

# Importance of Early Childhood Investments – Birth to 3<sup>rd</sup> Grade

Budget Review Subcommittee on Education – September 10<sup>th</sup>,  
2019



**PRICHARD COMMITTEE  
FOR ACADEMIC EXCELLENCE**

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## Who is the Prichard Committee?

**We began in 1983 as an independent, nonprofit organization with committee members from across the Commonwealth.**

**We engage families, students, business and community leaders on education issues from early childhood to postsecondary.**

**We produce independent, solutions-oriented policy research and recommendations, supported and informed by engagement of citizens across Kentucky.**

**We focus on moving Kentucky to top tier of states for educational excellence **WITH** equity.**

## Why Do Investments In Early Years Matter?

- Supporting families' effort in giving babies and toddlers as safe, nurturing home environment promotes Healthy Brain Development in the earliest years.
- Encouraging strong learning between teachers and students, as well as more support for specialized needs of children and their families leads to Learning that Builds the Foundation for Future Success.
- Increasing opportunities for more young children to learn in high-quality, full-day settings in all areas of Kentucky Helps More Families Enter and Stay in the Workforce.

# Why Do Investments In Early Years Matter?

## Learning

**85% of Brain  
Development Before  
Age 5**

**Achievement Gaps  
Begin to Appear at 18  
Months**

## Workforce

**12.6% of Kentucky  
Families Report Job  
Insecurity Due to Lack  
of Child Care**

**Lack of Child Care  
Costs Employers Over  
\$3 Billion Annually**

## Return on Investment

**Returns \$5 for Every  
\$1 Invested in Public  
and Private Benefits**

**Benefits Include: Higher  
Income & Education  
Attainment, Less Crime,  
Healthier Families, Less  
Public Assistance**

# Why Do Investments In Early Years Matter?



Children in high-quality preschool - 40% less likely to drop out & 50% less likely to be placed in special education.



By the end of 3rd grade, 16% of students not reading proficiently do not graduate high school on time, four times higher than the rate of those who are proficient. The rate rises to 26% for those students who live in poverty, 25% for African American and Hispanic students.



Stanford University researcher Dr. Eric Hanushek found if all Kentucky students achieve at the “Basic” level or higher on National Assessment of Education Progress (NAEP), the gains to state GDP would be \$335 billion.

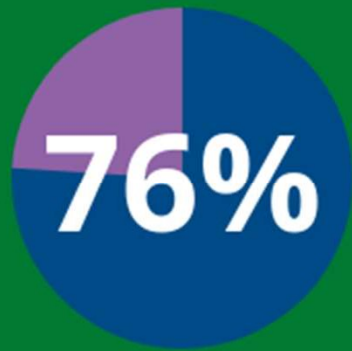


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# 2019 Education Poll of Kentucky

How difficult is it to find quality, affordable childcare and preschool in Kentucky?



Percentage of voters that needed child care services who reported it was "somewhat or very difficult" to find

## Statewide Issue



*% of respondents that needed child care services who reported it was "somewhat or very difficult" to find*

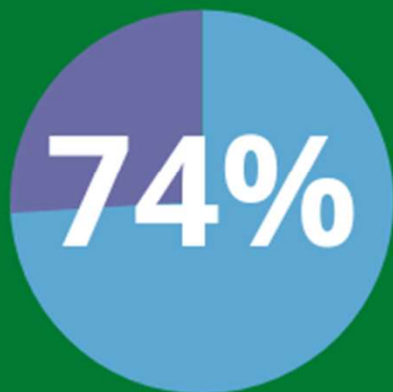


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## 2019 Education Poll of Kentucky

Do you oppose or support increasing state funding for low-income working parents to provide quality childcare and preschool for their children?



Voters strongly or somewhat support increasing state funding for quality childcare & preschool

**80%**  
Democrats

**74%**  
Independents

**67%**  
Republicans

### **Universal Support**

*A majority of Democrats, Independents, and Republicans all support increasing state funding for quality childcare & preschool.*





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## 2019 Education Poll of Kentucky

Kentucky voters are more likely to support candidates who favor...

