



# Preschool Expansion: Local Momentum in Massachusetts

TUESDAY, DECEMBER 13  
10 AM–Noon

Goulston and Storrs  
400 Atlantic Avenue, Boston, Massachusetts



# Welcome

- **Welcome and Setting the Context**

Chris Martes, CEO and President, Strategies for Children

- **Overview of Preschool Expansion and Opportunities to Consider**

Amy O’Leary, EEA Campaign Director, Strategies for Children

- **Highlights and Lessons Learned from Expansion Plans**

Titus DosRemedios, Research and Policy Director, Strategies for Children

Laura Healy, Research and Field Associate, Strategies for Children

- **Discussion – Hearing from Communities and Leaders**

Questions to consider:

- What worked well?
- What would you change for next time?
- What surprised you?
- What will it take to implement your plan in your community?

- **Next Steps for Moving Forward** - Amy O’Leary

## ■ Documenting the meeting

- Recording audio
- Follow up materials including slides and meeting notes
- Blog post

## ■ First of many opportunities

## ■ Introductions

- Name
- Community
- Organization

**MISSION:** SFC works to ensure that Massachusetts invests the resources needed to enable all children to access high quality early learning programs that prepare them for success in school and life.

**VISION:** By 2020, Massachusetts will stand out as a leader among states in its commitment to effective implementation of early learning systems.

**IMPACT:** Ultimately, a majority of MA children will be enrolled in high quality early learning programs and enter kindergarten ready to learn.

