

ECE 210-150(W)

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### Universal Pre-kindergarten

Universal Pre-K refers to state government-funded preschool programs (meaning free to those who attend it).<sup>1</sup> It also refers to the movement by early childhood education experts and advocates who want to make preschool available to every child in the United States.” (Center for American Progress Aug 19, 2020). Universal Pre-K would guarantee that all children have the opportunity to begin their education on a level playing field, with easy access to a high-quality early childhood education (ECE) program.

Publicly funded preschool for all children sounds pretty great. (Sep 7, 2020 In January 2014, Mayor Bill de Blasio transformed Early Childhood Education in New YorkCity with his commitment to implement universal pre-kindergarten, which means providing accosts 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-olds.” “Within four years, the historic initiative more than tripled the number of four-year-olds enrolled in pre-K. Today, every four-year-old in New York City is guaranteed a seat in a free, full-day, high-quality, Pre-K for All program.” (NYC DOE, January 2014)

Among the most pressing issues is that teacher salaries significantly lag behind those of public school pre-K teachers. The disparity nearly sparked a strike this month until a last minute agreement was struck to enter into negotiations. Providers are also concerned about a new system for calculating their payments from the city.” ( Chalk beat 16 May 2019, ).

Some providers were hopeful about the transition, only to be dismayed in March when the city took the first major step towards change by releasing a new round of contracts for providers to bid on in order to continue receiving public money. One main concern with the contracts is a new funding system based on monthly student enrollment, which providers say can fluctuate dramatically while their fixed costs remain the same.” (Chalk beat 2019)“

The education department counters that the funding model will provide a new safety net by guaranteeing a portion of operators’ budgets, and noted that centers will benefit from a city team that focuses on recruiting families. But the most glaring problem, operators say, is teacher pay. Teachers in community organizations and public schools are represented by different unions, and those in privately run centers earn significantly less than their public school counterparts despite meeting the same qualifications. Teachers in community organizations have a starting salary of about \$42,000, compared with \$59,000 in public schools.” Teachers, kids, parent, Community “(Chalk beat 2019).

Research shows that diverse classrooms offer important cognitive and social benefits, and universal pre-K creates an unprecedented opportunity to unlock these benefits for more children. While the expansion of universal pre-K represents a huge advancement for early education in New York City, pre-K classrooms are currently more racially homogeneous, on average, than kindergarten classrooms. Thoughtful policies could help create more diversity across pre-K classroom. (Potter Halley 20 Sept. 2016,)

Research has consistently demonstrated that high-quality preschool programming can have a Lasting impact on students' social, educational, and economic outcomes and parents' economic opportunity—yet access to high-quality early childhood education is still not universal and still fails to receive adequate public investment from local, state, and federal governments. And yet private preschool programs, nationally and especially in New York City (NYC), can be exorbitantly expensive. The high cost drastically limits access for low-income and middle-class families alike disproportionately impacting communities of color.” (Levi Bohanan 11 Feb. 2021)

Now, low-income families are competing for seats with wealthier applicants, even as a handful of centers do continue to offer priority admissions to those below a certain income cut-off. But that's not enough. Once, the subsidized centers that served low-income families were able to offer care for ten hours a day, twelve months a year.” (Adams Alina 17 Feb. 2020, )“

That is not full day by any working parent's stretch of the imagination. Sure, many UPKs offer after-care. For a price. No wonder some parents have said “to hell with their free, full-time "entitlement, and opted to pay for a program that is full-time and year-round. HIGH-QUALITY?” (Adams, Alina. 17 Feb. 2020,)

That is 11 percent of the 997 current sites serving families citywide. The Brooklyn Archdiocese's, which's will be forced to close pre-K programs at three Catholic schools in Queens and two in Brooklyn, sent a letter to Mayor de Blasio and Chancellor Richard Carranza last week protesting the decisions.” “(Susan Edelman.) “It is inconceivable that successful, long-term programs hang in the balance and that families will once again have to try to find suitable options for their children” wrote schools Superintendent Thomas Chizuko. The

city's \$1 billion-plus universal pre-K program, free to all parents, is considered de Blasio's signature achievement. (NY DOE 16 Jan. 2021,)

In many communities, these programs offer young children access to essential food programs as well. The services are a critical component of ensuring that our children can continue to be supported during the unfolding pandemic and beyond. In many communities, these services are also a key part of the supports for essential workers with preschool children.” (May 4, 2020 Author com's coordinator)