**84%**

Improving early learning opportunities

**84%**

Increasing 3rd grade reading and math achievement

**71%**

Increasing education funding



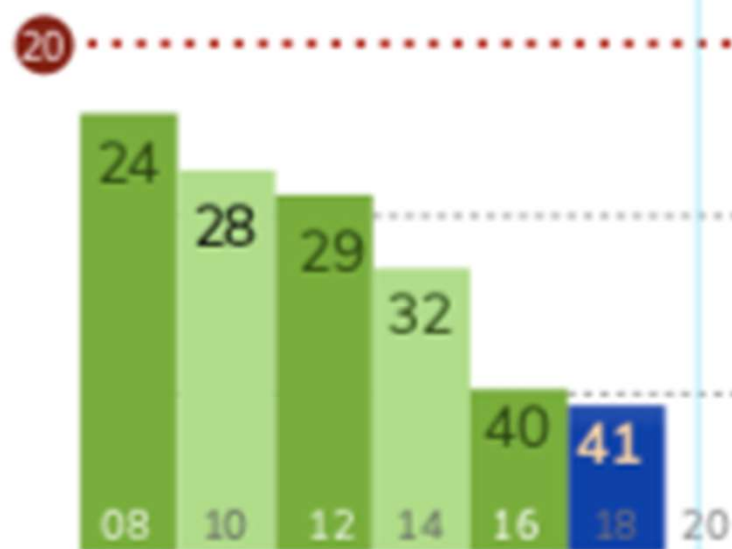


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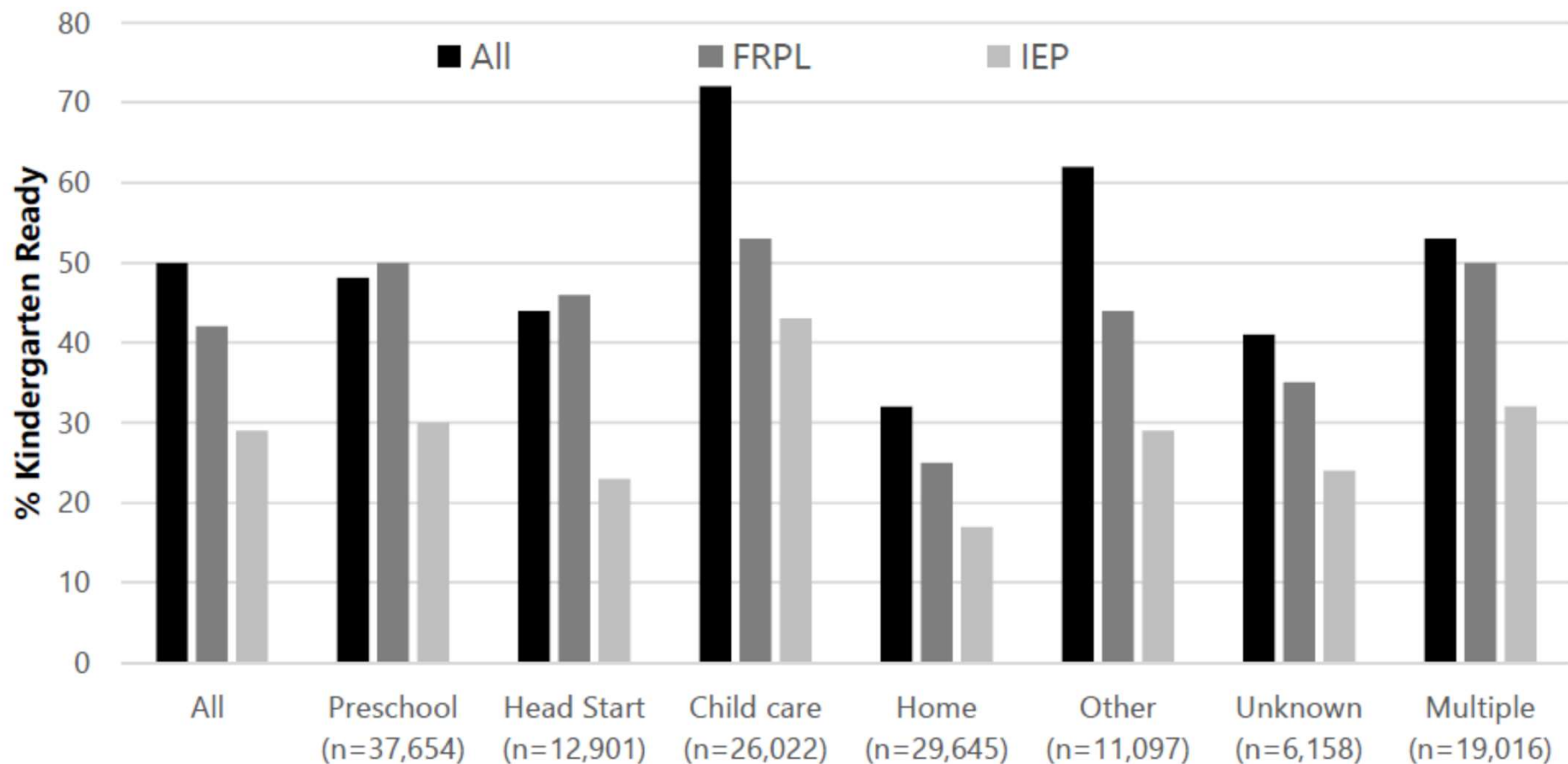
## **PRESCHOOL ENROLLMENT OF CHILDREN AGES 3 & 4**

