

# NCCP National Center for Children in Poverty Online Book Discussion Cradle to Kindergarten:

A New Plan to Promote All Children's Development

Authors: Ajay Chaudry, Taryn Morrissey, Christina Weiland, and Hirokazu Yoshikawa

Discussant: Susan Ochshorn

APRIL 27, 2017

2:00-3:00 pm Eastern



"Cradle to Kindergarten cogently builds on the evidence of what works to assemble an investment plan in early learning that will mean every child gets the chance to succeed and that the nation prospers."

- ARNE DUNCAN, former U.S. Secretary of Education



"This powerful book should be mandatory reading for anyone who cares about our nation. They authors ... offer a plan to support all our children and their parents, ensuring that each of our children has the opportunity to thrive."

 DAVID T. ELLWOOD, Isabelle and Scott Black Professor of Political Economy and director of the Malcolm Wiener Center for Social Policy, Harvard Kennedy School



"Cradle to Kindergarten highlights the critical importance of expanded investments in a full continuum of high quality early childhood development and learning opportunities for our youngest children and their families. The benefits for the children now, their futures and our nation's future are enormous."

- MARIAN WRIGHT EDELMAN, president, Children's Defense Fund

### Cradle to Kindergarten Authors & Today's Participants



NCCP Director Renée Wilson-Simmons



**Ajay Chaudry** 



**Taryn Morrissey** 



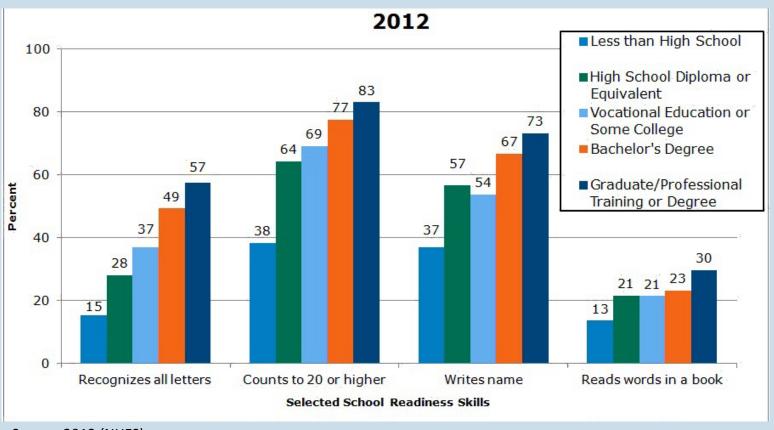
Hirokazu Yoshikawa

**Christina Weiland** 

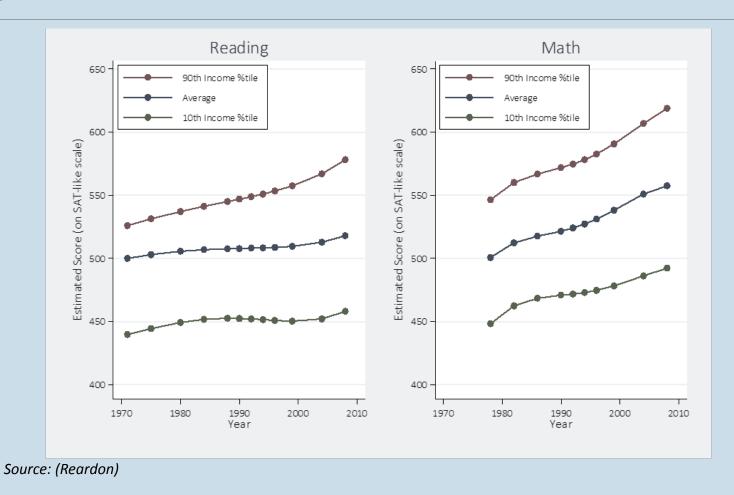
#### Takeaways

- 1. Most children in the U.S. are not entering school ready to learn.
- 2. Income gaps in achievement and development are very large and begin early.
- 3. Income gaps in families' access to and the quality of early learning opportunities are large and growing.
- 4. The earliest years are the most promising period for brain and skill development, yet it is when the U.S. invests the least.
- 5. Greater investments in a cohesive vision of high-quality early childhood interventions can promote improved, more equitable development and give all children a level playing field.

