

NIEER
NATIONAL INSTITUTE FOR
EARLY EDUCATION RESEARCH

**Early Childhood Programs:
Lasting Benefits and Large Returns**



NJSBA May 4, 2018
Amy Hornbeck

RUTGERS
Graduate School of Education

Copyright NIEER- No reproduction without permission

NIEER
NATIONAL INSTITUTE FOR
EARLY EDUCATION RESEARCH

Brain development

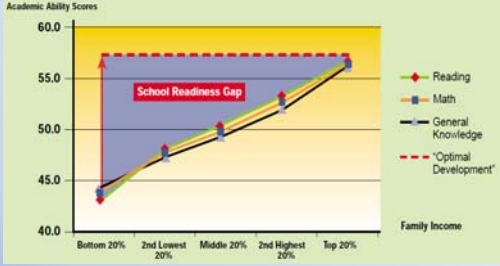
- First 5 years are a time of rapid brain development
- Early experience influences brain building for better or worse
- Adverse early impacts on the brain affect physical & mental health

ECE PROGRAMS CAN STIMULATE BRAIN DEVELOPMENT AND INCREASE ACHIEVEMENT

Copyright NIEER- No reproduction without permission

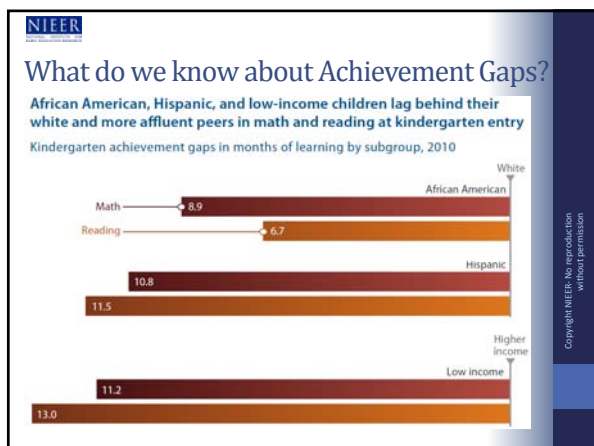
NIEER
NATIONAL INSTITUTE FOR
EARLY EDUCATION RESEARCH

**Achievement Gaps Exist at Many
Income Levels**



Income Level	Reading	Math	General Knowledge
Bottom 20%	~43	~44	~44
2nd Lowest 20%	~47	~48	~48
Middle 20%	~50	~50	~50
2nd Highest 20%	~53	~53	~53
Top 20%	~56	~56	~56

Barnett, W. S. (2007). Original analysis of data from the US Department of Education, National Center for Educational Statistics, ECLS-K, Base Year Data Files and Electronic Codebook (2002).
Copyright NIEER- No reproduction without permission



Benefits of High-Quality ECE

Direct Impacts on Children

- Increased school readiness and success
- Decreased special education and grade repetition
- Improved social and emotional development
- Decreased risky behavior and better health

