New York created one of the earliest state prekindergarten programs, the Experimental Prekindergarten (EPK) program, in 1966. The program, now called the Targeted Prekindergarten (TPK) program, serves 4-year-olds in 14 percent of the state’s school districts. TPK funding supports half-day preschool in public school settings and also provides social services and family activities. Teachers are required to have a New York State teaching certificate in an early childhood area. The program used to require that at least 80 percent of enrolled children be eligible for one of several programs for low-income families, but as of 2005-2006, all children served must meet this requirement.

In 1997, New York established a second state preschool education initiative, the Universal Prekindergarten (UPK) program, with the intention to offer prekindergarten to all 4-year-olds in the state. However, state funding for the program is not currently sufficient to meet this goal, so the UPK program is offered mostly in the state’s larger school districts, serving about a quarter of the 4-year-olds in New York. Districts that receive funding use a random lottery system to select children for enrollment, so all children that apply have an equal opportunity to participate. UPK funds are distributed to school districts, but at least 10 percent of funding must be used in subcontracts with Head Start, private child care centers, or other community agencies. In 2005-2006, more than half of UPK funding was subcontracted to these other providers. While UPK teachers in public schools must meet the same degree and certification requirements as the TPK program, teachers in other settings are not held to this requirement if they are supervised by a certified teacher. However, the state plans to require these teachers to have the same credentials as the public school teachers by 2008.

In January 2006, the New York State Board of Regents recommended to the state Legislature that the UPK and TPK programs be combined over the next several years, and that full funding be made available to serve all interested prekindergarten students. This policy recommendation has not been taken up by the Legislature.

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 ......................... 72,590
Total state spending ...................................... $254,950,090
State spending per child enrolled ....................... $3,512
State spending per 3-year-old ......................... $17
State spending per 4-year-old .......................... $1,005

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 '05–'06 school year, unless otherwise noted.

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

3-YEAR-OLDS
84% Pre-K
1% Head Start
8% Special Ed
7% Other/None

4-YEAR-OLDS
29% Pre-K
10% Head Start
9% Special Ed
52% Other/None

SPENDING PER CHILD ENROLLED

NY PGMS*
$3,512

HDST
$8,794 (04-05)

K-12**
$15,235

$ THOUSANDS

* 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.

ACCESS RANKING–4s
ACCESS RANKING–3s
RESOURCES RANKING
11
26
17
NEW YORK UNIVERSAL PREKINDERGARTEN

ACCESS

Total state program enrollment ......................58,080
School districts that offer state program .......................29%
Income requirement ........................................None
Hours of operation.................................Determined locally
Operating schedule ..............................Academic year
Special education enrollment ..................................40,422
Federally funded Head Start enrollment .............43,222
State-funded Head Start enrollment ...................0

Total state program enrollment ..........................58,080
Local match required? ..................................................No
State spending per child enrolled ..........................$3,465
State spending per 3-year-old........................................$0
State spending per 4-year-old....................................$807

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

<table>
<thead>
<tr>
<th>Age Group</th>
<th>UPK</th>
<th>TPK</th>
<th>HdSt</th>
<th>Special Ed</th>
<th>Other/None</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-year-olds</td>
<td>84%</td>
<td>1%</td>
<td>8%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>4-year-olds</td>
<td>23%</td>
<td>6%</td>
<td>10%</td>
<td>9%</td>
<td>52%</td>
</tr>
</tbody>
</table>

QUALITY STANDARDS CHECKLIST

POLICY STATE PRE-K BENCHMARK DOES REQUIREMENT MEET BENCHMARK?

Early learning standards............................Not comprehensive ..............Comprehensive 
Teacher degree...............BA prior to 1978, MA after (public); ..............BA
Teacher specialized training...............Certification in ..............Specializing in pre-K
Birth-Grade 2 (public); 9 credits toward CDA (nonpublic) 1
Assistant teacher degree........Level I certification (public); ..............CDA or equivalent
HSD (nonpublic) 4
Teacher in-service ................175 clock hours/5 years ..............At least 15 hours/year
Maximum class size .................20 or lower
3-year-olds ........................................NA
4-year-olds ........................................20
Staff-child ratio ..............................1:10 or better
3-year-olds ........................................NA
4-year-olds ........................................1:9 or 3:20
Screening/referral .......................Vision, hearing, health; ..............Vision, hearing, health; and
support services and support services 1 at least 1 support service
Meals .................Depend on length of program day 1 At least 1/day
Monitoring .........................Site visits and other monitoring ..........Site visits

