



# **ROUNDTABLE 2019 | Long Beach, CA**

# Equity and the State of Pre-K

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## **Who Goes to Preschool?**

- Enrollment—total, public and private, by age and family background
- Duration—half and full day, number of years
- Attendance

## **What do they get?**

- Long-term outcomes
- Direct measure of quality
- Benchmark for parent engagement

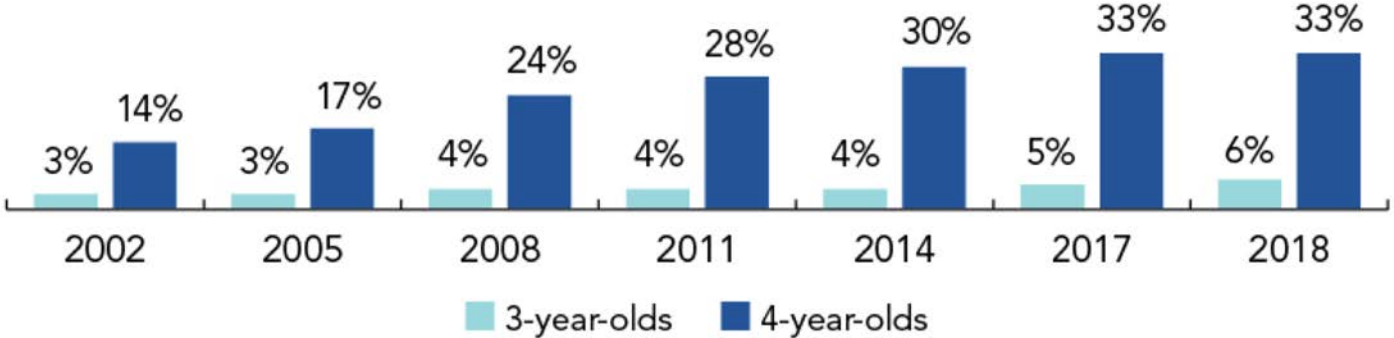
## **What does it cost?**

- Variation in needs
- Funding classrooms by student or voucher-type funding w/ privates
- Money illusion

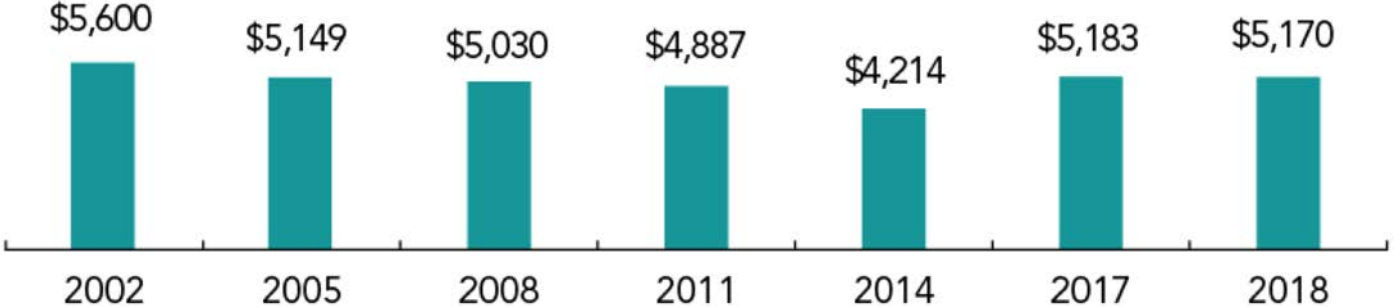
State pre-K:  
enrollment  
ages 3 & 4,  
Spending  
per child

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PERCENT OF STATE POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED  
(2018 DOLLARS)



