



# National Child Care Information Center

*A service of the Child Care Bureau*

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## **STATE and LOCALLY FUNDED UNIVERSAL PREKINDERGARTEN INITIATIVES**

Universal prekindergarten initiatives make publicly funded preschool services available to all 3- and 4-year olds, on a voluntary basis. Georgia, Oklahoma, and New York have programs that are available to all 4-year-olds in participating school districts, irrespective of income. In Georgia and Oklahoma, the overwhelming majority of school districts have chosen to participate; and a majority of parents of 4-year-olds have chosen to enroll their children. In New York, budget difficulties have limited participation. The District of Columbia also has a program that in principle is available to all children. New Jersey offers preschool services free to all 3- and 4-year-olds who live in 30 high poverty school districts as a result of a court decision. Several other States are moving towards some variation of universal prekindergarten. At the local level, Los Angeles has made a commitment to provide access to prekindergarten for 100,000 children within ten years. The following is information about [State Funded Initiatives](#), the Los Angeles [County Initiative](#), and [additional publications](#).

### **State Funded Initiatives**

#### ■ **District of Columbia**

The Public School Prekindergarten Program provides developmentally appropriate experience- and language-based instruction. D.C. Public Schools offer regular all-day classes for 3- and 4-year-old children in every elementary school building. All 4-year-old children residing in the District are eligible to participate. Children are served on a first-come, first-served basis. For additional information, contact the Head Start office at 202-698-1033 or on the Web at <http://www.k12.dc.us/dcps/programs/program9.html>.

#### ■ **Florida**

A ballot initiative was passed in November 2002 stating that every 4-year-old child in Florida should be provided with a high-quality prekindergarten learning opportunity no later than the 2005 school year.

The Universal Prekindergarten Education Advisory Council was established in April 2003 by the Florida State Board of Education (SBE) to make recommendations for the implementation of a quality program consistent with the requirements of the constitutional amendment. The recommendations of the Advisory Council address expected outcomes, curriculum and assessment standards, program delivery design, coordination with existing school readiness programs, best practices, and cost estimates. Information about the Advisory Council is available on the Web at <http://www.upkcouncil.org/index.cfm>. Publications from the Advisory Council include:

- *Report and Recommendations to the Florida State Board of Education* (October 2003), presents the recommendations of the Advisory Council to the State Board of Education and addresses expected outcomes, curriculum and assessment standards, program delivery design, coordination with existing school readiness programs, best practices, and cost estimates. This resource is available on the Web at [http://www.upkcouncil.org/docs/UPK\\_REPORT.pdf](http://www.upkcouncil.org/docs/UPK_REPORT.pdf).
- *Florida's Early Learning Programs: Cost and Resource Summary* (September 2003) lists funding sources and related requirements, information on projecting the cost of implementing universal prekindergarten, and current information on early childhood staff credential requirements. This resource is available on the Web at [http://www.upkcouncil.org/docs/topicsCR\\_schoolreadinessdata.pdf](http://www.upkcouncil.org/docs/topicsCR_schoolreadinessdata.pdf).

## ■ Georgia

The Georgia Prekindergarten Program was established in 1993 to provide Georgia's 4-year-old children with high-quality preschool experiences. The goal of every Georgia prekindergarten classroom is to provide 4-year-olds with the learning experiences they need in order to prepare for kindergarten.

Beginning in July 2004, Bright from the Start [formerly the Office of School Readiness (OSR)] will administer Georgia's lottery-funded Pre-K Program, license center-based and home-based child care, administer Federal nutrition programs, house the Head Start Collaboration Office, coordinate the functions of the Georgia Child Care Council, distribute Federal Even Start dollars for early literacy, and work collaboratively with Smart Start Georgia to blend Federal, State, and private dollars to enhance early care and education. Additional information is available on the Web at <http://www.decal.state.ga.us/osrhome.html>.

The following resources provide further information on the Georgia Prekindergarten Program:

- *Report of the Findings for the Early Childhood Study: 2001-2002* (September 2003), by Gary T. Henry, Laura W. Henderson, Bentley D. Ponder, Craig S. Gordon, Andrew J. Mashburn, and Dana K. Rickman, of the Andrew Young School of Policy Studies, Georgia State University, examines the development of 4-year-olds in early childhood programs, preschools, and child care centers in Georgia. The study follows the development of young children attending publicly funded and private preschools; ascertains the quality of their experiences; and estimates the effects of Georgia's Prekindergarten Program. The study found that Georgia's Prekindergarten Program provides effective early education experiences that reduced the gaps between where children began preschool as 4-year-olds and where they began kindergarten. Georgia Prekindergarten provides high-quality services on a consistent basis, which reduces differences in skills between the children in Georgia's Prekindergarten Program and children in private preschool. This resource is available on the Web at <http://www.gsu.edu/~wwwsps/publications/2003/earlychildhood.pdf>.

