.

Florida Rep. Lorraine Ausley (D-Leon)

I hope that we can continue working on some of the deficiencies in this bill so we can have a program that really represents quality for our four year olds.

The Florida program was further compromised when, in 2005, the legislature appropriated far less than needed for a quality program. The \$387 million appropriation left providers uncertain whether they could afford to offer pre-k programs at all. With Florida's existing high-quality programs spending between \$4,000 and \$7,000 per child, state-funded programs have only \$2,500 per child, just \$4.63 per hour for program and administrative costs. Consequently, far fewer children than had been expected are enrolled in the state program, with particularly low enrollment in some low-income, rural areas³ that arguably need pre-k the most.

In Iowa and New Mexico, partisan rivalries shortchanged children. In Florida, the legislature has made only a half-hearted attempt to implement a popular mandate, and as a result, an exciting opportunity to improve the lives of children has been largely undermined.

Partisan Paralysis

Eight years ago, after 1997 legislation laid out a plan to offer voluntary pre-k through the state's 680 school districts; **New York** was at the forefront of the pre-k-for-all movement. Structured to phase in over a four-year period beginning in 1998, the program's funding started at \$67 million for the first year and was supposed to increase to \$500 million. In the 1998-99 school year, 65 school districts served more than 18,000 children and, through annual increases, the program continued to grow. By 2001, 188 districts offered pre-k to more than 55,000 children. At that time, *Education Week* declared New York's pre-k program a national model.

With just over \$200 million allocated in the FY00 budget, the state was well on its way to the goal of \$500 million per year. The 2001 legislative session should have resulted in a significant budget leap toward that goal, but partisan political bickering interfered and legislators passed a bare-bones budget with flat funding for pre-k.

After 9/11, funding stalled, largely because of the financial demands of recovery. However, political battles persisted, and they continue to be a factor in New York's chronic flat pre-k funding.

In the absence of full funding for pre-k, advocates have worked diligently to inform public and policy-maker opinion, positioning pre-k philosophically within the larger education system – pre-k through high school – as a grade like any other. Tom Rogers, executive director of the New York State Council of School Superintendents, exemplifies this shift in perspective. “When I came here I was a pre-k agnostic,” he says, “and today I am a pre-k disciple.”

Hope is emerging from other directions, too. Twelve years ago, the Campaign for Fiscal Equity sued the state to reform school finance and the outcomes of this lawsuit will soon have a palpable affect on the status of pre-k. This year, the New York Board of Regents recommended statewide pre-k for all three and four year olds and proposed that the state allocate 99 million new dollars to fund the program.

However, only the legislature can implement such recommendations. The time has come for the New York legislature to keep its eight-year-old promise and make pre-k available to all who choose it.

The **Michigan** legislature has many convenient excuses for stubbornly flat funding pre-k and making deep cuts to other early childhood services while simultaneously reducing taxes that once bolstered general revenue. However, many states facing even more pronounced budgetary challenges have found the dollars needed to support high-quality, voluntary pre-k for all.

And until recently, Michigan, too, was making smart fiscal decisions on behalf of young children. The *Michigan School Readiness Program (MSRP)* started in 1986 and received modest increases almost every year until 2001. Since then, however, the good sense that previously drove pre-k policy has been replaced with apathy. The first blow to pre-k was the elimination, after a brief pilot phase, of funds for full-day programming.

To date, pre-k in Michigan has endured five years of flat funding with no new dollars on the horizon. This policy is especially puzzling given a recent evaluation of Michigan's pre-k program⁴, which found that children who attended the program scored significantly higher in all areas in kindergarten

than those who did not. Further, a comparison group of at-risk children who did not attend pre-k was more than twice as likely as pre-k participants to have been held back at least once by the time they entered third grade.

These results alone should compel more legislative enthusiasm for pre-k. But if they're not enough, there is also ample economic research indicating that holding unprepared students back a grade generates significant costs to state education budgets.

