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New Beginnings: Using Federal Title I Funds to Support Local Pre-K Efforts

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High-quality, voluntary pre-kindergarten has emerged as an important policy to improve our nation's education system. Based on strong evidence from rigorous longitudinal research and recent program evaluationsⁱ, reform-minded principals, superintendents, school board members and other leaders have embraced early education as an effective strategy for reducing the student achievement gap. Pre-k is widely understood as an integral part of each child's learning experience and a crucial foundation for school success.

Over the last decade, the movement to expand families' access to pre-k has grown primarily through state and local policy efforts. State pre-k appropriations have increased from \$2.9 billion in 2005 to \$5.2 billion in 2009ⁱⁱ; yet as of 2008, less than 30 percent of the nation's three and four year olds were served in publicly funded early learning programs, including pre-k, Head Start and special education.ⁱⁱⁱ Still, many school districts are hard pressed to find the necessary resources to implement high-quality early education.^{iv}

Although local education agencies (LEAs) have long been able to use federal funding under Title I Part A (hereafter, Title I) of the Elementary and Secondary Education Act (ESEA) for early education, flat funding over the past several years has limited districts' ability to do so. Additionally, research from the Center for Law and Social Policy (CLASP) has discerned that many K-12 administrators are not aware they can spend Title I dollars on early education.

Recent actions by Congress and the Obama administration provide potential new federal support for pre-k through the expansion of Title I funding. Together, the American Recovery and Reinvestment Act (ARRA)—also known as the federal stimulus package—fiscal year 2009 appropriations, and the president's fiscal year 2010 budget request provide a means for expanding local pre-k efforts through the use of federal funds.

This brief focuses on the use of federal Title I funds by LEAs to support pre-k programs. It summarizes the benefits of employing Title I dollars for this purpose, existing guidance from the U.S. Department of Education and examples of districts that are doing so successfully. In addition, the brief outlines issues for education leaders to consider in their planning and suggests ways to coordinate local initiatives with state pre-k programs.

Funding Pre-K with Title I: A Smart Approach to School Reform

Enacted in 1965 to help insure that all children have the opportunity to obtain a high-quality education, Title I is the largest single source of federal funding for schools and supplements state and local allocations for at-risk children at all grade levels. Schools are able to use these funds to implement "schoolwide programs" that improve overall instruction or to provide "targeted services" to specifically identified, low-achieving students.^v Under ESEA, school districts may use Title I funds to support a range of education services, including teacher salaries, professional development, parent involvement, and instructional materials and equipment. The law also gives LEAs the discretion to direct these resources toward early education.

In 2002, Title I became the main funding vehicle for the accountability requirements added to ESEA by the No Child Left Behind (NCLB) law—which set a deadline of 2014 for all children to achieve reading and math proficiency.

The increased focus on accountability has prompted some schools and districts to embrace early education as a strategy to help ensure that all children are prepared to enter kindergarten, able to achieve academic proficiency by third grade, and graduate high school.^{vi} A strong body of research shows that

quality pre-k programs reduce the achievement gap between low-income students and their more affluent peers and sets all children on a positive learning trajectory. Young children who participate in high-quality early learning programs experience significant cognitive, social, emotional, and physical gains compared to their counterparts.^{vii} One of the most far-reaching studies found that children who attended pre-k posted vocabulary scores 31 percent higher and math gains 44 percent higher than those of non-participants. Those participating in pre-k also had an 85 percent increase in print awareness, suggesting that these outcomes strongly predict later reading success.^{viii}

The economic benefits to school districts and communities provide a second compelling argument for Title I-funded pre-k. Districts can anticipate savings from decreased grade retention and special education placements, as well as the broader advantages of improved graduation rates and greater success in college and through adulthood.^{ix} These proven impacts and returns on investment provide a strong rationale for district leaders to allocate Title funds to pre-k.

Despite the documented benefits of investing in pre-k, however, school districts have not traditionally used Title I funds for this purpose.^x Superintendents and principals may have been reluctant in recent years to utilize Title I funds for pre-k given the mandated set-asides imposed by NCLB and a lack of substantial increases in funding.^{xi} For example, under NCLB, school districts that do not meet performance benchmarks for two consecutive years must set aside up to 20 percent of their Title I funds to provide students enrolled in low-performing schools with either supplemental education services or the option of transferring to a better-performing public school.^{xii} Therefore, new dollars are often necessary in order for a district to pursue other reforms such as pre-k. According to a CLASP report, where the decision was made to direct these funds toward pre-k, it typically resulted from the leadership of one early learning champion in the district who saw opportunities for additional investment when more Title I funds became available.^{xiii}

The use of Title I funds to support early education is aligned with both the original legislative purpose of this federal program and the goals of NCLB: to help at-risk children succeed in school and to close achievement gaps.

