



Press Release

73 Easton Avenue • New Brunswick, NJ 08901 • Phone 848.932.4350 • Fax 732.932.4360 • www.nieer.org

EMBARGOED FOR RELEASE:

CONTACT: *Kirsty Clarke Brown*

May 13, 2014

(732) 993-8051, kbrown@nieer.org

NEW YORK PRE-K STRUGGLED IN 2012-2013 SAYS NATIONAL REPORT

State plans significant new investment starting in 2014

New York. N.Y. — Total state preschool enrollment declined for the first time as states, hard hit by the Great Recession, continued to deal with its consequences in the 2012-2013 school year. And, while total funding was up slightly, more than half of states with programs continued to make cuts. Those are the conclusions of a national study conducted by the National Institute for Early Education Research (NIEER), a nonpartisan organization at Rutgers, the State University of New Jersey.

“Our nation has emerged from the recession, but preschool-age children are being left to suffer its effects,” said NIEER director Steve Barnett. “A year ago, our data showed a half-billion-dollar cut in funding for state pre-K and stalled enrollment. For 2012-2013, we find that enrollment is down and funding per child, while up slightly, remains stalled at near-historic lows,” he said.

Nationally, four thousand fewer children attended state pre-K in 2012-2013 than the previous year—the first time a decline in total enrollment has been documented since NIEER began tracking state pre-K in 2002. Of the 40 states and District of Columbia with programs, 20 cut funding and 18 increased funding by more than one percent. The increases outweighed the decreases which, coupled with reduced enrollment, resulted in a net increase of \$36 per child or \$30.6 million, nationally.

Barnett said program quality standards, which also declined in a number of states as a result of the recession, remained stalled in 2012-2013. The study found one state (Ohio) gained against one quality benchmark while two (Missouri and Arizona) lost ground. More than half a million children, or 41 percent of nationwide enrollment in state pre-K, were served in programs that met fewer than half of NIEER’s 10 research-based benchmarks for quality standards.

New York’s pre-K program mirrored the national findings for resources and quality, while defying the trend for enrollment. New York slightly increased its enrollment of 4-year-olds, serving 45 percent of these students and ranking 10th of the 41 states that provided pre-K.

Funding per child dropped 5 percent after a reduction of state funding, to rank just 26th nationally. For the third consecutive year, New York met seven of 10 research-based quality standards benchmarks.

“New York has clearly struggled in its past efforts to expand enrollment to its goal of universal access. New commitments for 2014-2015 and beyond are extremely encouraging given past trends,” said NIEER director Steven Barnett. Barnett. “Mayor de Blasio, Governor Cuomo, and the legislature are to be commended for coming together to reprioritize expanded opportunities for quality early education. This investment in quality pre-K moves New York to the forefront nationally in education.”

In the aftermath of bad news nationally, some positive responses are already apparent. Local governments are developing their own plans to move ahead on early childhood education, from Boston and Cleveland to San Antonio and Seattle. A few states, including Connecticut and Maine, have made strong commitments to their existing programs while others, including Mississippi and Indiana, are beginning work on small programs for the first time. No better example can be found than New York, where the Mayor of the nation’s largest city put forward a bold proposal for universal high quality pre-K and was joined in this commitment by the Governor and state legislature. “If ever there were a time for leaders at the local, state, and national levels to unite in their efforts to provide high-quality preschool education to our next generation, this is it,” Barnett said.

The National Institute for Early Education Research (www.nieer.org) at the Graduate School of Education, Rutgers University, New Brunswick, NJ, supports early childhood education policy and practice through independent, objective research.

Follow us at www.facebook.com/PreschoolToday, [@PreschoolToday](https://twitter.com/PreschoolToday), and [#YB2013](https://twitter.com/YB2013).