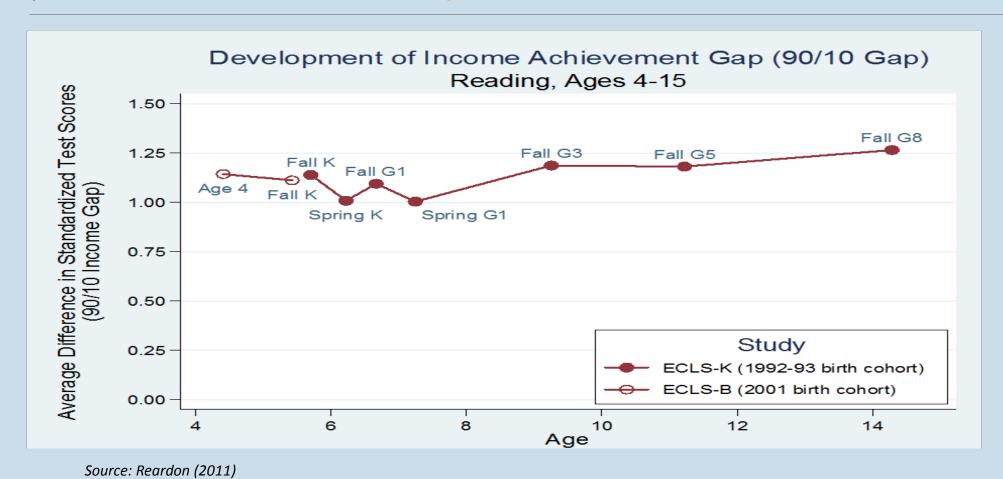
### Selected school readiness skills for children ages 3 to 6, by parent education



### Estimated trends in test performance by family income level, age 13

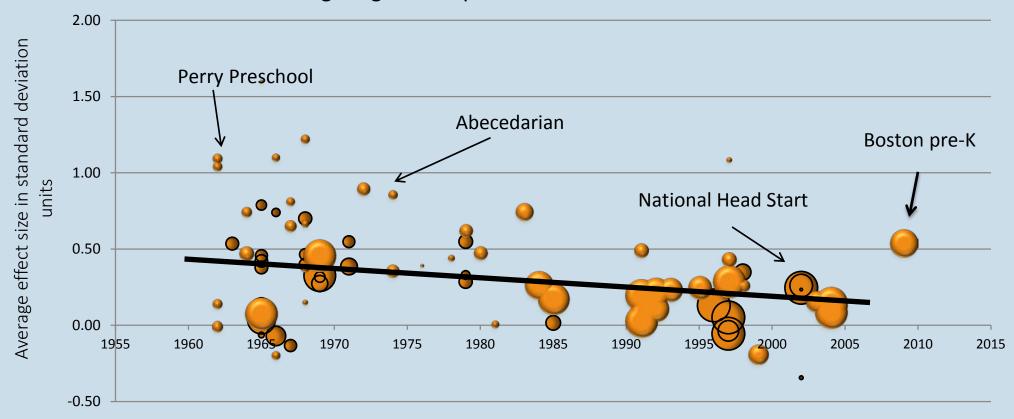


### Much of the gap measured across primary schooling is present at school-entry.



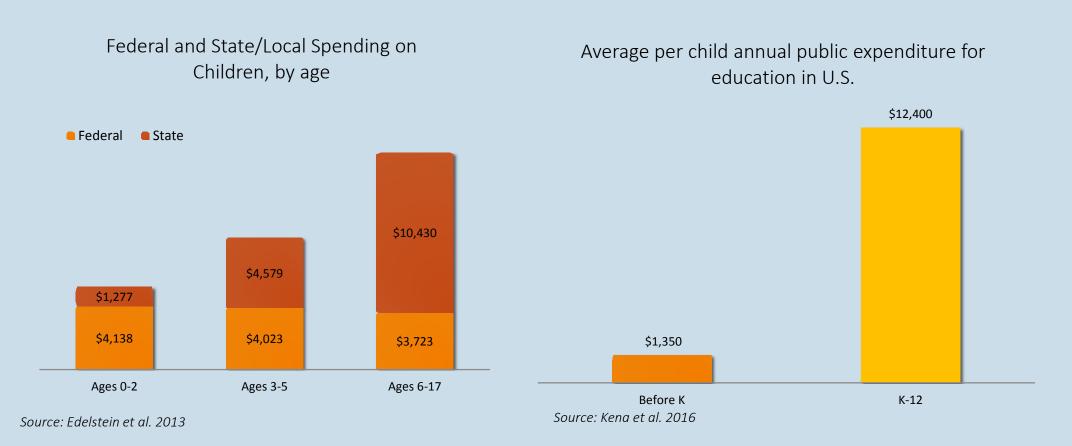
### Average cognitive and achievement skill impact at the end of preschool program treatment