**Policy  
Development  
and Monitoring**

**Constituency  
Building**

**Advocacy**

**Research**

**Communications  
and Outreach**

**Implementation**

# The Foundation of Learning: High-Quality Experiences in All B-8 Settings



● Language-rich homes



● High-quality infant-toddler services



● High-quality pre-k

● High-quality full-day kindergarten



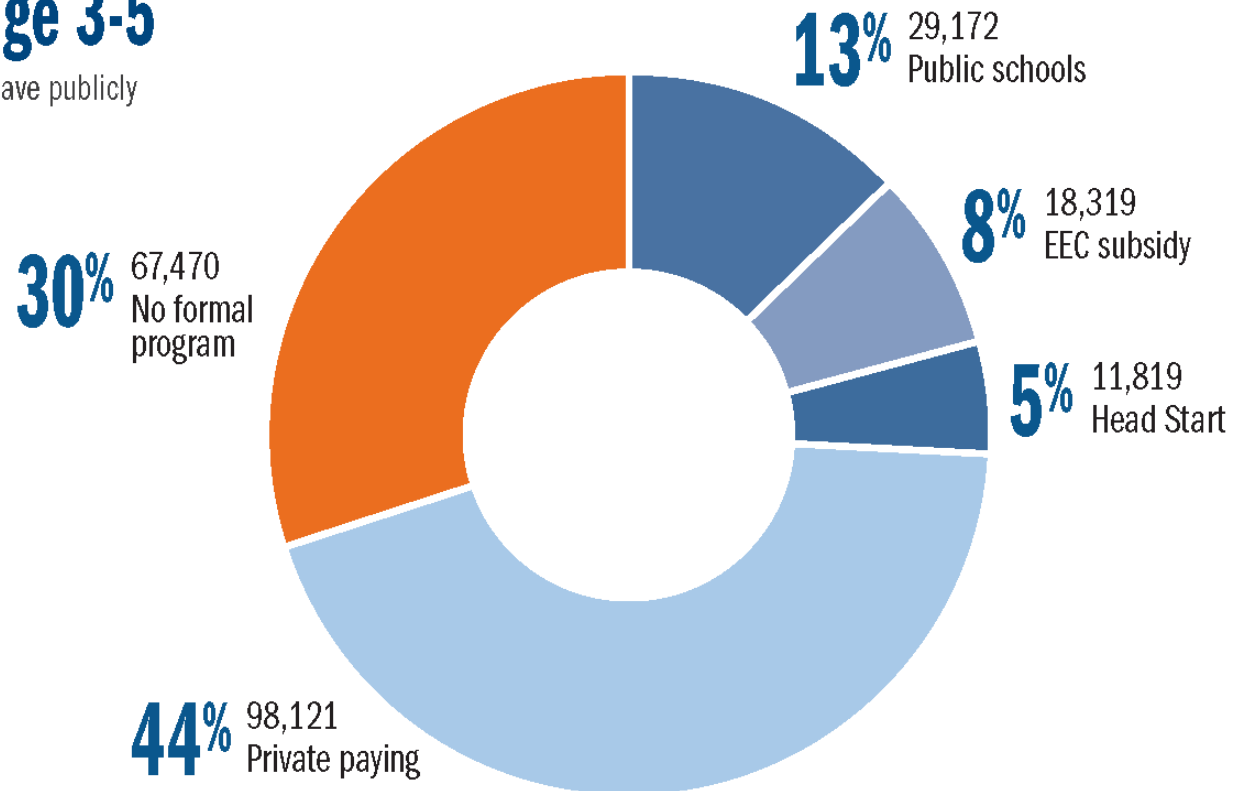
● K-3<sup>rd</sup> grade instruction

# PreK In Massachusetts

## Where are Massachusetts Preschool-Age Children?

### 224,901 MA children age 3-5

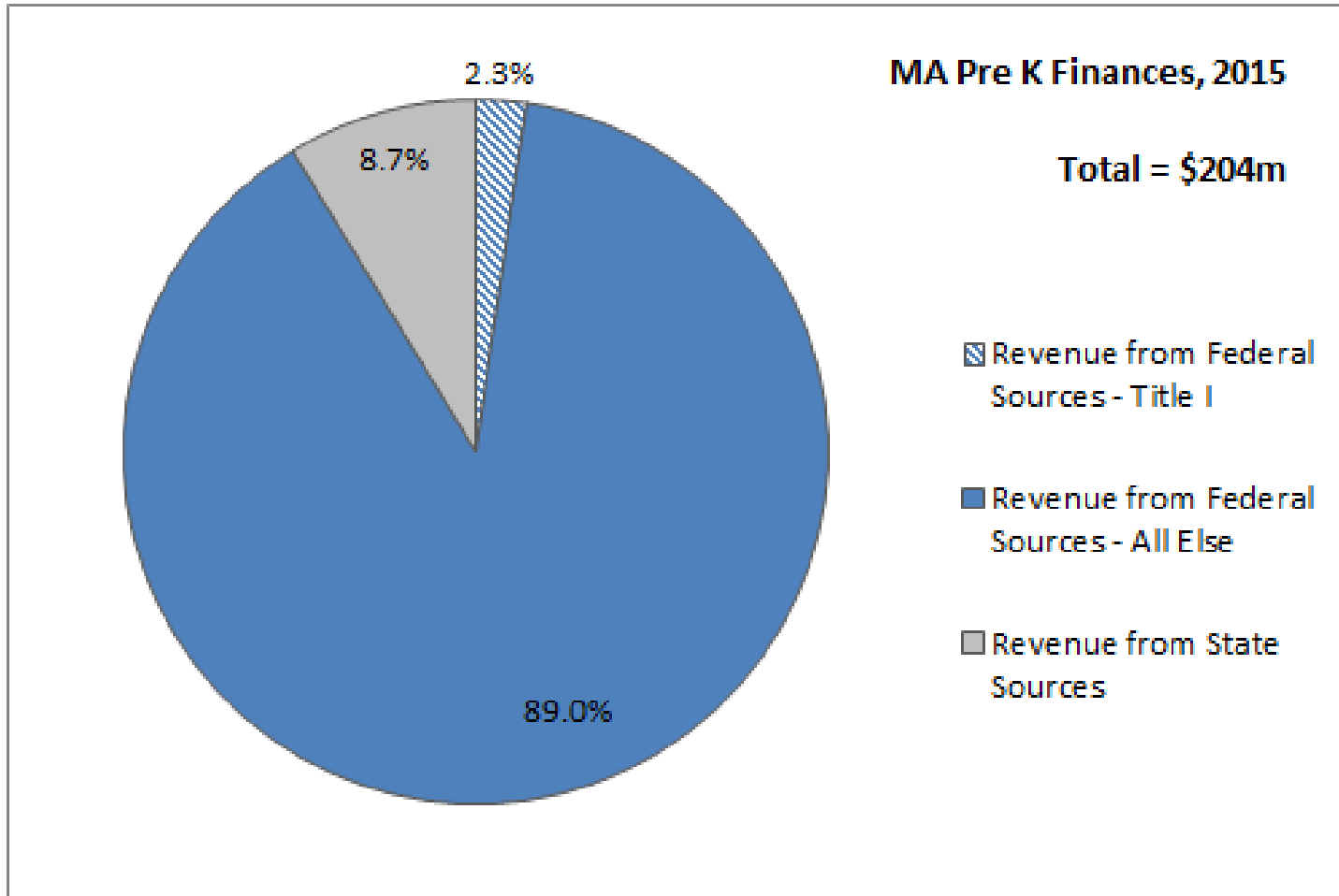
Roughly one quarter of preschool-age children have publicly financed early education and care



