NEW YORK NEEDS TO SUPPORT EARLY CHILDHOOD EDUCATION: A PUBLIC/ PRIVATE PARTNERSHIP PERSPECTIVE

Testimony before the Education Reform Commission, October 11, 2012

By Nancy R. Douzinas, Ph.D., President, Rauch Foundation

The Rauch Foundation takes a pragmatic, evidence-based approach to its work. We believe in identifying what works, learning from the success of others, and investing our resources where they bring the greatest return. I am therefore heartened by the charge given to this commission, the task of "comparing best practices" and "prioritizing spending." Applying these lenses to education leads inescapably to the conclusion that New York State needs to increase dramatically its commitment to early pre-school education.

The Commission has heard abundant testimony over the past months about the benefits of early childhood services. This evidence is conclusive: early childhood education greatly improves outcomes long term, at the same time lowering long-term expenditures. Consequently, we believe that this is the very best investment New York State can make.

Specifically I urge the Commission to recommend:

1. Full day kindergarten for all children. The current system leaves out large numbers of the children who need it most.
2. Expanding pre-kindergarten and exempting it from the state school aid cap. Providing a full-day option targeted to under-resourced children and communities.
3. Expanding the Quality Stars program, to maximize the return on our investment in these programs.
4. Supporting successful in-home preventive programs such as the Parent-Child Home Program.

The Rauch Foundation makes grants of approximately $1.5M every year to improve young children's lives on Long Island and in New York State. We have been doing this for over twenty years and unfortunately, New York State has not been the partner we need.

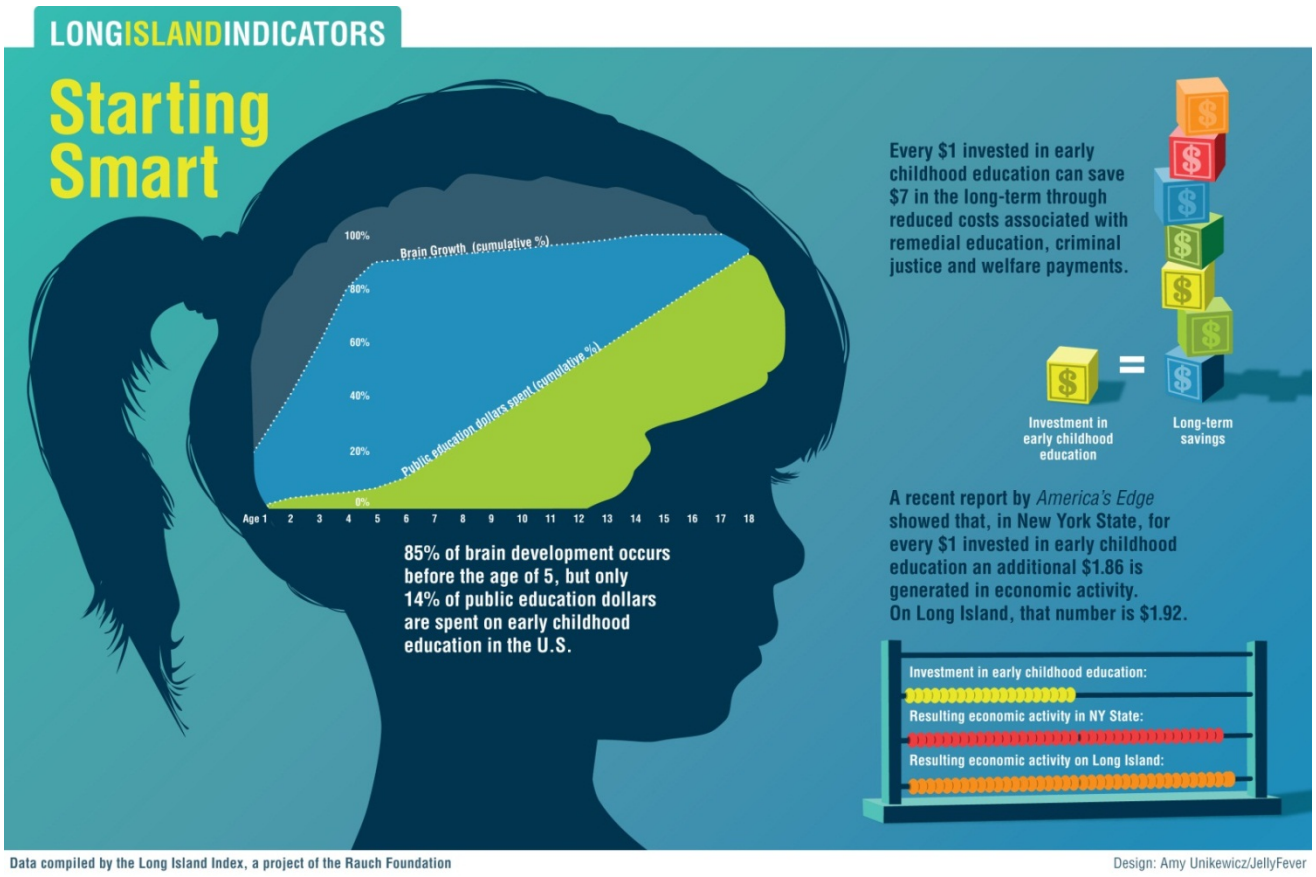
We and other foundations have supported the development and piloting of the Quality StarsNY program and are currently granting over $100,000 a year to expand Quality Stars in two high need communities on Long Island. We have supported the expansion of numerous Parent-Child Home Programs, and improvements in pre-kindergarten programs. However, these private investments alone will never tip the balance. It is time for New York to do more.

