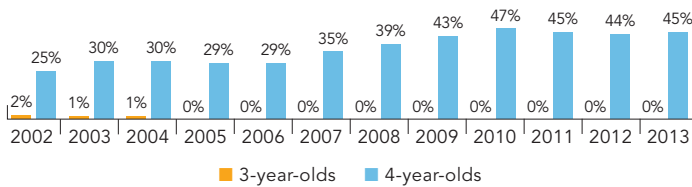
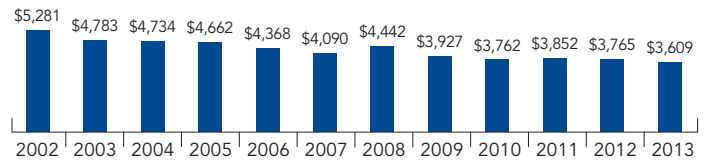


New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



The goal of New York’s Universal Prekindergarten (UPK) program, which started in 1998, is to offer prekindergarten education to all 4-year-olds in the state, regardless of family income or risk factors. UPK’s origin can be traced to 1966, when the state offered services through the Experimental Prekindergarten (EPK) Program, which later developed into the Targeted Prekindergarten Program (TPK). TPK was incorporated into UPK during the 2007-2008 school year, resulting in a 50 percent increase in funding. UPK is administered by the Office of Early Education within the New York Department of Education.

Funding for UPK has not been sufficient to meet the goal of universal access for 4-year-olds by 2013. In the 2012-2013 school year, 103,347 children were enrolled, representing approximately 45 percent of the state’s 4-year-olds, restoring enrollment for 800 of the 1,000 slots that were cut the previous year. UPK slots are filled through district-operated lotteries. Approximately 75 percent of enrolled children attend part-day programs operating five days per week throughout the school year.

Spending for the UPK program decreased by \$8M in the 2012-2013 school year, following four consecutive years of flat funding. Only districts that have previously offered the program are eligible for funding. District funding is determined on a per-child basis, which has often increased due to factors in the funding formula; but has led to fewer available slots, due to overall funding decreases. The total number of children eligible for UPK aid declined by more than 8,700 slots when the 2012-2013 appropriation was funded below the 2009-2010 level. Programs with waiting lists seeking to serve additional children continued to be adversely affected, and districts wanting to implement new programs were unable to do so. Four districts no longer received funding for UPK in 2012-2013, due to local administrative error or the community’s decision to no longer participate for financial reasons. Districts must dedicate at least 10 percent of their funding to subcontracts with community-based organizations (CBOs), including Head Start, child care centers, preschool special education providers, and nonpublic nursery schools.

Regulations requiring all UPK teachers working in nonpublic settings to meet the same certification requirements as those in public settings have been in effect since 2004. Teachers must possess a BA if employed prior to 1978, or MA if hired after 1978, with a valid teaching license or certificate in early childhood; or a bachelor’s degree in early childhood or a related field, with a written plan for attaining early childhood certification within five years of hire or by January 2013. In the 2012-2013 school year, 73 percent of UPK teachers possessed MA degrees and 26 percent held BA degrees with the remainder pursuing a five-year plan for teacher certification.

In January 2011, the New York Board of Regents adopted the Prekindergarten Learning Standards and Common Core State Standards for Prekindergarten Math and English Language Arts with the goal of supporting high-quality early childhood education for children before kindergarten entry. The state Board of Regents subsequently approved revised early learning standards called the New York State Prekindergarten Foundation for the Common Core in September 2011, retaining a comprehensive, multi-domain approach and contributing to establishing an aligned P–12 continuum.

