



# The Preschool Movement: California in the National Context



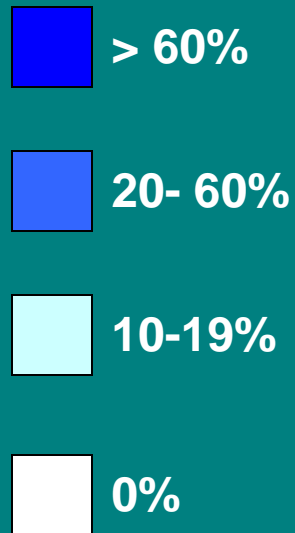
Susan Muenchow





# Preschool on the Map

## Percent of 4 Year Olds Served in State Preschool



\* note: Florida will soon be added with 42% of 4-year-olds served.





# Status of Movement Nationally

- 40 states offer pre-kindergarten
- Most targeted at at-risk children
- 2 states –Oklahoma & Georgia – offer to all 4-year-olds
- Florida & New York committed to UPK
- Illinois the 1<sup>st</sup> state to commit to UPK for all 3- and 4-year-olds





# California's Preschool Fortunes Rise & Fall...and Rise Again?

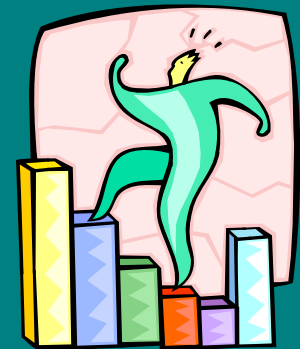
- Former Superintendent Delaine Eastin called for UPK in 1998
- State Master Plan for Education recommended preschool for 2 years prior to school entry in 2002
- Packard Foundation announced its commitment to preschool & began “flagship” programs in 2003





# California's Preschool Fortunes Rise & Fall...and Rise Again?

- First 5 LA dedicated \$600 million to preschool
- First 5 California funded Power of Preschool projects in 9 counties
- Proposition 82 defeated in 2006
- AB 172 enacted





# Rationale for Preschool

- 30-40% of children enter school without the basic building blocks of school readiness
- High quality pre-k programs have been found to increase pre-reading & pre-math skills in at-risk children & correlate with reduced achievement gap in 4<sup>th</sup> grade





# Benefits for Disadvantaged Children

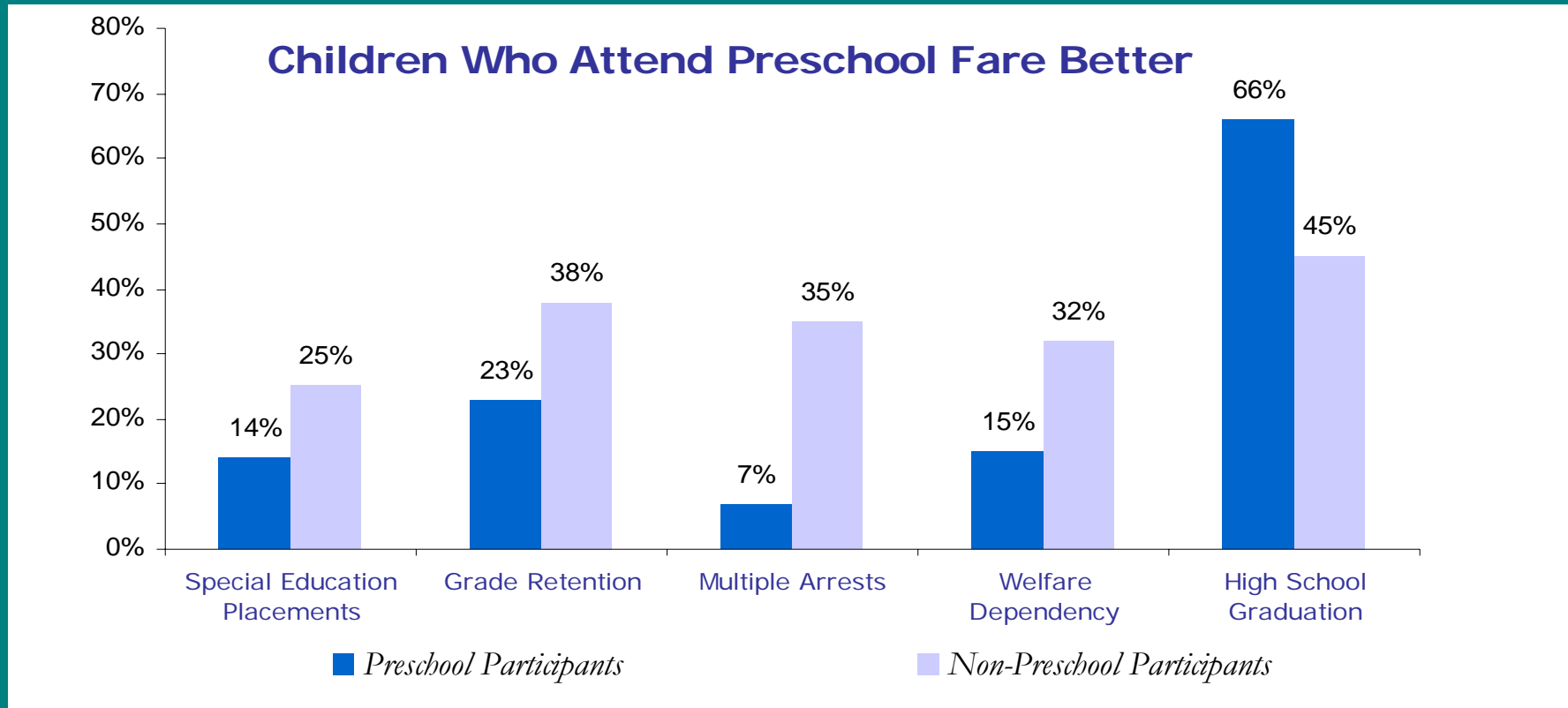
- Children who participated in the Chicago Child-Parent Centers (CPC)\*:
  - Received higher average scores on reading and math tests during elementary school than children who didn't participate in the program.
  - Were nearly half as likely to be placed in special education as non-CPC participants.
  - Economic return of \$7 for every dollar invested.