**HAWAII** is 20th at 47.1% >  
Kentucky's rate is 41.3%

SOURCE: 2006, 2009, 2011, 2013, 2014  
& 2016 three-year average estimates  
(American Community Survey)



**Figure 4.K**  
**Average Kindergarten Readiness By Prior Setting, FRPL, And IEP Status**  
**School Years 2015 To 2017**





# Brigance Kindergarten Screener

- **Kentucky's Common Kindergarten Entry Screener**
  - **Assesses in 5 Domains –**
    - **1)Academic/Cognitive; 2)Language Development; 3)Physical Development; 4)Self-Help; 5)Social Emotional**
  - **The “Kindergarten Ready” designation is a composite of only the first 3 listed domains.**
  - **Self-Help and Social Emotional are reported but not part of the composite “readiness” score.**

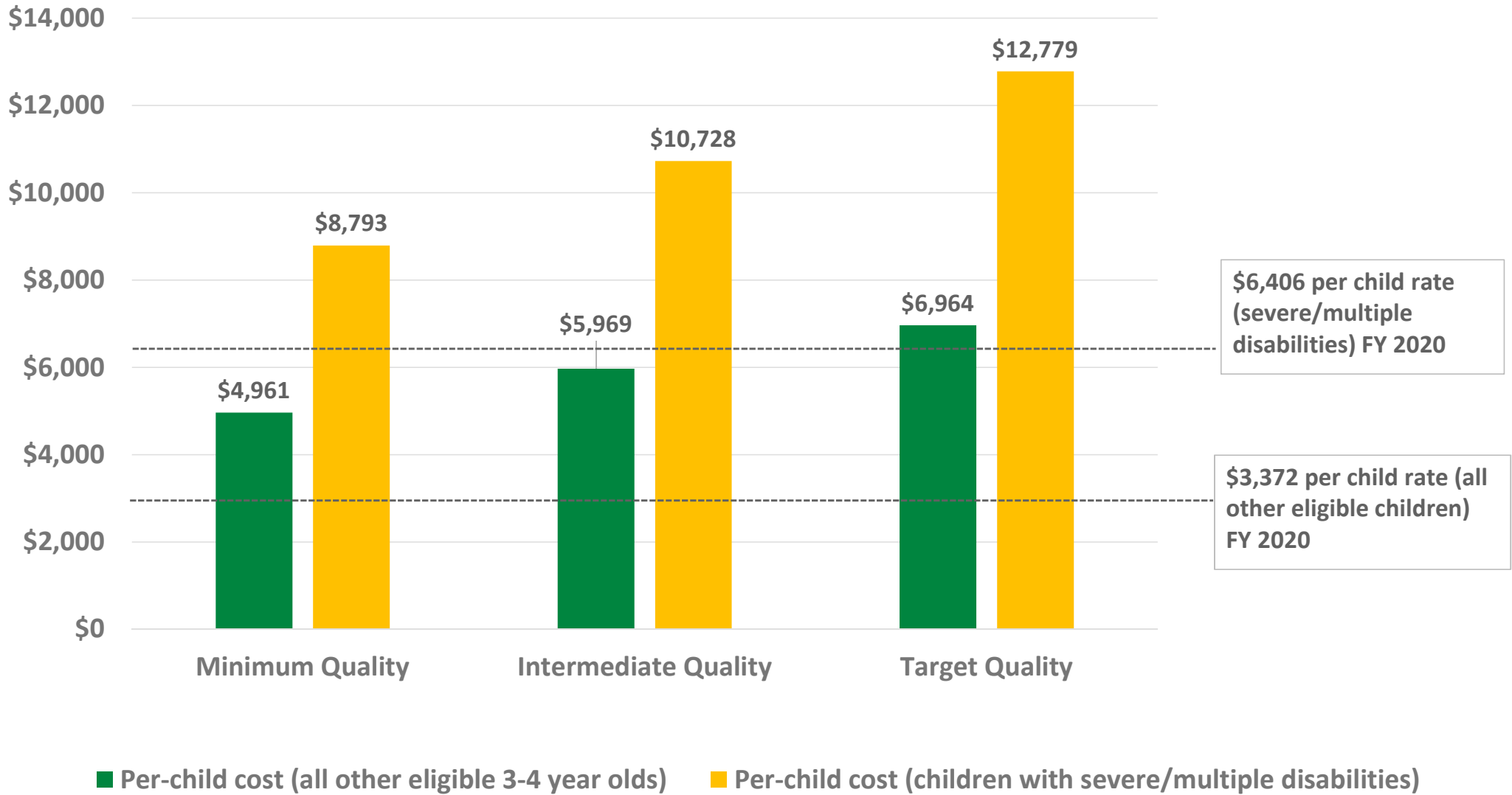
## 2014-15 KINDERGARTEN READINESS COMPARED TO 2017-18 PROFICIENCY

	2014-15 Percent Kindergarten Ready	2017-18 Reading Proficient or Above	2017-18 Math Proficient or Above	Readiness to Reading Difference	Readiness to Math Difference
All Students	50.0	52.3	47.3	2.3	-2.7
African American Students	46.3	28.6	26.1	-17.7	-20.2
Asian Students	64.2	65.7	70.4	1.5	6.2
Hispanic Students	28.7	38.3	35.1	9.6	6.4
Students of Two or More Races	51.0	47.5	41.9	-3.5	-9.1
White (Non-Hispanic) Students	52.1	57.0	51.3	4.9	-0.8
Students Identified as English Learners	28.7	27.6	27.7	-1.1	-1.0
Students With Identified Disabilities	27.6	36.0	28.4	8.4	0.8
Students Eligible for F/R Meals	39.4	43.5	38.0	4.1	-1.4

## COMPARING GAPS IN 2014-15 KINDERGARTEN READINESS AND 2017-18 GRADE 3 PROFICIENCY

Gap Between	Gap in 2014-15 Percent Kindergarten Ready	Gap in 2017-18 Reading Proficient or Above	Gap in 2017-18 Math Proficient or Above	Readiness to Reading Gap Difference	Readiness to Math Gap Difference
African American and White (Non-Hispanic) Students	-5.8	-28.4	-25.2	-22.6	-19.4
Hispanic and White (Non-Hispanic) Students	-23.4	-18.7	-16.2	4.7	7.2
Students of Two or More Races and White (Non-Hispanic) Students	-1.1	-9.5	-9.4	-8.4	-8.3
Students Identified and not Identified as English Learners	-22.6	-26.3	-20.8	-3.6	1.8
Students With and Without Identified Disabilities	-26.2	-19.4	-22.5	6.7	3.6
Students Eligible and Ineligible for F/R Meals	-29.8	-24.7	-26.1	5.1	3.6

