

Partnering Policies in PreKindergarten: Geographic Trends in the Mixed-Delivery of UPK in NYS from 2007-2021

CCEEPRC
June 2023

Thanks OPRE!!

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“Colliding Worlds”

When we first did the expansion of pre-k, I didn't know them [CBO] well and I was new and making lots of changes. And when we opened our four-year-old program I thought, “Well, this is great because [CBO] can assist all the three-year-olds and we'll pick up all their four-year-olds and we'll really be rocking in this county.” Well, I took their four-year-olds and I had an impact on their budget and it was not good at all.

-Lakewood School District Elementary Principal



Mixed Delivery UPK in NYS

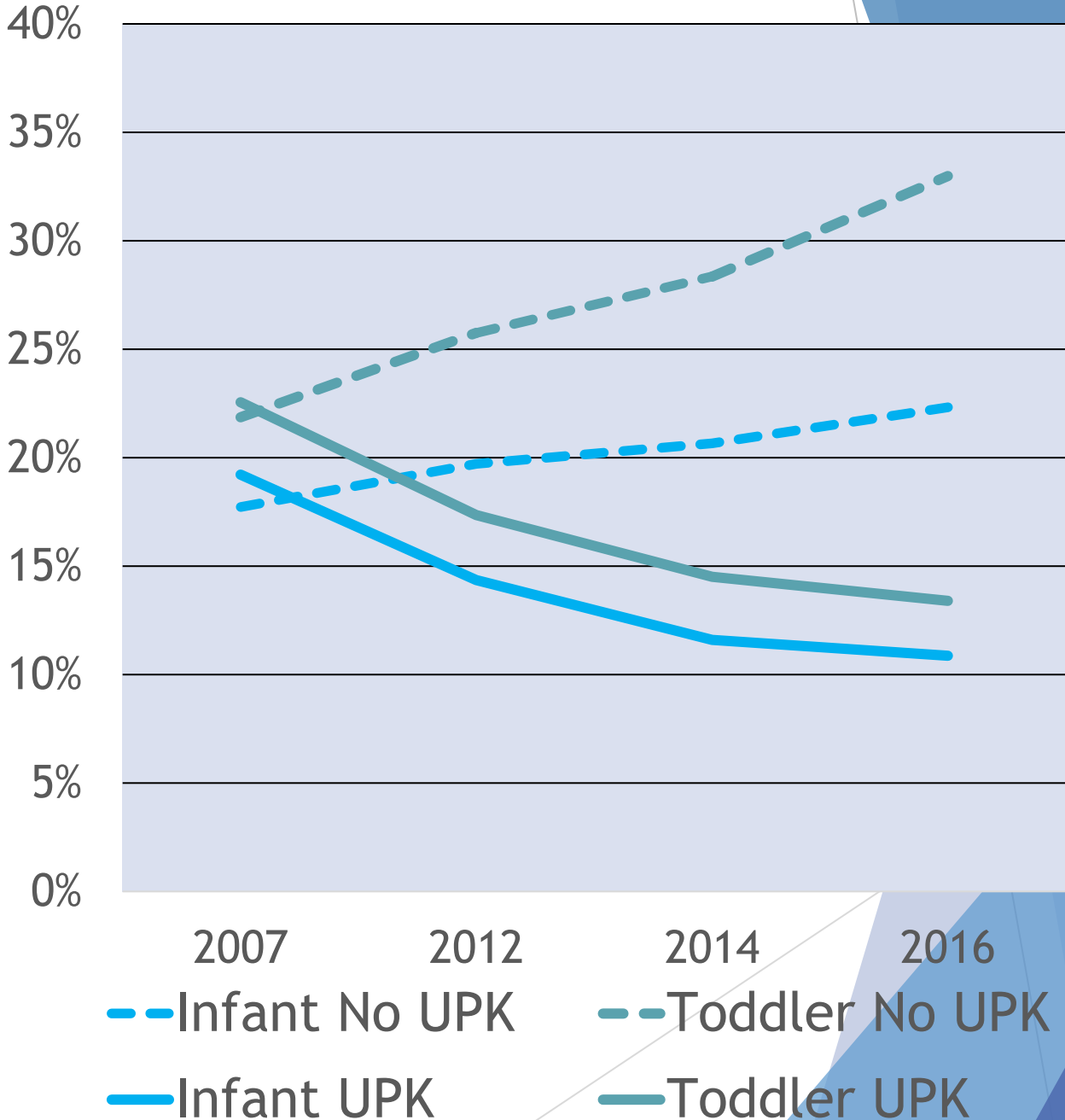


- ▶ “Universal” 4-year-old pre-K since 1999
- ▶ Grants to individual school districts
- ▶ 10% subcontract policy
- ▶ Recent shifts
 - ▶ Half day & Full day
 - ▶ UPK for 3 year olds

Capacity Over Time in Rural School Districts with and without UPK

**Policy Interaction:
UPK Presence and
Child Care Capacity
in Rural Districts**

(Sipple, McCabe, & Casto, 2020)



Research Questions

RQ1 What community factors (school district demographics, poverty, geography, finances) are associated with presence and degree of cross-sector UPK partnering before and during COVID?

