

THE
PEW
CHARITABLE TRUSTS



The National Movement for Pre-K

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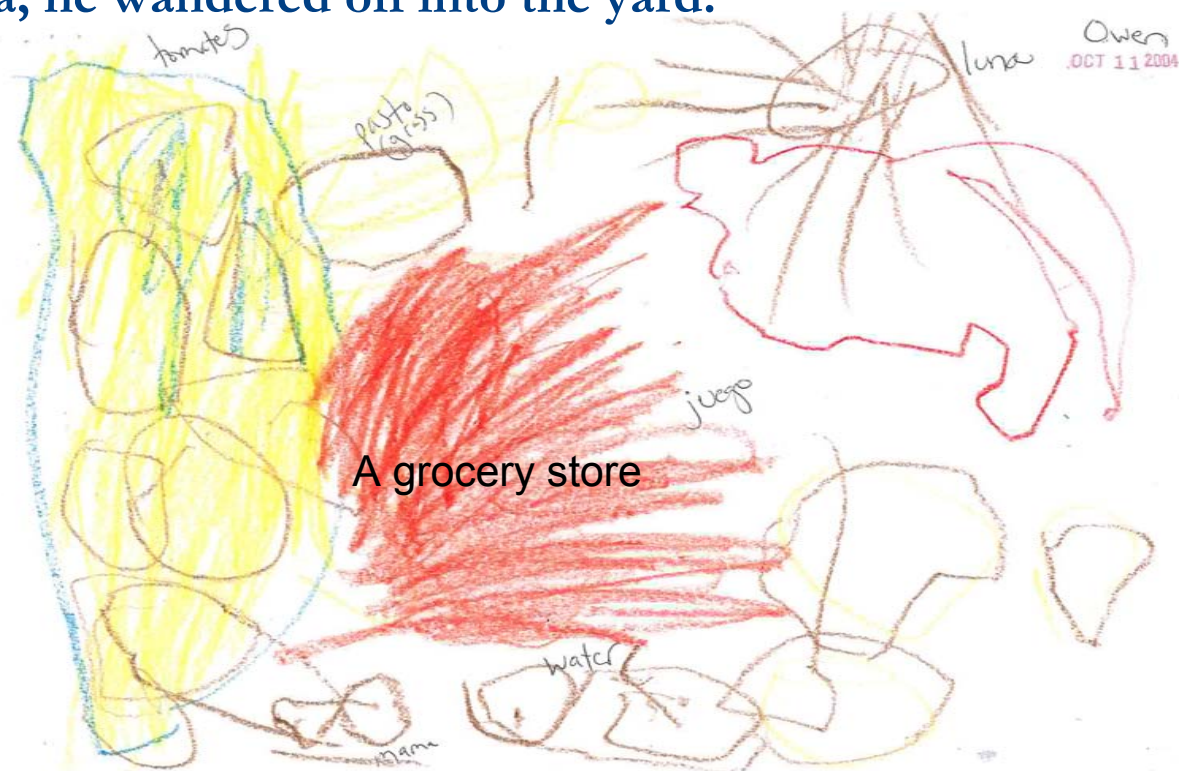
Meet Owen Hernandez



Owen is a loveable four year old bursting with a drive to learn.

Attending a dual language pre-k in Texas was his first school experience.

At the beginning of the year, Owen could not write his name and his representational drawings were difficult to identify. During circle time he talked to the teacher as if he was the only child there. He stood up and explored the classroom. While walking in a line to the cafeteria, he wandered off into the yard.

