

# HIGH QUALITY PRESCHOOL IS NECESSARY BUT NOT SUFFICIENT TO ENSURE EQUITY

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# Our Mission

- NIEER improves the learning and development of young children by producing and communicating knowledge that transforms policy and practice.
- CEELO, a project of NIEER, builds capacity of state agencies to lead sustained improvements in early learning opportunities and outcomes.



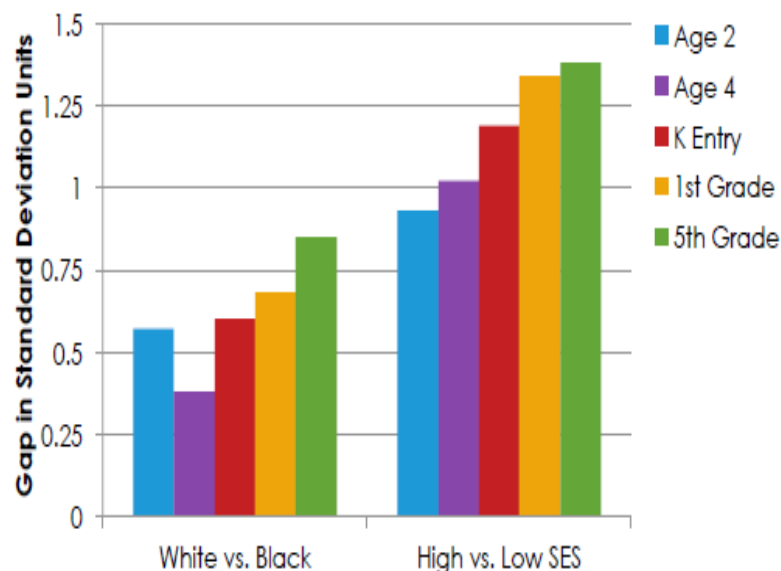
# My Talk Will Address

- Is preschool enough to prevent achievement gaps in children at risk?
- What is high quality preschool?
- Who goes to high quality preschool?
- What are the qualifications of preschool teachers?
- How can you leverage your authority?



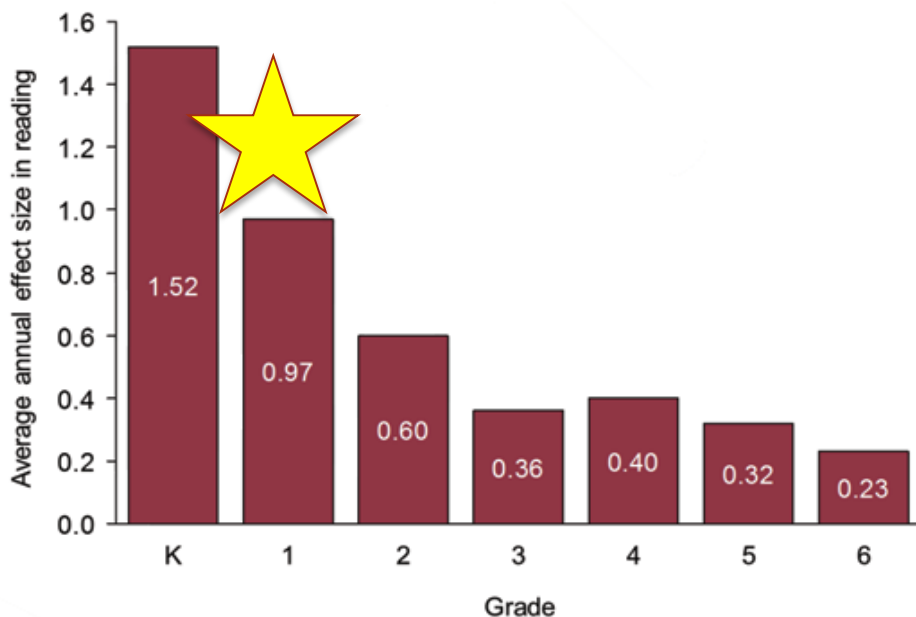
# Preschool is necessary but not sufficient to ensure equity

## Growth of Achievement Gaps As Children Age



Source: Snyder (2010) and Duncan & Magnuson (2011).