RQ2 In what ways is a community's infant and toddler child care capacity affected by a school district's UPK partnering?

NY Data Sources (Excluding NYC)

Office of Children
and Family Services

- ~18,000 providers
- Infant and Toddler capacity

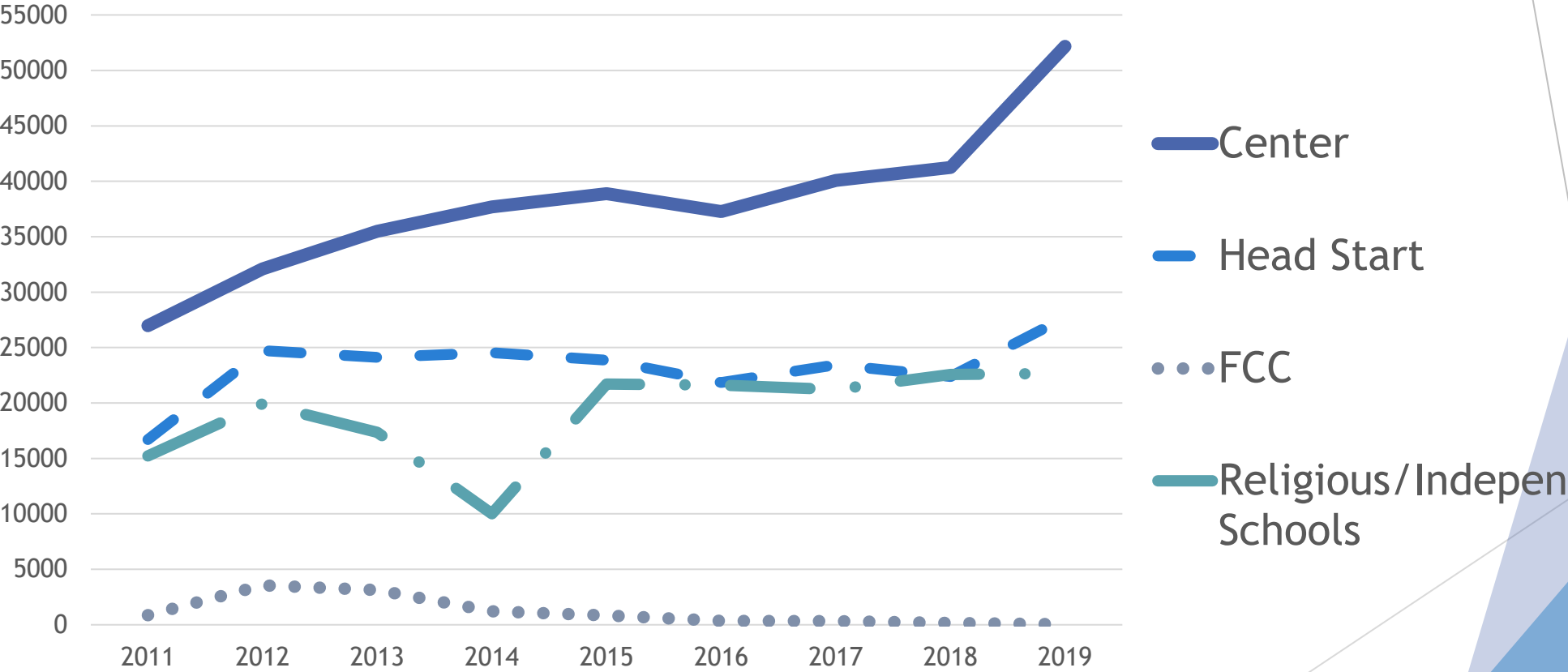
NYSED

- 667 Districts
- District Participation & CBO partnering
- District fiscal data
- District demographics
- Locale (NCES)

