

A FAIR START FOR ALL OF AMERICA'S CHILDREN:

Improving Educational Opportunity Through Preschool Access And Developing More Great Teachers

Americans are proud of their schools – and they should be. Boys and girls of all races, from all backgrounds, have more opportunities than ever before to learn and compete to enter the best colleges in the world. Thanks to the hard work of parents, students, and teachers, our schools are on the whole better today than they were 25 years ago – with more challenging classes, more children going to college, better test scores, fewer dropouts, and less crime on campuses. In 2001, both major parties together passed federal legislation called “No Child Left Behind,” and with that legislation states and school districts are working to raise standards even more and to improve accountability throughout our education system.¹

But we can and must do more. The policies currently in place will not do enough to ensure that we truly "leave no child behind." Our public school systems should be the embodiment of our nation's commitment to equality of opportunity. Unfortunately, the educational odds remain stacked against too many of our children:

- One out of every ten children does not graduate from high school.²
- For Hispanic children, the statistics are even worse: one in four never graduates from high school.³
- Two out of every five children do not complete a single year of college.⁴

These statistics add up to millions of children entering adulthood lacking the basic tools necessary to contribute to our economy and our country, and unable to translate their own efforts into genuine economic opportunity for themselves and their own children. The U.S. Chamber of Commerce reports that the shortage of skilled workers is a major threat to small businesses, and that the situation is worsening. Faced with the prospect living in perpetual poverty, many children who don't graduate from high school may ultimately turn to a life of crime. The majority of people incarcerated are functionally illiterate, and many have learning disabilities. This presents a significant cost to society.

Our government cannot solve all these problems. But government can do more. It can invest in children coming to school prepared to learn. It can invest in their success once they arrive at school. And we all will reap the financial rewards: a more competitive labor force and money saved on law enforcement, prisons, and welfare programs. The even greater reward: real progress to creating an Opportunity Economy in which the full potential of all Americans is being realized to individual and mutual benefit.

Early Education: A Charter Pre-School Program for Kindergarten Readiness

The place to start is with kindergarten readiness. Study after study shows that a good early education can provide children with a solid foundation and set of skills for future success.⁵ Quality preschool can help kids to do better in school, earn higher wages as adults, and have more successful marriages.⁶ Good pre-schools can make kids 70% less likely to commit violent crimes as teenagers and adults.⁷ A dollar invested today on early education saves seven dollars later we don't have to spend on welfare and prisons.⁸ It can also save a share of the money – one estimate is more than \$11,000 per child⁹ - that is currently put into intervention and safety net programs, such as early childhood literacy programs, special education services, nursing and counseling services. Kindergarten readiness also enables schools to better leverage Title 1 funding on targeted intervention, rather than spreading it thin on bringing children up to grade level in the primary years.

High quality preschool programs achieve the essentials of kindergarten readiness, which consists of basic skills – such as preliteracy and premathematical reasoning, enhanced language development, appropriate conversation around educational topics – that enable children to arrive at kindergarten ready to learn reading and mathematics. Children who do not obtain these skills prior to entering school, whether from a parent at home or from a high quality preschool program, are hobbled from the start in their ability to succeed and see themselves as successful in school.

Right now, our country just does not have enough good preschools. In Southern California, for example, over 22,000 low-income children are on wait lists for preschools in Orange County.¹⁰ In Los Angeles recently, only 13 preschool slots were available for every 100 children.¹¹ In California and Texas, only 45% of three and four year old children are enrolled in preschools.¹² Nationwide, although 49% of preschool children with family incomes above \$75,000 attend preschool, just 25% of children with family incomes below \$30,000 attend. Around 5.5 million children under the age of 6 attend pre-school, with another 4 million cared for in paid childcare base in a caregiver's home.¹³ Worse still, many of the daycare centers and family childcare homes that working families can afford do not do enough to prepare children for kindergarten.

The federal government can help to rectify this situation in an efficient and effective way by laying out a coherent set of standards and benchmarks for kindergarten readiness and investing \$4 billion to help guarantee access to universal high-quality early education that meets these standards. By making this investment and setting clearer benchmarks and standards,¹⁴ the federal government can leverage the resources and insights of our parents, teachers, nonprofits, and businesses and help children get off to the right start in life. We can allow local school districts and agencies the flexibility to experiment and determine the right types of programs and services that meet the needs of their local communities in providing the skills for kindergarten readiness. While these may include traditional daycare and preschool, given the shortage of preschools and

daycare centers, these skills could be delivered through any number of organizations, including non-profits, for-profits, faith-based institutions, and public institutions such as libraries, community colleges and universities. Any preschool that met the standards for kindergarten readiness would be a "charter preschool" eligible for funding to serve children whose families could not otherwise afford it.