**Figure 1: Average Annual Gain in Effect Size, Nationally Normed Reading Tests**



Source: [Tara Kini and Anne Podolsky, LPI, 2016](#)

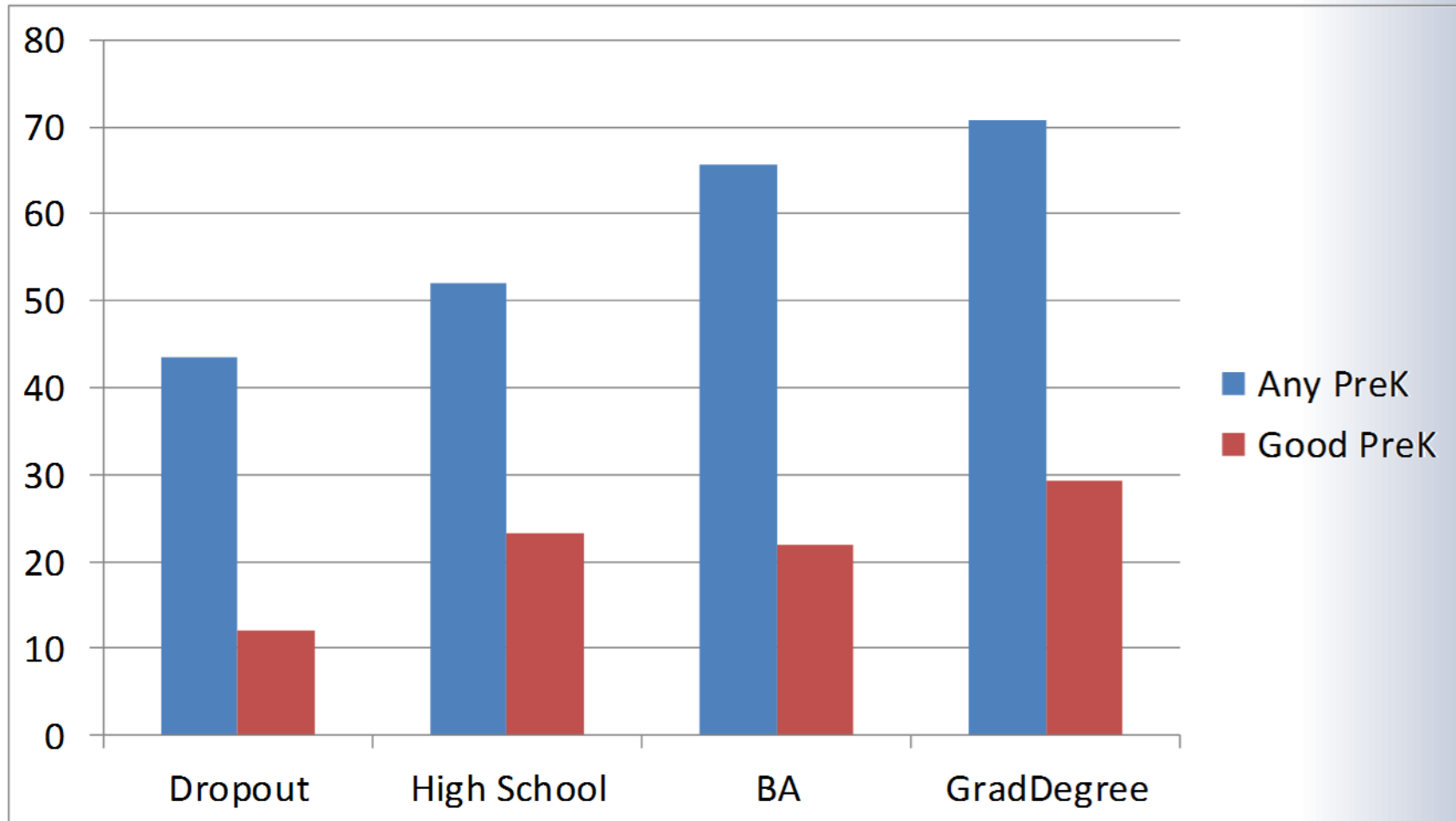


# Successful State Preschool Program Do These Things

- Offer at least a full school day
- Set high standards tied to public education
- Use mixed-delivery system of public and private providers
  - Leverage facilities, expertise, integrate care and education from all sectors
  - Increase opportunities for continuity B-grade 3
  - Have structures to support strong practice, e.g. contracts between public school & private providers
  - Encourage/support/require use of private providers

