



Embargoed For Release Until
Tuesday, 26 April 2011

High-Quality Early Education: Cutting Crime and Saving Up to \$160 Million a Year in Education Costs in San Diego County

The law enforcement leaders of FIGHT CRIME: INVEST IN KIDS *California* are determined to see that dangerous criminals are put behind bars. But those on the front lines in the fight against crime know that America's anti-crime arsenal contains no weapons more powerful than proven programs that keep kids from committing crimes in the first place. High-quality early education, including preschool programs, helps kids get the right start in life.

Summary

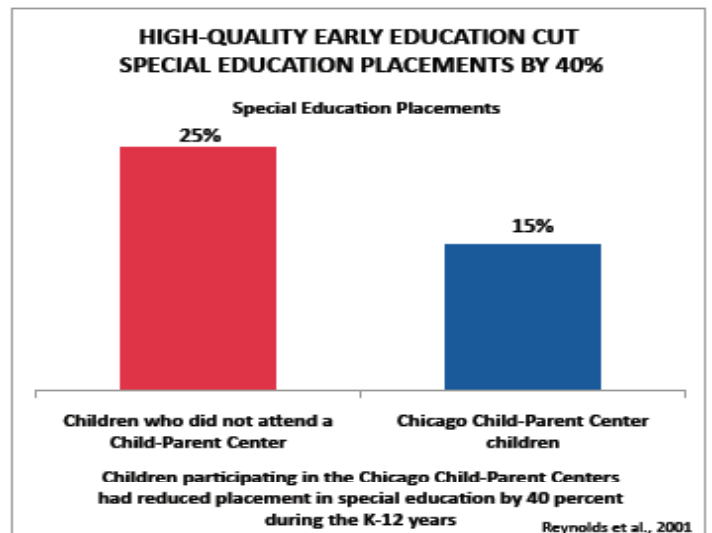
Law enforcement leaders have supported high-quality early education as one of the most cost-effective ways to cut crime and reduce state costs for correctional and other social services over the long term. The research is clear that at-risk children who attend high-quality early education are less likely to commit crimes as adults and more likely to complete high school and become competent adults who can support themselves and their families. Researchers have found that, in the long run, quality early education saves as much as \$16 for every dollar invested.¹

A new analysis by FIGHT CRIME: INVEST IN KIDS *California* shows that quality early education investments, including preschool, can also produce significant short-term savings for the San Diego County's education budget, by reducing special education costs by ten percent.

Over \$800 million a year is spent on special education services for San Diego County, but only \$83 million was invested in state- and federally funded preschool that served San Diego 4-year-olds in Fiscal Year 2010–2011. The new analysis shows that if and when a combination of funding from the federal government, the state government and individual families can fund high-quality preschool for all San Diego families that would want it, at a projected total cost of \$335 million, San Diego and California could realize savings of as much as \$80 million in special education costs alone. Because high-quality preschool can reduce grade retention and improve the learning environment, the total K-12 education savings could reach \$160 million a year.

Research shows that making quality early education programs available to all children can greatly reduce the need for special education – with reductions in special education costs ranging from 6 percent to as much as 48 percent, depending on the programs and the students.²

Backed by these numbers, law enforcement leaders are urging state and federal policymakers to support investments that would give more children access to high-quality early education, including more at-risk children. Not only can early education cut crime, but it also can help reduce the costs of K-12 education.

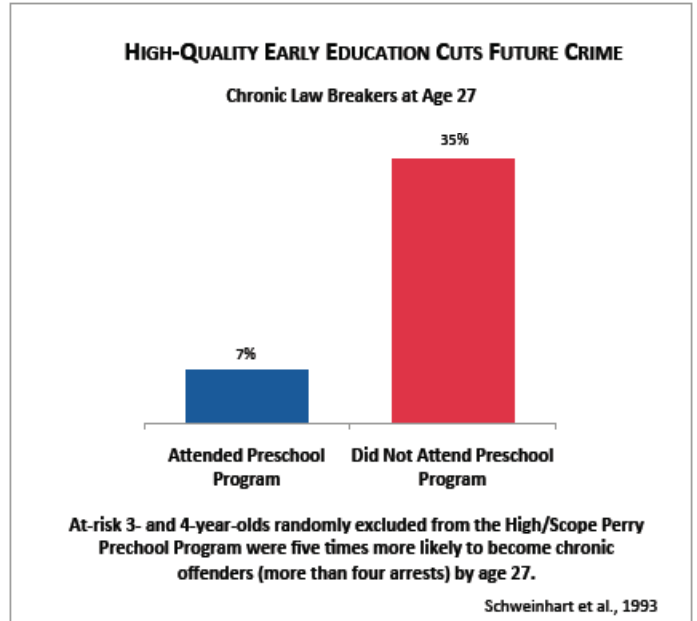


High-quality Early Education Cuts Crime and Reduces the Need for Special Education

Research shows that at-risk kids who attended high-quality early education programs were less likely to commit crimes as adults than similar children who did not. Further, these rigorous studies showed that participating in these programs also produced significant reductions in special education placements during the kindergarten through 12th grade (K-12) years, a significant cost-driver in local, state and federal education costs.