Finally . . . we have an expression we use at the Foundation. **"Think smart, be bold."**

I urge the Commission to take an unswerving stand on behalf of evidence-based solutions. Many are the recommendations you have heard these past months, from many constituencies. But there is ample evidence of what really works.

If New York wants to be a leader, we need not re-invent the wheel. What we need is the clear-sightedness to identify the known impediments to educational achievement, and the courage to champion solutions that—though they may not be in vogue—are what we need to get the job done.

The following pages provide data and details to underscore our recommendations. In addition, we are also including a number of infographics that the Rauch Foundation has published and which have appeared monthly in *The Long Island Business News*.



PROJECTED COSTS AND COST SAVINGS OF HIGH QUALITY PRE-KINDERGARTEN FOR NEW YORK STATE

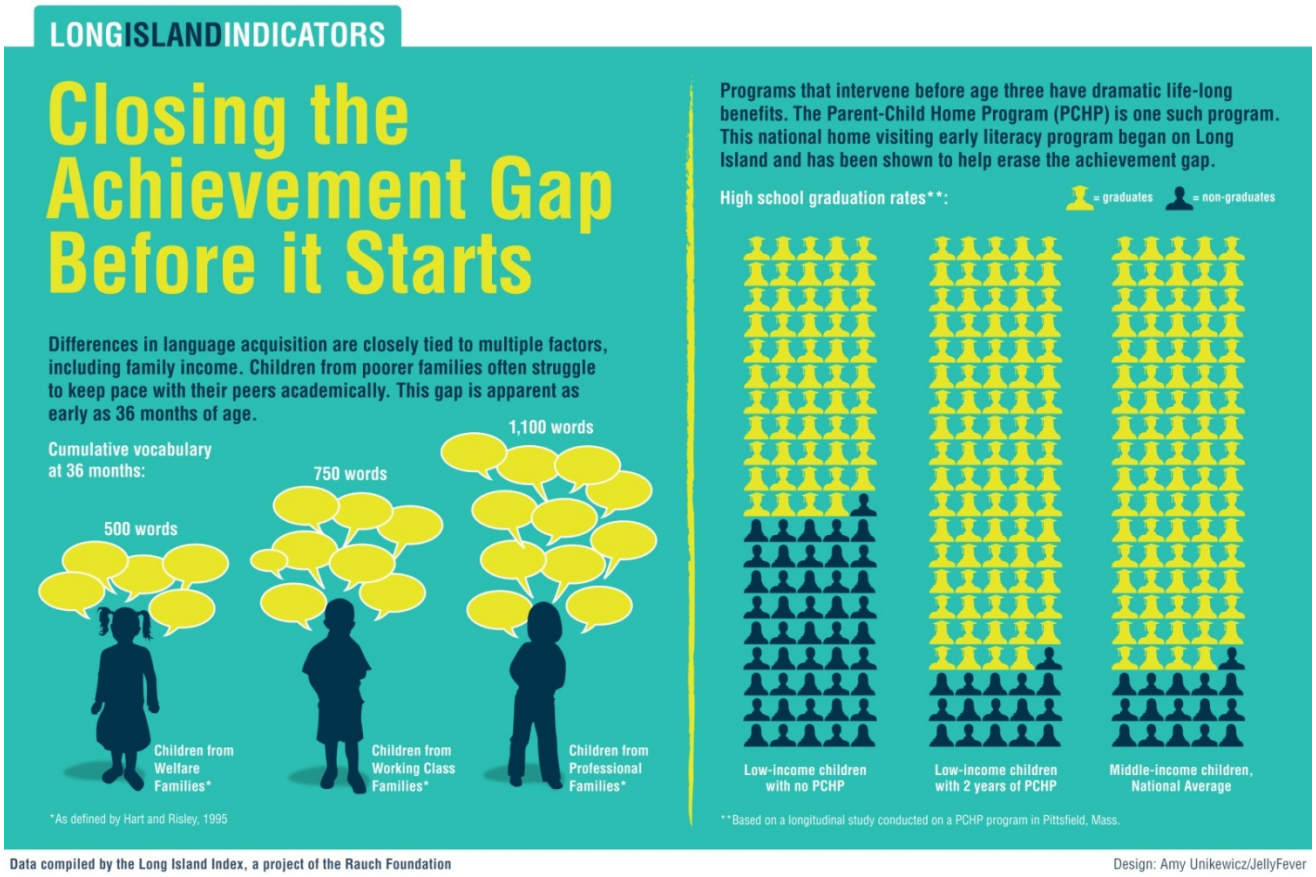
In his 2007 study, economist Robert G. Lynch examines the costs and benefits of high quality pre-kindergarten programs and their positive impact over time on federal and state budgets, crime costs, and the earnings of pre-k participating children and adults. In this fact sheet, universal refers to a voluntary, high-quality pre-K program serving all 3- and 4-year-old children; targeted refers to a similar program serving 3- and 4-year-olds from families in the lowest quarter of the income distribution.[1]