Sparse revenue has been one commonly heard rationale for Michigan's flat pre-k funding, but the real story is more politics than pennies. The Republican-led legislature routinely blocks initiatives from Democratic Governor Jennifer Granholm. While there are certainly real, ideological differences that account for some of the conflict, partisan animosities are also in play.

Exacerbating the tension, the governor launched the Early Childhood Investment Corporation in 2005 without first securing legislative support. This public-private partnership will blend philanthropic funds with dollars from the federal Child Care and Development Block Grant that are designated for quality improvements, but it will eventually also need to include state revenues in its funding mix. The governor is now belatedly working to sell her strategy to legislative leaders.

As Illinois Rep. Roger Eddy (R-Hutsonville) said, "From a legislative standpoint, pre-k is an investment rather than an expense, and one that makes our other educational investments more effective." New York and Michigan, both seeking to recover from an economic downturn, are missing an obvious and documented solution.

Formula for Success*

Several states now fund pre-k for all four year olds through the school funding formula, which is a smart approach to ensuring program stability. Typically the funding uses tax base- and attendance-driven formulas to fund public school grades K-12. *Head Start* and private pre-k providers may also participate by contracting with local school districts. When pre-k is part of the education budget, it is largely protected from fluctuations in the economy and belt-tightening budgets.

Oklahoma has the largest voluntary program supported through school funding; the pilot program started in 1980 and opened the doors to all four year olds in 1998. Enrollment now reaches over 64 percent of eligible children. The **District of Columbia** also finances pre-k through the school funding formula, and that program serves more than 50 percent of the city's four year olds.

Maine, Vermont, West Virginia, and Wisconsin also fund pre-k through the funding formula. West Virginia has boldly set a deadline for full access for all the state's four year olds by 2012-13. In the other states pre-k is growing more slowly because many superintendents have not pushed to set up programs.

Nebraska will join the ranks of these states when it begins funding pre-k through the school funding formula with the 2007-09 biennium budget (see page 6).

*Source: Barnett, et. al., NIEER: *The State of Preschool: 2004 State Preschool Yearbook*.

Conclusion

The votes have been counted and the results are in. Almost 120,000 more children have gained access to a program that can start them on the road to success in school, reduce developmental delays, and help change the face of our nation's education system. As these newly enrolled children venture into pre-k classrooms around the country, many hard-working state representatives and senators can feel proud of their accomplishments in the 2005 legislative session. In saying 'yea' to a budget or a bill, 'yea' to a compromise or committee vote, they have said yes to success for a new generation.

Endnotes

¹ W. Steven Barnett, Hustedt, Jason T., Robin, Kenneth B, and Schulman, Karen L., *The State of Preschool: 2004 State Preschool Yearbook* (New Brunswick: National Institute for Early Education Research (NIEER), Rutgers, The State University of New Jersey, 2004).

² CDAs, which require the teacher to document minimum competencies, can be earned in less than a year with the equivalent of about 12 college credit hours past a high school diploma or GED, and be maintained with just 10 clock hours of annual training.

³ Leslie Postal, "Response to Pre-K Is Spotty," *Orlando Sentinel*, Oct. 14, 2005.

⁴ Z. Xiang, Schweinhart, L., Hohmann, C., Smith, C., Storer, E., and Oden, Sherri, *Points of Light: Third Year Report of the Michigan School Readiness Program* (Ypsilanti, MI: High/Scope Educational Research Foundation, 2000).

FY06 Pre-K Budgets at a Glance

This chart documents pre-k budget allocations for FY 2006 by all 50 state legislatures and the City Council of the District of Columbia. Twenty-six states and the District have increased pre-k investments, nine states are flat funded, and nine more have no program at all. Two decreased their investment, and we anticipate increases in four states where figures for FY06 are not yet available. The total annual increase comes to more than \$600 million.

Alabama



0%

Alabama's Office of School Readiness and Department of Education received **flat funding** of \$3.3 million and \$2.3 million, respectively, for pre-k services.

Alaska



0.16%

Alaska's *Head Start* programs received a small **increase** in state funding from \$6.32 million to \$6.33 million. The state has no pre-k program of its own.

