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## **A Parent and Teacher Evaluation of Springdale Public School's District-Provided Pre-K**

Dr. Malachi Nichols - Director of Evaluation and Data Quality  
September, 2019

## A Message from ForwARd Arkansas Executive Director Susan Bonesteel Harriman

Research has proven that students with a strong start in school become educated, productive members of our workforce. While strides have been made – most notably, an increase of \$3 million in permanent funding for the Arkansas Better Chance (ABC) program during the 91st Arkansas General Assembly in 2017, ongoing investment in early childhood education is critical to improving educational outcomes in Arkansas.

Recognizing that the basis for sustained improvement resides with the local vision and capacity for equity and opportunity, community engagement and empowerment are the foundation for our work at ForwARd Arkansas. Alongside our efforts to increase funding for early childhood education, ForwARd Arkansas contracted with a top research firm to determine how the quality of Arkansas’s Pre-K data systems can be improved to provide more reliable longitudinal data. Based on ForwARd’s work, the Walton Family Foundation is currently funding further research on these topics.

Currently, ForwARd is involved in a “community-based data campaign” to empower local educators and parents in these five communities (Springdale, Pea Ridge, Lee County, Independence County and Crossett) that host a combined network of 54 schools to learn more about the effectiveness and efficiency of their Pre-K programs using current data and research methods. This campaign aligns with and supports our ongoing work to ensure that all Arkansas children and families, especially those in high-need areas, have access to high-quality Pre-K learning opportunities so students arrive at kindergarten ready to learn. This report, which focuses on the Springdale School District in Northwest Arkansas, is one of a series of research briefs ForwARd will author as part of this “community-based data campaign.”

There are many pathways to change in Arkansas and we believe that access to quality, integrated longitudinal data to track outcomes between Pre-K, K-12, postsecondary education/training and workforce participation is essential to inform future planning and resource allocation.

In the months ahead, we will continue our work to raise awareness of the importance of early childhood education, while also continuing to advocate for policies and programs to advance education quality and equity, provide additional teaching supports and further improve Arkansas’s data systems. We invite you to join us in this important work.

Susan Bonesteel Harriman  
Executive Director, ForwARd Arkansas



## A Message from Springdale School District Superintendent Dr. Jim D. Rollins

Springdale School District has one overarching goal—to help students achieve their highest personal potential. We embrace the whole child educational approach as defined by the Association for Supervision and Curriculum Development (ASCD), which recognizes that to unlock their potential, children need to be emotionally and physically safe, healthy, supported, engaged and challenged. Our instructional program is innovative, creative, progressive and designed to serve the different learning strengths and learning styles of students. This approach has been demonstrated to mitigate the effects of poverty—a priority in Springdale community.

Springdale educators are ever mindful that we are preparing young men and women to live and work in an increasingly complex and challenging global society. In partnership with students, parents and a strongly supportive community, the District is doing just that. Parents are interested and engaged in their children’s education, and many volunteer their talents and services. Springdale has also developed meaningful partnerships with civic organizations, members of the business community, and other supportive patrons and benefactors.

Our Pre-K program—which promotes social, emotional, academic and developmental skills—currently serves more than 1,400 students at 20 locations. All sites are quality-approved through Arkansas’s Better Beginnings. Each classroom has 20 students enrolled, and instruction is led by a state licensed teacher and a paraprofessional with a Child Development Associate Credential (CDA) or 60 hours of college courses. Daily activities are planned according to Arkansas Child Development Early Learning Standards, the D.I.G. (Develop. Inspire. Grow) curriculum, Common Core Units and various other sources.

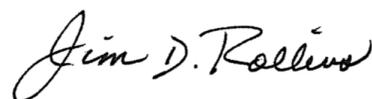
We take great pride in the fact that, despite being more economically disadvantaged, Springdale Pre-K students enter kindergarten and first grade performing beyond projected expectations. These students also receive fewer disciplinary actions, demonstrate higher attendance and are more likely to participate in extracurricular activities.

ForwARd Arkansas has been an excellent partner to Springdale School District in supporting our efforts to further improve our programs and to engage our parents, staff and community in a collaborative effort to expand access and opportunity for all our students.

In the next three years, our District will strive to ensure all children in the communities we serve have early opportunities to build their readiness to learn, which will require additional funding for the expansion of Pre-K programs to accommodate all children ages 0-5.

We are carefully reviewing the findings of this report to support our ability to continue to prepare our Pre-K students for success in kindergarten and beyond, to work with parents and our community to ensure they are aware of our excellent Pre-K program, and to inform the development of additional professional development programs for our excellent Pre-K teachers and staff.

Dr. Jim D. Rollins  
Superintendent, Springdale School District



## EXECUTIVE SUMMARY

A rigorous review of the research states that Pre-K attendees in the U.S. experience increases in their academic achievement post Pre-K (DeAngelies et al., 2018). Nevertheless, Pre-K quality or effectiveness isn't just a unidimensional measure of subsequent academic achievement. However, it should be a multidimensional composition of various elements (Pianta et al., 2005). The goal of this report is to provide a descriptive analysis of the perceptions of quality and effectiveness of one district-provided Pre-K program from the perspectives of current Pre-K parents, Pre-K teachers, and Kindergarten parents. Six research questions guide the analysis, and you can find the research questions and a summary of the findings below:

**Research question 1:** Are current Pre-K parents satisfied with their children's district-provided Pre-K experience?

- Over 80% of parents reported they were either very satisfied or satisfied with their children's Pre-K experience.
- Over 80% of parents agreed that Pre-K was preparing their children for kindergarten.
- Almost 90% of respondents felt their children made progress in their language, social, self-care, motor, and pre-academic skills during Pre-K.

**Research question 2:** What is the current demographic landscape of current Pre-K teachers and their classrooms?

- Teachers are well educated and have many skills, including language diversity.

**Research question 3:** What are the current Pre-K teachers' perceptions of their performance?

- Teachers are confident that they are adequately preparing their students for kindergarten.

**Research question 4:** Are there any perceived or actual systemic, organizational, and individual challenges to an optimal Pre-K program?

- Teachers feel adequately equipped to work with students for whom English is not their first language.
- However, teachers feel undertrained to guide students with traumatic experiences.

**Research question 5:** What are the perspectives of kindergarten parents' of their children's early childhood experiences?

- Parents' whose children attended Non-traditional, Church-run and District-provided early childhood programs possessed the highest levels of satisfaction.
- Those same groups of parents possessed the highest levels of agreement that their respective early-childhood programs prepared their children for kindergarten.

**Research question 6:** What factors into parents' decisions when choosing an early childhood program for their children?

- The four program characteristics at the forefront of parents' early childhood program selection included: 1. Having a friendly and welcoming staff, 2. High-quality academics, 3. Full-day care, and 4. A reputation for safety.

## DEFINITIONS

**District-Provided Pre-K** - District-provided Pre-K refers to the entire Pre-K program offered by the school district independent of Arkansas Better Chance status, sliding-scale enrollment, or other identifiable enrollment classifications.

## INTRODUCTION: SETTING THE CONTEXT

State-funded early childhood programs, such as Pre-K, are becoming a standard fixture in the U.S. education continuum. States not only use Pre-K as a tool to prepare students for kindergarten but also as a source to provide low-income families with equitable access to opportunities. As these programs continue to develop and thrive in their respective contexts, a constant evaluation of their quality and effectiveness is imperative.

In short, a rigorous and comprehensive review of the research states that Pre-K attendees in the U.S. do experience increases in both their math and reading achievement (DeAngelies et al., 2018). In particular, when evaluating Arkansas-based Pre-K programs, the findings from the overall U.S. research mirrors that of Arkansas-based programs. For instance, Pre-K attendees of Arkansas-based programs experience positive impacts on short-run outcomes (i.e., kindergarten academic performance) (Hustedt et al., 2015) and medium-run outcomes (i.e., 3rd through 6th-grade academic performance) (Argue & Holland, 2017; Jung et al., 2013).

Though insightful, Pre-K quality or effectiveness isn't just a unidimensional measure of subsequent academic achievement. However, it should be a multidimensional composition of various aspects of appropriate factors (Pianta et al., 2005). Previous research has shown that observable Pre-K program characteristics such as teachers' experience and training are related to direct measures of Pre-K quality (Pianta et al., 2005). Other studies have found parental perceptions of quality to be modestly associated with levels of quality assessed by trained raters (Cryer and Burchinal, 1997; Mocan, 2007; Cryer et al., 2002). But the connection is not consistent and sometimes lacks a connection at all (Bassok et al., 2018). Such research provides a guide to understanding that a vast array of factors could compose a multidimensional definition of quality and effectiveness.

Therefore, practitioners, policymakers, and researchers must take a holistic approach to understand the state, quality, and effectiveness of individual Pre-K programs. This report seeks to make such an approach for one district-provided Pre-K program. The overarching purpose of the report is to provide a descriptive analysis of the perceptions of quality and effectiveness of one district-provided Pre-K program from the perspectives of current Pre-K parents, Pre-K teachers, and Kindergarten parents. We use three individual surveys to leverage the voices of the respective groups to answer the following research questions.