# Preschool enrollment ages 3 & 4: public and private

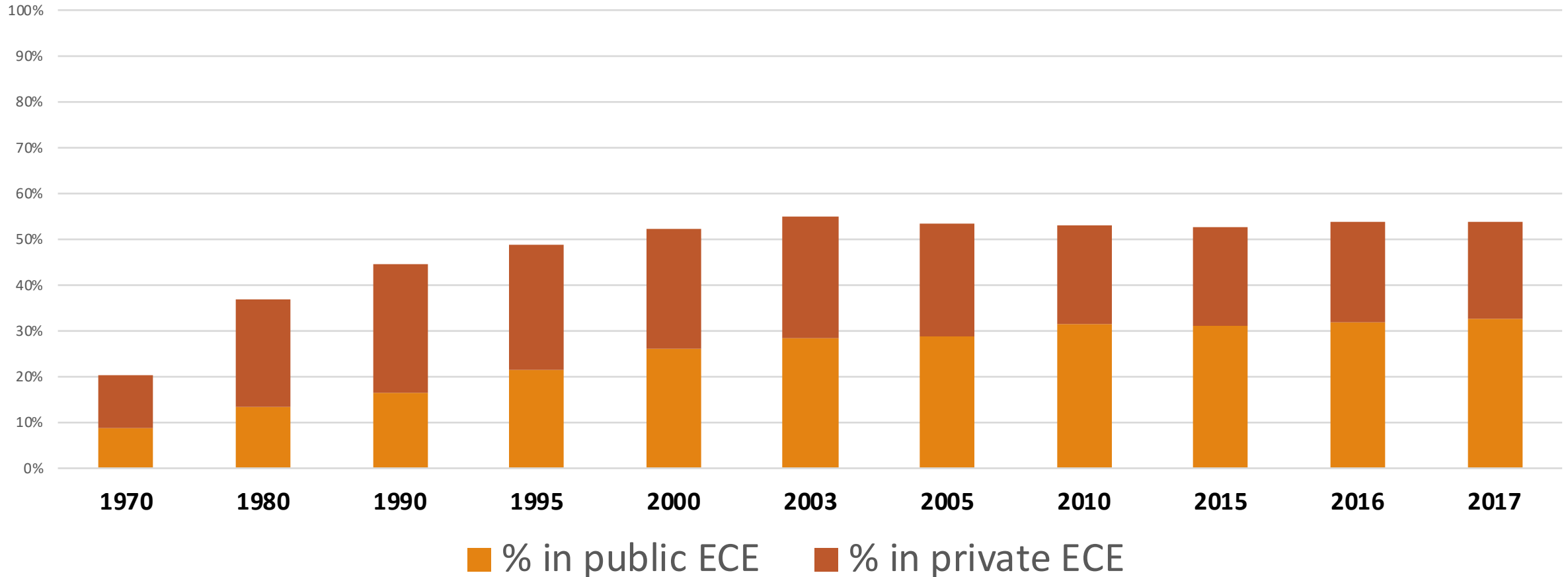


Figure 1. Percentage of 3-, 4-, and 5-year-old children enrolled in preprimary programs: 2000 through 2017

