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Votes Count:
Legislative Action on Pre-K
Fiscal Year 2009

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For FY09, 32 state legislatures and the Council of the District of Columbia wisely acted to increase their investments in high-quality, voluntary pre-kindergarten programs even in the face of declining revenues and rising deficits. They did so to provide immediate financial relief to struggling families, build the long-term human capital and workforce competitiveness of their states, and give more children a better chance to succeed in school, in life, and in the global economy.

These increases will bring total state pre-k funding to a record \$5.2 billion nationally and will provide pre-k opportunities to roughly 46,000 additional children across the country.

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Introduction

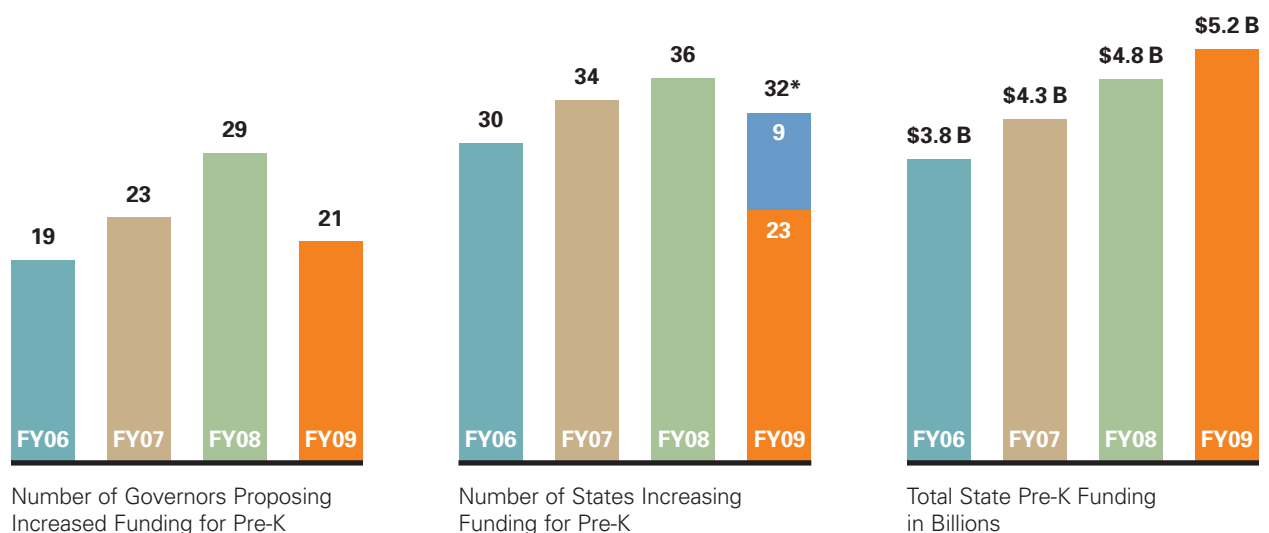
As economic conditions continue to worsen across the country, state lawmakers are looking for smart strategies that will lend help to families struggling under the weight of rising energy and food prices, falling home values, and declining buying power of their hard-earned dollars. High-quality, voluntary pre-kindergarten is precisely the sort of evidence-based, family-friendly program these concerned legislators are seeking. Accordingly, for FY09, 32 states and the District of Columbia are wisely increasing their pre-k investments.

For many working families, finding high-quality, early learning opportunities for their children involves considerable financial and emotional stress, adding to the hardships caused by a weak economy. Programs are often exorbitantly expensive or simply unavailable. Publicly funded pre-k programs support families by providing affordable, safe, and stable educational environments for young children. Most importantly, these programs prepare children to succeed in school, achieve higher levels of education, and become self-reliant citizens who earn more in adulthood and contribute to our national prosperity.

In addition to the many benefits children and families receive, business leaders and economists are talking about the long-term economic impacts of quality pre-k. Unlike many stop-gap fiscal stimulus measures, pre-k investments build value over time, ultimately helping our cities, states, and country be more productive, more competitive, and better able to weather challenging times. Returns on state pre-k investments span the public sector from K-12 education to criminal justice to public health to workforce development. In short, quality pre-k is smart economics – both for families and state governments.

For all these reasons, despite the grim fiscal outlook in the majority of states,¹ the analysis of FY09 budgets in this report, “Votes Count: Legislative Action on Pre-K,” reveals that the strong trend of pre-k expansion continues. Nationwide, 17 state legislatures and the council of the District of Columbia embraced pre-k, increasing investments of scarce dollars in these critical programs. Another six state pre-k programs will receive increases for the second year of two-year budgets passed in 2007, and nine states anticipate

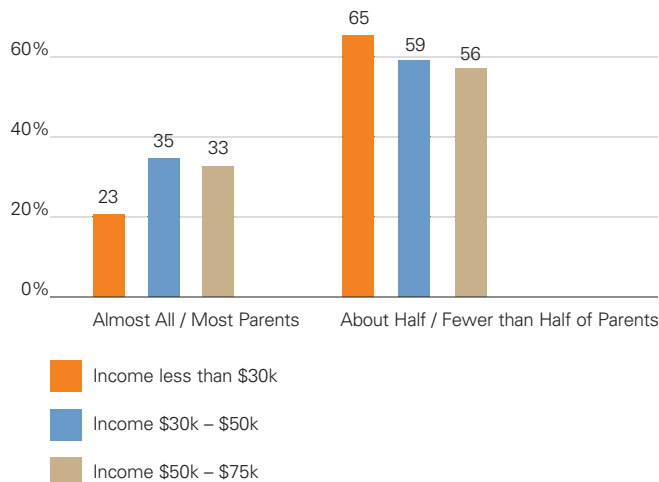
Growth of State Support for Pre-K Nationwide



* At press time, 23 state increases are confirmed, and another nine are anticipated in school funding formula states. Prior year figures include anticipated increases that have since been confirmed.

Can parents find affordable pre-k programs?

Low- and middle-income voters say many in their neighborhoods cannot.



Source: Hart Research Associates and American Viewpoint, May 2008 Survey

increases for pre-k programs funded through their school funding formulas. And though eight state legislatures flat funded and two decreased support for early education, nationally, for FY09, net state investments in pre-k will increase by more than \$309 million to \$5.2 billion.²

Of course, public investment is only one important part of the pre-k effort. Carefully crafted pre-k legislation that improves program quality and expands eligibility to more and eventually all children are critical steps in the process. In Louisiana and the District of Columbia, where quality pre-k programs have a long history, lawmakers enacted legislation to dramatically expand their programs and join the pre-k-for-all elite. On the other end of the access spectrum, lawmakers in two Pre-K Wilderness states, Hawaii and Rhode Island, took first steps toward offering pre-k programs for their states' three and four year olds, by requiring the development of plans for high-quality pilot programs.

Just as budget deficits know no partisan allegiance, support for pre-k is crossing political aisles in state capitols from coast to coast. In states as far-flung and politically diverse as Alabama, Kansas, Michigan, and Virginia, Republicans and Democrats have come together to advance prudent economic policies and the educational needs of young children through expansion and improvement of high-quality pre-k programs. Further, these political efforts reflect the concerns of voters nationwide. Recent public-opinion research indicates that two-thirds of voters believe state and local policymakers should fund high-quality, voluntary pre-k for all children.³

State and household budgets around the country are suffering the impacts of inflation, declining home values, and a weak dollar. The good news, however, is that most legislatures are making smart choices, investing in programs that can provide immediate economic relief to struggling families. In North Carolina, for example, an average child care program for one four year old – without the guarantee of a high-quality early learning environment – costs roughly \$6,800.⁴ For FY09, funding for the state's high-quality *More at Four* program will increase by \$30 million, making pre-k available to an estimated 3,400 more children⁵ and saving a typical family of four more than 10 percent of the state median income.⁶ That's a total possible savings of \$23 million statewide, money these young families can put toward their mortgages, college funds for their children, and other necessities. Nationwide in FY09, more than 46,000 families could receive a similar financial boost because of new state dollars invested in pre-k. As you'll see, in "Votes Count," Pre-K Now applauds the champions of pre-k and challenges those lawmakers still behind the curve to stop playing politics and begin making a difference for families today and for the future.

Pre-K for All: Achieving the Goal

At the beginning of 2008, seven states – Florida, Georgia, Iowa, Illinois, New York, Oklahoma, and West Virginia – were already providing or were phasing in voluntary pre-k for all children. For FY09, the Louisiana State Legislature and the Council of the District of Columbia both passed legislation to join this elite group.