Law enforcement wholeheartedly supports providing children with appropriate special educational services that will help them learn and realize their full potential.

Many children have special educational needs such as a hearing impairment or a learning disability that would not be expected to change as a result of high-quality early education. However, for children with developmental delays or behavior problems, high-quality early education can make a meaningful difference in reducing future needs for special education during the K-12 years. Research shows that many children will not need special educational services if effective interventions are available to them early in life.



offenders with five or more arrests compared to those who did attend.⁴ By age 40, those who did not attend the program were more than twice as likely to become career offenders with more than 10 arrests and twice as likely to be arrested for violent crimes.⁵

High-Quality Early Education Programs Reduce the Need for Special Education	
High/Scope Perry Preschool Program	43 percent reduction in special education placements.
The Chicago Child-Parent Centers	40 percent reduction in special education placements.
The Abecedarian Project	48 percent reduction in special education placements.

Barnett, 1985, Reynolds et al., 2001, Campbell & Ramey, 1995.

Reduced Special Education Placements: The study also found significant reductions in children’s placement in special education for children participating in the Perry Preschool Program compared to children who were left out of the program. The Perry study found that participating in early education reduced

children’s placement in special education during the K-12 years by 43 percent.⁶

High/Scope Perry Preschool Program

The Perry Preschool Program in Ypsilanti, Michigan is a high-quality, one- to two-year-long educational program that is considered a model of early childhood education programs. The High/Scope Educational Research Foundation initiated a study of the program in 1962. Researchers randomly assigned one half of a population of at-risk, low-income 3- and 4-year-olds to attend the program and assigned the other half to a control group not receiving preschool, and then followed these children over time, to age 40.³

Reduced Crime: In 2005, the Foundation released the most recent findings of lifetime effects of the Perry Preschool Program. By age 27, those who did not attend the program as children were five times more likely to become chronic

Child-Parent Centers

Chicago’s federally funded Child-Parent Centers (CPC) have served over 100,000 3- and 4-year-olds since 1967. The program is a center-based early intervention program that provides educational services to economically disadvantaged children along with parent coaching.

Reduced Crime: A study comparing 989 children in CPC to 550 similar children who were not in the program showed that children who did not participate were 70 percent more likely to be arrested for a violent crime by age 18.⁷ Children not receiving CPC were also 24 percent more likely to have been incarcerated as young adults.⁸

San Diego County K-12 education facts

- There are approximately 52,000 special education students enrolled in San Diego public schools, comprising 11 percent of the total student enrollment.¹⁴
- Over \$800 million is spent annually on San Diego schools special education programs.¹⁵
- The San Diego’s annual elementary and secondary education budget is \$4.2 billion.¹⁶

San Diego County early education facts

- Only 26 percent of San Diego County 4-year-olds and 15 percent of 3-year-olds are served by publicly funded preschool and Head Start.¹⁷
- \$83 million was invested in Fiscal Year 2010–2011 in state- and federally-funded preschool that served San Diego 4-year-olds, plus another \$53 million for 3-year-olds.¹⁸

Reduced Special Education Placements: CPC also dramatically cut special education placements for children who participated in the program compared to those not in the program. Children participating in the program were 40 percent less likely to be placed in special education during the K-12 years.⁹

Additional Studies – Early Education Cuts Special Education Placements

Other evaluations add to the evidence that early education can help reduce the need for special education and related services.

The Abecedarian Project, a long-term study of poor rural children in North Carolina who participated in the program from infancy through age five, supports these results. Participating in this early care and education program reduced children’s placement in special education by 48 percent compared to children left out of the program.¹⁰

A recent evaluation of Pennsylvania’s Pre-K Counts (PKC) program showed especially strong positive results for children who might otherwise be in special education during their K-12 years. Among the major findings:

- “At the beginning of Pre-K Counts, 21 percent of children ... were classified as developmentally delayed and qualifying for early intervention services from the county. At the end of PKC, only 8 percent of children were still delayed.”
- “At the start of Pre-K Counts, 21.5 percent of 3-year-old children were at-risk for problematic social and self-control behavior [meaning they scored low on those measures]; at the end of PKC, only 3.6 percent of 3-year-old children were still at-risk.”¹¹

How High-quality Early Education Reduces Special Education Placements While Helping All Kids

Early education can reduce children’s need for special education services when they arrive at school by reducing developmental delays, and by helping children learn social skills and self-control that reduce behavior problems.

