The Impact of Policy on the Class of 2027: Early Care and Education in South Carolina

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Center on Enhancing Early Learning Outcomes

Early Childhood Common Agenda Forum
South Carolina Children’s Trust
Columbia, SC
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The Race is On

FOR EVERY 100 9TH GRADERS:

68 GRADUATE ON TIME;

OF THOSE, 40 ENROLL DIRECTLY IN COLLEGE;

OF THOSE, 27 ARE STILL ENROLLED THE FOLLOWING YEAR;

OF THOSE, 18 EARN AN ASSOCIATES DEGREE WITHIN 3 YEARS OR A B.A. WITHIN 6 YEARS.

82 DON’T MAKE IT!

Tough Choices, Tough Times (2007)
National Center on Education and the Economy
Educational Attainment in South Carolina (percent)

Source: 2013 American Community Survey, US Census Bureau
FIGURE 6. Percentage comparison between states and the nation for public school students at or above Proficient in fourth- and eighth-grade NAEP mathematics: 2013

In 2013, the percentage of students performing at or above Proficient in mathematics was:

- Higher than the nation (public) at both grades 4 and 8
- Higher than the nation (public) at grade 4 only
- Higher than the nation (public) at grade 8 only
- Lower than the nation (public) at both grades 4 and 8
- Lower than the nation (public) at grade 4 only
- Lower than the nation (public) at grade 8 only
- Not significantly different from the nation (public) at either grade
In 2013, the percentage of students performing at or above Proficient in reading was:

- **Blue**: Higher than the nation (public) at both grades 4 and 8
- **Light Blue**: Higher than the nation (public) at grade 4 only
- **Light Gray**: Higher than the nation (public) at grade 8 only
- **Black**: Lower than the nation (public) at both grades 4 and 8
- **Gray**: Lower than the nation (public) at grade 4 only
- **Grayish Blue**: Lower than the nation (public) at grade 8 only
- **Light Blueish Gray**: Not significantly different from the nation (public) at either grade
Achievement Gap at Kindergarten

Figure 1. Social Skills of Entering Kindergarteners by Family Income

Achievement Gap at Kindergarten

What Your 4-Year-Old Doesn't Know Could Ruin His Life

Try Not to Freak Out in Kindergarten. It's Really Important.

Confessions of an SAT Tutor
The New First Grade
Are Kids Getting Pushed Too Fast, Too Soon?
"Next year, we have to start to school... you realize that'll be the end of life as we know it."
You already know . . .

- The early years are learning years.
- Children haven’t changed; childhood has.
- Kindergarten is too late for many children.
- The investment to provide early education is great; the costs of not doing so are staggering.
- We cannot take cautious baby steps and expect the Class of 2027 to be prepared to thrive in the 21st century.
Human Brain Development
Neural Connections for Different Functions Develop Sequentially

- Sensory Pathways (Vision, Hearing)
- Language
- Higher Cognitive Function

FIRST YEAR
Birth (Months) (Years)
-8 -7 -6 -5 -4 -3 -2 -1 1 2 3 4 5 6 7 8 9 10 11 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

Synapse at Work
Effect of Toxic Stress

3-Year-Old Children

Normal

Extreme Neglect

© 1997 Bruce D. Perry, M.D., Ph.D., ChildTrauma Academy

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What Young Children Need

To develop positive characteristics, all children need

1) Good physical health
2) Unhurried time with caring parents and family members, and stability of child care providers
3) Responsive caregiving from parents and providers
4) Safe and supportive environments
5) Attention to specialized needs.

What Parents Need

- Information
- Support
- Resources
- Time
Children haven’t changed; childhood has.