This section offers detailed analysis of two community school districts, Districts 13 and 20, in an effort to highlight some of those differences. Both districts are located in Brooklyn, and both have diverse overall enrollment. However, in District 13, pre-K classrooms are more likely than kindergarten classrooms to be racially diverse, whereas in District 20, pre-K classrooms are on average more racially homogeneous than kindergarten classrooms. (SEPTEMBER 20, 2016 Halley Potter)

The DOE can also help to create more opportunities for diverse enrollment in community-based centers in New York City by providing centers with more resources to assist in marketing to the local community and enrolling a diverse group of children.” (SEPTEMBER 20, 2016 ) Halley Potter) “Moreover, pre-K should be included and leveraged in broader strategies to diversify schools. Efforts are currently underway in a number of different schools and community school districts in New York City to improve racial and socioeconomic integration. In November 2015, seven schools received permission to implement new enrollment priorities to encourage diversity by reserving seats for at-risk students—such as those eligible for free and reduced-price lunch, English Language Learners, students from families impacted by incarceration, or students who are in the child welfare system—and the following spring

the NYDOE invited more schools to apply for this opportunity.<sup>50</sup> Community School Districts 1 and 13 are both working on efforts to integrate schools across the district using “controlled choice,”<sup>51</sup> and District 3 is in the middle of school rezoning efforts aimed at increasing integration across some of the district’s elementary schools.<sup>52</sup>

The most area that is being affected is Bushwick, Brooklyn, Queen, Long Island and I am the most group is being affected is 3 years old and 4 years old. “By revising and refining UPK regulations, standards, and policies to more equitably partner with community-based organizations and charter schools, NYCDOE can improve program implementation and student outcomes across all five boroughs.” (Levi Bohannon Education April 22, 2021)

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These interventions and approaches generally emphasize providing parents with knowledge and guidance about children’s development and successful parenting practices; many also connect parents to a variety of needed support services. Following this review, the chapter turns to a discussion of the use of information and communication technologies to support parenting. The chapter then examines the research evaluating the impact on parenting of incomes, nutrition, health care, and housing support programs and parental and family leave policies described in Chapter 3. The chapter concludes with a summary.” “Read ‘Parenting Matters

In some communities, this role also is filled by visiting nurses and others in both lay and professional disciplines with experience in parenting. Other formal programs discussed in this

chapter include center-based childcare and comprehensive early care and education (ECE) programs (e.g., Head Start and Early Head Start). These programs, sometimes referred to as universal interventions, reflect the shared needs of children and families for health care, educational preparation, and general support.” (Medicine. 2016)

I believe that this is something that needs to be addressed right now things that we should prevent from happening now will not happen later on if you wait for the children to get older to address the situation, so I believe that in elementary, when they get older, you will give them a step-by-step about what will happen and what it will be like.

Intervention is needed as soon as possible My plan to address this issue is to set up a group meeting with other teachers and discuss the issue set a plan to deal with the issue and once it's working we could open our group to other borough. I would like to fix in this issue is the make Universal PK available to not only three years old and four years old but to any children that want to be in the program and make it also be available to Daycare center I'm not far location in every school I'll work to make Universal Pre-K a success, as well as ensuring that teachers are available in each classroom and attempting to improve teacher pay. I'll also work to increase parental involvement at school.

My target helpers (audience) include the Department of Education, the New York State Legislator, the NY City Mayor's Office and the York State Governor's Office.

recurring. "I think that's also been one of the reasons why districts have been reluctant to jump onboard with pre-k, the adequacy of funding and the assurance there would be funding in the State lawmakers are on track for an agreement that would expand pre-kindergarten programs across New York while also boosting direct aid for education by \$1.4 billion annually over

the next three years, a legislative source familiar with the talks said. The agreements for school spending also include a freeze on tuition increases at the state's public colleges and universities, as well as the City University of New York system. And lawmakers have agreed to a \$500 increase for qualifying students in the Tuition Assistance Program. The budget is also expected to provide hundreds of millions of dollars in relief for renters, small landlords, and homeowners with qualifying incomes through a property tax "circuit breaker." To pay for it, New York officials are considering billions of dollars in tax increases primarily falling on the state's wealthiest residents. But a broader agreement on a state budget after lawmakers huddled for hours on Saturday is yet to be reached. The state's spending plan is now four days late, though lawmakers are expected to pass some agreed-to budget bills on Monday. (Spectrum News, /2021/04/04/ )

### Small Advocacy Plan

In my tiny advocacy, I plan to focus on Mayor Bills and Andrew Comiskey. Or I'll try to form a small group so that we can discuss what needs to be changed. I'll try to write them letters and send them emails. Try to reach them with a video; if anyone sees it, they will post it, and it will most likely reach them, allowing us to convince them that more universal pre-K is needed in every borough. And I will ensure that the right decision is made in the best interests of our students, as well as representing the unique needs of all students. Also, look at it from the students' point of view.