- *Georgia Prekindergarten Program, 2003-2004 School Year Pre-K Providers' Operating Guidelines* (July 2003), by the Georgia Office of School Readiness, lists key program components. The document is intended to assist prekindergarten providers with providing a quality educational prekindergarten program to eligible 4-year-old and 5-year-old children and their families during the 2003-2004 school year. This resource is available on the Web at <http://www.osr.state.ga.us/FYIGuide2004.pdf>.

### ■ **New Jersey**

In May 1998, New Jersey's Supreme Court mandated that 3- and 4-year-old children in New Jersey's Abbott districts—the 30 highest poverty districts in the State—receive a high-quality preschool education. Abbott preschool programs are staffed with one teacher (who must hold a Bachelor's degree and the Pre-School through Grade 3 (P-3) endorsement) and one aide and may not exceed 15 children. Additional information from the New Jersey Department of Education is available on the Web at <http://www.state.nj.us/njded/ece/over.htm>. The following resources are related to the Abbott Preschool Program:

- *Abbott Preschool Program Implementation Guidelines* (February 2003), by the New Jersey Office of Early Childhood Education, provides guidance from the Department of Education to enable New Jersey school districts to plan, develop, and realize high-quality preschool programs for 3- and 4-year old children in 30 of the highest poverty districts in the State. Guidelines are offered in the following areas: (1) curriculum, (2) the learning assessment and documentation process, (3) teacher training, (4) supporting English language learners, (5) special education, (6) continuity and transition, (7) health and nutrition, (8) family services, and (9) program evaluation and improvement. This resource is available on the Web at <http://www.state.nj.us/njded/ece/abbott/guidelines/guidelines.pdf>.
- *Fragile Lives, Shattered Dreams: A Report on Implementation of Preschool Education in New Jersey's Abbott Districts* (January 2002), by W. Steven Barnett, Julie E Tarr, Cindy Esposito Lamy, Ellen C. Frede, National Institute for Early Education Research (NIEER), provides an update on the needs of children in New Jersey's Abbott districts and an assessment of progress toward implementation of high-quality preschool programs in 1999-2000 and 2000-2001. The authors implicate inadequate facilities and materials are implicated in the lack of high quality experiences in science, math, art, music, and dramatic play. Inadequate teacher support, preparation, and professional development also play a role. This resource is available on the Web at <http://nieer.org/resources/research/FragileLives.pdf>.

### ■ **New York**

The New York State Universal Prekindergarten Program aims to provide access to prekindergarten for all 4-year-olds in the State. Local communities decide what criteria to use in selecting age-eligible children for enrollment. From school year 1999 till June 30, 2002, preference was given to economically disadvantaged children.

Information from the New York State Education Department on the Universal Prekindergarten Program is available on the Web at <http://www.emsc.nysed.gov/nyc/upk.html>. For additional information, contact the Early Education and Reading Initiatives Team at 518-474-5807.

The Early Childhood Strategic Group (ECSG) is a partnership of 20 organizations and individuals that has worked to promote full implementation of Universal Prekindergarten as a step toward a more coordinated and well-funded system of early care and education in New York City. Additional information about ECSG is available on the Web at <http://www.ecsgnyc.org>.

The following resources provide additional information about universal prekindergarten in New York:

