

Next Steps to Fulfill the Promise of Early Childhood Education in Delaware

November 2019



National Institute for Early Education Research (NIEER)

- National early childhood policy research center founded in 2002
- Conduct independent, research-based research and provide technical assistance to inform policy
- Multidisciplinary staff from education & developmental psychology to public policy & economics
- Review state and city policies for comparison and consistency with “what works”

Promise of Early Care and Education

Early experience has broad, persistent effects

- Learning, development, and health
- Educational, social, and economic success
- Poor early experience limits future success of many

ECE can change the course of development

- Increased educational achievement and attainment
- Less abuse/neglect and crime
- Higher earnings, better health, longer life

Well designed ECE has high rates of return

- Full day programs support parental employment
- Chicago program had \$10:1 return over a lifetime

Delaware State Pre-K (ECAP) Enrollment

Ratings: 38th And 40th

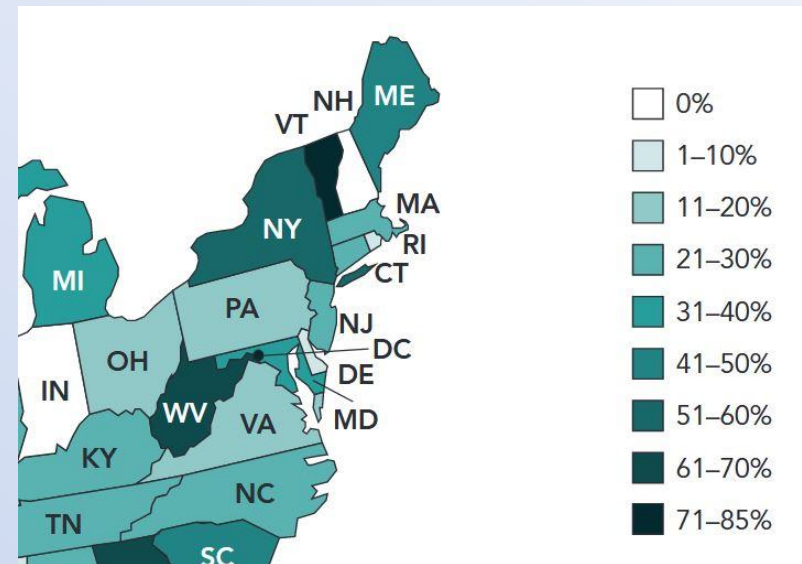
Delaware ranks **behind** all surrounding Mid-Atlantic states

State	Ranking
D.C.	1
New York	9
Maryland	13
New Jersey	24
Pennsylvania	31
Delaware	38



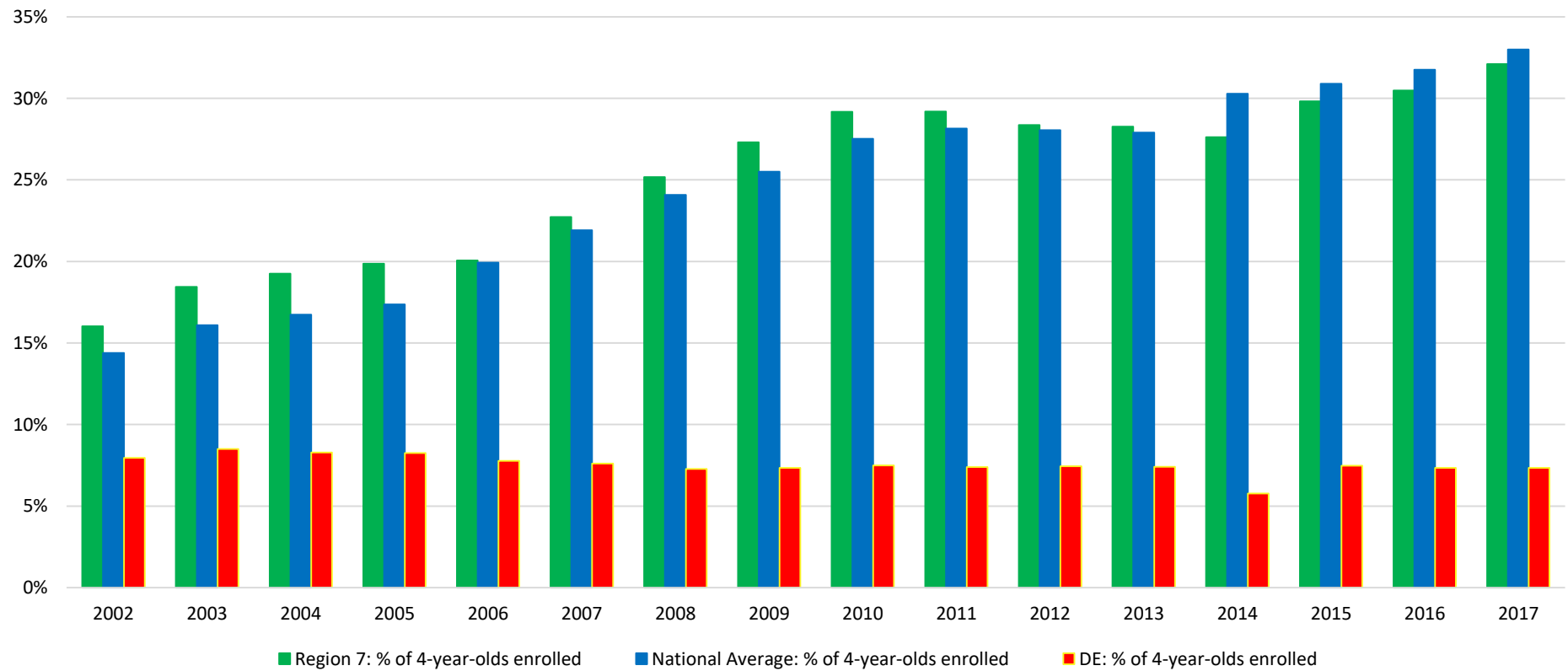
When Head Start, Special Ed, and ECAP are included, **Delaware ranks 40th for enrollment**