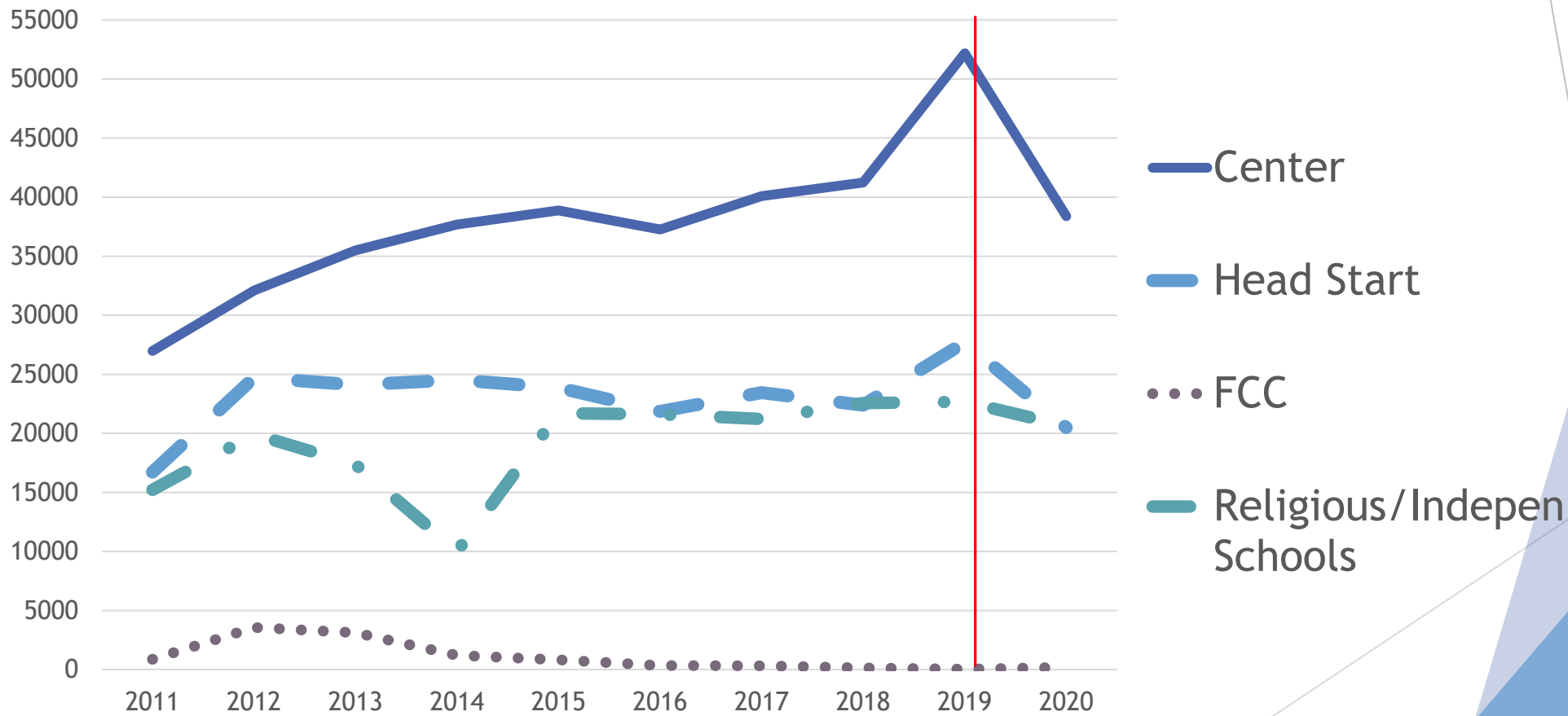
Our
dataset

“Colliding Worlds”
(McCabe & Sipple, 2011)

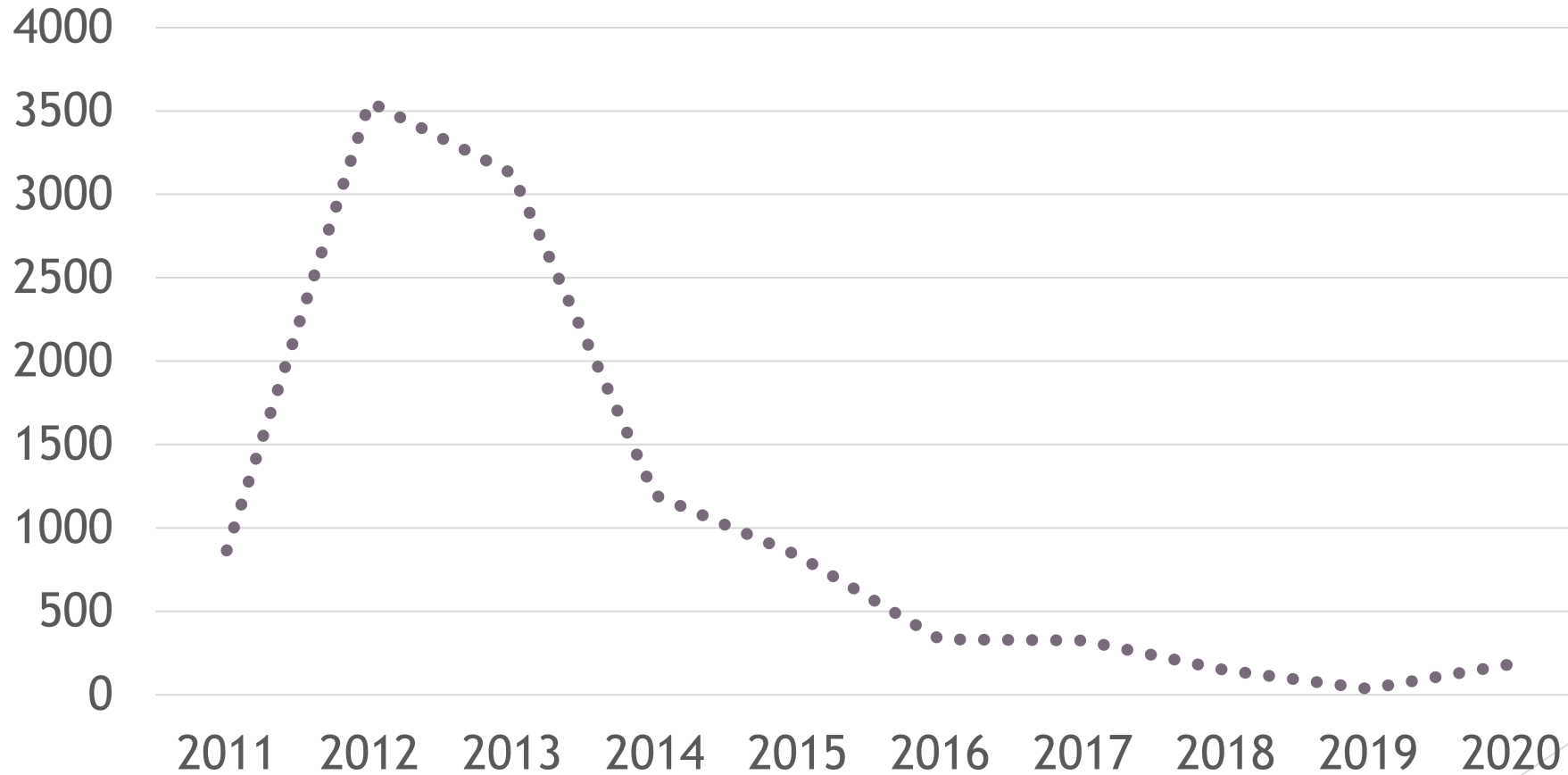
UPK students in CBO Partner Settings in NYS (Pre-COVID)



