

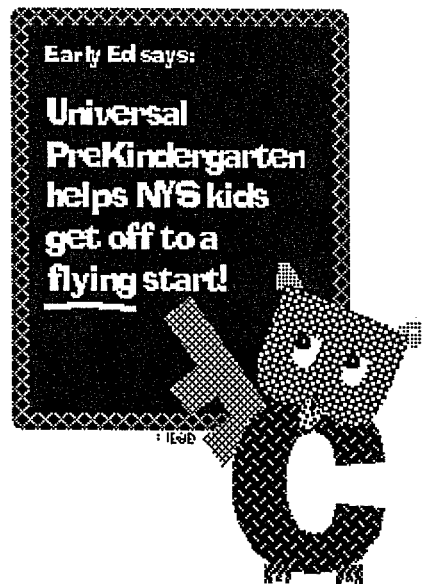
# Universal PreKindergarten Takes Off in New York State



## Preliminary Findings from School Districts Implementing Universal PreKindergarten in Year One of Eligibility, 1998-99

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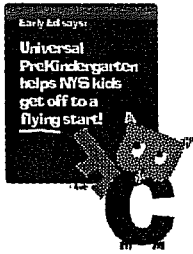
## Preliminary Findings from School Districts Implementing Universal PreKindergarten In Year One of Eligibility, 1998-99

*This report is dedicated to the educational pioneers, those parents, teachers, school board members, early education providers, and concerned citizens, in the 68 New York State school districts who had the courage to launch Universal PreKindergarten for their four-year-olds in the first year of eligibility. They succeeded despite the complications and uncertainties because of their commitment to our children.*

*America has always celebrated explorers and inventors who have plumbed the depths of unknown seas or dared to walk on unexplored moons, who have invented new devices and methodologies from the light bulb to the Internet. In many ways the pioneers and believers in early childhood education deserve the same kudos lavished upon Thomas Edison, Neil Armstrong and Jacques Cousteau. Their inventions and explorations have certainly brightened and broadened our world, but ultimately they may dim in comparison to what is being accomplished on this very day in classrooms around New York State as nearly 30,000 four-year-olds learn and grow in ways that may enable many of them to become the next generation of bold explorers and imaginative inventors.*

*To the bright futures of our four-year-olds and the pioneering believers in early childhood education, we proudly dedicate this document in hopes that it enhances their endeavors.*

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## Acknowledgements

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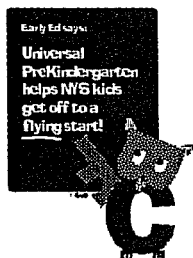
Consultations with leaders in early education provided us with valuable insight and context. We thank Denise Gomber, director of Early Childhood Programs for the Ithaca City School District; JoAnne Mulig, coordinator of Early Childhood and Parent Education for the Schenectady School District; Christine Vogelsang, Early Childhood Program Coordinator for the Syracuse City School District; Charles Paprocki, manager of the Early Childhood Strategic Group, Child Care Inc. of New York City; Robert Lowery, associate in research for the New York State United Teachers; and early childhood policy consultant Louise Stoney, Stoney Associates.

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## Executive Summary

Passage of Universal PreKindergarten legislation in New York has provided a historic opportunity to improve the educational success of young children and to join states across the country in a new dialogue about early care and learning. The Universal PreKindergarten Resource Partnership, a project of Child Care, Inc. and State Communities Aid Association, has undertaken this study to increase our understanding of the factors that influenced local school districts, the challenges they faced and the lessons learned. A survey of school districts eligible to implement Universal PreKindergarten in the first year, 1998-99, was conducted with preliminary findings reported here. Year I and year II data about actual and projected grant and student counts was analyzed and is also reported here. The findings from this work should help to guide other school districts and state officials in shaping future implementation plans.

The survey of the 68 school districts that launched Universal PreKindergarten programs in their first year of eligibility drew responses from 43, including New York City. Interestingly, the responses show no significant difference in the implementation experience between urban, suburban and rural districts in the state. The responses do indicate that Universal PreKindergarten is off to a good start in New York.

### **Universal PreKindergarten provides a strong start for children.**

All responding districts characterized their community's response to Universal PreKindergarten as favorable and 54% of implementing districts described their community's response as "very enthusiastic."

### **Involved Parents make a difference.**

More than nine out of ten districts reported that parental involvement was important to launching Universal PreKindergarten.

### **Collaboration works.**

Seven out of ten districts placed more than the required ten percent of their Universal PreKindergarten classroom slots in community-based early education organizations; more than half the districts responding established more than half of their Universal PreKindergarten slots in community-based early education organizations.