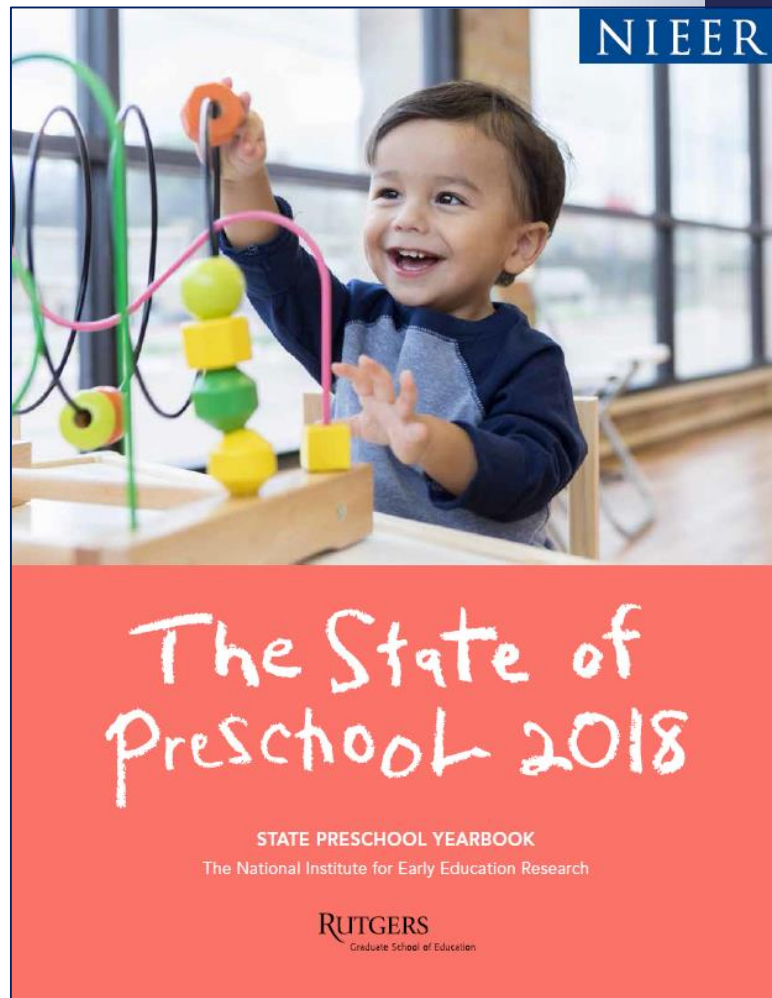


# Good Preschool is least available to families with the least education, but no one has much



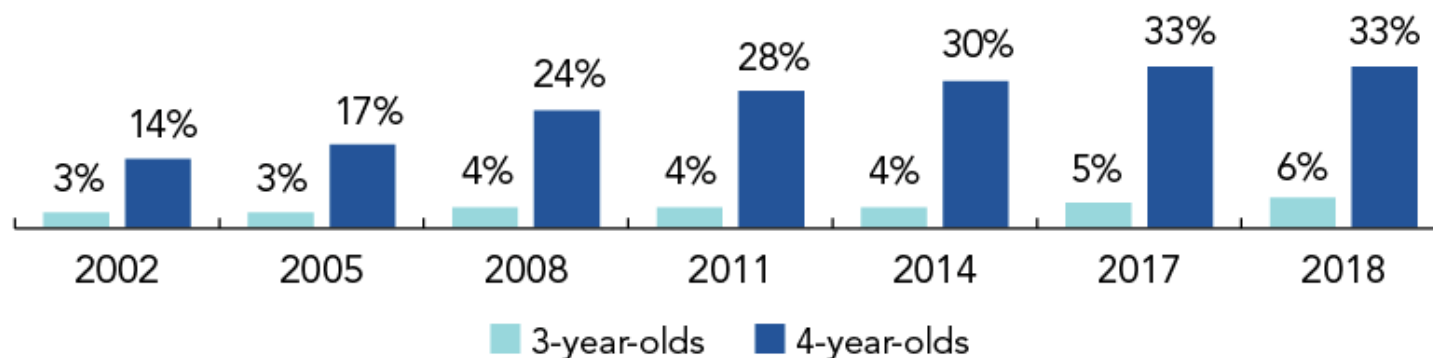
# A Peek Inside the Yearbook

- Executive Summary
  - Tables
  - Maps
  - Figures
- Special Report: Supporting Teachers in State-Funded Preschool
- What Qualifies as State Pre-k?
- Roadmap to State Profile Pages
- State Profiles
- Methodology
- Appendices (coming soon!)