# Cost of Quality – Kentucky Public Preschool Program

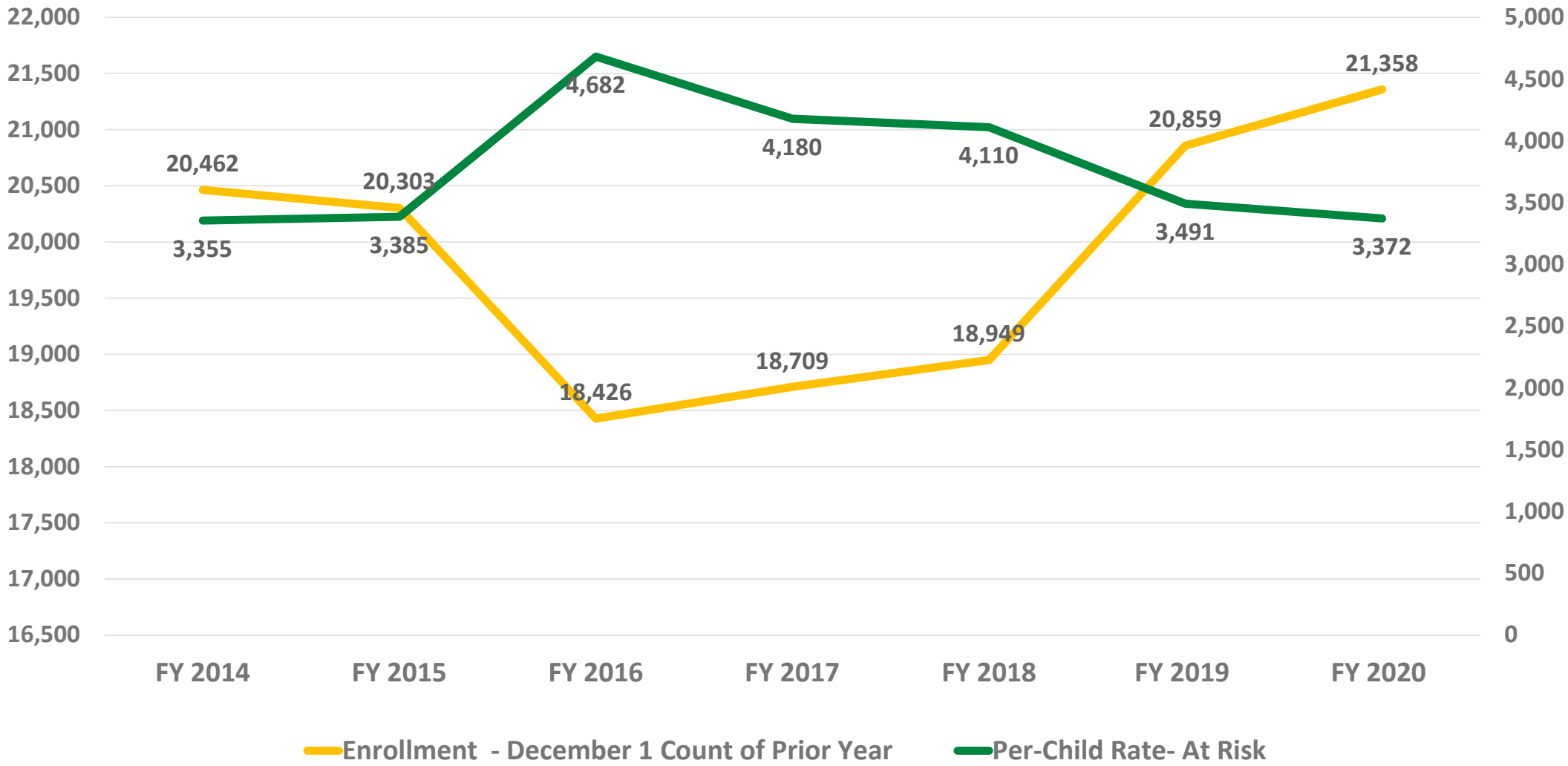