- *Collaborative Leadership: A Forum on Universal Prekindergarten* (June 2002), by Amy Cooper, published by the Early Childhood Strategic Group (ECSG), describes a forum on the Universal Prekindergarten (UPK) program in New York City. This forum gave Community School Districts and Community Based Organizations the opportunity to share technical strategies for collaborative implementation of the UPK program. These strategies included budgeting techniques, contracting requirements, and strategies for effective recruitment and enrollment. The forum also helped to highlight some of the remaining obstacles to collaboration, emphasizing the continued need for communication, flexibility, and openness. This resource is available on the Web at <http://www.childcareinc.org/pubs/Forum%20Report.pdf>.
- *Early Care for Infants and Toddlers: Examining the Impacts of Universal Prekindergarten* (2001), by Kristi S. Lekies, Emma H. Heitzman, and Mon Cochran, the Cornell Early Childhood Program, Department of Human Development, Cornell University, examines the development of universal prekindergarten as part of an overall effort to strengthen the State's educational system and prepare children for success in kindergarten. It focuses on the role universal prekindergarten might play in the child care arena or on its overall impacts on early care and education as a system of supports for children and families. This resource is available on the Web at <http://www.human.cornell.edu/units/hd/cecp/pdf/infantsandtoddler.pdf>.
- *Universal PreKindergarten Takes Off in New York State* (February 11, 2000), by the New York State Education Department, describes a study undertaken by the Universal Prekindergarten Resource Partnership, a project of Child Care, Inc. and State Communities Aid Association, to increase understanding of the factors that influenced local school districts in implementing universal prekindergarten, the various challenges faced, and the lessons learned. A survey of school districts eligible to implement Universal Prekindergarten in the first year (1998-1999) was conducted with preliminary findings reported in this document. Also reported are data analyses from years one and two about actual and projected grant and student counts. The full report is available on the Web at <http://www.ecsgnyc.org/docs/blendedfunding.pdf>.
- *Implementing Universal Prekindergarten in New York City* (November 1999), by the New York City Independent Budget Office (IBO), provides IBO's estimates of universal

prekindergarten eligibility and enrollment, operating and capital costs, and classroom needs. It begins with an overview of the universal prekindergarten program, and is followed by a discussion of the program's funding. This resource is available on the Web at <http://www.ibo.nyc.ny.us/iboreports/PreKind.pdf>.

- *Implementing Universal Prekindergarten in New York: Blended Funding and Other Financial Considerations* (October 1998), by Anne Mitchell, Early Childhood Policy Research, published by The Families and Work Institute, describes several methods for “blending” funding to create higher quality, full working day programs using available resources, such as Head Start, public funds for child care, special education funds, and parent tuition. This resource is available on the Web at <http://www.earlychildhoodfinance.org/handouts/financialoptionsforuniversalprekindergarten.pdf>.

## ■ Oklahoma

In July 1998, the Early Childhood Four-Year-Old Program in public schools was expanded to include all 4-year olds. For additional information, contact Early Childhood office, Oklahoma State Department of Education at 405-521-3346 or on the Web at <http://title3.sde.state.ok.us/early/>. Resources describing universal prekindergarten in Oklahoma include:

- “The Effects of Universal Pre-K in Oklahoma: Research Highlights and Policy Implications” (October 2003), by William T Gormley, Jr. and Deborah Phillips, in *CROCUS Working Paper Number 2*, published by the Center for Research on Children in the U.S. (CROCUS), presents results from an evaluation of the prekindergarten program in Tulsa, Oklahoma. Results are discussed in light of contemporary controversies regarding targeted or universal prekindergarten programs; full- or part-day programming; public school or multiple delivery sites; strategies for ensuring high-quality, effective programs; and the need for rigorous program evaluations. This resource is available on the Web at <http://www.crocus.georgetown.edu/working.paper.2.pdf>.
- “Promoting School Readiness in Oklahoma: An Evaluation of Tulsa’s Pre-k Program” (October 2003), by William T, Gormley, Jr., and Ted Gayer, in *CROCUS Working Paper Number 1*, published by the Center for Research on Children in the U.S. (CROCUS), analyzes the short-term effects of prekindergarten on children in Tulsa Public Schools in Oklahoma. It found that Oklahoma’s universal prekindergarten program offers tangible benefits to young children, especially low-income and minority children. The Tulsa prekindergarten program increased cognitive/knowledge scores by approximately 0.39 standard deviation, increased motor skills scores by approximately 0.24 standard deviation, and increased language scores by 0.38 standard deviation. No impact was found on social/emotional test scores. The positive effects of Tulsa prekindergarten are greatest for Hispanic children, followed by black children. Children who qualify for the full free-lunch program were also more impacted than the population as a whole. This resource is available on the Web at <http://www.crocus.georgetown.edu/working.paper.1.pdf>.

