

Improving Access to High-Quality Preschool

Lessons from Five State Mixed Delivery Systems

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Agenda

- ▷ Context setting
- ▷ Research presentation
- ▷ State Panel
- ▷ Local Panel
- ▷ Common themes
- ▷ Closing

Why mixed delivery?

Benefits:

- Provides family choice
- Supports small business
- Builds on capacity of existing programs

Considerations:

- Ensuring quality in all settings
- Meeting diverse needs of providers
- Navigating a complex landscape

Why now?



Research Presentation



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State Preschool in a Mixed Delivery System: Lessons From Five States

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State Preschool in a Mixed Delivery System

Lessons From Five States

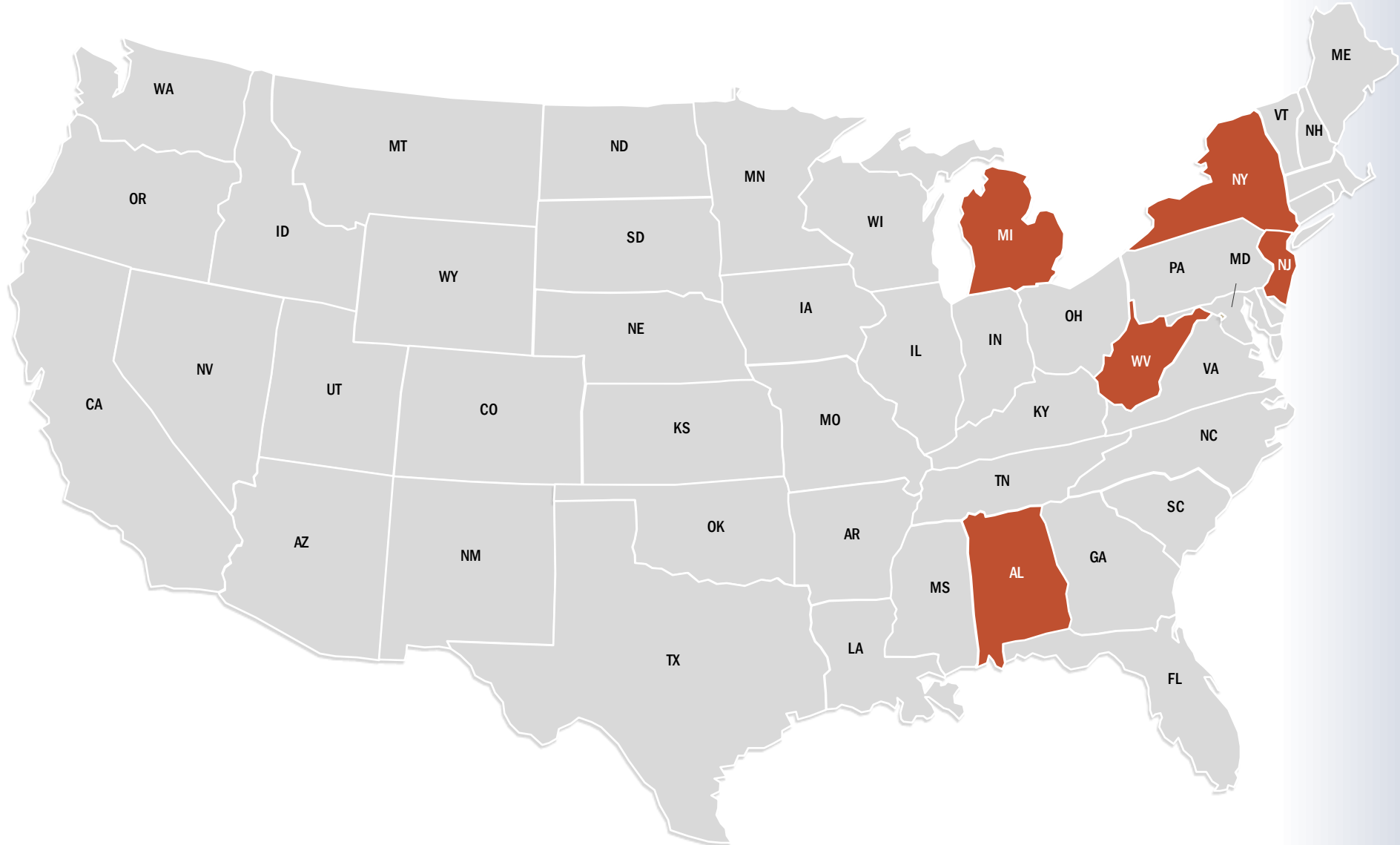
Karin Garver, G. G. Weisenfeld, Lori Connors-Tadros, Katherine
Hodges, Hanna Melnick, and Sara Plasencia

What is mixed delivery preschool?