**Most communities welcome Universal PreKindergarten.**

98% of the districts reported that community representatives were very willing to serve on the advisory board.

But schools and communities also expressed concerns about the Universal PreKindergarten program in New York State:

**Secure, consistent funding is needed.**

81% of the responding districts said uncertainty was among their top five concerns about the program.

70% of the districts said more state dollars are needed per pupil to have quality Universal PreKindergarten.

**More time for planning and implementation is needed.**

33% of the districts responding listed lack of planning time as one of their top three concerns.

**Resources to provide transportation are critical.**

23% of the districts said lack of state-supported transportation for Universal PreKindergarten students was the number one obstacle to implementation in their districts.

**Early and accurate information about state funding is important.**

Districts implementing in the first year and planning for the second struggled with significant fluctuations in information about funding for Universal PreKindergarten. Despite the uncertainty, districts across the state enrolled more children in their second year than the number funded by New York State.



## Background

For decades, early childhood experts and parents have known that children's preschool experiences contribute significantly to their later educational achievement.

Far too many of our preschoolers, particularly those from poor and near-poor families, do not have access to high quality preschool environments. Meanwhile, decades of research document that quality early education experiences enhance educational outcomes. This research shows that children who attend high quality childcare, nursery school, Head Start and public school prekindergarten programs experience benefits such as:

- higher scores on standardized reading and math tests
- fewer grades repeated
- less need for placements in costly special education programs
- increased high school graduation rates

We now also know that the early experiences children have—from birth on—largely determine the structure and capacity of their brains and set the stage for learning. Therefore, early education is one element in a line of defense against later academic failure. The successful outcomes we all wish for our children are linked to early education in learning environments that are of the high quality promoted by organizations such as the National Association for the Education of Young Children (NAEYC).

### The New York Legislature's Response

A revolution in thinking about early learning is underway and states across the nation are expanding their early education services. Acknowledging this reality and building on the existing and successful New York State Experimental PreKindergarten program, the State enacted legislation creating Universal PreKindergarten for all four-year-old children (Chapter 436 of the Laws of 1997). The law calls for access to services for all children, regardless of income, and including those with special needs (whether language barriers or disabilities). The goal was to make prekindergarten available to all four-year-olds by school year 2002-2003, integrating all the early childhood resources in a community. It recognizes the vital services provided over the years by programs outside the public schools and promotes local planning to meet local needs.

The legislation promotes collaboration between public schools and community-based early education providers. (Schools have not traditionally focused on the early learning years.) The law supports Universal PreKindergarten partnerships that build upon the existing early childhood resources in all school districts. No less than 10% of each district's prekindergarten grant award is required to be set aside for collaborative programs with eligible community-based early childhood agencies such as Head Start, publicly-funded day care, private day care, programs in non-public schools and others.

Decision-making about Universal PreKindergarten is delegated to the more than 700 local school districts. The legislation is clear in expecting a wide range of stakeholders to be involved in community deliberations. In the year before becoming eligible for Universal PreKindergarten aid, school districts are required to convene a range of key stakeholders to deliberate on Universal PreKindergarten. These important groups, the Universal PreKindergarten Policy Advisory Boards, advise the school district whether or not to implement Universal PreKindergarten, after internal discussion and the convening of at least one public hearing.

In 1998, 130 school districts were eligible for funding, based on a number of factors including proportion of economically disadvantaged children, with additional school districts qualifying in each subsequent year.

Funding, set in the first year at \$50 million, would increase each year, rising to an annual appropriation of \$500 million in school year 2002-2003 and beyond. The funding assumed a per pupil range of \$2,000 to \$4,000. School districts are not mandated to develop Universal PreKindergarten but must, in keeping with the law, undertake public deliberation and planning. Enrollment in Universal PreKindergarten is a parental decision.

### **New York Moves Forward**

Sixty-eight New York school districts provided Universal PreKindergarten classes to 18,280 four-year-olds in school year 1998-99. Nearly 14,000 of the four-year-olds enrolled in the first year of the program were in New York City. Many of the students enrolled came from economically disadvantaged families. About 40% of the children were enrolled in programs outside the public schools.

Recognizing that the \$50 million in the 1997 legislation was inadequate, the Legislature allocated \$67 million for Universal PreKindergarten for the 1998-99 school year, to be distributed according to a formula. That increase provided a per pupil range of \$2,700 to \$4,000.