More Great Teachers: Achieving better teaching by professionalization & pay reform

Providing access to high-quality early education goes a long way towards achieving the beginning of equality of opportunity for our nation's children. On its own, however, it is not enough. We must revolutionize the teaching profession by changing the way we compensate and motivate those who are responsible for preparing our children to be good citizens and productive members of society. We have some of the best teachers in the world. More than half of our public school teachers hold masters degrees, and nearly all of them hold bachelors degrees.¹⁵

We must begin treating teachers as the professionals that they are, by providing them with greater resources and support, and in turn, expecting more from them. Why?

- We must retain our best teachers. Our teachers are leaving our schools – 30% of teachers leave the profession after only five years of teaching. Attrition rates are significantly higher than entrance rates.¹⁶ This disproportionately affects children in poor and minority communities, where teacher turnover is 50% higher than in more affluent schools.¹⁷ Many quit because they feel unprepared to teach their students. Often this is because they are not provided adequate mentoring and support that prepares them to move from universities into the classroom. We need to preserve the investment made in their teacher training. We have internship and residency programs for physicians. We do not drop new doctors straight from the classroom into practice on patients without ongoing supervision, coaching and mentoring. We need to guarantee that type of ongoing instruction and mentoring for new teachers as well.
- It is generally the youngest and least experienced teachers who are placed in the most challenging classrooms in poor rural and inner city areas. They often become discouraged in the face of their challenges, which include large class sizes, inadequate resources (insufficient textbooks and technology, for example), overcrowded schools and unsafe working conditions in high crime areas. As a result, teacher shortages will continue to be most acute in rural areas or poor inner cities, where the need for outstanding teaching is great.¹⁸
- Some estimates suggest that we will need 2.2 million new teachers over the next 10 years, due in part to the fact that 25% of teachers are over the age of fifty, and on the brink of retirement.¹⁹

- Teacher attrition is costly. One study in Texas estimated that it cost \$8,000 per recruit who left teaching in the first few years, or \$329 million a year in that state.²⁰ This is money that could be spent on raising salaries, intervention and school improvement programs.
- The teaching profession is not an appealing option from an economic perspective. The average college graduate gets a job offer that pays a starting salary of \$42,700, while the average starting salary for a teacher just out of college is \$29,000.²¹ Average teacher salaries are 20% below salaries of other professionals with comparable education and training.²² Teachers in schools serving a large percentage of poor and minority children earn, at the top of the teaching scale, one third less than those in schools with higher income families.²³

There are many good teachers who respond to a pure vocational calling to teach in today's schools, but the problems outlined above prevent us from attracting and retaining enough of the right people to teach our children. Instead, schools are often forced to hire people who lack the necessary skills and training to be effective educators. In high school, 30% of math teachers do not have either a certification in math or a college major in math. The same is true of English teachers. The number is 40% for biology teachers, 60% for history and chemistry teachers, and 65% for physics teachers.²⁴

The lack of trained professionals at the front of our classrooms poses a real threat to the quality of education we are providing for the next generation. The best teachers enrich children's education in many ways – they are expert in integrating standards into their everyday teaching, at differentiating instruction to meet the individual needs of each child, at efficient classroom management so time is used well. On standardized tests, students assigned to “ineffective” teachers scored 23 points below those whose teachers ranked as “effective” in an analysis of educator quality.²⁵ And studies have shown that subjecting a child to even a few years of poor quality teaching will adversely affect that child's ability to learn far into the future.²⁶ Fortunately, most of the skills and techniques the best teachers possess can be learned and taught to teachers by teachers, if we give them the opportunity and incentive to do so.²⁷ We must financially support school districts to encourage those teachers who lack sufficient experience, skills and knowledge to acquire those qualifications and content expected of a professional teacher. We must also support districts in rewarding outstanding teachers who choose to work in challenging schools and with at-risk children.