A task force chaired by First Lady Nancy Murkowski was created to guide development of a state pre-k system.







Arizona















0.052%







Arizona's *Early Childhood Block Grant* received a slight **increase** in funding from \$19.41 million to \$19.42 million.







Governor Janet Napolitano has created the School Readiness Action Plan, a five-year strategy for building the state's early childhood education and health services to ensure that all Arizona children are healthy and prepared upon entering first grade.







State and Percent Change	Change in Budget, FY05 to FY06	Policy / Notes
Arkansas  39.06%	The <i>Arkansas Better Chance</i> program received an increase from \$51.2 million to \$71.2 million.	5,000 new children will be served, and NIEER will conduct an impact study to be released in 2006. Arkansas's K-12 system is under a court order to reform, which will likely affect pre-k funding.
California  0%	The <i>California State Preschool</i> program received flat funding of \$325.4 million.	Local, county-based initiatives expanded pre-k services in some areas using funding from a tobacco tax. A statewide initiative slated for the June 2006 statewide ballot proposes an additional 1.7% income tax on individuals earning more than \$400,000 and couples earning more than \$800,000 per year to generate funds for pre-k for all four year olds.
Colorado  38.74%	The <i>Colorado Preschool Program</i> received a projected increase from \$27.1 million to \$37.6 million, but the exact figure won't be confirmed until December, 2005.	The legislature unfortunately cut \$2.5 million for charter school funding from the Public School Finance Act and shifted it to pay for 1,300 more pre-k spots.
Connecticut  6.8%	Connecticut's <i>School Readiness Program</i> received an increase from \$53.2 million to \$56.8 million.	Funding for the <i>School Readiness Program</i> approved in the 2005 session also included capital development funds, expansion grants, professional development scholarships, and a new Early Childhood Education Cabinet, which will guide a more comprehensive birth-to-five system.
Delaware  8.2%	Delaware's <i>Early Childhood Assistance Program</i> received an increase from \$4.9 million to \$5.3 million.	
Florida  New Program	Florida's new <i>Universal Pre-K</i> program received first-year funding of \$387 million. There was no pre-k program in FY05, as Governor Bush vetoed legislation that would have established a program of insufficient quality.	Up to 150,000 new children can be served with this funding. As of October 2005, nearly 80,000 four year olds have enrolled, but children can enroll any time of year, including for a summer program.







State and Percent Change	Change in Budget, FY05 to FY06	Policy / Notes
Georgia  4.9%	Georgia's <i>Universal Pre-kindergarten</i> program received an increase from \$269.2 million to \$282.5 million.	The new funding added 40 new pre-k classes.
Hawaii  156.2%	Hawaii's <i>Preschool Open Doors Project</i> received an increase from \$3.2 million to \$8.2 million without legislative action, using existing departmental funds.	1,000 new children will be served, and the new funding also includes incentives for professional development and to use the Hawaii Preschool Content Standards. Additional quality improvements will be proposed in 2006.
Idaho  N/A	No state-funded pre-k program.	
Illinois  12.33%	The pre-k portion of the Illinois <i>Early Childhood Block Grant</i> received an increase from \$216.5 million to \$243.2 million.	Eleven percent of the Illinois <i>Early Childhood Block Grant</i> increase of \$30 million will fund birth-to-three programs, while 89 percent will go to pre-k.
Indiana  N/A	No state-funded pre-k program.	
Iowa  0%	Iowa's <i>Shared Visions</i> program received flat funding of \$11.3 million.	The \$4.65 million allocated to Community Empowerment boards is earmarked for pre-k scholarships but is not restricted to pre-k programs that meet quality standards.