### **The Universal PreKindergarten Resource Partnership**

In recognition of the importance and potential of Universal PreKindergarten in New York, Child Care, Inc. (CCI) and State Communities Aid Association (SCAA) formed the Universal PreKindergarten Resource Partnership to assist in the implementation of the program throughout the state. SCAA is a public policy and advocacy organization that seeks to promote the public interest by shaping policies to improve health, welfare and human services in New York State. CCI is a childcare policy and advocacy organization committed to the development of quality early care and education options for all children.

Both SCAA and CCI have worked to expand learning options for young children and their families, improve quality in all settings and build coherence among delivery systems. The Partnership's goal is to assure that the Universal PreKindergarten program is fully implemented in New York State. The Partnership provides technical assistance and other supports to schools, community-based organizations, and parents as implementation continues.

The Resource Partnership will focus on the issues that affect implementation:

- Broad-based community planning for early care and education
- Collaboration strategies
- Parent engagement
- Funding and administrative concerns



## Methodology

The Universal PreKindergarten Resource Partnership, in an effort to fully understand early implementation of Universal PreKindergarten, is undertaking three related activities:

- A survey of all school districts eligible to implement Universal PreKindergarten in the first year, 1998-99, has been conducted.

Surveys were sent in the fall of 1999 to the 130 New York public school districts eligible to implement Universal PreKindergarten in the first year. For the 68 districts that did implement the program, a 39 question survey was addressed to the district's early childhood program director. In districts that elected not to implement, a ten-question survey was addressed to superintendents. Results of the superintendents' survey will be published later.

The objective of both instruments was to learn what factors influenced districts' implementation, e.g., what partnerships and collaborations worked, how communities and parents responded to Universal PreKindergarten, and what barriers and problems surfaced that prevented or negatively influenced beginning Universal PreKindergarten classes.

- The Partnership also synthesized data on the budget allocations, budget projections and state spending on Universal PreKindergarten for the first two years of operation by Year I implementers. That comparative data has not been previously compiled and shows, in graphic detail, the shifts in level of projected and actual funding.
- In-depth interviews and other fieldwork will be conducted by the Partnership in implementing districts in early 2000 in order to fully understand the implementation experience in New York State.

Future reports and forums will more fully discuss the findings from these related activities.



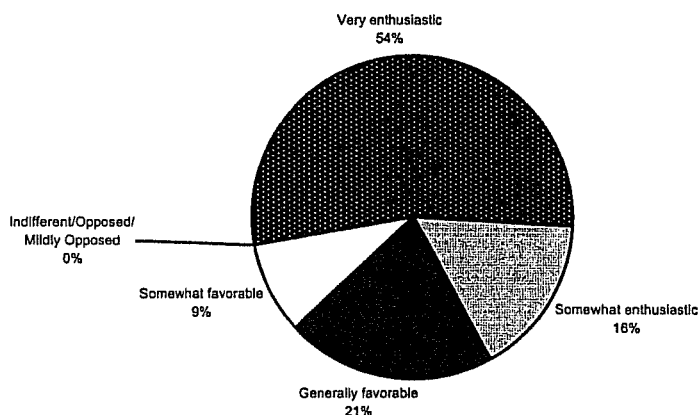
## Preliminary Findings

### UNIVERSAL PREKINDERGARTEN PROVIDES A STRONG START FOR CHILDREN

Most districts surveyed are convinced that Universal PreKindergarten for New York’s four-year-olds provides an excellent start to the formal education of children. Many believe that this early learning enhances children’s capacity to learn, including improving later elementary-school performance. Those views are consistent with recent early brain research findings and the just published study from the University of North Carolina/University of Alabama Abecedarian Project. That research shows the long-term, positive impact of quality early education for young children which includes learning activities that are incorporated in New York’s Universal PreKindergarten guidelines. Those findings seem particularly significant in light of the estimate that 36% of New York kindergarteners are not ready to learn when they enter school (Carnegie Foundation for the Advancement of Teaching, 1991).

- **54% of districts described their community’s response to Universal PreKindergarten as “very enthusiastic.”** And all responding districts characterized their community’s response to Universal PreKindergarten as favorable.
- **In the top-two reasons for electing to implement Universal PreKindergarten in the first year in more than half of the districts responding was that the community felt a need for Universal PreKindergarten**
- **No districts reported any opposition from the community.**