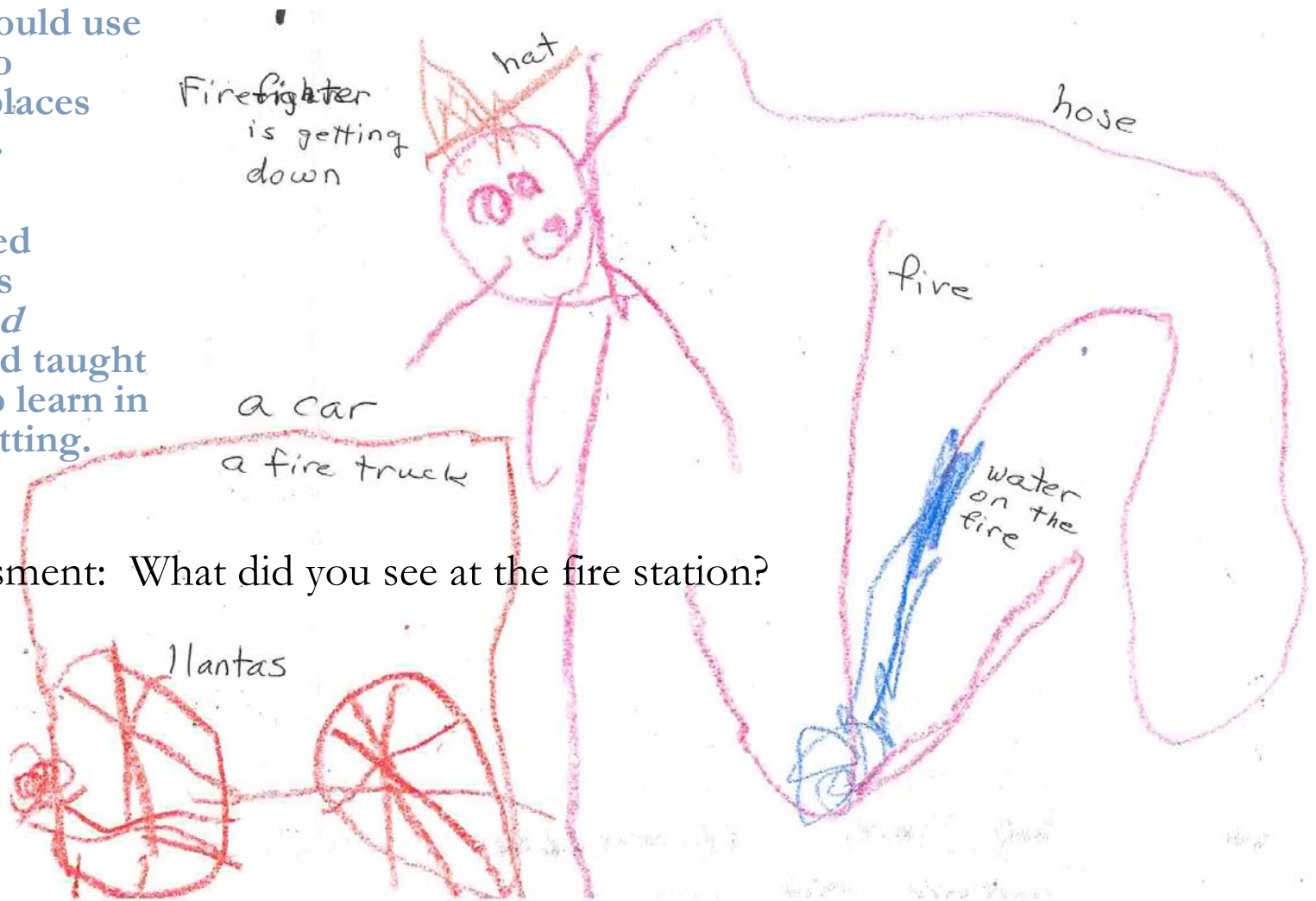


A grocery store

Later, he could use drawings to represent places and things.

Pre-k helped improve his English *and* Spanish and taught him how to learn in a school setting.

Post-Assessment: What did you see at the fire station?





The Pew Charitable Trusts

The Pew Charitable Trusts (www.pewtrusts.org) serves the public interest by providing information, advancing policy solutions and supporting civic life. Based in Philadelphia, with an office in Washington, D.C., Pew will invest \$248 million in fiscal year 2007 to provide organizations and citizens with fact-based research and practical solutions for challenging issues.

In 2001 Pew launched *Advancing Quality Pre-Kindergarten for All* and has now invested over \$58 million, supporting 20 national organizations and public education campaigns in over half the states.