State and Percent Change	Change in Budget, FY05 to FY06	Policy / Notes
Kansas  6.25%	The Kansas <i>At-Risk Four-Year-Old Children Preschool Program</i> received an increase from \$12.8 million to \$13.6 million.	The new money was added from Tobacco Settlement funds.
Kentucky  0%	After a decrease of almost \$5 million from FY04 to FY05, the <i>Kentucky Preschool Program</i> received flat funding of \$51.6 million.	
Louisiana  40.5%	Louisiana's <i>LA4</i> program received an increase from \$49.1 million to \$69 million.	3,600 new children will be served for a total of 36,400 children or 91.4 percent of the state's at-risk pre-k population.
Maine  Anticipated Increase	Maine offers pre-k through its school funding formula, so figures for FY06 are not yet available. The early childhood portion of Maine's school funding covers children ages four through nine and received an increase from \$3.2 million to \$3.8 million from FY04 to FY05.	The Maine Department of Education expects 15 new districts to implement pre-k, based on expressed interest and growth rate over the past year.
Maryland  0%	Maryland's <i>Extended Elementary Education Program</i> received flat funding of \$16.8 million; <i>Head Start</i> received flat state funding of \$3 million.	
Massachusetts  1.94%	The Massachusetts pre-k program, <i>Community Partnerships for Children</i> , and <i>Head Start</i> received increases from \$68.6 million to \$68.7 million and \$6.15 million to \$7.5 million, respectively.	Overall, increased investments in Massachusetts's early education and care programs totaled \$20 million for FY06, but most of this funding went to programs other than pre-k.

State and Percent Change	Change in Budget, FY05 to FY06	Policy / Notes
Michigan  0%	The <i>Michigan School Readiness Program</i> received flat funding of \$85 million.	
Minnesota  4.53%	Minnesota's <i>School Readiness Program</i> received a decrease from \$9.6 million to \$9 million. However, the <i>Early Childhood Family Education</i> program and <i>Head Start</i> received increases from \$17.1 million to \$19.1 million and \$13.96 million to \$14.4 million, respectively, for a total increase across the three programs.	
Mississippi  N/A	No state-funded pre-k program.	
Missouri  0.68%	The <i>Missouri Preschool Project</i> received a small increase from \$14.65 million to \$14.75 million.	
Montana  N/A	No state-funded pre-k program.	
Nebraska  76.19%	The <i>Nebraska Early Childhood Education Grant Program</i> received an increase from \$2.1 million to \$3.7 million.	Nebraska will gradually phase pre-k funding into the school funding formula, beginning in the 2007-09 biennium budget. This year's increase enables new program start ups and expansion of currently-funded programs.

State and Percent Change	Change in Budget, FY05 to FY06	Policy / Notes
Nevada  3.45%	Nevada's <i>Comprehensive Pre-Kindergarten</i> program and <i>Classroom on Wheels (COW)</i> program, combined, received an increase from \$2.9 million to \$3 million.	
New Hampshire  N/A	No state-funded pre-k program.	
New Jersey  -0.15%	New Jersey's <i>Abbott</i> preschools are projected to receive an increase from \$444.7 million to \$455 million. <i>Early Childhood Program Aid (ECPA)</i> received flat funding of \$30 million and the <i>Early Launch to Learning Initiative (ELLI)</i> received a decrease from \$15 million to \$4 million, resulting in a small overall decrease.	Although 3,000 new children may be served in <i>Abbott</i> preschools, <i>ELLI</i> funding cuts will result in 3,000 fewer children served through that program.
New Mexico  New Program	The <i>New Mexico Pre-K Program</i> received nonrecurring funding of \$5 million.	1,500 children will be served in the new program.
New York  0%	New York's <i>Universal Pre-Kindergarten</i> and <i>Targeted Pre-Kindergarten</i> (formerly known as <i>Experimental Pre-Kindergarten</i>), received flat funding of \$201.3 million and \$50.2 million, respectively.	The New York City Board of Education recently expanded pre-k at the local level, funding 1,000 new full-day spaces for children in the five boroughs.
North Carolina  30.33%	North Carolina's <i>More at Four</i> pre-k program received an increase from \$51.1 million to \$66.6 million.	The new Office of School Readiness was established, and 3,200 more children will be served.