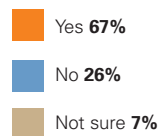
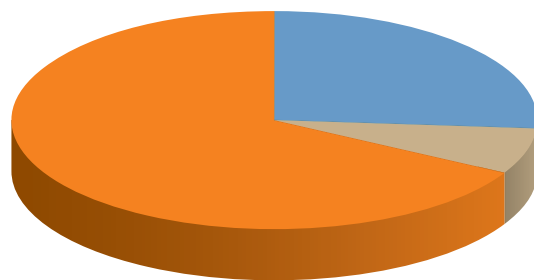
Over the past three years, **Louisiana** has confronted unprecedented challenges. In that time, many key leaders in the state, both policymakers and business leaders, came to recognize that further investment in high-quality pre-k is a critical component of the state's future economic growth and vitality. By providing an important ingredient of education reform, returning substantial savings to state agencies, and helping to build a more productive and prepared workforce, pre-k is a key part of Louisiana's renaissance now and its prosperity in the future. With this understanding, since FY06, state policymakers increased investments in the high-quality *LA4*

program by 57 percent. Yet, uncertainty surrounded the future of early education as the 2008 legislative session opened. While the state's new governor cited the need for greater access to pre-k during his campaign, term limits had forced many long-time pre-k supporters out of the legislature.

Despite the significant increases of recent years, half of all four year olds in Louisiana still lack access to publicly funded, high-quality pre-k opportunities.⁷ So, in 2008, state lawmakers took up legislation that set out a plan to phase in pre-k for all four year olds by the 2013-14 school year. This dramatic expansion of eligibility faced opposition testimony in the House Appropriations Committee from the new gubernatorial administration, which raised concerns about potential costs. Ultimately, however, Louisiana's policymakers prioritized the best interests of the state's economy and the educational needs of its children. The bill was approved by the committee unanimously, passed in both legislative chambers, and signed into law by the governor.

Should state and local governments fund voluntary pre-k for all?

Two-thirds of voters say yes.



Source: Hart Research Associates and American Viewpoint, May 2008 Survey

Fortunately for Louisiana's young children, a coalition of business and community leaders, Blueprint Louisiana, had identified *LA4* expansion as one of its top educational priorities for the state. Throughout 2008, Blueprint Louisiana, in partnership with champions in the legislature and advocates such as the Pre-K for All Louisiana Campaign, lobbied policymakers in support of the bill, citing the wealth of research on pre-k's economic and educational value.⁸ They argued that the bill was fiscally sound, giving the legislature flexibility in funding the pre-k-for-all phase in while promising growing returns as implementation proceeded. They also pointed out that the legislation includes a key provision to support both parent choice and local businesses by requiring that 10 percent of all new funding be directed toward community-based pre-k settings. These influential leaders, in collaboration with early education advocates, were instrumental in the passage of Louisiana's pre-k-for-all legislation.

Trends in Delivering Pre-K For All

Passing legislation is only the first step in the process of providing pre-k for all children. Five states – Florida, Georgia, New York, Oklahoma, and West Virginia – have been engaged in the pre-k-for-all effort for at least two school years,^a and the trends in their enrollment over time demonstrate the efficacy of different funding and expansion strategies. In **Oklahoma** and **West Virginia**, use of state school funding formulas to support pre-k programs has generated steady enrollment growth. By contrast, **Florida**, **Georgia**, and **New York** have relied on annual budget processes to support pre-k, leaving program expansion at the mercy of yearly fiscal and political shifts.

^a Both Illinois and Iowa are still within the first two years of their pre-k-for-all phase-in plans, and therefore, trends in for-all access could not be discerned. As a result, these states have been omitted from this analysis.

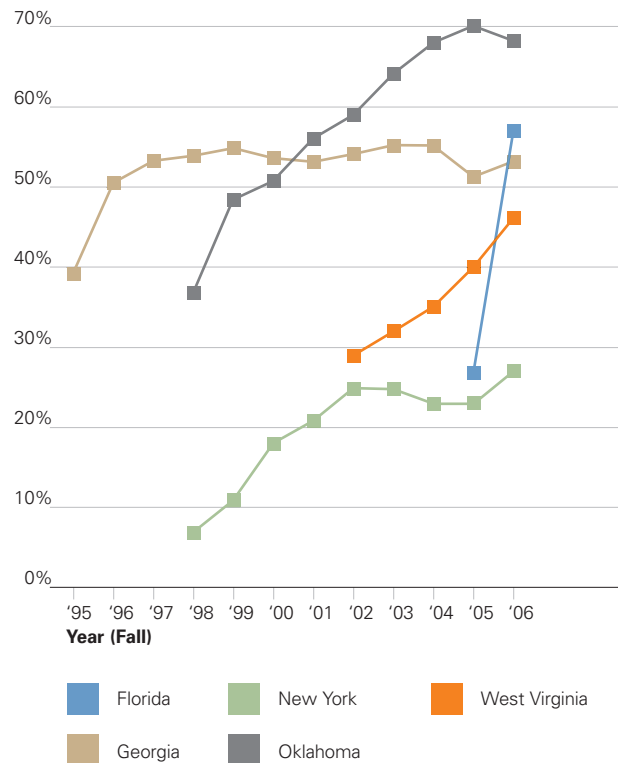
^b W. Steven Barnett, Hustedt, Jason T., Robin, Kenneth B., and Schulman, Karen L., "The State of Preschool: 2007 State Preschool Yearbook," (New Brunswick: National Institute for Early Education Research, Rutgers, The State University of New Jersey, 2008); U.S. Census Bureau, "Single Year of Age by Sex," http://www.census.gov/popest/archives/1990s/st_age_sex.html; ———, "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2007 – Resident," (Washington, DC: 2008). <http://www.census.gov/popest/states/asrh/files/SC-EST2007-AGESEX-RES.csv>; Steve Suits and Lauren Veasey, "Time to Lead Again: The Promise of Georgia Pre-K," (Atlanta: The Southern Education Foundation, 2008); Kristi S. Lekies and Moncrieff Cochran, "Collaborating for Kids: New York State Universal Prekindergarten: 1999-2000," (Ithaca: The Cornell Early Childhood Program, Department of Human Development, Cornell University, 2001); "Early Childhood Education in Oklahoma: Pre-Kindergarten Fact Sheet, 2004," (Oklahoma State Department of Education, 2004).

With the pre-k-for-all commitment and timeline now state law, according to the legislative fiscal office, Louisiana's legislature and governor will need to appropriate more than \$84 million in additional funding by FY14 – more than doubling the FY08 allocation – to fully implement this landmark legislation. The foundation for success already exists in the state's high-quality pre-k system, but only with substantial, sustained, and growing investment can Louisiana realize the promise this law holds for the state and for generations of young children.

Honorable Mention

The **District of Columbia's** pre-k program has been open to all three and four year olds for more than 30 years. This mandate, however, lacked an

Enrollment Trends for Four Year Olds in States With Pre-K for All^b



implementation deadline and never received adequate funding to serve all families who wanted to enroll their children or to ensure a quality program for those children it did serve. During the 2008 session, the city council addressed the program's limited availability by unanimously passing new legislation requiring that the program achieve full access for three and four year olds within five years. The bill includes important administrative and quality measures and establishes standards to improve consistency of quality across settings. In its FY09 budget, the council provided a funding increase of \$9.8 million to serve 380 additional children and to launch quality improvement measures. If the council continues to support this pre-k-for-all effort with significant funding increases in future years, all children in our nation's capital will enjoy access to a high-quality pre-k experience by 2014.

The Purple Policy: Building a Bipartisan Tradition of Early Education

In today's contentious political environment where entire states are designated by a partisan color – red or blue – and fiscal uncertainty only heightens the acrimony, high-quality pre-k is proving largely immune from political divisions. By winning the support of policymakers – and voters – of every political stripe, pre-k is proving to be neither red nor blue, but rather a truly purple policy.

No place is the purple appeal of pre-k more evident than in **Virginia**, where both Democrats and Republicans have championed the state's *Virginia Preschool Initiative (VPI)*. When the current governor, a Democrat, proposed significant expansion of the program despite a serious budget deficit, some in the Republican-led legislature were initially dubious. They erroneously viewed the program as a pet project of recent Democratic administrations and tried to label this new spending as irresponsible against the backdrop of the state's billion-dollar shortfall.

Fortunately, an esteemed Virginia Republican stepped in to set the record straight. In an op-ed in the *Washington Post*, former state attorney general and gubernatorial candidate Jerry Kilgore told his party's leaders the full history of *VPI*. Mr. Kilgore recounted that former governor George Allen, a Republican who served from 1994 through 1998, established the program early in his term and consistently supported its expansion. In the decade since, the state's Republican legislative majority, in collaboration with governors from both parties, has continued to grow the program to its current enrollment of over 13,000 children.

