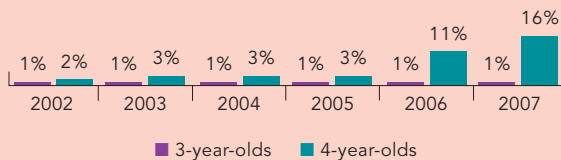
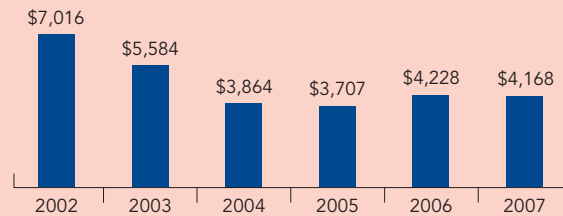


Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2007 DOLLARS)



Tennessee began funding the Early Childhood Education (ECE) Pilot Project in 1998. Public schools, private child care agencies, Head Start agencies, public housing authorities, and institutes of higher education competed for state grants to fund their programs. Beginning with the 2005-2006 school year, the state created the Tennessee Voluntary Pre-K (VPK) program, which includes the pilot pre-K program. Under the new VPK program, only school systems were allowed to compete for state grants. The school systems in turn, have opportunities to subcontract with private child care agencies, Head Start agencies, public housing authorities, and institutes of higher education. Tennessee’s preschool program relied partially on TANF funding until 2003, at which time TANF funding was no longer available. Three- and 4-year-old children who are eligible for free or reduced-price lunch (185 percent of the federal poverty level) are prioritized to enroll in the program. Children who meet other state-specified risk factors are also eligible to enroll in the program. These risk factors include having an IEP, English Language Learner status, state custody, history of abuse or neglect, and locally determined risk factors such as having a parent on active military duty.

Tennessee has been using excess lottery funds to support recent expansions of state prekindergarten. As a result of these additional funds, Tennessee was able to serve an additional 6,000 at-risk children in 2005-2006. In 2006-2007, the state tripled its general revenue allocation for prekindergarten, which enabled VPK to create an additional 232 programs and serve more than 4,500 additional at-risk children. The VPK and ECE pilot programs follow similar standards and are profiled together in this report. VPK classrooms are allocated more funding than the ECE pilot programs and are also required to obtain local matches.

In 2005, legislation created the Office of Early Learning (OEL) to administer the VPK program. The OEL also includes the Head Start State Collaboration Office, Even Start State Coordinator Office, School Administered Child Care Program Evaluation and Family Resources Centers. The duties of OEL encompass program administration, oversight, monitoring, data collection, technical assistance and training. The OEL coordinates and collaborates with intra-state agencies, local school systems and community providers to provide information and best practices in support and promotion of the pre-K program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
20	21

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13*	17

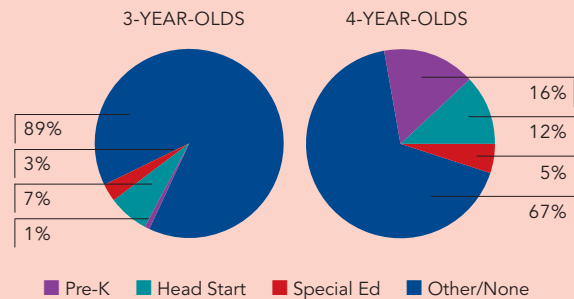
* In previous Yearbooks, only state spending was ranked.

TENNESSEE VOLUNTARY PRE-K

ACCESS

Total state program enrollment.....	13,197
School districts that offer state program.....	98%
Income requirement.....	185% FPL ¹
Hours of operation	5.5 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	5,978
Federally funded Head Start enrollment.....	15,496
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	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Teacher license with pre-K endorsement ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA (ECE pilot); HSD + pre-K experience (VPK) ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	18 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower	<input checked="" type="checkbox"/>
3-year-olds	16		
4-year-olds	20		
Staff-child ratio	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:8		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health, and support developmental; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals.....	Lunch and either breakfast or snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

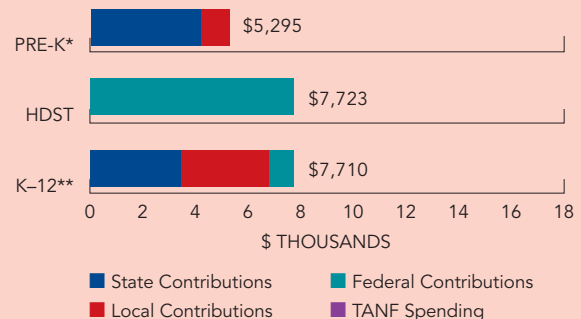
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending.....	\$55,000,000
Local match required?	Yes ⁶
State spending per child enrolled.....	\$4,168
All reported spending per child enrolled*	\$5,295

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 '06-'07 school year, unless otherwise noted.

¹ Children who meet the income criteria receive highest priority for enrollment.
² Additional time is determined locally. Naptime cannot be counted in the 5.5 hour minimum.
³ Permissible types of Pre-K endorsements include: Pre-K3, Pre-K4, Pre-K3 Special Education, Pre-K 1 Special Education, and Pre-K-K.
⁴ Assistant teacher degree requirements differ between the ECE pilot program and the statewide expansion of this program, VPK. In the ECE pilot, all assistant teachers are required to have a CDA. In the VPK program, the LEA is required to hire an assistant teacher with a CDA if one is available, but if not, the LEA may hire one with a high school diploma and relevant experience working with ECE programs.

⁵ Dental screening and referrals are locally determined. Support services include two annual parenting conferences or home visits, parenting support or training, parent involvement activities, referral for social services, and transition to pre-K and kindergarten activities. Some other comprehensive services are required, but specific services are determined locally.

⁶ Funding allocations are set on an annual basis. The LEA must identify a local funding match to add to its Basic Education Plan funds, in order to reach the set funding amount per unit.