Universal pre-K program costs & benefits in New York	
When the program would start paying for itself	7 years
Annual cost of fully phased-in program in 2008	$1.8 billion
Total benefits in 2050	$44.5 billion
Costs in 2050	$4.7 billion
Ratio of total benefits to costs in 2050	9.4 to 1
When the program would begin to pay for itself in *budget benefits alone*	10 years
Budget benefits in 2050	$12.7 billion
Ratio of *budget benefits alone* to costs in 2050	2.67 to 1
Total increased compensation (wages & benefits) in 2050	$23.2 billion
Savings to individuals from crime reduction in 2050	$8.7 billion

Targeted pre-K program costs & benefits in New York	
When the program would begin to pay for itself	5 years
Annual cost of fully phased-in program in 2008	$569 million
Total benefits in 2050	$19.4 billion
Costs in 2050	$1.6 billion
Ratio of total benefits to costs in 2050	12 to 1
When the program would begin to pay for itself in *budget benefits alone*	7 years
Budget benefits in 2050	$5.9 billion
Ratio of *budget benefits alone* to costs in 2050	3.68 to 1
Total increased compensation (wages & benefits) in 2050	$8.9 billion
Savings to individuals from crime reduction in 2050	$4.5 billion

WHAT IS THE PARENT-CHILD HOME PROGRAM?