Mr. Kilgore encouraged lawmakers to continue supporting pre-k expansion, citing early education's many impressive impacts on issues of concern to both parties. "Quality preschool," he wrote, "...promotes early literacy and academic success... [and] results in higher graduation rates and lower crime and unemployment rates, and less reliance on welfare."⁹

The recognition that *VPI* is a program in which all lawmakers can take pride reinvigorated support among the legislative leadership. With broad support from both parties, the legislature passed a 13 percent FY09 funding increase for *VPI*. As Mr. Kilgore clearly states, "[Early education] means more Virginians living self-reliant lives, making our great commonwealth an even greater place for opportunity for years to come."¹⁰

Honorable Mention

Pre-k in **Kansas** is offered through the state's recently created, high-quality *Pre-K Pilot Program* and the more established *Four-Year-Old At-Risk Program*. For FY09, the Democratic governor proposed a new early childhood block grant to support pre-k and other early learning and care programs, but some among the legislature's Republican leadership initially opposed pre-k expansion. In the end, most in the legislative majority followed the lead of Republican Senator Dwayne Umbarger, chair of the Senate Ways and Means Committee, in "[recognizing] the importance of investing in early childhood education and the significant impact it has on the future of Kansas children."¹¹ These lawmakers were persuaded by the strong evidence of pre-k's economic value, and they joined their colleagues from across the aisle to pass the governor's proposal. The new block grant will receive first-year funding of \$11.1 million of which up to 70 percent will support pre-k expansion with the remaining 30 percent earmarked for birth-to-three programs. In addition, in FY09, the state's two pre-k programs will begin planning a merger into a unified *Kansas Preschool Program*, which will be administered by the Department of Education and will adhere to the higher quality standards of the *Pre-K Pilot*. This is especially significant as the *Four-Year-Old At-Risk Program* has consistently been among the lowest quality programs in the nation, meeting only three National Institute of Early Education Research benchmarks. The new program, supported by the block grant, will be well positioned to offer high-quality early education opportunities to thousands more Kansas four year olds in the coming years.

Shaking Off the Rust: Hardest Hit Industrial States Turn to Pre-K^a

Economic conditions are worsening across the country, but our nation's industrial heartland is feeling the crisis most acutely. The good news for children, families, and communities in three of these states – Michigan, Ohio, and Pennsylvania – is that even under such conditions, policymakers are finding ways to invest in early learning programs as part of what conservative columnist David Brooks calls “a human capital agenda” that “helps people develop their own capacities.”^b

- In **Michigan**, the state widely considered to be suffering the nation's most severe economic crisis, policymakers have increased investment in the *Great Start Readiness Program* by \$20 million since FY06, bringing total state pre-k funding to nearly \$104 million.
- In **Ohio**, recent investment is reversing a history of weak and even declining funding for early learning. Funding for the *Early Childhood Education* program has increased 92 percent since FY07 to just under \$37 million.
- **Pennsylvania's** *Pre-K Counts* program was created in 2007 and served 11,000 three and four year olds in its first year of operation. FY09 funding for the program includes an increase of more than \$11 million for a total budget of over \$86 million.

Investments in pre-k are really investments in human capital. In the short term, expansion of pre-k to more children provides financial relief to young families in need of affordable, high-quality early learning options. The decline in well-paid manufacturing jobs combined with rising food, fuel, and consumer prices is putting severe pressure on families, making the need for two incomes all the more urgent. By expanding pre-k programs, these states are supporting parents' efforts to build their skills and marketability, earn more, and provide for their families, while offering the peace of mind that comes from knowing their child is in a safe and nurturing educational environment.

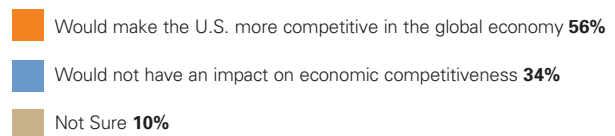
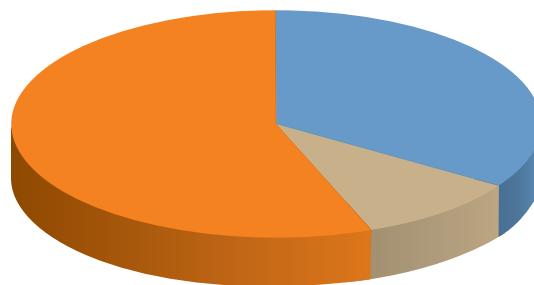
Over the long term, high-quality early learning programs are proven to raise educational attainment and create a more productive and motivated workforce. As Brooks notes: “the skills slowdown [among U.S. workers] is the biggest issue facing the country”^c and its future competitiveness. So, by investing in pre-k today, these states are developing workers for the 21st century and positioning themselves as desirable targets for business investment that will bring higher-paying jobs and renewed growth. These precious dollars spent now will give thousands of children the opportunity to grow into healthier, better-educated citizens ready to help their battered states build a brighter future.

^a All state program data is drawn from W. Steven Barnett, Hustedt, Jason T., Robin, Kenneth B., and Schulman, Karen L., “The State of Preschool: State Preschool Yearbook,” 2003 - 2007 (New Brunswick: National Institute for Early Education Research, Rutgers, The State University of New Jersey); “Votes Count: Legislative Action on Pre-K,” Fiscal Years 2006 – 2009 (Washington, DC: Pre-K Now).

^b David Brooks, “A Human Capital Agenda,” *The New York Times*, May 15, 2007.

^c ———, “The Biggest Issue,” *The New York Times*, July 29, 2008.

Will more children in pre-k make the U.S. more competitive in the global economy? Most voters say yes.



Source: Hart Research Associates and American Viewpoint, May 2008 Survey

The Top & Bottom States for Pre-K^a

Each year, Pre-K Now enumerates the latest, notable funding increases, legislative mandates, and quality initiatives for state pre-k programs. For families, however, it all comes down to one big question: “Where do I have the best or worst chance of getting my child into a high-quality, state-funded pre-k program?”

Putting ourselves in parents’ shoes, we examined the best available data on state programs, placing a priority on quality and access over the details of funding. We exclude the 12 Pre-K Wilderness states, which all offer no state-funded pre-k program and so cannot be ranked, leaving us with 38 possible states. The criteria for this evaluation are:

- Number of NIEER quality benchmarks met (out of 10) with special consideration given for teacher-quality standards,
- State pre-k enrollment rates for three and four year olds,
- State pre-k enrollment growth rates for three and four year olds,
- Percentage of school districts or counties where the program is available,
- Percentage of all children who are income-eligible,
- Rate of funding growth,
- Head Start enrollment rates, and
- Total spending per child enrolled.

Best Chance States

Oklahoma: Oklahoma is one of only three states that currently provide pre-k to all four year olds. The *Oklahoma Early Childhood Four-Year-Old Program* is a national model for high-quality, voluntary, publicly funded early education. At nearly 70 percent, the state program leads the nation in enrollment of four year olds; although, it is not currently open to three year olds. The program is of superior quality, meeting nine NIEER benchmarks, including requiring bachelor’s degrees and early childhood certification for all teachers, and has been shown in a rigorous evaluation to benefit all participating children.^b The program is offered in diverse settings in 97 percent of school districts. Because the program is fully implemented and is supported through the state’s school funding formula, funding growth over the past five years has been slow but steady and adequate to maintain quality and access while keeping pace with inflation.

West Virginia: A statewide phase-in of pre-k for all four year olds is underway and on track to be fully implemented by the 2012-13 school year. In the 2006-07 school year, the *West Virginia Universal Pre-K* program served 46 percent of four year olds and 5 percent of three year olds. The program meets seven NIEER quality benchmarks, including requiring teachers to have specialized training in early childhood, but it does not require teachers to hold a bachelor’s degree. *West Virginia Universal Pre-K* is already offered in every school district in the state and is required by law to provide at least half of all pre-k programs in community-based settings, such as child care centers, where feasible, to ensure that all resources are maximized. The program is funded through the state school funding formula.

Arkansas: In 2006-07, the *Arkansas Better Chance (ABC)* program served 11 percent of three year olds as well as 21 percent of four year olds. *ABC* meets nine NIEER benchmarks; though it does not require bachelor’s degrees for all teachers. In the FY08-FY09 biennial budget, policymakers increased funding by 56 percent to serve all children from families earning up to 200 percent of the federal poverty threshold,^c extending eligibility to 53 percent of children.^d Enrollment grew 332 percent among three year olds and 266 percent among four year olds between FY02 and FY07. The program is offered in all 75 counties.