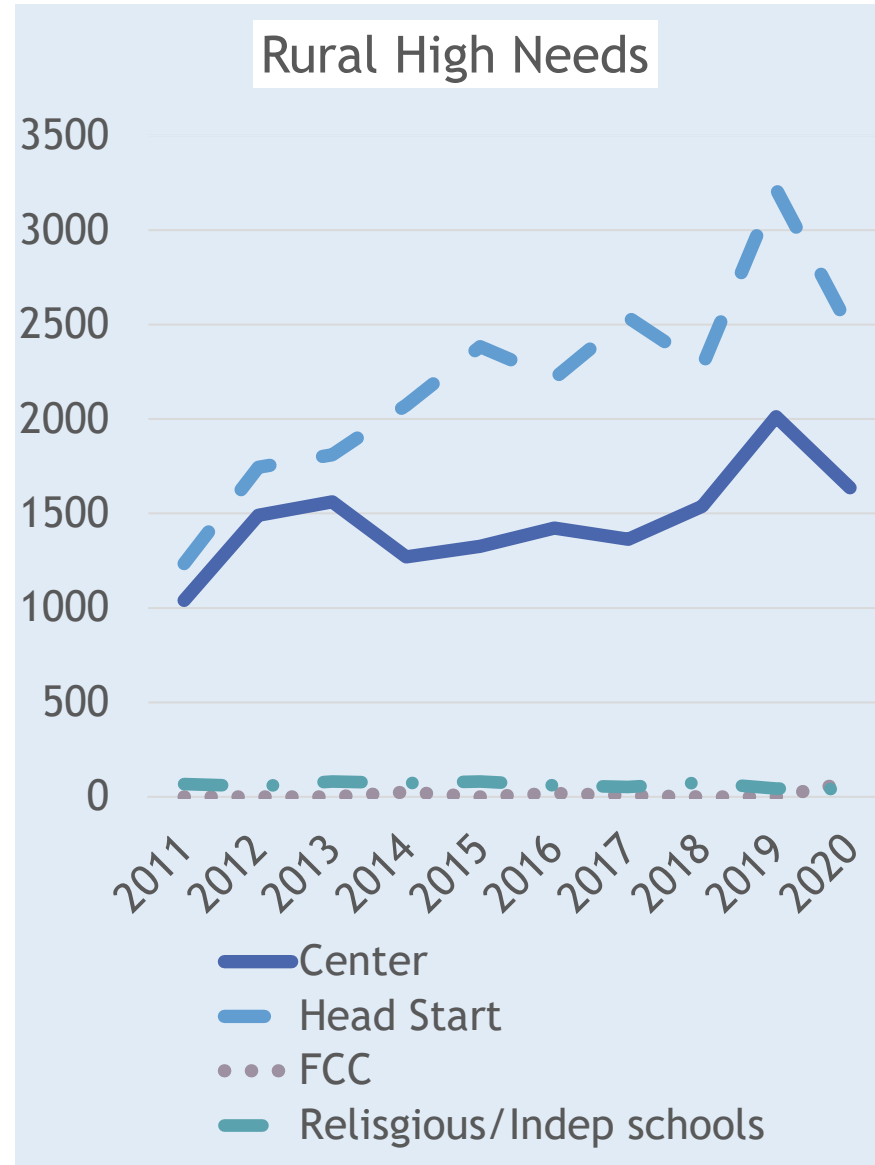
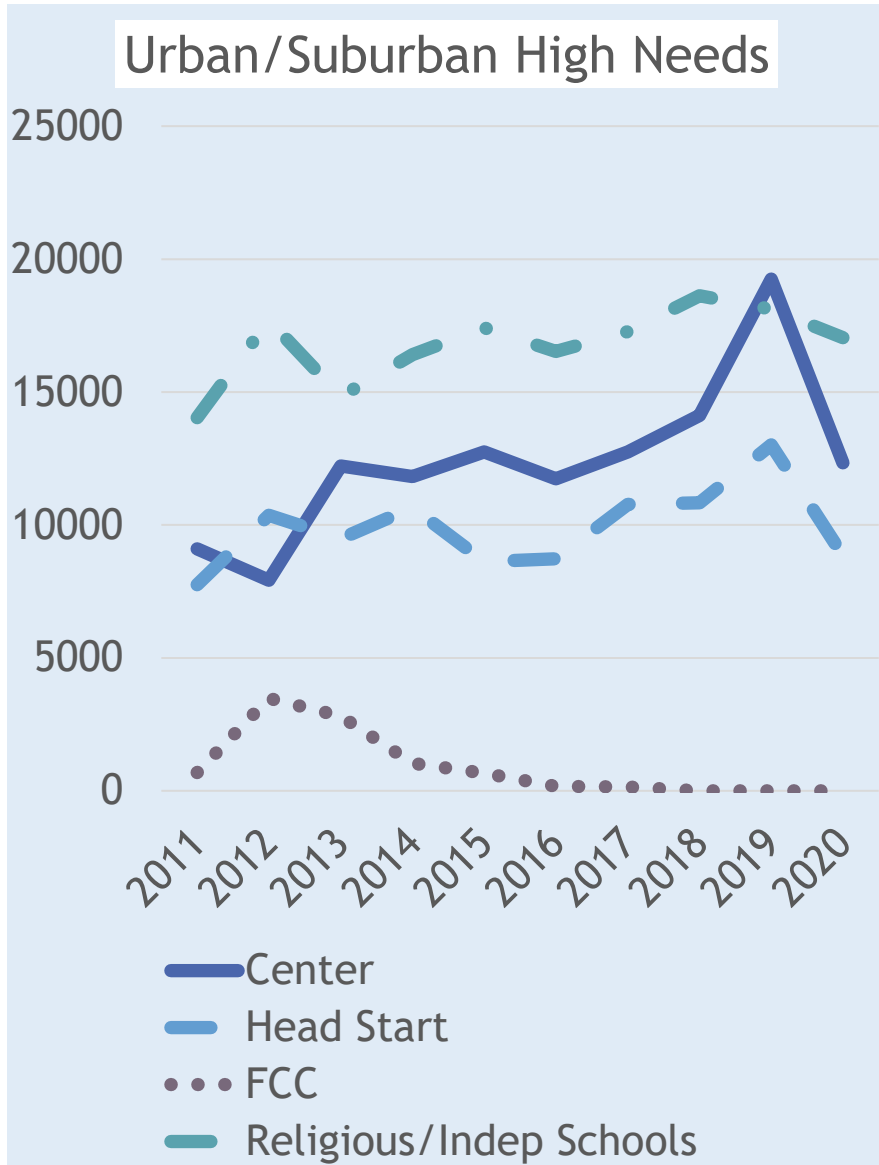
UPK students in CBO Partner Settings in NYS (COVID), 2011/12 to 2020/21



