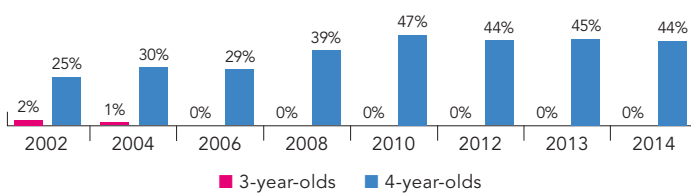
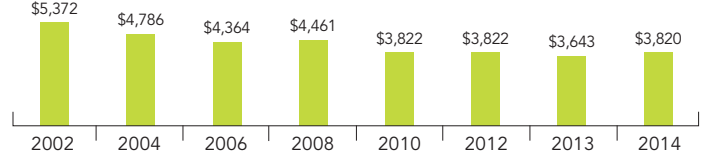


# New York

PERCENT OF STATE POPULATION ENROLLED\*



STATE SPENDING PER CHILD ENROLLED\* (2014 DOLLARS)



New York's Universal Prekindergarten (UPK) program began in 1998, with the goal to offer prekindergarten education to all 4-year-olds in the state, regardless of family income or risk factors. Prior to UPK's existence, New York began offering services in 1966 through the Experimental Prekindergarten (EPK) Program, later known as the Targeted Prekindergarten Program (TPK). During the 2007-2008 school year, TPK was incorporated into UPK. The merged program, which is administered by the Office of Early Learning within the New York State Department of Education, resulted in a 50 percent increase in funding at that time.

During the 2013-2014 school year, spending for the UPK program increased by \$4.8M following a decrease by \$8M in 2012-2013. Funding is only available to districts that previously offered the program. There are fewer available slots due to overall funding decreases; although district funding, which is determined on a per-child basis, has often increased due to factors in the funding formula. The 2013-2014 appropriation remained below the 2009-2010 level, resulting in a decline of more than 9,000 children eligible for UPK assistance since that time. UPK requires at least 10 percent of district funding must be used to subcontract with community-based organizations (CBOs), including: Head Start, child care centers, preschool special education providers, and nonpublic nursery schools. Districts operate lotteries to assign UPK slots, and approximately 69 percent of enrolled children attend part-day programs operating 5 days per week throughout the school year.

Due to insufficient funding in 2013-2014, 4,400 fewer children were enrolled than in 2012-2013. Thus, UPK's stated goal to achieve universal access for 4 year olds by 2013 was not met.

Since 2004, regulations require all UPK teachers working in nonpublic settings to meet the same certification requirements as those in public settings. Teachers employed since prior to 1978 must possess a BA, or an MA if hired post 1978, with a valid teaching license or certificate in early childhood. Teachers hired after 1978 are also given the option to have a bachelor's degree in early childhood or a related field given they have a written plan for attaining early childhood certification within 5 years of hire, or by January 2013. In the 2013-2014 school year, 75 percent of UPK teachers possessed MA degrees and 24 percent held BA degrees with the remainder pursuing a five-year plan for teacher certification.

The New York Board of Regents adopted the Prekindergarten Learning Standards and Common Core State Standards for Prekindergarten Math and English Language Arts in 2011. The goal of the learning standards is to support high-quality early childhood education for children before kindergarten entry. Subsequently, in September 2011, the state Board of Regents approved revised early learning standards called the New York State Prekindergarten Foundation for the Common Core. These standards retain the comprehensive, multi-domain approach and contribute to establishing an aligned P-12 continuum.

In 2012, New York implemented a quality rating and improvement system called QUALITYstarsNY. Programs located in districts deemed by the New York State Education Department to be persistently low performing are encouraged to participate in QUALITYstarsNY. Participation incentives include stipends to purchase educational materials, access to supplemental professional development funds, and assignment of a quality improvement specialist. Of the approximately 365 programs participating in QUALITYstarsNY in 2013-2014, approximately 100 were UPK programs.

In 2013-2014 the New York State Priority Prekindergarten (NYSPPK), a Governor's funding initiative, was implemented to increase the availability of high quality prekindergarten placements for the highest need children and schools within New York State's public school districts. Funds are used to create new full-day prekindergarten placements, convert existing half-day placements to full-day, or create a limited number of new half-day placements designated for higher need children in lower wealth school districts. In 2013-2014, an allocation of \$25M allowed 25 districts to implement programs serving 4,988 children. Due to mid-year implementation in early 2014, NYSPPK is not profiled in the 2014 NIEER State of Preschool Yearbook.