Impacts on Parents

- Increased employment and earnings

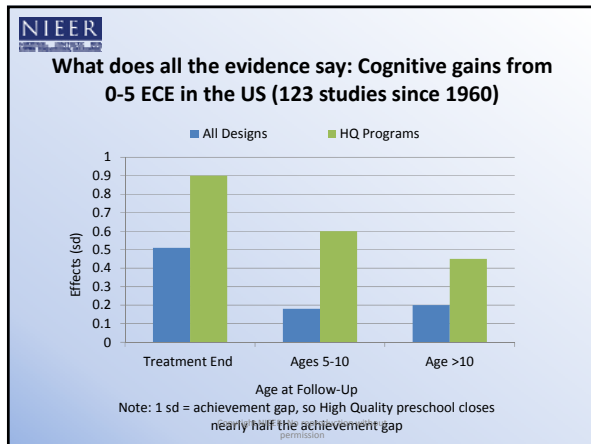
Impacts on Society

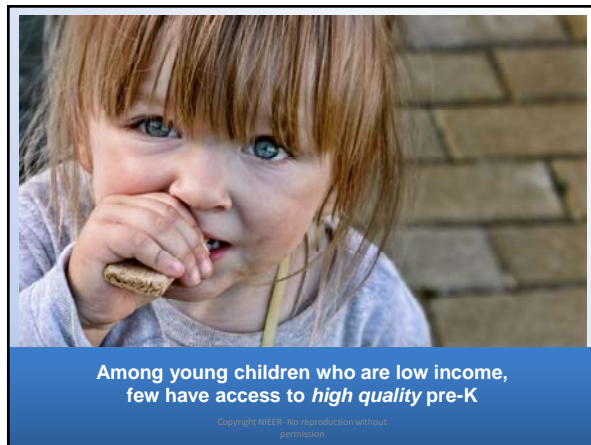
- Lower costs of school, social services, crime, health care
- Higher productivity, earnings & economic growth
- Less educational, social and economic inequality

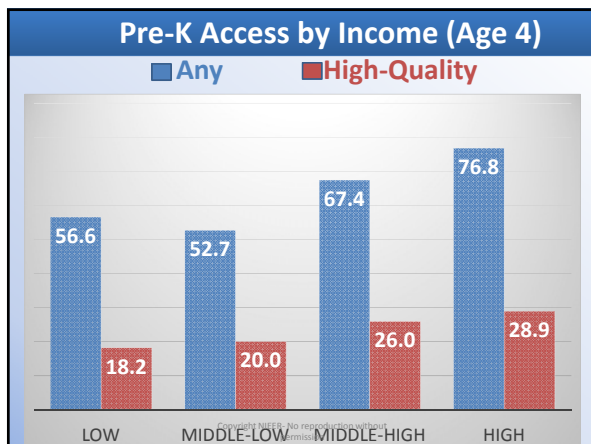
Program	Cost	Benefits	B/C
Perry Pre-K	\$20,854	\$179,446	8.6
Chicago CPC	\$9,719	\$105,294	10.8
State Pre-K	\$5,719	\$30,491	5.3

Source: Ramon, I., Chattopadhyay, S. K., Barnett, W. S., Hahn, R. A., & Community Preventive Services Task Force. (2018). Early Childhood Education to Promote Health Equity: A Community Guide Economic Review. *Journal of Public Health Management and Practice, 24*(1), e8-e15.

Copyright NIEER. No reproduction without permission.







NIEER
What is High Quality Pre-K?

- Intentional, artful, and scientific teaching
- Responsive and individualized
- Strong curriculum integrating all domains: strong hearts & strong minds
- Emphasizing *unconstrained* skills, especially rich language interactions
- Partnering with parents and community
- First steps in a coherent P-3 education

Copyright NIEER- No reproduction without permission

NJ Court Ordered Pre-K Model: 31 Cities

- Early learning standards and program guidelines
- Teachers w/ BA degree and specialized training
- Maximum class size of 15 children
- Two years from age 3, 6 hrs. + wrap around
- Maximum class size of 15 children
- Evidence-based curriculum
- In-class coaching for all teachers
- Tools to measure progress and plan improvement
- Part of systemic reform of P-3 education

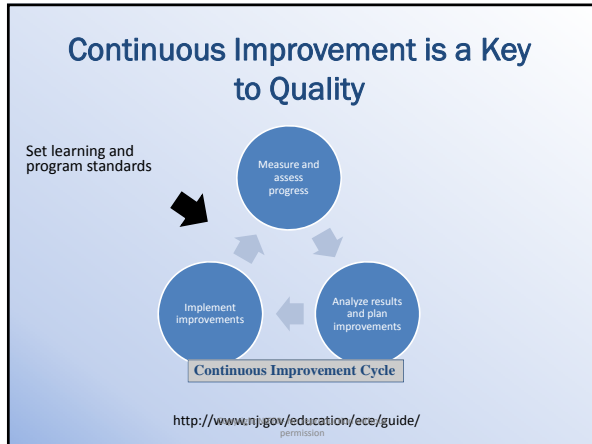
Copyright NIEER- No reproduction without permission

How Do We Get High Quality?

