



# Cradle to Kindergarten: A New Plan to Combat Inequality

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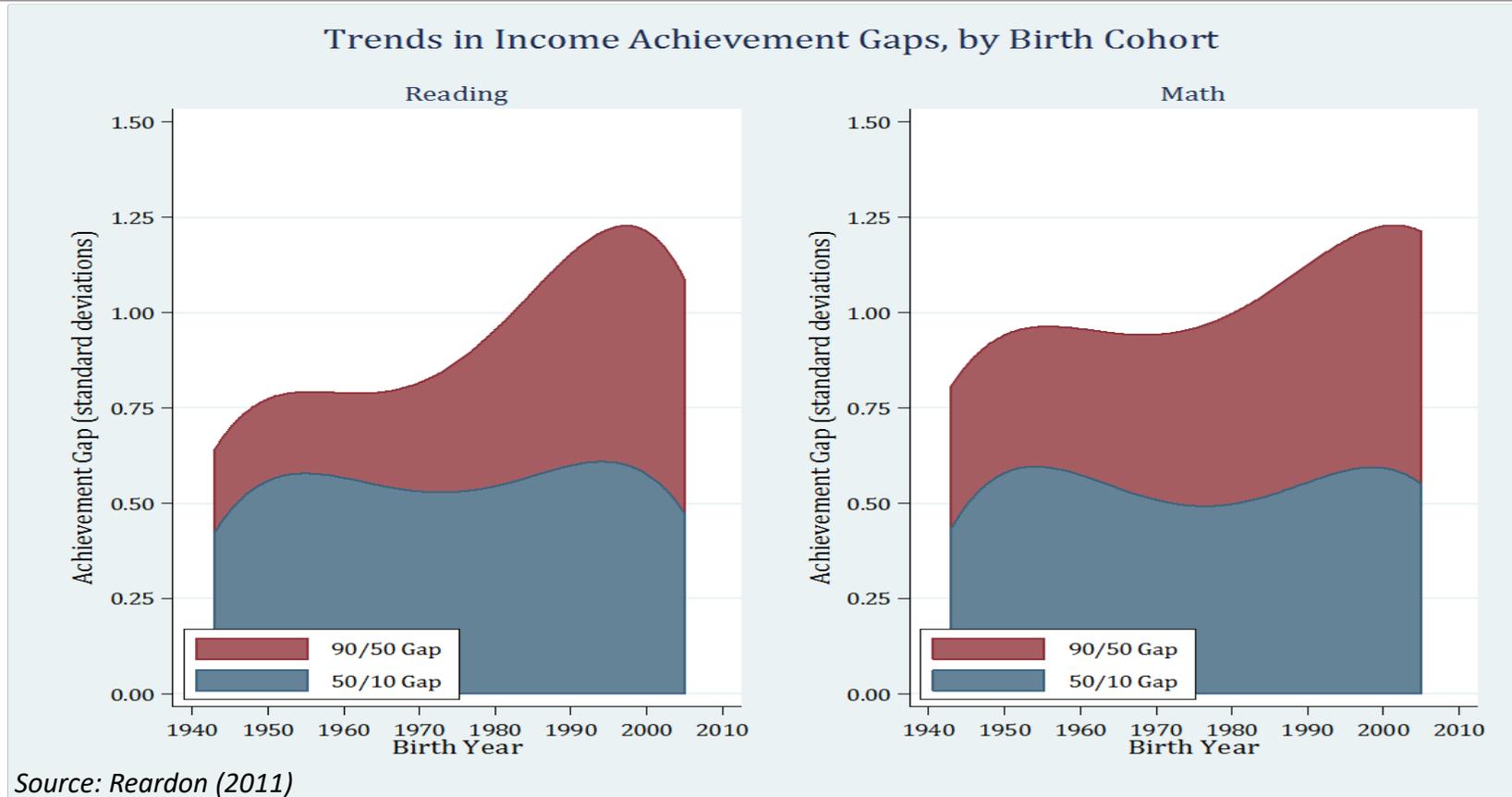
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GLENDALE, CALIFORNIA