### Pre-K Parents

1. Are current Pre-K parents satisfied with their children's district-provided Pre-K experience?

### Pre-K Teachers

2. What is the current demographic landscape of current Pre-K teachers and their classrooms?
3. What are the current Pre-K teachers' perceptions of their performance?

4. Are there any perceived or actual systemic, organizational, and individual challenges to an optimal Pre-K program?

#### **Kindergarten Parents**

5. What are the perspectives of kindergarten parents' of their children's early childhood experiences?
6. What factors into parents' decisions when choosing an early childhood program for their children?

## **METHODOLOGY**

Leveraging the voices of Pre-K parents, Pre-K teachers, and Kindergarten parents, we seek to gain a more holistic understanding of district-provided Pre-K, through three individual surveys. This section provides an overview of the survey tools utilized and the survey deployment approach taken. The three different surveys borrow questions from existing surveys used in previous literature (Rimm-Kaufman et al., 2000; Irwin et al., 2014). The survey collection process began on June 5<sup>th</sup>, 2019 and was completed on July 8<sup>th</sup>, 2019. We offered both the Pre-K and Kindergarten parent surveys in English, Spanish, and Marshallese.

#### **Pre-K Parents**

The objective of the Pre-K parent survey is to see if parents are satisfied with their children's district-provided Pre-K experience. The survey includes questions about satisfaction with the district-provided Pre-K, mechanisms related to selecting the program, parental involvement, and general demographics. District administrators electronically sent surveys to Pre-K parents whose email addresses are on file. Out of the 86 parents contacted, we received 18 completed surveys, two of which were completed in Spanish. We have a response rate of 20.9%.

#### **Pre-K Teachers**

The main goals of the Pre-K teacher surveys are tri-fold. First, to gain an understanding of the current demographics of the current Pre-K teachers and their students. Second, to understand Pre-K teachers' perceptions of their performances. Third, to understand the perceived and actual systemic, organizational, and individual challenges to an optimal Pre-K program. The survey includes questions related to classroom composition, classroom activities, perceptions of effectiveness, and demographics. Aided by district administrators, 159 teachers electronically received surveys via email. We received 62 completed surveys, posting a response rate of 38.99%.

#### **Kindergarten Parents**

The kindergarten parent survey has two objectives. First, to understand the perspectives of both parents whose children had a district-provided Pre-K experience and those whose children did not, on their children's preparedness and

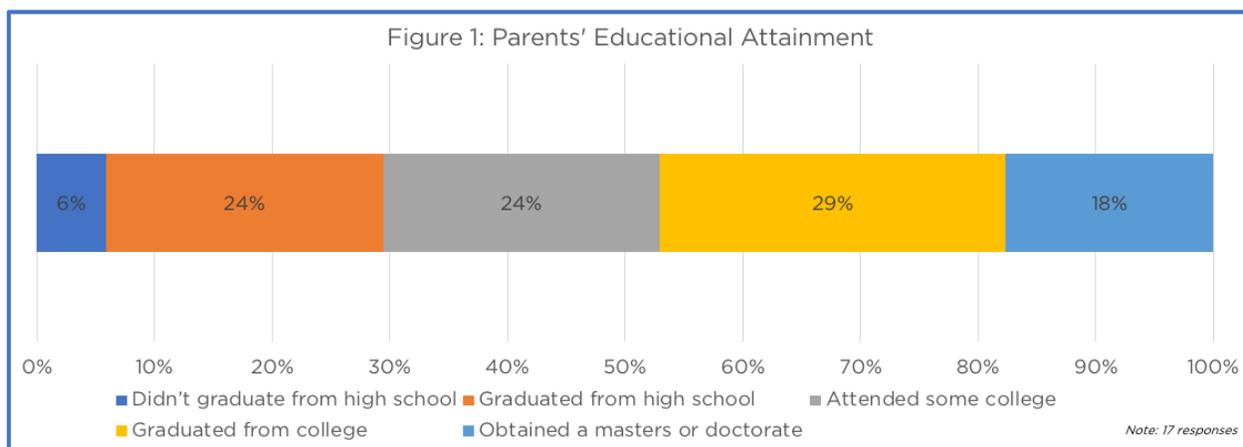
subsequent experiences in Kindergarten. Second, to develop an understanding of a parent’s early childhood selection process. The survey includes questions relating to the type of early childhood program attended, satisfaction with their children’s early childhood experience, factors related to choosing an early childhood program, and demographics. Similar to the Pre-K parent survey deployment, Kindergarten parents with emails on file were asked to complete the electronic survey. From the 378 surveys deployed, we received 47 completed surveys, posting a response rate of 12.4%.

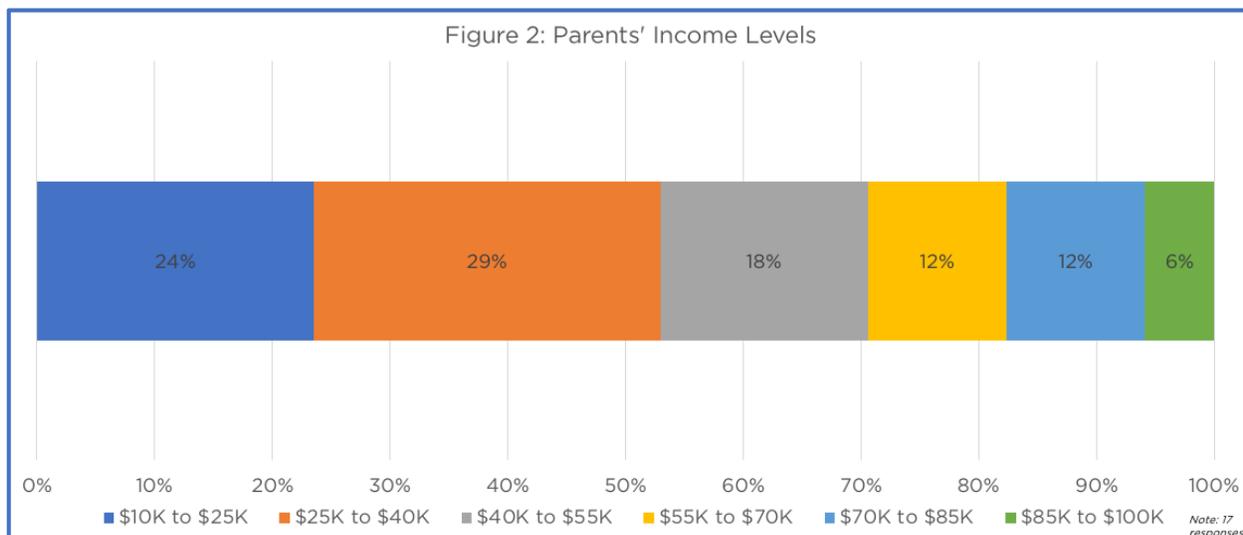
## RESULTS

### Pre-K Parent Survey

This section provides the observations captured from the Pre-K parent survey. The goal of the survey is to understand if parents are satisfied with their children’s district-provided Pre-K experience. Overall, from the select parents surveyed, the general consensus is that parents are satisfied.

A majority of respondents are female (~90%) and white (~70%). The second-largest ethnicity represented is Hispanic (~20%), then both African American and Asian represented about 5% of respondents, respectively. In addition, Figure 1 and Figure 2 presents the reported educational attainment and income levels of respondents, respectively. There is a wide distribution of parental educational levels responding: 6% did not graduate from high school, 24% graduated from high school, 24% attended some college, 29% graduated from college, and 18% earned a graduate degree. Regarding the income levels of respondents, over 60% had family incomes below \$55,000.



