

ECE 210 054W

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### Universal Pre-Kindergarten

Universal pre-kindergarten is an international movement designed to use public funding to ensure high quality preschool (pre-k) is available to all families. This is an expansion of what is currently offered, in which most states offer some form of government-funded pre-k to families based on income. Universal pre-k would guarantee that all children can begin their education on a level playing field, with easy access to a high-quality early childhood program (ECE) (Early Childhood Education). According to, the website “Teachnyc.net” “In January 2014, Mayor Bill de Blasio transformed Early Childhood Education in New York City with his commitment to implement universal pre-kindergarten, which means providing access to free, full-day, high-quality pre-kindergarten to every four-year-old, regardless of family income. At that time, approximately 20,000 students were enrolled in full-day pre-K in the city. Today the city offers free, full-day pre-K to nearly 68,000 four-year-old.” According to the website “Wgrz Staff” it says, Universal Pre-Kindergarten is a New York State grant-funded program to prepare 3 and 4-year-olds for kindergarten.”

The main problem in my topic is having equal pay in a lot of jobs in New York city and state. There are many pros and cons of universal pre-kindergarten, but in this world we live in today it's scary for parents to send their child to preschool. There are a lot of problems with universal pre- kindergarten in New York city and state. The problem of universal

pre-kindergarten is that a lot of universal pre-kindergartens have gone on strike over the issue of paid equality. The other problem is corona because parents are afraid to send their child to school. According to the article, “Big Problems for Universal Pre-K” “Thousands of unionized city pre-K teachers have authorized a strike, tentatively set for May 2, over the issue of pay equity.” (Post Editorial Board 2019).

Children are being affected because they need to be in pre-kindergarten so that they can learn because if they don't learn they are going to be lost in the world. In the article, “The Case Against Universal Preschool” (Wong 2014) “There are the Head Start centers for low-income children, which are typically operated locally by private nonprofits and for-profits and funded largely by a mixture of federal and state dollars, and private preschools and daycare centers, among other offerings.” One pro of universal pre-k is Offers consistent structure and routine, more so than one-on-one care. Another pro is Staff are reliable (less likely to call in sick), more so than one-on-one childcare provided by a nanny or au pair. One con of universal pre-k is Higher child-to-adult ratio than one-on-one childcare.

#### Research Source Summaries

In the first article, “Research Review: Universal Preschool May Do More Harm than Good” by Lindsey Burke (2016) she believes that education continues to mount that government-funded preschool fails to fulfill the promises of its proponents. New studies of large-scale preschool. One effect is worse care for children who would have been cared for by a family member if daycare were not subsidized. As director of the Center for Education Policy at the Heritage Foundation, Lindsey Burke oversees the foundation’s research and policy on issues pertaining to preschool, K-12, and higher education reform. Burke’s commentary, research, and op-eds have appeared in numerous magazines and newspapers, and she is a frequent guest on

radio and television shows and speaks on education reform issues across the country and internationally. She has published evaluations of education choice options for public policy foundations across the country, and has done extensive work developing and evaluating education savings accounts (ESAs).

The second article, *The Case Against Universal Preschool: Is prekindergarten for all actually the solution for closing the achievement gap?* Some experts say no by Alia Wong (2014). It is said that Universal pre-k already exists—or is close to existing—in a number of states, including Oklahoma, Florida, and, most recently, New York. And given the appeal of the idea, it's no wonder "preschool for all" emerged as a key talking point this election season, a year or so after President Barack Obama proposed a \$75 billion federal universal pre-k program that involves partnerships with states. The reason early-learning programs have greater impact for disadvantaged kids is that they often provide stimulating environments that the children don't get at home. At preschool, they're more likely to develop broader vocabularies and other developmental language skills. And they're more likely to have better nutrition. According to Opfer, "A middle-class kindergartner who comes in with prior schooling has a significant edge over a low-income kindergartner who doesn't and that disparity increases as the kids work their way up the pipeline, says Larry Cuban, a former high school teacher and professor emeritus of education at Stanford University." Alia Wong still believes that universal preschool would help close the widening of children.

In the third article, "COVID-19 threatens New York's progress on universal pre-K" by Comms Coordinator (2020) speaks on the fact that COVID 19 has ruined lives for young children in preschool. We are writing on behalf of early childhood and public school educators, parents, and advocates across New York State to urge you to NOT cut funding for the state's

prekindergarten, preschool special education and child care programs when you-review and reopen the state's 2020-2021 budget on April 30. About 57% of pre-K services are offered in community-based organizations, such as Head Start and child care programs, which leverages the investment to better meet the needs of the state's working families and expands access to more comprehensive services.

#### Small Advocacy Plan

The target audience is the teachers, professors, and the president because they each can do their job of helping the families and child. The president can help to bring about change in my intervention. Teachers are in a position to help because teachers can take care of the child and tell the parents what's helpful for the child's parent to hear about the child. Administrators can be in the position to help because they also can give advice to the families about the child. My target audience are the teachers. I am advocating for the intervention/change of equal pay. Everybody should receive equal pay. I can bring attention to my target audience by having a meeting with the supervisor or dean. I will make my target audience aware of the issue by having a meeting just with my target audience first to tell them that we are all about to have a big meeting with the supervisor. First, I would make a complaint about the issue because equal pay in New York City and State should be the same. Next, I would tell the target audience about the problem. Finally, I would tell my target audience that we have to have a meeting with the supervisor.

#### Large Advocacy Plan

My audience and I would work together to implement my intervention and bring about change because if the supervisor doesn't help then we can both have a protest outside until we get equal pay. I think other stakeholders can help implement my intervention by helping us to

protest. They can possibly draw signs for us to hold up and march. The families can help us by protesting if they want to. Teachers can not go back to work until equal pay has been made. We can all go on strike. Administrators can do the protest with us.

#### Commentary

I choose this topic because I feel like universal pre-kindergarten is optional to go to. It's not really mandatory. I also feel like parents can choose whether or not they want to send their child to pre-kindergarten. This subject is meaningful to me because I love working with the little ones. All of my summer jobs were me working in daycares and now I'm taking that up in school as well. This topic will impact me as an early childhood professional because it would give me the chance to be there for the kids and I will also learn the way they learn and communicate.

#### E.P.I.C. Message

Dear President-Elect Biden,

E- According to New York Times, In 2018, about 94 percent of the city's prekindergarten programs met or exceeded a threshold that predicts positive student outcomes after pre-K, according to a national evaluation system, the Early Childhood Environment Rating Scale, developed by a coalition of experts.

P - Many families and the community are being affected by universal pre-K. There are a lot of problems in universal pre-K in New York City and State. Some of the problems are Covid 19 and getting equal pay. The most affected by the issue is the families because families have little ones that need to go to school and learn, so they can get an education.

I - These abrupt changes cause many negative effects in the children and their families. Many of these children develop signs of depression, anxiety and even suicidal thoughts. Children as young as 2 years olds are not learning because daycare programs are closed.

C - This issue should be addressed now because the longer we take the longer the suffering is for these children. We must work together and fast to reunite the children and their families to avoid as many negative effects as possible. Only together we can make a change.

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