# Take aways

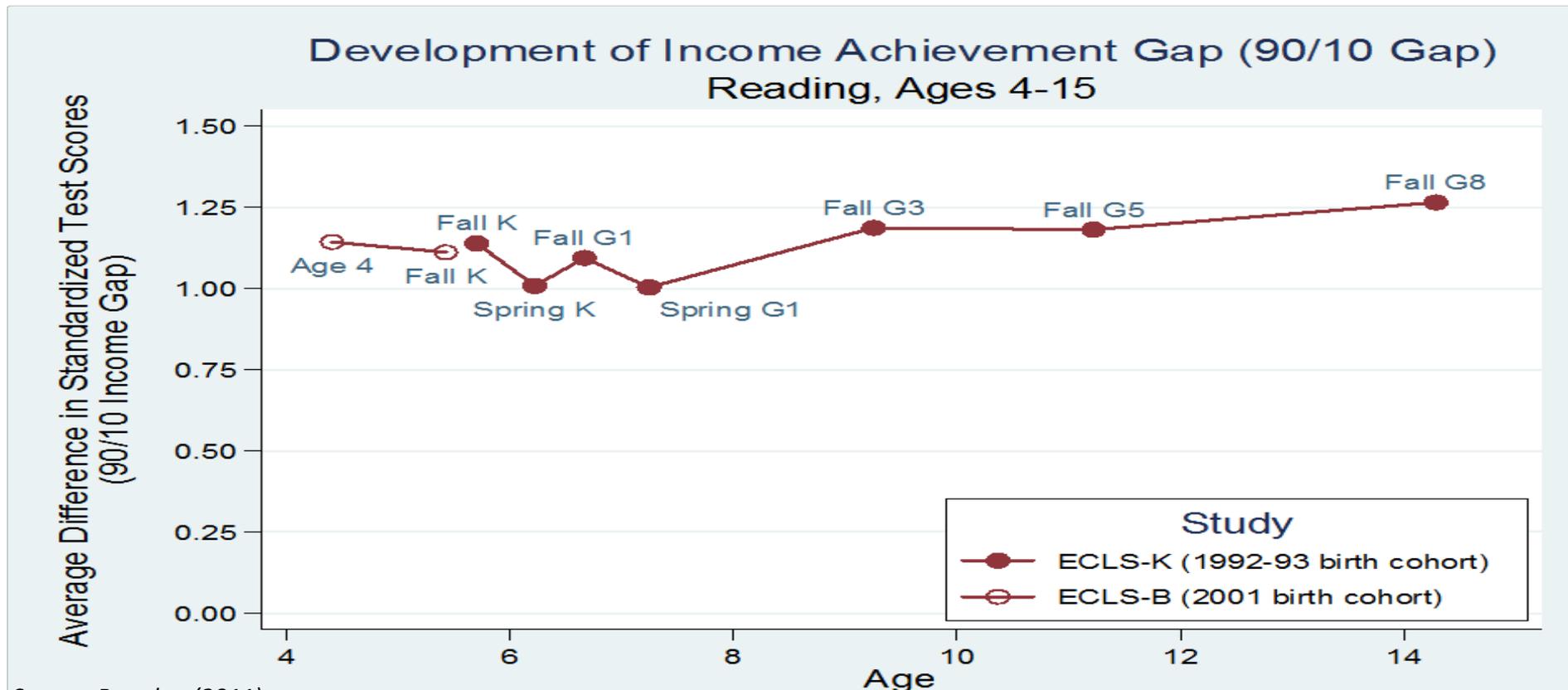
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1. Most children in the U.S. are not entering school ready to learn.
2. Large disparities in children's development and skills begin early & widen quickly.
3. Gaps by family income in children's *access to* and the *quality* of early learning opportunities 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.