Illinois: Pre-k expansion has been a central effort of the governor and lawmakers in Illinois for the past several years. The state is currently the only one in the nation phasing in access for all three and four year olds. In 2006-07, *Preschool for All* served 27 percent of four year olds and 19 percent of three year olds in diverse settings in 78 percent of school districts. The program is of high quality, meeting nine NIEER benchmarks, including requirements that teachers have bachelor’s degrees and specialized training in early childhood. The for-all phase-in process was supposed to be completed by 2011, but funding increased only 9 percent in FY08 and again in FY09, which is not sufficient to meet that deadline.

Tennessee: Tennessee pre-k has grown dramatically in recent years. In 2003, the *Voluntary Pre-kindergarten* program served only 2 percent of four year olds, but by 2007, it was serving 16 percent in 98 percent of school districts. The program also serves 1 percent of three year olds. Eligibility is limited to children from families earning 185 percent of the federal poverty threshold. The program meets nine NIEER quality benchmarks and requires teachers to have bachelor’s degrees and certification in early childhood. Since 2003, program funding has increased from \$6 million to \$83 million.

Worst Chance States

Arizona: Neglect for the *Arizona Early Childhood Block Grant*, which supports pre-k and other early childhood programs at the local level, has been epidemic since the block grant was established in 1991. As a result, the state's pre-k program has been essentially flat funded since at least 2005. As of the 2006-07 school year, the program served only 5 percent of four year olds in 12 percent of school districts. The program is also of low quality, meeting only four NIEER benchmarks. A requirement for teachers to have bachelor's degrees has not taken effect. In 2006, voters in Arizona passed the First Things First initiative, establishing a dedicated fund of tobacco tax revenues for early childhood programs, including pre-k. For FY09, some lawmakers attempted to raid the fund to balance the budget, directly defying the recent voter mandate. Though unsuccessful, the effort demonstrates that early childhood programs are not a priority for some in Arizona's legislature. First Things First is a strong initiative with the potential to substantially improve early learning and care in Arizona if only lawmakers would support rather than sabotage it.

Ohio: Until recently, Ohio policymakers drastically undervalued pre-k, resulting in elimination of state support for Head Start and chronic underfunding, poor quality, and very limited access in the state's *Early Childhood Education* program. The program meets only four NIEER benchmarks for quality and, in 2006-07, served just 3 percent of four year olds. Since FY07, however, pre-k sentiment in Ohio has changed and funding for the program has increased roughly 92 percent in that time. Pre-k in Ohio is at a crossroads. Continued financial support is needed but so is strong legislative action to expand eligibility and establish high quality standards. If such leadership is provided, the program will improve and grow, and Ohio will no longer rank near the bottom in providing pre-k opportunities to families.

Kansas: In 2007, the *Four-Year-Old At-Risk Program* was the nation's lowest-quality, state-funded pre-k program, meeting only three NIEER benchmarks. In the 2006-07 school year, the program served 16 percent of the state's four year olds. In FY07, a new, high-quality pilot pre-k program was established in the state, funding for which more than doubled for FY08. In FY09, policymakers approved a dramatic increase for the pilot and established an early childhood block grant to support pre-k and other programs. In 2008, Kansas will start consolidating its programs under the high quality standards of the pilot, hopefully ushering in a new era for Kansas pre-k.

Nevada: The *Nevada Early Childhood Education Comprehensive Plan* has the makings of an excellent state-funded pre-k program. It meets seven NIEER benchmarks, including a bachelor's degree requirement for teachers, low teacher-child ratios, and small classes. Eligibility is not restricted by income, and the program is offered in more than two-thirds of school districts. Unfortunately, consistently low funding has severely limited program access. The program began in 2002 with a budget of just under \$1.3 million. Since then, funding has increased just \$2 million. As a consequence of this inadequate funding, in the 2006-07 school year, the program enrolled just 3 percent of four year olds and 1 percent of three year olds statewide.

Colorado: The *Colorado Preschool Program* met only five NIEER benchmarks and enrolled only 15 percent of four year olds and 3 percent of three year olds in 2007. Neither quality nor enrollment improved notably between 2003 and 2007. Recently, however, new leadership has sparked a change in the pre-k climate in Colorado. Despite structural constraints on revenue and spending, such as the Taxpayers' Bill of Rights, adopted by voters in 1992, lawmakers managed to increase funding for the program by about 150 percent since the 2004-05 school year. The FY09 increase of more than \$21 million is expected to eliminate current waiting lists for eligible children, adding more than 6,200 slots for three and four year olds. For parents and families frustrated with the slow pace of pre-k expansion and quality improvement in Colorado, they need look no further than these self-imposed mandates for the source of the problem. Only their future votes can relieve the restrictions hindering pre-k efforts. Nevertheless, policymakers must continue to do everything in their power to grow investments and improve quality if Colorado is to emerge from pre-k mediocrity.

^a Unless otherwise noted, all state program data is drawn from W. Steven Barnett, Hustedt, Jason T., Robin, Kenneth B, and Schulman, Karen L., "The State of Preschool: State Preschool Yearbook," 2003 – 2007 (New Brunswick: National Institute for Early Education Research, Rutgers, The State University of New Jersey); "Votes Count: Legislative Action on Pre-K," Fiscal Years 2006 – 2009 (Washington, DC: Pre-K Now).

^b See: William Gormley, Jr. et al., "The Effects of Oklahoma's Universal Pre-K Program on School Readiness: An Executive Summary," (Washington, DC: Center for Research on Children in the United States, Georgetown University, 2004).

^c U.S. Department of Health and Human Services, "The 2008 HHS Poverty Guidelines," (2008).

^d U.S. Census Bureau, "Current Population Survey (CPS) Table Creator," http://www.census.gov/hhes/www/cpstc/cps_table_creator.html.

Raiding the Piggybank: Plundering Funds for Children to Balance Budgets

In the face of deteriorating economic conditions and hard choices, some lawmakers made myopic fiscal decisions that will exact a high price from children and eventually, from state coffers. These efforts to steal money from critical programs for young children to fill gaps elsewhere in state budgets are shortsighted responses and are at odds with both long-term economic development and voter priorities.

Since FY06, legislators in **Kentucky** have increased investments in pre-k by more than 46 percent, expanding access to the state's high-quality *Kentucky Preschool Program*. Additionally, funding increased significantly for KIDS NOW, a "trust fund" for children's programs, including support for professional development for pre-k teachers and quality improvements in both schools and community-based settings. For FY08, Kentucky lawmakers initially appropriated \$23 million for KIDS NOW, but an unexpected windfall from the state's tobacco settlement led them to allocate a further increase of \$6 million later in the year.

For FY09, however, in spite of their clear understanding of the urgent need for programs supported by KIDS NOW, Kentucky lawmakers re-allocated the additional \$6 million, returning those dollars to the general fund to plug unrelated budget holes. In these bad economic times, demands for children's programs are far more likely to increase than decrease, making this particular decision especially risky. Compounding the impact on the quality and availability of early childhood programs, the legislature also decided to flat fund the *Kentucky Preschool Program* for FY09 and FY10.

These costly decisions may come back to haunt individual lawmakers, too. According to a recent national survey, 56 percent of voters already feel that policymakers are not doing enough to make early childhood education available to all families,¹² and they may just take that frustration with them to the polls. Lawmakers in Kentucky have, until this year's budget, shown strong support for programs for young children, but their most recent decision, to filch the children's trust fund, is a band-aid measure that risks doing far more harm than good.

Dishonorable Mention

In 2006, after watching state leaders place a low priority on early childhood programs for years, **Arizona** voters took matters into their own hands, passing the First Things First ballot initiative. The initiative raised taxes on tobacco products to finance a dedicated public fund for programs serving children age birth to five years and created a state entity to provide support to promising local programs across the state. In 1998, Arizona voters approved the Voter Protection Act, a measure intended specifically to protect such funds from legislative plundering. The law requires a three-fourths vote in the legislature to release protected monies and make them available for budget items outside an initiative's designated arena in times of fiscal shortfall. In 2008, before even a single First Things First dollar was spent on Arizona's children, some state lawmakers attempted to break open the new early childhood fund along with all other voter-created reserves by placing a measure on the November ballot to lower the 1998 Act's threshold to a simple majority vote. The House of Representatives passed the measure, but fortunately for Arizona's children, the Senate never took up this attempt to raid children's resources and other, voter-mandated priority investments. Policymakers and advocates committed to programs for young children in Arizona will need to remain vigilant to defend the First Things First fund and to ensure that pre-k in Arizona, which suffers from chronically low quality and access, finally receives the increased support it desperately needs.