Sources: Massachusetts Department of Elementary and Secondary Education, 2015-16 Enrollment By Grade Report; Massachusetts Department of Early Education and Care, subsidy count as of December 2014; Mass. Head Start 2014 enrollment; Census 2010. 70% of preschool age children (3-5) are enrolled in a formal early education and care setting; Opinion Dynamics Corporation. (2006). Statewide Parent Survey. Prepared for Strategies For Children.



## Unlike K-12, Pre-K Financing is Mostly Federal

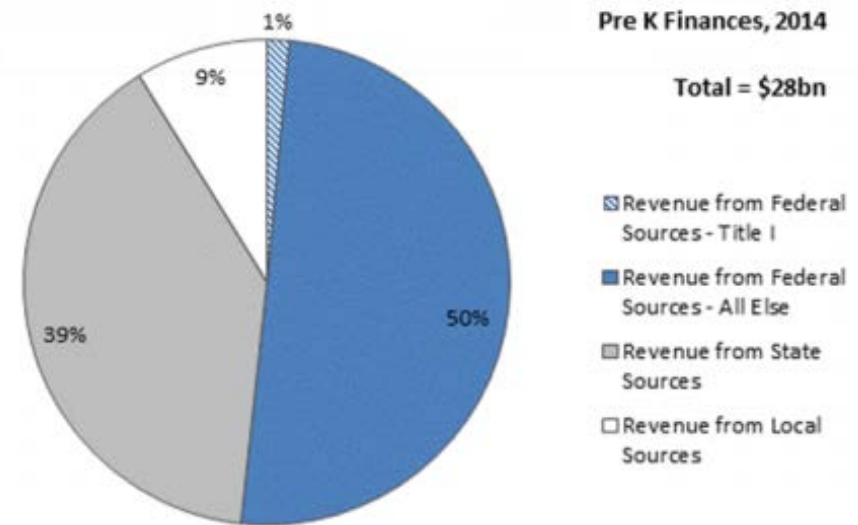
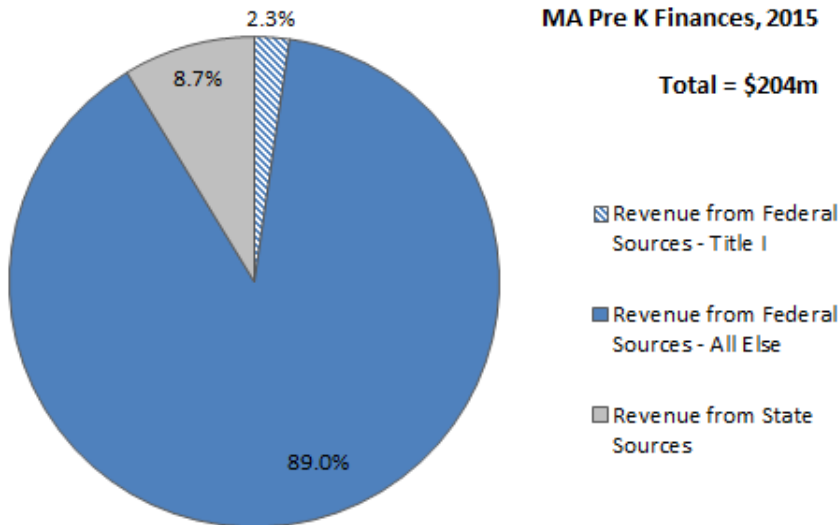