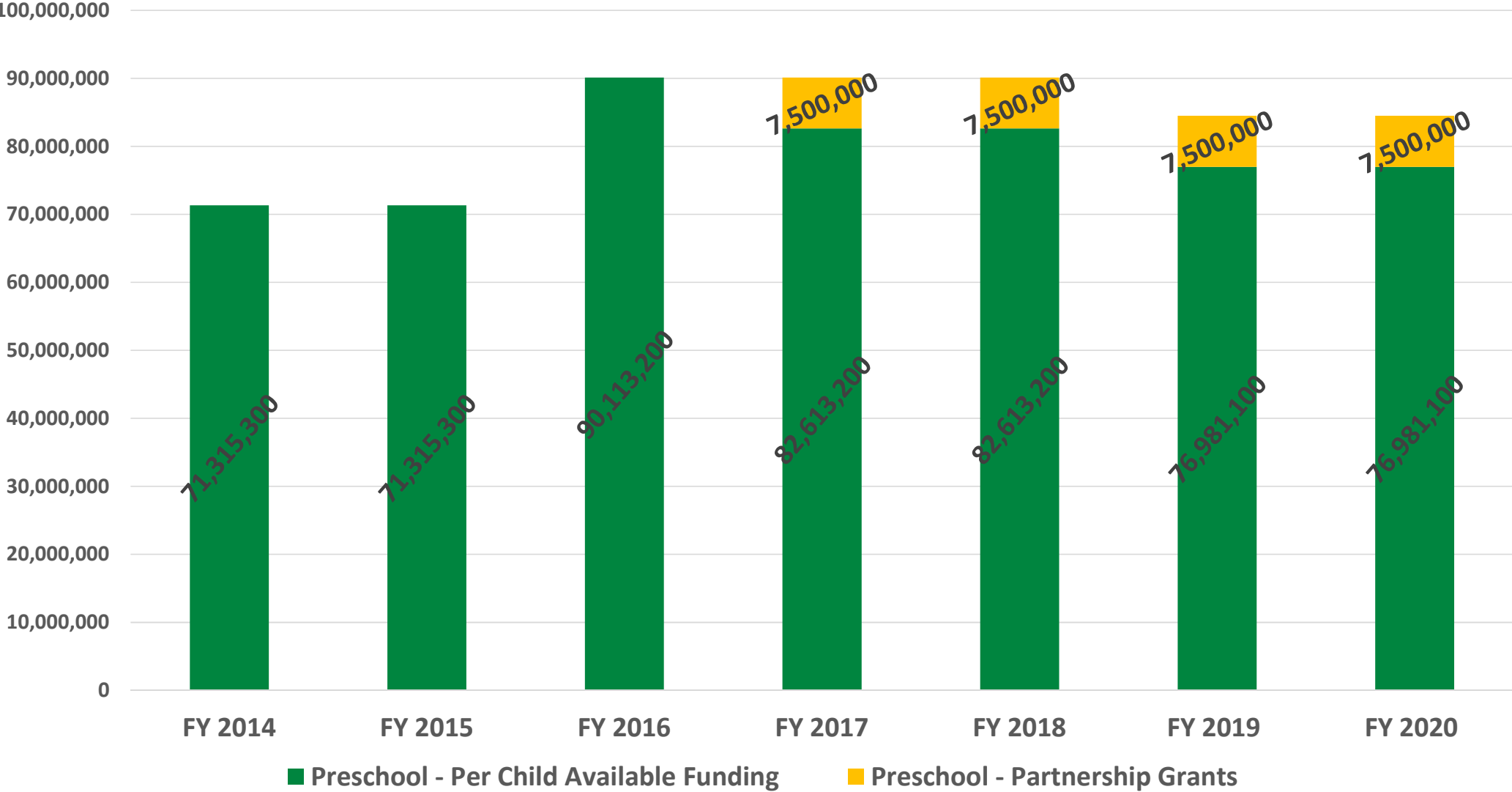
## What is Quality? – Preschool Assumptions