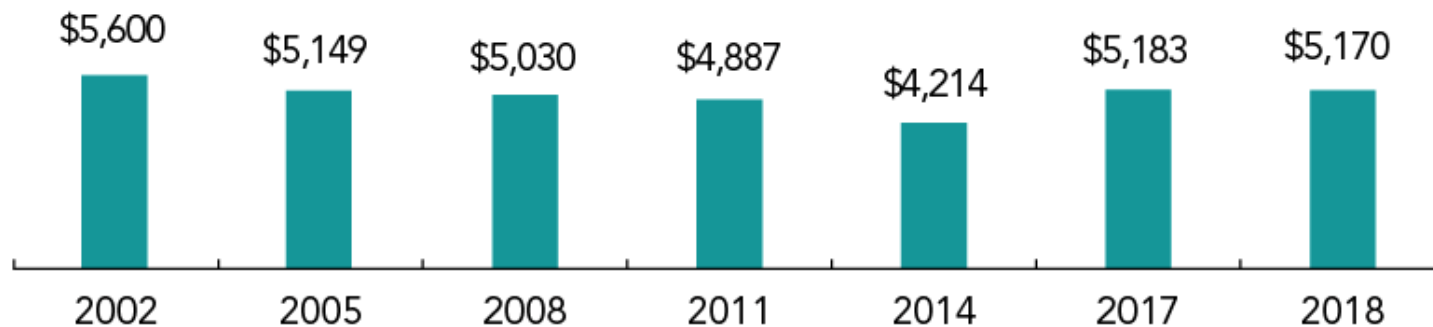


# Progress is stalling...why?

PERCENT OF STATE POPULATION ENROLLED

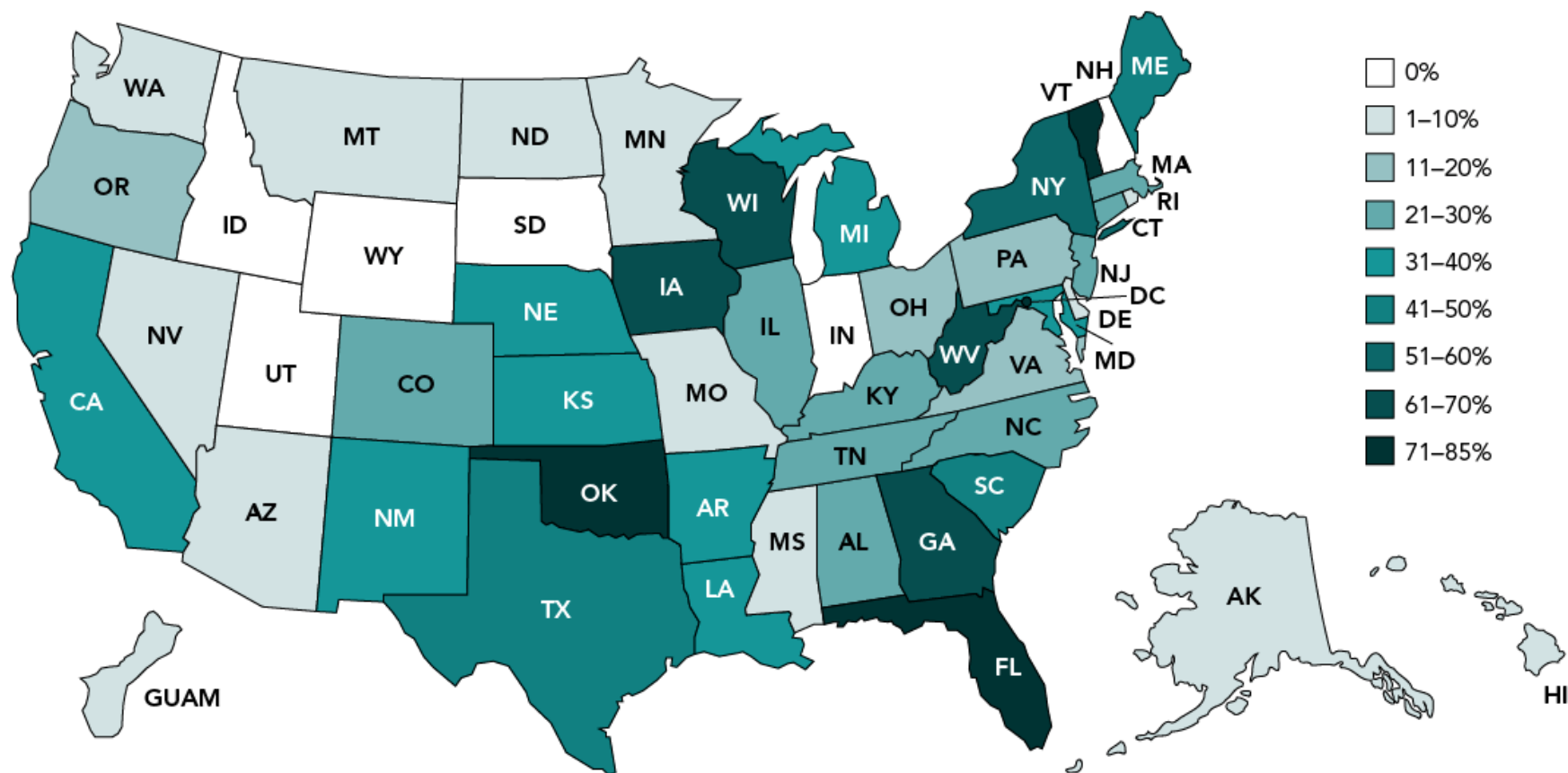


AVERAGE STATE SPENDING PER CHILD ENROLLED  
(2018 DOLLARS)