\* Source: Reynolds, A.J., Temple, J. Robertston, D.L., & Mann, E. (2000). *Long-Term Benefits of Participation in the Title I Chicago Child-Parent Centers*. Paper presented at the Biennial Meeting of the Society for Research on Adolescence. Chicago, IL: March 30, 2000.





# Benefits for Disadvantaged Children in Chicago Parent-Child Centers





# Benefits for All Children\*

- All socio-economic groups in Oklahoma Pre-K Program experienced gains
  - Free-lunch students on all 3 tests
  - Reduced-price lunch & full-pay lunch students on 2 tests
- All racial & economic groups experienced gains
  - Latino & African-American students on all 3 tests
  - White & Native American students on 2 tests
- Latino students showed highest gains

\* Source: Gormley, Jr., W., Gayer, T., Phillips, D. & Dawson, B. (2004). *The Effects of Oklahoma's Universal Pre-K Program on School Readiness*. Georgetown University Center for Research on Children in the U.S.





# Risk Factors Not Limited to Poor Families\*

- 9% of children in families with incomes in top 20% income bracket held back in school (compared to 18% in lowest)
- More common in middle class than assumed:
  - Grade repetition
  - Special education placement
  - Dropouts
- For every \$ invested in free, high quality PFA program, taxpayers would save \$2.62 to \$4 (RAND Corporation estimate)

\* Source: Edward Zigler, *Sacramento Bee*, April 23, 2006





# Quality is Key

- High quality preschool programs can have a remarkable, long-lasting impact
- Impact depends upon the quality of the program



\* Source: Zigler, E.; Gilliam, W.S. & Jones, S. A Vision for Universal Preschool Education, Cambridge University Press, 2006.





# Many Preschool Programs Don't Have \$ to Provide Quality

- Of 398 centers reviewed in 1995 (including California sample), only 15% were rated as good or excellent\*
- California's existing State Pre-K Program meets only 4 of 10 quality standards recommended by the National Institute for Early Education Research – and receives about ½ the \$ per child spent on kindergarten or 1<sup>st</sup> grade

\* Helburn, S. & Cost, Quality and Child Outcomes Team, *Cost, quality & child outcomes in child care centers* (Public Report, 2<sup>nd</sup> ed.). Denver: University of Colorado Economics Department, 1995.





# California Ratings on NIEER Quality Benchmarks

- Comprehensive early learning standards
  - Teacher has BA
  - Teacher has specialized training in Pre-K
  - Assistant has CDA or equivalent
  - At least 15hrs/yr in-service
  - Maximum class size of 20
  - Staff-child ratio of 1:10 or better
  - Vision, hearing, health & at least one support service
  - At least one meal
  - Site visits
- 2005 National Institute for Early Education Research (NIEER) State Preschool Yearbook.





# What is Quality?

- Preschool should focus on all developmental domains
- Focus on language & cognitive development needed
- Social and emotional development is the foundation of all future learning
- **Both/and**





# Qu'est-ce que c'est?





# ¿Que es este?





# Another Perspective...