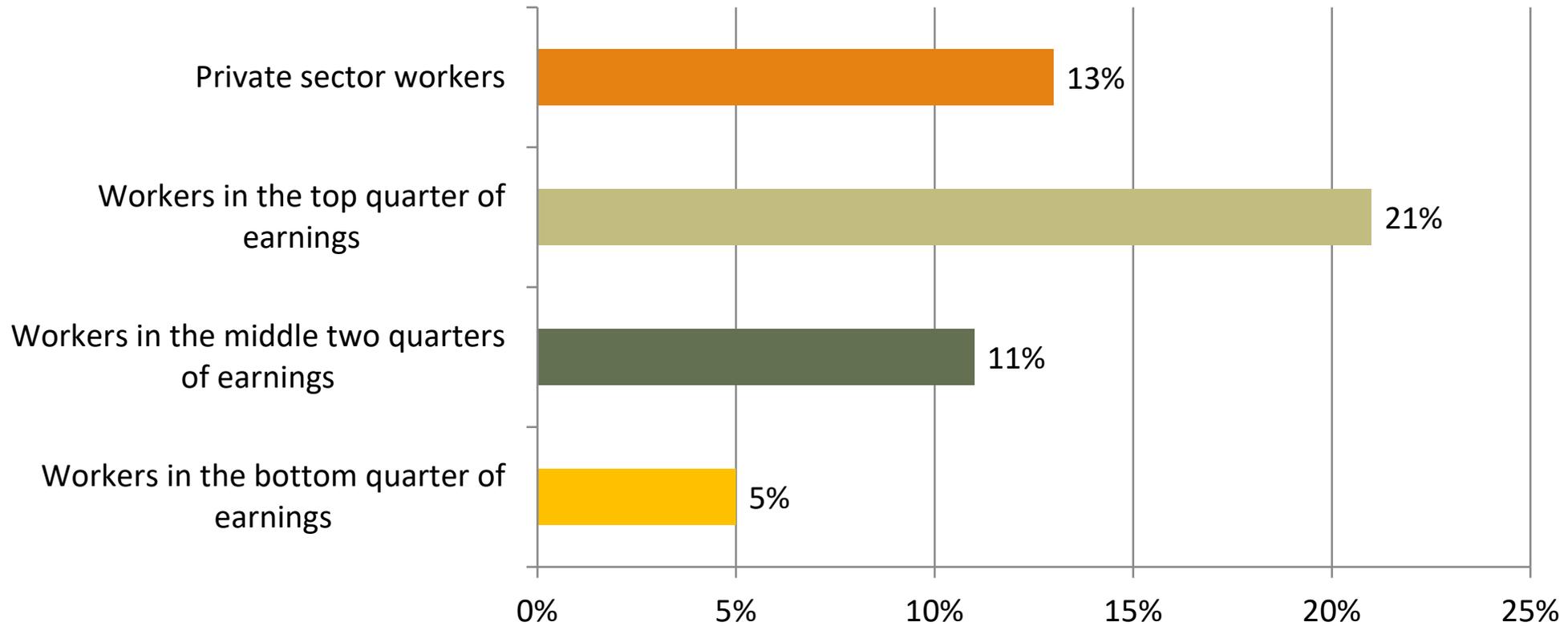
The educational achievement gap is large, growing, and spans a wide socio-economic gradient.