# 4-year-olds enrolled in state-funded pre-K



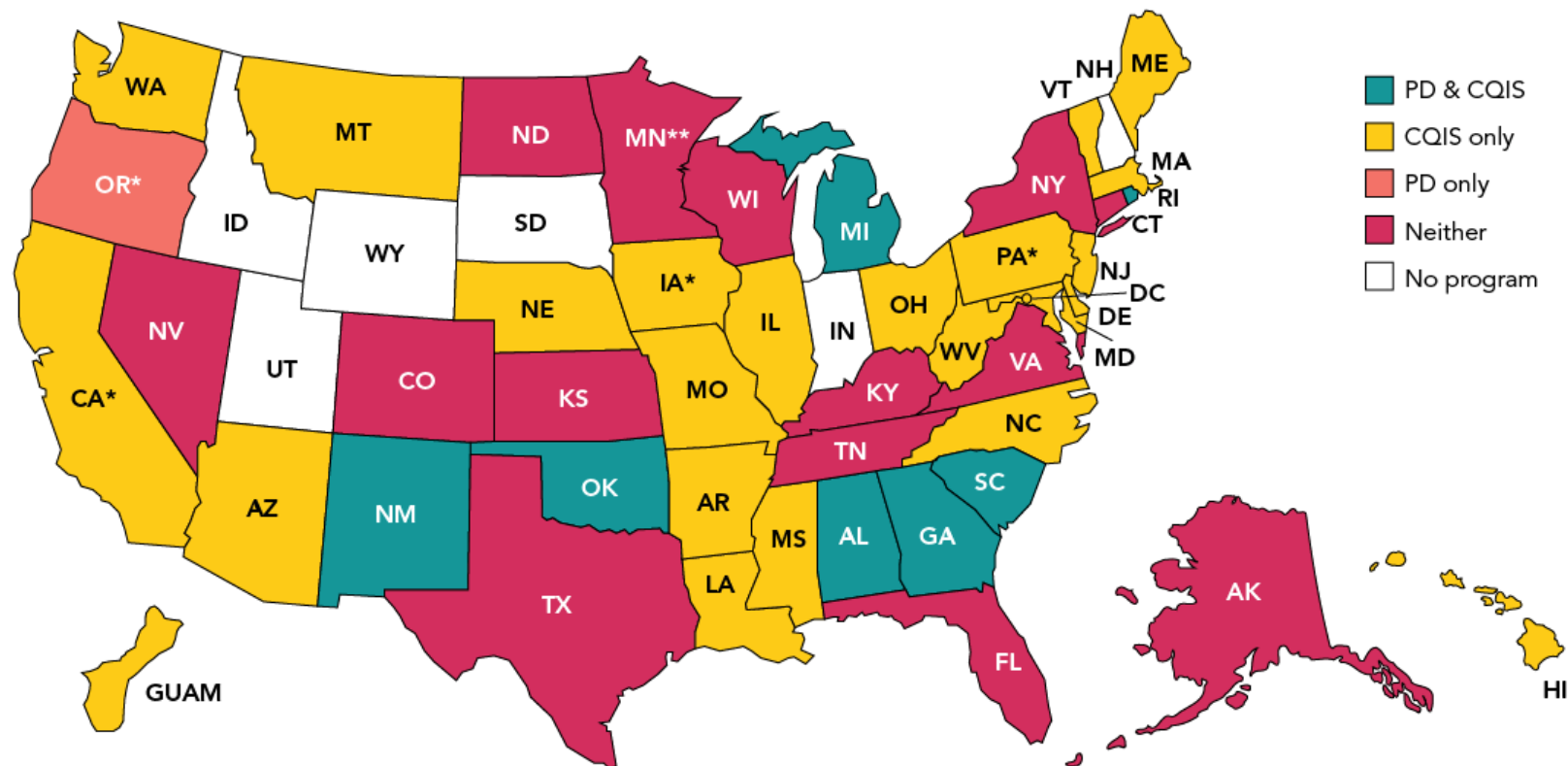
# Quality Standards Benchmarks

CURRENT STANDARD	CHANGE	FORMER STANDARD
Comprehensive Early Learning and Development Standards that are horizontally and vertically aligned, supported, and culturally sensitive	Enhanced	Comprehensive Early Learning Standards
Supports for Curriculum Implementation	New	None
Lead Teacher Degree (BA)	No change	Lead Teacher Degree (BA)
Lead Teacher Specialized Training in ECE/CD	No change	Lead Teacher Specialized Training in ECE/CD
Assistant Teacher Degree (CDA)	No change	Assistant Teacher Degree (CDA)
15 hours/year of professional development, annual individualized plans professional development plans, and coaching for lead and assistant teachers	Enhanced	Teacher-in-Service (15 hours/year)
Maximum Class Size (20)	No change	Maximum Class Size (20)
Staff-Child Ratio (1:10)	No change	Staff-Child Ratio (1:10)
Screenings & Referrals	Slight Change	Screenings & Referrals & 1 Support Service
None	Discontinued	Meals (At least 1)
Continuous Quality Improvement System	Enhanced	Monitoring (Site Visits at least once every five years)