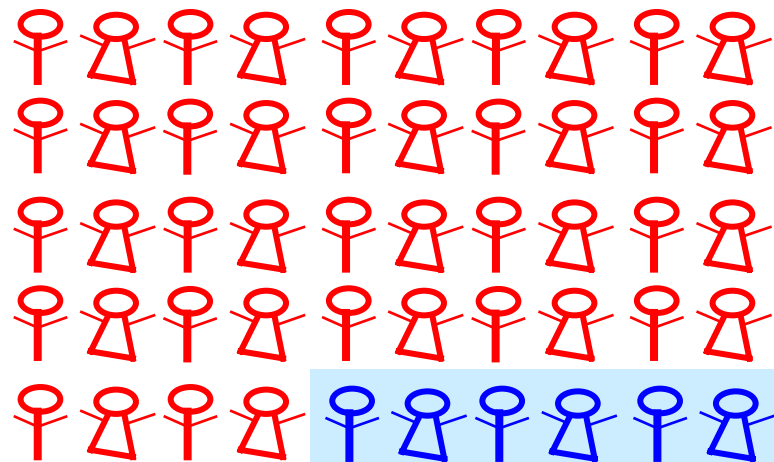
Why pre-k?

Bottom line: children who start behind too often stay behind

If 50 first graders have problems reading, then 44 of them still have problems reading in fourth grade
(*Journal of Educational Psychology*)

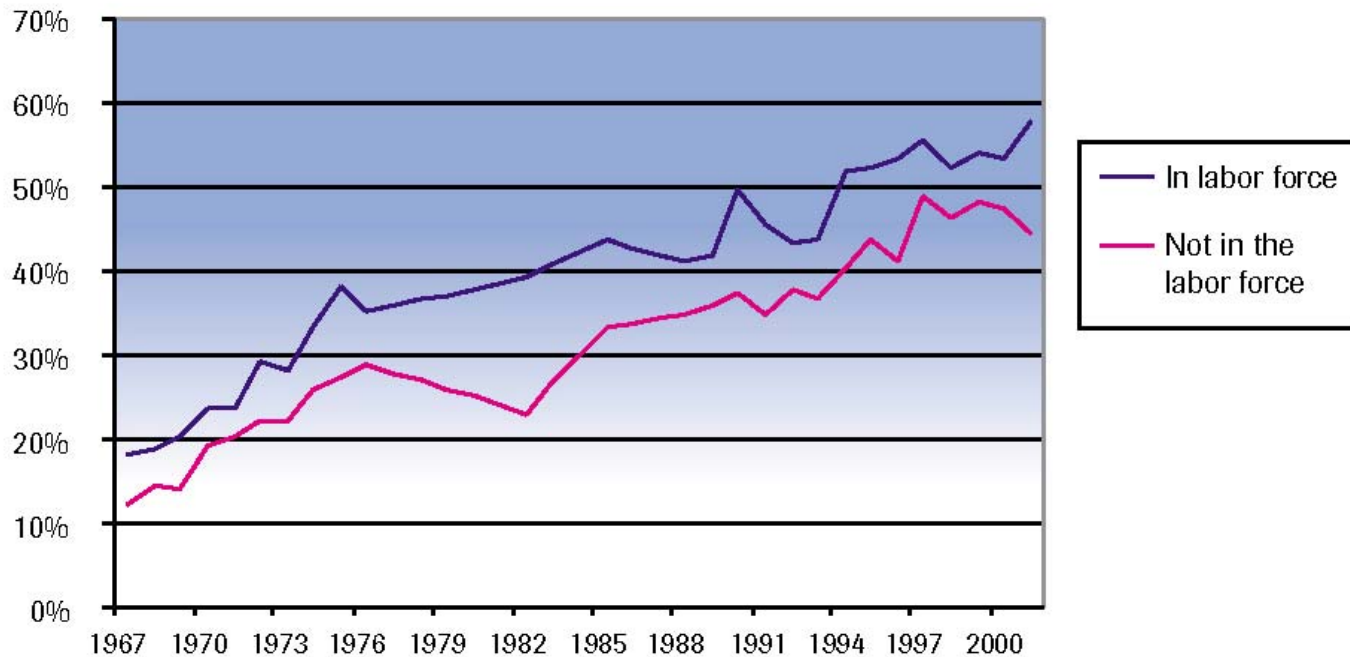


First Graders



Fourth Graders

Preschool Participation by Maternal Employment: 1967–2002



Source: Current Population Survey (C.P.S.) 1967-2002

Data for the following years have been interpolated: 1977–1981, 1983, 1984 and 1986 .

What is good pre-k?