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



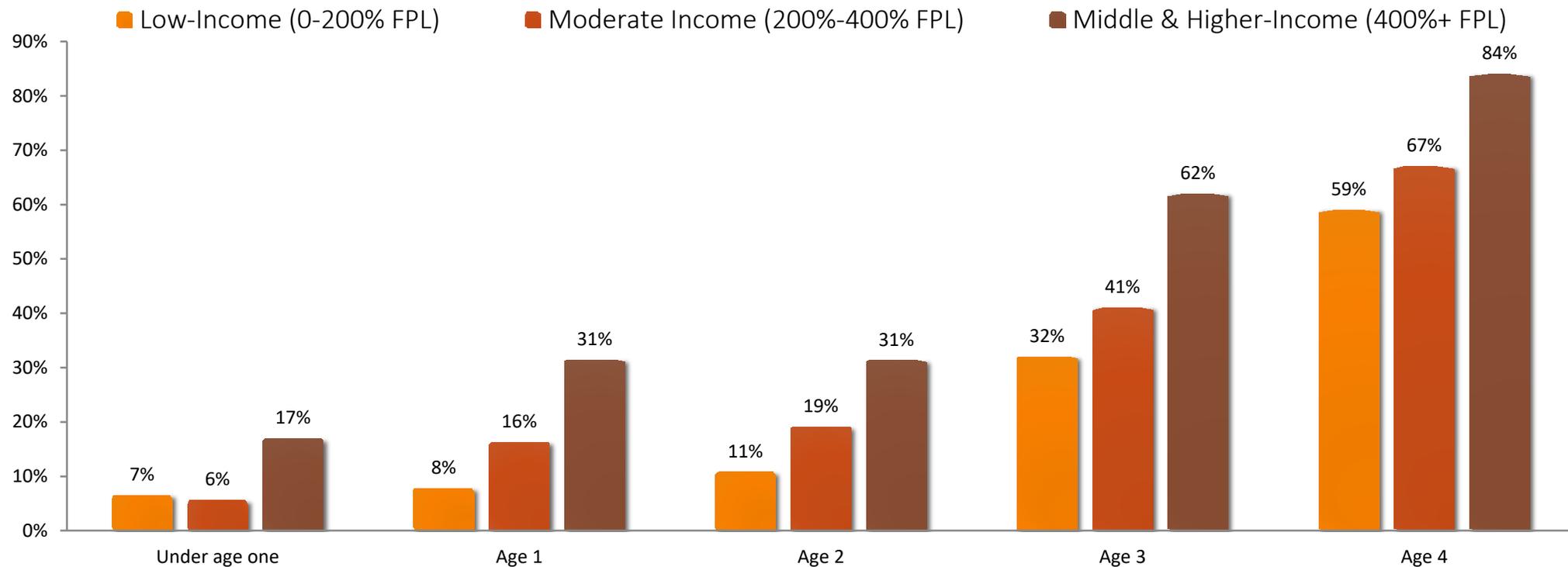
# U.S. workers **lack access to paid family leave** – especially lower income workers.



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

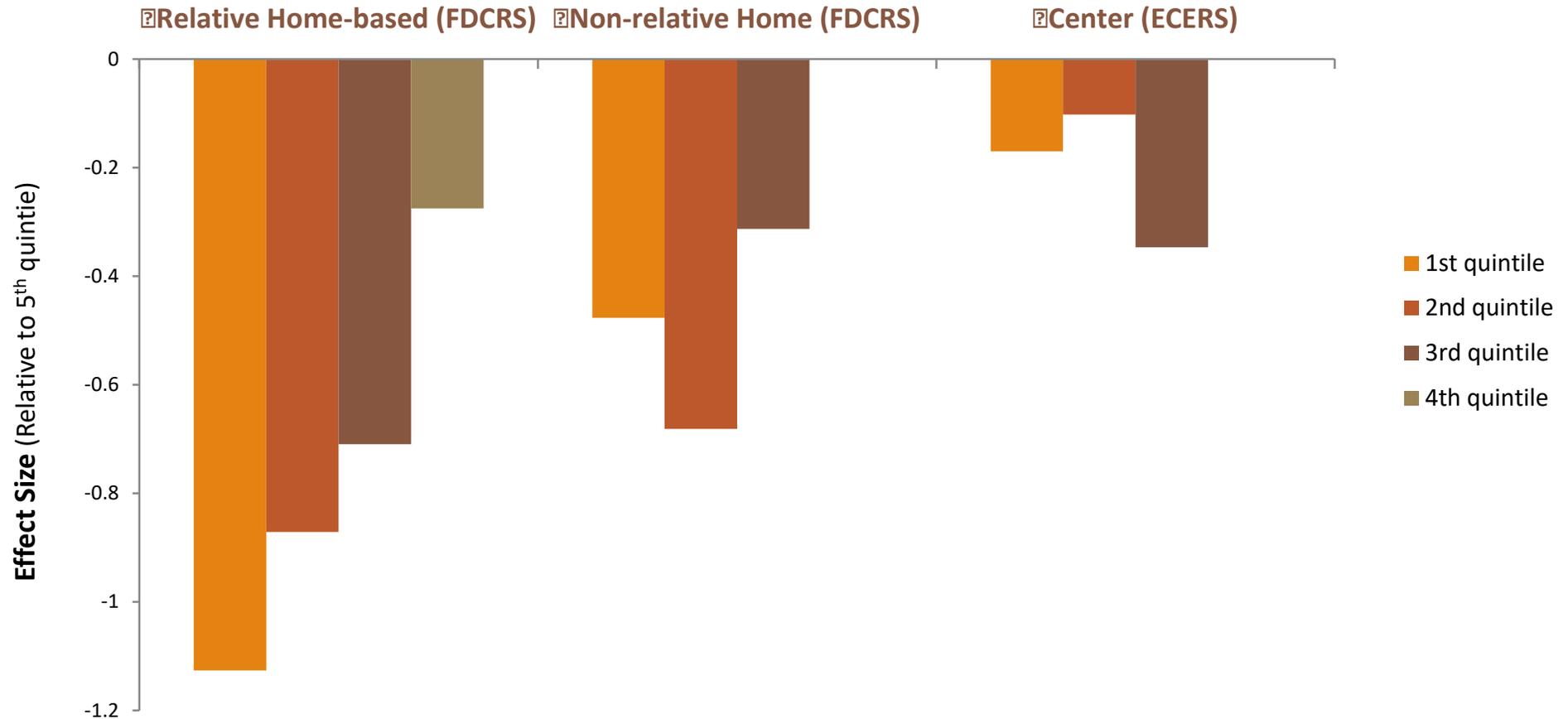
# Large disparities by family income in use of early learning programs, especially for youngest children.