## ■ West Virginia

Legislation was passed in West Virginia (Senate Bill 247) in March 2002 stipulating that all West Virginia 4-year-olds, regardless of social economic status, be able to attend State-funded universal prekindergarten if their parents so choose by September 2012. Information about the Partners Implementing an Early Care and Education System Advisory Council, (“PIECES Advisory Council”), established by the Secretary of the Department of Health and Human Resources and the State Superintendent of Schools in 2003 to assist with the planning for programs for young children, is available on the Web at <http://www.wvdhhr.org/oss/pieces/default.asp>.

- *Senate Bill 247 - Universal Access to Programs for Four Year Olds in West Virginia*, prepared by West Virginia Department of Health and Human Resources, is a Microsoft PowerPoint presentation describing the components of the bill. This resource is available on the Web at [http://www.wvdhhr.org/oss/pieces/Senate%20Bill%20247\\_files/frame.htm](http://www.wvdhhr.org/oss/pieces/Senate%20Bill%20247_files/frame.htm).

## County Initiative

### ■ California—Los Angeles County

On August 8, 2002, Los Angeles county officials voted to create a \$100 million effort to serve all 3- and 4-year-olds in the county. The Universal Access to Preschool Including Early Care and Education Initiative is aimed at increasing the availability of quality preschool and early care in Los Angeles County for all young children—with an initial rollout to begin with 3- and 4-year-olds. The plan is for 3- and 4-year-olds in Los Angeles county to benefit from the millions of dollars collected in tobacco taxes through a universal prekindergarten program. The new program is to build on existing community-based, school-based, and Head Start programs, similar to the universal prekindergarten program in New York State, which integrates community-based providers into public school systems. Additional information on universal prekindergarten in Los Angeles County is available from First 5 LA (formerly the Los Angeles County Children and Families First-Proposition 10 Commission) on the Web at <http://www.first5.org/ourprojects/universalaccess.php4>.

- *Los Angeles Universal Preschool: Master Plan* (July 2004), prepared by Karen Hill-Scott, for First 5 LA, provides the blueprint for a commitment by First 5 LA to offer a high-quality preschool program within ten years to every 4-year-old in Los Angeles County whose parents choose to participate. This ground breaking system will help 4-year-old children get ready for kindergarten. The new Universal Preschool system will launch in September 2004 for several thousand children and will quickly expand each year. When the program has reached its full scale, it will serve over 70 percent of the 153,000 4-year-olds currently living in Los Angeles County. The Advisory Committee has designed a high quality part-day program with a full-day optional child care component. This Universal Preschool program will be offered in public schools, community-based organizations, and family child care homes. A five-star quality rating scale, beginning in the second year of implementation, will help parents make informed decisions in choosing preschools for their children. This resource is available on

the Web at

[http://www.prop10.org/docs/Partnerships/UPK/Proj\\_UPK\\_MasterPlanFinalDraft.pdf](http://www.prop10.org/docs/Partnerships/UPK/Proj_UPK_MasterPlanFinalDraft.pdf).

- “Targeting Investments for Universal Preschool: Which Families to Serve First? Who Will Respond?” (2003), a *Working Paper Series 03-1*, by Bruce Fuller and Danny Shih-Cheng Huang, Policy Analysis for California Education (PACE), explores how public funds might be effectively targeted to yield strong enrollment demand by parents and discernible effects on young children’s early development and school readiness. It analyzes how alternative targeting mechanisms could yield differing allocations to various communities. This resource is available on the Web at [http://pace.berkeley.edu/LA\\_report.pdf](http://pace.berkeley.edu/LA_report.pdf).

### **Additional Publications**

■ “The Universal vs. Targeted Debate: Should the United States Have Preschool for All?” (April 2004), *NIEER Preschool Policy Brief Issue 6*, by W. Steven Barnett, Kirsty Brown, and Rima Shore, published by the National Institute for Early Education Research (NIEER), explores the debate over universal vs. targeted preschool programs. It notes that while targeted programs traditionally have lower costs, universal programs are more effective at reaching all targeted children. And while the academic achievement gap is most dramatic between children in poverty and those with the most resources, school readiness can be improved for the majority of children with better preschool education. Policy recommendations include a gradual move toward voluntary universal preschool programs with Federal matching funds used to encourage States to fund high-quality preschool for all. This resource is available on the Web at <http://nieer.org/resources/policybriefs/6.pdf>.