Community Support for Universal PreKindergarten



## INVOLVED PARENTS MAKE A DIFFERENCE

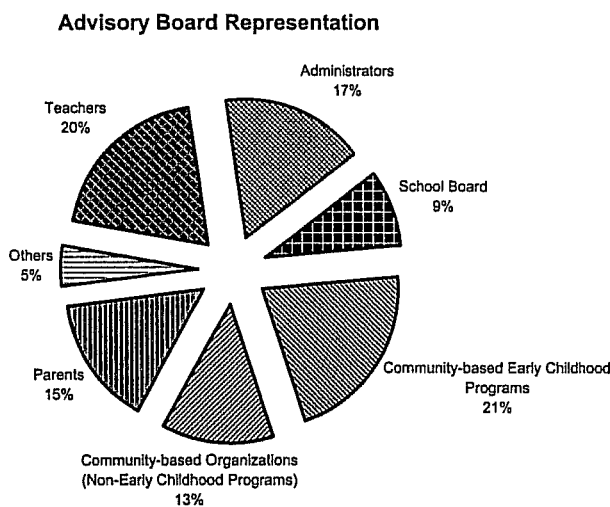
In the establishment of Universal PreKindergarten programs in most participating districts, involved parents provided positive input and impact on the process. Most districts reported that parents were eager to serve and were active participants in the process. On the average, parents made up fifteen percent of the membership of Universal PreKindergarten advisory boards; overwhelmingly they were “actively involved” on those boards.

- **95% of the districts responding said the role of parents in the implementation process is important.**

“Parent involvement was good. Parents attended meetings, volunteered in the classroom, attended field trips, made materials and more...”

- Principal and Universal PreKindergarten Director -- Upstate, rural district

- **21% found the role of parents to be “absolutely essential;” 42% ranked parents as “very important.”**
- **67% of the districts described the parents who served on Universal PreKindergarten advisory boards as “very motivated and involved.”** An additional 33% of parents serving on the boards were “somewhat motivated and involved.”



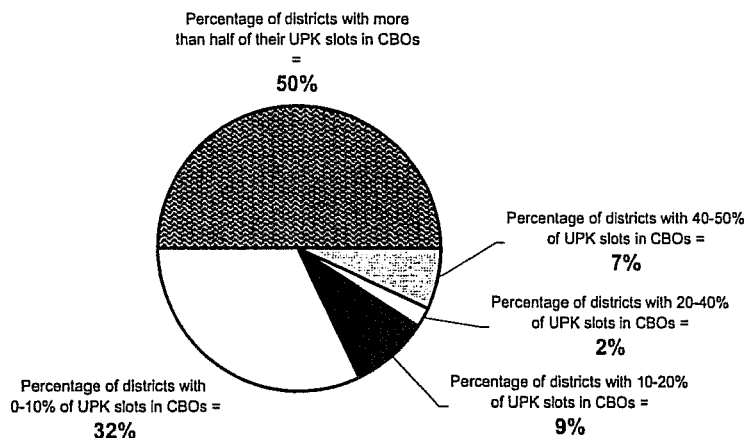
## COLLABORATION WORKS

The experience of first-year implementers indicates that collaboration between the private sector and public schools not only occurred, it flourished in many districts.

Most of the relationships between public schools and community-based early education providers were positive and appear to have the potential to grow. Very few districts reported significant problems in working with private early education program providers in collaboration to establish Universal PreKindergarten. This is contrary to earlier predictions of conflicts and barriers between private sector early-education programs and public schools. Many respondents did note, however, that collaborative relationships between public school districts and early education programs, whether in the private or non-profit sectors, require hard work and commitment.

- **Seven out of ten districts placed more than the required ten percent of their Universal PreK classroom slots in community-based organizations; 50% of the districts responding established more than half of their Universal PreKindergarten slots in community-based early education programs.**

Percentage of Universal PreKindergarten Slots in Community-based Organizations



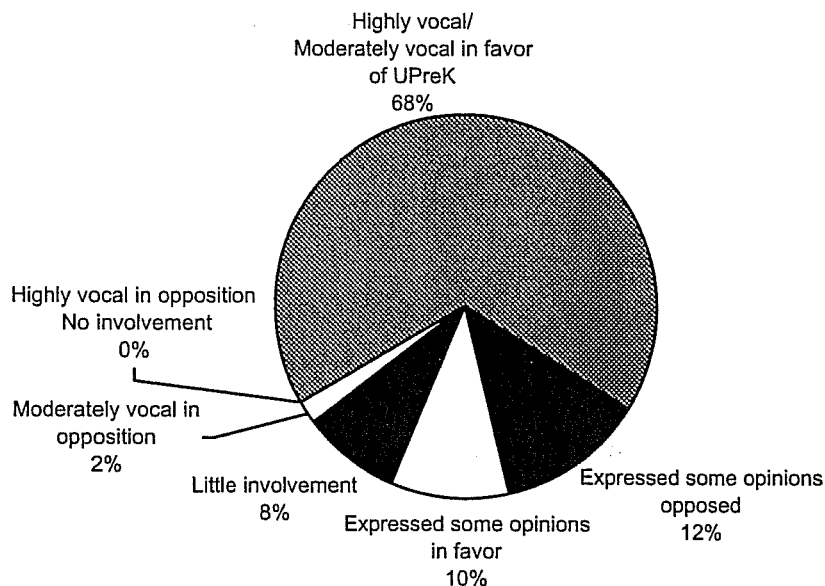
- **68% report local early education providers supported Universal PreKindergarten.** 68% percent of districts responding to the survey reported that community-based early education providers in their communities, both non-profit and for-profit, supported Universal PreKindergarten – 39% of those in favor were “highly vocal” in support of Universal PreKindergarten. Some early skeptics had predicted that there would be competitive strains and overt opposition from many community-based early education providers to four-year-olds being enrolled in state-sponsored half- or full-day Universal PreKindergarten. That opposition appears not to have materialized.

