

# Families define quality pre-kindergarten programs more broadly than educators, researchers and policy makers <sup>[1]</sup>

FPG Snapshot

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## AVAILABILITY

Document in pdf <sup>[2]</sup>

Excerpts from the document:

Education policy makers identify access to quality pre-Kindergarten programs as a critical step in early childhood development. While most agree on access, definitions of quality vary widely. A new study by the National Center for Early Development & Learning (NCEDL) finds that families define quality in broader terms than educators, researchers and policymakers.

The NCEDL study examined how parents of children in publicly funded pre-Kindergarten defined quality and selected programs. In addition to placing a high value on education, families identified three factors not usually included in educational research or professional discussions of program quality—comprehensive service provisions (e.g., meals), convenient location, and homeschool collaboration.

Most families surveyed had only one pre-K program to select from. Those with more options were typically forced to base their decision on life circumstances rather than on perceived quality of care.

**Region:** United States <sup>[3]</sup>

**Tags:** quality <sup>[4]</sup>

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**Source URL (modified on 27 Jan 2022):** <https://childcarecanada.org/documents/research-policy-practice/07/01/families-define-quality-pre-kindergarten-programs-more>

Links

[1] <https://childcarecanada.org/documents/research-policy-practice/07/01/families-define-quality-pre-kindergarten-programs-more> <sup>[2]</sup>

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