



Early Childhood Education Programs Have Lifelong Benefits

Learning Benefits

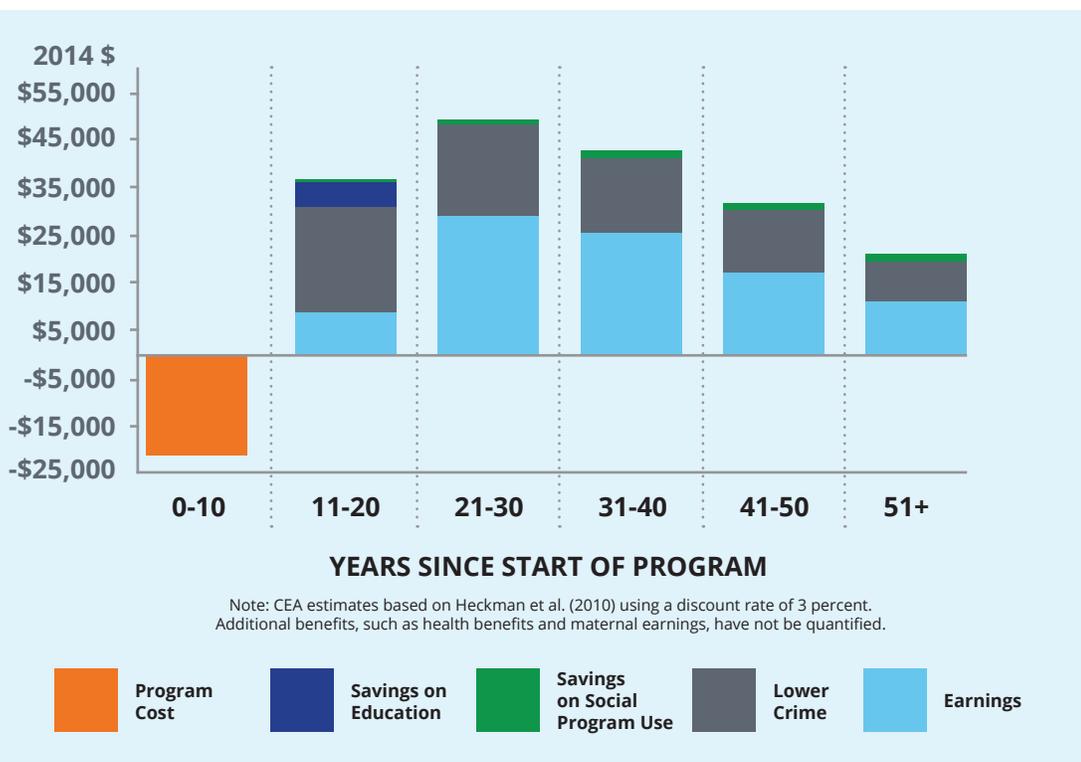
There is much good information that free, full-day pre-school and kindergarten can improve the health of children, their families, communities, and society. High-quality early childhood education (ECE in the form of full-day preschool programs and kindergarten class is a key part of a child's education. Studies document that having children in learning activities early in life can help them develop their thinking ability and help them get ahead in school later.¹ Children who are in ECE programs get many emotional, social, and societal benefits, as well.²

Kindergarten programs have been shown to be very good at preparing young children for education by teaching them core educational ideas such as reading, spatial reasoning, motor skills, basic math concepts, and language.³ Full-day programs are generally better than half-day programs and have been shown to improve initial learning, as well as learning even through high school.^{4,5}

Economic Benefits

There are many economic benefits from high-quality ECE programs. A 2015 White House report on the Economics of Early Childhood showed that putting money into high-quality ECE programs created economic returns of eight dollars for every one dollar spent.⁶ These gains come from a child's ability to increase his or her income over time. Figure 1 shows the benefits of one ECE program studied over a long period of time. High-quality ECE programs also can help reduce a child's involvement with the criminal justice system.⁷ Additionally, ECE can increase a mother's ability to get a job, earn a better income and help her to better manage time between work, family, and childcare.⁸

FIGURE 1: NET BENEFIT PER CHILD OF PERRY PRESCHOOL OVER A CHILD'S LIFETIME



¹ <http://nepc.colorado.edu/blog/high-quality-universal-pre-k>

² National Institute for Early Education Research: How Much Can High-Quality Universal Pre-K Reduce Achievement Gaps?

³ The Effects of Universal Pre-K on Cognitive Development, William T. Gormley Jr., Ted Gayer, Deborah Phillips, and Brittany Dawson, Developmental Psychology, American Psychological Association 2005, Vol. 41, No. 6, <http://www.iapsych.com/wj3ewok/LinkedDocuments/Gormley2005.pdf>

⁴ http://www.nea.org/assets/docs/HE/mf_fdk-factsheet.pdf

⁵ <http://www.ccsd.net/resources/assessment-accountability-research-school-improvement-division/full-day-kindergarten-review-of-literature.pdf>

⁶ The Economics of Early Childhood Investments, Report of the Executive Office of the President, January 2015, https://obamawhitehouse.archives.gov/sites/default/files/docs/early_childhood_report_update_final_non-em-bargo.pdf

⁷ Ibid.

⁸ Ibid.

⁹ <https://www2.ed.gov/documents/early-learning/matter-equity-preschool-america.pdf>



State of Early Childhood Education in Colorado

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|---|--|--|
| There are more than 338,000 children under the age of five living in Colorado. | Attending preschool and kindergarten is not required by Colorado law. | Children must enter school by age six, with a birthday on or by August 1st of the year attending school. |
| 96% of school districts in Colorado offer the Colorado Preschool Program, a half-day program restricted to at-risk 3- and 4-year-olds | 82% of Colorado school districts offer some form of preschool program. | 66% of 4-year-olds in Colorado are not enrolled in a publicly funded pre-K program. ⁹ |

Types of ECE Programs

There are two basic types of ECE programs — targeted and universal. Targeted programs are for specific groups, such as low-income children. Universal programs are open to all children. There are more examples of targeted programs because universal access programs are costly because of the greater number of children served.

Strategies to Increase Access to Early Childhood Education at Community and Societal Levels

There are a many ECE programs that can offer high-quality education to children under age five. Policies to give access to free, full-day preschool and kindergarten have shown large benefits, such as better school performance, better social and emotional skills, bigger incomes over time, and improved health and wellness over a lifetime. All of these benefits help young children get a jumpstart in their education. They are also examples of new funding approaches that states and local governments can use to support programs that will reach all children.

| TITLE | DESCRIPTION | FOR ALL CHILDREN? (3 & 4 year olds) | FUNDING MECHANISM |
|---|--|--|--------------------------------|
| Colorado Preschool Program (CPP) | A state-funded early childhood education program for at-risk children | NO | State Budget |
| Denver Preschool Program (DPP) | A program for Denver's 4-year old children that gives tuition credits to families | NO | Sales Tax |
| National Head Start Program | The only nationally-funded ECE program that is for children from low-income families, and children with disabilities | NO | Federal Funding |
| Oklahoma's Early Childhood Four-Year-Old Program | A state-funded, full-day, universal preschool program, for all 4-year-olds in the state | YES | State Funding |
| NJ's Abbott Preschool Program | A state-funded full-day program for 3-and-4-year-olds in 31 of New Jersey's poorest urban school districts | NO | State Funding |
| NYC "3-K for All" Program | A state-funded, full-day program for all New York City 3-year-olds | YES | State Budget (Not yet Secured) |
| Georgia Lottery for Education | A full-day program for all children BUT only if schools choose to offer it | NO | State Lottery |