“Collaborations strengthened existing resources AND created new ones...  
This created Board of Education support and increased  
support for early childhood education.”

- Early Childhood Program Director -- Small City School

- **14% report some opposition from early education programs to Universal PreKindergarten.** That opposition was characterized as “moderately vocal in opposition” in only one district, “highly vocal in opposition” in none. Community-based early education providers expressed “some opinions opposed” to Universal PreKindergarten in only 6 of 43 districts.
- **42% of districts who expected difficulties in forging relationships with private early education child care providers said those problems never materialized.** Eighteen districts surveyed said they anticipated problems or obstacles to implementation of their Universal PreK programs to materialize in the form of difficulties in relationships with community-based early education providers in their communities, but they reported there were few or no problems in those areas.
- **21% of the members of Universal PreKindergarten advisory boards were community-based early education providers.** The districts responding reported that 21% of their advisory board members were community-based early education providers; another 9% were school board members, and 13% were from other community-based organizations (those who did not provide child care). In fact, there were more child care providers named to Universal PreKindergarten advisory boards than from any other stakeholder group including parents, school administrators or teachers.

Level of Support Voiced by Community-based Early Childhood Programs



### MOST COMMUNITIES WELCOME UNIVERSAL PREKINDERGARTEN

Schools and communities like the idea of Universal PreKindergarten in their district. Many are quite enthusiastic as evidenced by their willingness to participate on the Advisory Boards responsible for planning Universal PreKindergarten. The survey found no significant opposition to the establishment of Universal PreKindergarten in districts that implemented.

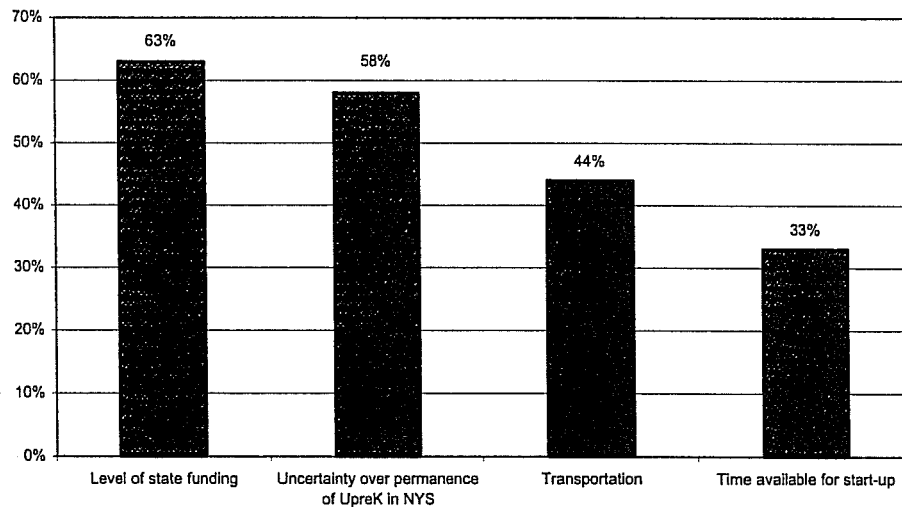
- **98% of the districts said people from the community were “very willing” to serve on the Universal PreKindergarten Advisory Board.** No districts encountered reluctance or unwillingness to serve on their board.
- **72% of community-based organizations were in favor of Universal PreKindergarten** in their communities. Almost half of those were “highly vocal” in favor of Universal PreKindergarten. Only 5% of the districts responding encountered some opposition to Universal PreKindergarten among community-based organizations, none of that opposition was characterized as “highly vocal.”
- **54% of implementing districts responding described their community’s response to Universal PreKindergarten as “very enthusiastic.”**

## COMMUNITIES ALSO HAVE CONCERNS

Despite the overwhelmingly positive nature of the above assessment from districts that implemented Universal PreKindergarten during their first year of eligibility, the survey results revealed an equally consistent theme of distress in those same districts. Their shared concerns have to do with their ability to sustain the program and focus on:

- the level of state funding,
- uncertainty over the permanence of Universal PreKindergarten in New York State,
- the desire for more planning time for implementation,
- the need for state-supported transportation for Universal PreKindergarten students.