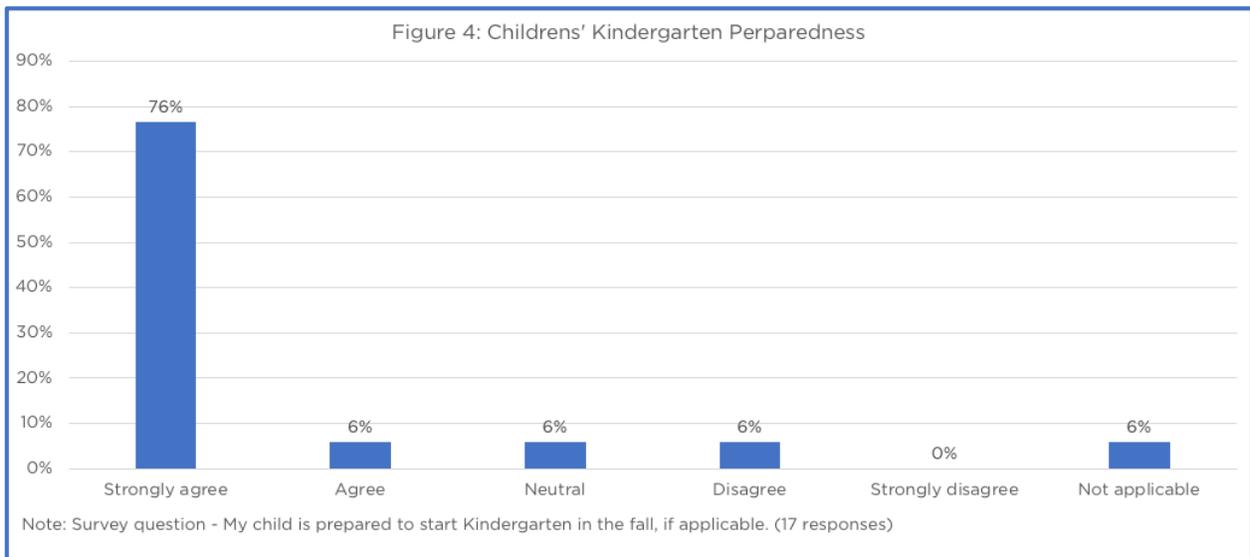
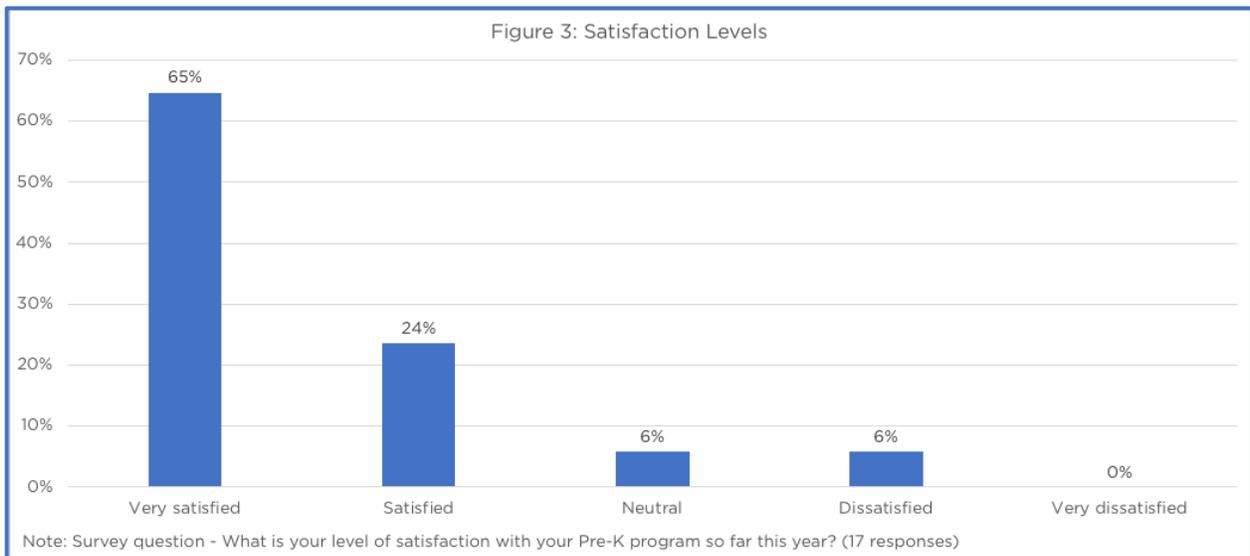


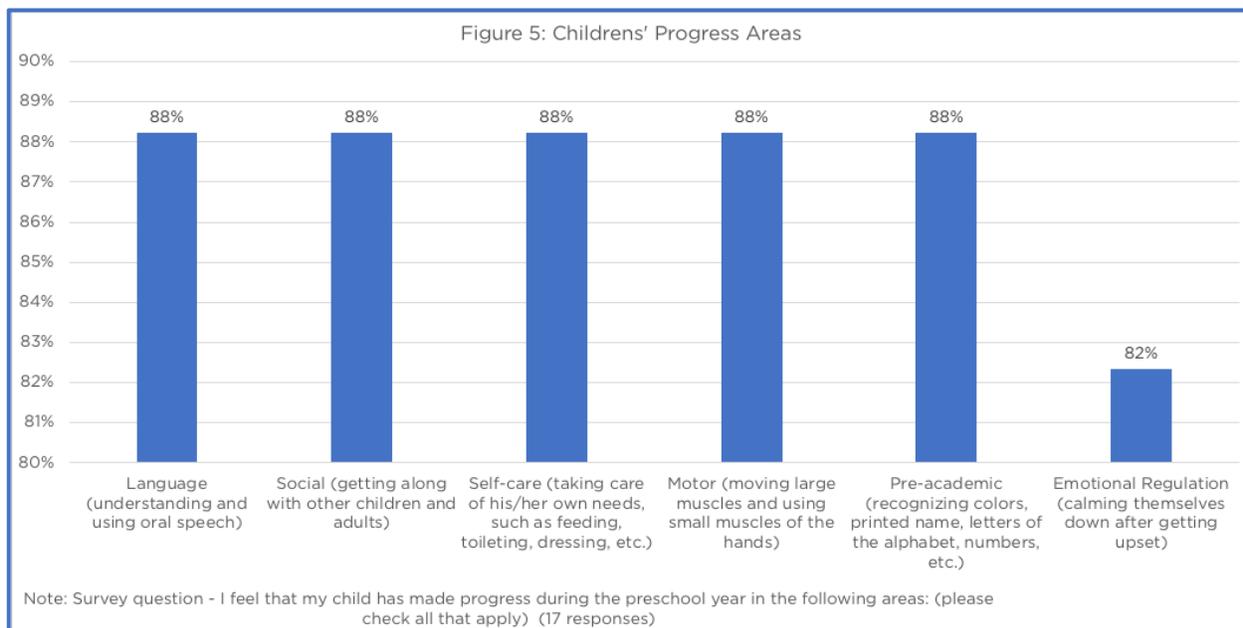
### Are Current Pre-K Parents Satisfied With Their Children's District-Provided Pre-K Experience?

Seen in Figure 3, over 80% of respondents were either very satisfied or satisfied with the district-provided Pre-K program. Similarly, over 80% of respondents either strongly agreed or agreed their children were prepared to start kindergarten, seen in Figure 4. However, about 5% of respondents reported dissatisfaction with the program, and 5% felt the program did not prepare their children for kindergarten.

Lastly, because Pre-K helps develop the child beyond academic knowledge, Figure 5 presents six various areas of potential growth experienced while in the district-provided program. Over 88% of respondents said their children made progress in their language, social, self-care, motor, and pre-academic skills. Emotional regulation, which is manifested by students' demonstrating the ability to calm themselves down after getting upset, showed only slightly more than 80% of parents observing growth in this skill within their children.

Almost 90% of parents experienced growth in their children's language, social, self-care, motor, and pre-academic skills.





## Pre-K Teacher Survey

A crucial component of any educational program is a quality teacher; Pre-K is no exception (Pianta et al., 2005). Therefore, in this section, we present the results of the current Pre-K teachers and classroom landscape, the held performance perceptions of Pre-K teachers, and the potential blockages to an optimal Pre-K program for the 62 teachers surveyed. Overall, Pre-K teachers are well educated and are confident that they are adequately preparing their students. However, some teachers are experiencing some training deficits.