During the 2014 legislative session, an additional \$340M was allocated to fund a new program, the Statewide Universal Full-Day Prekindergarten Program (SUFDPK). Seventy nine grantees, including the New York City Department of Education and 18 community-based organizations in New York City, will be funded for the 2014-2015 school year.

In 2014, New York was awarded a competitive federal Preschool Development Grant for \$25 million.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
10	26

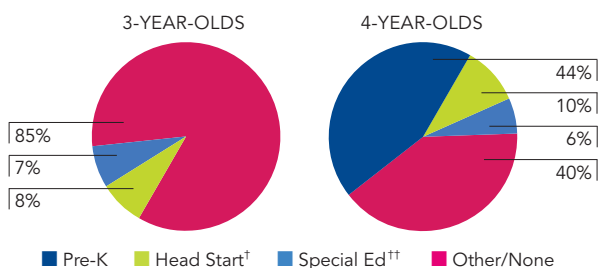
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	28

# NEW YORK UNIVERSAL PREKINDERGARTEN

## ACCESS

Total state program enrollment .....	98,910
School districts that offer state program .....	65% <sup>1</sup>
Income requirement .....	No income requirement
Hours of operation .....	2.5 hours/day, 5 days/week
Operating schedule .....	Academic year
Special education enrollment, ages 3 and 4 .....	43,568
Federally funded Head Start enrollment, ages 3 and 4 .....	42,003
State-funded Head Start enrollment, ages 3 and 4 .....	0

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



† Some Head Start children may also be counted in state pre-K.  
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive <sup>2</sup>	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA and NYS teaching certificate (public); BA in EC or related with 5-year-plan (nonpublic) <sup>3</sup>	BA	<input checked="" type="checkbox"/>
Teacher specialized training .....	ECE Certification; Certificate in Students with Disabilities; Teaching Certificate (public); AA (nonpublic) <sup>3</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	HSD plus 9 college credits in EC and Level I Teaching Assistant Certification (public); HSD (nonpublic) <sup>4</sup>	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 <sup>5</sup>	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals .....	Depends on length of program day <sup>6</sup>	At least 1/day	<input type="checkbox"/>
Monitoring .....	Site visits and other monitoring <sup>7</sup>	Site visits	<input type="checkbox"/>

**TOTAL BENCHMARKS MET**

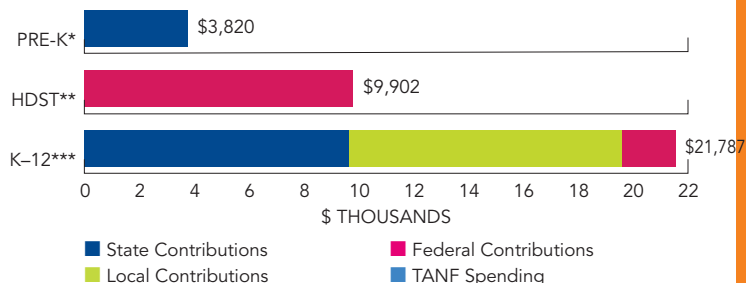
**7**

## RESOURCES

Total state pre-K spending .....	\$377,870,536
Local match required? .....	No
State spending per child enrolled .....	\$3,820
All reported spending per child enrolled* .....	\$3,820

\* 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 2013-2014 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 '13-'14 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



<sup>1</sup> Funding had been made available to all 677 districts in the past, but for the 2013-2014 school year UPK allocations were restricted to only districts that had previously had a program during the prior year. 443 districts operated a program in 2012-2013, up from 442 in 2011-2012, as one district successfully appealed to reestablish their grant allocation.  
<sup>2</sup> The NY State Board of Regents formally adopted comprehensive Prekindergarten Learning Standards in January 2011 for use in UPK programs.  
<sup>3</sup> 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.

<sup>4</sup> 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.  
<sup>5</sup> 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.  
<sup>6</sup> Programs meeting for 3 hours or fewer must provide a snack. Programs meeting more than 3 hours must provide a meal and snack.  
<sup>7</sup> Site visits by state personnel are conducted through Coordinated Monitoring with Title 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.