

Preschool Expansion: An Opportunity for Cape Cod Children and Families

April 7, 2016
Public Forum
Harwich Community Center



Video:

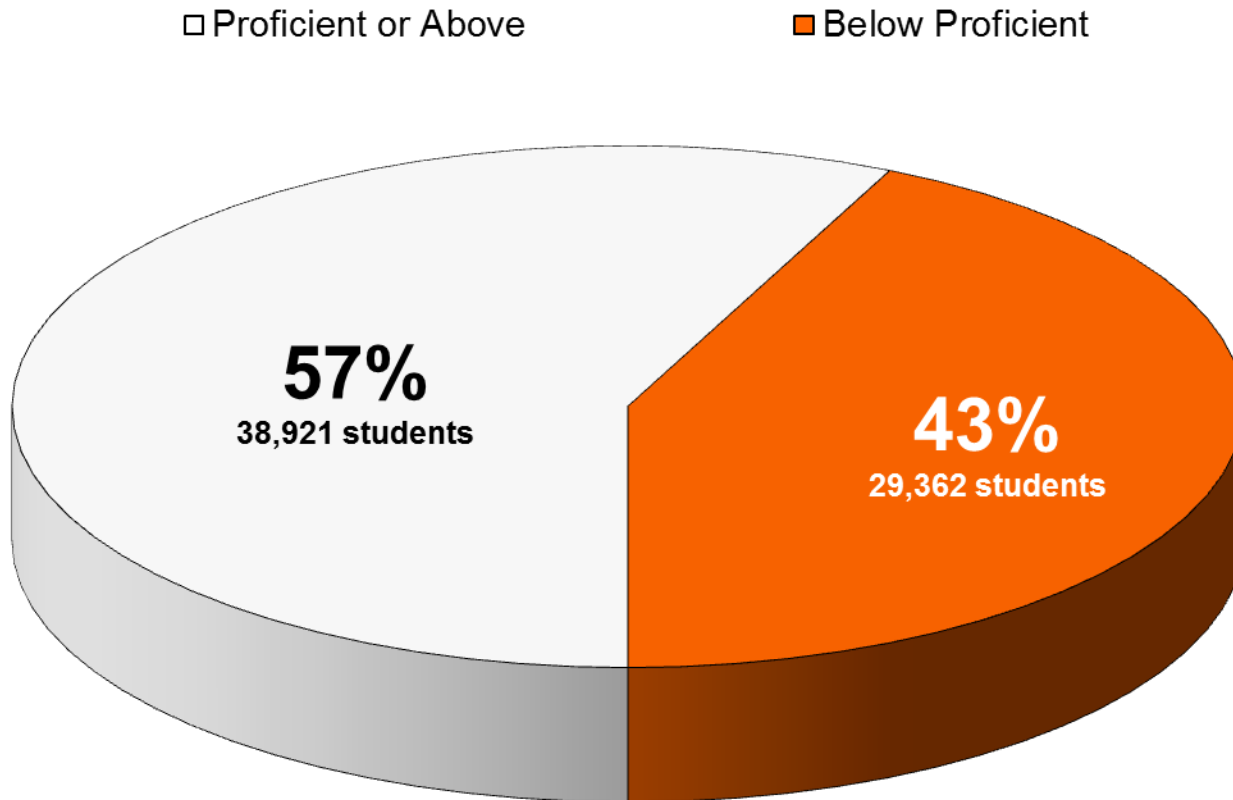
Change the first five years and you change everything