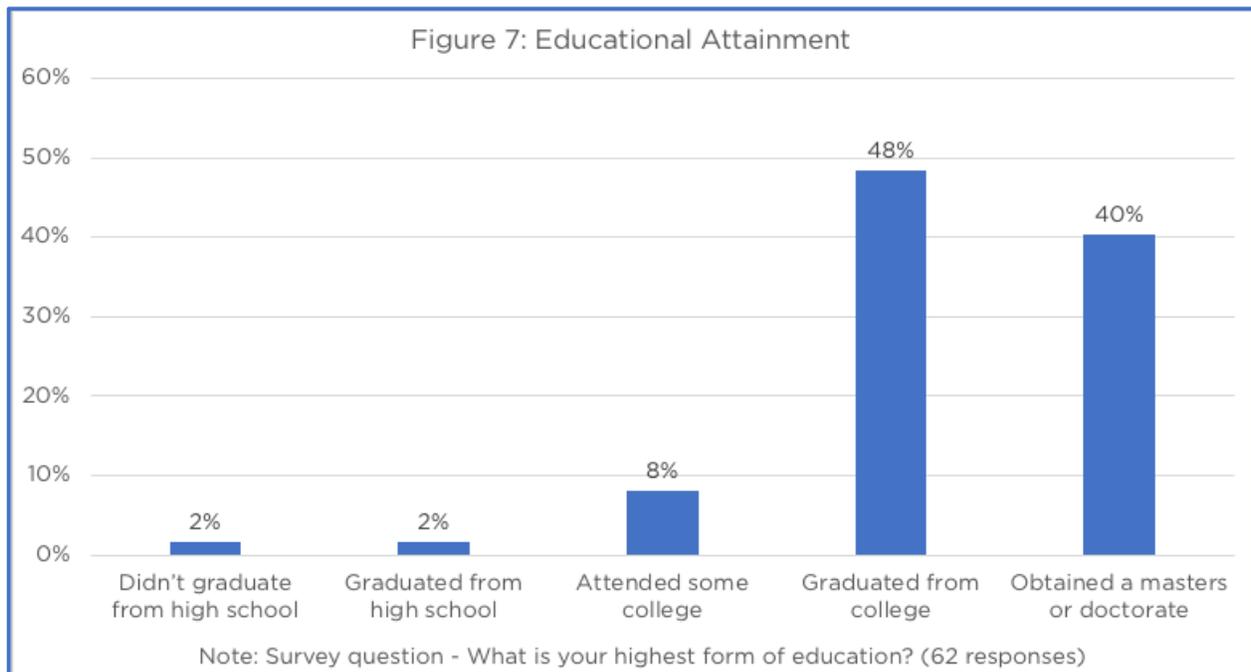
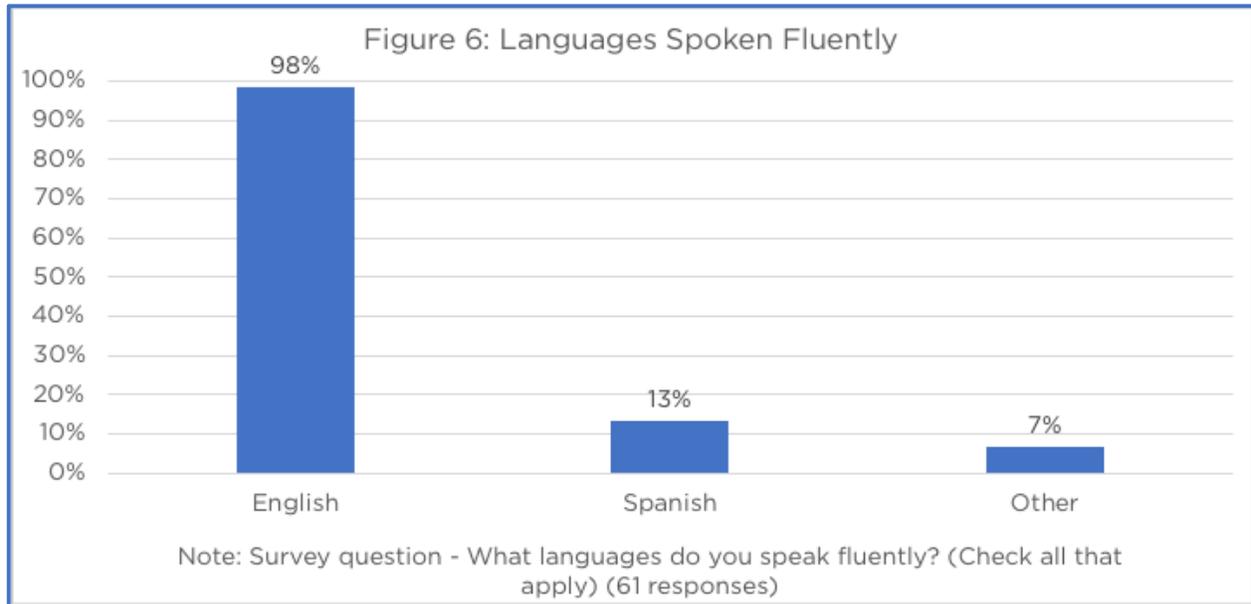
### What Is The Current Demographic Landscape Of Current Pre-K Teachers And Their Students?

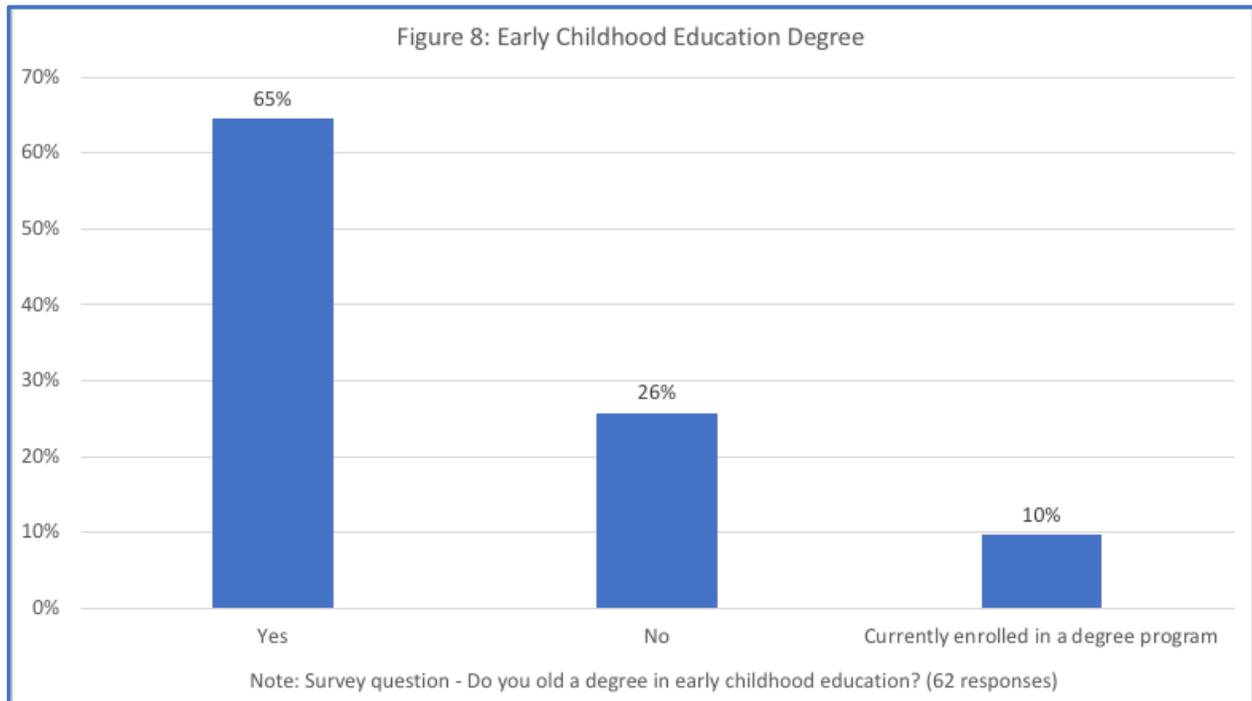
Below we present results of both the current Pre-K teacher and classroom composition. Out of the 62 respondents, 61 are female, and one is male. Turning to ethnicity, 49 are white, six are Hispanic, one is Asian, one is Native American, three are two-or-more, and two are other. In addition, seen in Figure 6, over 98% reported speaking English fluently, while about 13% and 7% reported speaking Spanish and other languages fluently, respectively.

The current cohort of Pre-K teachers has, on average, 9.4 years of experience working with children under the age of five.

When looking at the educational attainment of teachers in Figures 7 and 8, about 90% have either received an associate's degree, bachelor's degree, master's degree, or a doctoral degree. Also, over 60% of those degrees are in the realm of early childhood education. Lastly, Table 1 presents years of experience. As

shown, the average years spent working with children from ages 0 to 5 is 9.4 years, with one respondent having 30 years of experience. Also, the average amount of time spent in their current position is 4.3 years, with one teacher holding her current position for 15 years.