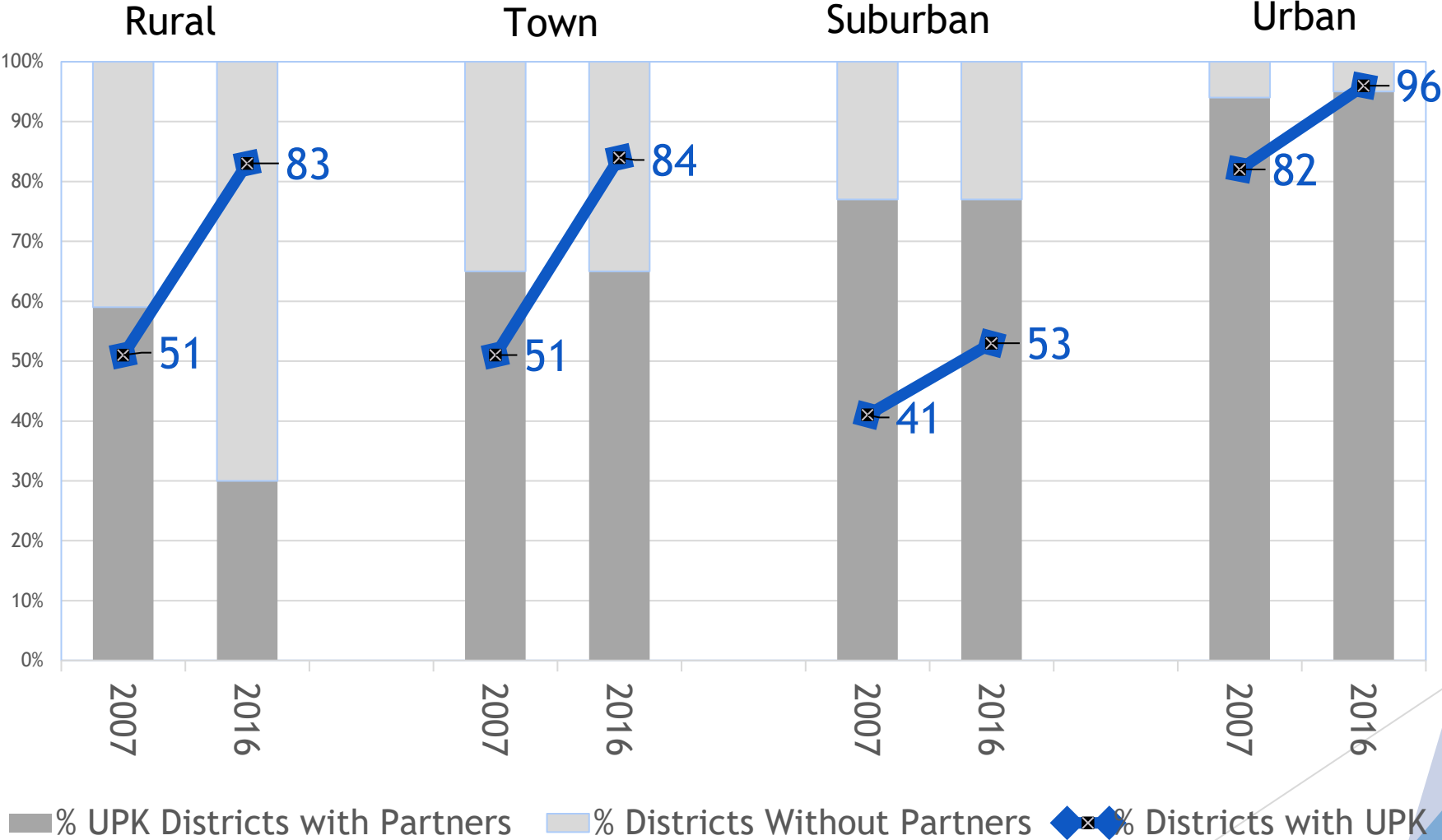
UPK students in FCC Partner Settings in NYS