#### Average cognitive impact at end of treatment



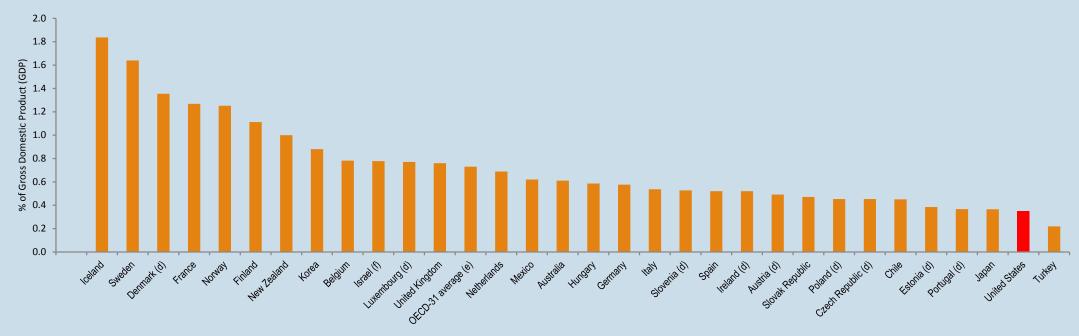
Source: Magnuson & Duncan, 2016, The Russell Sage Foundation Journal of the Social Sciences

### Educational investments in the early years have greatest benefit – but we do too little.



### U.S. lags nearly all nations with advanced economies in spending on early childhood care and education.

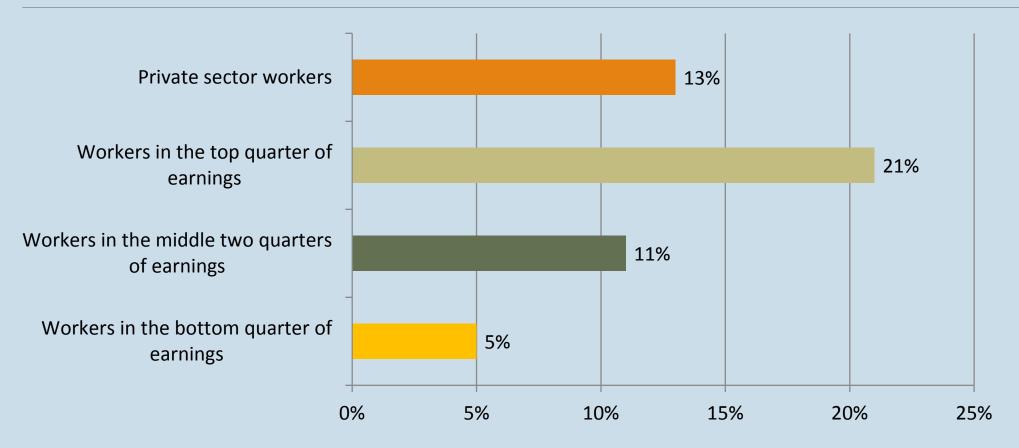
Public spending on early childhood care and education as a % of GDP, 2013 and latest available



Source: OECD Social Expenditure Database (3.1A)

Note: Total expenditures include child care and pre-primary education expenditures

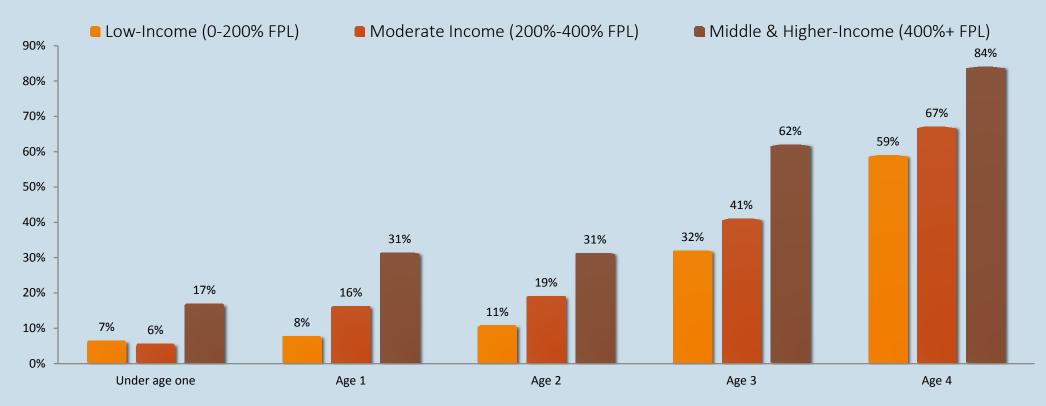
### U.S. workers lack access to paid family leave – especially lower-income workers.