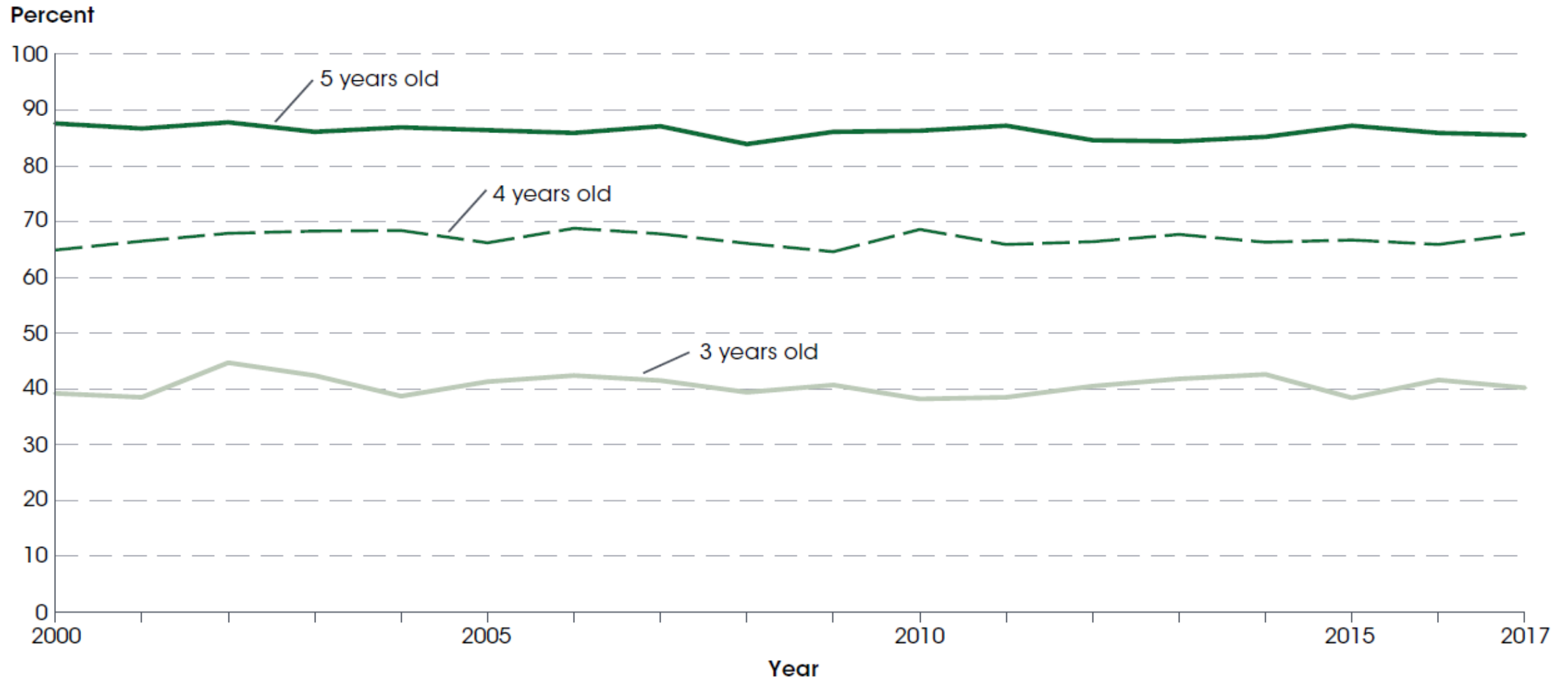
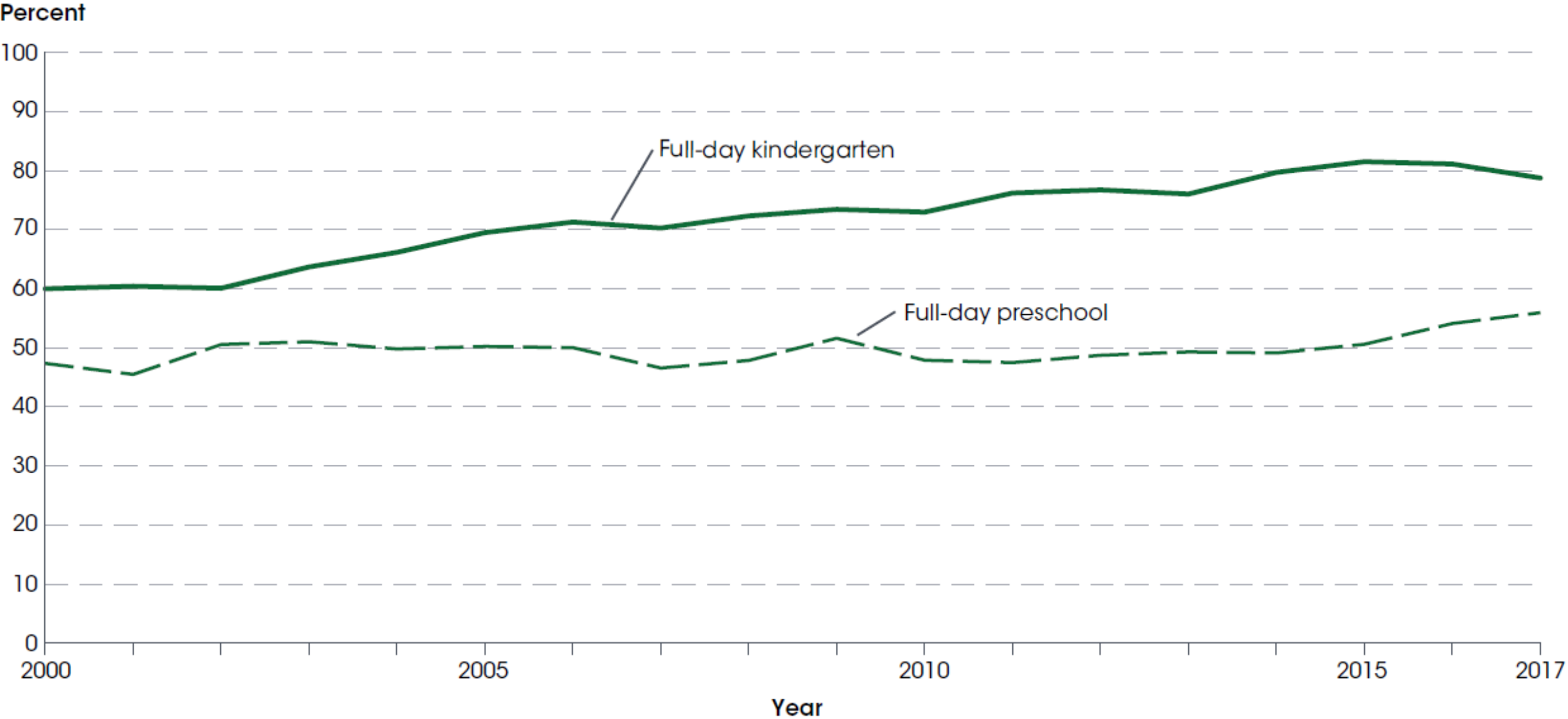


