

C2: Partnering Policies in Pre-Kindergarten: Geographic Trends in the Mixed Delivery of Universal Pre-K in New York State (2007–2016)

Wednesday, June 28, 2023

4:00 p.m. – 5:15 p.m. | Mt Vernon

1. Descriptive Information

<p>C2: Partnering Policies in Pre-Kindergarten: Geographic Trends in the Mixed Delivery of Universal Pre-K in New York State (2007–2016)</p> <p>Mixed-delivery models for pre-kindergarten implementation are common in most states as they aim to efficiently utilize existing infrastructure to increase access to high-quality programs for families. However, little research has examined these cross-sector partnerships in which school districts and early care and education programs collaborate to implement pre-kindergarten. To better understand cross-sector partnering, this study first examines partnering rates over time (2007–2016) across all of New York State. We find a reduction in the levels of partnering, especially in rural districts, during this pre-COVID-19 timeframe. Then, using child care capacity measures at the school district level, we explore how cross-sector partnering relates to community capacity for child care. The results indicate that partnering is linked to reduced community capacity for infant and toddler care. We next examine how partnering rates have changed post-COVID (data from 2016 and 2022). The discussion will focus on understanding how schools and communities can work together to form more effective community partnerships that better provide equitable access to child care for all children under age 5. Potential policy recommendations also will be explored.</p>	<p>Presenters</p> <p>John Sipple, Cornell University</p> <p>Lisa McCabe, Cornell University</p> <p>Hope Casto, Skidmore College</p> <p>Scribe</p> <p>Jeremy Long</p> <p>Number of Attendees: 17</p>
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2. Documents/Presentations Shared (Please list any electronic documents, PowerPoint presentations, or web links used during the session.) **Collect presenter PowerPoints or other documents on the flash drive provided.**

UPK Partners.CCEEPRC 2023

3. Brief Summary of Presentation

- NY state has a special regulation that requires a partnership to be made.
- Set out to see who the community stakeholders were. School centric.
- Universal 4-year-old pre-K since 1999. Grants to individual school districts. 10% subcontract policy.
- Recent shifts: half day and full day. UPK for 3 year olds.
- They exclude NYC because it's their own entity.
- Capacity over time in rural school districts with and without UPK.
- 2007 roughly 17/18% they had capacity for toddlers. As time marches on, those who didn't take a UPK grant, their capacity increased, those who did their capacity decreased.

- Research questions:
 - What community factors are associated with presence and degree of cross center UPK partnering before and during COVID?.
- Dataset: Office of Children and Family – 18,000 providers infant and toddler capacity,
- NYSED – 667 districts, district participation and CB partner, district fiscal data, district demographics, locale (NCES)
- FCC in NYS are allowed to use a UPK/subcontract.
- CA has it so it's not mandated to make it easier.
- 35 states allow it, but not all states do it.
- Rural relationships/partnerships dropped from 2007 to 2016. While town, suburban and urban increased.
- 2007: 160 rural school districts offering UPK, 95 were partnering, 65 rural districts offering UPK were not.
- 2016- of the 95 districts who were partnering in 2007, 61 of them no longer were.
- Of the 65 rural districts not partnering in 2007, 21 began to partner.
- Of the 151 rural districts that were not offering UPK at all in 2007, 68% of those were offering UPK by 2016.
- Question:
 - Definition of partnering, just a binary yes or no with a CBO.
- What predicts UPK partnering 2007 – 2016: less likely in suburb, town, rural to get a partnership.
- Workforce affects population of communities.
- Did they look at the size of the community partners?
 - Their case study work got in to this issue with six communities.
- In the partnership model, do they receive the same amount for the child regardless of who is serving the child.
 - Yes, it's the same all across the board.
- Illinois has school districts that don't have enough kids to fill up a Pre-K bus.
- There's about 30-40 school districts that are child care deserts.
- See not enough partnership rates given how the rate is so different? It didn't matter.
- Conclusions:
 - Geography related to UPK and capacity
 - Partnering is related to geography but not capacity.
- The uptake of UPK is more important than the decision to partner.
 - Partnering waiver
 - Policy implications
 - Allow for local flexibility
 - Local advisory board, engage early care and P12 leaders
 - Planning year, grant supported
- Attention to subsidies in mixed-delivery systems.
- California - FCC Home Education Network Model – full rate goes to the provider. Other models that don't give the full rate to the provider.