Federal Legislators Lagging the Field^a

States are increasing their investments in voluntary pre-k, persuaded by the research on the educational and fiscal benefits. Between FY04 and FY08, state pre-k investments grew an estimated 92 percent.^b In contrast, over the same four-year period, Congress and the White House reduced the proportion of overall federal spending directed to children's programs by 9 percent.^c Specifically, from FY04 to FY08:

- Total federal investment in education dropped 10 percent.^d
- Of the major federal education programs, 81 percent suffered funding cuts, averaging 22 percent.^e
- Funding for five other programs, including Dropout Prevention, was entirely eliminated.^f

Notably, investment in federal programs that provide support for state early education initiatives^g also declined substantially over the past four years. Between FY04 and FY08:

- Total investment in federal early learning programs fell 8 percent in nominal dollars. If this figure were adjusted for inflation, the decline would be significantly greater.
- Of these programs, 88 percent suffered funding cuts, averaging 19 percent.
- Investments in the three primary sources of federal support for state pre-k: the Child Care and Development Block Grant, Head Start, and Funding for Grants to Local Education

Agencies under Title I of the Elementary and Secondary Education Act, fell roughly 13 percent, 11 percent, and 1 percent,^h respectively.

If adopted, the Bush Administration's FY09 proposals would decrease education spending another 5.7 percent to a level 15 percent below that of five years ago,ⁱ including the elimination of funding for 18 federal education programs.^j

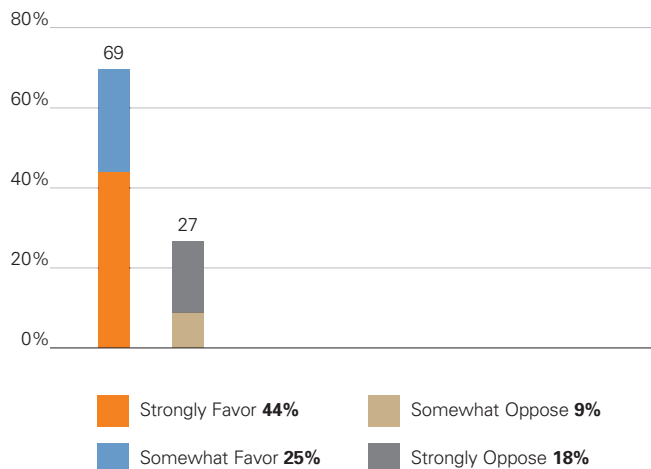
The Democratic majority in Congress has not matched its strong rhetoric with investments in children. Since FY07:

- Total federal spending on children as a percent of the non-defense budget declined about 0.2 percent between 2007 and 2008, dropping below the 2006 level.^k
- Federal education spending fell 0.6 percent.^l
- Total funding for federal early learning programs decreased 6 percent nominally,^m which would be significantly greater were figures adjusted for inflation, and funding for the Early Childhood Educator Professional Development Program was completely eliminated.

Strong Congressional and presidential leadership on children's issues is urgently needed. The demand for high-quality early education is growing, and federal funding is critical to allow states to expand access and improve the quality of programs. The current economic downturn only reinforces the need for prudent investment in high-value programs like pre-k that build global competitiveness and improve children's chances to succeed as students and citizens.

Should the federal government add funding to support state and local pre-k programs?

By 2.5 to 1, voters say yes.



Source: Hart Research Associates and American Viewpoint, May 2008 Survey

^a Unless otherwise noted, all figures in this sidebar are given in inflation-adjusted dollars.

^b W. Steven Barnett, Hustedt, Jason T., Robin, Kenneth B, and Schulman, Karen L., "The State of Preschool: 2005 State Preschool Yearbook," (New Brunswick: National Institute for Early Education Research, Rutgers, The State University of New Jersey, 2006); Pre-K Now, "Votes Count: Legislative Action on Pre-K Fiscal Year 2008," (Washington, DC: Pre-K Now, 2007). Figures from NIEER and Pre-K Now are not adjusted for inflation.

^c "Children's Budget 2008," (Washington, DC: First Focus, 2008), 3.

^d Ibid, 19.

^e Ibid, 21-58. Only programs funded since at least FY04 are included in the calculations.

^f Ibid, 56-58.

^g Ibid, 21-58. The following programs are included in the calculations: Title I Grants, Even Start Family Literacy Program, Head Start, CCDBG, Grants for Infants and Families, Preschool Grants for Children with Disabilities, Early Reading First, Ready to Learn Television, and the Child Care Means Parents in Schools.

^h Ibid, 26, 27, and 21, respectively.

ⁱ Ibid, 20.

^j Ibid, 21-55.

^k Ibid, 19.

^l Ibid.

^m Ibid, 21-58. See footnote "g" for included programs.

At the Frontier: Pre-K Wilderness States Take First Steps

A dozen states currently have no state pre-k program.¹³ For FY09, two states – Hawaii and Rhode Island – passed legislation to begin the process of developing one. These states now stand at the frontier, poised to emerge from the wilderness. Their actions are critical, but they are not sufficient to ensure their state’s children are ready to learn and thrive. Fiscal support and continued momentum are needed for these first steps to become a path to success.

In May 2008, the **Hawaii** legislature passed the Keiki First Steps¹⁴ bill, which establishes an early learning council, charged with creating a long-term plan to provide high-quality pre-k for three and four year olds. Despite the promising nature of the bill, the governor, who once described pre-k as “a good investment” that “everyone understood...is important,”¹⁵ chose to veto the measure. In her veto statement, the governor cited vague concerns regarding conflicts with other early childhood programs, impacts on other government agencies, the costs of the council, and the extent of the council’s authority.

In encouraging his fellow lawmakers to override the veto, Rep. Roy Takumi, who sponsored the House bill, systematically dispatched each of the governor’s flimsy objections, pointing out that lawmakers had “worked closely with the governor’s policy office” on details of the bill and adding that he was “baffled and puzzled” by the veto. He also noted that, “Over four years ago, a well-known political leader when asked about the high cost of pre-school said, ‘That’s just not fair. It’s not fair to the children or the parents.’ I agree with [the governor].... Let’s do what’s fair. Let’s do

what’s right. Let’s start Keiki First Steps.”¹⁶ Though the legislation included no appropriation, several private foundations, representing the Keiki Funders Network, offered to provide financial support for the council’s first three years, filling the bill’s most significant void and essentially nullifying the governor’s budgetary concerns. Ultimately, in a special session, legislators overrode the governor’s veto, enacting the legislation.

The passage of the Keiki First Steps legislation establishes a crucial foundation for providing pre-k to three and four year olds in Hawaii. Importantly, it requires that the new council feature an inclusive group of key stakeholders in the development process and that the plan prioritize access for at-risk children. It also grants the council administrative authority over the program, including hiring, developing policy, and establishing standards. The authority to appoint members to the council lies with the governor, giving her significant power to make or break this crucial initiative and an important opportunity to champion Hawaii pre-k. State lawmakers also will need to do more. They must follow this important achievement with further legislation based upon the council’s recommendations and with substantial and continuing appropriations if this single step is to become a route out of the wilderness.

In **Rhode Island**, lawmakers had been working on legislation to establish a pre-k pilot program, but after the governor proposed to address a budget shortfall by eliminating all of the state’s \$3.3 million supplemental funding for Head Start, legislators scrambled to preserve existing early education funding while still moving toward a state pre-k system. The resulting compromise restored 30 percent of the Head Start funding and produced a bill charging the state’s Department of Education (RIDE) to present legislators with a pre-k plan by the end of October 2008.

The bill, which was sponsored by the majority leadership in both chambers and passed with near unanimous support, did not provide specific funding for RIDE's effort or propose funding for a future pre-k program. Instead, the measure requires that RIDE make specific recommendations regarding pre-k funding, governance, and program evaluation and accountability mechanisms. Initially, the program would be targeted to three and four year olds in low-performing school districts, but the RIDE plan must also include an outline for expansion and a strategy for providing programs in both community-based and public settings.

While the Head Start funding cut will make Rhode Island's early education options even scarcer in the near term, reducing available slots by more than 200, the new bill holds the promise of greater pre-k options in the not-too-distant future. This legislation is an essential first step, but if Rhode Island lawmakers truly hope to lead their state out of the pre-k wilderness, they will need to follow this effort with additional legislation establishing a pre-k program in line with RIDE's plan and with secure, adequate funding to support the program and ensure high quality.