Reducing behavior problems is important for improving the classroom environment so all children can learn. Most children receiving special education services do not grow up to become involved in serious crime, just as with children who are not in special education. But whether children have special educational needs or not, learning positive social skills and becoming more capable students can help all kids do better in school and avoid involvement in future crime.

Reducing Special Education Costs Yields Substantial Savings

Reducing the need for special education services not only helps children reach their potential as students, it also produces significant cost savings. National estimates indicate that the average per-student cost of special education is nearly twice (1.9 times) the cost for general education students.¹² In San Diego County, the average cost of a special education student is more than twice the average cost of a non-special education student.¹³

Children who have special needs should have, and schools are legally required to provide, appropriate special educational services to meet their needs. However, providing high-quality early education, including preschool, can reduce the need for special education later, leading to significant cost savings to the California Department of Education and San Diego County school district budgets.

High-quality Early Education is Essential

Early education programs can provide young children essential academic and social skills that are critical for later success. At-risk children who attend high-quality early education programs are less likely to be held back a grade, less likely to need special education, less likely to commit crimes, and more likely to graduate high school and go on to college.²⁴ The research shows that early education programs must be of high quality to have a real impact on children, especially high-risk children.²⁵

Researchers agree that high-quality early education programs share several common characteristics, including:

- Highly-skilled teachers with appropriate compensation;²⁶
- Comprehensive and age-appropriate curricula;²⁷
- Strong family involvement;²⁸
- Small staff-to-child ratios to ensure each child gets sufficient attention;²⁹
- Small, age-appropriate class sizes;³⁰ and
- Screening and referral services for developmental, health or behavior problems.³¹

Programs that incorporate these elements are more likely to have positive effects on children that increase school success, cut crime and save money.

These cost savings from early education begin to be realized within a child's first year in the primary school system. These savings accrue as fewer young children enter kindergarten in need of special education services, young children with developmental delays catch up to their peers, and children with behavior problems learn to behave more appropriately with their teachers and peers.

Further, the special education cost savings gained from reducing the number of children needing special education placements could be used by San Diego County schools to more effectively serve other children with special needs.

In these tough budget times, the short-term benefits of early education are important for their cost savings, in addition to their ability to help more children be prepared to succeed in school and reduce the need for special education services and placements.

Saving \$160 Million a Year

Based on economist Clive Belfield's analysis of early education's cost savings to school systems, and based on the evidence from rigorous studies of high-quality early education that followed children into adulthood, FIGHT CRIME: INVEST IN KIDS projects that high-quality early education will cut ten percent off the costs of special education in the San Diego. Cutting ten percent of the over \$800 million dollars spent in San Diego County schools' special education could eventually save up to \$80 million a year.¹⁹

This projected annual savings is based on \$80 million in special education savings alone. If we also include the

reductions in grade repetition and the improved learning environment that Belfield also identified as school system savings, those additional savings would roughly double the savings from special education, to total approximately \$160 million.²⁰

For California and San Diego County schools to achieve these savings from reduced school system costs, the combination of funding from the federal government, the state, and individual families for preschool would eventually need to increase substantially to serve all San Diego families who would want it for their 4-year-olds. FIGHT CRIME: INVEST IN KIDS projects a total investment of \$335 million to provide high-quality, full-day preschool for 80 percent of San Diego's 45,000 4-year-olds (a standard approximation of voluntary preschool if it were offered to all families of 4-year-olds, recognizing that some families will not participate).²¹ In 2010–2011, investment in state- and federally funded preschool that served San Diego 4-year-olds was only \$83 million, so additional investments would be needed to eventually reach the total projected \$335 million investment in high-quality, full-day preschool that is needed to fully serve San Diego's 4-year-olds.²²

Both California and San Diego County schools are likely already realizing part of these special education and other school system savings, since the state and federal governments are already investing in public preschool for thousands of children, and thousands more are enrolled in private for-pay programs.²³ While full investment in preschool for all San Diego's 4-year-olds is not expected to be achieved in the near future, such investments would yield meaningful benefits for San Diego citizens: If California, individual families and the federal government were to make high-quality preschool available

to all families who would want it, California and San Diego's school districts could capture the full cost savings of \$160 million a year from reduced special education costs, reduced grade repetition, and an improved learning environment.

Unfortunately, the opposite is also true: If preschool funding is cut, California and San Diego schools will soon have to spend more on special education services and other K-12 costs. The basic point is that investing early in young children yields important short-term school system savings, in addition to longer-term cost savings from reduced crime and other benefits.