- Overview of grant
- Research 101
- Cape context and data
- Open discussion

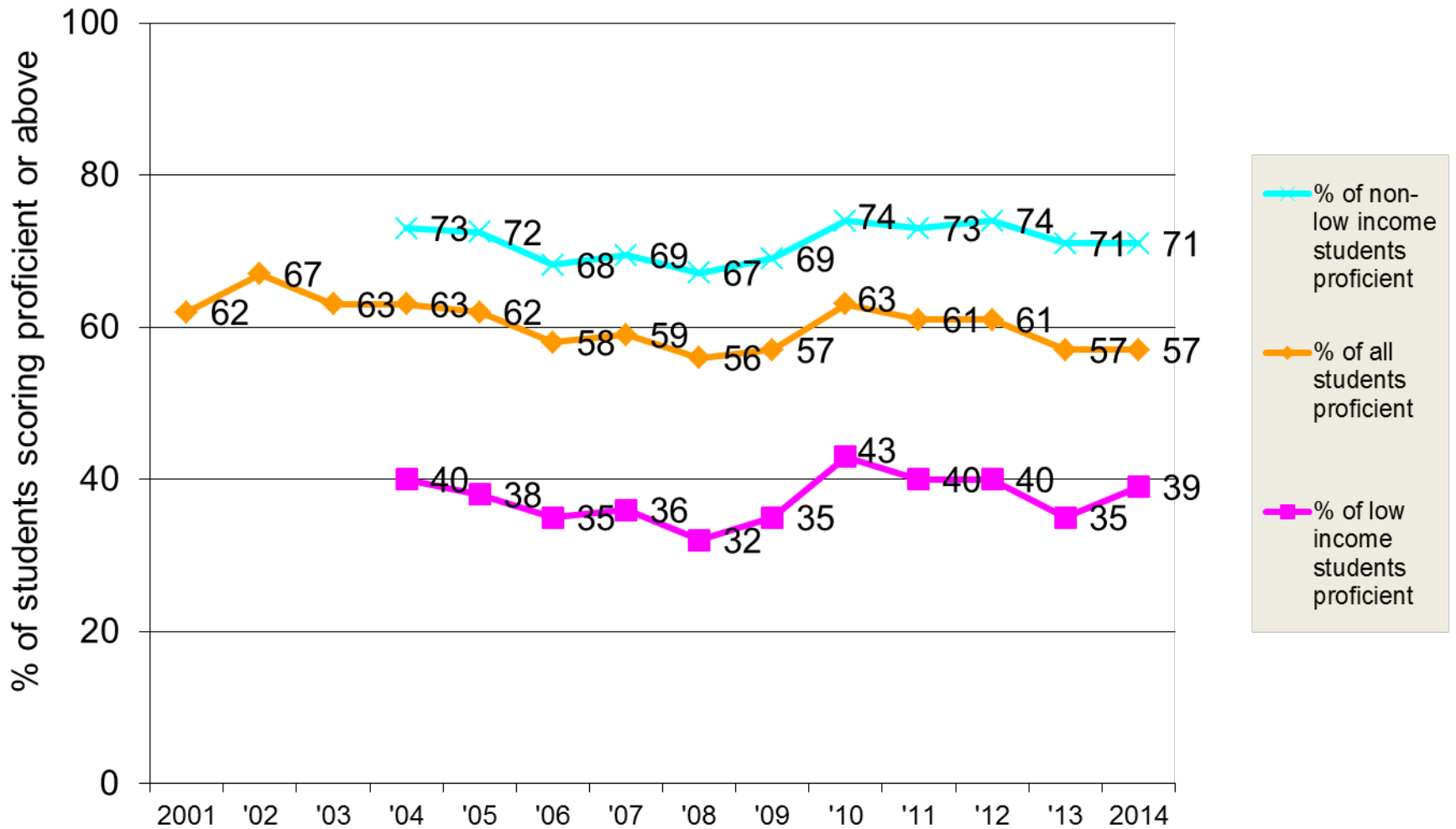
- Grant period: January – June 2016
- Towns: Dennis, Yarmouth, Harwich, Chatham
- Goals:
 - Planning and partnership for preschool expansion
 - Mixed provider: public schools and community-based preschools
 - Children: age 2.9 to 5; high-needs / 200% poverty; not currently enrolled
 - High-quality preschool classrooms: teachers, professional development, curriculum, supports
- Process:
 - Bi-monthly planning meetings
 - Needs assessment: programs, families, community
 - Public open forums
 - Write plan, submit to EEC
 - Public event on June 14th to unveil the plan