- High expectations
- Adequate funding
- Strong teachers
- Small classes
- Full day
- Other supports for children and teachers
- Continuous Impr.



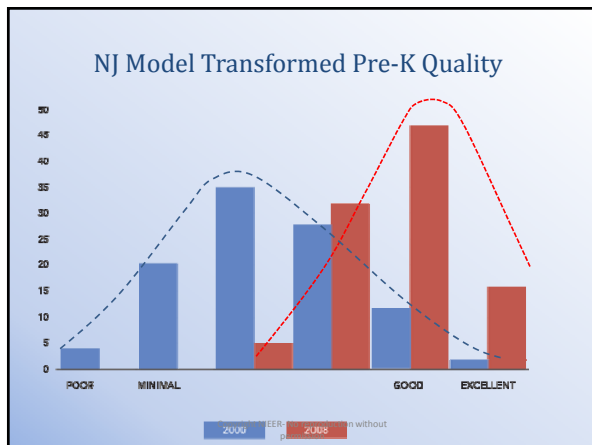
Copyright NIEER- No reproduction without permission

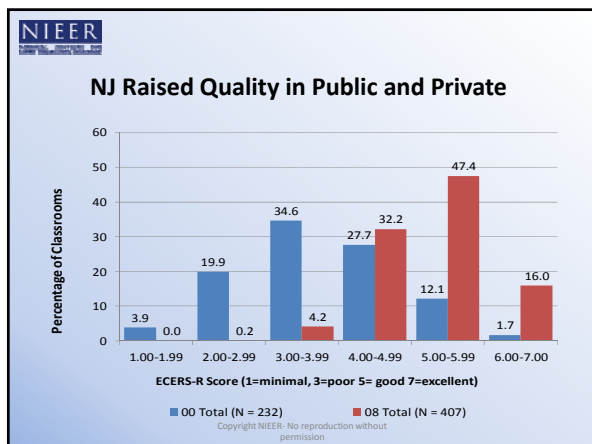


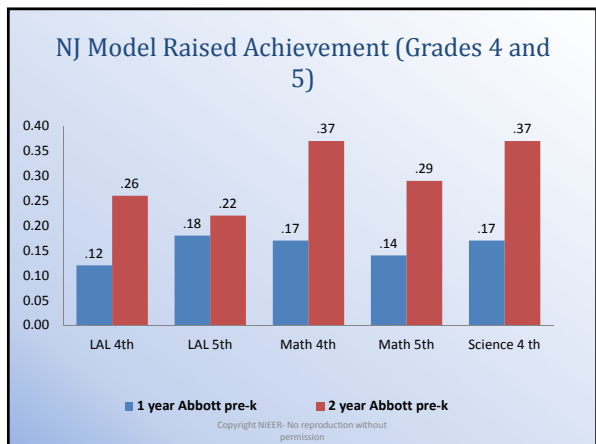


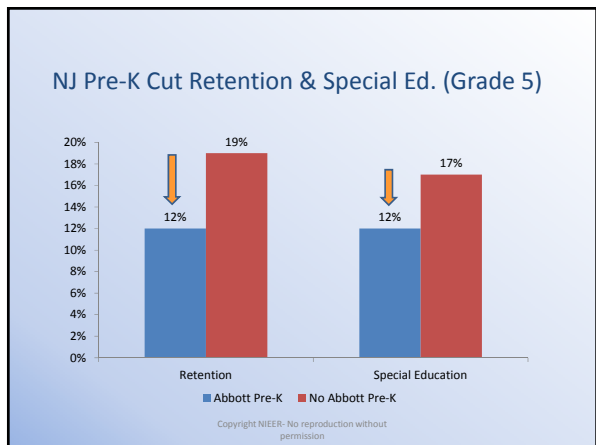


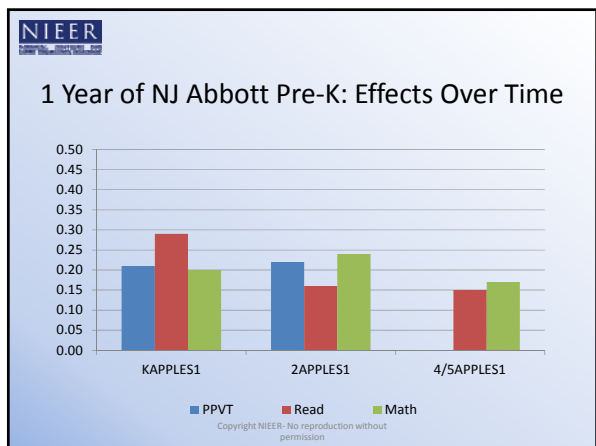


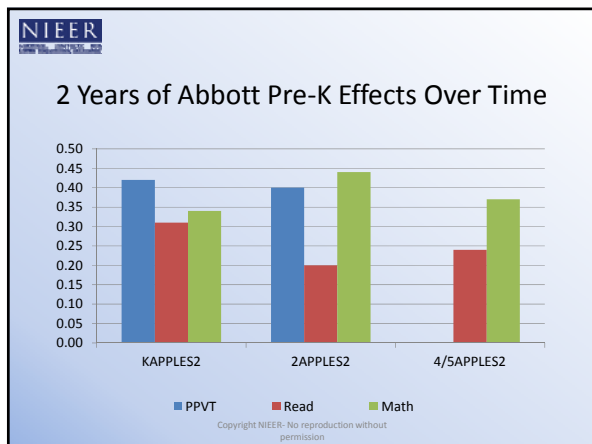












Increased Quality in NJ Pre-K Improved Education Outcomes

- Gains in language, literacy, math
- 2 years have twice the effect of 1
- 2 years closed 40% of the *achievement gap*
- Effects sustained through 2nd grade
- Grade repetition cut in half by 2nd grade

Copyright NIEER - No reproduction without permission

What can you do in your district?

- Make sure Pre-K is on the radar of administrators in your district.
- Begin planning now for how you would expand in your district should funding become available.
- Ensure that everyone understands the benefits of collaborating with child care and head start programs.
- Push your superintendent to ensure that principals or other administrators that supervise Pre-K have specialized training.

