

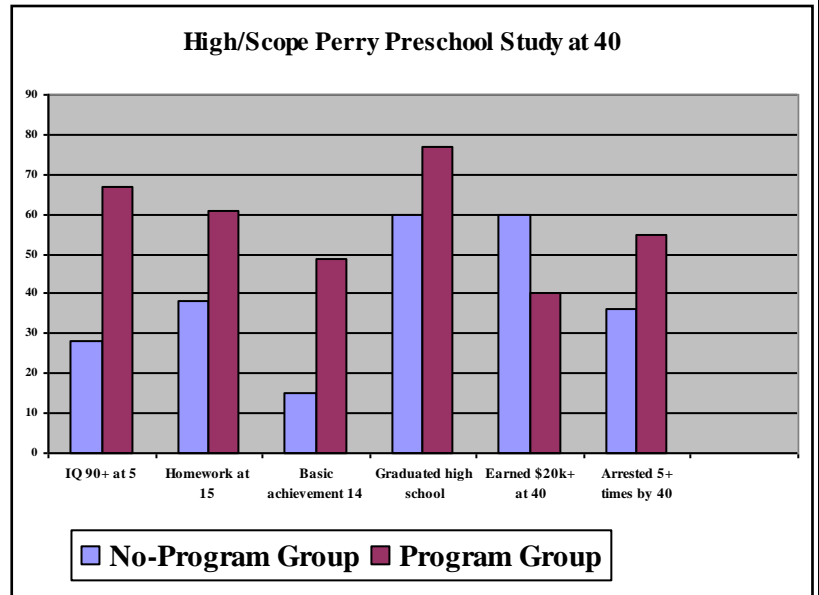
Fast Facts on Early Childhood Education

Prepared by Assembly Committee on Jobs,
Economic Development and Economy

Early Childhood Education, represents an important investment in a child's future career and well-being. Research shows that those children who were enrolled in a quality preschool program ultimately earned up to \$2,000 more per month than those who were not; these individuals were also more likely to graduate from high school and own a home than their counterparts.¹ There are an estimated 2.5 million Californians aged 0-4 years, representing 6.4% of the total state population, 2015.²

Tangible Benefits:

- Research shows the long term benefits of early childhood education cannot be underestimated. Children between the ages of three and four who receive support for growth in cognition, language, motor skills, adaptive skills and social-emotional functioning are more likely to succeed in school and contribute to society later in life.³
- Given the low costs associated with a high quality Early Childhood Education program, the rate of return on investment can be estimated at over 12% for society at large.⁴
- Well-designed preschool education programs have been shown to produce long-term improvements in school success, including higher achievement test scores, lower rates of grade repetition and special education, and higher educational attainment. Some preschool programs are also associated with reduced delinquency and crime in childhood and adulthood.⁵



<http://www.highscope.org/Content.asp?ContentId=219>

Enrollment Statistics:

- Total enrollment of three and four year olds in California Pre-K programs was 132,397 children⁶ representing %13 of the estimated 1,003,013 children⁷ in that age bracket.
- Total spending on Pre-K programs in California was \$568,986,908, resulting in \$4,298 spent per child, 18th in the nation overall as of 2014. That amount is down \$286 per child from 2013.⁸
- In 2014, 4% of 3 year olds and 29% of four year olds were enrolled in a pre-k programs nationally compared to California, where 9% of three year olds and 18% of four year olds were enrolled.⁹
- The federal Head Start program serves 10% of 4 year olds and 8% of 3 year olds, nationally. In California, the Head Start program accounts for 10% of 4 year olds and 7% of 3 year olds.¹⁰
- In 2012, the federal government spent \$7.1 billion on Head Start approximately \$950 million of which was allocated to California.¹¹

Current Early Childhood Education Programs:

- Assembly Bill 2759 (Chapter 308, Statutes of 2008) created the California State Preschool Program (CSPP) consolidating the funding for State Preschool, Prekindergarten and Family Literacy, and General Child Care center-based programs into the largest state-funded preschool program in the nation.¹²
 - School districts, Head Start programs, and private and faith-based agencies apply to the CSPP to provide the program through a competitive application process. Based on families' eligibility and needs, the CSPP provides both full-day and part-day services, and also provides comprehensive services to children and families.¹³
 - The Governor's 2016-17 Summary, proposes a \$1.6 billion early education block grant for local educational agencies consolidated from Prop 98, CSPP, Federal Head Start, and the state's General Fund. The purpose is to allow for more flexibility at the local level when developing education programs for the most at-risk children.¹⁴
- According to the National Education Association, differences in minimum teacher qualification requirements for center-based child care programs, state funded prekindergarten programs, kindergarten programs, and head start programs create disparate results.
 - All 50 states require kindergarten teachers to hold a minimum of a bachelor's degree, only 17 states require kindergarten teacher to complete courses or certification in early childhood.¹⁵
 - 12 states require no pre-service training for teachers working in child care programs, while 38 states and the District of Columbia require some level of pre-service training.¹⁶
 - 42 states and the District of Columbia invest in pre-K initiatives, with the majority targeting at-risk and low-income four year olds.¹⁷
 - Overall, educators working in state-funded pre-k programs have higher educational qualifications than their counterparts in privately run licensed child care centers.¹⁸