Mixed delivery systems include:

- Local Education Agencies (LEAs)
- Non-Local Education Agencies (non-LEAs)
 - Head Start agencies
 - Child care centers
 - Private schools
 - Family child care homes
 - Others (libraries, colleges, etc.)

Five Case Study States: AL, MI, NJ, NY, WV



Case Study States by Enrollment and Setting

State	Total enrollment	% of all 4s served	% slots in non-LEAs
Alabama	19,000	34%	18%
Michigan	27,000	31%	41%
New Jersey	47,000	29%	41%
New York	116,000	46%	56%
West Virginia	12,000	56%	82% collaborative classrooms

Data from 2020-21 school year

Source: Friedman-Krauss et. al. (2022)

Key Decision Points: Governance and Administration

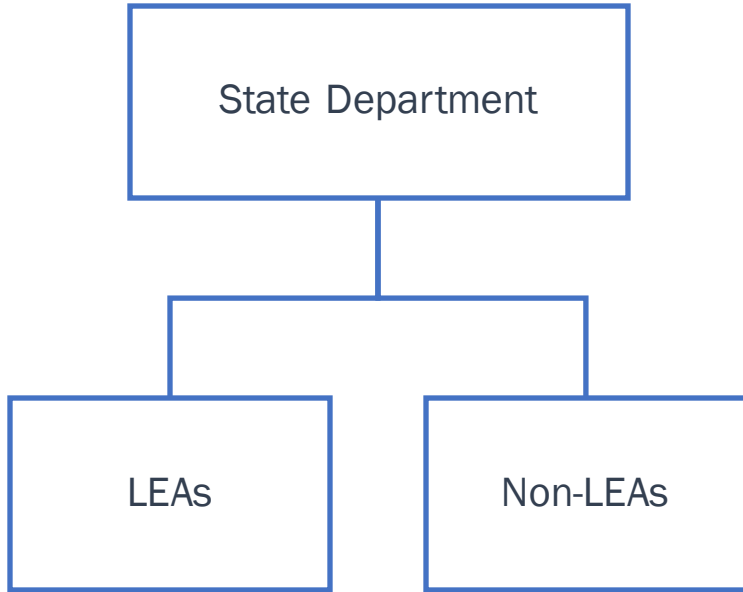
Legislative requirements influence mixed-delivery

State	Legislative Requirement
Alabama	None
Michigan	At least 30% of seats in non-LEAs
New Jersey*	LEAs must subcontract with all “willing and able” non-LEAs
New York	At least 10% of seats in non-LEAs
West Virginia	50% of classrooms are collaborative

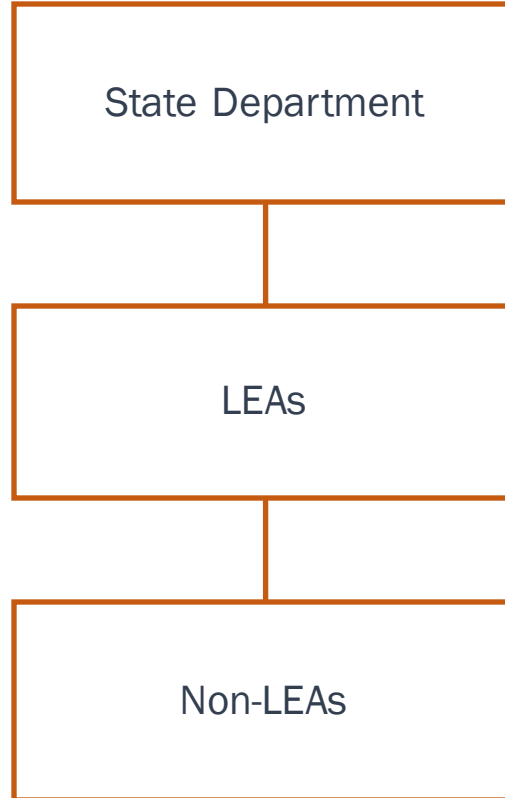
*Applies only to former Abbott districts.