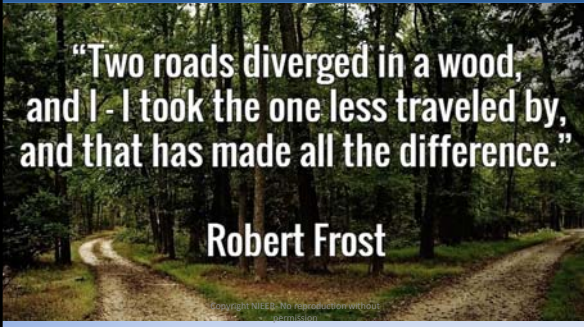
NIEER
National Institute for Early Education Research

Takeaway Lessons

1. High Quality programs have shown persistent effects across various cognitive and behavioral domains.
2. Pre-K varies in initial and long-term effects—can only expect persistent gains from large initial gains, and that requires quality.
3. Proper design, high standards, adequate funding, and evaluation can ensure high cost/benefits
4. Essence of quality is strong individualized teacher-child interaction, especially 1:1 and in small groups.
5. High-quality preschool benefits both low- and middle income children, with substantial effects on both groups, but greater impact on children living in or near poverty and/or DLLs
6. ECEC *can* be a strong public investment: Increased educational achievement and attainment, Decreased economic and educational inequality and fewer social problems and Job and GDP growth (local and national).

Copyright NIEER. No reproduction without permission.

Will you choose quality pre-K for all?



“Two roads diverged in a wood,
and I - I took the one less traveled by,
and that has made all the difference.”

Robert Frost

Copyright NIEER. No reproduction without permission.