5% of children enrolled in DE state prekindergarten (2017-2018)



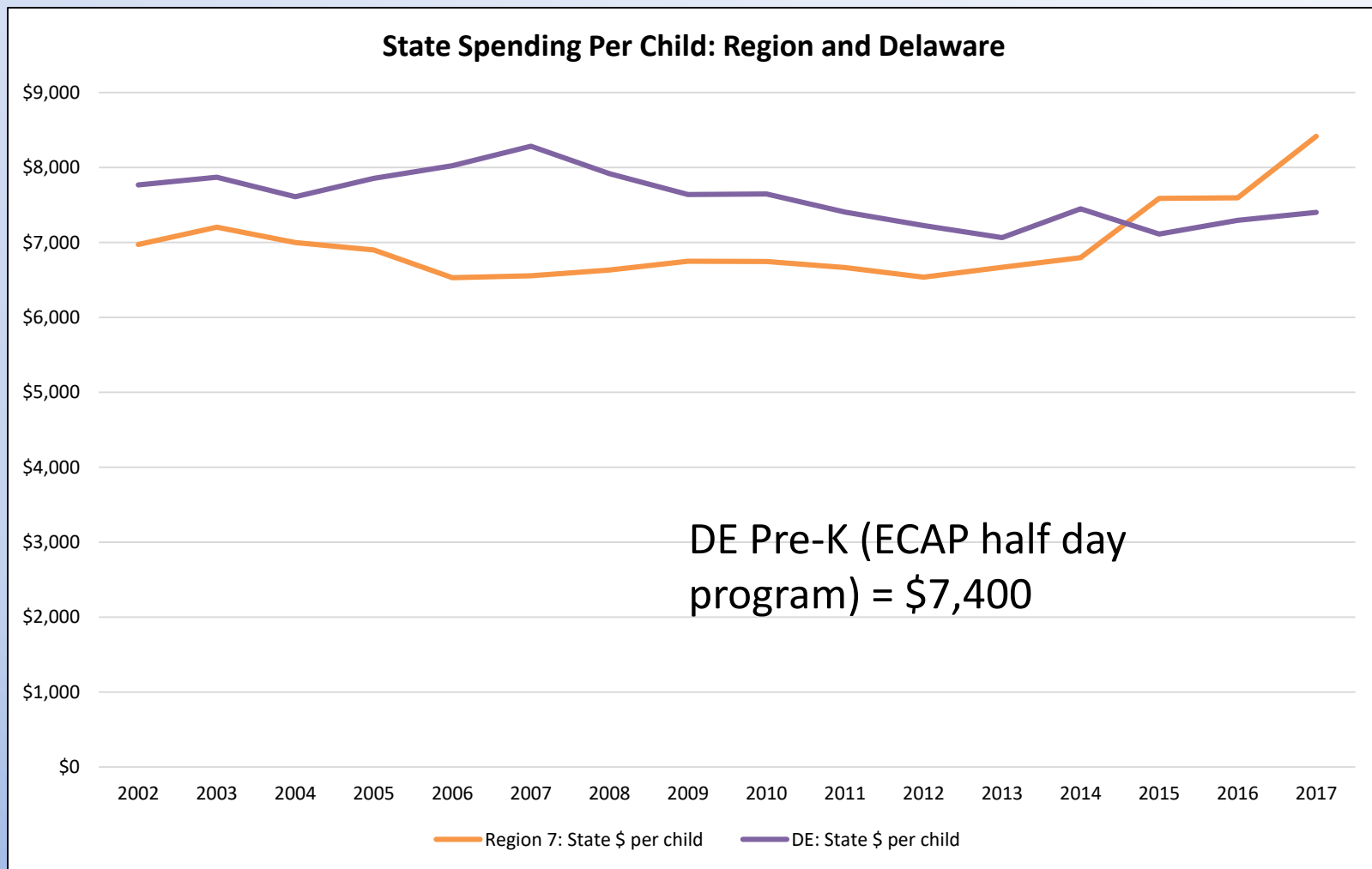
4-Year-Old State Pre-K Enrollment Over Time: Delaware, the Region, and National Average