Source: Pre-K Now



Quality Standards (NIEER)

Standard	No. of states 2005-2006 with at least one program meeting this mark (out of 38 with state prek)
Staff-child ratio 1:10	34
Max class size 20	32
Teacher has specialized training in pre-k	31
Site visits for monitoring	29
Comprehensive early learning standards	29
Vision, hearing and at least 1 support service	28
At least 15 hours/year in-service training	27
Teacher has BA	21
At least one meal	21
Asst teacher has CDA or equivalent	10

What we *don't* mean by quality pre-k for all

High pressure

Low quality/only care about access

Academic only

Prek for all = same size fits all

Prek for all = every single child right now

Only 4's

Only in schools

Ignore parents

Mandatory

Silver bullet

What we *do* mean

Fun – “can I go to pre-K?”

Improving quality AND access (TN)

Social/emotional development plus wrap around

Core for all plus more for at-risk

Prek for all = Goal of all, reach most, over time (Arkansas)

3's and 4's

Diverse settings, parent choice (NY)

Support parents too

Absolutely voluntary

Essential but not sufficient – children need other supports as well (Illinois)

Every state looks different...

Pre-K for All

- In place: Florida, Georgia, Oklahoma
- As a goal: Illinois, Iowa, New York, Tennessee, West Virginia
- Use school funding formula: Maine, Oklahoma, Wisconsin, Vermont, District of Columbia, West Virginia

Targeted Programs

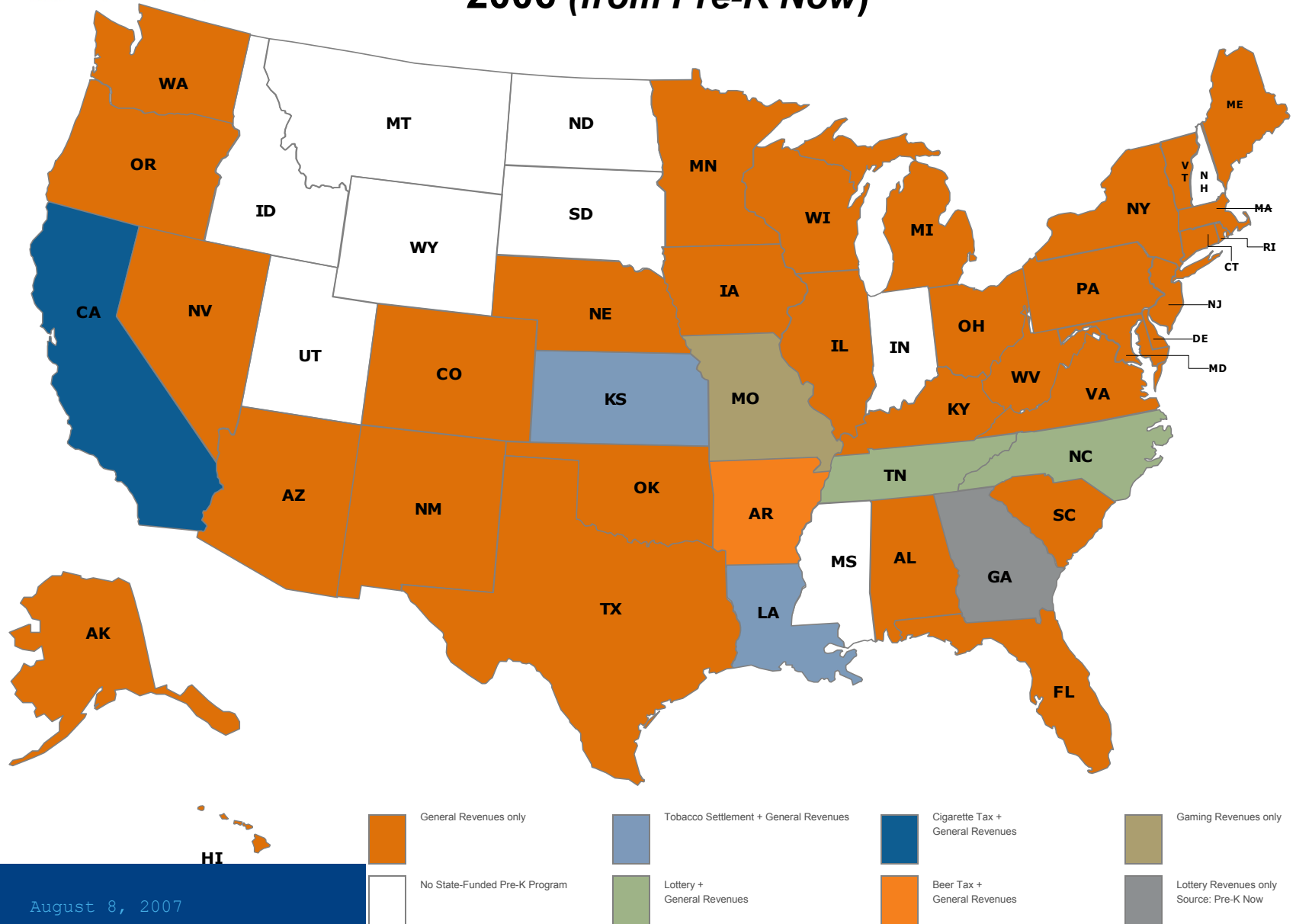
- 26 states have child-based eligibility requirements
- 3 states have district-based eligibility requirements
- Factors: Income, low birth weight, English Language Learner, single parent, teen parents, in state custody, disability