School System Savings Contribute To Long-term Savings

The Perry Preschool Program cut crime as well as reduced costs for special education so much that it saved more than \$16 for every \$1 invested. The vast majority of the cost savings from the Perry Preschool Program come from reductions in crime, with smaller portions of this long-term savings generated by reduced education and welfare costs.³²

Early Education Denied to the San Diego's Kids

Despite the evidence on the benefits of high-quality early education, inadequate funding denies thousands of San Diego children access to quality early care and education programs. Forty states, including California, provide some publicly funded voluntary preschool. The federally funded Head Start program for children in poverty serves only half of the eligible children nationwide due to inadequate funding. And the youngest children, from birth to age 3, are even more dramatically underserved. For example, Early Head Start serves about three percent of eligible infants and toddlers nationally.³³

In San Diego County, Head Start and the state-funded preschool program together serve approximately 18,500 children. However, the data also demonstrate that in San Diego, only 26 percent of all 4-year-olds and 15 percent of all 3-year-olds were served by these publicly funded programs, and these percentages are expected to fall in light of substantial cuts to state-funded preschool in the state budget enacted in March 2011.³⁴

Since most states now provide publicly funded preschool, more states are reshaping their "K through 12" public education systems, broadening the frame for state and local education systems to include preschool. In this way, states are creating "pre-k through 12" education systems.

California has been part of this trend, through the State Superintendent of Public Instruction's establishment of a P-16 Council in 2005. The P-16 Council examined ways to improve student achievement at all levels and link preschool,

elementary, middle, high school, and higher education to create a comprehensive, integrated system of student learning. California has also enacted legislation to link preschool to the educational data system.

State early education investments must be continued, and any effective education improvement effort must be built on the foundation of highest-quality early education. These improvement efforts begin with the reauthorization of the Elementary and Secondary Education Act (ESEA). That is why law enforcement leaders are calling on the San Diego's federal policymakers to support provisions in ESEA reauthorization that encourage states to shift away from the traditional K-12 approach towards a system that incorporates early learning into the educational structure so kids are ready to learn when they enter kindergarten. This includes the enactment of the Early Learning Challenge Fund; including early learning teachers in professional development provisions; changing funding formulas to include children ages 3 and 4; providing incentives to states to increase resources devoting to creating and improving early care and education programs; and including high quality early care and education as part of School Improvement Plans to turn around low-performing schools.

Conclusion

San Diego County's law enforcement leaders have been voicing their support for high-quality early education for years because of its proven impact on reducing later crime. In today's lean budget times, lawmakers now face tough decisions about which programs should receive public funding. Research has demonstrated long-term cost savings from early education, saving as much as \$16 for every \$1 invested. The research also shows that, even before those long-term cost savings occur, high-quality early childhood programs can produce significant cost savings for California and San Diego schools' education budgets, by reducing special education costs by ten percent. Cutting crime and reducing the need for special education services makes high-quality preschool a wise investment for San Diego.

The law enforcement leaders of FIGHT CRIME: INVEST IN KIDS *California* call on state policymakers to continue their investments in early education, and call on San Diego's Congressional delegation to consider important reforms and investments that will help reduce crime and make our communities safer. FIGHT CRIME: INVEST IN KIDS *California* is asking policymakers to support provisions in the federal Elementary and Secondary Education Act (ESEA) reauthorization that encourage states to transition from "K through 12" towards a system that incorporates early learning into the educational

structure. Reforming our nation's education laws will improve educational outcomes, as well as help reduce later crime.

Law enforcement leaders are convinced that high-quality early education is a wise investment for San Diego that will save money and make our communities safer.