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



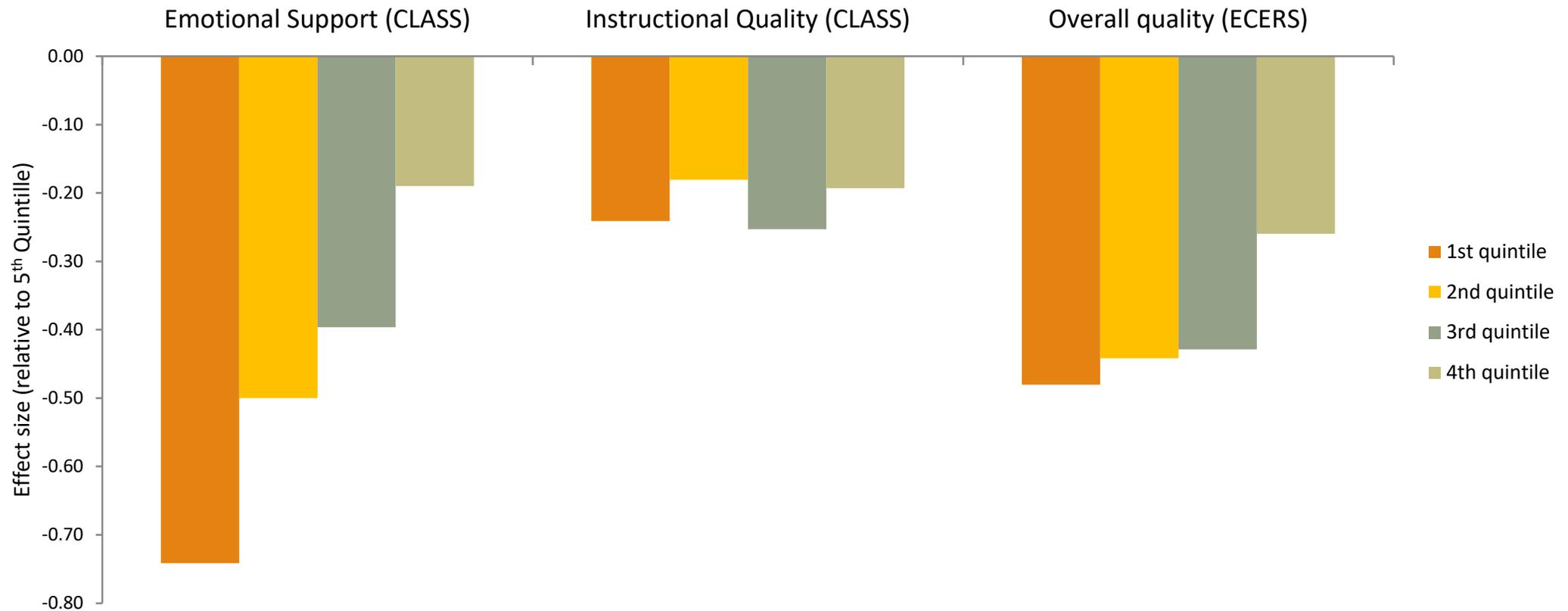
Source: Chaudry, Morrissey, Weiland, and Yoshikawa (2017)