Model Districts Using Title I for Pre-K

Some school districts have been particularly innovative in their management of Title I funds to support quality pre-k. Their experiences provide helpful examples for other LEAs.

Chicago Public Schools, IL

The Chicago Child-Parent Centers (CPC) program is the oldest and one of the most researched examples of using Title I funds for pre-k. Founded in 1967 to reach families in high-poverty neighborhoods not being served by Head Start or similar programs, the CPCs provide comprehensive early educational services for children. Longitudinal studies of the program conducted since the 1980s show that this high-quality program generates significant academic benefits.

To be eligible for the program, children must reside in a Title I school's attendance zone. Upon enrollment, all children undergo a physical health screening, including vision and hearing tests. A lead teacher directs each center and has overall responsibility for organizing and implementing program services such as teacher training and parental participation. Each classroom has a certified lead teacher and an aide, which results in a teacher-child ratio of 1:8. A full-time staff member also provides outreach to CPC families, home visits, and referrals to community and social service agencies.^{xiv}

These investments produced impressive results. Children who participated in CPCs outperformed their peers who did not in reading and math achievement through grade six. Participants also had consistently lower rates of grade retention and special education placement.^{xv}

Since the 1980s, enrollment in and funding for the program have fluctuated. Currently the Chicago Public Schools operate 11 federally funded Title I CPC sites and serve approximately 670 children.^{xvi}

Montgomery County, MD^{xvii}

In 2007, Maryland's Montgomery County Public Schools (MCPS) began offering its Title I schools the opportunity to expand existing half-day Head Start programs to full day with the help of additional federal funds. The intent was to provide more instructional time for non-English-speaking children as well as those from other at-risk groups. The strategy was an integral part of the district's Early Success Performance Plan, which is "designed to provide necessary supports for all students to achieve at high levels and address the pervasive achievement gap among student groups."^{xviii}

In FY09, MCPS devoted \$877,300, or 4 percent, of its Title I resources to expand services in 13 Head Start classrooms from half day to full day. Children in the extended-day programs receive lunch, health care, social services and transportation. Each class provides research-based and literacy-focused instruction five days a week, for approximately 180

Superintendent Jerry Weast
Montgomery County Public Schools (MD)

Early childhood works ...
Pre-k is a better use of
time [and] a better
expenditure of money.
You'll get more return on
the investment—quicker,
better, and faster with
less remediation.

days per year. Class sizes are limited to 20 students and are taught by state-certified early education teachers with the support of para-educators, for a ratio of one adult per 10 children.

A recent study conducted by the school district shows that participating students demonstrated greater academic achievement. Compared with their peers in half-day pre-k, children who attended the full-day program made significantly larger gains in reading skills and some gains in math. These outcomes were particularly strong for female and Hispanic students and for students receiving English for Speakers of Other Languages (ESOL) services.^{xix}

For the 2009-10 school year, MCPS has committed 10 percent of its overall Title I allocation from the American Recovery and Reinvestment Act to support 21 full-day Head Start classes as well as supplemental instructional materials and professional development.^{xx}

Hamilton County, TN^{xxi}

The Hamilton County School District in Chattanooga, Tennessee, uses its Title I funds in conjunction with state pre-k funds to provide a full-day, comprehensive early education program for children in a variety of school and community-based settings. Currently, six classrooms combine Title I and state pre-k dollars, and seven are funded through Title I and local resources. Regardless of the setting or funding stream, all classes use the same curriculum and assessments, and all teachers receive the same professional development. Each classroom has a maximum of 20 students, with one certified teacher and one teaching assistant.

The Title I funds allow the district to target services to children in struggling schools and to those who meet low-income guidelines and other risk factors identified by the state. To attend, students must reside in a Title I school zone, and preference is given to children who score low on the district's screening instrument or whose school is "on notice" with the state's Department of Education as not having made significant gains on standardized test scores.

Infusion of Title I Dollars Presents New Opportunities

Through annual appropriations and the federal stimulus package, Congress and the president have made more than \$27 billion in Title I funds available to school districts in 2009. Guidance from federal policy makers suggests that devoting part of these resources to quality pre-k is a sound choice.

