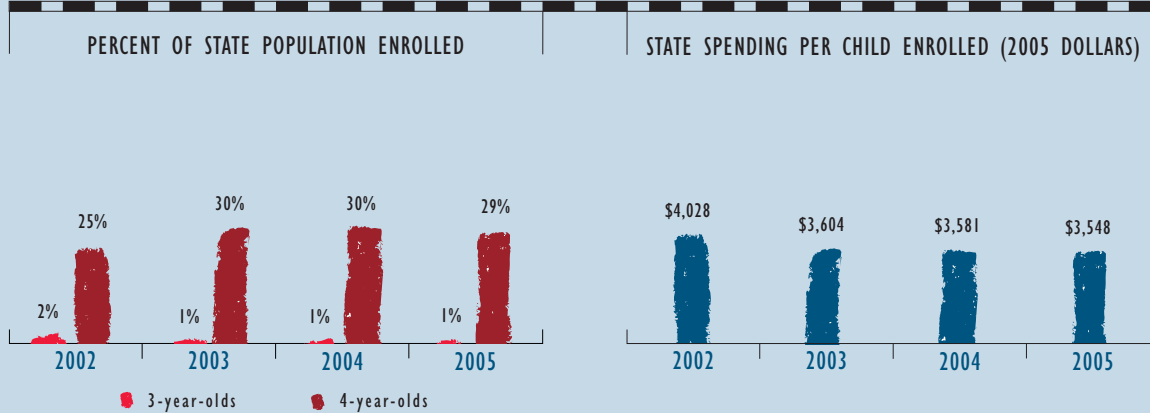


New York



The New York state Legislature created the Experimental Prekindergarten (EPK) program in 1966, shortly after the federal Head Start program was established. The initiative, now referred to as the Targeted Prekindergarten (TPK) program, supports a half-day preschool program that also provides social services, a meal and snack, and family involvement opportunities. The TPK program serves 4-year-olds living in 96 districts, and at least 80 percent of enrollees must come from economically disadvantaged families. All programs are operated by public schools. Teachers are required to have a Master's degree (unless they had a Bachelor's degree prior to 1978) as well as certification in Nursery-Grade 6 or, if certified after February 2004, Birth-Grade 2. State funding for TPK reached \$54 million in fiscal year 1995, but the program subsequently experienced flat or reduced funding until a funding increase to \$54.3 million in fiscal year 2004.

The Universal Prekindergarten (UPK) program, a second state-funded prekindergarten initiative, was established in 1997 with the aim of making prekindergarten accessible to all 4-year-olds in the state. Priority was initially given to economically disadvantaged children with the intention to gradually increase access so that by 2002 the program would be available to all 4-year-olds whose families wanted to participate. However, since UPK funding has remained level in recent years, planned program expansion has not occurred, and the program currently reaches only about 25 percent of the state's 4-year-olds. Districts are required to offer enrollment based on a random lottery system so that children are equitably selected to fill available slots.

UPK funds flow through public schools, but at least 10 percent of funds are required to be used in subcontracts with Head Start, private child care providers, or other community-based organizations. In practice, more than half of UPK funds are subcontracted to these agencies. All public school teachers in the UPK program must meet the same degree and certification requirements that apply to teachers in the TPK program. A legislative amendment requires teachers in community-based programs to be supervised by an on-site certified teacher effective with the 2005-2006 school year. Beginning in September 2006, teachers in community-based UPK programs will be required to have the same credentials as teachers in public schools.

In order to document the contributions New York makes to prekindergarten through its two separate initiatives, we first present summary information reflecting the state's overall commitment to prekindergarten. Enrollment and state spending for both the TPK and UPK initiatives are taken into account. Next, we present specific details about each initiative in the state. The third page of this profile focuses exclusively on the UPK program, while the final page focuses exclusively on the TPK program.

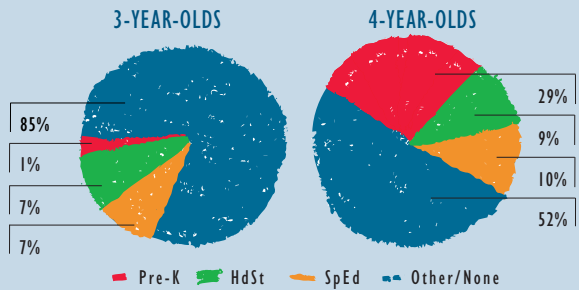
STATE OVERVIEW

Total state program enrollment - - - - -	69,454
Total state spending - - - - -	\$246,422,978
State spending per child enrolled - - - - -	\$3,548
State spending per 3-year-old - - - - -	\$17
State spending per 4-year-old - - - - -	\$1,013

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** K-12 expenditures include capital spending as well as current operating expenditures.