¹ <http://www.highscope.org/Content.asp?ContentId=219>; HighScope, "Lifetime Effects: The HighScope Perry Preschool Study Through Age 40 (2005)," accessed October 15, 2015

² <http://www.dof.ca.gov/research/demographic/reports/projections/P-3/>; California Department of Finance, "Report P-3: Population Projections by Race/Ethnicity, Detailed Age, and Gender, 2010-2060", accessed December 2014

³ <https://www.minneapolisfed.org/publications/fedgazette/early-childhood-development-economic-development-with-a-high-public-return>; Federal Reserve Bank of Minneapolis, "Early Childhood Development: Economic Development with a High Public Return," accessed October 15, 2015

⁴ <https://www.minneapolisfed.org/publications/fedgazette/perry-school-preschools-estimated-impact-per-program-participant-real-internal-rate-of-return>; Federal Reserve Bank of Minneapolis, "Early Childhood Development: Economic Development with a High Public Return," accessed October 15, 2015

⁵ <http://nieer.org/resources/research/PreschoolLastingEffects.pdf>; National Institute for Early Education Research Rutgers, The State University of New Jersey, "Preschool Education and Its Lasting Effects: Research and Policy Implications", accessed January 29, 2016

⁶ http://nieer.org/sites/nieer/files/Yearbook2014_full3.pdf, National Institute for Early Education Research, "The State of Preschool 2014", accessed December 9, 2015 Pg 36

⁷ <http://www.dof.ca.gov/research/demographic/reports/projections/P-3/>; California Department of Finance, "Report P-3: Population Projections by Race/Ethnicity, Detailed Age, and Gender, 2010-2060", accessed December 2014

⁸ http://nieer.org/sites/nieer/files/Yearbook2014_full3.pdf, National Institute for Early Education Research, "The State of Preschool 2014", accessed December 9, 2015 Table 1, Pg 8

⁹ http://nieer.org/sites/nieer/files/Yearbook2014_full3.pdf, National Institute for Early Education Research, "The State of Preschool 2014", accessed December 9, 2015 Pg 35

¹⁰ http://nieer.org/sites/nieer/files/Yearbook2014_full3.pdf, National Institute for Early Education Research, "The State of Preschool 2014", accessed December 9, 2015 Pg 36

¹¹ <http://eclkc.ohs.acf.hhs.gov/hslc/data/factsheets/docs/hs-program-fact-sheet-2012.pdf>, Administration for Children and Families, "Head Star Program Facts: Fiscal Year 2012", accessed January 28, 2016

¹² <http://www.cde.ca.gov/sp/cd/op/cdprograms.asp>, California Department of Education, "Childcare and Development Programs", accessed January 28, 2016

¹³ http://nieer.org/sites/nieer/files/Yearbook2014_full3.pdf, National Institute for Early Education Research, "The State of Preschool 2014", accessed December 9, 2015 Pg 35

¹⁴ <http://www.ebudget.ca.gov/FullBudgetSummary.pdf>, California Department of Finance, "Governor's Budget Summary 2016-17", accessed January 28, 2016, pg 23

¹⁵ http://www.nea.org/assets/docs/HE/PB29_RaisingtheStandards.pdf; National Education Association, "Raising the Standards for Early Childhood Professionals Will Lead to Better Outcomes," accessed October 15, 2015

¹⁶ http://www.nea.org/assets/docs/HE/PB29_RaisingtheStandards.pdf; National Education Association, "Raising the Standards for Early Childhood Professionals Will Lead to Better Outcomes," accessed October 15, 2015

¹⁷ http://www.nea.org/assets/docs/HE/PB29_RaisingtheStandards.pdf; National Education Association, "Raising the Standards for Early Childhood Professionals Will Lead to Better Outcomes," accessed October 15, 2015

¹⁸ http://www.nea.org/assets/docs/HE/PB29_RaisingtheStandards.pdf; National Education Association, "Raising the Standards for Early Childhood Professionals Will Lead to Better Outcomes," accessed October 15, 2015