Signed into law on February 17, 2009, the American Recovery and Reinvestment Act (ARRA) includes \$10 billion above and beyond the FY2009 appropriations for Title I. Though this new investment is time-limited, it provides an unprecedented opportunity for districts and schools to implement innovative strategies that will improve student achievement. School districts have wide latitude in

their use of these funds but must guide their actions according to four main principles:

1. spend funds quickly to save and create jobs,
2. improve student achievement through school reform,
3. ensure transparency, reporting and accountability, and
4. invest thoughtfully to ensure services can be continued after the federal funding expires.

While no portion of ARRA's Title I funds were allocated specifically for early education, it is clear from legislative committee report language that Congress intended grantees to use some of these funds for early childhood programs and activities^{xxii} The U.S. Department of Education also has encouraged LEAs to give particular consideration to early learning investments. According to department guidance, examples of potential uses include:

Strengthening and expanding early childhood education by providing resources to align a district-wide Title I pre-K program with state early learning standards and state content standards for grades K-3 and, if there is a plan for sustainability beyond 2010-11, expanding high-quality Title I pre-K programs to larger numbers of young children.^{xxiii}

In addition, the U.S. Department of Education has stated that it will consider school district requests to waive one or more of the statutory "set-aside" requirements under Title I, thereby freeing up otherwise obligated funds for new purposes.^{xxiv} For example, an LEA may apply for a waiver from its obligation to spend at least 20 percent of its allocation on transportation for public school choice and supplemental education services (ESEA section 1116(b)(10); 34 C.F.R. § 200.48)^{xxv} and conceivably redirect some or all of these resources toward pre-k.

The Title I funding provided through ARRA is available to school districts for use through September 2011. The first installment of funds—\$5

billion—became available in April 2009, with the remainder scheduled for release by September 30, 2009. Title I funds are first sent to state education agencies (SEAs) and then distributed to the local level. States also will receive an additional \$3 billion in Title I School Improvement funds to assist schools that are in improvement, corrective action or restructuring status as defined by NCLB or determined to meet the state’s definition of “greatest need and greatest commitment.” These funds will be distributed to SEAs in fall 2009.

In addition to these new ARRA resources, school districts have begun receiving their annual Title I appropriations—approximately \$14.5 billion—nationwide for FY09. The first installment was sent out in July 2009 with the bulk of funds scheduled for release in October.^{xxvi} For more information on the timing of these resources, see Table 1.

Looking down the road, the president’s FY10 budget request included \$12.6 billion in Title I resources. This proposal featured a specific set-aside of \$500 million for state matching grants to districts that use Title I funds to launch or expand high-quality pre-k and other early childhood programs. According to U.S. Secretary of Education Arne Duncan, the administration’s budget sought to build on the investments made in the ARRA, including “[giving] preschoolers the skills they need to prepare for kindergarten.”^{xxvii} With these policies and proposals, the Obama administration demonstrated a new commitment to support early education at the local level. While committees of Congress rejected the specific set-aside for pre-k, the issue is likely to resurface in the next budget cycle and in congressional action to reauthorize the Elementary and Secondary Education Act.

Key Questions for District Decision Makers

Given the extent of Title I resources available to LEAs over the next two years, education leaders

need to think strategically about how best to use these funds to achieve their goals and address the needs of their community. The U.S. Department of Education has advised that using ARRA funds effectively will require thoughtful conversations among district and school leaders as to what kinds of immediate investments will improve student outcomes and be sustainable over time.

The critical issues school leaders face include:

Which aspects of a pre-k program can be funded with Title I?

Title I funds may be used to support the following components of a pre-k program:

- Teachers salaries
- Professional development
- Counseling services
- Leasing or renting space in privately owned buildings
- Minor remodeling of facilities to accommodate three- and four-year-old children
- Comprehensive services (health, nutrition, etc.)
- Diagnostic screening

Are there federal compliance requirements for Title I-funded pre-k?

Districts that use Title I money for pre-k are required to comply with Head Start performance standards,^{xxviii} and LEA officials must describe how programs will coordinate and integrate with other early education services, including plans for the transition of children into elementary school.^{xxix}

Can Title I funds be combined with other funding sources?

Yes. Title I funds can be used in conjunction with other federal resources such as Head Start and Reading First funds as well as state pre-k appropriations in order to extend or expand early education programs.