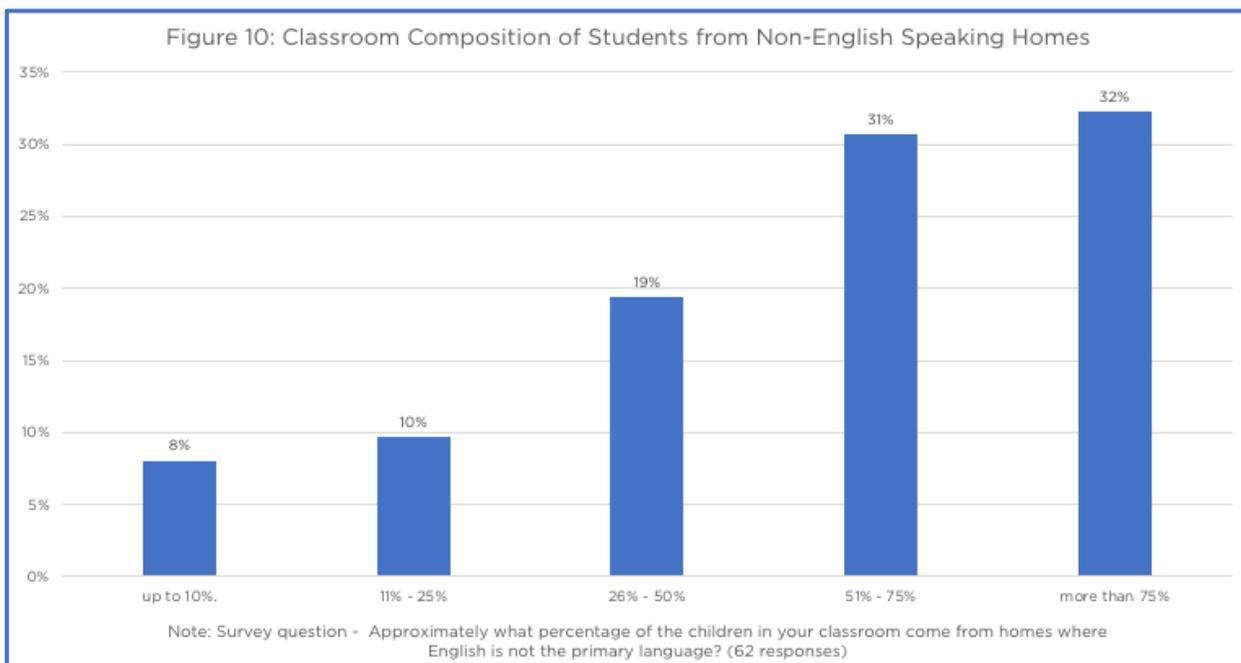
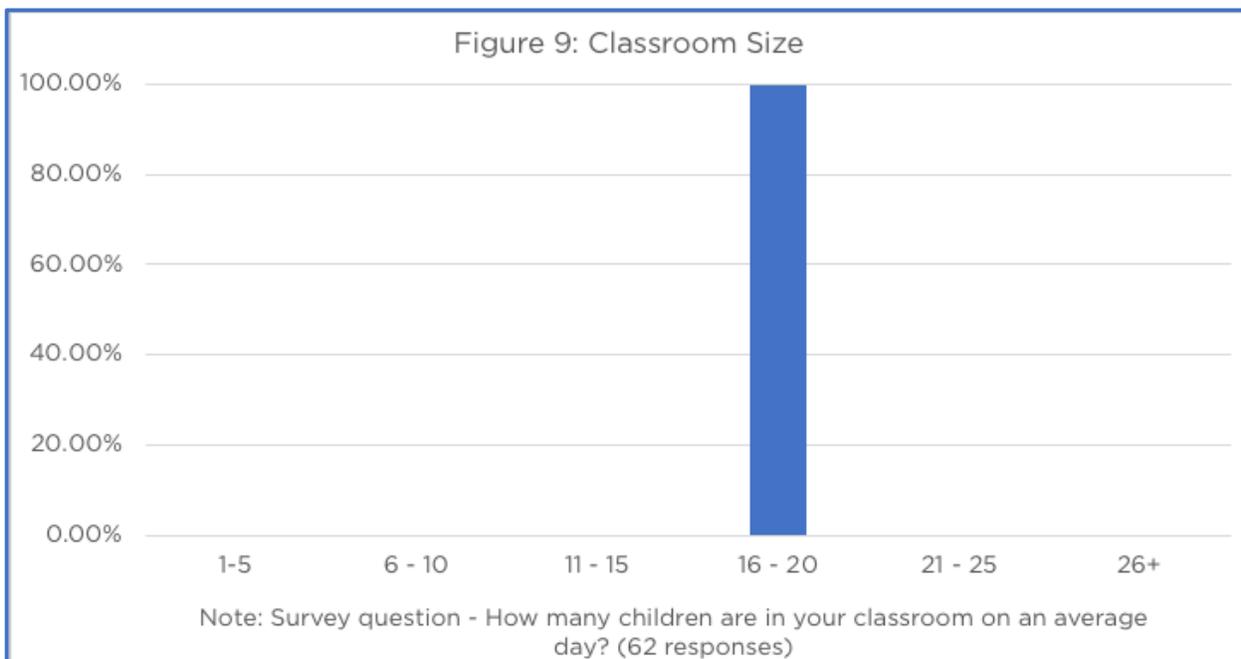




**Table 1: Years of Experience**

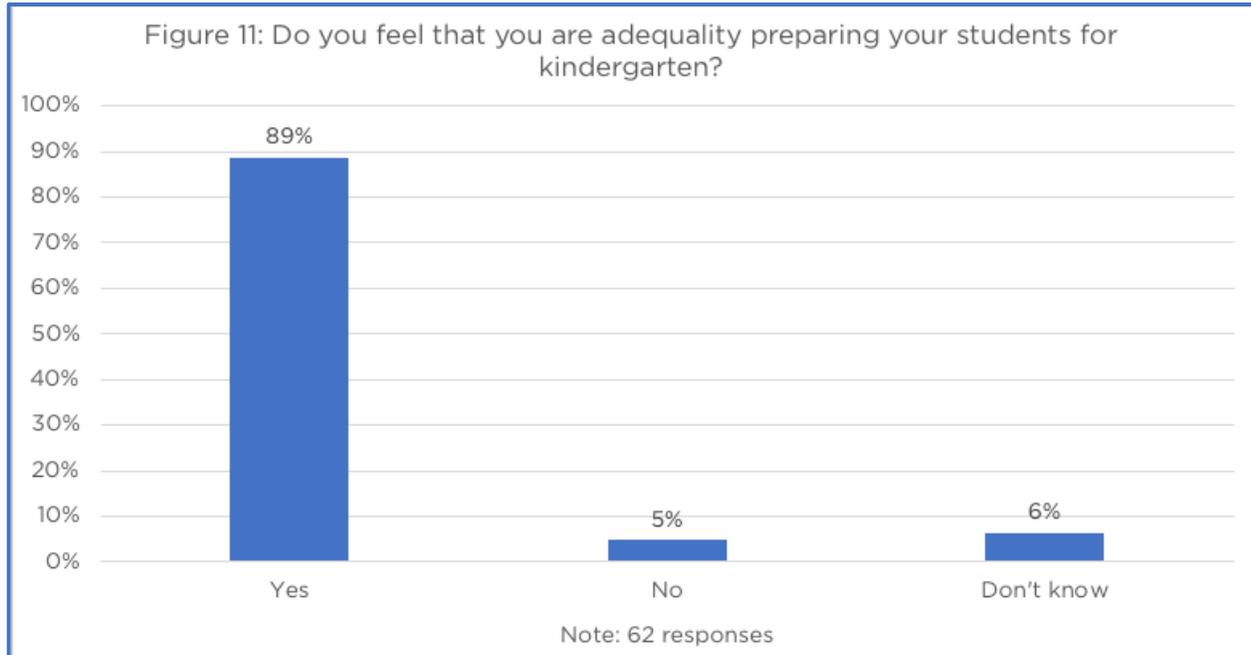
	Working with children 0-5 years	Working in current position
<b>Average</b>	<b>9.4</b>	<b>4.3</b>
<b>Min</b>	<b>1</b>	<b>1</b>
<b>Max</b>	<b>30</b>	<b>15</b>
<b>Note: 62 Responses</b>		

Finally, Figures 9 and 10 show a snapshot of the classroom composition. 100% of teachers reported Pre-K classroom sizes between 16 to 20 students, seen in Figure 9. Lastly, over 60% of teachers reported having classrooms with more than 51% of students from homes where English is not the primary language.



### Pre-K Teachers' Perceptions Of Their Performance

The following segment presents Pre-K teachers' perceptions of their performance by presenting their responses to the simple survey question, "Do you feel that you are adequately preparing your students for kindergarten?" Just under 90% of Pre-K teachers responded yes, they are adequately preparing their students.



