

Mixed Delivery in Other States

Georgia: GA's Pre-K Program is a voluntary, universal program established in 1993 to provide the state's four-year-old children with high quality preschool experiences. Currently, nearly 58% of Georgia's four year olds are served in this nationally recognized program. The Georgia Department of Early Care and Learning, DECAL, awards funds to private providers directly. Award decisions are based on available funding and geographic need.

New York: NY took the approach of mandating rather than encouraging partnership between school districts and community providers to provide UPK services. Its original UPK model mandated that 10% of funds be allocated to community-based early ed settings. Today more than 60% of all children enrolled in the UPK program are served in community-based settings based on parent demand and efficiency of service delivery.

Oregon: OR adopted legislation (HB3380) that requires applicants for UPK funds to have achieved one of the top two ratings in its state Quality Rating and Improvement System (QRIS). Community-based providers are able to directly apply to the state for funds as long as they meet all UPK law requirements for hours, ages served, etc.

Virginia: VA used a varied system of granting out state pilot funds to ensure that both public and private providers would be part of its UPK system. The focus is more on coordinating community-based providers into a comprehensive system than it is to build UPK from the ground up in public schools.

West Virginia: WV spent 10 years, beginning in 2002, to implement a universal, mixed delivery preschool program for all 4-years as well as 3-year olds with Individual Education Plans (IEPs). State law required that 50% of the classrooms were to be in community settings. As of the 2014 school year, 79% of the classrooms were in collaboration with community partners, including child care centers and Head Start programs, and 75% of the eligible children were participating. Each county is required to have a Collaborative Team comprised of community stakeholders that jointly develops a comprehensive delivery plan and budget. Funding is provided through the school aid funding formula as well as via "braiding and blending" with other early childhood funding streams e.g. Head Start, federal funds, and parent tuition. Districts enter into contracts with community providers. Quality is addressed through teacher qualifications, classroom size, staff-child ratios, early learning standards and more.