The government should hold districts accountable by tracking the number of teachers who meet these standard of having teaching credentials and of teaching in their area of credentialing. We need to treat our teachers like professionals by changing their compensation structure in two ways. First, we can raise salaries in exchange for more effort and time spent in professional development, teaching and other activities related to

improving the quality of teaching. Second, on top of that, we can offer performance-based pay for excellence in teaching, particularly for teachers who are in challenging schools and who have responsibility for at-risk children. A performance evaluation system would have to be in place to make this work, created with input from the teachers, that would evaluate teachers performance using a number of criteria (e.g. graduation rates, student portfolios of work, test scores, mentoring for other teachers, etc.). The federal government can help make this happen by creating an ongoing \$6 billion incentive fund to encourage districts voluntarily to overhaul the way that they train, hire, evaluate, promote and pay our nation's 3.2 million teachers. These funds will be used to contribute 25% of the costs incurred by participating states and school districts, which qualify for the matching funds by:

- Raising teacher pay for teachers who acquire new skills and knowledge, play a significant role in mentoring other teachers, and offer merit-based bonuses for working with at-risk students and build the success of their schools. Outstanding teachers ought to be able to earn up to \$100,000 annually as teachers.
- Negotiating new contracts with teachers to give flexibility to administrators – to financially reward assignments to difficult schools and classrooms.
- Use best practice standards and peer review techniques as well as data and data mining tools for evaluating teachers. Teachers should be an integral part of developing the evaluation tools, methodologies and processes.

We all need to invest in our children, invest in our future, and pay professional teachers what they deserve for performing well in one of the most important jobs in the world. Teachers themselves need to embrace professionalization, including better pay for acquiring skills and taking on challenging assignments. The best way to give our children the future they deserve is to reinvent the teaching profession to make it a true profession – more professional development and ongoing mentorship, better working conditions, higher pay, more respect, and more accountability for results. Today, nearly 50 million students are in public schools out of 55 million school age children. These are our future police officers, doctors, and entrepreneurs – the future of our country. They deserve the best that we can give them.

Policy Implementation and Details

- **Invest in kindergarten readiness for our youngest children.** The federal government will work in a flexible partnership with states, localities, and businesses to guarantee access to universal high-quality early education for kindergarten readiness.²⁸ The federal government will create a \$4 billion annual Charter Preschool Fund in the first 5 years of this program, and commit to covering 10% of the cost up to a share of \$4 billion if states choose to make this a

universal entitlement.²⁹ If states choose to means test this program to focus it on lower income children, the federal government would cover proportionately higher shares of the cost. For example, if only lowest income third of children was covered by a state, the Charter Preschool Fund could cover 30% of the total costs. The program would therefore be tilted to promote the creation of kindergarten readiness programs for the children most at risk, while avoiding mandates to states on how best to structure the program. States and local school districts will be responsible for gathering the remaining funding from state treasuries, the business community and localities, and will administer the program. In order to receive federal money, participating states will be required to establish standards and benchmarks for kindergarten readiness (or adopt model federal standards). In addition, states will establish a regulatory oversight body to ensure compliance with those standards. The emphasis will be on solutions that provide choice and flexibility, so that parents will have substantial freedom to select providers that meet the standards, but in a way that fits their budget, time constraints and preferences for provider (faith-based, public, daycare). States could also opt to support other types of high quality kindergarten readiness programs (e.g., weekend preschool, after work hours, shorter hours), some of which could be tailored to support the efforts of stay-at-home parents. Money will follow the children, much the way it does with Title I funding. States and local school districts will have freedom to experiment with different approaches.

- **Professionalize public education.** The federal government will create a \$6 billion annual Professional Teaching fund to provide incentives for school districts to overhaul their K-12 educational systems. The federal government will also provide institutional support to districts that want to invest in this reform. This will include expert advice, models of successful programs, examples of performance-based pay structures that work. Districts that want to participate in this program must agree to:
 - Match the federal money at a 3-to-1 ratio (meaning that the federal contribution will amount to 25% of the total new investments – as compared with a 7% rate for current federal education spending).
 - Develop plans for improving the quality and accountability of principals on school campuses, as well as administrators at the district level.
 - Improve teacher evaluation systems and raise pay for teachers who have added to their skills and knowledge, who have added to their responsibilities, and who have opted to teach in challenging situations. The districts will determine the precise amount of the pay raise, but teachers who play a distinctive role in mentoring other teachers and

improving the achievement of their students should be able to earn up to \$100,000.