Figure 2. Percentage of 3- to 5-year-old children in preschool and kindergarten programs attending full-day programs: 2000 through 2017



**Figure 4. Percentage of 3- to 5-year-old children enrolled in preschool programs, by parents' highest level of education and attendance status: October 2017**

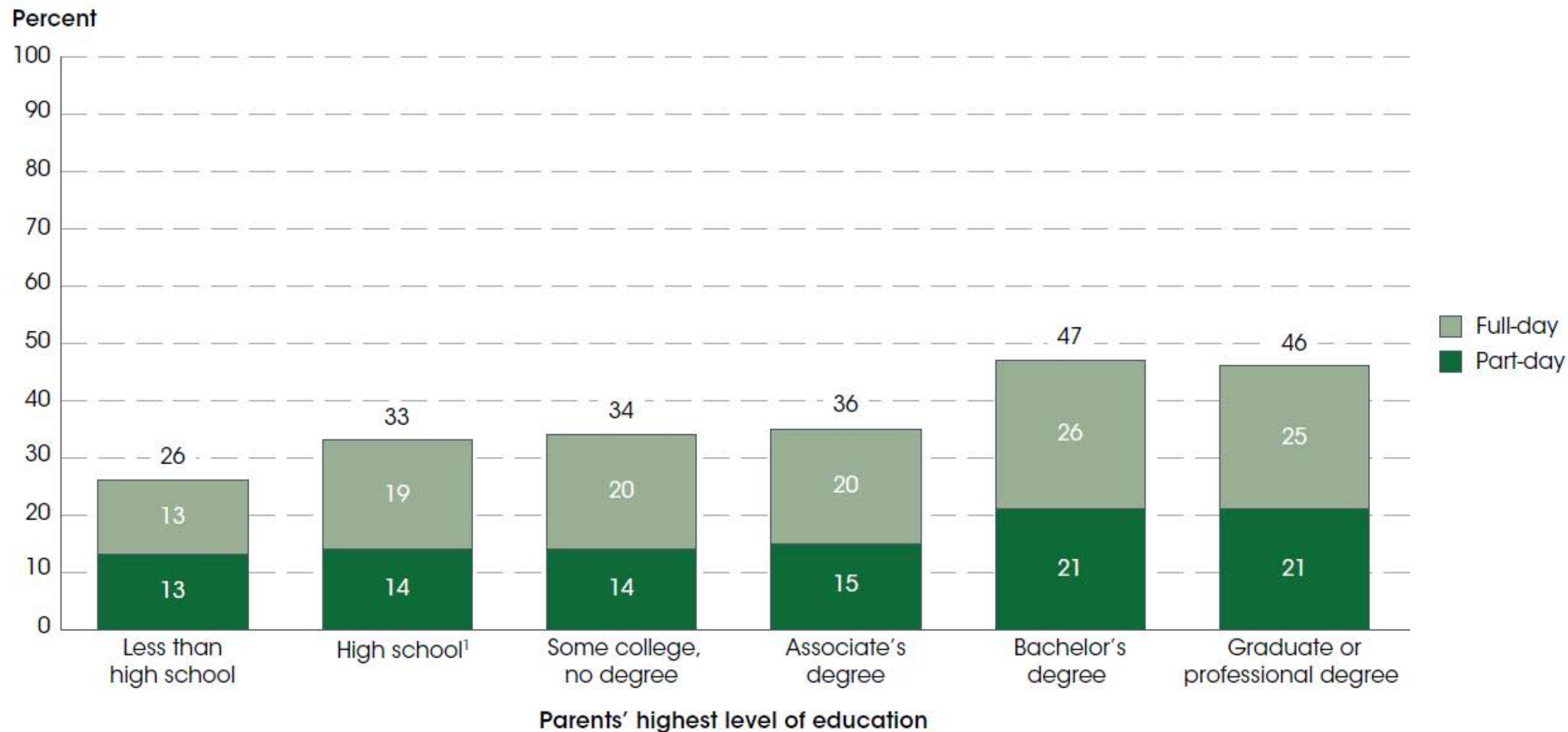
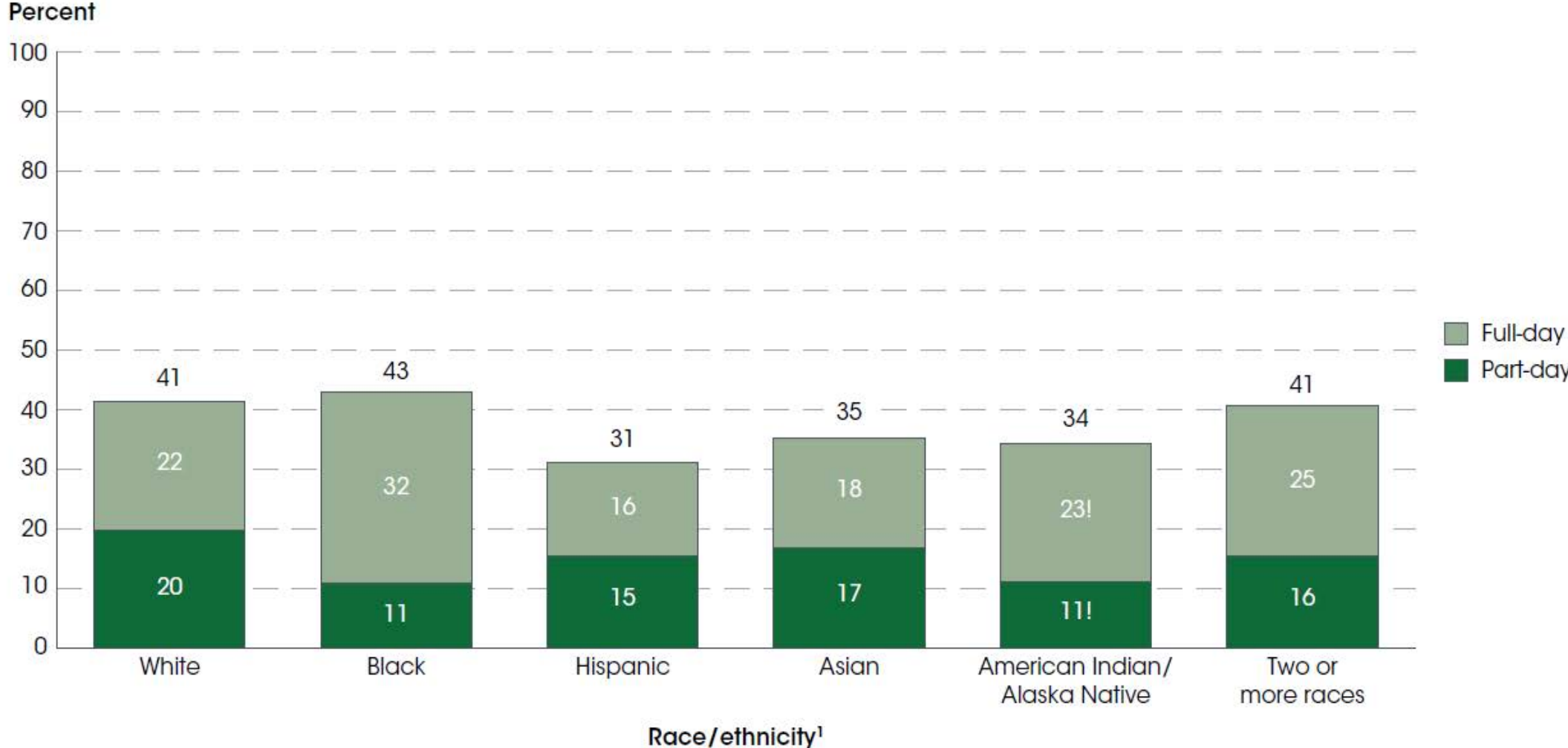