Parents haven’t changed; parenthood has.
30 Million Word Gap

Cumulative Language Experiences

Cumulative Words Spoken to Child (in millions)

Age of Child

Hart and Risley. 1995
Dimension of Readiness

- Physical well-being and motor development
- Social and emotional development
- Approaches to learning
- Language, literacy and communication
- Cognition and general knowledge
The Research is Compelling
ECE Consensus Letter from Researchers

- Quality early childhood education can **reduce the achievement gap**.
- Access to quality early childhood education is essential.
- Develop the **whole child** with quality programs.
- Quality programs include **health and home**.
- Quality programs can be **brought to scale**.
- Quality programs produce quality **life outcomes**.
- Quality early childhood education benefits children from **diverse family backgrounds and circumstances**.
- Investing in quality early childhood education **pays off**.
- Critics of greater investment **ignore the full body of evidence**.

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Benefits of **Quality** Early Education

- Improved school performance & behaviors
- Reduce special education interventions
- Higher graduation rates, including college
- Increased earnings
- Healthier behaviors
- Lower rates of criminal activity
- Lower reliance on public assistance
- Taxpayer savings
Preschool programs in the US produce long-term gains (123 studies since 1960)

Elements of Quality

- Staff-child ratios and group size
- Staff qualification level and specialized training with support
- Staff gender and diversity
- Staff compensation
- Program duration
- Curriculum with intentional, appropriate instruction
- Physical environment

Measuring Quality

Benefit – Cost Ratio

Source: Barnett (1993), Masse and Barnett (2002), Reynolds et al. (2002), and Schweinhart et al. (2005).

Enriching Children, Enriching South Carolina

<table>
<thead>
<tr>
<th>Universal program costs &amp; benefits in South Carolina</th>
</tr>
</thead>
<tbody>
<tr>
<td>- When the program would start paying for itself</td>
</tr>
<tr>
<td>- Annual cost of fully phased-in program in 2008</td>
</tr>
<tr>
<td>- Total benefits in 2050</td>
</tr>
<tr>
<td>- Costs in 2050</td>
</tr>
<tr>
<td>- Ratio of total benefits to costs in 2050</td>
</tr>
<tr>
<td>- When the program would begin to pay for itself in <em>budget benefits alone</em></td>
</tr>
<tr>
<td>- Budget benefits in 2050</td>
</tr>
<tr>
<td>- Ratio of <em>budget benefits alone</em> to costs in 2050</td>
</tr>
<tr>
<td>- Total increased compensation (wages &amp; benefits) in 2050</td>
</tr>
<tr>
<td>- Savings to individuals from crime reduction in 2050</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>9 years</td>
</tr>
<tr>
<td>$442 million</td>
</tr>
<tr>
<td>$9.2 billion</td>
</tr>
<tr>
<td>$1.2 billion</td>
</tr>
<tr>
<td>7.5 to 1</td>
</tr>
<tr>
<td>17 years</td>
</tr>
<tr>
<td>$2.3 billion</td>
</tr>
<tr>
<td>1.88 to 1</td>
</tr>
<tr>
<td>$5.2 billion</td>
</tr>
<tr>
<td>$1.8 billion</td>
</tr>
</tbody>
</table>

Returns to a Unit Dollar Invested

Source: Heckman (2008)
Early Education’s Balancing Act

- Availability
- Affordability
- Quality
Pre-K Funding Increased (Sort of)

- Total state pre-K funding increased by $30M (adjusted for inflation)
- Funding per child now $1,000 below level a decade ago
- State funding per child increased in 11 states; dropped in 20
- In 5 states per-child spending fell by 10% or more; 5 states increase
Enrollment Declined for Class of 2025

- 9,000 fewer 4-year-olds served in 2012-2013
- 11 states enrollment declined
- 20 states increased enrollment
STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION

3-YEAR-OLDS
- Pre-K: 86%
- Head Start: 3%
- Special Ed†: 7%
- Other/None: 4%

4-YEAR-OLDS
- Pre-K: 28%
- Head Start: 10%
- Special Ed†: 3%
- Other/None: 59%

† This is an estimated number of children in special education not enrolled in state-funded pre-K or Head Start. Total enrollment in special education is higher.
Access Depends on Child’s Zip Code