Kasmin, R. (2016, August 3). Public Pre-K Financial Landscape. National Institute for Early Education Research; Center on Enhancing Early Learning Outcomes. [http://ceelo.org/wp-content/uploads/2016/08/ceelo\\_pdg\\_peer\\_exchange\\_finance\\_financial\\_landscape\\_kasmin.pdf](http://ceelo.org/wp-content/uploads/2016/08/ceelo_pdg_peer_exchange_finance_financial_landscape_kasmin.pdf)

## Massachusetts Spends Less on Pre-K Than Most States

Mass. = 8.7% state-funded

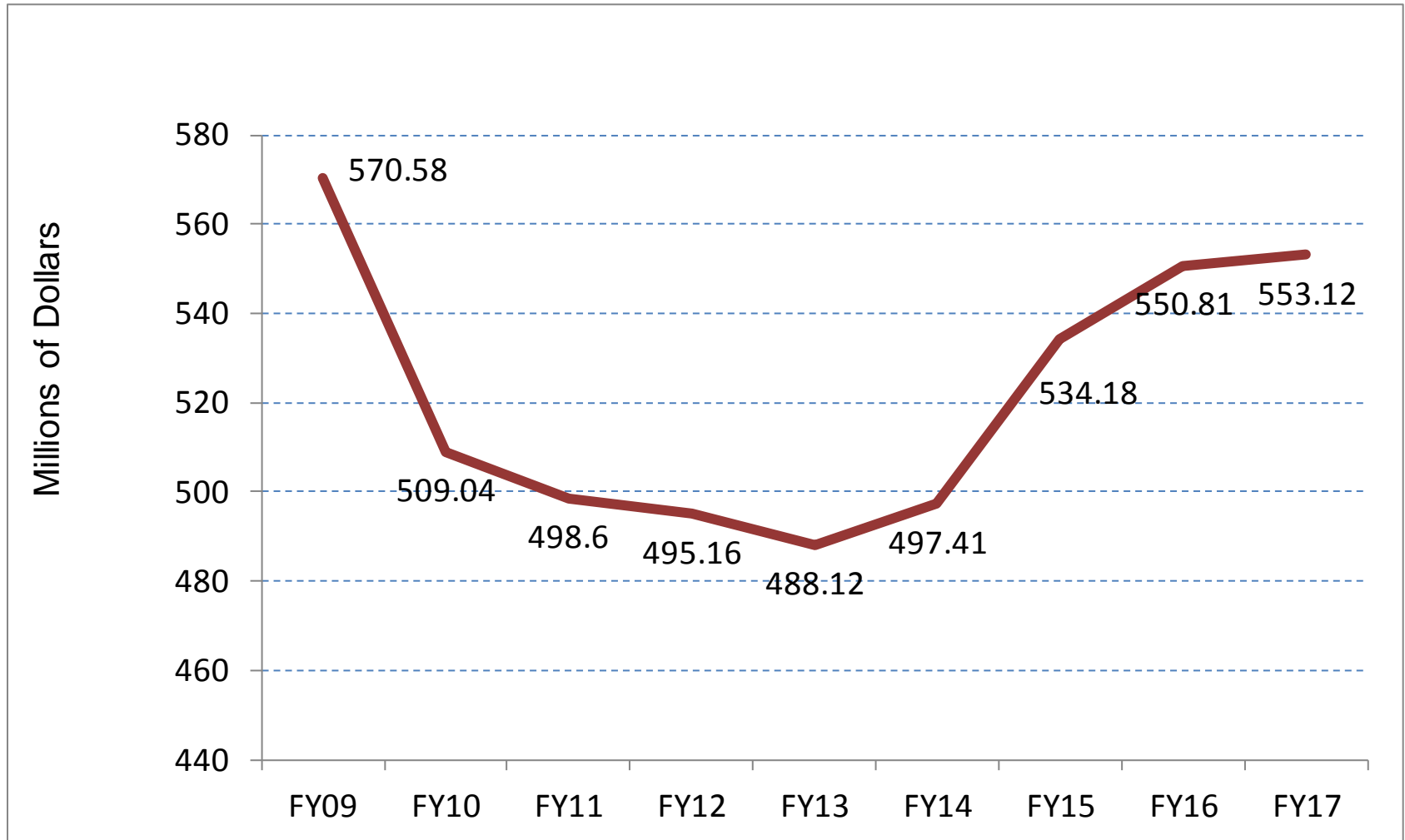
U.S. = 39% state-funded



- **Massachusetts ranks 29<sup>th</sup>** in state preschool spending per child, behind New Jersey (2), Rhode Island (3), Connecticut (5), North Carolina (20).