The Parent-Child Home Program is an evidence-based, research-validated early childhood literacy, parenting, and school readiness program. The Program uses trained paraprofessionals to work with families who have not had access to educational and economic opportunities, preparing children for academic success and strengthening families through intensive home visiting. The Parent-Child Home Program is a targeted and cost-effective wrap-around service for children who are most at risk of beginning school behind their peers and never catching up.



COMPARISON OF PARENT-CHILD HOME PROGRAM IN NEW YORK AND MASSACHUSETTS

In Massachusetts, an accepted leader in both education and economic development, there are currently 800 children enrolled in Parent-Child Home Program and since its adoption of the program in 1999, 85-95% of the cost has been covered by state funding.

There are currently only 275 children enrolled in Parent-Child Home Program on Long Island, down from over 600 in 2002. Less than 10% of the total cost has been covered by state funding.

Since 1999, Massachusetts has invested $28M in Parent-Child Home Program; New York State has invested just a fraction of that.

KEY RESULTS FROM A SELECTION OF STUDIES ON THE Parent-Child Home Program

The Parent-Child Home Program has been well-researched since its inception in 1965. The following is a sampling of those studies. Additional information can be found on their website www.parent-child.org.

Outcomes from Parent-Child Home Program plus Pre-K far exceed Pre-K alone.
In a study from Pittsfield, MA, Kindergarteners district-wide were **3.3** months developmentally above their chronological age.

With Pre-K, but not PCHP: **4.86** months above.
With Pre-K and PCHP: **10.15** months above.[2]

Third- and fourth-grade graduates of Parent-Child Home Program significantly outperformed non-program students.
A Buffalo study comparing ELA and Math tests showed more Parent-Child Home Program students "Proficient" (score of 3 or 4):

- PCHP vs. non-PCHP in their charter school: 27% more in Math, 23% more in ELA.
- PCHP vs. non-PCHP in Buffalo Public School District (40% more in Math, 30% more in ELA).[3]

Parent-Child Home Program students are more likely to graduate.
A longitudinal study in Pittsfield, MA found that the high-school graduation rate for low-income children who completed two years of Parent-Child Home Program was:

- Equal to that of middle class children nationally.
- 20% higher rate than their socio-economic peers.
- 30% higher rate than the control group in the community.[4]

A study by Organizational Research Services of the first 480 families served in Seattle documented:

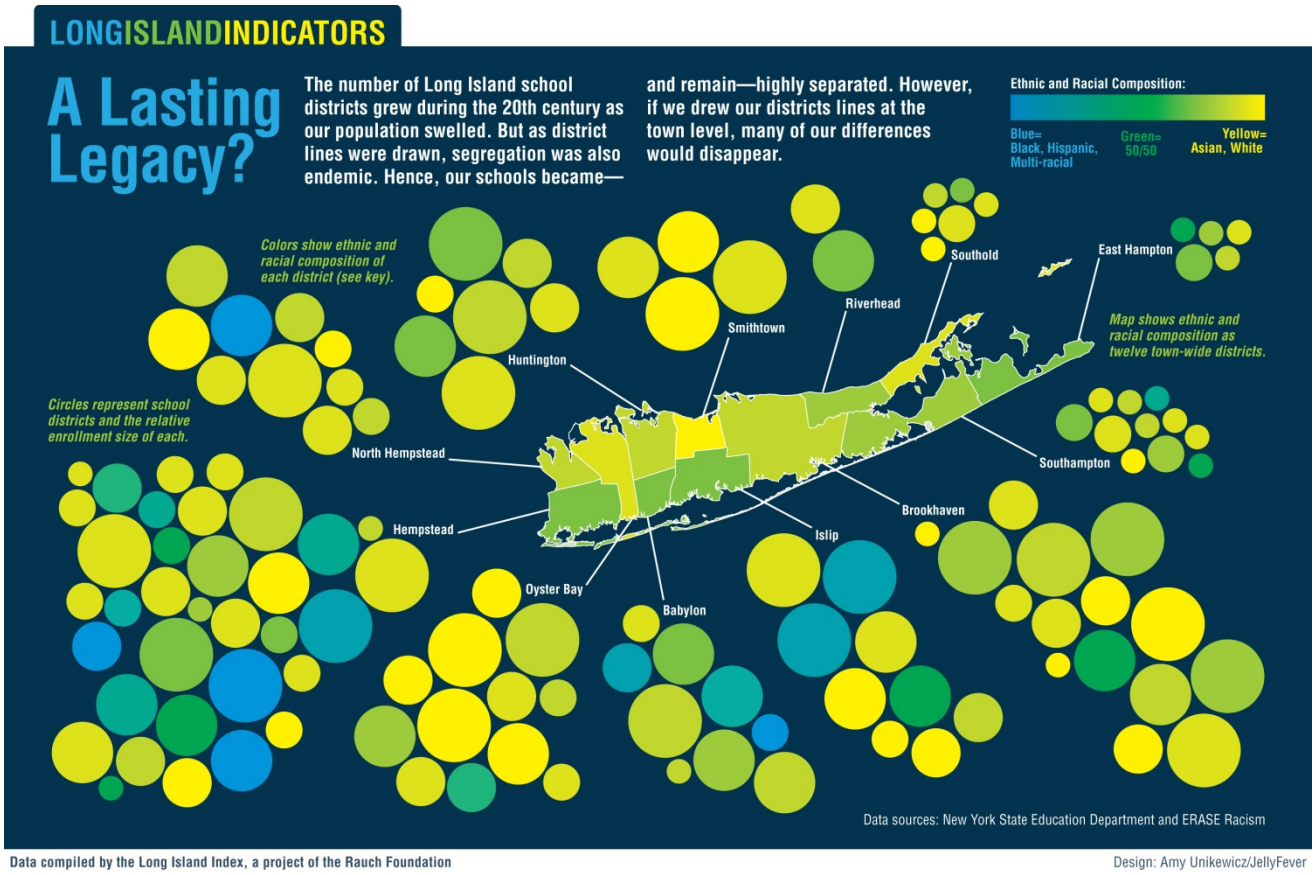
- By the end of the second year of the program, over 90% of caregivers exhibited positive parenting behaviors and interactions with an average frequency of "most of the time" or greater.
- Program children exhibited statistically significant increases in the frequency of positive behaviors, providing strong and consistent evidence of increases in children's social-emotional development and self-regulation skills.
- Program children exhibited statistically significant increases in ratings of their pre-literacy skills (using the TROLL measure)
- Evaluators noted particularly significant progress in these areas:
    - Understands and completes activities that are developmentally appropriate (e.g., makes a puzzle, builds with blocks, etc.)
    - Can describe in words or sentences the pictures in a book
    - Participates in pretend playtime activities (e.g., pouring pretend milk)
    - Is creative and inventive during playtime activities
    - Initiates positive activities (e.g., builds with blocks, sings a song, plays with a toy on her own).[5]