Figure 3. Percentage of 3- to 5-year-old children enrolled in preschool programs, by race/ethnicity and attendance status: October 2017





# Enrollment by ethnicity: Selected states

| STATE        | WHITE | BLACK | HISPANIC | ASIAN |
|--------------|-------|-------|----------|-------|
| NATIONAL CPS | 41%   | 43%   | 31%      | 35%   |
| NATIONAL ACS | 50%   | 51%   | 42%      | 57%   |
| ARIZONA      | 47%   | 40%   | 37%      | 69%   |
| CALIFORNIA   | 57%   | 45%   | 43%      | 64%   |
| DC           | 92%   | 68%   | --       | --    |
| FLORIDA      | 52%   | 53%   | 49%      | 49%   |
| GEORGIA      | 50%   | 55%   | 38%      | 64%   |
| ILLINOIS     | 57%   | 58%   | 41%      | 61%   |
| NEW YORK     | 60%   | 64%   | 58%      | 51%   |
| OKLAHOMA     | 45%   | 41%   | 50%      | --    |
| TEXAS        | 48%   | 45%   | 38%      | 59%   |
| WASHINGTON   | 49%   | 30%   | 36%      | 54%   |

# Attendance not widely reported

- Chronic absenteeism much higher in pre-K than K
- We know why parents say the child is absent
- Chronic absenteeism varies by family background
- We don't really know how bad the problem is:
  - Some report 25-33% of children chronically absent
  - Texas study found half of children in state pre-K attended for less than half the 180 days.