Kasmin, R. (2016, August 3). Public Pre-K Financial Landscape. National Institute for Early Education Research; Center on Enhancing Early Learning Outcomes. [http://ceelo.org/wp-content/uploads/2016/08/ceelo\\_pdg\\_peer\\_exchange\\_finance\\_financial\\_landscape\\_kasmin.pdf](http://ceelo.org/wp-content/uploads/2016/08/ceelo_pdg_peer_exchange_finance_financial_landscape_kasmin.pdf);

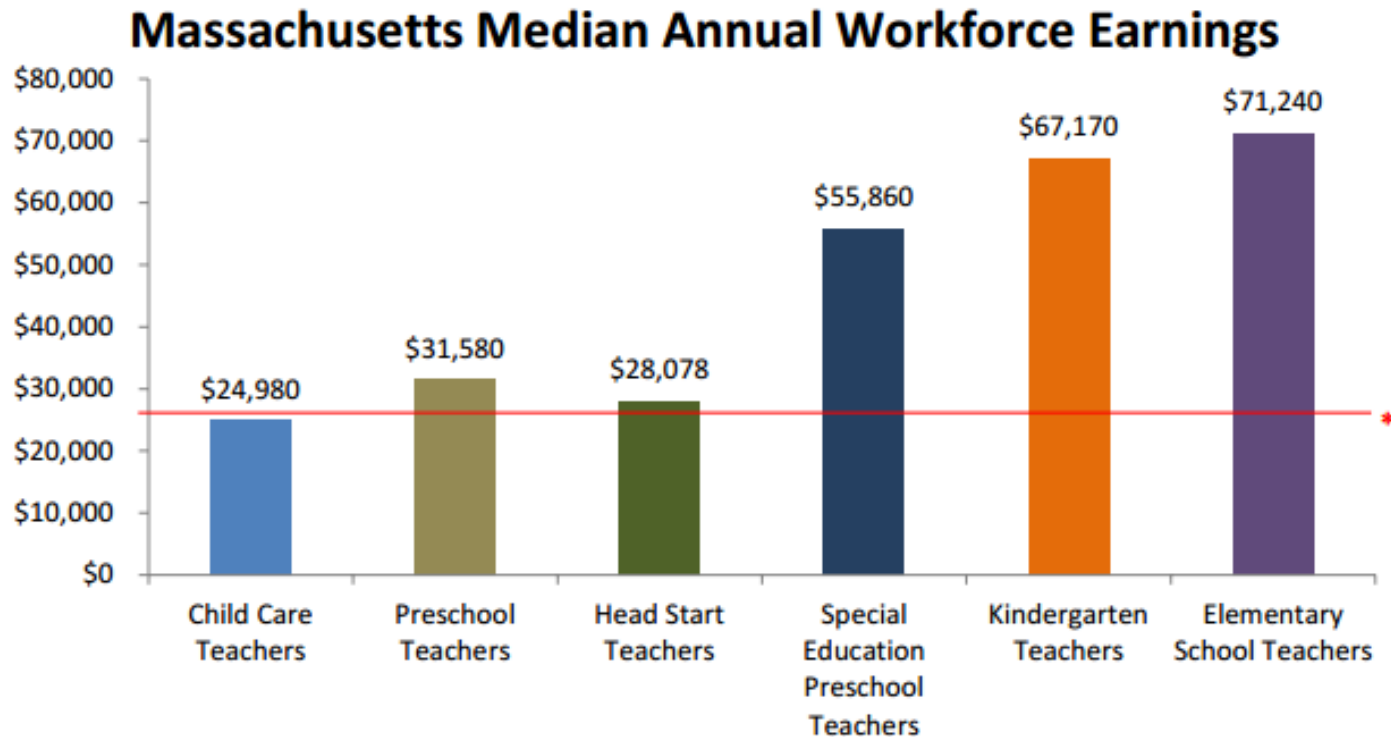
State spending per child enrolled in pre-K, \$3,626 in Mass. National Institute for Early Education Research. (2016). The State of Preschool 2015. [http://nieer.org/sites/nieer/files/Yearbook\\_2015\\_rev1.pdf](http://nieer.org/sites/nieer/files/Yearbook_2015_rev1.pdf)