Governance impacts funding flow and program support

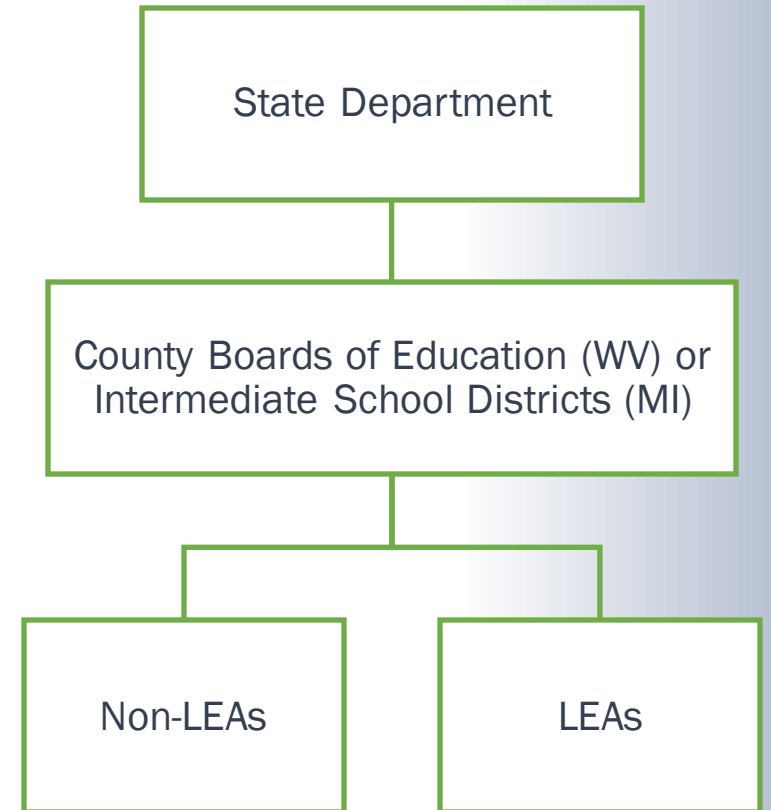
Alabama



New Jersey and New York



West Virginia and Michigan



Funding levels may impact LEA and non-LEA participation

State	How are funding levels determined?
Alabama	By classroom
Michigan	By length of day
New Jersey	By setting
New York	Through funding formula (UPK) By teacher certification (SUFDPK)
West Virginia	Depends on other available funding sources

Key Decision Points: Program Quality



Consistent standards support access to high-quality programs

Across the states studied, providers in all settings must meet the same quality standards.

- Standards that address key domains of child development
- Curriculum selection support
- Professional development aligned to standards, curriculum and assessments
- Class size and ratios are the same across settings
 - Class size of no more than 20*
 - Teacher-child ratios of 1:10*

*Stricter requirements in some states

Consistent teacher qualifications also support access to high-quality programs

- B.A. in ECE required for lead teachers in all settings.
 - AL: The type of credential/license/certification can vary by setting
 - WV: Teachers in non-LEAs have more than one option for fulfilling program certification requirements
- P-3 credential required in NJ in all settings
 - The state provided support for non-LEA prek teachers in Abbott districts who didn't meet standard
- Some, but not all, states have salary parity policies across settings; none have benefit parity policies

Consistent support for instructional quality benefits the whole program

- Coaching and PD requirements and supports are the same for LEAs and non-LEAs.
- Coaches in Alabama, New Jersey, and Michigan visit all classrooms at least monthly.
 - Employed by the state in Alabama
 - Employed by the LEA in New Jersey
 - Employed by the intermediate school district in Michigan

Recommendations

1. Establish common program standards across settings.
2. Address barriers that prevent non-LEA participation.
3. Ensure that both LEA and non-LEA providers receive coaching and professional development.
4. Ensure program funding levels allow all providers to meet high quality standards and retain qualified staff.
5. Support coordinated enrollment to ensure informed family choice.
6. Collect data to understand families' access.

State Panel Discussion



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Thank You!