Percent of 4-year-olds enrolled nationally, by region, and Delaware



Average state's Pre-K enrollment rose from double to nearly 5 times Delaware's

Pre-K Spending Per Child 2002-17: DE Once Led Now Lags the Region



Further Identifying the Need in Delaware

- US Census and American Community Survey Data from 2012-2016 revealed that **51% of Delaware's 3-and 4-year-olds are not enrolled in preschool, nursery school or kindergarten**
 - 62% of children below 200%
 - 43% of children at or above 200% of FPL

Overall, Where is Delaware Now?

- ECAP has fallen behind other states
 - Enrolls few children
 - Part day
 - Meets Head Start Program Performance Standards
 - Do not assure adequately compensated, strong teachers
 - Are overly complex and burdensome
 - Too little funding
- Political will to move forward—general public, business, and government

Successful Preschool Programs

- Universal, voluntary
- High expectations
- Adequate funding
- Strong teachers
- Small classes
- Ages 3 & 4 (2 years)
- Full day
- Public-private provider partnership
- Continuous improvement system (GPS)



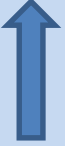















Most Successful State Models Today

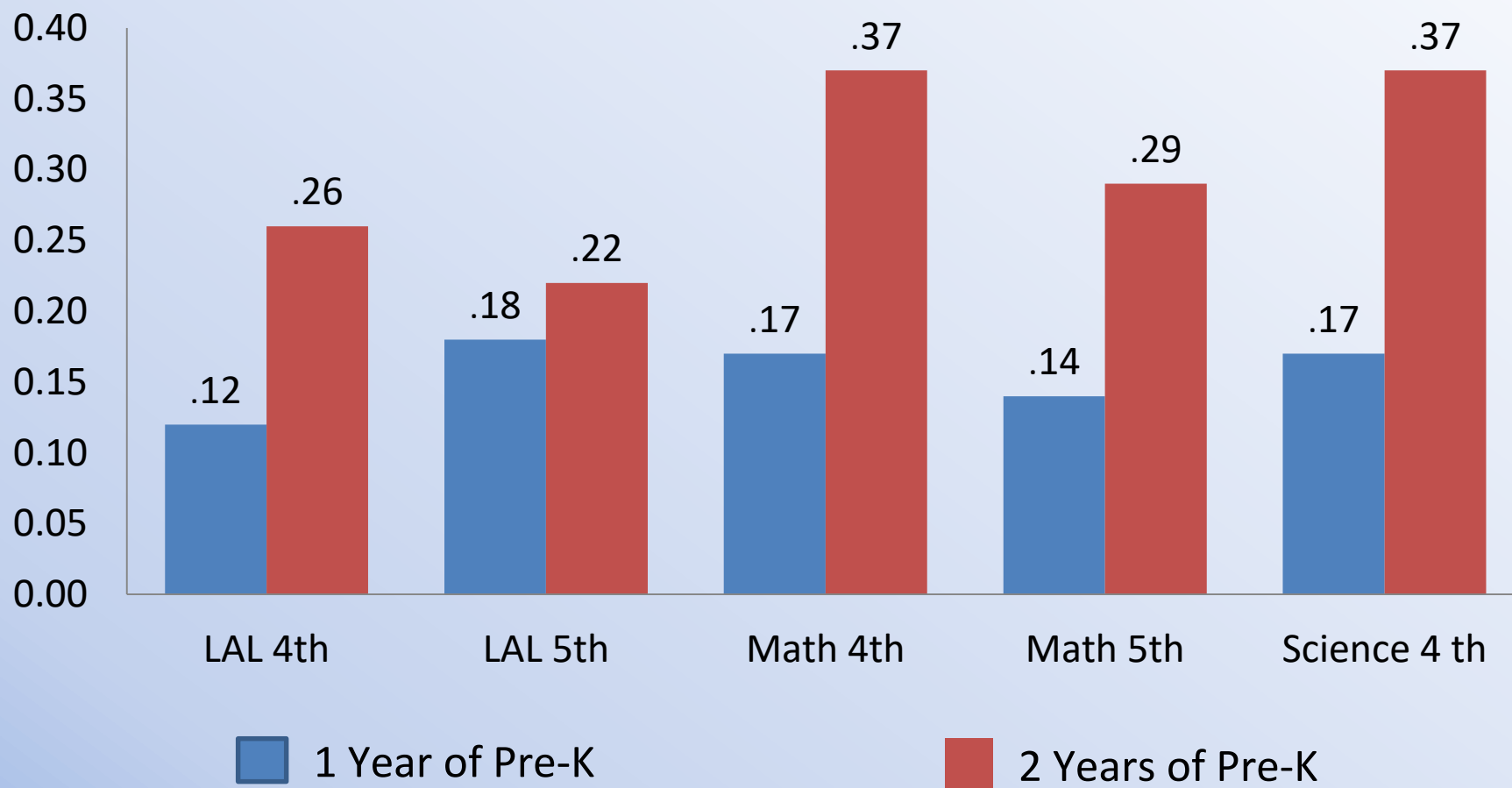
- Offer at least a full school day
- Set high standards tied to public education
- Use mixed-delivery system of public and private providers (as ECAP currently does)
 - Leverage facilities and expertise; integrate care and education from all sectors
 - Increase opportunities for continuity B-grade 3
 - Have structures to support strong practice, e.g. contracts between public school & private providers
 - Encourage/support/require use of private providers