### Potential Challenges To An Optimal Pre-K Program

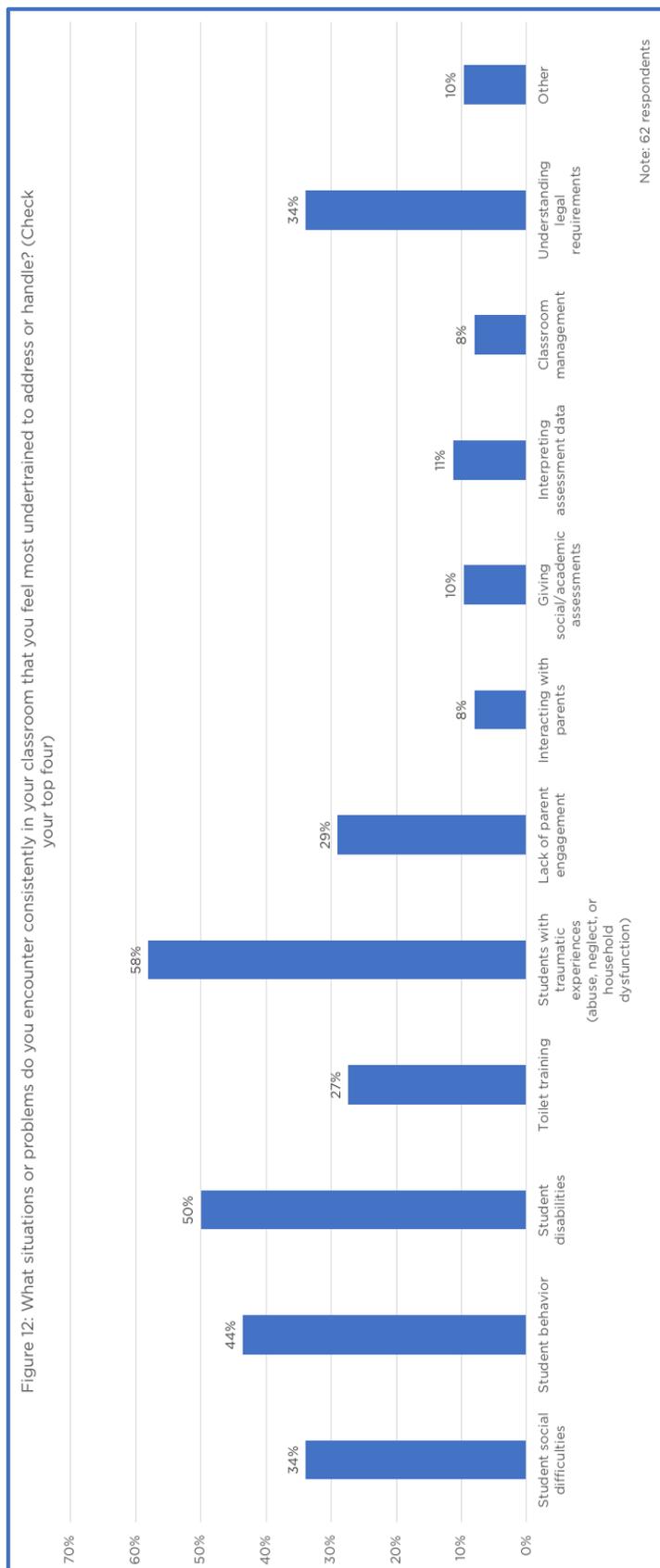
Program administrators must understand the potential challenges to an optimal program. In general, it appears that Pre-K teachers are prepared to teach and support the sorts of students enrolled in their program. For instance, Pre-K teachers reported that students from homes where English is not the first language spoken at home, comprise over 50% of their classrooms. Conversely, about 70% of teachers felt their training prepared them to work with these students. However, there remain areas where teachers don't feel adequately equipped. Those instances include facilitating interactions with mid-year transfers, students who have special needs, and children with math difficulties.

**Table 2: Preparation to teach diverse groups of students**

<b>Survey question - To what degree did your previous and/or current education or professional development prepare you to teach the following groups of children?</b>				
	<b>Not At All</b>	<b>A Little</b>	<b>Some</b>	<b>A Lot</b>
<b>Children who are migrants</b>	<b>11%</b>	<b>26%</b>	<b>31%</b>	<b>32%</b>
<b>Children who transfer into the school mid-year</b>	<b>16%</b>	<b>34%</b>	<b>34%</b>	<b>15%</b>
<b>Children who are immigrants</b>	<b>11%</b>	<b>23%</b>	<b>35%</b>	<b>31%</b>
<b>Children who have no Pre-K experience</b>	<b>3%</b>	<b>26%</b>	<b>23%</b>	<b>48%</b>
<b>Children with limited English proficiency</b>	<b>5%</b>	<b>23%</b>	<b>21%</b>	<b>52%</b>
<b>Children who have social or behavioral difficulties</b>	<b>2%</b>	<b>23%</b>	<b>35%</b>	<b>40%</b>
<b>Children from low income families</b>	<b>0%</b>	<b>21%</b>	<b>34%</b>	<b>45%</b>
<b>Children with disabilities/special needs</b>	<b>15%</b>	<b>31%</b>	<b>39%</b>	<b>15%</b>
<b>Children who are academically advanced</b>	<b>10%</b>	<b>34%</b>	<b>50%</b>	<b>6%</b>
<b>Children who have mathematics difficulties</b>	<b>8%</b>	<b>44%</b>	<b>40%</b>	<b>8%</b>
<b>Children who are racial/ethnic minorities</b>	<b>8%</b>	<b>27%</b>	<b>32%</b>	<b>32%</b>
<b>Children who have reading difficulties</b>	<b>6%</b>	<b>27%</b>	<b>42%</b>	<b>24%</b>
<i>Note: 62 responses</i>				

Figure 12, displays the situations or problems Pre-K teachers are consistently encountering in which they feel underequipped to handle. At the top of the list is interacting with students with traumatic experiences, such as abuse, neglect or household dysfunction. Almost 60% of respondents indicated that they need additional training for interacting effectively with students who have experienced trauma. The second area involves students with disabilities and third area is student behavior.

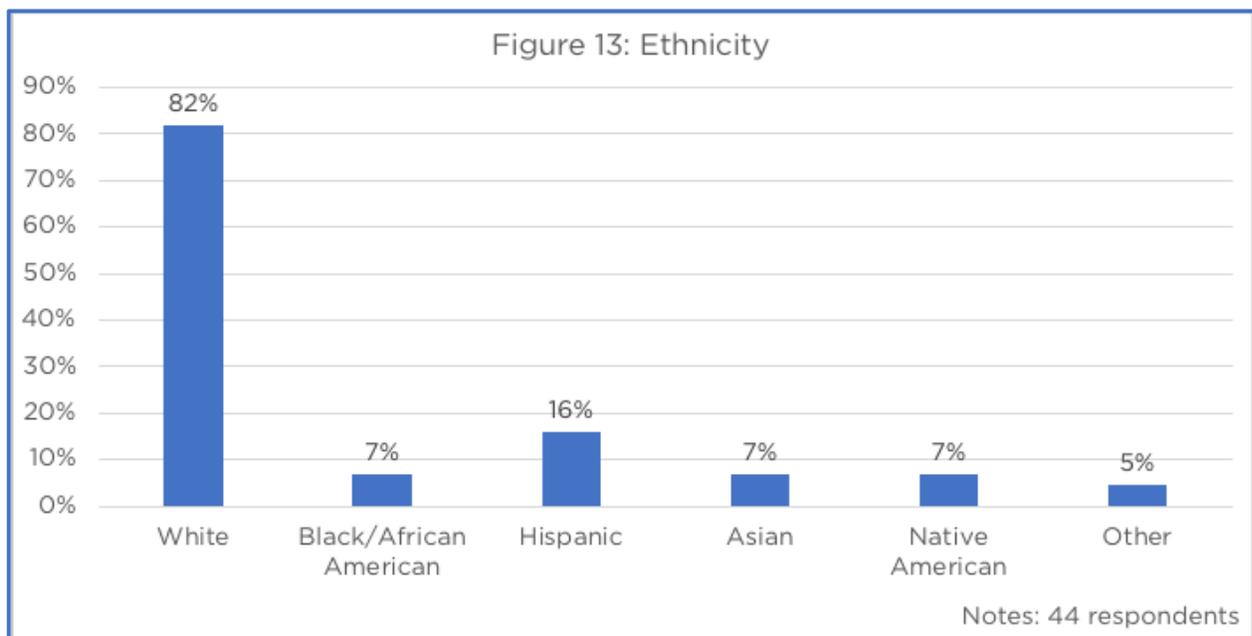
Pre-K teachers feel they are adequately preparing their students for kindergarten. However, they report a deficit in training to appropriately interact with students with traumatic experiences.