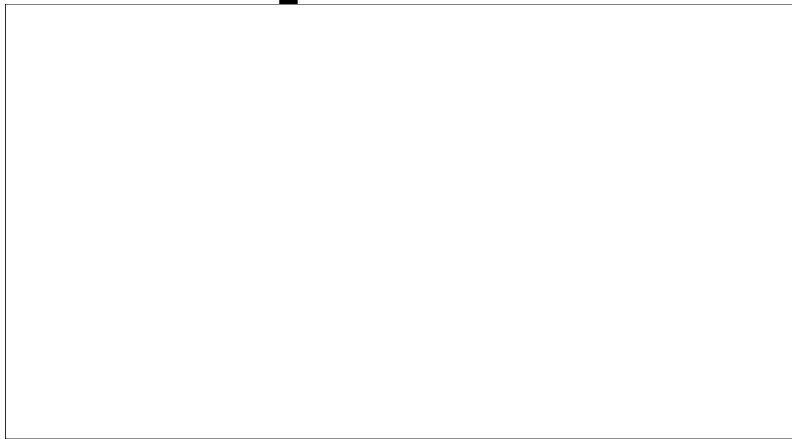
The research case for investing in early learning

- MA frequently outscores all other states on national tests.
- MA is #1 on the National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and math.
- MA 4-year high school graduation rate continues to increase:
 - 87% of students in the 2015 cohort
- So...what is the problem?