State and Percent Change	Change in Budget, FY05 to FY06	Policy / Notes
North Dakota  N/A	No state-funded pre-k program.	
Ohio  23.09%	The <i>Ohio Public Preschool</i> program received a slight decrease from \$19.02 million to \$19 million and the program was renamed <i>Early Childhood Education</i> . The <i>Early Learning Initiative</i> (formerly <i>Head Start Plus</i>) received an increase from \$83 million to \$106.58 million.	
Oklahoma  Anticipated Increase	Oklahoma offers pre-k through its school funding formula; so figures for FY06 are not yet available. The <i>Early Childhood Four-Year-Old Program</i> received an increase from \$49.7 million to \$56.3 million from FY04 to FY05.	The Oklahoma Department of Education expects 10 new districts to provide pre-k in 2006.
Oregon  1.88%	<i>Oregon Head Start Pre-Kindergarten</i> received an increase from \$26.6 million to \$27.1 million.	
Pennsylvania  60.98%	The portion of Pennsylvania's <i>Accountability Block Grant</i> used by local school districts to create pre-k programs received flat funding of \$9.6 million, but <i>Head Start</i> received an increase from \$15 million to \$30 million.	
Rhode Island  0%	Rhode Island's <i>Early Childhood Investment Fund</i> received flat funding at \$6.8 million.	

State and Percent Change	Change in Budget, FY05 to FY06	Policy / Notes
South Carolina  0%	South Carolina's <i>Half-Day Child Development Program (4K)</i> , after a \$1 million decrease from FY04 to FY05, received flat funding of \$21.8 million.	
South Dakota  N/A	No state-funded pre-k program.	
Tennessee  250%	Tennessee's <i>Early Childhood Education Pilot Project</i> received an increase from \$10 million to \$35 million.	An additional 6,000 children will be served.
Texas  Anticipated Increase	Texas offers pre-k to children at risk through its school funding formula; so figures for FY06 are not yet available. The <i>Texas Public School Pre-Kindergarten Program</i> received an increase from \$364 million to \$388.3 million from FY04 to FY05.	The influx of more eligible children due to Hurricane Katrina will likely result in increased pre-k funding. Legislation in the 2005 session expanded sites in the <i>Texas Early Education Model (TEEM)</i> pilot, without expanding funding, and committed to a study of pre-k finance in the legislative interim.
Utah  N/A	No state-funded pre-k program.	
Vermont  -1.51%	The Vermont <i>Early Education Initiative</i> received a decrease from \$1.33 million to \$1.31 million.	Vermont's state education funding formula also permits public schools to fund pre-k. The pre-k portion of FY04 grants totaled \$5.26 million, an increase over the FY03 figure of \$4.2 million. FY05 figures will be available early in 2006.

State and Percent Change	Change in Budget, FY05 to FY06	Policy / Notes
Virginia  33.52%	The <i>Virginia Preschool Initiative</i> received an increase from \$34.9 million to \$46.6 million.	Virginia has increased pre-k funding by more than \$40 million since FY04, systematically working toward serving 100 percent of at-risk four year olds not currently served by <i>Head Start</i> .
Washington  6.67%	Washington's <i>Early Childhood Education and Assistance Program</i> received an increase from \$31.5 million to \$33.6 million.	
West Virginia  12.93%	West Virginia pre-k can be covered through the school funding formula. The <i>Public School Early Childhood Education</i> program received an increase from \$34.8 million to \$39.3 million.	Pre-k is available to about 40 percent of West Virginia's four year olds. Legislation passed to eliminate the requirement that districts cover first year costs before receiving reimbursement from the school funding formula.
Wisconsin  Anticipated Increase	Wisconsin offers pre-k through its school funding formula; so figures for FY06 are not yet available. <i>Four-Year-Old Kindergarten (4K)</i> received an estimated increase from \$43 million to \$54 million from FY04 to FY05.	The Wisconsin Department of Public Instruction expects 25 new districts to implement <i>4K</i> this year, based on summer program enrollments.
Wyoming  N/A	No state-funded pre-k program.	
Washington, DC  11.79%	Some DC pre-k is funded through the school funding formula, and some is in the budget of the Department of Human Services Office of Early Childhood Development. Combining these two sources, pre-k received an increase from \$67 million to \$74.9 million.	

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