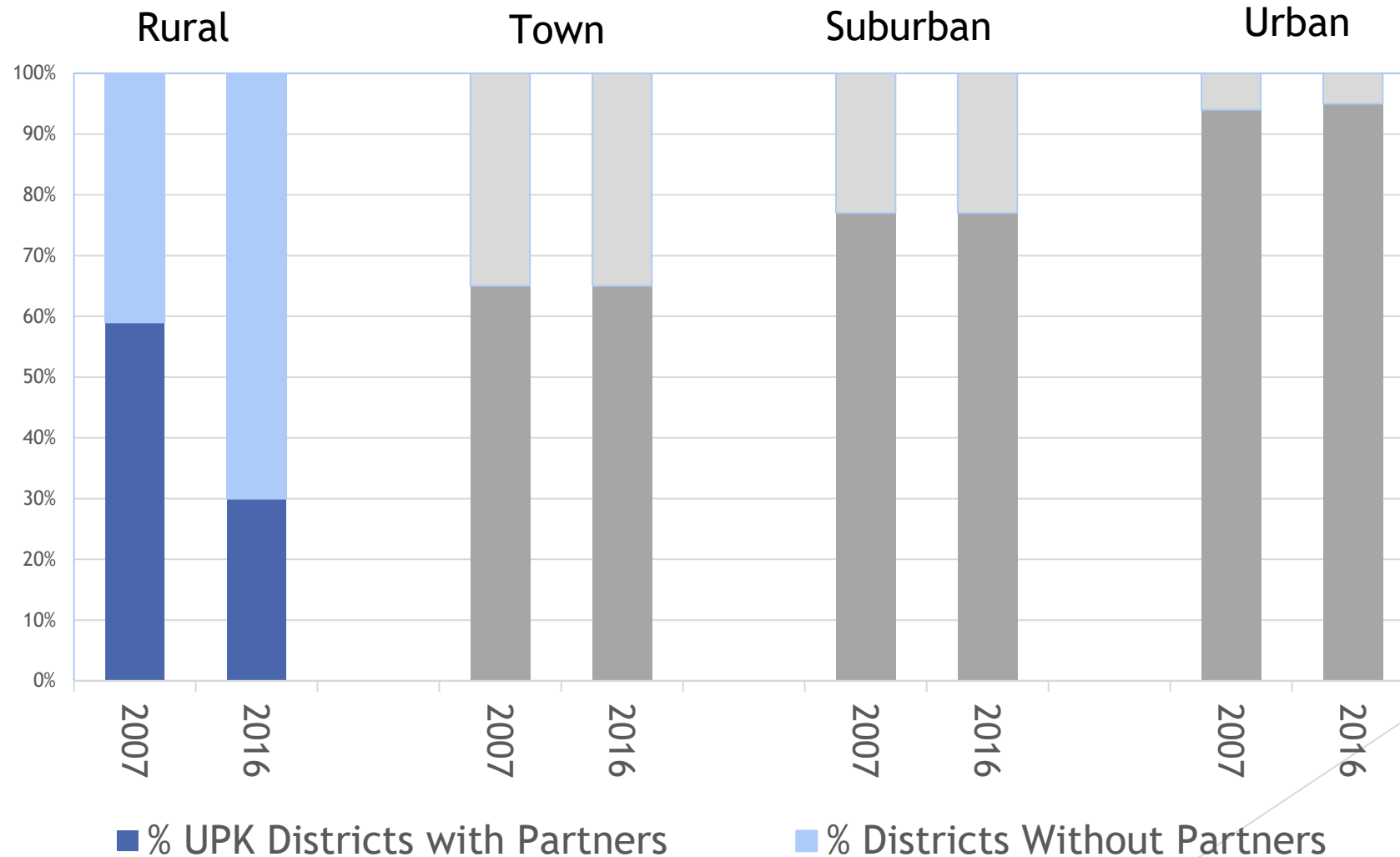
UPK Students in Partner Orgs by Needs/Resources