Third Grade Reading Proficiency in Massachusetts, Achievement Gap by Income

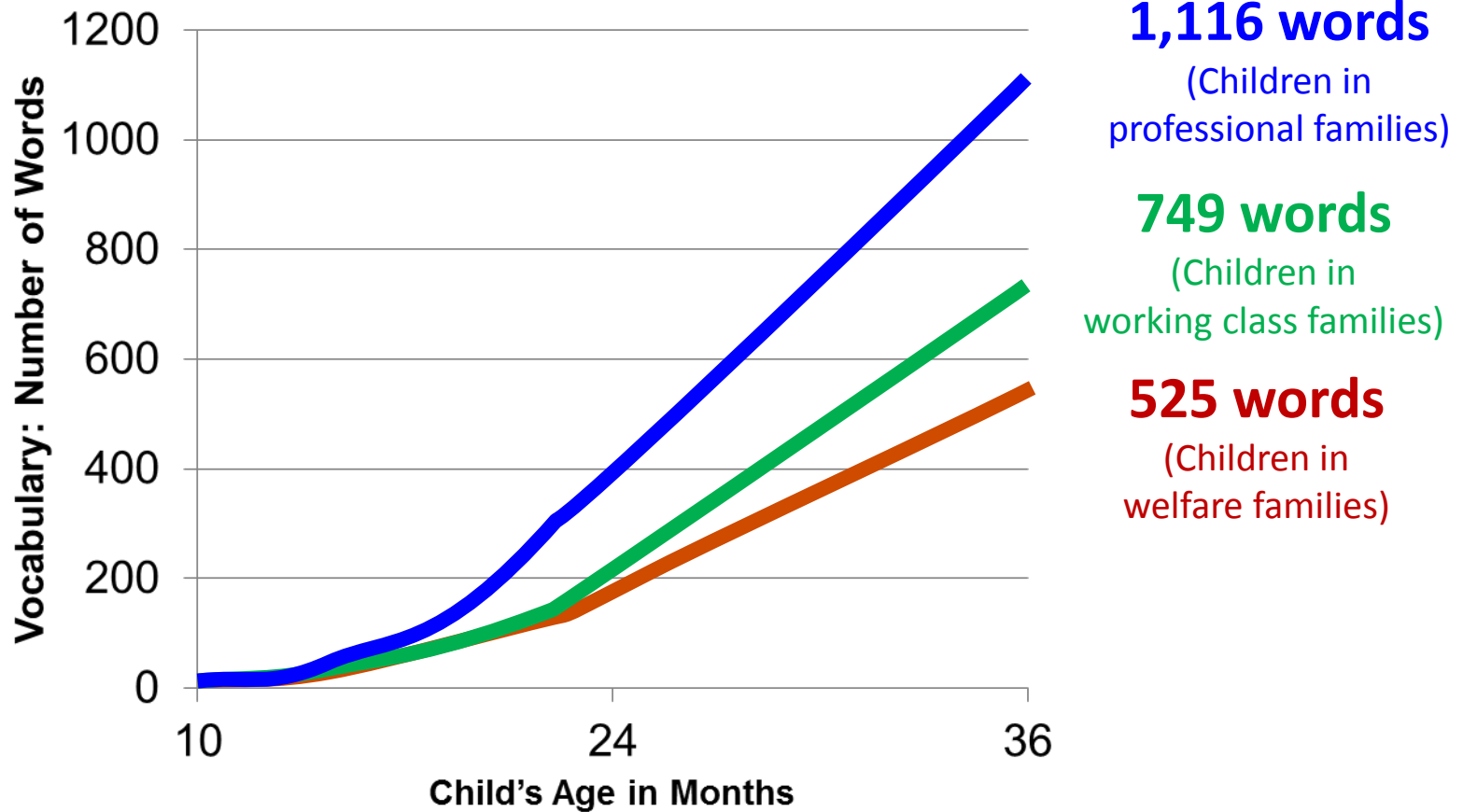




- **Three-quarters** of children who struggle with reading in third grade will continue to struggle in school.
- Children who do not read proficiently by the end of third grade are **four times less likely** than their peers to graduate from high school by age 19.
- Only **87%** of Massachusetts ninth graders finish high school four years later. The average high school dropout in Massachusetts costs taxpayers an estimated **\$349,000** more over his/her lifetime than the average high school graduate.

Fletcher, J. M., & Lyon, G. R. (1998). Reading: A research-based approach. In W. M. Evers (Ed.), What's Gone Wrong in America's Classrooms (49–90). Stanford, CA: Hoover Institution Press.; Hernandez, D. J. (2011). Double Jeopardy: How third grade reading skills and poverty influence high school graduation. The Annie E. Casey Foundation.; Massachusetts Department of Elementary and Secondary Education, Cohort 2015, 4-Year Graduation Rate.; Sum, A., Khatiwada, I., McLaughlin, J. Tobar, P., & Motroni, J. (January 2007). An Assessment of the Labor Market, Income, Health, Social, Civic and Fiscal Consequences of Dropping Out of High School: Findings for Massachusetts Adults in the 21st Century. Center for Labor Market Studies Northeastern University.

WE KNOW The Achievement Gap Starts Early



Graph adapted from Hart, B. & Risley, T. R. (1995). *Meaningful Difference in the Everyday Experiences of Young Children*. Baltimore, MD: Paul H. Brookes Publishing Co. Researchers grouped children into three socioeconomic status groups based on occupation: "Professional" "Working Class" and "Welfare". Groups strongly correlated with parents education levels and family income.

WE MUST Ensure High-Quality Experiences in All B-8 Settings



● Language-rich homes



● High-quality infant-toddler services



● High-quality pre-k

● High-quality full-day kindergarten



● K-3rd grade instruction



Many Reasons to Invest in Early Education

- A child's brain grows most rapidly from birth through age 5.
 - Poverty limits brain growth. Research has shown children in low-income families have a brain surface area **6%** smaller than high-income peers.
- High-quality early education improves school readiness and achievement.
- Low-income children who participate in high-quality early education are:
 - **40%** less likely to need special education or be retained a grade.
 - **30%** more likely to graduate from high school.
 - **Twice** as likely to go to college.
- Improved child outcomes help lower public costs:
 - Education, health care, social services, addiction, incarceration
- Investments in high-quality early education for low-income children yield an estimated **10-16%** rate of return.