Endnotes

- 1 Schweinhart, L.J., Montie, J., Xiang, Z., Barnett, W.S., Belfield, C.R., & Nores, M. (2005). *Lifetime effects: The HighScope Perry Preschool study through Age 40*. Ypsilanti, MI: HighScope Press.
- 2 Belfield reviewed 19 published studies of early care and education programs, and the reductions in special education placements found in those studies ranged from 6 percent to 48 percent, with the most rigorous longitudinal studies finding reductions in special education placements in the 40 percent to 48 percent range. Belfield, C.R. (2004). *Early childhood education: How important are the cost savings to the school system?* New York: Columbia University, Teachers College. Retrieved on May 17, 2010 from <http://www.plan4preschool.org/documents/ny-cost-saving.pdf>; Belfield, C.R. (2004).
- 3 Schweinhart, L.J., Montie, J., Xiang, Z., Barnett, W.S., Belfield, C.R., & Nores, M. (2005). *Lifetime effects: The HighScope Perry Preschool study through Age 40*. Ypsilanti, MI: HighScope Press.
- 4 Schweinhart, L.J., Barnes, H.V., & Weikart, D.P. (1993). *Significant benefits: The HighScope Perry Preschool study through age 27*. Ypsilanti, MI: HighScope Press.
- 5 Schweinhart, L.J., Montie, J., Xiang, Z., Barnett, W.S., Belfield, C.R., & Nores, M. (2005). *Lifetime effects: The HighScope Perry Preschool study through Age 40*. Ypsilanti, MI: HighScope Press.
- 6 Barnett, W.S. (1985). Benefit-cost analysis of the Perry Preschool Program and its policy implications. *Educational Evaluation and Policy Analysis*, 7(4), 333-342.
- 7 Reynolds, A. J., Temple, J. A., Robertson, D. L., & Mann, E. A. (2001). Long-term effects of an early childhood intervention on educational achievement and juvenile arrest. *Journal of the American Medical Association*, 285(12), 2339-2380.
- 8 Reynolds, A. J., Temple, J. A., Ou, S., Robertson, D. L., Mersky, J. P., Topitzes, J. W., & Niles, M. D. (2007). Effects of a school-based, early childhood intervention on adult health and well-being: A 19-year follow-up of low-income families. *Archives of Pediatrics & Adolescent Medicine*, 161(8), pp. 730-739.
- 9 Reynolds A.J., Temple, J.A., Robertson, D.L., & Mann, E.A. (2001). Long-term effects of an early childhood intervention on educational achievement and juvenile arrests. *Journal of the American Medical Association*, 285(18), 2339-2346.
- 10 Campbell, F.A., & Ramey, C.T. (1995). Cognitive and school outcomes for high-risk African-American students at middle adolescence: Positive effects of early intervention. *American Educational Research Journal*, 32(4), 743-772.
- 11 Bagnato, S.J., Salaway, J., & Suen, H. (2009). *Pre-K counts in Pennsylvania for youngsters' early school success: Authentic outcomes for an innovative prevention and promotion initiative*. Pittsburgh, PA: University of Pittsburgh, Early Childhood Partnerships.
- 12 Chambers, J.G., Shkolnik, J., & Perez, M. (2003). *Total expenditures for students with disabilities, 1999-2000: Spending variation by disability*. Washington, DC: American Institutes for Research. Retrieved on May 10, 2010 from http://csef.air.org/publications/seep/national/final_seep_report_5.pdf
- 13 California special education local plan areas data provided by Stephen Lipscomb, Researcher, Mathematica Policy Research. Personal communication on July 28, 2010.
- 14 California special education local plan areas data provided by Stephen Lipscomb, Researcher, Mathematica Policy Research. Personal communication on July 28, 2010.
- 15 Id.
- 16 Id.
- 17 American Institutes for Research. (n.d.). *Early Learning Systems: Early Care and Education Needs Assessment*. Retrieved on March 3, 2011 from <http://www.earlylearningsystems.org/index.php?q=custom-reports> (2008 data)
- 18 Current state and federal preschool investments for San Diego were calculated using the following data sources: (a) 2008 data for children enrolled in state- and federally-funded preschool programs in California. American Institutes for Research. (n.d.). *Early Learning Systems: Early Care and Education Needs Assessment*. Retrieved on March 3, 2011 from <http://www.earlylearningsystems.org/index.php?q=custom-reports> (2008 data); (b) the 2010-2011 Standard Reimbursement Rate of \$8,595 per child for General Child Care/ Title 5 programs and \$3,714 for State Preschool. California Department of Education. (2010). *Reimbursement fact sheet: Child care and development programs, FY 2009-10 budget act, center-based direct services*. Retrieved on March 3, 2011 from <http://www.cde.ca.gov/sp/ed/op/factsheet07.asp>; and (c) the Head Start per student rate in California of \$9,505 for 2008-2009. Barnett, W.S., Epstein, D.J., Friedman, A.H., Sansanelli, R., & Husted, J.T. (2009). *The state of preschool 2009—State preschool yearbook*. New Brunswick, NJ: Rutgers University, National Institute for Early Education Research. State funding includes enrollment of 3- and 4-year-olds in State Preschool and Title 5 programs (such as General Child Care). This estimate does not incorporate higher per child funding for some children, or enrolled 5-year-olds.
- 19 Over \$800 million was spent on special education services in San Diego schools. Expenditures are from state, federal and local sources and are for the 2006-07 fiscal year. California special education local plan areas data provided by Stephen Lipscomb, Researcher, Mathematica Policy Research. Personal communication on July 28, 2010.
- If California and the federal government provided high-quality preschool to serve 80% of San Diego's young children, FIGHT CRIME: INVEST IN KIDS projects that California and San Diego would see a \$80 million reduction in spending on special education during the K-12 years. Based on the research evidence on early