# Long-term effects: good & bad news

New studies of long-term effects point to quality:

- Nationwide—avg. public school pre-K no effects at 4<sup>th</sup> grade, higher quality (MA,MD,NC, NJ, OK) positive effects
- Alabama thru grade 7—positive reading, math
- Tulsa thru 7<sup>th</sup> grade—positive for math
- NC Pre-K & Smart Start thru 8<sup>th</sup> grade--positive
- NJ Pre-K thru 12<sup>th</sup> grade (coming soon)—positive
- Tennessee thru 3<sup>rd</sup> grade—negative
- GA 3<sup>rd</sup> grade—positive for low-inc., negative for others

# New additions to the Yearbook?

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More emphasis on duration—ranking on length of day, 2 yrs?

Direct observation of quality—state representative

- What measures?
- How frequently?
- Relate to demographics & location—quality varies w/in not just across states (Valentino in AERJ)

Parent engagement

- What do we know about best practice?
- What should policy specify?
  - Type, frequency,
- How can we benchmark state policy?
  - Can we distinguish policies that make a difference?
  - What features of policy should we measure?

# Money matters

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How do we ensure adequate funding?

- Costs vary with auspice, location, children served, and ability to cost-share does as well—also costs vary with expansion, probably down and then back up
- When only some children in a classroom are state pre-K funding it can be difficult or impossible to support workforce and quality

Inflation—need to use inflation-adjusted \$ in policy

- 2016-18 S&L Govt inflation nearly 7%, 5% increase was a reduction

Differences in cost levels across states

Differences in cost levels (not needs) within states

# Top 10 \$/child w&w/out adj.

| Top 10 States for \$/child |           | Top 10 States for \$/child adjusted for state cost of living |           |
|----------------------------|-----------|--|-----------|
| District of Columbia       | \$ 17,545 | District of Columbia   | \$ 15,008 |
| New Jersey                 | \$ 13,018 | New Jersey   | \$ 11,530 |
| Alaska                     | \$ 10,159 | Alaska   | \$ 9,731  |
| Oregon                     | \$ 9,658  | Oregon   | \$ 9,706  |
| Washington                 | \$ 8,854  | Montana  | \$ 8,892  |
| Montana                    | \$ 8,411  | Washington   | \$ 8,321  |
| Pennsylvania               | \$ 7,865  | Pennsylvania   | \$ 8,033  |
| California                 | \$ 7,655  | West Virginia  | \$ 7,481  |
| Connecticut                | \$ 7,612  | Delaware   | \$ 7,270  |
| Delaware                   | \$ 7,277  | Connecticut  | \$ 7,049  |

# Bottom 10 w&w/out adj.

| Bottom 10 States for \$/child |          | Bottom 10 States for \$/child adjusted for state cost of living |          |
|-------------------------------|----------|---|----------|
| North Dakota                  | \$ 777   | North Dakota  | \$ 863   |
| Kansas                        | \$ 1,332 | Kansas  | \$ 1,480 |
| Nebraska                      | \$ 1,779 | Nebraska  | \$ 1,986 |
| Mississippi                   | \$ 2,161 | Massachusetts   | \$ 2,034 |
| Florida                       | \$ 2,177 | Florida   | \$ 2,179 |
| Massachusetts                 | \$ 2,195 | Colorado  | \$ 2,457 |
| Colorado                      | \$ 2,535 | Mississippi   | \$ 2,522 |
| South Carolina                | \$ 2,819 | South Carolina  | \$ 3,118 |
| Iowa                          | \$ 3,354 | Maine   | \$ 3,476 |
| Maine                         | \$ 3,420 | Maryland  | \$ 3,622 |

# Parting Thoughts

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Ability to address equity issues depends on data

- Child demographics and location
- Attendance
- Quality and Learning/Development

SEA need capacity to obtain, validate, and use data

SEAs could develop plans to support equity and effectiveness with cost projections—1-3 years, 5-10 years—to hold steady and move forward adj. for inflation and population change (e.g., CPQR)