How can Title I funds be allocated within the district?

School districts looking to implement or expand pre-k must first determine how to allocate Title I resources. An LEA may choose to reserve a portion of its total allocation to operate a program for eligible children in the district as a whole or in particular schools. Further, it can distribute funds to individual schools for use schoolwide or on a targeted basis. Schools that choose to implement schoolwide programs need not identify particular eligible children. Rather, all children in the school may be served. In addition, education leaders will need to address programmatic issues such as: Where will the services be provided and by whom? Will services be full day or part day, year-round or tied to the school-year calendar? How will the district ensure quality?

How can Title I-funded pre-k leverage community resources and expertise?

Education leaders concede that many districts and schools lack the experience, the facilities, or the staff necessary to operate a quality pre-k program. To build capacity and encourage efficient use of all resources in the community, superintendents, principals and school boards can and should consider collaborating with other early childhood provid-

ers.^{xxx} A wealth of expertise and experience can be gained by partnering with outside entities such as Head Start agencies, child care centers and faith-based organizations. Additionally, Title I funds can be combined with other resources such as federal Head Start and Reading First funding and state pre-k appropriations in order to extend or expand early education programs.

Under ESEA, LEAs can provide pre-k at any location where other Title I services may be provided, including public school buildings, public libraries, community centers, privately owned facilities (including faith-based organizations), a child’s home and other appropriate settings.^{xxxi} Districts and schools may choose to offer early learning services directly or through programs such as Head Start, Even Start, Early Reading First or other comparable publicly funded early education initiatives.

Districts or schools that choose to deliver pre-k through—and so distribute Title I funds to—a qualified public early education program such as Head Start may be able to complement or extend existing services in a variety of ways:

- Serve children who are on Head Start waiting lists who are eligible for Title I schoolwide or targeted services.;

Table 1. Timeline for Title I Funds Under the American Recovery and Reinvestment Act of 2009 (ARRA) & Fiscal Year 2009 Appropriations Act

Source of Funding	Amount (in billions)	Date Available
ARRA Title I, Part A funds (first 50%)	\$5.0	April 1, 2009
ARRA Title I, Part A funds (second 50%)	\$5.0	by Sept. 30, 2009
ARRA Title I School Improvement Funds	\$3.0	Fall 2009
FY09 Title I Appropriation (first installment)	\$3.65	July 1, 2009
FY09 Title I Appropriation (second installment)	\$10.84	October 1, 2009
TOTAL	\$27.49	

- Extend program hours or days to Head Start children who are also eligible for Title I; or
- Provide services to Title I-eligible children who do not qualify for Head Start.^{xxxii}

How will state policies affect local decisions about Title I-funded pre-k?

Education leaders should identify any state requirements that may influence aspects of a locally operated pre-k program. Some states have adopted specific eligibility and program-quality requirements that must be considered, especially if the district plans to blend Title I funds with state program dollars. For example, according to the National Institute for Early Education Research, 22 states require pre-k teachers to have a bachelor's degree, and 36 states limit staff-child ratios to 1:10 or better.^{xxxiii} (The next section offers advice for coordinating local and state pre-k spending.)

In many cases, however, particular program aspects—hours, class size, teacher certification, curriculum and assessments, and evaluation—involve policy choices at the local level. A variety of resources are available to help guide district and school leaders through this decision making, including those recommended in Appendix A.

Coordination Between Title I and State Pre-K Programs

Districts can use Title I funds to supplement state pre-k dollars to improve or expand services for children and families. Currently, 40 states and the District of Columbia operate pre-k programs or pilot initiatives.^{xxxiv} One major benefit of coordinating local and state efforts is that districts are able to build upon an existing state infrastructure rather than implement entirely new programs, which often can be more time-consuming and expensive. Also, because Title I funds are so flexible, districts can employ them for a variety of purposes that

state funding may not be designed to support. Below are a few key recommendations to consider when using Title I resources in coordination with state pre-k programs:

Determine how state pre-k funding is disbursed

In some states, pre-k funding is allocated directly to districts through the school funding formula, while elsewhere, districts must apply for discretionary grants.^{xxxv} Determining how state resources flow to the local level can impact the timing and use of additional Title I funds to support pre-k.