For brain research see: Rethinking the Brain: New Insights into Early Development by Rima Shore (NY: Families and Work Institute, 1997); 6% figure: Noble, K., et al. (2015). Family income, parental education and brain structure in children and adolescents. Nature Neuroscience, 18(5), 773-780. The researchers are hopeful that the impacts of poverty on brain structure could be reversible through interventions such as providing better child care and nutrition.

For "40, 30, twice as likely" see: Reynolds, A. J., et al. (2001). Long-term Effects of an Early Childhood Intervention on Educational Achievement and Juvenile Arrest. JAMA, 285(18), 2339-2346.; Reynolds, A. J., et al. (2007). Effects of a School-Based, Early Childhood Intervention on Adult Health and Well-Being. Archives of Pediatrics & Adolescent Medicine, 161(8), 730-739.; Barnett, W. S. & Masse, L. N. (2007). Comparative benefit-cost analysis of the Abecedarian program and its policy implications. Economics of Education Review, 26, 113-125.

For 16% return on investment see: Rolnick, A. and Grunewald, R. (2003). Early childhood development: Economic development with a high return. Retrieved from http://www.minneapolisfed.org/publications_papers/studies/earlychild/abc-part2.pdf.

- Narrowing the achievement gap – **New Jersey’s** high-quality Abbott Preschool program has shown significant effects on children’s literacy, language arts, math, and science outcomes through fourth grade and fifth grade. Effects are strongest for children who experienced two years of preschool, and are the equivalent of closing **20-40%** of the achievement gap between white and minority students.
- Reducing special education rates – **North Carolina’s** Smart Start and More at Four early childhood programs together reduced the odds of third-grade special education placement by **39%**. Nationwide, special education costs are nearly twice as much as regular classroom education.

Barnett, W. S., Jung, K., Youn, M., & Frede, E. C. (2013). *Abbot preschool program longitudinal effects study: fifth grade follow up*. National Institute for Early Education Research. Retrieved from: <http://nieer.org/sites/nieer/files/APPLES%205th%20Grade.pdf>

Muschkin, C., Ladd, H., & Dodge, K. (2015). *Impact of North Carolina’s Early Childhood Initiatives on Special Education Placements in Third Grade*. *Education Evaluation and Policy Analysis*. February 2015.

- Child poverty increasing across Cape: 6% in 2000 vs. 15% in 2013
- Opioid crisis affecting babies at four-times state average:
 - Neonatal Abstinence Syndrome (NAS) 8.8% on Cape vs. 2.1% statewide
- Foster care crisis
- Grandparents raising children
- Immigrant populations and English language learners:
 - First Language not English: 14% of students in D-Y; 7% in Monomoy
- Seasonal economy impacts workers' needs
- Affordable housing, housing instability
- Food insecurity
- Health care costs
- Crime increase: Violent crime on Cape up 20% from 2001 to 2013 (FBI report, 2015)

- Preschool population, four towns: ~430 children per single year of age
- 30-40% of children enter kindergarten with no preschool experience.
- Programs:
 - 4 public school preschool programs
 - 18 community-based preschool programs
 - Additionally, family child care - licensed home-based programs
- Waitlists:
 - Head start preschool waitlist
 - DCF preschool voucher waitlist
- High-quality matters, planning team is assessing capacity

Bottom line:

Expand children's access to high-quality licensed preschools.

Open Discussion

- Open Forum April 14, Station Ave. Elementary School, S. Yarmouth
- Ongoing surveys: parents and programs
- Planning team meeting schedule
- June 14 public event to release final plan
- Plan submitted to EEC by June 15



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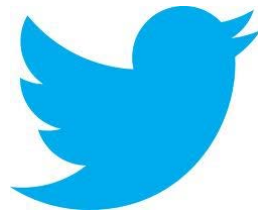
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