- Negotiate with their teachers regarding new flexibility for administrators – especially performance-based promotions, bonuses, outplacement, and assignments to difficult schools and classrooms.
- Develop standards and techniques for evaluating teachers. There are examples of school districts that have done this successfully relying in large part on the ongoing input and participation of teachers, research and administrative support.³⁰
- Explain how they will implement and measure this program to improve the lowest performing schools and provide evidence of improvement in achievement over time (for instance, using metrics such as graduation rates, student portfolios that examine performance over time, as well (but not limited to test data)

Financial Costs

The two aspects of the program have distinct cost structures.

- Charter Pre-School Program for Kindergarten Readiness. We assume that high-quality programs, such as preschools and daycare centers, cost \$5,000 per child annually.³¹ With roughly 15 million children aged 3-5,³² the total cost to give all young children high-quality early childhood education is \$75 billion maximum. A \$4 billion federal matching fund in the first 5 years would pay for 10% in costs translates into \$40 billion – which would addresses just over half of the pre-school age population. Since this is a program that states must qualify for and choose to participate in, this estimate seems reasonable. Over time, more states might qualify, causing the federal program costs to rise to a theoretical ceiling of \$7.5 billion. If states opt for lower-cost but high quality kindergarten readiness programs (e.g., weekend preschool, after work hours preschool) then the costs could be reduced. If states choose to means test the program so that its benefits are focused on the most at-risk children, the overall federal cost would not change, but the cost to the states would fall, with the federal government paying a higher percentage of the total (e.g., up to a maximum of 50% match to a state that focused only on the lowest income 20% of children).
- Professionalizing K-12 Teaching: Current public expenditures on teacher salaries are roughly \$157 billion annually.³³ A wage increase that averaged 15% - distributed to teachers according to contributions, skill development, and results - would therefore cost \$24 billion. Although the federal government has not

historically given general grants to raise teacher salaries, the range of categorical programs typically accounts for roughly 7% of local schools' budgets.³⁴ By providing a \$6 billion dollar package to the Professional Teaching Fund to stimulate teacher salary increases, the federal government's share of the price would amount to roughly 25% -- a significant incentive for districts to participate in the program. If some districts choose not to participate, or fail to meet the national requirements, the costs would fall.

The largest financial benefits of this program – in the form of lower crime-control costs, lower welfare costs, lower intervention program costs and higher future tax payments by successful workers – begin ten to twenty years after the initial investments. In addition, some near-term economic benefits can be calculated - the reduced costs of remedial programs in elementary schools, for example. Other, more indirect short-term economic benefits are that (1) this program involves aid to the cash-strapped states, and (2) this program has a stimulus effect, in that public school and employees in early education tend to have relatively modest incomes, and thus will tend to spend additional resources used to hire them or improve their compensation.

Political Issues

The give-and-take in this plan creates the potential for broad appeal.³⁵ Many mainstream business groups support pay for performance for teachers and investments in high-quality early childhood education.³⁶ The support of these groups can be used to mitigate expected hostility in some quarters to new spending. On the other hand, many progressive groups support the expansion of early education and enhanced salaries for teachers – and may be willing to mobilize for the plan despite its more innovative elements such as parental choice (in Charter Pre-school Program), differential pay for skill development and contributions for teachers, partnerships with the private sector and with states, etc. Many conservatives will welcome the flexibility of families to use this support at a preschool of their own choosing, including religious-affiliated schools. And reformers will welcome the opportunity to introduce greater flexibility in public schools.

Hostility to the plan among teachers unions can be mitigated. Teachers unions have historically been supportive of better early education but suspicious of differential pay proposals. The teachers unions make up an enormous portion of the volunteers and dollars in the Democratic primaries, so steadfast opposition by teachers will threaten most Democratic candidates. But Democrats who reach out to reformers among the teachers unions – local affiliates of the AFT, for example – can paint a united front with reform-minded teachers, which will be an unusual and powerful lever for the Democrats, and make a bipartisan coalition in support of this program more viable. It is difficult to know precisely how many teachers will be willing to support such a reform-minded agenda, but there are reasons to be optimistic. For one thing, teachers value better working conditions and improved mentoring and professional development. In addition, many teachers have

come to believe that reforms such as pay for performance and for accepting challenging assignments are the best response to the threat of more-radical reforms such as vouchers. In addition, there has been dramatic growth in alternative education associations, with more than 250,000 teachers in such associations today.³⁷

Rebuttals to the Arguments Against

“This is a huge new government outlay.”