School District UPK Partnership Patterns by Locale (Pre-COVID)



School District UPK Partnership Patterns by Locale (Pre-COVID)



Partnering behaviors in rural communities

2007

- ▶ 160 rural school districts offering UPK
 - ▶ 95 of those districts 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 who were not partnering in 2007, 23 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; however, only 24% of those new to UPK were partnering.

Partnering behaviors over time by locale

	2007 Districts		2016 Districts with No UPK in 2007	2007 UPK Districts		2016 UPK Districts who originally Partnered in 2007		2016 UPK Districts who did NOT originally Partner in 2007	
	No UPK	UPK		No Partner	Partner	No Partner	Partner	No Partner	Partner
Urban									
Frequency	4	18	4	1	17	1	16		1
UPK_PartnerUPK	.	94%	100%	0%	100%	0%	100%		100%
PctPartnerUPK	.	29%	15%	0%	31%	0%	49%		70%
Suburban									
Frequency	143	98	143	23	75	11	59	6	16
UPK_PartnerUPK	.	77%	69%	0%	100%	0%	100%	0%	100%
PctPartnerUPK	.	41%	58%	0%	56%	0%	59%	0%	70%
Town									
Frequency	45	46	45	16	30	7	23	4	12
UPK_PartnerUPK	.	65%	50%	0%	100%	0%	100%	0%	100%
PctPartnerUPK	.	31%	39%	0%	51%	0%	47%	0%	43%
Rural									
Frequency	151	160	151	65	95	61	32	41	23
TotalUPK	0.0	35.1	31.8	36.0	34.5	32.8	59.3	46.7	57.6
UPK_Yes	0%	100%	68%	100%	100%	100%	100%	100%	100%
UPK_PartnerUPK	.	59%	24%	0%	100%	0%	100%	0%	100%
PctPartnerUPK	.	45%	16%	0%	78%	0%	45%	0%	65%