Beginning in 2012-2013, UPK programs located in districts deemed to be persistently low performing by the New York Department of Education are encouraged to participate in QUALITYstarsNY, the state quality rating and improvement system. Incentives for participation include stipends to purchase educational materials, access to supplemental professional development funds, and assignment of a quality improvement specialist. One hundred and two UPK programs participated in QUALITYstarsNY in the first year of this effort.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
10	27

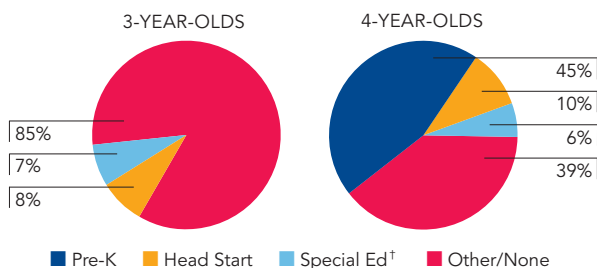
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
26	30

NEW YORK UNIVERSAL PREKINDERGARTEN

ACCESS

Total state program enrollment	103,347
School districts that offer state program	65% ¹
Income requirement	None
Hours of operation	2.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	44,633
Federally funded Head Start enrollment, ages 3 and 4	40,975
State-funded Head Start enrollment, ages 3 and 4	0

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive ²	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA and NYS teaching certificate (public); BA in EC or related field (nonpublic) ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification in B-2nd, Students with Disabilities (B-2nd), N-6, P-6 ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD + 9 college credits in EC + Level I Certification (public); HSD (nonpublic) ⁴	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	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:8		
4-year-olds	1:9		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depends on length of program day ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring ⁷	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

7

RESOURCES

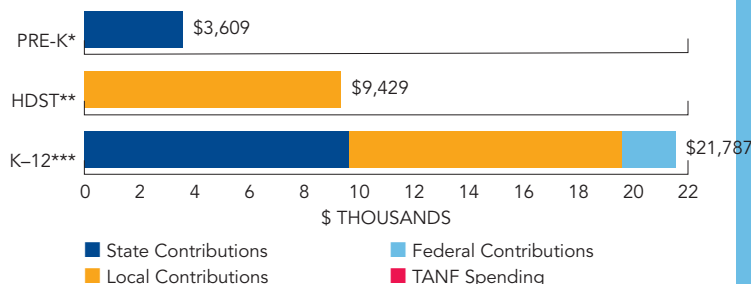
Total state pre-K spending	\$373,010,631
Local match required?	No
State spending per child enrolled	\$3,609
All reported spending per child enrolled*	\$3,609

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

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Funding had been made available to all 677 districts in the past, but for the 2012-2013 school year UPK allocations were restricted to only districts that had previously had a program. 443 districts operated a program in 2012-2013, up from 442 in 2011-2012, as one district successfully appealed to reestablish their grant allocation.

² The NY State Board of Regents formally adopted comprehensive Prekindergarten Learning Standards in January 2011 for use in UPK programs.

³ Since 2004, programs in nonpublic settings have been required to meet the same certification requirements as those in public settings. However, the statute expiring in 2010 had allowed certain community-based organizations to be exempt from this requirement until at least 2013, as long as uncertified teachers meeting the teaching requirements of the sponsoring agency (AA in ECE or CDA) receive on-site supervision by certified teachers. These teachers must have a plan to become certified within 5 years or by 2013, whichever is later. Expiration of the exemption for teacher certification requirements on June 30, 2010, now establishes a policy for uniform criteria of public and nonpublic teaching personnel.

⁴ The Level I Teaching Assistant Certificate is the entry level certificate for teacher assistants. It permits the holder to provide direct instructional services to students under the general supervision of a licensed or certified teacher. Assistant teachers employed by nonpublic schools must have a HSD and meet the standards of the licensing or registering agency.

⁵ A social and emotional assessment and referral are also required. Support services include parent conferences and/or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁶ Programs meeting for 3 hours or fewer must provide a snack. Programs meeting more than 3 hours must provide a meal and snack.

⁷ Site visits by state personnel are conducted through Coordinated Monitoring with Title I, and also based on criteria established by the Office of Early Learning such as districts with elementary schools on the Persistently Low Achieving Schools list. Periodic site visits are not assured for each program.