Source: US DOL Bureau of Labor Statistics Leave benefits: Access, National Compensation Survey, March 2014

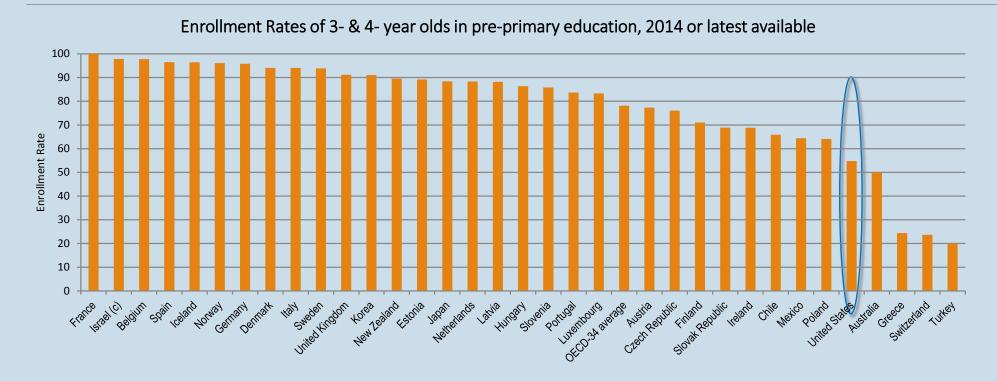
### Large disparities by family income in use of early learning programs, especially for youngest children

Rates of center-based ECE for children ages 0 to 5, by family income and child age, 2011



Source: Chaudry, Morrissey, Weiland, and Yoshikawa (2017)

In many countries with advanced economies, nearly all children receive a public education starting at age three.



Source: OECD Social Expenditure Database (Data for Chart PF3.2F)

Note: Total expenditures include child care and pre-primary education expenditures

### Children from low-income families experience lower quality, as well as less access.



#### Cradle to Kindergarten:

A new plan for high-quality early childhood interventions that gives all children a fair shot

- Paid parental leave as social insurance for children and working parents.
- Reliable guarantee of child care assistance for working families to assure all children can access good, stable early care and learning opportunities.
- Universal early education that starts at age three.
- Re-imagine Head Start to begin early and provide continuous development services to the most vulnerable children until school entry

#### Paid Parental Leave

#### **Current Context**

- FMLA provides only unpaid leave at the birth of a child. Only 60 percent of workers are eligible, and far fewer can afford to take unpaid time when also facing added costs to families of a new baby.
- U.S. just 1 of 2 among 170 countries with no guarantee of paid leave.
- 13% of private sector workers currently have access to paid family leave, and just 1 in 20 lower wage workers do.
- A few states have established paid leave programs (California, New Jersey, Rhode Island, New York in 2018)

- Paid parental leave to guarantee families with working parents 12 to 16 weeks per family of partially paid, jobprotected leave at birth or adoption of a child.
  - Families decide how to split weeks of leave with bonus if both parents take some period.
  - Parents get a percentage of their wages during the weeks each is on leave up to a maximum benefit.
  - Administer as social insurance through Social Security system. Recognize being born and having a child are common experiences like old-age or disability for which we can and should insure economic security.

#### Affordable High-Quality Care and Education

#### Current Context

- Good child care is a basic need for working parents, but it is very expensive and hard to find.
- Families with children under 5 spend 11% of incomes on child care.
- Families with incomes below 200% FPL spend 22%.
- 15% of eligible families with children receive child care subsidies through Federal and State CCDF funding.
- States establish most program rules which vary by state and are complex for families to navigate.
- Child care tax credits provide minimal benefits (max \$600) and are not refundable.

- "Assurance" subsidies support costs of high-quality care and education for low- and moderate-income working families with children under age 5
  - Family incomes below 250% FPL & state option to go to 400% FPL.
  - Family make co-payments on sliding scale, contributing 3-10% of income.
  - Subsidies adequate to pay for quality.
  - Only licensed care eligible for subsidies.
- Increased, refundable child care tax credit
  - Tax credit for proportion of paid costs for all types of paid care (licensed and unlicensed).
  - Maximum benefit increased to \$3000 for one child.