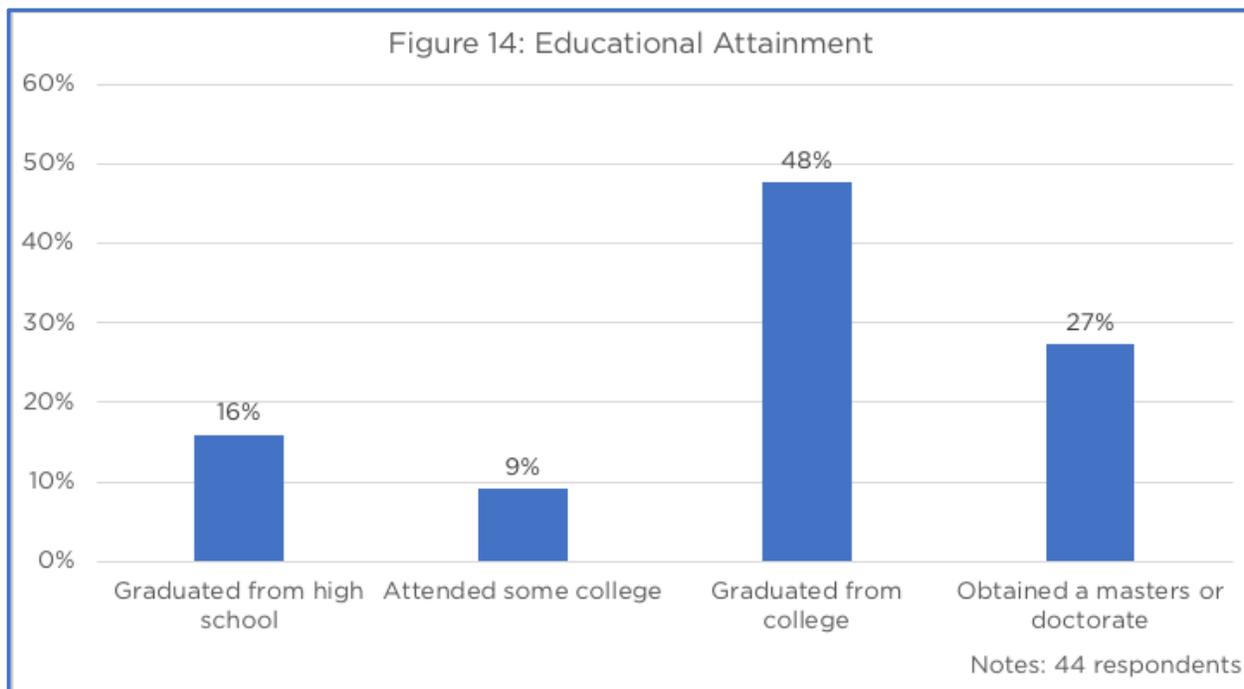


## Kindergarten Parent Survey

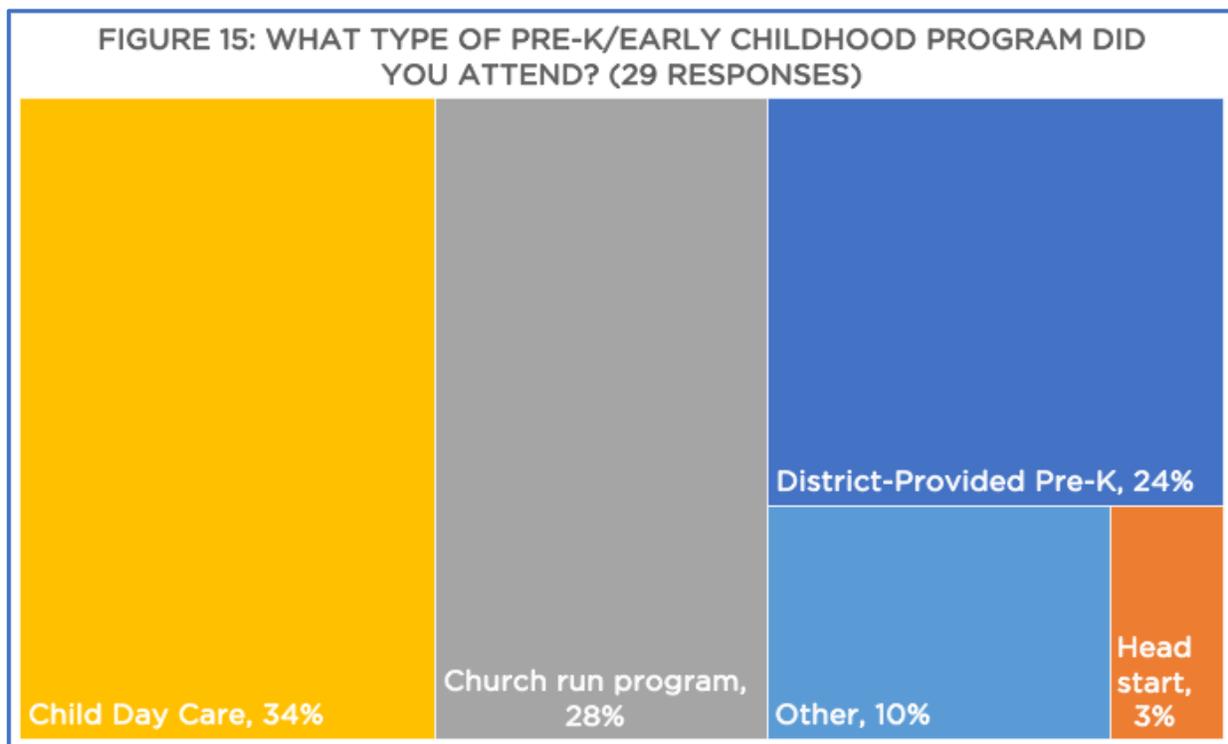
This final section undertakes two objectives. The first is to understand the perspectives of both parents whose children had a district-provided Pre-K experience and parents whose children did not, on their children's preparedness and subsequent experiences in kindergarten. The second is to develop an understanding of the parents' early-childhood selection process. Overall parents were satisfied with their children's early childhood education experience, independent of the program attended.

From the 47 respondents, 100% of respondents are female, and over 80% are white. In addition, over 70% of respondents earned a bachelor's degree, master's degree, or a doctoral degree.



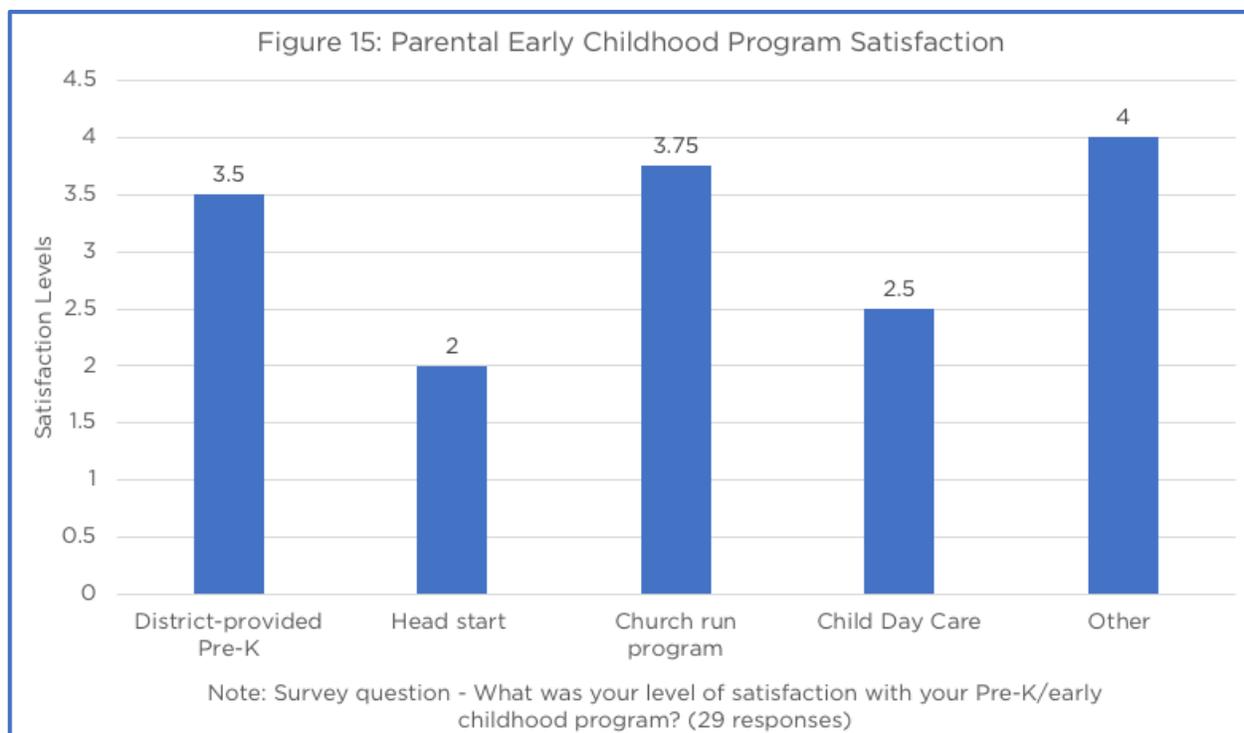


Just over 60% or 31 of the 47 respondents’ children attended an early childhood program, which included, district-provided, child daycare, church-run programs, and others. Specifically, just over 24% of those children participated in the district-provided Pre-K program, seen in Figure 15.