- education cost savings, and on economist Clive Belfield's analysis of these savings for school systems, it is reasonable to expect that providing high-quality preschool will yield a 10 percent reduction in special education spending. This figure is a conservative estimate, based on the far higher figures from rigorous studies, and moderating the size of these effects based on serving nearly all children, rather than serving at-risk children. Belfield reviewed 19 published studies of early care and education programs, and the reductions in special education placements found in those studies ranged from 6 percent to 48 percent, with the most rigorous longitudinal studies finding reductions in special education placements in the 40 percent to 48 percent range. Belfield then identified a more representative estimate of the likely impact of early education, at 8.5 percent to 12 percent, based on moderating the impact to adjust for providing universal access to preschool (expected to serve 80% of all children) rather than only the most at-risk kids. FIGHT CRIME: INVEST IN KIDS averaged and rounded this 8.5 to 12 percent range of likely effects to arrive at 10 percent, a conservative estimate of the reductions in special education spending produced by preschool programs. Belfield, C.R. (2004). *Early childhood education: How important are the cost savings to the school system?* New York: Columbia University, Teachers College. Retrieved on May 17, 2010 from <http://www.plan4preschool.org/documents/ny-cost-saving.pdf>
- 20 Belfield's analysis of the K-12 school system savings identified three major areas of cost savings: reductions in special education placement, reductions in grade repetition (also referred to as grade retention, or being held back a grade in school), and learning productivity savings (in which students perform more capably, leading to less class disruptions and vandalism, and more efficient teaching, thus producing an improved learning environment and cost savings from the education efficiencies it yields). Belfield estimated the impact of reductions in grade repetition to be 9.25-21 percent (that is, grade repetition rates in the state will be reduced between 9.25 and 21 percent). Belfield estimated the impact of improvements in learning productivity to be a 1-1.5 percent cost savings of the total state educational budget (see Belfield's analysis, cited below for a full explanation of these calculations). In applying these estimates of reductions in grade repetition and an improved learning environment for New York, Belfield calculated the cost savings of these two areas combined to range between 56 and 59 percent of the total school system savings projected for the state. Extrapolating from Belfield's estimates for New York, and rounding downward to use a more conservative estimate of their impacts, FIGHT CRIME: INVEST IN KIDS estimates that the impact of grade repetition and an improved learning environment together yielded another 50 percent of the total K-12 system cost savings projected, roughly doubling the cost savings accrued from special education reductions alone. Using this more conservative estimate of these savings is appropriate since the relative ratio of these three areas of school system savings may vary more broadly from state to state, since they are each based on different components of K-12 budgets and outcomes. Belfield, C.R. (2004). *Early childhood education: How important are the cost savings to the school system?* New York: Columbia University, Teachers College. Retrieved on May 17, 2010 from <http://www.plan4preschool.org/documents/ny-cost-saving.pdf>; Belfield, C.R. (2004). *Research briefing: The pre-K payback*. New York: Columbia University, Teachers College. Retrieved on May 17, 2010 from http://www.winningbeginningny.org/publications/documents/belfield_execsummary.pdf
- 21 FIGHT CRIME: INVEST IN KIDS estimated the cost of providing high-quality, full-day preschool for 80 percent of San Diego's 4-year-olds at \$335 million annually. This figure was calculated by taking 80 percent of San Diego's approximately 45,000 4-year-olds, yielding 36,000 children, and multiplying that by \$9,300 per year estimated cost of providing high-quality, full-day preschool, which yields \$334.8 million, rounded to \$335 million. This cost figure is based on California's average per pupil expenditures K-12 education costs, \$9,283 per pupil, rounded to \$9,300, as calculated by National Center for Education Statistics. The number of 4-year-olds in San Diego is provided by the American Institutes for Research, National Center for Education Statistics. (2009). *Digest of education statistics—Table 185: Current expenditures per pupil in full enrollment in public elementary and secondary schools, by state or jurisdiction: Selected years, 1969-70 through 2006-07*. Washington, DC: U.S. Department of Education. Retrieved on August 4, 2010 from http://nces.ed.gov/programs/digest/d09/tables/dt09_185.asp; American Institutes for Research. (n.d.). *Early Learning Systems: Early Care and Education Needs Assessment*. Retrieved on March 3, 2011 from <http://www.earlylearningsystems.org/index.php?q=custom-reports> (2008 data)
- 22 Current state and federal preschool investments for San Diego County, which include state-funded preschool and federally-funded Head Start program enrollments, were calculated using the following data sources: (a) 2008 data for children enrolled in state- and federally-funded preschool programs in California. American Institutes for Research. (n.d.). *Early Learning Systems: Early Care and Education Needs Assessment*. Retrieved on March 3, 2011 from <http://www.earlylearningsystems.org/index.php?q=custom-reports> (2008 data); (b) the 2010-2011 Standard Reimbursement Rate of \$8,595 per child for General Child Care/ Title 5 programs and \$3,714 for State Preschool. California Department of Education. (2010). *Reimbursement fact sheet: Child care and development programs, FY 2009-10 budget act, center-based direct services*. Retrieved on March 3, 2011 from <http://www.cde.ca.gov/sp/ed/op/factsheet07.asp>; and (c) the Head Start per student rate in California of \$9,505 for 2008-2009. Barnett, W.S., Epstein, D.J., Friedman, A.H., Sansanelli, R., & Husted, J.T. (2009). *The state of preschool 2009—State preschool yearbook*. New Brunswick, NJ: Rutgers University, National Institute for Early Education Research. State funding includes enrollment of 4-year-olds in State Preschool and Title 5 programs (such as General Child Care). This estimate does not incorporate higher per child funding for some children, or enrolled 3- or 5-year-olds.
- 23 American Institutes for Research. (n.d.). *Early Learning Systems: Early Care and Education Needs Assessment*. Retrieved on March 3, 2011 from <http://www.earlylearningsystems.org/index.php?q=custom-reports> (2008 data)
- 24 National Institute for Early Education Research. (n.d.). *Frequently asked questions: Quality and curriculum*. Retrieved on May 17, 2010 from <http://nieer.org/faq/index.php?Tid=131>; Reynolds, A. J., Temple, J. A., Ou, S., Robertson, D. L., Mersky, J. P., Topitzes, J. W., & Niles, M. D. (2007). Effects of a school-based, early childhood intervention on adult health and well-being: A 19-year follow-up of low-income families. *Archives of Pediatrics & Adolescent Medicine*, 161(8), pp. 730-739.
- 25 Peisner-Feinberg, E. et al. (1999). *The children of the Cost, Quality, and Outcome study go to school*. Chapel Hill, NC: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center. Retrieved on May 17, 2010 from <http://www.fpg.unc.edu/ncedi/PDFs/CQO-es.pdf>; See also Denton, D. (2001). *Improving children's readiness for school: Pre-kindergarten programs make a difference, but quality counts!* Atlanta, GA: Southern Regional Education Board. Retrieved on July 27, 2009 from http://www.eric.ed.gov/80/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/19/75/f2.pdf; See also Barnett, W.S., Epstein, D.J., Friedman, A.H., Sansanelli, R., & Husted, J.T. (2009). *The state of preschool*