Most Significant Issues or Obstacles to Implementing Universal Prekindergarten



## LEVEL OF STATE FUNDING

- **70% of the districts said more state dollars are needed per pupil to have quality Universal PreKindergarten classes;** for 90% of the districts the level of state funding was the first or second most significant obstacle to starting their Universal PreKindergarten program.

“We felt we ran an excellent program the first year. We’d like to see more funding provided so that children may be given more opportunities and experiences in the early years where it makes the most significant impact on a child’s future.”

- Director of Early Childhood Program-- upstate, urban district

## UNCERTAINTY OVER PERMANENCE OF UNIVERSAL PREKINDERGARTEN

- **23% of the districts ranked uncertainty over the future of Universal PreKindergarten in New York as their number-one concern; 51% listed it in their top-two concerns; 81% of the districts that implemented said uncertainty was among their top five concerns about the program.**

“It was difficult to proceed. Parents were anxious to know if their children would be able to attend. The pressure from other agencies placed on a parent to make payment of tuition early in the year, prior to children entering a program, made the situation difficult for a parent. As a district, we were not able to answer whether we would have a Universal PreKindergarten until late summer.”

- Early Childhood Program Director -- upstate, urban district

## MORE PLANNING TIME NEEDED

- **21% of the districts said if they could begin the implementation process over again, their number one request would be more planning time; 12% listed lack of planning time as their number one problem when they did implement; a third of the districts listed lack of planning time among their top three concern.**

“The late budget did not allow for effective planning statewide. We had to eliminate some of our community expansion (second year) due to the reduction in anticipated funds in the budget. The late budget was difficult for community providers as they worried that they would be unable to afford their certified staff if Universal PreKindergarten was not funded.”

- Early Childhood Coordinator -- large city school

## LACK OF TRANSPORTATION A PROBLEM

- **23% of the districts said lack of state-supported transportation for Universal PreKindergarten students was the number one obstacle to implementation in their districts; 58% of the districts listed lack of transportation among their top five problems in offering Universal PreKindergarten.**

“Transportation aid for PreKindergarten is needed to assist districts in providing services to our targeted disadvantaged student.”

Director of Early Childhood Program-- upstate city school

## Allocations for Year I Implementers

A chart and series of bar graphs follow this narrative, graphically tracing allocations for each Year I district that chose to implement Universal PreKindergarten. The allocations include 1998-99, projected figures for 1999-2000, and final numbers for 1999-2000.

These districts established their Universal PreKindergarten programs in 1998-99, based upon a per pupil funding allocation of \$2,700 - \$4,000. Over the course of the 1998-99 school year, these schools began to make plans for their second year of Universal PreKindergarten. The State Education Department (SED) published preliminary projected grant and pupil amounts for 1999-2000 for these districts, with the proviso that final numbers would not be available until final passage of the State Budget. SED used the originally legislated per pupil funding allocation of \$2,000 - \$4,000.

As this summer passed with no state budget in place, school districts looking forward to their second year of Universal PreKindergarten were forced to either:

- take a risk and gear up for increases in enrollments and funding per the 1999-2000 projections; or
- wait until the final budget passed before initiating their hiring, recruitment and enrollment efforts.

Both scenarios exposed school districts to extraordinary budget risks and/or dissatisfied communities. In conversations with many Universal PreKindergarten administrators, there were complaints about the how the state's late budget imposed tremendous pressure on their Universal PreKindergarten programs, just the second year into their efforts.

As Year I districts planned for the second year of Universal PreKindergarten, SED projections, based on the original legislative per pupil allocation of \$2,000 - \$4,000, showed the vast majority would be able to serve more children in the second year.

With the passage of the final budget on August 4, 1999:

- the total allocation was \$100 million, tracking the 1997 legislation.
- the per-pupil minimum was continued (from the previous year) at \$2,700 rather than the \$2,000 from the original legislation.
- the prorating formula was adjusted to account for the \$100 million and \$2,700 per-pupil minimum.

Generally, this budget decision impacted Year I districts' 1999-2000 Universal PreKindergarten numbers in two ways:

- Grant amounts were reduced below first-year funding and 1999-2000 projections (16 districts);

- Grant amounts increased, but less than originally projected (47 districts).