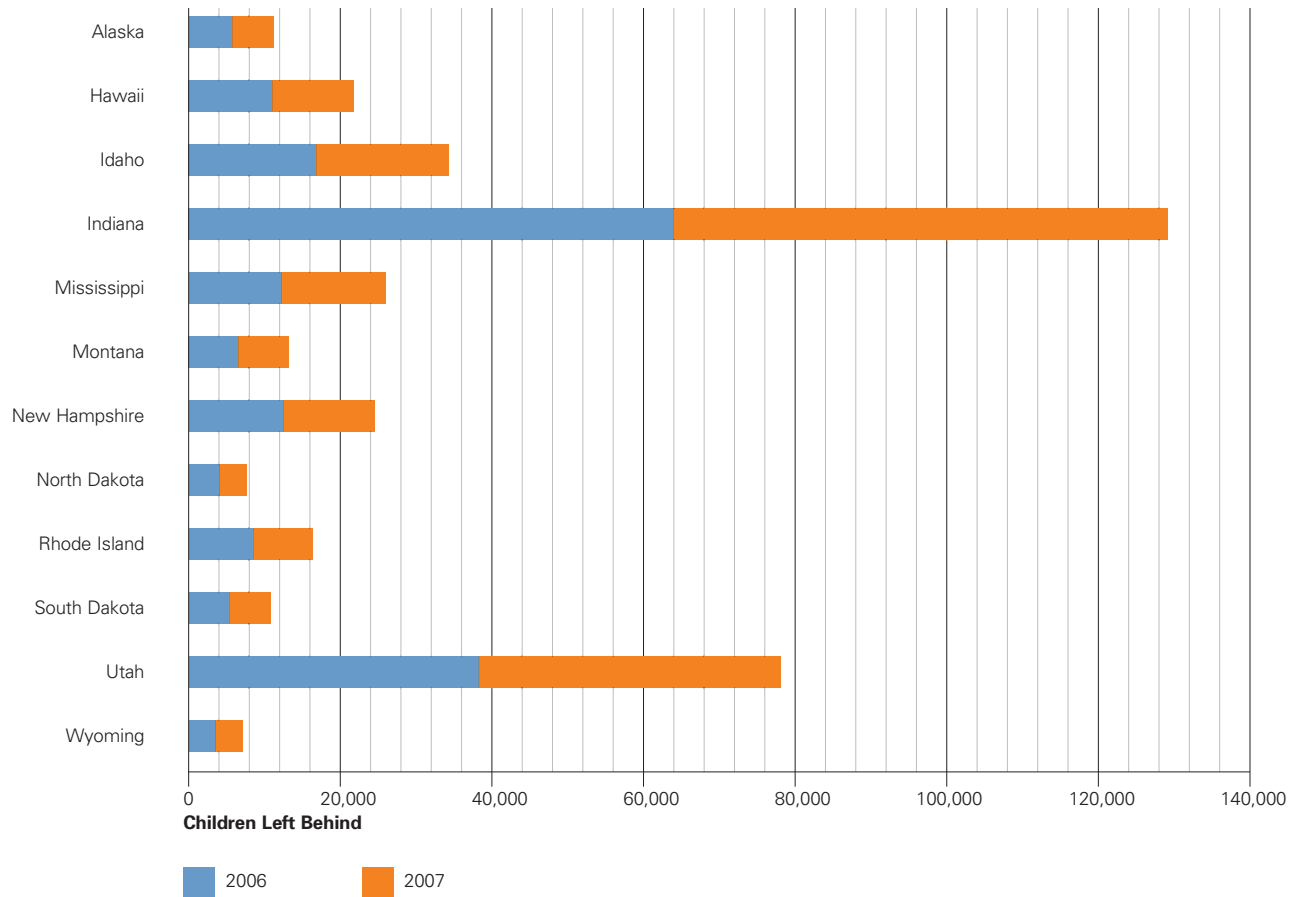


Pre-K Wilderness Update

Even as Hawaii and Rhode Island begin their journeys toward state-funded pre-k, hundreds of thousands of children in the 12 Pre-K Wilderness states are still being left behind without access to quality early learning opportunities. Since the last national elections in 2006, nearly 380,000 children in these states have entered kindergarten without high-quality, state-funded pre-k experiences to help them be more successful in school and better prepared to compete in the global marketplace as adults.

^a U.S. Census Bureau, "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2007 – Resident," (Washington, DC: 2008). <http://www.census.gov/popest/states/asrh/files/SC-EST2007-AGESEX-RES.csv>.

Children Left Behind in Pre-K Wilderness States Since 2006^a



Conclusion

Tough economic times put the squeeze on young families, and when that happens, smart leaders look for ways to ease the burden. State-funded, high-quality, voluntary pre-k programs offer that and more. By relieving families of the high costs of early education, these programs provide peace of mind and support greater workforce participation. Over the long term, they provide states with improved economic competitiveness and substantial savings and give young children the opportunity to do better in school, get better jobs, and earn more in adulthood. For all these reasons, lawmakers around the nation recognized that even with growing budget deficits, now is precisely the time to increase funding for pre-k. These legislators are not merely supporting a policy; they're investing in the future of their states. High-quality pre-k programs are proven to develop our nation's greatest resource: its people. By giving children the skills they need to succeed in school and in life, pre-k builds human capital and helps create a better future for all Americans.

Endnotes

- ¹ "In Focus: More Than Half of States Face Budget Problems," Center on Budget and Policy Priorities, <http://www.cbpp.org/pubs/sfp.htm>.
- ² At press time, California had not finalized a state budget for FY09 and as a result is omitted from this report.
- ³ Peter D. Hart Research Associates and American Viewpoint, "Poll Results: American Voters' Views on Pre-K and Federal Funding," (Washington, DC: Pre-K Now, 2008).
- ⁴ "Table 2: Least Affordable States for 4-Year-Old Care in a Center," in *Parents and the High Price of Child Care: 2008 Update* (Arlington, VA: National Association of Child Care Resource & Referral Agencies, 2008), 6, http://www.naccrra.org/docs/reports/price_report/Price_Report_2008.pdf.
- ⁵ John Pruette, Email, Aug. 25, 2008.
- ⁶ "Table 2: Least Affordable States for 4-Year-Old Care in a Center," 6.
- ⁷ W. Steven Barnett, Hustedt, Jason T., Robin, Kenneth B., and Schulman, Karen L., "The State of Preschool: 2007 State Preschool Yearbook," (New Brunswick: National Institute for Early Education Research, Rutgers, The State University of New Jersey, 2008), 67.
- ⁸ See for example: Clive R. Belfield, "An Economic Analysis of Pre-K in Louisiana," (Washington, DC: Pre-K Now, 2005); and Craig T. Ramey et al., "LA 4 & Starting Points Prekindergarten Program Evaluation 2006-07 Full Report," (Louisiana Department of Education, The Cecil J. Picard Center for Child Development at UL Lafayette, University of Alabama at Birmingham, Center for Educational Accountability, and Georgetown University Center on Health and Education, 2007).
- ⁹ Jerry Kilgore, "In Va., Pre-K Prevents the Achievement Gap," *The Washington Post*, Feb. 17, 2008.
- ¹⁰ Ibid.
- ¹¹ Stu Butcher, "Kansas Head Start Honors Umbarger," *Chanute Tribune*, May 15, 2008.
- ¹² Peter D. Hart Research Associates and American Viewpoint, "Poll Results: American Voters' Views on Pre-K and Federal Funding."
- ¹³ Barnett, "The State of Preschool: 2007 State Preschool Yearbook."
- ¹⁴ *Keiki* means "children" in Hawaiian.
- ¹⁵ Jennifer Doctors, "Leadership Profile: Governor Linda Lingle," Pre-K Now, <http://www.preknow.org/policy/profiles/lingle.cfm>.
- ¹⁶ *Floor Remarks of Representative Roy Takumi on SB2878*, Jul. 8, 2008.

FY09 Pre-K Budgets at a Glance





This chart documents pre-k budget allocations for FY09 for all 50 states and the District of Columbia. Twenty-three states, including six in the second year of biennial budgets, and the District passed pre-k funding increases. Increases are expected in nine states where funding is based on enrollment. Eight states flat funded and two decreased funding for pre-k. One state had not passed a budget at press time. The net total increase for FY09 is more than \$309 million.






* No state-funded pre-k program according to the National Institute for Early Education Research.







† State has a biennial budget. FY09 is the first year of the biennium.







‡ State has a biennial budget. FY09 is the second year of the biennium.