2009–State preschool yearbook. New Brunswick, NJ: Rutgers University, National Institute for Early Education Research.

26 Research shows that having skilled, capable early childhood teachers and caregivers is essential to early childhood program quality and later crime prevention. Stimulating and sensitive teachers provide higher-quality learning environments, which lead to improved cognitive and social outcomes for young children. National Research Council and Institute of Medicine, Jack P. Shonkoff & Deborah A. Phillips, eds. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: Committee on Integrating the Science of Early Childhood Development, Board on Children, Youth, and Families, Commission on Behavioral Sciences, National Academy Press.

27 Katz, L. (1999). *Curriculum disputes in early childhood education*. Champaign, IL: Clearinghouse on Early Education and Parenting. Retrieved on May 17, 2010 from <http://ceep.crc.uiuc.edu/eecearchive/digests/1999/katz99b.html>; Goffin, S. G., & Wilson, C. (2001). *Curriculum models and early childhood education: Appraising the relationship* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

28 Some examples of a strong parent-involvement component include the home visits in the High/Scope Perry Pre-kindergarten and Syracuse University Family Development programs, the intensive parent coaching in Chicago Child-Parent Centers, and the parent volunteers in Head Start. For Perry Pre-kindergarten see: Schweinhart, L. J., Barnes, H. V., & Weikart, D. P. (1993). *Significant benefits: The High/Scope Perry Pre-kindergarten study through age 27*. Ypsilanti, MI: High/Scope Press. See also D. R. Powell (Ed.). (1988). *Parent education as early childhood intervention: Emerging directions in theory, research, and practice* (pp. 79-104). Norwood, NJ: Ablex Publishing.

29 For preschool classrooms, the staff-to-child ratio should be not more than 10 children per teacher. In early learning settings for infants, the child-staff ratio should be not more than three children per teacher, and for toddlers, not more than four children per teacher. American Academy Of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education. (2002). *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs, 2nd edition*. Elk Grove Village, IL: American Academy of Pediatrics and Washington, DC: American Public Health Association. Barnett, W.S., Epstein, D.J., Friedman, A.H., Sansanelli, R., & Hustedt, J.T. (2009). *The state of preschool 2009–State preschool yearbook*. New Brunswick, NJ: Rutgers University, National Institute for Early Education Research.

30 Barnett, W.S., Epstein, D.J., Friedman, A.H., Sansanelli, R., & Hustedt, J.T. (2009). *The state of preschool 2009–State preschool yearbook*. New Brunswick, NJ: Rutgers University, National Institute for Early Education Research.

31 Dunkle, M., & Vismara, L. (2004). *Developmental checkups: They're good, they're cheap and they're almost never done. What's wrong with this picture?* Retrieved on May 17, 2010 from <http://www.child-autism-parent-cafe.com/child-development.html>

32 Schweinhart, L.J., Montie, J., Xiang, Z., Barnett, W.S., Belfield, C.R., & Nores, M. (2005). *Lifetime effects: The High/Scope Perry Preschool study through Age 40*. Ypsilanti, MI: High/Scope Press.