Although two districts (Yonkers and New York City) received grant amounts above original projections for 1999-2000, their student capacity figures were less than the projections because of the per pupil allocation used in calculating grants.

How did districts respond to this change in funding for Universal PreKindergarten? Many districts decided to keep expanding their programs. Those decisions were prompted by a number of considerations, including:

- Many school districts, realizing they could not wait for budget decisions, proceeded to contract with community-based early education providers.
- Parents were already notified about the availability of the program and were counting on Universal PreKindergarten for their four-year-olds.
- Some districts had already held public lotteries and selected enrollees for Universal PreKindergarten.
- School districts were committed to the concept of Universal PreKindergarten as part of an early literacy agenda.

The chart that follows compares grant amounts and numbers of pupils for the 68 school districts.

- Column 1** Shows the number of pupils each district could serve in 1998-99, using the \$2,700-\$4,000 per pupil allocation.
- Column 2** Lists the 1998-99 grant amount for each district.
- Column 3** Shows the 1999-2000 projected pupils for each district, using the \$2,000-\$4,000 per pupil allocation.
- Column 4** Lists the 1999-2000 projected grant amount for each district.
- Column 5** Shows final 1999-2000 pupil numbers, using the \$2,700-\$4,000 per pupil allocation. **In instances where two numbers are entered, the first number is SED's pupil figure and the second number (in parentheses) is the actual number of enrollees a district has in their program.**<sup>1</sup> Where the second pupil number is larger, these districts are serving more children than their allocation by committing district resources and/or local resources as well as possibly having scrambled to find other funding sources.
- Column 6** Shows the final 1999-2000 grant amount for each district.

Many school districts supplemented Universal PreKindergarten funding with substantial investment of local and state funds not earmarked for the program. New York City, for example, is serving more than 5,000 children above their Universal PreKindergarten allocation with non-Universal PreKindergarten resources.

<sup>1</sup> Not all district's '99-2000 enrollment numbers were reported. Districts without two numbers and marked with a "\*" reported they are working with the allotted enrollment figure. The remaining districts did not report.

**Wave I Prekindergarten Allocation Changes  
1998-2000**

DISTRICT	98-99 Pupils	98-99 Grant Amount	99-00 Projected Pupils (using 98-99 formula)	99-00 Projected Grant Amts. (using 98-99 formula)	99-00 Pupils	99-00 Grant Amount
Albany	162	429,300	244	488,000	169*	456,300
Albion	20	74,960	41	141,040	28	105,840
Aurum	52	150,384	56	140,672	39 (56)	110,916
Batavia	24	53,124	36	90,000	25 (34)	70,900
Bath	34	66,708	18	64,008	12 (18)	46,656
Bay Shore	49	132,300	84	168,000	58*	156,600
Beacon	22	59,400	71	149,100	49*	132,300
Binghamton	60	169,975	36	94,608	25 (41)	74,000
Buffalo	874	3,027,536	1,153	3,772,616	801*	2,886,804
Camden	32	95,800	50	180,000	35 (64)	137,620
Central Islip	47	122,180	134	373,056	93 (134)	289,788
Central Square	36	96,992	44	138,336	30	104,520
Copiapue	40	108,000	95	202,920	66 (83)	178,200
Cortland	23	72,404	48	132,480	33*	102,036
Dunkirk	21	61,572	63	154,728	43 (22)	120,056
East Ramapo	211	569,700	287	574,000	199 (262)	537,300
Elmira	45	162,540	73	242,068	50*	184,600
Evans-Brant	20	67,529	37	104,192	26	81,848
Freeport	15	35,411	106	242,528	74*	199,800
Frontier	20	56,700	40	86,080	28 (18)	75,600
Fulton	45	116,556	59	185,732	41	142,844
Haversraw-St.Pl.	44	118,800	97	194,000	67 (68)	180,900
Rampstead	88	352,000	200	800,000	138	552,000

\* = contacted districts that confirm they are carrying enrollment at their 1999-00 pupil allotment.