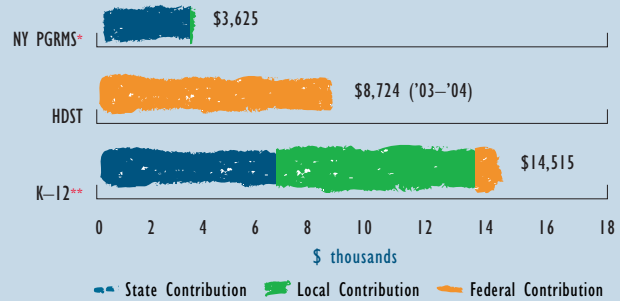
Data are for the '04-'05 school year, unless otherwise noted.

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



Pre-K HdSt SpEd Other/None

SPENDING PER CHILD ENROLLED



ACCESS RANKING—4s

10

ACCESS RANKING—3s

27

RESOURCES RANKING

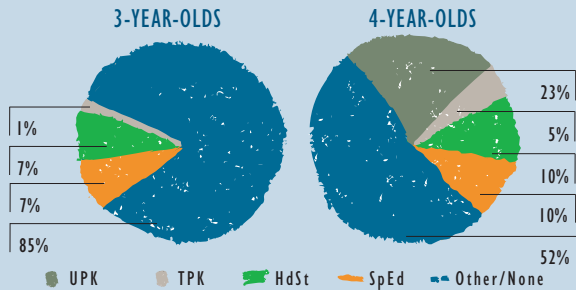
14

NEW YORK UNIVERSAL PREKINDERGARTEN

ACCESS

Total state program enrollment	55,461
School districts that offer state program	29%
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	42,496
Federally funded Head Start enrollment '03-'04	41,628
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



QUALITY STANDARDS CHECKLIST

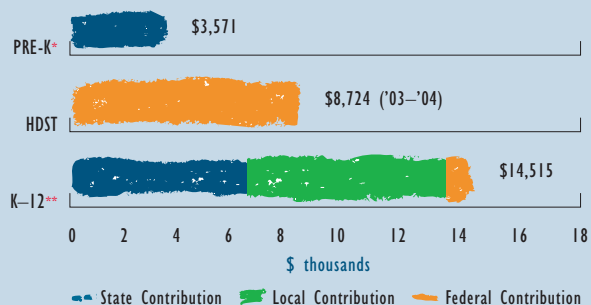
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree	BA prior to 1978, MA after (public); 9 credits toward CDA (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training	Certification in Birth-Grade 2 (public), 9 credits toward CDA (nonpublic) ^{2,3}	Specializing in Pre-K	<input type="checkbox"/>
Assistant teacher degree	Level I certification (public), ⁴ HSD (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	175 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:9 or 3:20		
Screening/referral and support services	Support services only ⁵	Vision, hearing, health; and at least 1 service	<input type="checkbox"/>
Meals	Depend on length of program day ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>



RESOURCES

Total state Pre-K spending	\$198,063,061
Local match required?	No
State spending per child enrolled	\$3,571
State spending per 3-year-old	\$0
State spending per 4-year-old	\$828

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '04-'05 school year, unless otherwise noted.

¹ Programs operate for either a half-day (2.5 hours) or full-day (5 hours), 5 days per week.

² Beginning in September 2006, teachers in community-based UPK programs will be required to have the same credentials as teachers in public schools. When this requirement goes into effect, the UPK program will meet the NIEER benchmarks for teacher degree and teacher specialized training requirements.

³ For the 2003-2004 program year, 79% of UPK teachers were reported to be state certified. In February 2004, the required certification changed from a certificate in Pre-K-6 or N-6.

⁴ Level I certification requires a high school diploma or equivalent and passing of the Assessment of Teaching Assistant Skills Test. This requirement went into effect in February 2004.

⁵ Physical exams must have been conducted by a pediatrician within the previous year, and districts must conduct screenings for new entrants. Support services include parent involvement activities, referral to social services, and transition to kindergarten activities. The number of required annual parent conferences or home visits is determined locally.