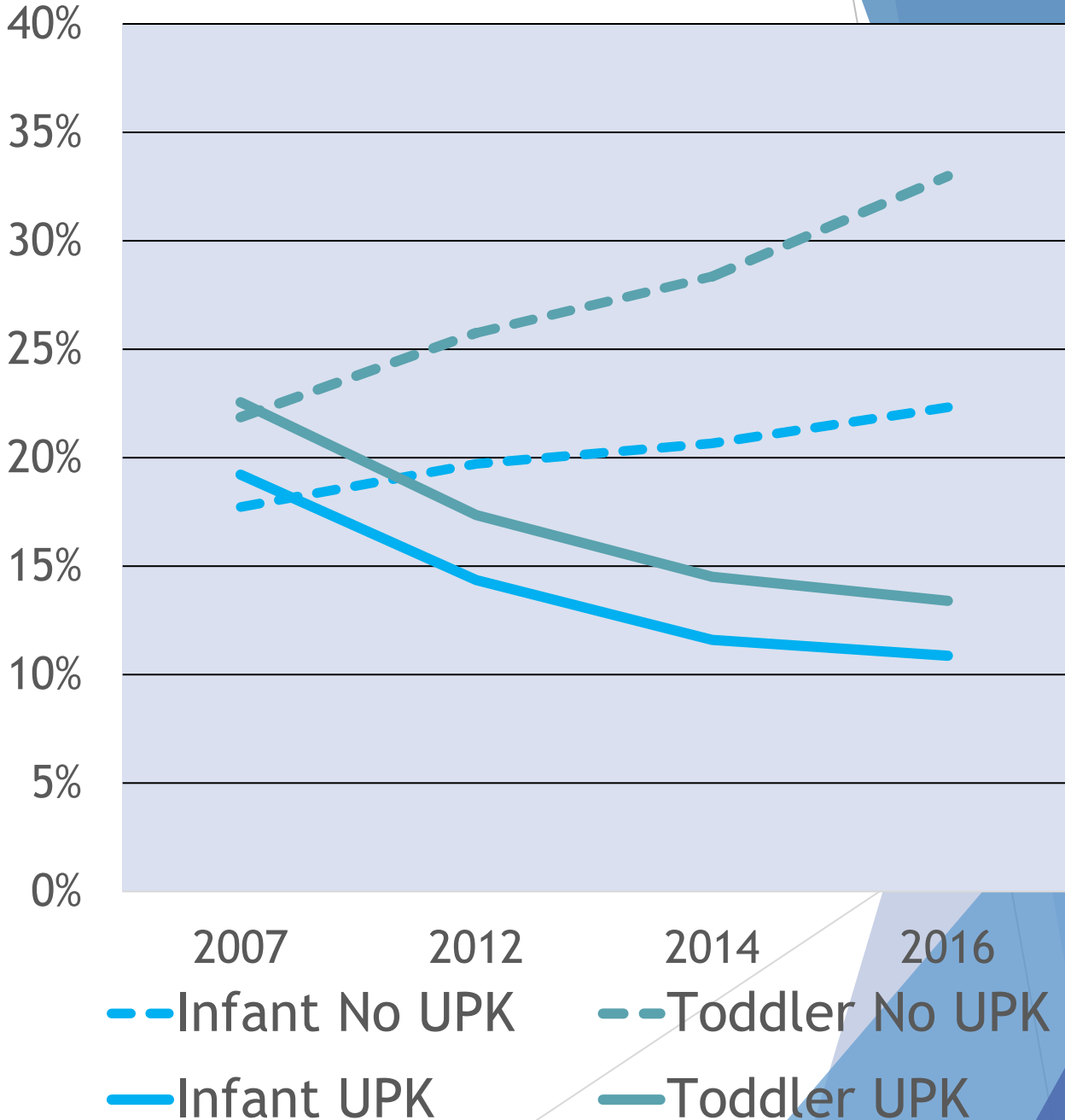
RQ1 What predicts UPK partnering 2007 vs 2016?

Variables	2007		2016	
Suburb	85%	^		
Town	88%	^		
Rural	92%	*		
Expenditure/Pupil				
School Property Tax Rate				
Total Enrollment			510%	**
% FRPL				
% Minority				
Infant Capacity				
Toddler Capacity				
Logistic Regression Models (odds ratios)				

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(Sipple, McCabe, & Casto, 2020)



RQ2 Does UPK partnering relate to infant capacity?

Variables	Model A		Model B	
Year				
Suburb	34%	**	33%	**
Town	32%	**	31%	**
Rural	32%	*	32%	*
Partner	NS			
Partner (None, some, all)			NS	
Expenditure/Pupil	41%	**	38%	**
School Property Tax Rate	18%	**	18%	**
Total Enrollment				
% FRPL	16%	**	15%	**
% Minority				
Negative Binomial Regression Models (odds ratios)				

Table 1. Typology of the School–Community Relationship.

Community vitality		Partnering 	
		Little to no partnering	Moderate to full partnering
Decline		<i>Expert school</i>	<i>Well-intentioned partner</i>
Improvement		<i>Niche school</i>	<i>Committed partner</i>

Typology continuum
(Casto, Sipple, McCabe, 2016)

Conclusions/Discussion

- ▶ Geography is related to UPK and Capacity (Sipple et al, 2020)
- ▶ Partnering is related to Geography but not Capacity (in prep)
- ▶ The uptake of UPK is more important than the decision to partner.
- ▶ Partnering waiver was essential to allow uptick of UPK in rural locales without need to partner.
- ▶ Critical Place-Conscious Leadership (McHenry-Sorber & Sutherland, 2020) and Community-Aware policy (Casto et al, 2016; Casto & Sipple, 2022)
- ▶ Mixed delivery is a good thing as partnering varies across NYS as a local decision.

Policy Implications (Local and State)

- ▶ Allow for local flexibility
- ▶ Local Advisory Board, engage early care and P12 leaders
- ▶ Planning year, grant-supported
- ▶ Attention to subsidies in mixed-delivery systems!!

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