■ *Researching Universal Prekindergarten: Thoughts on Critical Questions and Research Domains from Policy Makers, Child Advocates and Researchers* (2004), by Anthony Raden and Lisa McCabe, published by Columbia University’s Institute for Child and Family Policy, interviewed 65 early childhood experts from across the country, including Federal and State policymakers and administrators, early childhood researchers, foundation executives, advocates, and representatives from national educational organizations in order to identify critical gaps in research related to universal Pre-K and to formulate essential research questions necessary to develop a coherent and coordinated research agenda. Data are presented in two parts. In the first section, specific questions raised by respondents are listed according to eight research domains. The second section outlines themes about research and challenges to pursuing a coordinated universal prekindergarten research agenda. This resource is available on the Web at <http://fcd-us.org/uploadDocs/Complete%20UPK%20PAPER.doc>.

■ *Preschool for All: Step by Step: A Planning Guide And Toolkit* (Updated Draft, December 5, 2003), by American Institutes for Research for First 5 **California** Commission on Children and Families, is designed to help local First 5 commissions, school districts, early care and education providers, and families work together to phase in a system of Preschool for All. The major purposes of the guide are to review options for phasing-in access to preschool for all, with a special focus on local implementation; to provide guidance that is practical at the county, city and school district level; and to help localities be in a position to respond to the growing

possibility of preschool as a Statewide reality. The planning guide contains the following: an overview of the status of the movement for voluntary, universal preschool; guidelines for the development of a quality preschool-for-all program; information on how to assess the supply and potential demand for preschool services; information on how to estimate the cost of making quality preschool accessible to all; finance information; and suggestions for making the local case for Preschool for All. Links to each chapter are available on the Web at <http://www.ccfca.gov/SchoolReady.htm>. Additional information is available on the Web at <http://www.ccfca.gov>.

■ *How States Finance Prekindergarten Programs and Estimate Costs: Remarks to the Florida Universal Prekindergarten Council* (August 2003), by Anne Mitchell, provides a brief history of State-funded preschool programs (noting which ones are universal, or aim to become universal); discusses the total investment being made in preschool by the States; describes the revenue sources used by the States to fund preschool; and describes a cost estimating method used in **Illinois** and **Massachusetts**, and beginning to be used in **California**. This resource is available on the Web at [http://www.upkcouncil.org/docs/products\\_08202003amitchell.pdf](http://www.upkcouncil.org/docs/products_08202003amitchell.pdf).

■ *Meeting Great Expectations: Integrating Early Education Program Standards in Child Care* (August 2003), by Rachel Schumacher, Kate Irish, and Joan Lombardi, published by the Center for Law and Social Policy (CLASP), highlights examples of how seven States have integrated early education program standards in child care, as well as provided technical assistance, monitoring, and funding to child care providers willing to meet these standards. It examines three strategies in seven States that have integrated program standards into child care by directly tying standards to funding: the delivery of State prekindergarten (**Georgia, New Jersey, and New York**) and Head Start (**Ohio, Oklahoma, and Oregon**) in child care settings; and the use of contracts including required standards with child care providers (**California**). The case study of Georgia Prekindergarten illustrates an example of how a State is currently layering early education funding and requirements for program standards onto the foundation of State licensed child care centers to deliver universal prekindergarten services in child care settings. This resource is available on the Web at [http://www.clasp.org/DMS/Documents/1061231790.62/meeting\\_rpt.pdf](http://www.clasp.org/DMS/Documents/1061231790.62/meeting_rpt.pdf).

■ *Financing Universal Pre-Kindergarten: Possibilities and Technical Issues for States in Using Funds Under the Child Care and Development Fund and Temporary Assistance for Needy Families Block Grant* (revised May 2003), by Mark Greenberg and Rachel Schumacher, Center for Law and Social Policy (CLASP), summarizes the extent to which the Child Care and Development Fund (CCDF) and the Temporary Assistance for Needy Families (TANF) Block Grant funding streams could be used in support of universal prekindergarten initiatives. This resource is available on the Web at [http://www.clasp.org/DMS/Documents/1052171885.57/universal\\_prek.pdf](http://www.clasp.org/DMS/Documents/1052171885.57/universal_prek.pdf).

■ *Universal Preschool in California: An Overview of Workforce Issues* (April 2003), by Dan Bellm and Marcy Whitebook, Center for the Study of Child Care Institute of Industrial Relations, University of California, offers a detailed analysis of emerging workforce issues such as: Who will the educators of our young children be? How will we adequately recruit, train, compensate and retain them? And To what extent will the system use the skills and services of

the State's current early care and education workforce? The overview does not provide definitive answers; rather it guides policy makers, planners and advocates in asking the right questions as they design and develop a preschool system for California over the next several years. This resource is available on the Web at <http://www.iir.berkeley.edu/cscce/pdf/preschool.pdf>.