# Children from low-income families experience lower quality, as well as less access – at age 2



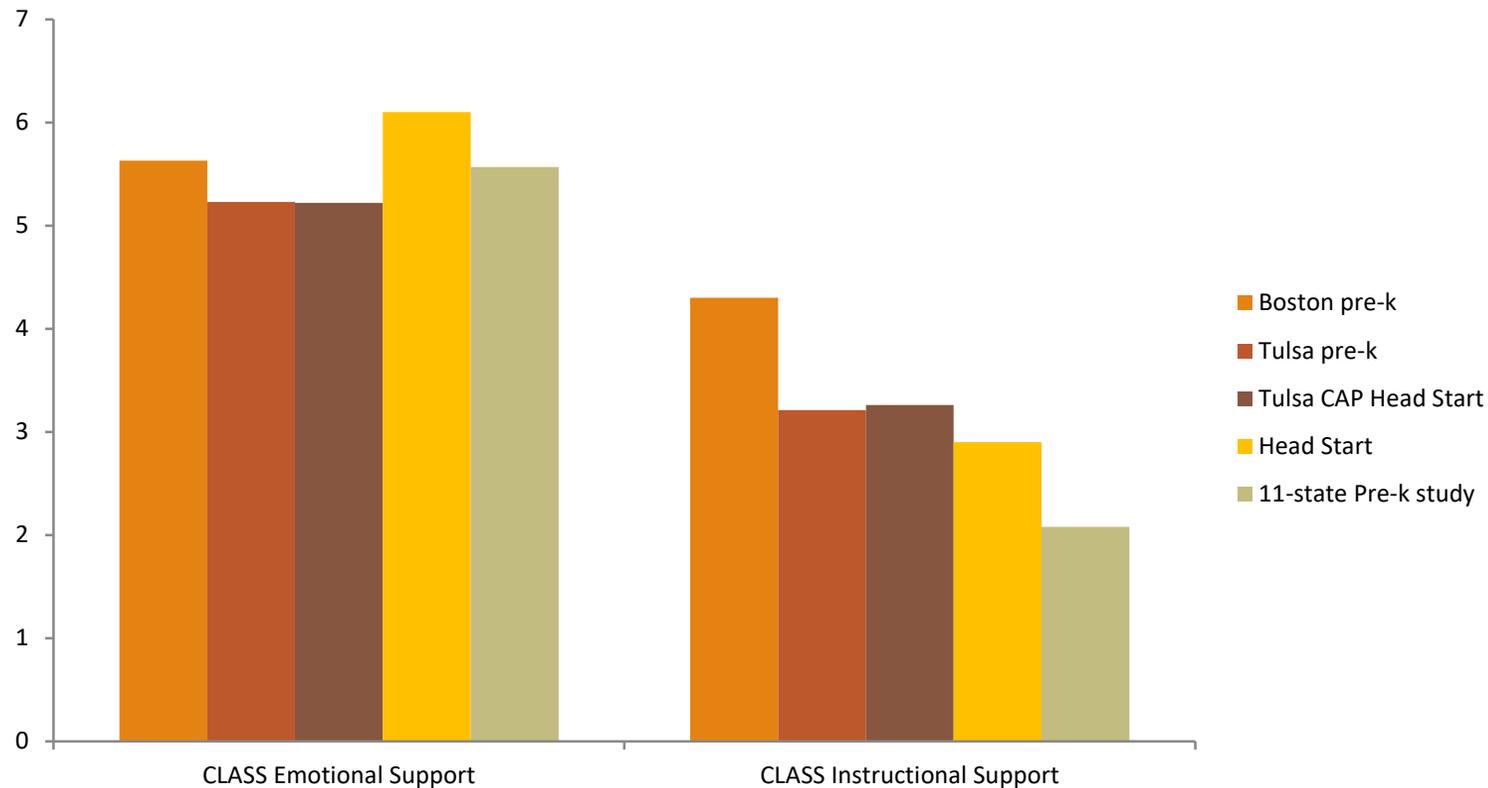
Source: Chaudry, Morrissey, Weiland, Yoshikawa (2017)