### Kindergarten Parent Satisfaction Regarding Early Childhood

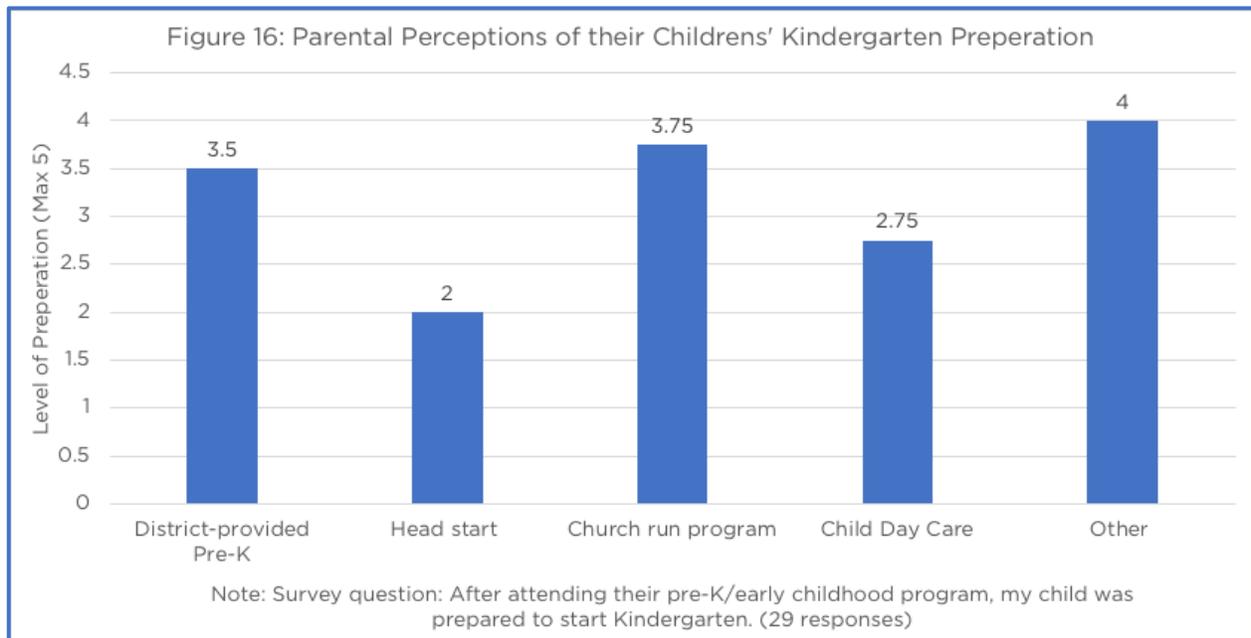
Figure 15 displays kindergarten parents' average satisfaction levels regarding their children's early childhood program, separated by type of program. Overall, parents' whose children attended other programs not identified in the survey possessed the highest amount of satisfaction. In second, parents whose children attended Church-run programs and in third, parents' whose children attended the district-provided Pre-K.



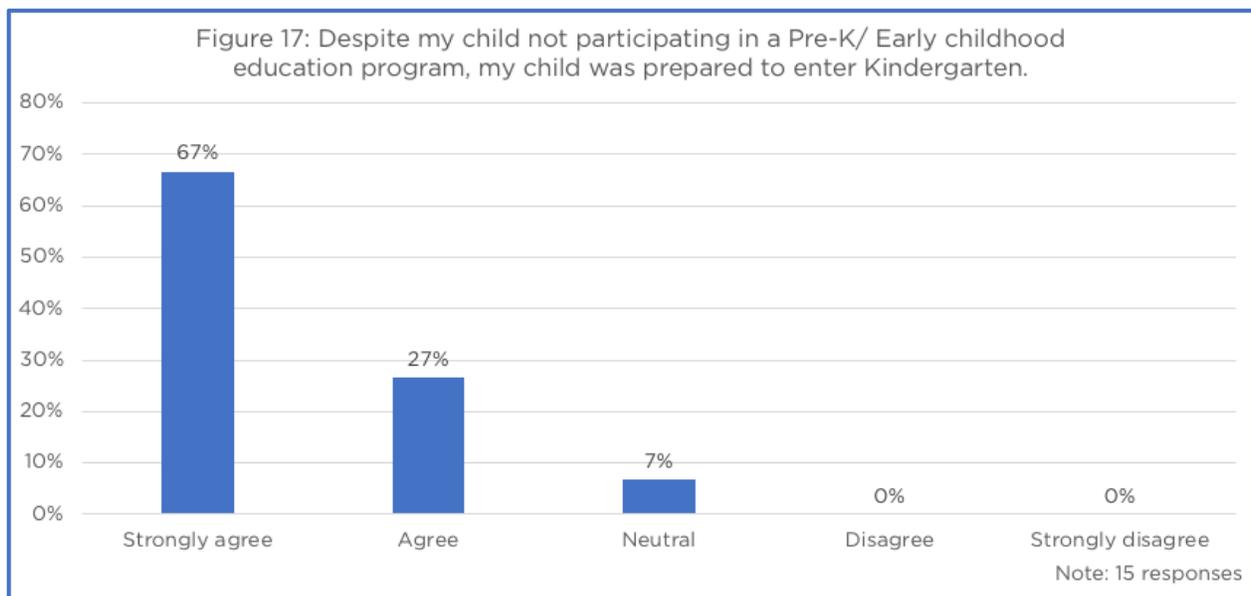
One goal of Pre-K is to prepare students to enter into kindergarten successfully.

Figure 16 shows parents' perceptions of their children's kindergarten preparedness across the various early-childhood programs. Similar to satisfaction levels, parents of children who attended other programs, church-run programs, and the district-provided Pre-K possessed the highest levels of perceived preparation.

The district-provided Pre-K program ranked in the top three programs with the highest levels of parental satisfaction and parental perception of their children's kindergarten preparedness.



Lastly, an important question to ask is if parents of students who are not attending early-childhood education programs feel that their children entered kindergarten prepared. Seen in Figure 17, over 65% of parents felt their children entered kindergarten prepared despite not attending a Pre-K/early-childhood program.



### What Factors Into Parents' Decisions When Choosing An Early Childhood Program For Their Children?

The second endeavor of the kindergarten parent survey is to gain a greater understanding of the potential mechanisms that factor into parents' selection of an early-childhood program for their children.

Table 3 displays the program characteristics that were important to parents when selecting an early childhood program for their children. The top four important aspects of a program that parents considered when choosing included: a program that has a staff who are friendly and welcoming, has high-quality academics, provided full-day care, and that has a reputation for safety.

**Table 3: Factors When Choosing a Pre-K Program**

<b>Question: How important were the following when choosing a Pre-K program for your child?</b>	
	<b>How many times in the top 3</b>
<b>The staff at the school were friendly and welcoming.</b>	<b>19</b>
<b>The program had high-quality academics.</b>	<b>15</b>
<b>The program had a reputation for being safe.</b>	<b>14</b>
<b>The program provided full-day care.</b>	<b>14</b>
<b>The program was close to my other child/children's school(s).</b>	<b>8</b>
<b>The program was free/subsidized.</b>	<b>5</b>
<b>We knew other families whose children attended the program.</b>	<b>4</b>
<b>The program was in walking distance from where we live or work.</b>	<b>2</b>
<i>Notes: 29 responses. Respondents were asked to rank their top 3.</i>	

Table 4 presents parents' responses to their reasoning for not enrolling in a Pre-K/early education program. It is essential to understand that many programs such as district-provided Pre-K are income-sensitive and are designed to provide opportunities to low-income families. Therefore, one reason not included in the following table could be that the family earned too much income to enroll in a particular program. Cost and a desire to stay at home with children are the top two most stated reasons for not enrolling in a program.

**Table 4: Factors for Not Enrolling in an Early Childhood Program**

<b>Question: What was the reasoning for your child not enrolling in a Pre-K/ early childhood program?</b>	
	<b>Responses</b>
<b>Cost</b>	<b>33%</b>
<b>we desired to stay at home with my children</b>	<b>33%</b>
<b>Other</b>	<b>20%</b>
<b>No spots in desired program</b>	<b>7%</b>
<b>Programs did not align to family values</b>	<b>7%</b>

No transportation to a program	0%
we didn't know about Pre-K/early childhood programs	0%
<i>Notes: 15 responses</i>	

## CONCLUSION

The goal of this report is to provide a descriptive analysis of the perceptions of quality and effectiveness of one district-provided Pre-K program from the perspectives of current Pre-K parents, Pre-K teachers, and Kindergarten parents. With the summary of the findings below, we hope this report offers the individual district and corresponding community stakeholders data to have informed discussions and to make subsequent decisions:

### Pre-K Parents

**Research question 1:** Are current Pre-K parents satisfied with their children’s district-provided Pre-K experience?

- Over 80% of parents reported they were either very satisfied or satisfied with their children’s Pre-K experience.
- Over 80% of parents agreed that Pre-K was preparing their children for kindergarten.
- Almost 90% of respondents felt their child made progress in their language, social, self-care, motor, and pre-academic skills.

### Pre-K Teachers

**Research question 2:** What is the current demographic landscape of current Pre-K teachers and their classrooms?

- Teachers are well educated and have multiple skills, including language diversity.

**Research question 3:** What are the current Pre-K teachers’ perceptions of their performance?

- Teachers are confident that they are adequately preparing their students for kindergarten.

**Research question 4:** Are there any perceived or actual systemic, organizational, and individual challenges to an optimal Pre-K program?

- Teachers feel adequately equipped to work with students whose first language is not English.
- However, teachers feel undertrained to teach and support students with traumatic experiences. About 60% of respondents reported this as an area of undertraining.

### Kindergarten Parents

**Research question 5:** What are the perspectives of kindergarten parents’ of their children’s early childhood experiences?

- Parents whose children attended Non-traditional, Church-run and District-provided early childhood programs possessed the highest levels of satisfaction.
- Those same groups of parents possessed the highest levels of agreement that their respective early-childhood programs prepared their children for kindergarten.

**Research question 6:** What factors into parents' decisions when choosing an early childhood program for their children?

- The four program characteristics at the forefront of parents' early childhood program selection included: 1. A friendly and welcoming staff, 2. High-quality academics, 3. Full-day care, and 4. A reputation for safety

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