Response: This is a modest investment that has quantifiable significant returns. We have a ten trillion dollar economy; for every \$1000 our economy generates, this proposal means a single extra dollar at the federal level for children. To put it in context, the 2001 federal tax cut cost around 14 times as much as this combined program will over the next ten years. This is the one of the best investments we can make – pennies to the dollar of its tangible, positive impact. Studies show that each dollar invested in high-quality preschool saves \$7 later in areas such as welfare and prison costs,³⁸ and money well spent in our public schools has similar returns.

“The federal government should not get involved in the states’ and local governments’ business of education.”

Response: The states and local governments are still in control; they decide whether to apply for the money, and how they implement the programs to meet local needs and constraints. But states and school districts are strapped for cash right now, and they need our help if they’re going to tackle tough problems and improve our public schools. This program offers them a partnership and a helping hand, so that they can work with their cities, their businesses, and their nonprofits to make our schools better. Just as importantly, it provides a range of choices for individual parents, who can find the program they believe is right for their children, family situation, and personal values, secure in the knowledge that basic standards of kindergarten readiness will be met to prepare their child to succeed in school.

“Pay for performance for teachers is offensive; it is impossible to effectively measure teacher performance.”

Response: It is difficult to measure the effectiveness of doctors, lawyers, and artists as well, but all are professions where individuals are compensated differently based upon their performance. Yes, it is challenging to evaluate teachers, but there are good examples of performance evaluation systems that are done in thoughtful cooperation with teachers unions and that work well.³⁹

The American Federation of Teachers, one of the two national teachers’ unions, says it has opposed pay reforms because of the way they have been attempted in the past – with too little money, and not enough attention to rewarding teachers who work with

particularly difficult children. But even the AFT has encouraged its local affiliates to experiment with new approaches to teacher pay.

This proposal will work with teachers, and with states, cities, businesses and parents, to develop the best approach to paying teachers based on their performance. Working together, we can make this work – and we have to if we want teaching to become a true profession, instead of merely an occupation.

"This Professional Teaching proposal doesn't go far enough – vouchers are needed in the public schools."

Response: Our plan does not address the broader public debate over vouchers, and so may not appeal to those who believe that vouchers are the only essential tool to reform public education. The evidence suggests, however, that students' performance and school success rises dramatically from better teaching, whether that takes place in a public or a private school. Since 50 million of the 55 million school age children in our country attend public school, improving instruction in public schools is the most important lever in increasing educational opportunity for most children. Whether vouchers will improve public education is a matter of intense controversy; that better teaching in public schools will improve public education is indisputable. Both supporters and opponents of vouchers whose goal is to increase educational opportunity should support these proposals.

¹ Do You Know The Good News About American Education? (Washington, DC: Center on Education Policy, 2000).

² U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics 1998, Table 105 (Percentage of 16- to 24-Year-Olds Who Were Not Enrolled in School and Had Not Completed High School or a GED By Race/Ethnicity, 1972, 1983, and 1997).

³ Ibid.

⁴ The State of America's Children Yearbook 2001, Children's Defense Fund (www.childrensdefense.org, downloaded January 14, 2003).

⁵ See, e.g., "Wobbly First Steps," The Economist, April 12, 2003, p. 34.

⁶ W.S. Barnett, Lives in the balance: Age-27 benefit-cost analysis of the High/Scope Perry Preschool Program (Monographs of the High/Scope Educational Research Foundation, 11) (Ypsilanti, MI: High/Scope Press, 1996).

⁷ Arthur Reynolds et al., Long-term Effects of an Early Childhood Intervention on Educational Achievement and Juvenile Arrest: a 15-Year Follow-Up of Low-income Children in Public Schools (JAMA, Vol. 285 No. 18, May 9, 2001).

⁸ W.S. Barnett, Lives in the balance: Age-27 benefit-cost analysis of the High/Scope Perry Preschool Program (Monographs of the High/Scope Educational Research Foundation, 11) (Ypsilanti, MI: High/Scope Press, 1996).

⁹ "Quality Preschool Education Pays Off", National Institute for Early Education, Nov. 2002.