FIGURE 1: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRE-K

- 0% of 4-year-olds served
- 1–10% of 4-year-olds served
- 11–20% of 4-year-olds served
- 21–30% of 4-year-olds served
- 31–40% of 4-year-olds served
- 41–50% of 4-year-olds served
- 51–60% of 4-year-olds served
- 61–80% of 4-year-olds served
## Quality Standards Checklist

<table>
<thead>
<tr>
<th>Policy</th>
<th>Benchmark</th>
<th>Of the 53 pre-K initiatives, number meeting benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early learning standards</td>
<td>Comprehensive</td>
<td>53</td>
</tr>
<tr>
<td>Teacher degree</td>
<td>BA</td>
<td>30</td>
</tr>
<tr>
<td>Teacher specialized training</td>
<td>Specializing in pre-K</td>
<td>45</td>
</tr>
<tr>
<td>Assistant teacher degree</td>
<td>CDA or equivalent</td>
<td>15</td>
</tr>
<tr>
<td>Teacher in-service</td>
<td>At least 15 hours/year</td>
<td>42</td>
</tr>
<tr>
<td>Maximum class size</td>
<td>20 or lower</td>
<td>45</td>
</tr>
<tr>
<td>Staff-child ratio</td>
<td>1:10 or better</td>
<td>46</td>
</tr>
<tr>
<td>Screening/referral and support services</td>
<td>Vision, hearing, health; at least 1 support service</td>
<td>33</td>
</tr>
<tr>
<td>Meals</td>
<td>At least 1/day</td>
<td>25</td>
</tr>
<tr>
<td>Monitoring</td>
<td>Site visits at least every five years</td>
<td>32</td>
</tr>
</tbody>
</table>
Trends in Quality Benchmarks

FIGURE 2: PERCENT OF STATE PRE-K PROGRAMS MEETING BENCHMARKS 2002-2013

- Teacher has BA: 45%, 49%, 52%, 51%, 50%, 47%, 59%, 58%, 57%
- Specialized training in EC: 74%, 70%, 75%, 73%, 71%, 75%
- Assistant has CDA or higher: 84%, 85%, 86%, 85%, 86%
- At least 15 hours in-service training: 64%, 63%, 70%, 71%, 76%, 80%, 83%, 84%, 81%, 79%
- Early Learning Standards: 36%, 37%, 49%, 47%, 92%, 95%, 94%, 96%, 98%, 100%

- Class size 20 or lower: 74%, 72%, 75%, 80%, 84%, 86%, 87%, 86%, 85%
- Ratio 1:10 or better: 77%, 74%, 79%, 82%, 86%, 87%, 88%, 87%
- Screening/referral: 74%, 79%, 74%, 75%
- At least 1 meal: 56%, 53%, 53%, 67%, 47%, 46%, 47, 46, 47, 46%
- Site visits: 70%, 73%, 78%, 76%, 78%, 77%, 79%, 73%, 69%, 62%, 60%

Note: The data for each year/period is represented by different colors and the number of programs (n) is noted below each group.
SOUTH CAROLINA HALF-DAY CHILD DEVELOPMENT PROGRAM (4K)

ACCESS
Total state program enrollment.................................................................21,694
School districts that offer state program.................................................64%
Income requirement..................................................................................185% FPL
Hours of operation....................................................................................2.5 hours/day, 5 days/week
Operating schedule......................................................................................Academic year
Special education enrollment, ages 3 and 4................................................5,466
Federally funded Head Start enrollment, ages 3 and 4...............................11,556
State-funded Head Start enrollment, ages 3 and 4.....................................0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION

3-YEAR-OLDS
4-YEAR-OLDS
Head Start.................................................................15%
Special Ed.................................................................42%
Other/None.................................................................47%

QUALITY STANDARDS CHECKLIST

POLICY
Early learning standards.........................................................................Comprehensive
Teacher degree.........................................................................................BA
Teacher specialized training.................................................................EC certification
Assistant teacher degree..........................................................................HSD or equivalent
Teacher In-service.......................................................................................At least 15 hours/3 years
Maximum class size..................................................................................15:1

STATE PRE-K REQUIREMENT
Comprehensive
BA
Specializing in Pre-K
At least 1 support services

BENCHMARK
Comprehensive
BA
Specializing in Pre-K
At least 1 support services

DOES REQUIREMENT MEET BENCHMARK?