Diverse delivery

- 30% of children served by state pre-k are in non-school settings
- 9 states serve more than half their pre-k children in these settings



Revenue Sources for State Pre-K Programs 2006 (from Pre-K Now)



State Progress in Advancing Quality Pre-K for All

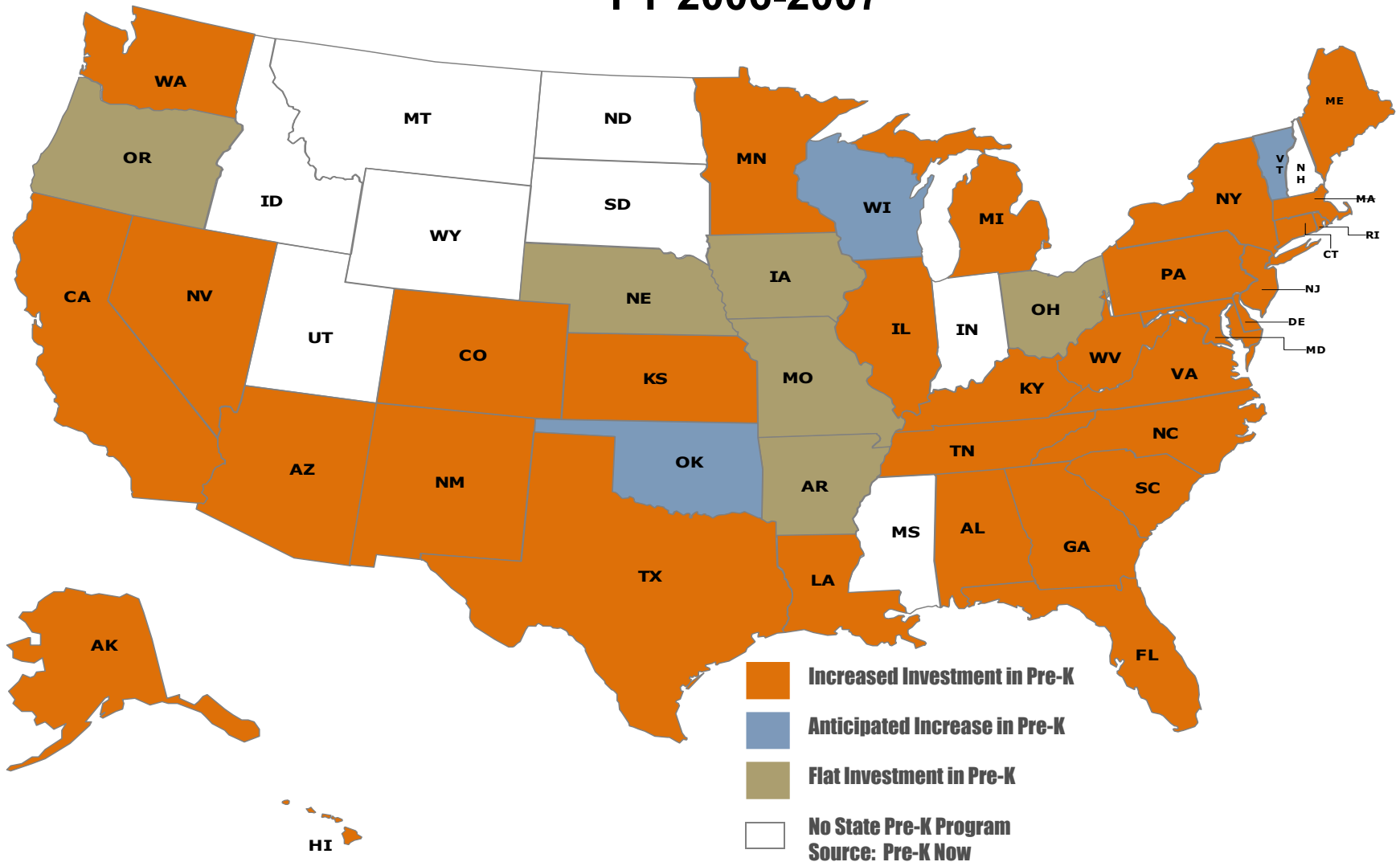
2004 14 states increased funding by \$200 million