### Wave I Prekindergarten Allocation Changes 1998-2000

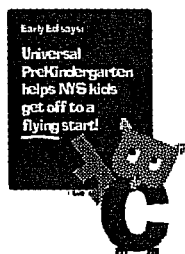
DISTRICT	98-99 Pupils	98-99 Grant Amount	99-00 Projected Pupils (using 98-99 formula)	99-00 Projected Grant Amt. (using 98-99 formula)	99-00 Pupils	99-00 Grant Amount
Huntington	18	48,600	51	102,000	35	94,500
Ithaca	26	62,100	42	84,000	29	78,300
Jamestown	49	186,307	80	284,160	56 *	217,728
Johnson City	23	51,300	36	80,208	25 (21)	67,500
Kiryas Joel	28	75,600	84	168,000	58 *	156,600
Lancaster	17	45,900	37	74,000	26 *	70,200
Liberty	20	43,860	22	50,952	15	40,500
Lockport	42	115,920	101	244,420	70 (72)	192,920
Longwood	51	137,700	112	253,568	78 *	210,600
Mount Vernon	89	240,300	202	438,744	140 *	378,000
N. Tonawanda	33	94,248	43	108,016	30 (60)	85,320
New Rochelle	52	140,400	177	354,000	123	332,100
New York City	14,002	46,654,664	28,992	57,984,000	20,135 (25,267)	66,848,200
Newark	20	67,840	15	46,440	10	34,240
Newburgh	85	249,900	163	425,104	113 (104)	332,672
Niagara Falls	108	369,728	268	859,744	186 (248)	660,672
Ogdensburg	25	79,990	47	169,200	32 *	125,952
Olean	49	64,800	35	103,180	24 (49)	78,816
Ossining	34	81,000	48	96,000	33 (48)	89,100
Pine Bush	24	75,744	41	115,784	28 (35)	88,368
Port Chester-Rye	35	94,500	58	116,000	40 *	108,000
Poughkeepsie	30	83,056	79	209,192	54	160,920
Riverhead	49	132,300	105	210,000	73 (55)	197,100

\* = contacted districts that confirm they are carrying enrollment at their 1999-00 pupil allotment.

### Wave I Prekindergarten Allocation Changes 1998-2000

DISTRICT	98-99 Pupils	98-99 Grant Amount	99-00 Projected Pupils (using 98-99 formula)	99-00 Projected Grant Amt. (using 98-99 formula)	99-00 Pupils	99-00 Grant Amount
Rochester	662	2,648,000	1,668	6,672,000	1,158	4,632,000
Rome	51	171,768	91	275,548	63	211,428
Rondout/Valley	18	40,500	26	57,512	18 (26)	48,600
Rush Henrietta	16	43,200	51	102,000	35 (47)	94,500
Saratoga Springs	22	59,400	42	84,504	29	78,300
Saugerties	18	45,900	41	90,036	28 (42)	75,600
Schenectady	109	302,148	99	247,500	68 (108)	192,848
South Colonie	16	43,200	23	46,000	16 *	43,200
Sweet Home	36	59,400	30	60,000	21 (54)	56,700
Syracuse	376	1,303,780	507	1,644,708	352 (400)	1,257,344
Tonawanda	20	55,045	26	63,128	18	49,680
Union-Endicott	33	89,100	39	84,084	27 *	72,900
Utica	144	459,648	211	626,248	147 (211)	512,148
Watertown	52	160,992	88	246,752	61	191,296
West Seneca	32	99,900	52	107,952	36	97,200
Westbury	46	124,200	83	332,000	57	228,000
White Plains	55	148,500	36	72,000	25 (37)	67,500
Whitney Point	19	68,000	20	77,200	14	56,000
Yonkers	279	740,100	672	1,344,000	467	1,344,960

\* = contacted districts that confirm they are carrying enrollment at their 1999-00 pupil allotment.



## CONCLUSION

The preliminary findings from the survey of first-year implementers and the enrollment figures from the school districts running Universal PreKindergarten programs during the first two years of eligibility make one thing clear: Universal PreKindergarten in New York State is off to a flying start. In the first year, 18,280 four-year-olds enrolled in classes designed to give them a strong start in their formal educations. This year that number has increased by more than 50%. When fully implemented up to 275,000 New York 4-year-olds could be served.

Universal PreKindergarten was conceived in New York State as a means to effectively blend and utilize existing early education resources in communities around the state in a school district-administered model of early education excellence. The preliminary findings indicate that those collaborations and partnerships are working and can continue to grow, saving resources, avoiding duplication and providing Universal PreKindergarten classes enhanced by the work of community-based organizations. The support for Universal PreKindergarten in New York is broad-based. Parents, communities and private early education providers welcomed Universal PreKindergarten in those communities that began the program. Political support for Universal PreKindergarten has been bi-partisan. And most important, research evidence of its efficacy is increasingly plentiful.

The preliminary findings from this survey certainly support the conclusion that Universal PreKindergarten works. With the concept accepted and the legislation in place, the task now is to assist school districts as they begin their Universal PreKindergarten programs to ensure quality and expansion. That means that continuing the commitment to give all our four-year-olds the best start on their educations will be of vital importance in the future.

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