

## **High-quality education for low-income preschools**

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Many families cannot send their children to a high-quality preschool. According to Whitehurst (2017), nearly half of families in the United States are below the poverty line by at least 200 percent. This means that these families make less than \$30,000 a year. A high-quality preschool is considered a childcare center that has resources that develop a child's cognitive, social/emotional, language and behavioral development. Low-quality preschools often lack funding for resources and qualified teachers to help the children in the facility. As well as not being able to give family members resources to help their child. Denton Preschool Center supports high-quality education for low-income children. It promotes high-quality education for low-income families by providing care for families that make less than \$30,000 yearly.

According to Morrissey (2020) Making high-quality childcare available to all families may be expensive at first but will pay for itself in the long run by boosting the economy. According to Whitehurst (2017), about 60 percent of families with young children in the United States need some form of childcare because they are either single-parent households or a household where both parents work. In this paper, the terms childcare and preschool are used interchangeably to represent children from ages zero to five.

### **Benefits of high-quality childcare**

High-quality childcare is important, and its purpose extends beyond getting children and families ready for traditional elementary. High-quality childcare involves teaching children rather than solely watching over them. According to Naeyc (2014), Children who attend high-quality preschools have improved cognitive skills, better social skills and opportunities to learn self-regulation. High-quality childcare can also benefit families. Modeling quality practices in

childcare can translate from child to parent. According to Naeyc (2014), It can connect parents with the resources they need, such as health services, community services, or even materials on child development. According to Morrissey (2020), allowing children access to high-quality preschool supports parents in the workforce and money into the economy. By working to create a safe environment for a child, the parents will know that it is okay to leave their child with a school for a day and worry less about it. According to McCartney et al (2007), when children go to a high-quality preschool, the parents can feel comfortable leaving their children there and worry less about their child's safety during the day. According to Naeyc (2014), this can increase workplace productivity in the parents' job. When all children have access to high-quality care then the entire family reaps the benefits.

### **The issue of access to childcare**

Many people have argued that instead of sending children to preschool it would be better to use the funding to provide families with resources, including educational books and training for parents to create quality at-home care. According to Morgan (2018), the United States has one of the fewest numbers of children in preschools. Some low-income families rely on a stay-at-home parent or another relative, such as a grandparent, to stay with the children during the day. This is because the parents know and trust that person to spend a majority of their day with the child in the comfort of their own home. This option is also free, and families with low-income, may not have any other choice because the cost of childcare is so prohibitive. Not every family uses early childcare because they have family members to help take care of the children. Because of this, it would be a waste of time and resources to force families to send their children to preschool.

It is not that families would rather their children stay home with a caregiver, but the fact that there are no trustworthy preschools in their price budget or area. According to McCartney et al (2007), the choice of sending a child to a high-quality preschool is based on the economic status of the family. Many low-income areas are predominantly made up of people of color and those who haven't gotten a higher education. According to Bassok (2010), higher-quality areas are made up of white families that have higher education. High-quality education can be found in higher-income areas just as low-quality is found in low-income areas and vice versa. Inner-city childcare centers are often subsidized by the government, and suburban centers are usually private pay. All families regardless of income want their children to have the most advantages they can in life. A higher-quality early education, especially in low-income families, can promote a child's growth and development equivalent to their high-income counterparts in elementary school. However, according to Morrissey (2020), this has become unattainable for many families due to the level of families at the poverty line, and the intense price of early childcare that teaches children important life skills as well as getting them ready for later education. Currently, many low-income families do not have access to quality preschool resources.

### **The lasting effects of preschool**

Despite research on the importance of stimulating an environment for young children, many people have speculated on whether or not the effects of preschool are everlasting. According to Morgan (2019), the results of low-quality childcare have little to no value on the child's life afterward. If the quality of the childcare does not actively try to improve a child's cognitive abilities, then it does not affect the child's development. It is almost as if they have had no education. Along with that, there is the firm belief among people that a child's best place to be at a young age is with their parents. The ages of zero to three years old is a crucial time for the

brain, making the quality of care critical. Some research supports the idea that by the age of eight, children tend to level out, whether they went to preschool or not. According to Morgan (2019), this idea is supported by each state's set curriculum for elementary school.

The effects of high-quality preschools can help close the racial and poverty-stricken divide between kids in low-income families and those in high-income families. The fact is that low-income children have a disadvantage when it comes to early childhood education because of the lack of educational resources that low-income preschools are given. Many students in low-income areas do not have the same parental attention to education as their high-income peers. These opportunities must be available early in a child's life when their mind is developing rapidly. According to Morgan (2019), the quality care and resources available to a family will give them support in many needed areas, including health, community or other resources. These resources will help families' education and understanding grow. According to Bassok (2010), when children with low-quality preschool experience enter elementary school, they are behind those who went to a high-quality preschool. According to Morgan (2019), this difference eventually balances out over the years as elementary schools have a set curriculum. However, instead of it eventually leveling out, if low-income children had a high-quality education, to begin with, then many children could start on a similar playing field. This would promote more educational topics, such as more difficult reading levels and math at a quicker pace in early elementary. High-quality education opens up opportunities for underprivileged families.

### **Funding for quality childcare**

Education is primarily funded at the state level. To gain a higher-quality preschool system, states would need to move resources such as books, quality teaching and the education budget around to equally represent low-income neighborhoods along with high-income ones.

According to Taboada (2019), the Texas education budget has depleted over the years, making the education budget per child for preschool roughly \$3,559. New recourses, such as well-trained teachers and better school supplies, would need funding for these higher-quality preschools in low-income areas. This in turn would cause a rise in taxes to fill the whole of a newly planned education budget, which would upset many individuals. Taxpayers are not eager to pay more taxes even if they go towards better pay towards teachers, their training, better books and other school supplies. Money is a major issue in today's society. According to Whitehurst (2017), many individuals who run for some form of government are encouraged by supporters to advocate for more funding in childcare. However, the individuals know that the obvious solution to fix that issue is to raise taxes to help pay, and voters would not support that idea. There are millions of preschool centers throughout Texas, so creating high-quality programming for each one would cost a great deal of money. This causes a ripple effect and eventually leads to the point that high-quality education for all is too costly for today's society. This is especially difficult because according to Morrissey (2020), the minimum wage in the United States is about \$11.17. Many people do not have the cash available to pay higher taxes to support a higher-quality education fund.

## **Conclusion**

The impact that high-quality preschool has on the minds of developing children should be available to everyone regardless of income. As per Melhuish (2011), if children have the same playing field, to begin with, no matter their race or socio-economic background that could positively impact the educational gap. Low-income working families need support in the form of high-quality childcare. If childcare is trustworthy and helps children grow in all areas of development. It will increase the child's language, cognitive and socialization abilities. The best

way to create universal high-quality childcare is by raising overall taxes, providing ways for parents to get involved and working to give all families the tools they need such as books to educate their children and to support funding. Many preschools that are low-quality, are so because the lack of financial resources makes it difficult to provide quality materials and well-trained and educated teachers. Many high-quality preschools require all of their teachers to have degrees in early childhood education and utilize best practices in child development supporting the belief that all children deserve the highest quality care. The power of early childcare will be more impactful on both the child and the family if it is high-quality, no matter the family's income.

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