2005 26 states \$600 million

2006 31 states \$450 million

Over \$1.2 billion in new state funds in 3 years

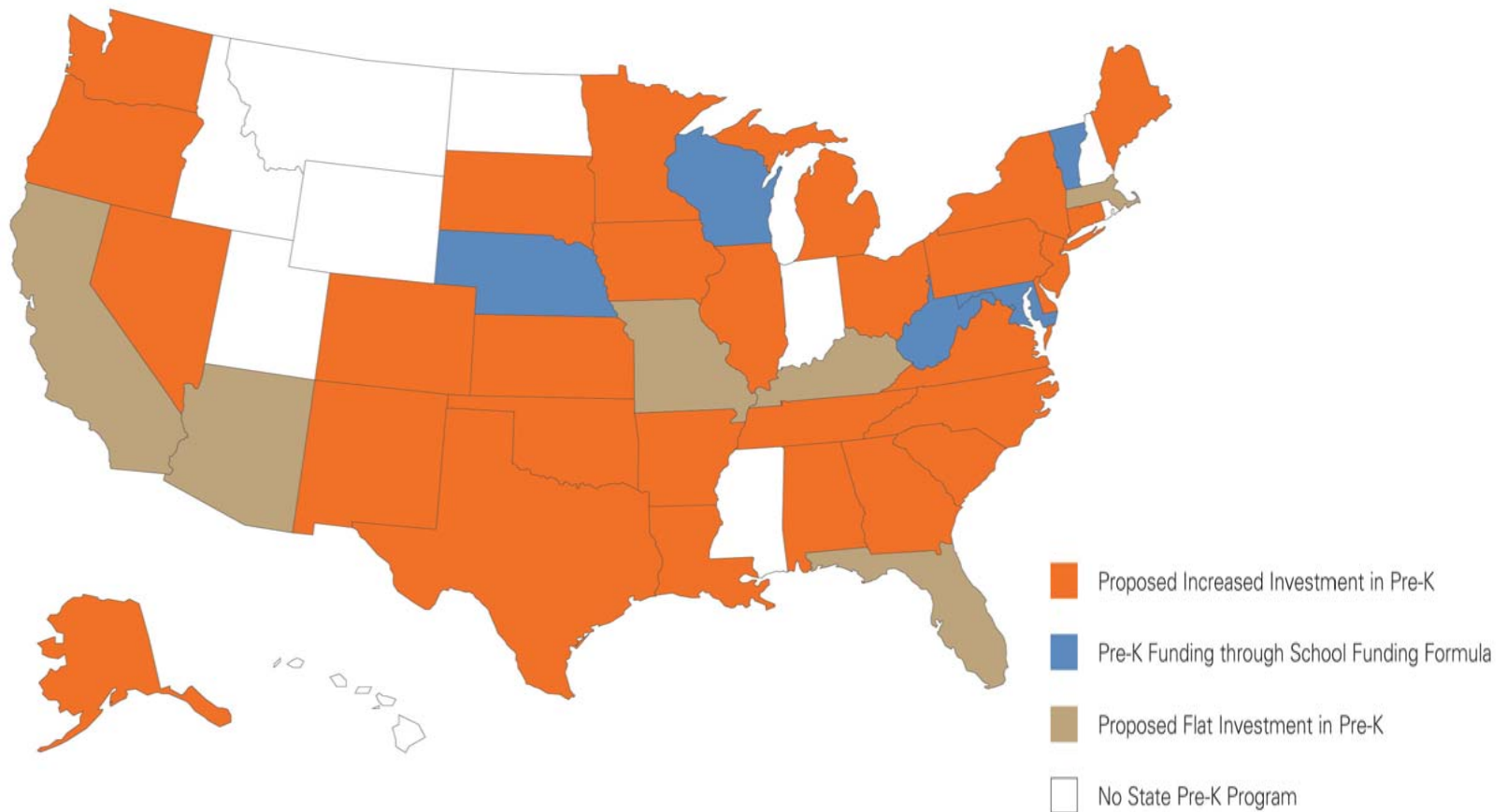
Legislative Action on Pre-K Budgets FY 2006-2007