### Large Advocacy Plan

In my large advocacy I will make sure the kids with disability in the time of this tragedy that the count make sure do you have access to the program while they're at

home make sure you have one on one visit someone will go in meet meet with them And make sure the day care centers have a universal of pre-K in the center as well or some type of program because if the three-year go into universal pre-K there will be no business for daycare an they need does age group so they could also survive. Also a group of us will try with the board of to talk about the issues that we need to be change or we could improve .

the seek Support from Advocacy Organizations. Foster Strong Relationships with School Leadership. Think Creatively About Systems and Processes  
Be Vocal.

### Commentary

I chose this topic because I want to know more about it and how we could help children and far as my research it's a great program the parents could enroll their child in it's going to get them ready for kindergarten and Universal pre-K has the ability to put children from various ethnic and socioeconomic backgrounds together in the same pre-K classroom. Since diversity is an integral part of quality in early education, the opportunity to build classrooms that are diverse by race and class is a huge benefit.

Research demonstrates that universal access to Pre-K is good policy. It reduces outreach costs, raises program quality, and increases public support for early education. Compared to targeted programs, universal programs have higher rates of enrollment among all socioeconomic groups'- K Matters." Urban Child Institute, ([www.urbanchildinstitute.org/resources/policy-briefs/pre-k-matters](http://www.urbanchildinstitute.org/resources/policy-briefs/pre-k-matters). )



I believe this topic will get me ready if I end up into one of these program once I become a teacher I know I kind a know what to expect and I will have a little knowledge on what the program is and what is about and how I could impact or help my students.

#### Research source summaries

In the first article, we discussed how Mayor Bill de Blasio needs to clean up his act before starting a new initiative. We also discussed how we need to address the problems that are currently occurring in the program so that we can improve it further. to a more extensive network Almost 70,0 0haev benefited from the initiative over the years. In the program, I've been following the rules. However, some people are fighting for their survival. This is one of his most famous shows. He also went around the world pitching this software for his campaign. People, on the other hand, expect him to take up the slack. People also said that they need a better network within the Department of Education, or DOE, but the DOE has over 100 meetings with input and recommendations.

In the second article, learn what universal pre-kindergarten is and what services it provides, as well as if it is appropriate for your children. There is a universal PK. For lower-income families, three and four years old may be the best choice for their child, but it may not be. It is up to the parents to decide whether they want their child to attend a universe or pre-K program. Parents may ask teachers and other parents if this program is a good fit for their child. You want to make sure the program is the best match for your child because you don't want it to be too intense and default back, or the program might be a great fifth for you child.

In the third article, It discuss how pre-K is a valuable resource for low-income families. A full-day pre-k program, he said, would help in his preparation. In a culture of color, cultivate a positive outlook. We also need to consider how to approach culture display mind in a student's identity at school. Many school districts have a pre-K program, but most do not have the necessary money, so they are attempting to raise more funds. It is critical that both programs be completely funded. Although pre-kindergarten can benefit children and families, education advocates say more needs to be done to ensure that low-income neighborhoods and people of color are treated equally.

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

Dear Mayor DeBlasio,

E- My name is Shevel McDonald and I am an early childhood professional studying to become an early childhood teacher. I am writing to ask for your assistance in making sure all eligible children under the age of 5 years, have access to Universal Pre-Kindergarten classes in the 5 boroughs New York City.

P- Some school districts do not have a Universal Pre-Kindergarten Program that would enable all of the eligible children to be enrolled. This is especially evident in the Bushwick section of Brooklyn, in Staten Island, in Queens and in the Bronx.

I - I, along with other students, teachers, parents and community members are requesting that the educational funds be made available to expand the Universal Pre-Kindergarten Program

throughout the 5 boroughs and especially in the areas where the greatest need is indicated.

C- Can I count on you to seek and obtain the funding needed from the New York State Legislators and the York State Governor's Office in order to make this program available to all of the eligible children under the age of 5 years in New York City? Thank you.

How may I follow up with you on this?

Sincerely,

Shevel McDonald,

[McDonaldShevel@aol.com](mailto:McDonaldShevel@aol.com)

555-123-456

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