■ *The Cost of Universal Access to Quality Preschool in Illinois: A Report to Governor George H. Ryan's Task Force on Universal Access to Preschool* (2003), by Stacie Carolyn Golin, Anne W. Mitchell, and Margery Wallen, Institute for Women's Policy Research, details the estimated cost of Illinois' proposed universal preschool program over its first ten years. Cost estimates were based on research findings identifying key components of program quality, including well trained and compensated teachers in every classroom and significant investments in the State's existing early care and education infrastructure. This resource is available on the Web at <http://www.iwpr.org/pdf/preschoolIL.pdf>.

■ "Universal Preschool: Much to Gain but Who Will Pay?" (October 2002), *Working Paper Series*, by Scott Scrivner and Barbara Wolfe for the Foundation for Child Development, begins with a brief discussion of the relationship between preschool, preschool quality, and developmental outcomes. It then provides background on the current situation in the United States, followed by a detailed consideration of State-financed prekindergarten programs (Pre-K). It describe early childhood education (ECE) programs in other industrialized countries, and focuses on possible financing approaches designed to improve access to and quality of ECE in the U.S. It ends with a proposal for financing universal preschool for four year-olds in the United States. This resource is available on the Web at <http://www.ffcd.org/uploadDocs/UWisc%20Wolfe.pdf>.

■ "What Can Universal Prekindergarten Learn From Special Education?" (May 2002), *Working Paper Series*, by Don Bailey for the Foundation for Child Development, describes the history and current status of programs serving preschoolers with disabilities and discusses selected issues that inform current discussions about universal prekindergarten. This resource is available on the Web at <http://www.fcd-us.org/uploaddocs/unc%20donbailey.pdf>.

■ *A Framework for Universal Access to Quality Preschool in Illinois Created by the Governor's Task Force on Universal Access to Preschool* (February 2002), by Illinois Governor's Task Force on Universal Access to Preschool, presents a five-year plan developed by the Governor's Task Force on Universal Access to Preschool to increase the quality of life for all children in Illinois. It proposes that in the five years beginning in July 2002, Illinois will develop the support systems necessary for high-quality preschool and serve about 61,000 children and their families. Infrastructure support needs include producing enough trained teachers, principals, directors, and other program staff; providing technical assistance and consultation to programs; monitoring for quality assurance; and evaluating and measuring results. An additional five years will be required for full implementation, with a projected enrollment of 202,000 children in 2012. This resource is available on the Web at [http://www100.state.il.us/learning/preschool\\_access.cfm](http://www100.state.il.us/learning/preschool_access.cfm).

■ *Pre-K Initiatives in 2 More States* (January 2002), *NCEDL Spotlight* No. 34, by the National Center for Early Development and Learning, adds California and Ohio to an earlier

discussion that looked at the recent educational shift on the part of States towards establishing a prekindergarten program for 4-year-olds. This resource examines differences and commonalities among the seven States (**California, Georgia, Illinois, New York, Ohio, South Carolina, and Texas**) in terms of financing, size of State, diversity of population, collaboration efforts, full-day, full-year programs, and lack of infrastructure. This resource is available on the Web at <http://www.fpg.unc.edu/~ncedl/PDFs/spot34.pdf>.

■ *Inside the Pre-K Classroom: A Study of Staffing and Stability In State-Funded Prekindergarten Programs* (2002), by Dan Bellm, Alice Burton, Marcy Whitebook, Linda Broatch, and Marci P. Young, for the Center for the Child Care Workforce (CCW), a project of the American Federation of Teachers Educational Foundation, documents the current state of staff qualifications, stability, turnover and compensation in State-funded prekindergarten programs, and identifies the conditions under which prekindergarten initiatives promote a more skilled, stable, and better compensated, early care and education workforce. The study selected a sample of programs in five States: **California, Georgia, Illinois** (Chicago only), **New York** and **Texas**. In addition to profiling prekindergarten staffing in each State, they also explored variations in staffing among prekindergarten programs housed in different auspices, including publicly-operated programs (based in public school districts or community colleges) and privately-operated programs (based in community-based nonprofit agencies or for-profit organizations). This resource is available on the Web at [http://www.ccw.org/pubs/ccw\\_pre-k\\_10.4.02.pdf](http://www.ccw.org/pubs/ccw_pre-k_10.4.02.pdf).

