

## Providing Quality Early Care & Learning

### including Quality Full-Day Pre-K

#### What's happening in New York:

- **42%:** number of 4-year-olds that have access to half-day pre-K program in New York State
- **New full-day program:** expand half-day to full-day for 5,000 4-year-olds (approx. 5,000 students). *Program was created in the 2013-2014 enacted state budget.*
- **No funding cut from pre-K:** for the last 4 years, funding for Universal Pre-K has remained steady

#### Benefits of quality early learning:

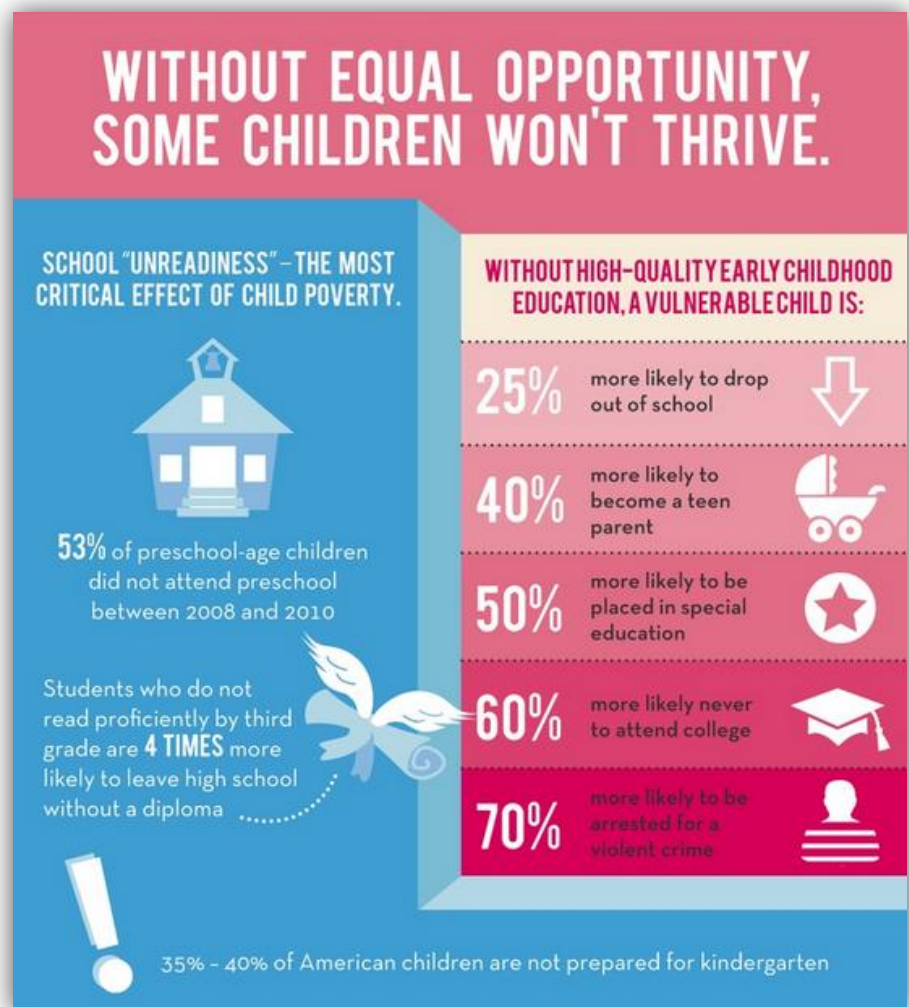
1. More likely to excel academically
2. More likely to go to college
3. More likely to get a higher paying job
4. Less likely to be incarcerated
5. More likely to lead a happier adult life<sup>1</sup>

#### Concerns about early learning policy:

- **Funding on shaky ground:** the funding for full-day pre-K expansion is separate from the state's Universal Pre-K grant, and there is concern it will not be renewed after the 3-year cycle.

#### AQE's position on early learning:

- Quality full-day pre-K should be universally available, especially for high need districts and students.
- NYS should invest in creating a system of quality assurance and supports for all pre-K programs.
- Full-day grant awards should be made permanent by folding into UPK grants.



<sup>1</sup> Highscope Perry Preschool Study <http://www.highscope.org/Content.asp?ContentId=282>

Groginsky, S, Christian, S. and McConnell, "Early Childhood Initiatives in the States: Translating Research into Policy," State Legislative Report – Vol. 23, No-14, June 1998. Available at [www.ncsl.org/issues-research/...report-early-childhood-initiati.aspx](http://www.ncsl.org/issues-research/...report-early-childhood-initiati.aspx)

Hull, Jim, "Starting out Right: Pre-K and Kindergarten." Center for Public Education, November 2011. Available at [www.centerforpubliceducation.org](http://www.centerforpubliceducation.org).

Karoly, L.A. and Bigelow, J.H., have published several studies on the costs and benefits of public preschool programs, which document the long-term gains for children who have access to high-quality programs. See, for example "Early Childhood Interventions, Proven Results, Future Promise" and "The Costs and Benefits of Universal Preschool in California," both published in 2005. Available at [www.rand.org](http://www.rand.org)

The National Institute for Early Education Research has also published a range of multi-state studies on the short-term and long-term benefits of public Prekindergarten, as well as analysis of the costs and benefits of state Pre-K programs which can be found at [www.nieer.org](http://www.nieer.org).