- Narrowing the achievement gap – **New Jersey's** high-quality Abbott Preschool program has shown significant effects on children's literacy, language arts, math, and science outcomes through fourth grade and fifth grade. Effects are strongest for children who experienced two years of preschool, and are the equivalent of closing **20-40%** of the achievement gap between white and minority students.
- Reducing special education rates – **North Carolina's** Smart Start and More at Four early childhood programs together reduced the odds of third-grade special education placement by **39%**. Nationwide, special education costs are nearly twice as much as regular classroom education.

Barnett, W. S., Jung, K., Youn, M., & Frede, E. C. (2013). *Abbot preschool program longitudinal effects study: fifth grade follow up*. National Institute for Early Education Research. Retrieved from: <http://nieer.org/sites/nieer/files/APPLES%205th%20Grade.pdf>

Muschkin, C., Ladd, H., & Dodge, K. (2015). *Impact of North Carolina's Early Childhood Initiatives on Special Education Placements in Third Grade*. *Education Evaluation and Policy Analysis*. February 2015.



\*Supplemental Nutrition Assistance Program (SNAP) eligibility for a family of three: \$26,124

Chart source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics (2015); Head Start Program Information Report (2015). Data in U.S. Department of Health and Human Services, U.S. Department of Education. (2016). High-Quality Early Learning Settings Depend on a High-Quality Workforce. Massachusetts Wage Profile. Retrieved from: [https://www.acf.hhs.gov/sites/default/files/occ/massachusetts\\_wage\\_profile.pdf](https://www.acf.hhs.gov/sites/default/files/occ/massachusetts_wage_profile.pdf)

- **Creation of the Massachusetts Department of Early Education and Care (FY05)**
- **Creation of Early Childhood Educators Scholarship (FY06)**
- **Massachusetts Universal Pre-Kindergarten (UPK) pilot program (FY07); formal establishment of UPK in state law in 2008**
- **Quality Rating and Improvement System (QRIS) in 2011**
- **\$50 million federal Race to the Top – Early Learning Challenge Grant in 2011**
- **Full-day kindergarten enrollment 93% in sy15-16, up from 38% in 2000**
- **An Act Relative to Third Grade Reading Proficiency passed in 2012**
- **Birth to Grade Three Advisory– Building A Foundation for Student Success: State Strategies to Improve Learning Outcomes from Early Childhood through 3<sup>rd</sup> Grade**
- **Massachusetts is awarded Federal Preschool Expansion Grant - \$15 million a year for 4 years for five communities in 2015 (Boston, Holyoke, Lowell, Lawrence, and Springfield).**
- **Preschool Planning Grant - \$500,000 in state funds to 13 communities: Athol, Brockton, Cape Cod, Fall River, Holyoke, Lawrence, Lowell, New Bedford, North Adams, Pittsfield, Springfield, Somerville, Worcester**

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## Chapter 149 of the Acts of 2004 (FY05 State Budget), Section 343

### PILOT PLANNING GRANTS – Vetoed by Governor, Not Overridden

- The Board is authorized to administer planning grants for up to 12 communities to develop a plan for universal, high-quality, publicly-funded early childhood education for all preschool-aged children with a community or region. The Council on Early Education and Care would issue the RFP.