# 2018 Quality Standards Benchmarks Overview

- Third year assessing state policies against a new set of benchmarks
- AL, MI, RI met all 10 new quality standards benchmarks
- 12 programs met fewer than half
  - Includes states serving large numbers of children in poverty
- Professional Development benchmark is the most difficult to meet: Only 9 programs met it

# 7 states meet both the PD & CQIS benchmarks



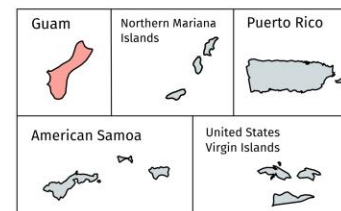
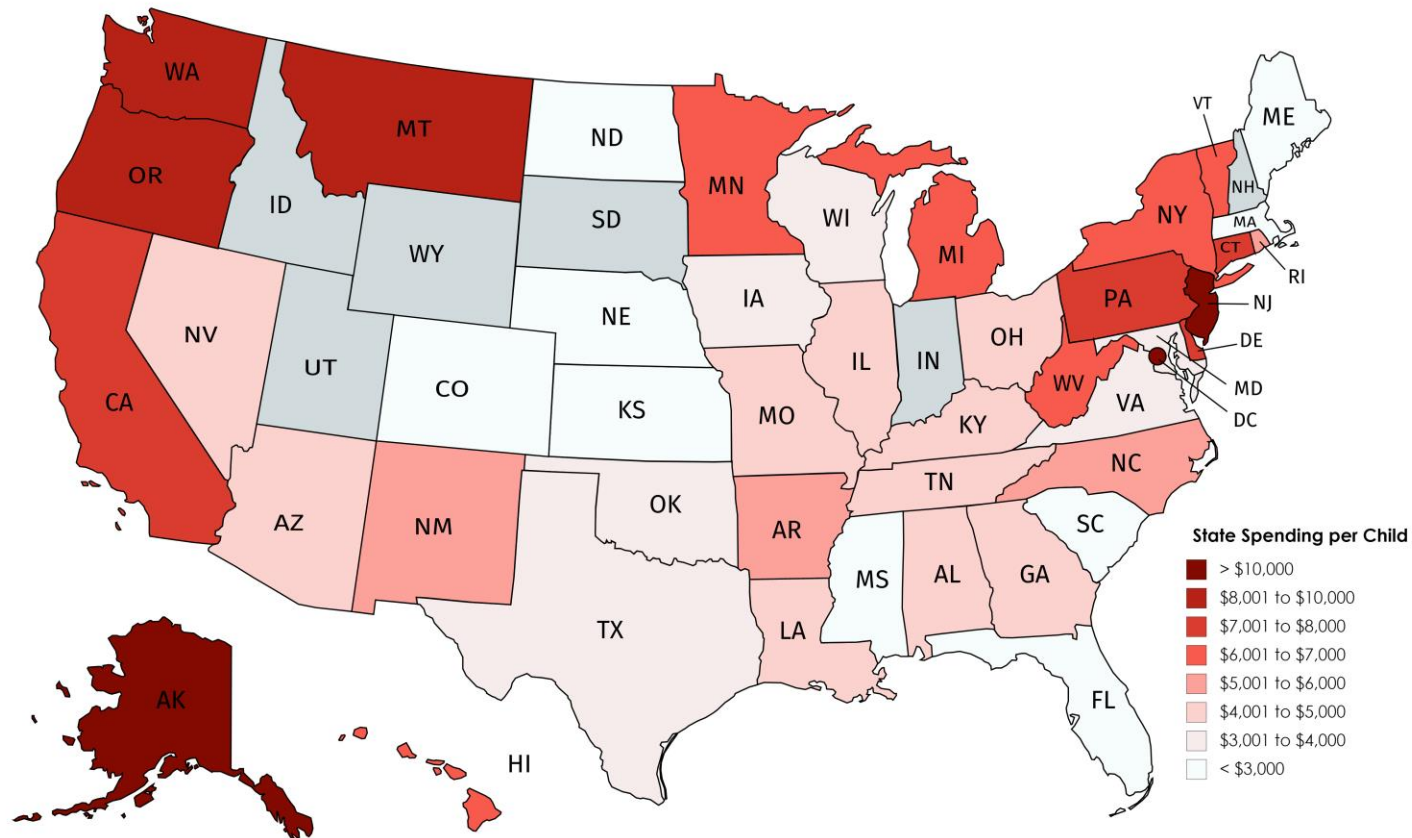
\* These multi-program states have programs with different quality standards regarding PD and CQIS. Data displayed on the map reflect quality standards benchmarks in the largest program in the state.

