

Inside the pre-k classroom: A study of staffing and stability in state-funded prekindergarten programs ^[1]

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AVAILABILITY

Available in print for order (see SOURCE) and online for download.

- Full report in pdf ^[3]

Excerpts from highlights:

The present study aims to document the current state of staff qualifications, stability, turnover and compensation in state-funded prekindergarten programs, and to identify the conditions under which Pre-K initiatives promote a more skilled and stable, and better compensated, early care and education workforce. [The authors] selected a sample of programs in five states: California, Georgia, Illinois (Chicago only), New York and Texas. In addition to profiling Pre-K staffing in each state, [they] also explored variations in staffing among Pre-K programs housed in different auspices, including publicly-operated programs (based in public school districts or community colleges) and privately-operated programs (based in community-based nonprofit agencies or for-profit organizations).

Results include:

Finding 1: Teaching staff in publicly-operated prekindergarten programs had higher educational qualifications than staff in privately-operated programs.

Finding 2: Teaching staff in publicly-operated prekindergarten programs received higher pay and benefits than teaching staff in privately-operated programs.

Finding 3: There was greater teaching staff stability in publicly-operated prekindergarten programs than in privately-operated programs.

Finding 4: Publicly-operated and privately-operated programs appeared to be evolving into separate segments of a two-tier prekindergarten system.

Finding 5: Prekindergarten programs, both publicly- and privately-operated, have had mixed success in integrating their teaching staff into existing service delivery systems.

Related link: News article: "Study: Public pre-k teachers better off than private ones" from Education Week ^[4]

Region: United States ^[5]

Tags: staff ^[6]

privatization ^[7]

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Source URL (modified on 27 Jan 2022): <https://childcarecanada.org/documents/research-policy-practice/03/04/inside-pre-k-classroom-study-staffing-and-stability-state>

Links

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