■ *Preschool For All: Investing In a Productive and Just Society* (2002), by the Research and Policy Committee of the Committee for Economic Development (CED), discusses the educational needs of children age 3 and older who have yet to enter kindergarten. The report makes the case for publicly-funded prekindergarten for all preschool children whose parents wish to avail themselves of the program. It proposes that universal access could be accomplished through a Federal/State partnership with States taking responsibility for expanding preschool opportunities, ensuring that the necessary teachers and facilities are available, and integrating diverse arrays of preschool providers and programs into systems that meet the educational needs of young children and working parents. This resource is available on the Web at [http://www.ced.org/docs/report/report\\_preschool.pdf](http://www.ced.org/docs/report/report_preschool.pdf).

■ *A Universal Good: Expanding Voluntary, Early Learning Opportunities for Illinois' Young Children* (November 2001), by Voices for Illinois Children, was written to stimulate discussion about the potential and need for expanding access to voluntary, high-quality early childhood care and education programs and to examine standard-setting and evaluation. The document also discusses the cognitive, social, and behavioral benefits of such a program. This resource is available on the Web at <http://www.voices4kids.org/Universal.pdf>.

■ *Building Universal Preschool in Partnership with the Private Early Education and Care System: Essential Elements for Partnerships Between Public and Private Early Care and Education Systems* (August 2001), by the National Child Care Association (NCCA), discusses the essential elements of a public/private preschool partnership. The document also discusses the effect of implementing such a program on the provision of child care for children birth to 3 years

of age. This resource is available on the Web at <http://www.nccanet.org/industry/paper-uniprek.pdf>.

■ *Education for All Young Children: The Role of States and the Federal Government in Promoting Prekindergarten and Kindergarten* (April 2001), by Anne Mitchell of Early Childhood Policy Research, published by the Foundation for Child Development, notes that the costs of providing good preschool education are outweighed by the benefits and that all kinds of programs for young children have the potential to provide good early education, (i.e., to promote social, emotional, intellectual, and physical development and learning). It also proposes that not all young children have opportunities to experience good early education, since the majority of what is offered does not meet accepted standards of quality. This paper presents options for Federal and State policy-making to create incentives for States and communities to make preschool education available to all young children. This resource is available on the Web at <http://www.fcd-us.org/uploaddocs/ecpc%20mitchell.pdf>.

■ *Prekindergarten Programs in the States: Trends and Issues* (March 2001; revised July 2001), by Anne Mitchell of Early Childhood Policy Research, provides a working definition of a prekindergarten program, a brief history of these programs over the last century, and descriptions of current practices, trends and issues. A growing interest in universal prekindergarten is also discussed. This resource is available on the Web at <http://www.nccic.org/pubs/prekinderprogtrends.pdf>.

■ *State Initiatives to Promote Early Learning: Next Steps in Coordinating Subsidized Child Care, Head Start, and State Prekindergarten* (April 2001), by the Center for Law and Social Policy (CLASP), focuses on three States (**Georgia, Massachusetts, and Ohio**) that have significant experience in developing a major early education initiative. This document also includes information on how progress is tracked and results are measured. The full report is available on the Web at <http://www.clasp.org/DMS/Documents/998261863.272/state%20initiatives%20to%20promote%20early%20learning.pdf>.

■ *Education for Four-Year-Olds: State Initiatives-Technical Report #2* (2001), by the Frank Porter Graham Child Development Institute, National Center for Early Development and Learning (NCEDL), compares prekindergarten programs for 4-year-olds in **Georgia, Illinois, New York, South Carolina, and Texas**. This document is available on the Web at <http://www.fpg.unc.edu/~ncedl/PDFs/EdFours-tr.pdf>.

■ *Pre-K: Is Everybody Ready?* (2001), by Connect for Kids, discusses the increase in State expenditures for prekindergarten programs over the past decade, the handful of States that are committed to universal access to prekindergarten programs, the politics underpinning early childhood, the distinction between universal and prekindergarten, and the potential reasons that parents are not advocating for universal prekindergarten. This article is available on the Web at [http://www.connectforkids.org/resources3139/resources\\_show.htm?doc\\_id=87301](http://www.connectforkids.org/resources3139/resources_show.htm?doc_id=87301).

The National Child Care Information Center does not endorse any organization, publication or resource.

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