3-YEAR-OLDS
4-YEAR-OLDS

RESOURCES
Total state pre-K spending.................................................................$15,813,841
Local match required................................................................................No
State spending per child enrolled..............................................................$729
All reported spending per child enrolled*..................................................$729

SPENDING PER CHILD ENROLLED

4K
HSD
K-12
$ THOUSANDS

4-YEAR-OLDS
3-YEAR-OLDS

ACCESS RANKINGS

4-YEAR-OLDS
3-YEAR-OLDS

11
15

SOUTH CAROLINA CHILD DEVELOPMENT EDUCATION PILOT PROGRAM (CDEPP)

ACCESS
Total state program enrollment.................................................................5,783
School districts that offer state program.................................................40%
Income requirement..................................................................................185% FPL
Hours of operation....................................................................................6.5 hours/day, 5 days/week
Operating schedule......................................................................................Academic year
Special education enrollment, ages 3 and 4................................................5,466
Federally funded Head Start enrollment, ages 3 and 4...............................11,556
State-funded Head Start enrollment, ages 3 and 4.....................................0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION

3-YEAR-OLDS
4-YEAR-OLDS
Head Start.................................................................15%
Special Ed.................................................................42%
Other/None.................................................................47%

QUALITY STANDARDS CHECKLIST

POLICY
Early learning standards.........................................................................Comprehensive
Teacher degree.........................................................................................BA (public), AA (nonpublic)
Teacher specialized training.................................................................EC certification for K-3 (public)
Assistant teacher degree..........................................................................HSD or equivalent
Teacher In-service.......................................................................................At least 15 hours/3 years
Maximum class size..................................................................................15:1

STATE PRE-K REQUIREMENT
Comprehensive
BA
Specializing in Pre-K
At least 1 support services

BENCHMARK
Comprehensive
BA
Specializing in Pre-K
At least 1 support services

DOES REQUIREMENT MEET BENCHMARK?

3-YEAR-OLDS
4-YEAR-OLDS

RESOURCES
Total state pre-K spending.................................................................$19,895,059
Local match required................................................................................No
State spending per child enrolled..............................................................$3,440
All reported spending per child enrolled*..................................................$3,440

SPENDING PER CHILD ENROLLED

4K
HSD
K-12
$ THOUSANDS

4-YEAR-OLDS
3-YEAR-OLDS

40
41
Global Perspective

Early Learning Enrollment

The United States ranks 25th in the world in the enrollment of 4-year-olds in early learning.

Source: Organisation for Economic Cooperation and Development (OECD), Education at a Glance 2013
21st Century Perspective

INITIATIVES FROM PRESCHOOL TO THIRD GRADE
A POLICYMAKER’S GUIDE
OCTOBER 2014

www.ceelo.org | www.nieer.org
P – 3rd Grade: A Different Way of Thinking

Source: Early Childhood Systems Working Group
P-3 Improves Each Grade Level and Aligns Across Grade Levels

Source: Kristie Kauerz, Ph.D., Univ. of Washington
P – 3rd Grade Approach

### Who Touches Children?

<table>
<thead>
<tr>
<th>Prenatal</th>
<th>Birth - 2</th>
<th>3 - 4 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pediatricians</td>
<td>• Home Visiting</td>
<td>• Head Start</td>
</tr>
<tr>
<td>• Home Visiting</td>
<td>• Parent Education</td>
<td>• Child Care</td>
</tr>
<tr>
<td></td>
<td>• Early Head Start</td>
<td>• Public Pre-K</td>
</tr>
<tr>
<td></td>
<td>• Child Care</td>
<td>• Preschool</td>
</tr>
<tr>
<td></td>
<td>• Early Intervention</td>
<td>• Early Childhood Special Education</td>
</tr>
<tr>
<td></td>
<td>• Pediatricians</td>
<td>• Pediatricians</td>
</tr>
</tbody>
</table>

**Families/Neighbors/Communities**

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Kindergarten

- School
- Child Care
- Special Education
- Community- & School-Based Supports
- Pediatricians

Grades 1 - 3

- School
- Child Care
- Special Education
- Community- & School-based Supports
- Pediatricians

Families/Neighbors/Communities
## Whose Teaching Our Children?