Districts that can receive allocations through their state's school funding formula benefit from a more consistent and reliable funding stream that affords greater flexibility in creating and sustaining programs. Such districts should examine their current use of resources to determine ways of strengthening or expanding pre-k with Title I dollars. In some cases, local programs may be able to leverage Title I ARRA resources to draw down additional state funding. Districts that have not utilized formula funding in the past, may now be inclined to do so in light of additional federal resources that can help offset local costs.

Where pre-k funding is not part of the school funding formula, district officials should be aware of grant deadlines and other application requirements in order to apply for state money. In some cases, grant programs may be administered by a state agency other than the department of education, and school officials may need to develop new relationships and navigate unfamiliar systems. This approach may mean it takes longer to get a program up and running.

Learn what the state pre-k quality standards are

All states that administer pre-k programs require providers to adhere to a set of quality standards, such as education or certification requirements for teachers, class size, and adult-child ratios. These benchmarks can have a substantial im-

pact on the cost of programs at the local level. A district looking to supplement Title I funds with state pre-k dollars will need to be aware of the particular requirements to determine whether they have sufficient resources to comply with these standards. For those with existing programs, the addition of Title I money may enable districts to exceed state quality requirements. For example, a district may choose to hire additional staff in order to improve staff-child ratios or implement comprehensive services such as health and dental screenings for students.

Understand the state program's eligibility criteria

With the exception of several states that have adopted pre-k-for-all policies, most state-funded pre-k programs target services toward specific subgroups of children (e.g. low-income, disabled, English language learners). These eligibility restrictions, as well as waiting lists, can limit pre-k access for other students who would also benefit. Schools that are allowed to use Title I funds as a schoolwide reform effort can expand pre-k eligibility to children who may otherwise not be able to participate.

Identify potential partners with whom to collaborate

Most state pre-k programs allow a variety of non-public school providers to deliver services; some states require that the program include a certain proportion of these providers. Partnering with community-based organizations can be an effective way to enhance services and expand access. The addition of Title I funds can help with such collaborations, supporting needed improvements in community-based settings such as, upgrading program curricula, hiring certified teachers and providing professional development for instructors.

Take notice of local matching requirements

Some states require local districts to put up matching funds in order to access state pre-k dollars. Districts that have chosen not to draw down or apply for state pre-k funds in the past

due to local matching requirements may wish to reconsider that decision in light of increased Title I funds. An increase in local resources may also help school districts leverage additional state dollars, depending on the specifics of the grant or funding formula.

Conclusion

The increase in Title I resources as a result of both ARRA and the annual appropriations process has given school districts an opportunity to rethink how they are allocating federal resources to support local programs. Under ESEA, Title I funds can be used for a range of activities, including early education. A wealth of research suggests that high-quality pre-k increases academic achievement and improves student outcomes. Moreover, investing in children's school readiness reduces future spending on the remedial programs local districts already support with Title I funds, making pre-k a far more cost-effective use of these limited dollars.

As superintendents, school boards and principals look to enact school reform efforts, they should be aware of the opportunity that Title I presents to improve and expand pre-k services. The flexibility of this funding allows districts and schools to support a variety of pre-k program components such as teacher salaries and professional development, comprehensive services and diagnostic screening. It can also help districts partner with other early education providers and coordinate with state-funded programs. These resources provide an important opportunity for education leaders to offer and expand the high-quality pre-k programs that all children need as the first step in a successful education.

Appendix A

The following Websites and publications gathered from national organizations, state education agencies, and other nonprofit organizations provide guidance for education leaders on developing pre-k programs in their districts.

Leading Early Childhood Learning Communities: What Principals Should Know and be Able to Do, National Association of Elementary School Principals, 2005.

http://web.naesp.org/misc/ECLC_ExecSum.pdf

Planning for Pre-kindergarten: A Toolkit for School Boards, the Center for Public Education, an initiative of the National School Boards Association, 2009.

https://secure.nsba.org/pubs/item_info.cfm?who=pub&ID=772

Expanding Access to High Quality Pre-K Programs, California School Boards Association, 2008.

http://www.csba.org/EducationIssues/EducationIssues/~media/Files/EducationIssues/Preschool/csba_hq_preschool_2008.ashx

The Promise of Preschool: Local California Efforts Show the Potential of a Statewide Preschool System, Children Now, 2006.

<http://publications.childrennow.org/assets/pdf/preschool/pc-local-efforts-report-06.pdf>

Preschool Planning Tools and Reports, Iowa Association of School Boards

<http://www.ia-sb.org/EarlyChildhood.aspx>

Getting It Right From the Start: The Principals Guide to Early Childhood Education, Marjorie J. Kostelnik & Marilyn L. Grady, 2009.