# Children from low-income families experience lower quality in center-based care at age 4.



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

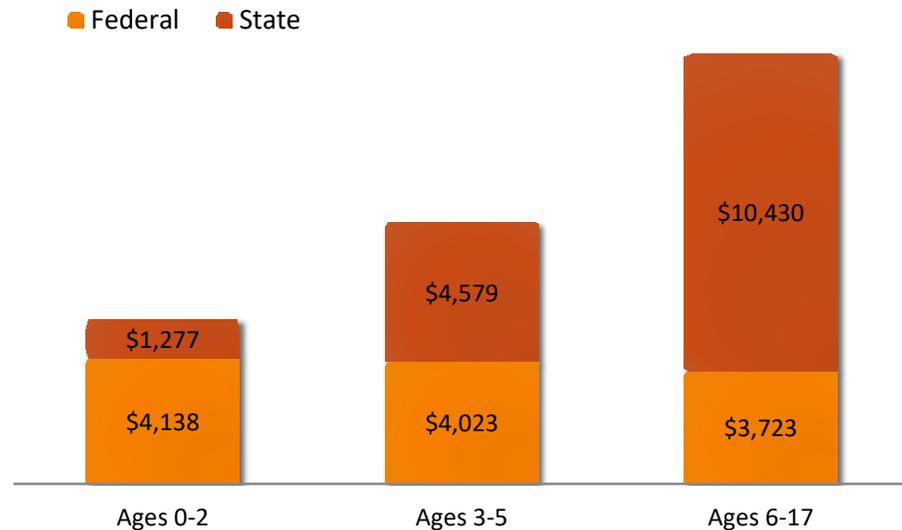
# Quality matters: Higher-quality instruction leads to bigger gains.



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

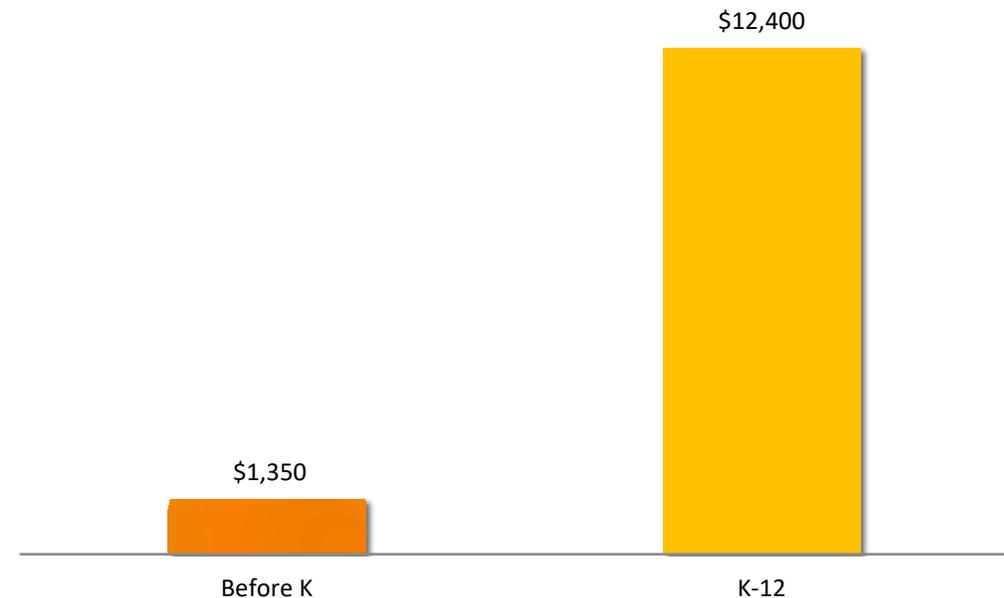
# Educational investments in the early years have greatest benefit – but we do too little.