\*\* Minnesota's smaller program meets the PD benchmark, but not CQIS.

# 2018 Spending Overview

- Total state pre-K spending exceeded \$8.1 billion
  - Inflation-adjusted increase of \$284 million (3.6%)
  - 1.5 times the size of the prior year increase
  - 8 states reported an increase in total state spending of more than \$10 million
- State \$/child = \$5,174
  - Inflation-adjusted **decrease** of \$9
  - 16 states increased spending per child
- “All reported” spending topped \$9.36 billion
  - Includes state, federal, and local dollars

# State Spending per Child Varies



# Special Report: Supporting Teachers in State Funded Preschool

28

- States require at least a BA

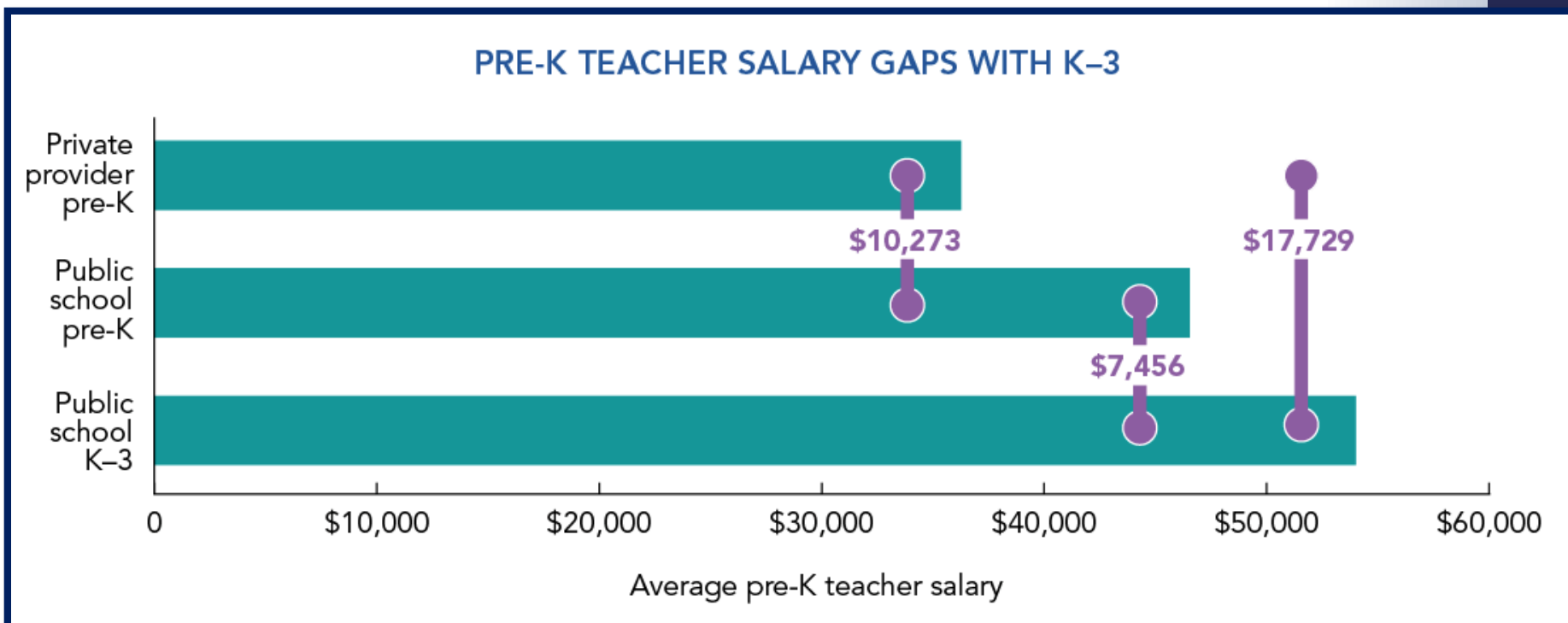
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- States require a BA + certification