# A Quick Look Back PreK In Massachusetts An Act Relative to Early Education and Care (2008)

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Establishes a voluntary, high-quality, universally-accessible early education program for children ages **2 years and 9 months through the age the child becomes eligible for kindergarten** in the city or town where the child resides to be **delivered through a mixed system of providers and programs**.

- The UPK Program shall be designed to meet and enhance preschool children’s ability to make **age appropriate progress** in the development of cognitive, linguistic, social, emotional and physical capacities, and school readiness based on the curriculum frameworks.
- Programs are required to meet **high-quality standards**, and the EEC Board shall adopt the “Early Childhood Program Standards for 3 and 4 Year Olds and Guidelines for Preschool Learning Experiences” accordingly until such time as any superseding standards and requirements are adopted by the EEC Board.
- The Department is required to develop **a state policy on kindergarten transitions** and all preschool programs to a local transition policy consistent with state policy.
- The Department must study and make recommendations relative to the programmatic, financing, and phase-in options for the program’s development and universal implementation.

Several Pre-K bills filed including:

- **An Act Ensuring High-Quality Pre-Kindergarten Education (H.462 / S.267)**  
Lead Sponsors – Representative Alice Peisch and Senator Sal DiDomenico
- **An Act Relative to Universal Pre-Kindergarten Access (S. 1779)**  
Lead Sponsor – Senator Sonia Chang Diaz
- **An Act Establishing Universal Early Education & Full Day K (H. 489 /S. 1762)**  
Lead Sponsors – Representative Frank Smizik and Senator Sal DiDomenico
- Key components of a comprehensive bill:
  - Pre-K expansion, phased-in, begin with highest need communities
  - Models: Federal/state PEG initiative, New Jersey Abbott Preschool
  - Mixed-provider system, local partnerships, community “readiness”

- FY07 - \$4.6 million
- FY08 - \$7.1 million
- FY09 - \$12.4 million
- FY10 - \$ 8 million
- FY11 - \$7.5 million
- FY12 - \$7.5 million
- FY13 - \$7.43 million
- FY14 - \$7.5 million
- FY15 - \$7.5 million
- FY16 - \$7.4 million
- FY17 – Moved to new Quality Line Item (3000-1020)

- **San Antonio and Denver:** local sales tax dedicated to pre-k.
- **Philadelphia:** local soda tax to fund pre-k expansion.
- **New York City:** Major expansion of pre-k, enrollment up to 51,000 in Fall 2014, 60,000 in Fall 2015.
- **Columbus, Ohio:** Linden Park Neighborhood Early Childhood Education Center opened October 3. District's only building devoted solely to pre-kindergarten classrooms. Public school teachers / private educators run classrooms.

- Data / Landscape
- Leadership
- Who is at the table?
- Who writes the plan!?

- Workforce
- Structure
- Cost
- Authority / Decision Making
- Collaboration

## Hearing from Communities and Leaders

Questions to consider:

- Initial reactions?
- What worked well?
- What would you change for next time?
- What surprised you?
- What will it take to implement your plan in your community?

- **New Legislative Session – 2017 – 2018 starts in January**
  - Congratulations to elected officials
  - Include Preschool Expansion Plan Information
  - Bill?
  
- **Consider what can be done on the local level**
  - Communication
  - Data
  - Engaging Other Community members
  - Countdown
  
- **Tell the Story**
  - Case studies
  - Eye on Early Education - “Picture and a Paragraph”
  - Connect to big picture of early education at the local and state level
  
- **Community readiness will help drive demand for state investment.**





Visit our website and join our campaign.

[Strategiesforchildren.org](http://Strategiesforchildren.org)



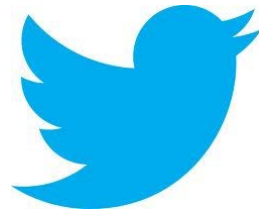
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