#### Universal Early Education

#### **Current Context**

- Piecemeal system
  - A few states and cities have universal programs for
     4 year olds, and some states have none
  - Fewer public programs for 3 year olds
  - Variation across many dimensions (governance, location, hours of services, workforce, quality assessment) in what exists across states

- High-quality universal preschool for children aged 3 and 4.
  - Developmentally focused curricula and professional development
  - Consistent structural quality standards across the system with regular and transparent measurement of process quality.
  - Full school-day and longer school year, with wraparound care options to meet family needs
  - Mixed auspice (in schools and community centers)
  - Alignment with K-3 education

#### A New Head Start Begins at (or before) Birth

#### **Current Context**

- Beneficial program aimed at most disadvantaged, but serves fraction of eligible
  - ~40% in Head Start
  - ~4% in Early Head Start
- What happens in the context of universal preschool?

- Target the most vulnerable young children with services starting before or at birth:
  - Communities of concentrated poverty.
  - Poor families and those facing particularly adverse circumstances (e.g., foster care).
- Integrate center-based early learning with home visiting and other comprehensive services.
- Head Start centers as hubs to link with child health and other service providers (e.g., WIC, Medicaid/CHIP).
- Generate innovations in birth to age 3 services and test program elements to further improvise systems.

#### A 10-year Investment Plan

Program	Cost at full implementation (in billions)	Existing Funding (in billions)	New Investments (in billions)
Paid parental leave	\$19.0	Few state programs (including, TDI) and private employers	\$19.0
Child Care Assurance Child & Dependent Care Tax Credit	\$30.2	\$13.9	\$16.3
State Universal Preschool for 3 and 4 year-olds	\$33.0	\$6.2 (states)	\$26.8
A New Head Start for Infants and Toddlers	\$17.2	\$9.0	\$8.2
Total New Public Investments (fede	eral and state)		\$70.3

#### Conclusions

- Coordinated investments to develop early childhood services infrastructure from birth to age five
  - Builds on evidence of what works and how to support quality elements that matter for children's developmental outcomes
  - Invests in providing broader access to all children and higher quality provision
  - Flexible for family needs
  - Economic support during period that families bear the brunt of raising children and when foundational brain architecture is vulnerable to disadvantage
- Shared federal and state responsibility implications for both levels of policy

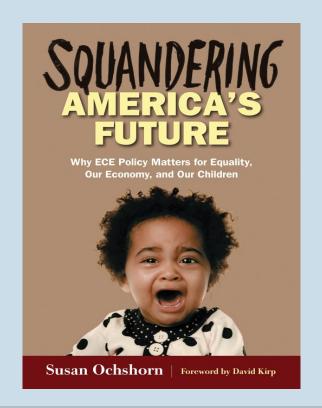




#### Potential Follow-on Activities

- Widespread Dissemination to States and Localities and National Media Coverage
  - Presentations made, scheduled or requested thus far by U.S. Senate Finance and HELP committees, governments in states of Connecticut, North Carolina, Pennsylvania, cities of Chicago, New York, San Francisco and Seattle.
  - Presentations made, scheduled or requested thus far at Universities and Civic Organizations: UC Berkeley, U-Chicago, Columbia, Georgetown, U-Michigan, NYU, Stanford, U-Wisconsin, Chan-Zuckerberg, CLASP, CDF, NCCP
  - Media articles and interviews about the book: Atlantic, Bloomberg, CNBC, CNN, Education Week, Newsweek/Daily Beast, New York Times, NPR Marketplace, MarketWatch, The Nation, Sirius XM POTUS Morning Line, Refinery 29, Yahoo! News and local news outlets in Arlington, VA, NYC, Philadelphia, SF, Washington DC
- Continuing dissemination and focused consultation including on how to develop related program design, coordination, and implementation in contexts to support Comprehensive Early Childhood Systems
- Collaborating with other scholars for follow-up book or report volume on models and evidence for components of plan to show what is potentially scalable and within our reach
- Helping to Advise/Shape Future Related Grant-making





#### **DISCUSSANT**

SUSAN OCHSHORN FOUNDER AND PRINCIPAL

#### ECE POLICYWORKS

Where Early Childhood Research, Policy, and Practice Intersect



Please Submit Your Questions



## Next NCCP Online Book Discussion June / 2:00-3:00 pm Eastern Date to be announced May 5 / Registration opens May 10