2006

- *Illinois* – Pre-k for all 3's AND 4s, plus health care (and 11% setaside for infant/toddler programs)
- *Texas* – included children of military families (in 2007 added foster children)
- *Louisiana* – yes Louisiana – increased funding by \$1.5 M

Governors' pre-k proposals nationwide – FY08



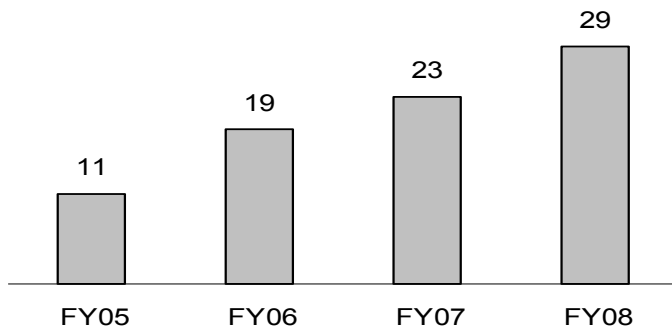
Source: *Leadership Matters,*
Pre-K Now

2007 so far...

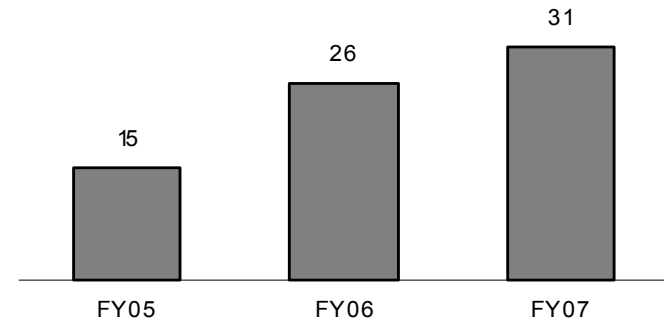
- 29 governors proposed increases for FY08
- Bipartisan support: 9 out of 22 Republican governors and 20 out of 28 Democratic governors proposed increases
- Iowa enacted \$60M for pre-k; governor pledges to cover all 4's
- Arkansas: Additional \$40M to fully fund high quality pre-k for all three and four year olds at 200% of FPL
- New York governor pledged “all 4's in 4 years”, \$146M increase
- Pennsylvania wins dedicated funding for first time - \$75M

Growth of state support for pre-k nationwide

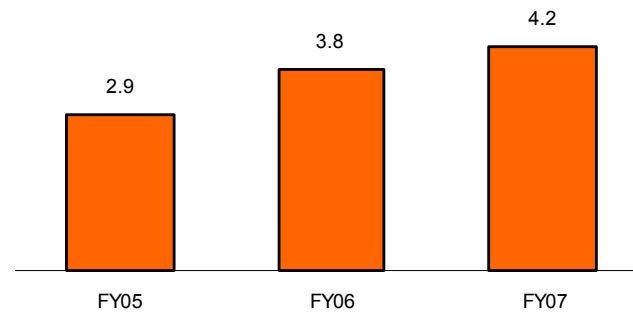
**Number of Governors
Recommending Increased Funding
for Pre-K**