§ Information on pre-k funding in biennial budgets reflects changes in those budgets from FY08 to FY09 only.







| State and Percent Change | Change to Budget [§] | Policy / Notes |
|--|---|---|
| Alabama  68% | <p>Increases the <i>First Class</i> pre-k program by \$7.4 million for a total of \$17.4 million.</p> <p>Flat funds the state supplement for Head Start at \$950,000.</p> | An additional \$1.7 million is appropriated for the HIPPI home visiting program. |
| Alaska*  8% | <p>Increases state investment in Head Start by \$600,000 to \$6.7 million.</p> <p>Decreases funding for <i>Early Learning Programs</i> by \$92,900 to \$307,100.</p> | Legislation passed, which includes state-run and federally funded “pre-elementary programs” in the definition of an elementary school. Students in these programs, however, cannot be counted in a school’s average daily attendance. |
| Arizona  0% | Flat funds the <i>Early Childhood Block Grant (ECBG)</i> , of which \$12.7 million are projected to support pre-k. | Total FY09 funding for the <i>ECBG</i> is \$19.5 million. |
| Arkansas [‡]  0% | The FY08-FY09 biennial budget, enacted in 2007, flat funds the <i>Arkansas Better Chance (ABC)</i> program at \$111 million for FY09. | <p>Funding for the <i>ABC</i> program increased from \$71 million to \$111 million in the first year of the biennium.</p> <p>The legislature amended the <i>ABC</i> eligibility guidelines to include all children of active military duty personnel regardless of family income.</p> |







| State and Percent Change | Change to Budget [§] | Policy / Notes |
|---|--|---|
| California | The FY09 budget had not been passed at press time. The state's 2009 fiscal year began in July. | |
| Colorado  47% | Increases the <i>Colorado Preschool Program</i> by an estimated \$21.6 million for a total of \$67.3 million. | The new dollars will add 6,254 pre-k slots for a total of 20,160. |
| Connecticut [‡]  18% | The FY08-FY09 biennial budget, amended in 2008, increases the <i>School Readiness Program (SRP)</i> by \$13.4 million for a total of \$80.1 million and flat funds state investment in Head Start at \$6.7 million for FY09. | The original budget, enacted in 2007, increased <i>SRP</i> funding by \$14.3 million for FY09. |
| Delaware  0% | Flat funds the <i>Early Childhood Assistance Program</i> at \$5.7 million. | |
| Florida  3% | Increases funding for the <i>Voluntary Prekindergarten Education (VPK)</i> program by \$10.5 million for a total of \$356 million. | The legislature, in a special session, reduced, for a second time, the overall FY08 <i>VPK</i> appropriation by \$6.8 million to \$345.5 million to reflect projected enrollment. The legislature failed to pass a bill that would have phased in higher teacher-education requirements. |
| Georgia  4% | Increases funding for the <i>Georgia Prekindergarten Program</i> by \$12.2 million for a total of \$337 million. | Enrollment is expected to increase by about 1,000 children for a total of 79,000 in FY09. The legislature failed to pass a bill to extend eligibility for pre-k to three year olds. |







| State and Percent Change | Change to Budget [§] | Policy / Notes |
|--|---|--|
| Hawaii ^{*‡}  N/A | No state investment in pre-k. | Legislation passed that creates a council charged with developing plans for an early learning system, Keiki First Steps, which would include a grant-based pre-k program for three and four year olds. |
| Idaho [*]  0% | Flat funds state investment in Head Start at \$1.5 million. | The legislature rejected the governor's proposal to eliminate all state funding for Head Start but failed to pass a bill to establish a pilot pre-k program. |
| Illinois  9% | Increases funding for <i>Preschool For All</i> by \$28.8 million for a total of \$338.4 million. | Infant-toddler programs received an increase of \$3.6 million for FY09. The total FY09 budget for the state's Early Childhood Block Grant is \$380.3 million. |
| Indiana ^{*‡}  N/A | No state investment in pre-k. | |
| Iowa  Anticipated Increase | The <i>Statewide Voluntary Preschool Program for Four Year Old Children</i> is funded partly through the school funding formula. FY09 funding is projected to increase by \$17.1 million for a total of \$32.1 million. Flat funds <i>Shared Visions</i> at \$8.5 million. | Enrollment in the <i>Statewide Voluntary Preschool Program for Four Year Old Children</i> is expected to grow to 9,600. |
| Kansas  44% | Increases funding for the <i>Four-Year-Old At-Risk Program</i> by an estimated \$2.2 million to \$20.1 million. Flat funds the <i>Pre-K Pilot Program</i> at \$5 million. Provides inaugural funding of \$11.1 million for the Early Childhood Block Grant, up to \$7.8 million of which can be used to support pre-k. | At least 30 percent of the block grant, or \$3.3 million, is dedicated to infant-toddler programs. The state plans to merge the <i>Pre-K Pilot</i> and <i>Four-Year-Old At-Risk</i> programs into a single high-quality program, administered by the Department of Education. |






| State and Percent Change | Change to Budget [§] | Policy / Notes |
|---|---|--|
| Kentucky [†]  0% | Flat funds the <i>Kentucky Preschool Program</i> at \$75.1 million. | The enacted FY09-FY10 budget flat funds the <i>Kentucky Preschool Program</i> at \$75.1 million for both years of the biennium. |
| Louisiana  0% | Flat funds the <i>LA4</i> program at \$83.4 million. Decreases the <i>Nonpublic School Early Childhood Development Program (NSECD)</i> by \$1 million to \$7.5 million. \$15.1 million of the <i>8(g)</i> block grant will be available for pre-k, an increase of about \$1 million. | The legislature passed and the governor signed a bill to phase in pre-k for all children by the 2013-14 school year, with implementation to begin in 2009-10. Despite the funding decrease, <i>NSECD</i> added pre-k sites. The decrease in FY09 funding will not affect the number of children served. |
| Maine [‡]  Anticipated Increase | The <i>Four-Year-Old Program</i> is included in the school funding formula. FY09 figures are not yet available. From FY07 to FY08, state pre-k funding increased by more than \$260,000 for a total of \$4.5 million. Flat funds state investment in Head Start at \$4 million. | |
| Maryland  Anticipated Increase | The <i>Maryland Prekindergarten Program</i> is funded through the school funding formula. The FY09 pre-k allocation is expected to increase by \$4 million to \$108.6 million. Flat funds state investment in Head Start at \$3 million. | A bill to extend pre-k eligibility to children from military families did not pass. |
| Massachusetts  11% | Increases funding for the <i>Universal Pre-Kindergarten (UPK)</i> program by \$5 million to \$12.1 million. Increases state investment in Head Start by \$1 million to \$10 million. Flat funds the <i>Preschool Direct Services Portion of Community Partnerships for Children</i> at \$47.6 million. Increases funding for quality improvements by \$2 million to \$13.2 million. | Enrollment in <i>UPK</i> is expected to increase by 2,100, for a total of 6,930 in FY09. Legislation was passed that formally establishes the <i>UPK</i> program and details the powers and duties of the Department of Early Education and Care. |
| Michigan  5% | Increases funding for the <i>Great Start Readiness Program (GSRP)</i> by \$5 million for a total of \$103.5 million. | During the 2007-08 school year, <i>GSRP</i> received a supplement of \$4.7 million, raising total FY08 funding to \$98.5 million. |

| State and Percent Change | Change to Budget [§] | Policy / Notes |
|---|--|--|
| Minnesota [‡]  5% | The FY08-FY09 biennial budget, amended in 2008, flat funds both the <i>School Readiness Program (SRP)</i> and state investment in Head Start at \$10.1 million and \$20.1 million, respectively, and increases funding for <i>Pre-K Exploratory Projects</i> by \$1.7 million for FY09 for a total of \$3.7 million. | The original budget, enacted in 2007, increased funding for the <i>Pre-K Exploratory Projects</i> by \$2 million for FY09. |
| Mississippi*  N/A | No state investment in pre-k. | A bill to create a new pre-k pilot program failed to pass. The legislature appropriated \$3 million to expand existing child care resource and referral services and establish a quality rating system. |
| Missouri  0% | Flat funds the <i>Missouri Preschool Project</i> at \$14.8 million. | |
| Montana* [‡]  N/A | No state investment in pre-k. | |
| Nebraska [‡]  Anticipated Increase | Pre-k is funded partly through the school funding formula. For FY09, \$3.9 million from the formula are expected to support pre-k, an increase of \$1.1 million from FY08. The FY08-FY09 biennial budget, enacted in 2007, decreased the <i>Early Childhood Education Grant Program</i> by about \$11,000 to \$3.6 million for FY09. | Funding for the <i>Early Childhood Education Grant Program</i> decreased by about \$54,000 in FY08. |
| Nevada [‡]  3% | The FY08-FY09 biennial budget, enacted in 2007, increases funding for the <i>Nevada Pre-Kindergarten Education Program</i> by \$87,000 to \$3.3 million in FY09. | Funding for the <i>Nevada Pre-Kindergarten Education Program</i> received an increase of \$99,000 in the first year of the biennium. |