	<b>Minimum</b>	<b>Intermediate</b>	<b>Target</b>
Maximum class size	20	18	16
Assistants per classroom	1.5	2	2
Instructional assistant salary	\$15,000	\$16,500	\$18,000
Family coordinator	None	Part time	Full time
Specialists (nurses, PT, OT, speech, interpreters)	0.2 FTE	0.3 FTE	0.4 FTE

### PUBLIC PRESCHOOL ENROLLMENT & PER-CHILD RATE - FY 2014 - FY 2020



PUBLIC PRESCHOOL APPROPRIATIONS FY 2014 - FY 2020



## Child Care Assistance Program

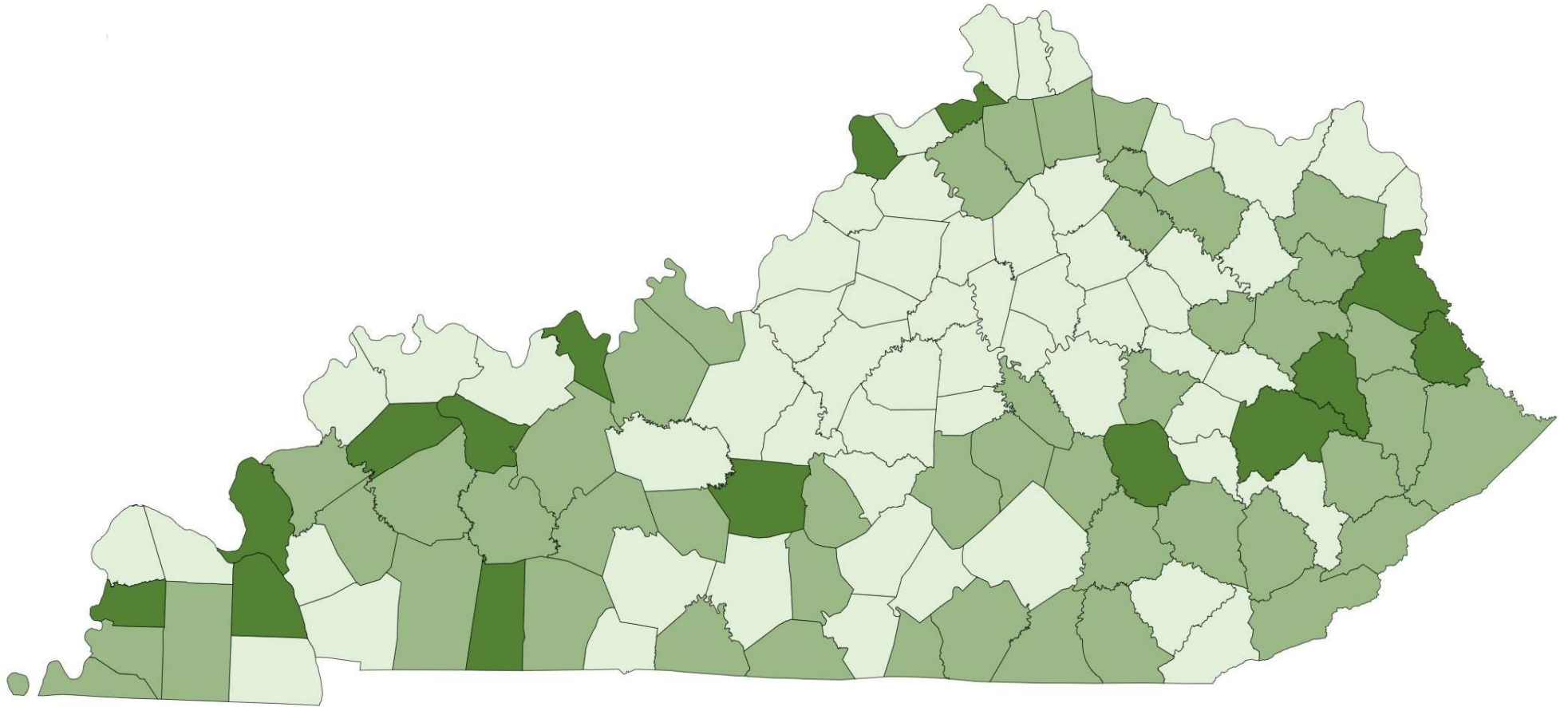
- **Supports Low-Income Families Afford Child Care through Subsidies**
- **KY All STARS - Promotes Quality Through Enhanced Incentives to Child Care Providers**
- **Currently Helps Support 28,678 Children through Child Care Assistance Program.**