**Number of State Legislatures
Appropriating Increased Funding
for Pre-K**

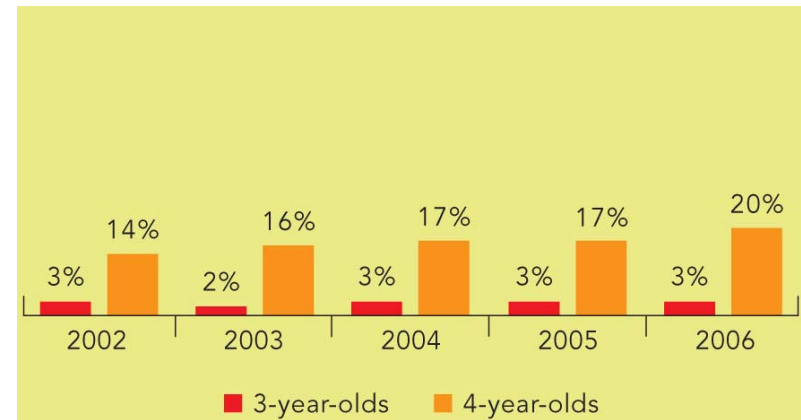
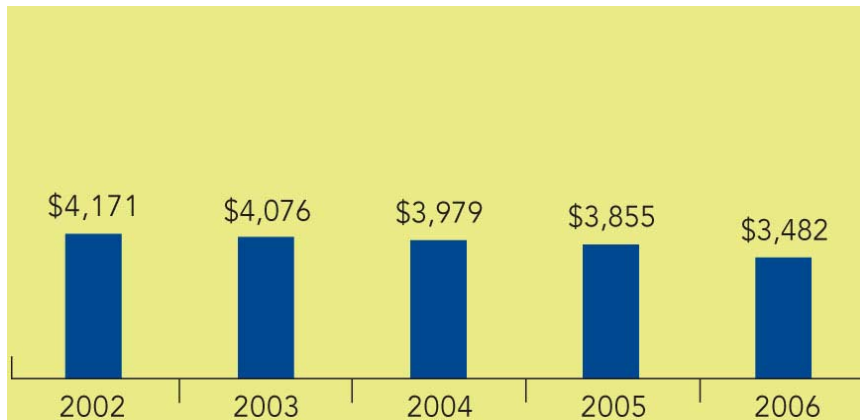


**Total State Pre-K Funding in
Billions**



Source: Pre-K Now

Changes in resources and access 2002-06 (in 2006 dollars)



Source: The State of Preschool 2006: State Preschool Yearbook, National Institute for Early Education Research, New Brunswick, NJ.



Pre-k is becoming an economic asset as well as an educational necessity

Through investments in high-quality voluntary preschool for at-risk children, by 2050 Wisconsin could reap benefits of \$13.60 for every dollar it puts into early learning...

“Preschool investment pays off big, report finds,” Joel Dresang, Business Section, *The Milwaukee Journal Sentinel*

What do two of the state’s top business leaders, John Rathgeber, president and CEO of the Connecticut Business and Industry Association, and Marie O’Brien, president of the Connecticut Development Authority, have in common?

Economic development would be the most obvious response, not early childhood education. But the two business leaders and Republican Gov. M. Jodi Rell are among the unlikely proponents for what has typically been the province of social activists and education advocates.

“A Preschool Payback? Educating a highly trained work force starts early,” Diane Weaver Dunne, *Hartford Business Journal*,



With all the energy devoted to expanding prekindergarten programs, leaving no K-12 child behind, improving community colleges and sweetening aid for college students, how can the U.S be short of educated workers?...

[T]here is no one sure cure for this. If only we got more kids into high-quality pre-K, it wouldn't be enough. If only we improved K-12 education, it wouldn't be enough. If only we got more teenagers to finish high school, it wouldn't be enough...We have to do them all.

**“Lack of Well-Educated Workers Has Lots of Roots, No Quick Fix,”
David Wessel, *The Wall Street Journal***

[A] human capital agenda leads to policies that cut across left and right. At the very least, it means preserving low income-tax rates, which cause people to work harder and develop their capacities. It means creating high-quality preschools for children from disorganized single-parent homes...

“A Human Capital,” David Brooks, *The New York Times*

Although education and the acquisition of skills is a lifelong process, starting early in life is crucial. Recent research--some sponsored by the Federal Reserve Bank of Minneapolis in collaboration with the University of Minnesota--has documented the high returns that early childhood programs can pay in terms of subsequent educational attainment and in lower rates of social problems, such as teenage pregnancy and welfare dependency.

Federal Reserve Chairman Ben S. Bernanke, speech to the Omaha Chamber of Commerce, 2007