| State and Percent Change | Change to Budget [§] | Policy / Notes |
|---|---|---|
| New Hampshire* [‡]  N/A | No state investment in pre-k. | The legislature passed a bill creating a commission that will study the feasibility of establishing a pre-k incentive grant. |
| New Jersey  5% | Increases pre-k funding by \$26.9 million for a total of \$543.8 million. | Beginning in the 2009-10 school year, pre-k funding will be part of the new state school funding formula. By 2013-14, the program will expand to serve all three and four year olds in designated low-income districts and all low-income children in other districts. The expansion will enroll an additional 30,000 children. |
| New Mexico  13% | Increases funding for the <i>New Mexico Pre-K Program</i> by \$5.4 million for a total of \$19.4 million. The legislature did not appropriate pre-k facilities funds for FY09. The FY08 facilities appropriation totaled \$3.2 million. | Enrollment in the <i>New Mexico Pre-K Program</i> is expected to increase by 1,175, to 4,745 in FY09. In a special session, the legislature appropriated more than \$7 million to increase child care eligibility from 165 percent to 200 percent of the federal poverty threshold. |
| New York  1% | Increases funding for the <i>Universal Pre-Kindergarten (UPK)</i> program by \$4.8 million to \$450.8 million. | Of the \$446 million appropriated for FY08, about \$354.5 million were spent. |
| North Carolina [‡]  21% | The FY08-FY09 biennial budget, amended in 2008, increases <i>More at Four</i> funding by \$30 million for a total of \$170.6 million for FY09. | <i>More at Four</i> received an increase of \$56 million in the first year of the biennium. |
| North Dakota* [‡]  N/A | No state investment in pre-k. | |

| State and Percent Change | Change to Budget [§] | Policy / Notes |
|--|--|---|
| Ohio [‡]  18% | The FY08-FY09 biennial budget, enacted in 2007, increases funding for the <i>Early Childhood Education (ECE)</i> program by \$5.5 million for a total of \$36.5 million for FY09. | The <i>Early Childhood Education</i> program received an increase of \$12 million in the first year of the biennium. Enrollment in the <i>ECE</i> program is expected to increase by about 1,000, for a total of 7,100 in FY09. |
| Oklahoma  Anticipated Increase | The <i>Early Childhood Four-Year-Old Program</i> is included in the school funding formula. FY08 and FY09 figures are not yet available. In FY07, an estimated \$127.3 million of state funds supported the pre-k program. | Total FY07 spending on pre-k was about \$235.7 million, of which an estimated \$77.8 million came from local sources and \$30.6 million came from the federal government. |
| Oregon [‡]  26% | The FY08-FY09 biennial budget, enacted in 2007, increases funding for the <i>Oregon Head Start Prekindergarten</i> program by \$11 million for a total of \$53.5 million for FY09. | The <i>Oregon Head Start Prekindergarten</i> program received an increase of \$14.9 million in the first year of the biennium. Enrollment in the <i>Oregon Head Start Prekindergarten</i> program is expected to increase by 1,336 for a total of 6,554 in FY09. |
| Pennsylvania  8% | Increases <i>Pre-K Counts</i> funding by \$11.4 million for a total of \$86.4 million. Decreases state investment in Head Start by \$520,000 to \$39.5 million. Pre-k spending from the Accountability Block Grant in FY09 is not yet available. In FY08, \$15.7 million of the block grant were spent on pre-k. | For FY09, funding for the block grant decreased by \$3.6 million to \$271.4 million. Child care funding increased by more than \$51 million. |
| Rhode Island*  -70% | Decreases state supplement to Head Start by \$2.3 million to \$1 million. | The decrease in Head Start funding will cut access for 270 children. The governor had recommended eliminating the entire state investment in Head Start. The legislature passed a bill to plan for a pre-k pilot program. |
| South Carolina  -9% | Decreases funding for the <i>EIA Half Day Child Development Program (4K)</i> by \$1.3 million to \$21 million. Decreases the <i>Child Development Education Pilot Program (CDEPP)</i> by \$2.7 million to \$21.1 million. | <i>CDEPP</i> funding for the state Department of Education increased by \$1.9 million, but the portion for First Steps decreased by about \$4.6 million. In FY08, First Steps spent about \$2 million of its \$7.8 million in <i>CDEPP</i> funds. Therefore, the FY09 funding decrease will not affect the number of children served. |

| State and Percent Change | Change to Budget [§] | Policy / Notes |
|---|---|--|
| South Dakota*  0% | Flat funds the <i>Starting Strong Sioux Falls</i> pre-k pilot, a three-year public-private partnership with a budget of \$1.4 million, half of which are from the governor's economic development fund. | 2008-09 will be the second school year for the pilot. |
| Tennessee  4% | Increases the <i>Voluntary Pre-kindergarten</i> program by \$3 million to \$83 million. | |
| Texas [‡]  Anticipated Increase | The <i>Early Childhood and Pre-Kindergarten Initiative</i> is in the school funding formula. The FY09 allocation is estimated to increase by \$26.7 million to \$669 million. The FY08-FY09 biennial budget, enacted in 2007, flat funds the <i>Pre-Kindergarten Expansion Grant Program</i> and <i>Texas Early Education Model</i> at \$91.8 million and \$7.5 million, respectively for FY09. | Funding for the <i>Pre-Kindergarten Expansion Grant Program</i> and <i>Texas Early Education Model</i> decreased by \$700,000 and \$2.5 million, respectively, in the first year of the biennium. Enrollment supported by the school funding formula is expected to increase by more than 7,000, to 193,000 in FY09. |
| Utah*  First-time State Investment | Provides a first-time investment of \$100,000 for Head Start. | The new state investment will serve 14 children. The legislature passed a bill to create a home-based, pilot school readiness project. |
| Vermont  Anticipated Increase | The <i>Public Preschool Partnership</i> program is funded through the school funding formula. FY08 and FY09 figures are not yet available. In FY07, an estimated \$16.7 million of state funds were spent on pre-k. Decreases funding for the <i>Early Education Initiative</i> by about \$13,200 to \$1.3 million. | |
| Virginia [†]  13% | Increases funding for the <i>Virginia Preschool Initiative (VPI)</i> by \$6.8 million for a total of \$59.9 million. | The enacted FY09-FY10 biennial budget increases <i>VPI</i> funding by another \$8.2 million to \$68.1 million in FY10, the second year of the biennium. <i>VPI</i> served 13,125 children in FY08. For FY09, 20,705 slots will be available. |

| State and Percent Change | Change to Budget [§] | Policy / Notes |
|---|--|--|
| Washington [‡]  18% | The FY08-FY09 biennial budget, enacted in 2007, increases funding for the <i>Early Childhood Education and Assistance Program (ECEAP)</i> by \$8.5 million for a total of \$56.4 million for FY09. | <p><i>ECEAP</i> funding increased by \$11 million for a total of \$47.9 million in the first year of the biennium.</p> <p>Enrollment in <i>ECEAP</i> is expected to increase by more than 1,100, for a total of 8,226 in FY09.</p> |
| West Virginia  Anticipated Increase | The <i>West Virginia Universal Pre-K Program</i> is funded through the school funding formula. FY09 spending is estimated to increase by about \$7 million for a total of \$57 million. | Enrollment in FY09 is projected to be about 15,000 children, an increase of 2,800. |
| Wisconsin [‡]  Anticipated Increase | <p><i>Four-Year-Old Kindergarten (4K)</i> is in the school funding formula. FY09 figures are not yet available. From FY07 to FY08, the state share of 4K spending increased \$12 million to \$85.8 million. The FY08-FY09 biennial budget flat funds state investment in Head Start at \$7.2 million and provides \$3 million in first-time funding for 4K start-up grants for FY09.</p> | In FY08, the local share of total 4K spending was \$45.8 million. |
| Wyoming ^{*†}  N/A | No state investment in pre-k. | |
| Washington, DC  41% | Pre-k in public and charter schools is included in the school funding formula. FY09 funding is expected to increase by \$18.3 million for a total of \$80.9 million. Flat funds the <i>Pre-K Incentive Program</i> at \$4.7 million. Provides first-year funding of \$9.8 million to implement the <i>Pre-K Enhancement and Expansion Amendment Act of 2008</i> . | First-year funding for the new pre-k legislation will create 380 new slots and establish grants for quality improvements, scholarships, and professional development. |

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