<http://www.naeyc.org/store/node/658>

Effective Early Childhood Programs: Turning Knowledge into Action, Susan H. Landry, PhD, University of Texas Health Science Center, 2005.

<http://www.childrenslearninginstitute.org/documents/effective-early-childhood-programs.pdf>

Community Approaches to Serving Four-Year-Old Children in Wisconsin, Wisconsin Department of Public Instruction, 2003.

<http://www.dpi.wi.gov/fscp/pdf/eccommap.pdf>

Endnotes

- ⁱ See Clive R. Belfield et al., “The High/Scope Perry Preschool Program: Cost-Benefit Analysis Using Data from the Age-40 Followup,” *Journal of Human Resources* 41, no. 1 (2006): 162-190; Arthur J. Reynolds et al., “Age 21 Cost-Benefit Analysis of the Title I Chicago Child-Parent Centers,” *Educational Evaluation and Policy Analysis* 24 (2002): 267-303; William Gormley et al., “The Effects of Universal Pre-K on Cognitive Development,” *Developmental Psychology* 41, no. 6 (2005): 872-884; Ellen Frede et al., *The APPLES Blossom: Abbott Preschool Program Longitudinal Effects Study (APPLES), Preliminary Results through 2nd Grade* (New Brunswick: National Institute for Early Education Research, Rutgers, The State University of New Jersey, June 2009).
- ⁱⁱ “Votes Count: Legislative Action on Pre-K Fiscal Year 2008,” (Washington, DC: Pre-K Now, September 2007); “Votes Count: Legislative Action on Pre-K Fiscal Year 2009,” (Washington, DC: Pre-K Now, September 2008).
- ⁱⁱⁱ W. Steven Barnett et al., “The State of Preschool: 2008 State Preschool Yearbook,” (New Brunswick: National Institute for Early Education Research, Rutgers, The State University of New Jersey, 2009).
- ^{iv} Danielle Ewen and Hannah Matthews, “Title I and Early Childhood Programs: A Look at Investments in the NCLB Era,” *Child Care and Early Education Series*, October 2007, no. 2 (Washington, DC: Center for Law and Social Policy).
- ^v Schools that choose to implement schoolwide programs must have 40 percent or more students from low-income families.
- ^{vi} See letter to the Senate HELP Committee on No Child Left Behind, Pre-K Now, June 2007, <http://www.preknow.org/policy/positions/letters.cfm>.
- ^{vii} See Belfield et al., “The High/Scope Perry Preschool Program;” Reynolds et al., “Age 21 Cost-Benefit Analysis;” Gormley et al., “The Effects of Universal Pre-K;” David T. Burkam and Valerie E. Lee, *Inequality at the Starting Gate* (Washington, DC: Economic Policy Institute, 2002); Michael Puma et al., “Head Start Impact Study: First Year Findings,” (Washington, DC: U.S. Department of Health and Human Services, June 2005).
- ^{viii} W. Steven Barnett, Cynthia Lamy, and Kwanghee Jung, “The Effects of State Prekindergarten Program on Young Children’s School Readiness in Five States,” (New Brunswick: National Institute for Early Education Research, Rutgers, The State University of New Jersey, 2005).
- ^{ix} “Dollars and Sense: A Review of Economic Analyses of Pre-K.” (Washington, DC: Pre-K Now, May 2007).
- ^x According to Ewen and Matthews, “Title I and Early Childhood Programs,” in 2000, the U.S. Department of Education estimated that approximately 2 percent to 3 percent of Title I funds supported early education.
- ^{xi} Committee for Education Funding, *Budget Response: Fiscal Year 2009* (Washington, DC: Committee for Education Funding, 2008): 2.
- ^{xii} *No Child Left Behind Act of 2001*, Public Law 107-110, § 1116(b)(10); Office of Elementary and Secondary Education, 34 C.F.R., § 200.48.
- ^{xiii} Ewen and Matthews, “Title I and Early Childhood Programs,” 12.
- ^{xiv} Promising Practices Network, “Child-Parent Centers,” <http://www.promisingpractices.net/program.asp?programid=98#programinfo>.
- ^{xv} A. J. Reynolds “One year of preschool or two: Does it matter?” *Early Childhood Research Quarterly* 10 (1995): 1-31; A. J. Reynolds, J. A. Temple, D. L. Robertson and E. A. Mann, “Long-term effects of an early childhood intervention on educational achievement and juvenile arrest: A 15- year follow-up of low-income children in public schools,” *Journal of the American Medical Association* 285, no. 18 (2001): 2339-2346.
- ^{xvi} Lisa Guernsey, “What’s Been Cut: The Story of the Child Parent Centers,” The Early Ed Watch Blog, New America Foundation, February 26, 2009, <http://www.newamerica.net/blog/early-ed-watch/2009/whats-been-cut-story-child-parent-centers-10341>.
- ^{xvii} Chrisandra Richardson (Director of Academic Support Initiatives) and Dr. Felicia E. Lanham-Tarason (Title I Director of the Montgomery County Public Schools), interview.
- ^{xviii} Huafang Zhao, Shahpar Modarresi and Shihching Liu, *Impact of Full-day Prekindergarten Program on Student Academic Performance* (Rockville, MD: Montgomery County Public Schools, February 2009).
- ^{xix} Ibid.
- ^{xx} Data gathered from questionnaire distributed by author to the Montgomery County Public Schools (July 2009).
- ^{xxi} Dr. Brenda L. Benford (Director of Pre-Kindergarten Programs at the Hamilton County Department of Education), interview.

