

Joint Committee on Education

In support of “An Act Ensuring High-Quality Pre-Kindergarten Education” (H.551 / S.265)
Tuesday, July 2, 2019

Titus DosRemedios, Director of research and policy, Strategies for Children

Good morning Chairwoman Peisch, Chairman Lewis, and members of the committee.

As the director of research and policy at Strategies for Children, I would like to draw your attention to the PEG evaluation conducted over the past four years by researchers at Abt Associates.

On April 9, 2019, at a meeting of the EEC Board, researchers summarized the PEG evaluation’s many findings:

- Programs had a sizeable impact on children’s early literacy and early math skills,
- Classroom quality improved over time, and PEG classrooms scored higher than non-PEG classrooms on the CLASS measurement.
- PEG children showed less “chronic absence” in Kindergarten and 1st grade,
- Parents of children in PEG classrooms made economic gains during the preschool year, presumably because they were able to work while their children were in safe, full-day, full-year programs,
- Areas for improvement include: instructional quality, child vocabulary, and special education services.

You will hear more about the PEG evaluation in a legislative briefing that EEC is planning for the near future.

But what is clear today is that the federally funded **PEG program did what it was designed to do** - support 48 of the highest quality preschool classrooms in the state. PEG was funded at a level to support educator compensation and professional development, comprehensive services and family engagement, and full-day / full-year programming for children from very low-income families.

Now we’re all familiar with national research on the benefits of high-quality early education. However, I should note that during my 11 years at Strategies for Children, only a handful of local evaluations have been conducted in this state. **The PEG evaluation is the most comprehensive and most promising.** It sheds light on how to continue to build high-quality preschool programming here in Massachusetts.

Thank you for your support. If you have further research questions, contact me any time. I’m happy to be a resource on this critical issue. 617-330-7387 or tdosremedios@strategiesforchildren.org.