¹⁰ LA Times, Orange County Edition, Universal Preschool Proposed by Eastin, September 23, 1999, at B4.

¹¹ San Diego Union-Tribune, Poor Children Found Lacking in Child-Care, Preschool Access, May 4, 1999.

¹² "Wobbly First Steps," The Economist, April 12, 2003, p. 34.

¹³ The National Association for the Education of Young Children web site: <http://www.naeyc.org/yci/yci-USFaq-a.htm>. "The Care and Education of Young Children in the United States", 2003.

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- ¹⁴ M.S. Burns, K. M. Midgette, D. Leong and E. Bodrova. "Prekindergarten Benchmarks for Language and Literacy: Progress Made and Challenges to be Met," *Leadership*, Vol 60, No. 8, May, 2003.
- ¹⁵ 2001 Survey & Analysis of Teacher Salary Trends (The American Federation of Teachers, 2002).
- ¹⁶ Linda Darling-Hammond, "Keeping Good Teachers: Why it Matters, What Leaders Can Do" *Leadership*, Vol 60, No. 8, May, 2003.
- ¹⁷ Ibid.
- ¹⁸ "Did lack of respect lead to growing labor shortage," (Los Angeles Times, May 20, 1999)
- ¹⁹ Ibid.
- ²⁰ Ibid.
- ²¹ 2001 Survey & Analysis of Teacher Salary Trends (The American Federation of Teachers, 2002).
- ²² Linda Darling-Hammond. "Keeping Good Teachers: Why it Matters, What Leaders Can Do" *Educational Leadership*, Vol 60, No. 8 (May, 2003).
- ²³ Ibid.
- ²⁴ Education Week, "Students' Exposure To Out-of-Field Teachers," June 12, 2002.
- ²⁵ Part II Educator Quality (Maryland Pre- K-12 Academic Intervention Initiative, 2002).
- ²⁶ Ibid.
- ²⁷ Sharon Feiman-Nemser, "What New Teacher's Need to Learn", *Educational Leadership*, Vol 60, No. 8 (May 2003), pp. 25-29.
- ²⁸ Quality may be difficult to measure, but is important to the equation, as low-quality ECE may be actually detrimental to children's intellectual and emotional development. Study of 511 child care centers, Helburn et al., 1995. Quality programs require a professional and trained staff and structured curriculum.
- ²⁹ Note that this constitutes preschool, from age 2.5 to age 6. For our purposes we assume 14 million children would be eligible. Note also that the earlier period is also important: recent research in cognitive development suggests that the period from birth to age 3 provides a unique opportunity for interventions to change the life course of children. Brooks-Gunn, Currie, and Besharov, "Early Childhood Intervention Programs: What are the Costs and Benefits?", Congressional Research Briefing Summary May 10, 2000.
- ³⁰ Denver, Colorado and Coventry, Rhode Island are two examples of public school districts that have implemented differential pay for performance and skill development successfully.
- ³¹ Cost estimates in the private sector range from \$4,000 to \$10,000 per child. See, e.g., Child Care Information Exchange (www.ccie.com). See also Early Childhood Education: What Are The Costs of High-Quality Programs? Briefing Report to the Chairman, Committee on Labor and Human Resources, US Senate (US General Accounting Office, January 1990).
- ³² US Census (2000).
- ³³ Calculation based on NEA estimates (2001) and US Census data (2000).
- ³⁴ US Department of Education, National Center for Education Statistics (2001).
- ³⁵ Matthew Miller also uses the term grand bargain in his excellent proposal for addressing the problem of improving teaching in the lowest performing schools in "A New Deal for Teachers", *Atlantic Monthly* (July/August 2003) and in his forthcoming book, *The Two Percent Solution*, Public Affairs (2003).
- ³⁶ For example, many Chambers of Commerce have come out in favor of both initiatives.
- ³⁷ See, e.g., <http://edreform.com/press/union10q.htm> (downloaded January 16, 2003).
- ³⁸ W.S. Barnett, Lives in the balance: Age-27 benefit-cost analysis of the High/Scope Perry Preschool Program (Monographs of the High/Scope Educational Research Foundation, 11) (Ypsilanti, MI: High/Scope Press, 1996).
- ³⁹ Linda C. Morice and James E. Murray, "Compensation and Teacher Retention: A Success Story", *Educational Leadership*, Vol 60, No. 8 (May 2003)