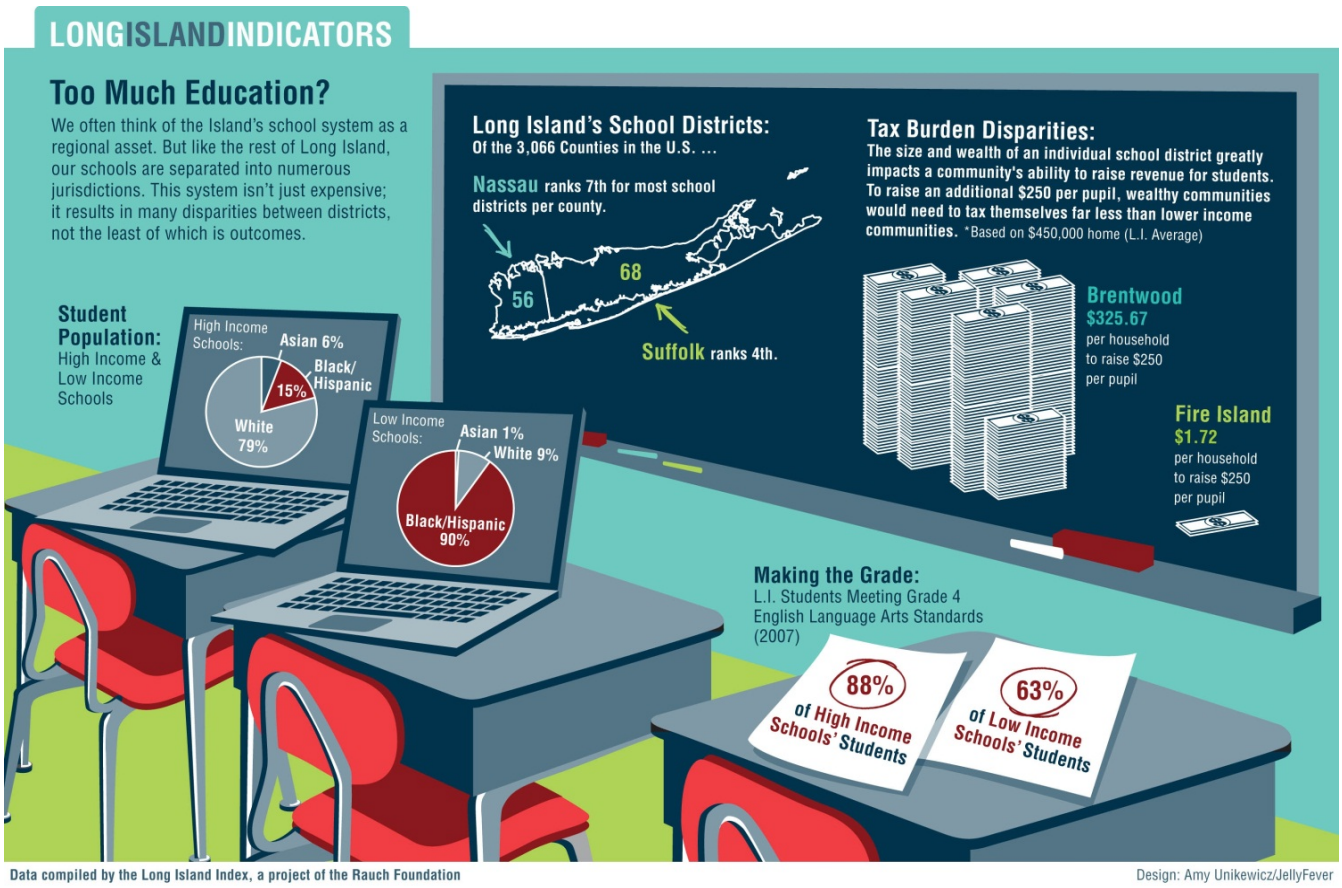
Parent-Child Home Program participation increases Hispanic enrollment in preschool.
An analysis by Lehigh University showed increased enrollment in center-based early childhood programs, such as Head Start, among Hispanic families. Pre-school enrollment rates for this predominantly Hispanic group of Parent-Child Home Program children exceeded national averages of preschool enrollment for Hispanic children.[6]

The Commission has a great opportunity to move New York ahead by recommending changes that have already been proven to cut the achievement gap and give all children a chance at success in school and in life. When all children come to school ready to succeed, everyone reaps the benefits – teachers, administrators, parents, businesses, taxpayers and society at large. We look forward to engaging with the Commission over the coming year to provide any additional information that might benefit you as you investigate these issues.