<table>
<thead>
<tr>
<th></th>
<th>K – 12</th>
<th>Pre-K</th>
<th>Head Start</th>
<th>Child Care</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education</strong></td>
<td>93% BA</td>
<td>58% BA / 85% Specialization</td>
<td>66% BA (any field)</td>
<td>17 states req. &lt;HSD, 14 HSD, 1 BA</td>
</tr>
<tr>
<td><strong>Pay</strong></td>
<td>Pre-K $53K ($30.83/hr)</td>
<td>School $19.40 – 22.90</td>
<td>$15.50 – 18.20</td>
<td>$13.70 – 17.10</td>
</tr>
<tr>
<td></td>
<td>Elem $56K ($32.63)</td>
<td>Non-school $14.40 – 19.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Turn-over</strong></td>
<td>15% annually</td>
<td>Unavailable; Historically 30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recruitment</strong></td>
<td>Harder for low-income/high poverty areas</td>
<td>Harder due to low pay; Lowest paying major in college</td>
<td>Even harder</td>
<td>Harder still</td>
</tr>
</tbody>
</table>

Recent Federal Initiatives

- Race to the Top Early Learning Challenge
  CA, CO, DE, GA, IL, KY, MD, MA, MI, MN, NJ, NM, NC, OH, OR, PA, RI, VT, WA, WI

- Preschool Development and Expansion Grants
  SC- potentially $17.5M for 4 years

- Preschool for All
  - State-federal partnership
  - Improve quality/expand access
    - Infants/Toddlers
    - Preschool
    - Full-Day Kindergarten
Other Voices

“The children of today are the workforce of tomorrow, and unless we support them with early childhood education, the future workforce will not be of the size and ability to meet the needs of a global economy.”  
James Rohr, Chairman and CEO, PNC Financial Services

“Corrections is always remedial because crimes have already been committed and innocent people hurt. Early learning for young children is a real opportunity to make a dramatic shift toward prevention.”
Sheriff John Lovick, Washington State

"As Former Chairmen of the Joint Chiefs of Staff, it’s clear to us that our military readiness could be put in jeopardy given the fact that nearly 75 percent of young Americans are unable to serve in uniform. We joined Mission: Readiness because we believe that investing in our children through early education is not a Republican issue or Democratic issue. It’s a plain common sense issue critical to our National Security."
General Henry H. Shelton &
General John M. Shalikashvili
Looking Better for the Class of 2027

- Resources are slowly increasing with an improving economy and bipartisan leadership.
- Quality is stronger; results are improving.
- Access lags behind but more state leaders are on board.
- Legislative initiatives reflect priorities.
  - First years programs- Home visiting
  - New or expanded pre-K; Voluntary, universal access
  - Full-day Kindergarten
  - 3rd Grade Reading Proficiency
  - Support for English language learners
- Public will is mounting to tackle the opportunity gap.
Beyond the Class of 2027: The Road Ahead

- Institutionalize P-20 thinking.
- Build public will and responsive leadership.
- Design an effective, accountable P-3 early development and learning system with stable, sufficient funding.
- Build upon mixed model, private-public partnerships & effective parent engagement.
- Achieve voluntary UPK for a diverse 21st century population.
- Solve the “opportunity gap” early to diminish the achievement gap.
What Can You Do?

- Policymakers and policy influencers
- Researchers
- Program administrators
- Providers/Educators
- Parents
“What one loves in childhood stays in the heart forever.”

Mary Jo Putnam- American novelist