## Number of Regulated Child Care Providers

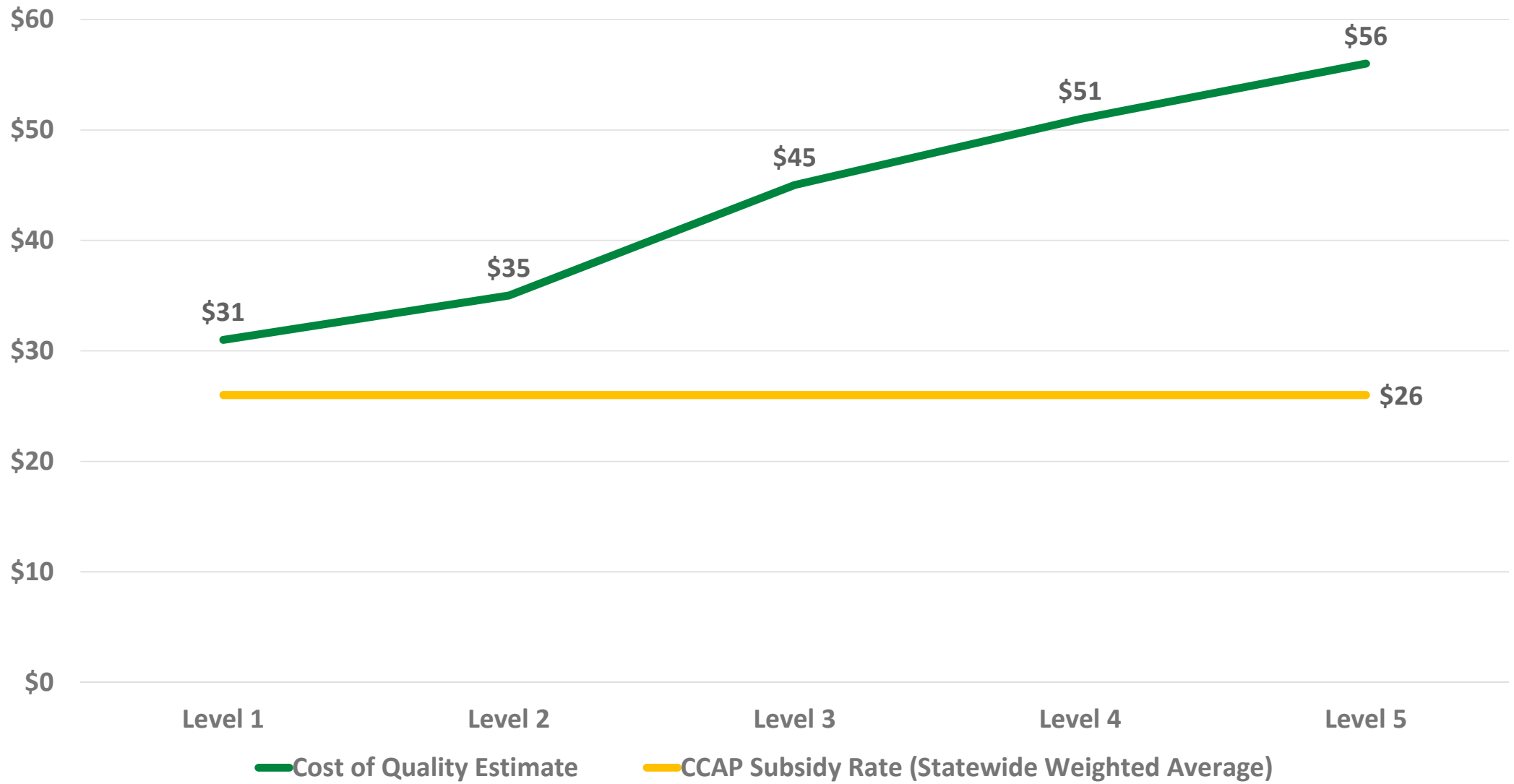


# Scale of Child Care Deserts by County in Kentucky 2018 Estimate

Desert Scale



### Cost of Quality - CCAP - Infants & Toddlers





### Cost of Quality - CCAP - Preschool Age



## What is Quality? – Child Care Assumptions

	Level 1	Level 2	Level 3	Level 4	Level 5
Maximum class size (3 yr olds)	24	22	20	16	14
Lead teacher hourly wage	\$8.73	\$9.22	\$9.70	\$10.19	\$10.67
Assistant hourly wage	\$8.25	\$8.73	\$9.22	\$9.70	\$10.19
Family coordinator	None	None	None	0.10 FTE	0.25 FTE
Specialists (PT, OT, Interpreter)	None	None	None	0.10 FTE	0.25 FTE
Child assessments	\$12	\$14	\$16	\$18	\$20