Long-term Impacts

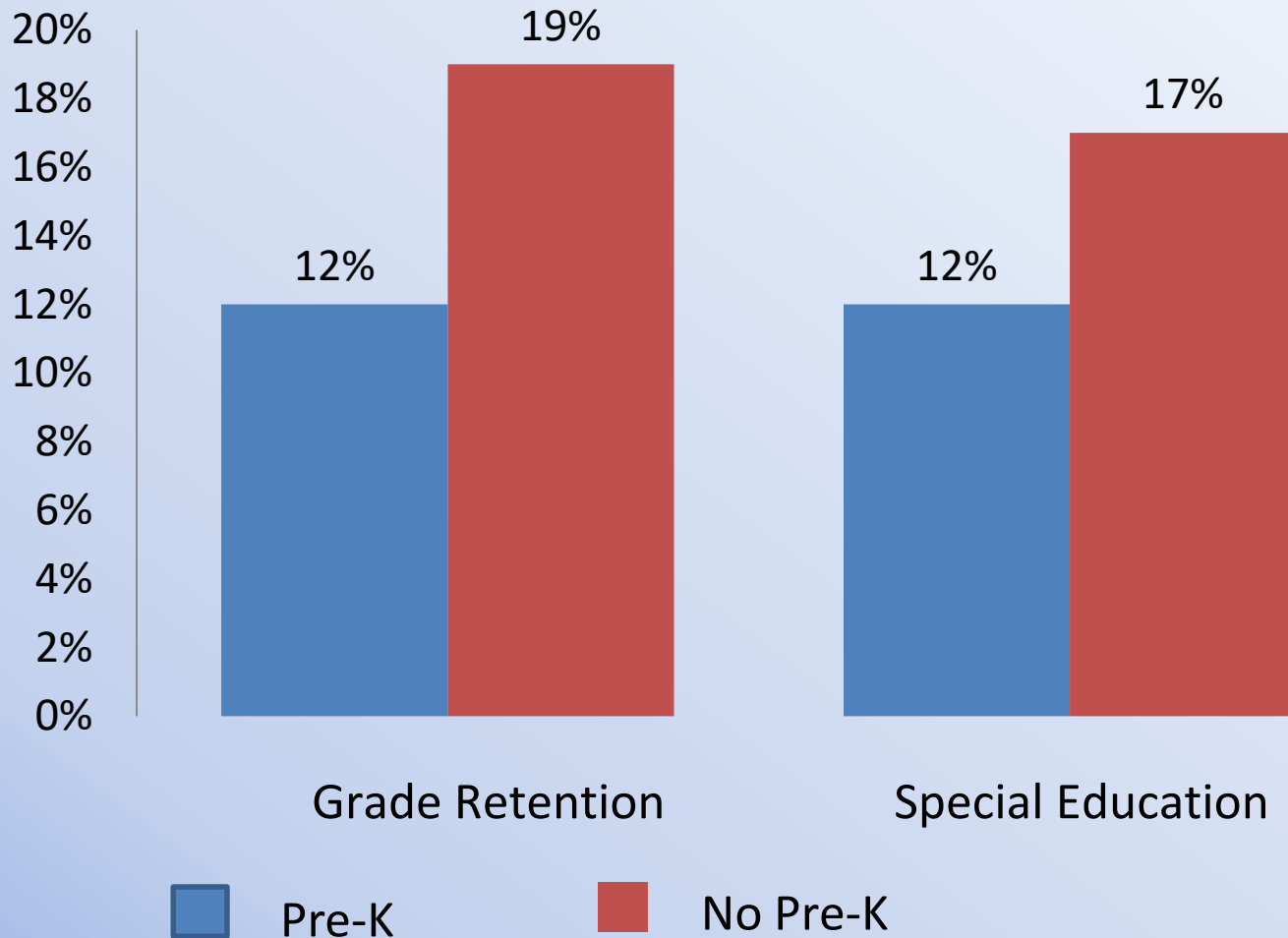
Recent Large Scale Pre-K Studies

Program	Population	Annual Cost/Child	Reading Achieve	Math Achieve	Grade Retention	Special Education
TN 4-5	LOW INCOME	\$6,019	NS		NS	
NJ 3-5	LOW INC./ UNIVERSAL	\$13,500				
OK 4-5	UNIVERSAL	\$9,118	NS			NS
AL 4-5	LOW INC./ UNIVERSAL	\$7,000				
NC 4-5	LOW INCOME	\$9,500				

NJ Pre-K Effects on Achievement Grades 4 and 5 (in Standard Deviations)



NJ Pre-K Effects on Retention & Special Education at Grade 5



Links to Research

- Current State of Knowledge on PreKindergarten Effects
<http://nieer.org/wp-content/uploads/2017/04/Brookings-Pre-Kindergarten-Effects.pdf>
- NJ Abbott Longitudinal Study <http://nieer.org/research-report/fact-sheet-the-abbott-preschool-program-longitudinal-effects-study-apples>
- Alabama Pre-K Longitudinal Research
<https://children.alabama.gov/resources/research/>
- North Carolina Pre-K Research through Grade 8
<https://duke.app.box.com/s/pw3zv27a2jkmfas2j183yg4ekamxzl8y>
- Oklahoma UPK Research through Middle School
<https://georgetown.app.box.com/s/kkv3d717lib52clh9w4t3wns50ivcaxs>
- Economic Returns to Early Childhood Education (CDC Review)
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6172656/>

Additional Lessons Learned for Delaware

- Benefits of universal for high-needs and all children
- Increase *both* quality and access
- Build capacity
 - Scholarships for educators
 - Updating higher education degree programs
 - State-level support for quality, contracting, etc.
- Framework legislated; many details in regulation/guidance with stakeholder input

Additional Lessons Learned for Delaware

- **Full-day, high-quality preschool takes dedicated resources to achieve high outcomes**
 - Current state-funded Delaware per pupil rates
 - Pre-K (half-day): \$7,400
 - K-12: \$18,362
 - States/programs in this region spend between \$13,500-\$17,000 for full-day preschool