4

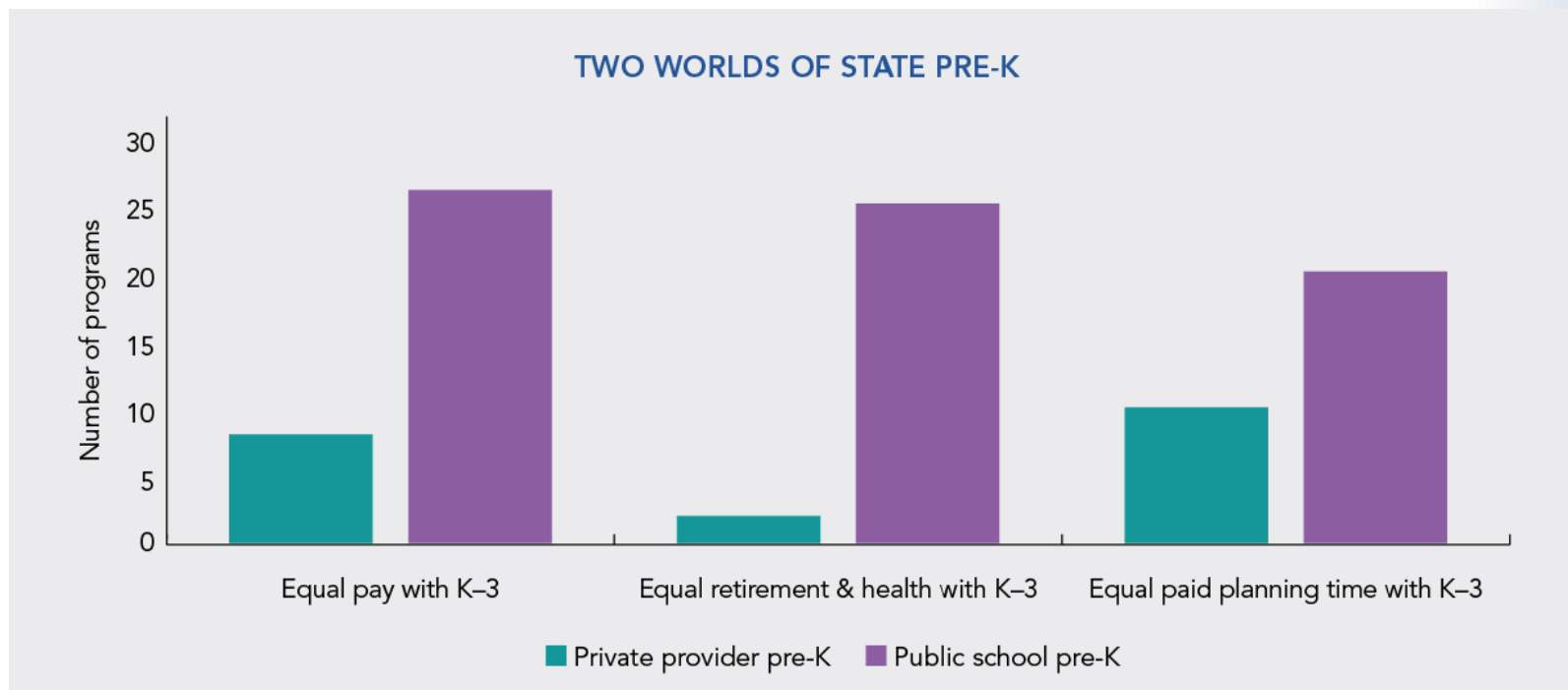
- States require a BA + certification + salary parity

# Low wages for pre-K teachers





# Two worlds of State Pre-K



Fewer supports for state pre-K teachers in private providers than in public schools

# SBE Role

- A wise man told me (aka Bob Hull)...State Boards have three levers of authority...
  - the power of policy,
  - the power of the question, and
  - the power to convene.



# Did you know?

- In 1988, NASBE convened a Task Force-Right from the Start, and called for-
  - “early childhood units” within schools to better meet learning needs of children ages 4-8 and sustain gains made in high-quality pre-k
  - partnerships between schools and community service agencies to support a comprehensive approach to early childhood services that encompasses education for children and parents, mental and physical health, and family supports



# What You Can Do

- If you have state funded preschool?
  - Work to make it higher quality and accessible to more children
- If you don't have state funded preschool-
  - Encourage SEA to focus on K-3 quality of instruction
  - Encourage LEAs to understand the ECE landscape in their community and strengthen transitions from early childhood to early elementary



SEA Serve  
their  
districts  
best  
when...

*...they are  
minimalist in  
compliance,  
streamlined  
in funding,  
and  
generous in  
technical  
assistance.*

## SEA'S OF THE FUTURE WILL NEED TO:

- Implement a vision for state's educational future
- Foster conditions that are conducive to improvement
- Policy spurs sustainable change in district practice

# Ask Questions

- Who has an investment in Early Childhood?
- Where are your children prior to Kindergarten?
- How many attend preschool now?
- Who in your state/community has already done a needs assessment?
- What does your trend data tell you?



# Collect Data

## ESSA requires in law

Example: Comprehensive support and improvement plans

+

## SEA may require

Example: Targeted support and improvement plans

+

## SEA recommends

Example: Elements of transition plans



- Every Student Succeeds Act
- Preschool Development Grant B-5
- State Longitudinal Data System
- SEA - conduct audit of available data on child outcomes



# Convene Stakeholders

- How will you *“Create an opportunity for excellence in early learning in your state”*







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See our websites for more information:

<http://ceelo.org/>

<http://nieer.org/>



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