# What can we do? - Quality is Critical

- **QUALITY MATTERS MOST TO REALIZING THE GREATEST IMPACTS ON LEARNING, WORKFORCE AND OUR RETURN ON INVESTMENT.**
  - **HIGH QUALITY TEACHERS MATTER MOST TO STUDENT ACHIEVEMENT**
    - Research by Dr. Eric Hanushek at Stanford University indicates high quality teachers get an extra year of learning out of their students compared to low quality teachers.
    - The RAND Corporation notes that research shows a teacher has two to three times the impact of any other school factor on student achievement.
  - **THE COST OF QUALITY IN EARLY CHILDHOOD WILL REQUIRE**
    - Investments in teacher training, smaller class sizes, increased salaries, and support for those with special needs.
  - **INCREASING 3RD GRADE READING & MATH PROFICIENCY WILL REQUIRE**
    - Increased student learning time, knowledge rich curricula, better professional development, and early and effective interventions for struggling students.

## What can we do? – Preschool & Childcare

- **Support High-Quality, Full-Day Early Learning Environments**
  - Increase eligibility for both public preschool and childcare to 200% of the federal poverty level.
  - Increase reimbursements for both to support the true cost of quality.
  - Continue to Incentivize public-private [partnerships](#) between public preschool and childcare to support access for working families.

# Universal Preschool?

- A question that is on the rise in some states...according to Education Commission of the States:
  - *Funding pre-K programs is a tangled web comprising different levels of government, various funding sources and competing state priorities. While states have increased funding for pre-K in recent years, multiple variations still exist from state to state on access, equity and quality.*
  - 2 states, Vermont and Florida have truly universal pre-K programs & 7 states offer pre-K with varying levels of universality: Oklahoma, West Virginia, Georgia, Illinois, Iowa, New York and Wisconsin.
  - West Virginia requires pre-k to be available to all 4-year olds and requires at least 50% of programs operate in community partnerships with private child care and Head Start.
  - 6 states, Idaho, Montana, New Hampshire, South Dakota, North Dakota and Wyoming, do not provide state funding for pre-K.
  - 35 states offer pre-k in other formats varying in funding, access and quality.

# What can we do? – Kindergarten to 3<sup>rd</sup> Grade

- **Support Teaching and Learning in the Primary Grades**
  - **Increase Student Learning Time**
    - Reducing chronic absenteeism.
    - Increasing opportunities for summer learning.
  - **Improve What and How Students are Taught**
    - Ensure in knowledge rich curricula in every elementary school.
    - Improve instructional quality with high-quality professional learning opportunities.
  - **Early and Effective Intervention**
    - Improve implementation of screeners and diagnostic assessments and evidence-based strategies to help students meet Kentucky's academic standards.

## Concerns – Funding

- **Must find ways to increase and sustain these critical investments.**
  - Investing in the true Cost of Quality for early learning opportunities will reap benefits for all children, families, and communities.
  - Supporting the Teaching & Learning Environment in primary grades will improve long-term student outcomes.
- **We must seriously consider how to invest strategically...**
  - Consider setting goals over a 6-year (3-biennia) and increasing investment through that framework.
  - **Preschool Example.**



**KENTUCKY PUBLIC PRESCHOOL PROGRAM - DRAFT**

	<b>FY 2019-20 Baseline</b>	<b>FY 2020-21 Proposed</b>	<b>FY 2021-22 Proposed</b>	<b>FY 2022-23 Proposed</b>	<b>FY 2023-24 Proposed</b>	<b>FY 2024-25 Proposed</b>	<b>FY 2025-26 Proposed</b>
Number of Children Served (KDE Staff Note, June 2019)	21,358	22,058	22,758	23,458	24,158	24,858	25,558
Per-Child Rate with Severe/Multiple Disabilities (Minimum Quality)	\$6,634	\$6,850	\$7,066	\$7,390	\$7,714	\$8,253	\$8,793
Per-Child Rate All Other Eligible Children (Minimum Quality)	\$3,491	\$3,638	\$3,785	\$4,006	\$4,226	\$4,594	\$4,961
<b>Total Per-Child Local District Allocations</b>	<b>\$76,981,100</b>	<b>\$82,334,739</b>	<b>\$88,271,550</b>	<b>\$96,160,717</b>	<b>\$104,358,583</b>	<b>\$116,564,061</b>	<b>\$129,284,038</b>
Incentive Grant Program - Preschool and Childcare Partnerships	\$7,500,000	\$7,500,000	\$7,500,000	\$5,000,000	\$5,000,000	\$2,500,000	\$2,500,000
<b>TOTAL INVESTMENT</b>	<b>\$84,481,100</b>	<b>\$89,834,739</b>	<b>\$95,771,550</b>	<b>\$101,160,717</b>	<b>\$109,358,583</b>	<b>\$119,064,061</b>	<b>\$131,784,038</b>