



Financing High Quality Preschool Programs: How States and Communities are Addressing Adequacy, Efficiency, and Equity of Funding

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CENTER ON ENHANCING EARLY LEARNING OUTCOMES



What We Will Do Today

1. Introductions and Burning Questions
2. Purpose of the study and preliminary findings
3. State Sparks: TN and NY
4. Small group discussion on adequacy, efficiency and equity of funding for high quality programs
5. Take Aways & Resources



Introductions

Quick round robin of “burning questions”





Financing High Quality: Adequacy, Efficiency and Equity

The policy report will offer lessons learned and recommendations to ensure the financing of high quality preschool programs supports the expected goals and outcomes for children and families.

- TN: Shelby County Public Schools
- NY: Watertown Public Schools
- MA: Boston Public Schools
- IL: Rockford City



Research Questions

Adequacy: Is funding adequate to implement the established indicators of high quality (e.g. dosage, intensity, qualifications of the teacher) recognizing that the adequate amount may vary by community?

Efficiency: How do requirements or restrictions of the funding sources impact administrative efficiency and stability of funding? What internal capacities and controls are needed to manage multiple funding sources?

Equity: Are high quality programs serving a cohort of children from families with range of incomes? Are children with special needs being served in inclusive settings? How do programs compensate staff with different levels of education, experience, across settings?



Preliminary Findings

- **Adequacy:** PDG funding has helped local programs implement higher quality programs when they previously didn't have the resources to do so.
- **Efficiency:** Managing multiple funding streams and regulations is a significant burden and wastes time and money that could go to quality/access.
- **Equity:** PDG funding restrictions has created classrooms that are primarily segregated by income, though access to high quality programs has increased.



State Sparks

NY: Tina Rose-Turrioglio, Office of Early Learning, New York State Education Department & Peg Drappo, Pre-Kindergarten Administrator, Watertown City (NY) School District

TN: Lisa Wiltshire, Office of Early Learning, TN Department of Education & Kathryn Bostick, Early Childhood Manager, Shelby County (TN) Public Schools



Small Group Discussions

Adequacy: What is the most significant challenges in funding your pre-k program (and/or for early childhood more broadly in your state)?

Efficiency: What strategies have you used to successfully support efficient blending and braiding?

Equity: To what extent does your financing system support children being served in mixed-income and mixed-ability/inclusive settings?



Key Take Away & Resources

Any “Ah ha” or “Oh No” To Share?

PDG Finance Peer Exchange - http://ceelo.org/pdg_peer_exchange_finance/

Costs of Preschool Webinar and Tools - <http://ceelo.org/costs-of-quality-preschool-tool-webinar/>

Forthcoming from NIEER: *Funding Landscape for Preschool with a Highly Qualified Workforce*, see [National Academies](#) meeting page



Local Funding for Early Learning: A Community Toolkit

<http://financingtools.buildthefoundation.org/>

A very useful tool for funding strategies at local level

All	Child Care Tax Credits	Cities and Counties	County Budget	Occupancy Tax	Property Tax	Rural	Sales Tax
School District Funding	Social Impact Bond	State Innovation	Trust Fund				



Missouri
Cities and Counties, Sales Tax,
State Innovation, Trust Fund



Florida
Cities and Counties, Property Tax,
State Innovation, Trust Fund



Pennsylvania
Child Care Tax Credits, State
Innovation



Wayzata, MN
Cities and Counties, School
District Funding