RESOURCES

Total state pre-K spending ..........................$201,250,090
Local match required? .................................No
State spending per child enrolled ..................$3,465
State spending per 3-year-old .....................$0
State spending per 4-year-old .....................$807

* 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 ’05–’06 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

<table>
<thead>
<tr>
<th>Program</th>
<th>Spending per Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>UPK*</td>
<td>$3,465</td>
</tr>
<tr>
<td>HDST</td>
<td>$8,794 (04-05)</td>
</tr>
<tr>
<td>K-12**</td>
<td>$15,235</td>
</tr>
</tbody>
</table>

1 Programs operate for either a half-day (2.5 hours) or full-day (5 hours), 5 days per week.
2 Since 2004, programs in nonpublic school settings have been required to meet the same certification requirements as those in public settings. However, a legislative amendment allowed certain community-based organizations to be exempted from this requirement until at least 2008, as long as uncertified teachers receive on-site supervision by certified teachers.
3 Teachers in community-based organizations are currently exempt from certification if they have on-site supervision by a certified teacher.
4 Level I certification requires a high school diploma or equivalent and passing of the Assessment of Teaching Assistant Skills Test.
5 All children in UPK are considered new entrants to a school district, and are therefore required to have a full diagnostic screening. Support services include parent involvement activities, health services for children, 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.

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NEW YORK TARGETED PREKINDERGARTEN

ACCESS

Total state program enrollment .........................14,510
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 ......................40,422
Federally funded Head Start enrollment ........43,222
State-funded Head Start enrollment ..............0

State spending per child enrolled ......................$3,701
State spending per 3-year-old ......................................$17
State spending per 4-year-old ....................................$198

State pre-K spending ........................................$53,700,000
Local match required?................Yes, 11% of total funding

QUALITY STANDARDS CHECKLIST

POLICY | STATE PRE-K REQUIREMENT | BENCHMARK | DOES REQUIREMENT MEET BENCHMARK?
--- | --- | --- | ---
Early learning standards...........Not comprehensive ..............Comprehensive
Teacher degree...................BA prior to 1978; MA after ..............BA
Teacher specialized training..........Certification in ..............Specializing in pre-K
Assistant teacher degree...............Level I certification3 ..............CDA or equivalent
Teacher in-service ....................175 clock hours/5 years ..............At least 15 hours/year
Maximum class size ......................20 or lower
3-year-olds ................................20
4-year-olds ................................20
Staff-child ratio .........................1:10 or better
3-year-olds ................................1:9 or 3:20
4-year-olds ................................1:9 or 3:20
Screening/referral ......................Vision, hearing, health; ..........Vision, hearing, health; and
and support services and support services4 at least 1 support service
Meals .........................Breakfast or lunch and snack ..........At least 1/day
Monitoring ..................Site visits and other monitoring ..........Site visits

RESOURCES

Total state pre-K spending ........................................$53,700,000
Local match required?.............Yes, 11% of total funding
State spending per child enrolled ......................$3,701
State spending per 3-year-old ......................$17
State spending per 4-year-old ......................$198

SPENDING PER CHILD ENROLLED

<table>
<thead>
<tr>
<th>School</th>
<th>Spending</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPK*</td>
<td>$3,701</td>
</tr>
<tr>
<td>HDST</td>
<td>$8,794 (04-05)</td>
</tr>
<tr>
<td>K-12**</td>
<td>$15,235</td>
</tr>
</tbody>
</table>

1 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.
2 Programs are required to provide a minimum of 12 hours per week and 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.
3 Level 1 certification requires a high school diploma or equivalent and passing of the Assessment of Teaching Assistant Skills Test.
4 All children in TPK are considered new entrants to a school district, and are therefore required to have a full diagnostic screening. Support services include educational services or job training for parents, parenting support or training, parent involvement activities, 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.

Data are for the '05–'06 school year, unless otherwise noted.