^{xxii} U.S. House of Representatives, *Conference Report on H.R. 1, American Recovery and Reinvestment Act of 2009*, 111th Cong., 1st sess., 2009, H.R. Rep. 111-16, 456.

^{xxiii} U.S. Department of Education, “GUIDANCE: Funds under Title I, Part A of the Elementary and Secondary Education Act of 1965 Made Available Under The American Recovery and Reinvestment Act of 2009,” (Washington, DC: U.S. Department of Education, April 2009): 9.

^{xxiv} U.S. Department of Education, *DRAFT Non-Regulatory Guidance on Title I, Part A Waivers* (Washington, DC: U.S. Department of Education, July 2009).

^{xxv} *Ibid.*, 18.

^{xxvi} U.S. Department of Education, “GUIDANCE: Funds under Title I, Part A of the Elementary and Secondary Education Act of 1965 Made Available Under The American Recovery and Reinvestment Act of 2009,” (Washington, DC: U.S. Department of Education, April 2009): 9.

^{xxvii} U.S. Department of Education, “U.S. Education Secretary Announces Budget That Advances Reform While Cutting Waste,” press release, May 7, 2009, <http://www.ed.gov/news/pressreleases/2009/05/05072009a.html>.

^{xxviii} An LEA that uses Title I funds to provide early childhood development services to low-income children below the age of compulsory school attendance must ensure that those services comply at a minimum with the achievement standards established under section 641A(a) of the Head Start Act. *No Child Left Behind Act of 2001*, Public Law 107-110, §1112(c)(1)(G).

^{xxix} U.S. Department of Education, *Serving Preschool Children Under Title I Non-Regulatory Guidance* (Washington, DC: U.S. Department of Education, March 2004): 24.

^{xxx} For more information about school-community collaboration, see “Beyond the School Yard: Pre-K Collaborations with Community-Based Partners,” (Washington, DC: Pre-K Now, July 2009).

^{xxxi} U.S. Department of Education, “Serving Preschool Children Under Title I Non-Regulatory Guidance,” (Washington, DC: U.S. Department of Education, March 2004): 17.

^{xxxii} Some children may be Title I-eligible if they reside in an eligible attendance area, but do not qualify for Head Start under Head Start’s income requirement.

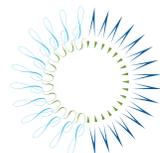
^{xxxiii} W. Steven Barnett et al., “The State of Preschool: 2008 State Preschool Yearbook,” 18.

^{xxxiv} *Ibid.*, 4. In addition to the 38 states with pre-k programs reported by NIEER, Alaska and Rhode Island are starting pilot programs in Fall 2009.

^{xxxv} For a discussion of states that use the school funding formula to finance pre-k programs, see “Funding the Future,” (Washington, DC: Pre-K Now, February 2008).

Pre-K Now

Pre-K Now, a campaign of the Pew Center on the States, collaborates with advocates and policy makers to lead a movement toward high-quality, voluntary pre-kindergarten for all three and four year olds. The Pew Center on the States identifies and advances effective policy approaches to critical issues facing states.



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