33 Head Start serves less than half (43%) of those eligible. The percentage of income-eligible children who are enrolled in Head Start was computed by dividing the number of 3-and 4-year-old children served in FY2008 (n= 789,084) by the number of 3-and 4-year-old children in poverty 2008 (n=1,825,000). The number of 3- and 4-year-old children served was calculated by multiplying the total number of children enrolled in Head Start and Early Head Start (n=906,992) in 2008 by the percentage of children aged 3 and 4 enrolled in Head Start (87%). For the number 3-and 4-year-old children served by Head Start, see Head Start Bureau. (2009). *Head Start program fact sheet–Fiscal year 2009*. Washington, D.C.: U.S. Department of Health and Human Services. Retrieved on May 24, 2010 from <http://www.acf.hhs.gov/programs/ohs/about/fy2009.html>; For the number of 3-and 4-year-old children in poverty, see: U.S. Census Bureau. (2009). *POV 34: Single year of age–poverty status: 2008. Current Population Survey–Annual social and Economic (ASEC) Supplement*. Washington, D.C.: Author. Retrieved on May 24, 2010 from <http://www.census.gov/hhes/www/poverty/detailedpovtabs.html>; Early Head Start serves less than 4 (3.45) percent of those eligible. The percentage of income-eligible children who are enrolled in Early Head Start was computed by dividing the number of 0, 1 and 2-year-old children served in FY2008 (n=99,770) by the number of 0-, 1-, and 2-year-old children in poverty in 2008 (n=2,854,000). The number of children in Early Head Start was calculated by multiplying the total number of children enrolled in Head Start and Early Head Start (n=906,992) in 2008 by the percentage of children under 3 enrolled in Early Head Start (11%). For the number of children enrolled in Early Head Start, see Head Start Bureau. (2009). *Head Start program fact sheet–Fiscal year 2009*. Washington, D.C.: U.S. Department of Health and Human Services. Retrieved on May 24, 2010 from <http://www.acf.hhs.gov/programs/ohs/about/fy2009.html>; For the number of 0, 1 and 2-year-old children in poverty, see: U.S. Census Bureau. (2009). *POV 34: Single year of age–poverty status: 2008. Current Population Survey–Annual social and Economic (ASEC) Supplement*. Washington, D.C.: Author. Retrieved on May 24, 2010 from <http://www.census.gov/hhes/www/poverty/detailedpovtabs.html>

34 American Institutes for Research. (n.d.). *Early Learning Systems: Early Care and Education Needs Assessment*. Retrieved on March 3, 2011 from <http://www.earlylearningsystems.org/index.php?q=custom-reports> (2008 data); Statewide, even counting enrollment in private for-pay preschool programs, still fewer

than half of 3- and 4-year-olds are enrolled in preschool (although the proportion of private programs which provide high-quality preschool is unknown). Karoly, L., Reardon, E., & Cho, M. (2007). *Early care and education in the Golden State: Publicly funded programs serving California's preschool-age children*. Santa Monica, CA: RAND Corporation.

FIGHT CRIME: INVEST IN KIDS California is part of the national FIGHT CRIME: INVEST IN KIDS organization and is supported by tax-deductible contributions from foundations, individuals and corporations. FIGHT CRIME: INVEST IN KIDS accepts no funds from federal, state or local governments.

Major funding for FIGHT CRIME: INVEST IN KIDS is provided by: The Atlantic Philanthropies · The Birth to Five Policy Alliance · The California Endowment · The California Wellness Foundation · The Annie E. Casey Foundation · The Robert Sterling Clark Foundation · Dr. Scholl Foundation · Early Childhood Investment Corporation · The Frey Foundation · Bill & Melinda Gates Foundation · The Grable Foundation · Grand Victoria Foundation · William Casper Graustein Foundation · The George Gund Foundation · Hagedorn Foundation · The Irving Harris Foundation · The Heinz Endowments · The William and Flora Hewlett Foundation · W.K. Kellogg Foundation · The Marks Family Foundation · The Oscar G. & Elsa S. Mayer Family Foundation · McCormick Foundation · The Morris Family Foundation · The New York Community Trust · New Tudor Foundation · Ohio Children's Foundation · The David and Lucile Packard Foundation · William Penn Foundation · Rauch Foundation · W. Clement and Jessie V. Stone Foundation.

211 Sutter Street, Suite 401
San Francisco, CA 94108
Tel 415.762.8270
Fax 415.762.8271

www.fightcrime.org/ca





www.fightcrime.org/ca

211 Sutter Street, Suite 401
San Francisco, CA 94108
Tel 415.762.8270
Fax 415.762.8271