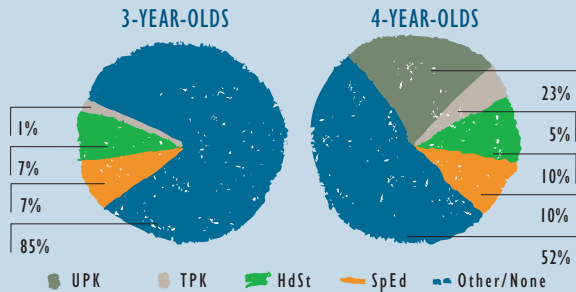
⁶ Programs operating less than 3 hours must provide a nutritional meal or snack. Programs operating more than 3 hours must provide appropriate meals and snacks to ensure that nutritional needs of children are met.

NEW YORK TARGETED PREKINDERGARTEN

ACCESS

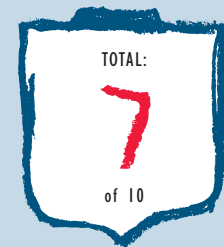
Total state program enrollment	-----	13,993
School districts that offer state program	-----	14%
Income requirement	-----	Economically disadvantaged ¹
Hours of operation	-----	Determined locally ²
Operating schedule	-----	Academic year
Special education enrollment	-----	42,496
Federally funded Head Start enrollment '03-'04	-----	41,628
State-funded Head Start enrollment	-----	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



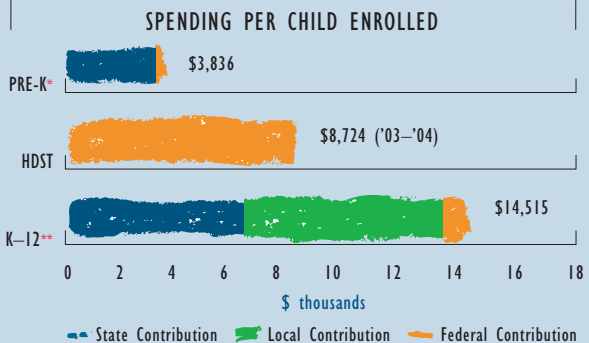
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	-----	Not comprehensive	<input type="checkbox"/>
Teacher degree	-----	BA prior to 1978, MA after	<input checked="" type="checkbox"/>
Teacher specialized training	-----	Certification in Birth-Grade 2 ³	<input checked="" type="checkbox"/>
Assistant teacher degree	-----	Level 1 certification ⁴	<input type="checkbox"/>
Teacher in-service	-----	175 clock hours/5 years	<input checked="" type="checkbox"/>
Maximum class size			
3-year-olds	-----	20	<input checked="" type="checkbox"/>
4-year-olds	-----	20	<input checked="" type="checkbox"/>
Staff-child ratio			
3-year-olds	-----	1:9 or 3:20	<input checked="" type="checkbox"/>
4-year-olds	-----	1:9 or 3:20	<input checked="" type="checkbox"/>
Screening/referral and support services	-----	Support services only ⁵	<input type="checkbox"/>
Meals	-----	1 meal and snack	<input checked="" type="checkbox"/>
Monitoring	-----	Site visits and other monitoring	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	-----	\$48,359,917
Local match required?	-----	Yes—at least 11% of funding
State spending per child enrolled	-----	\$3,456
State spending per 3-year-old	-----	\$17
State spending per 4-year-old	-----	\$184



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '04-'05 school year, unless otherwise noted.

- Economically disadvantaged children are those from families eligible for some form of assistance such as TANF, free or reduced-price lunch, food stamps, Medicaid, or unemployment or disability compensation.
- Programs are required to provide a minimum of 12 hours per week and at least 4 days per week during the academic year. The length of the program day is determined locally, and programs may operate 5 days per week. Typically, programs operate 2.5 hours per day and 5 days per week.
- In February 2004, the required certification changed from a certificate in Pre-K-6 or N-6.
- Level 1 certification requires a high school diploma or equivalent and passing of the Assessment of Teaching Assistant Skills Test. This requirement went into effect in February 2004.
- Support services include parenting support or training, parent involvement activities, locally determined health services for children, transition to kindergarten activities, and other services to meet family needs. The number of required annual parent conferences or home visits is determined locally.