ADDITIONAL RESEARCH MATERIALS ON EDUCATION

The Rauch Foundation has also been deeply concerned about the issue of educational equity on Long Island and has also undertaken much independent research on the region and the subject of education. The graphics below are more broadly about the subject of education on Long Island in terms of its (1) fragmentation and deep segregation by socio-economic status, race and ethnicity with the resulting disparity in levels of achievement and (2) about an idea for a possible different school district configuration by Township and what that would look like.





LINKS TO ADDITIONAL RESEARCH REPORTS

Inter-District and Intra-District Segregation on Long Island

Inter-District and Intra-District Segregation on Long Island, a new report published by the Long Island Index, finds that by one measure, school segregation on Long Island is double the national average; Nassau's is almost triple. Black-white segregation is worse than Hispanic-white segregation, but Hispanic-white school segregation has been steadily increasing since the late 1980s, as the Hispanic population has grown to become the largest non-white racial/ethnic group in Long Island's schools. Although there are some exceptions, schools in the same district aren't that segregated; instead, entire school districts are segregated from one another. The study's author, Douglas Ready, pointed to Long Island's severe municipal fragmentation as one cause of the high levels of segregation between school districts. "Previous studies have found that school segregation is intensified in diverse metropolitan areas that offer many, small school districts. This is certainly what we find on Long Island, which may have the most fragmented school districts in the nation."

Study by Douglas Ready, Ph.D. Assistant Professor of Education Teachers College, Columbia University

- Download

Why Boundaries Matter: A Study of Five Separate and Unequal Long Island School Districts
This study underscores pervasive racial and ethnic segregation across Long Island's School Districts and how our suburban system of disparate villages and hamlets impacts students' equal access to high quality education.

Report written by Amy Stuart-Wells, Teachers College

- Download
- Op-Ed Article

Long Island's Educational Structure Long Island Index 2009 Special Analysis
The Long Island Association describes the region's schools as "the centerpiece of our lifestyle" and "the driving force behind this region's economic vitality and attractiveness to business." But while some of our schools are the best in the country, many are not doing well at all.

What accounts for these differences? The *Long Island Index* set out over the past year to study our region's educational system. We approach the subject not from the standpoint of pedagogy—we are not educators—but rather in structural terms. We quantified how educational services are delivered on our island. By unraveling the intricate relationships between funding sources and educational outcomes in a way that hasn't been done before, we find that while we pay a lot in taxes, we don't always get what we expect and sometimes we don't get what we need.

- Download

[1]Lynch, Robert. "Enriching Children, Enriching the Nation." *Enriching Children, Enriching the Nation: Public Investment in High-Quality Prekindergarten*. N.p., n.d. Web. 08 Oct. 2012. http://www.epi.org/content.cfm/book_enriching

[2]Source: Title I and Early Childhood Programs: A Look at Investments in the NCLB Era by Danielle Ewen and Hannah Matthews, Child Care and Early Education Series, Center for Law and Social Policy, October 2007 paper no.2

[3]Source: "Kindergarten Readiness and School Success for Buffalo Parent-Child Home Program Graduates." *Parent Child Home Program*. N.p., n.d. Web. 09 Oct. 2012. <Kindergarten Readiness and School Success for Bualo Parent-Child Home Program Graduates>.

[4]Source: Levenstein, P., Levenstein, S., Shiminski, J. A., & Stolzberg, J. E. (1998). "Long-term impact of a verbal interaction program for at-risk toddlers: An exploratory study of high school outcomes in a replication of the Mother-Child Home Program." *Journal of Applied Developmental Psychology*; 19, 267-285

[5]Evaluation of the Parent-Child Home Program/Play & Learn Group Demonstration Project 2005-2010 Final Report, Prepared for Business Partnership for Early Learning & City of Seattle, Organizational Research Services, November 2010

[6]Source: *Project CARES: An Evaluation of the School District of Philadelphia's Parent-Child Home Program Final Report* – September 2012 Patricia Manz, Ph.D., Lehigh University for The William Penn Foundation