Federal and State/Local Spending on Children, by age



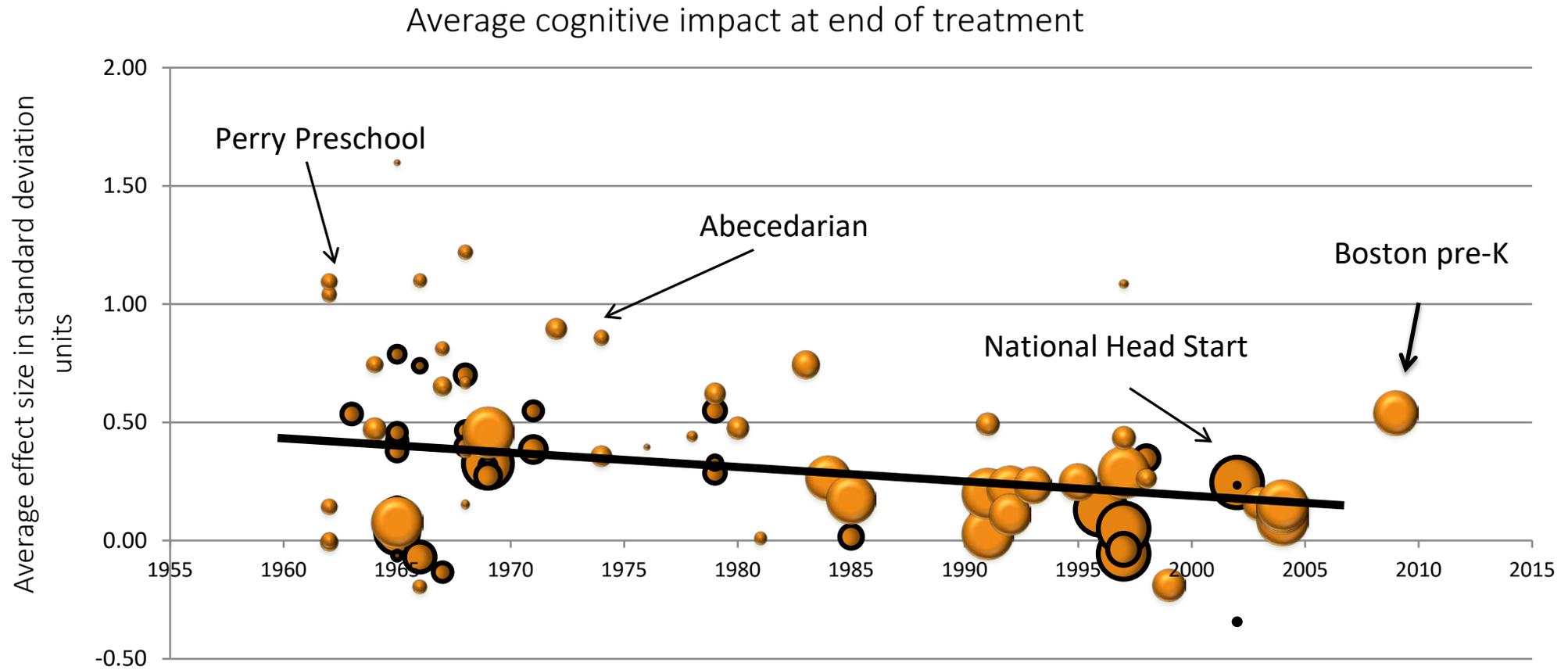
Source: Edelstein et al. 2013

Average per child annual public expenditure for education in U.S.



Source: Kena et al. 2016

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



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

# Cradle to Kindergarten:

A new plan for early childhood that gives all children a fair shot.

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- **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 3.
- **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 up to 12 weeks of unpaid leave at the birth of a child.
  - Only 60% of workers are eligible.
  - Far fewer can afford to take unpaid time when also facing added costs of a new baby.
- The U.S. is just 1 of 2 among 170 countries with no guarantee of paid leave.
- California and a few other states have established paid leave programs (New Jersey, Rhode Island, New York, Washington in 2020).

## Our Proposal

- Paid parental leave to guarantee families with working parents 12 to 16 weeks per family of partially paid, job-protected leave at birth or adoption of a child.
  - Families decide how to split weeks of leave with bonus if both parents take some.
  - Parents get a progressive percentage of their wages during the weeks each is on leave, up to a maximum benefit.
  - Social insurance administered through Social Security system.
    - Being born and having a child are common experiences like old-age or disability.

# Affordable High-Quality Care and Education

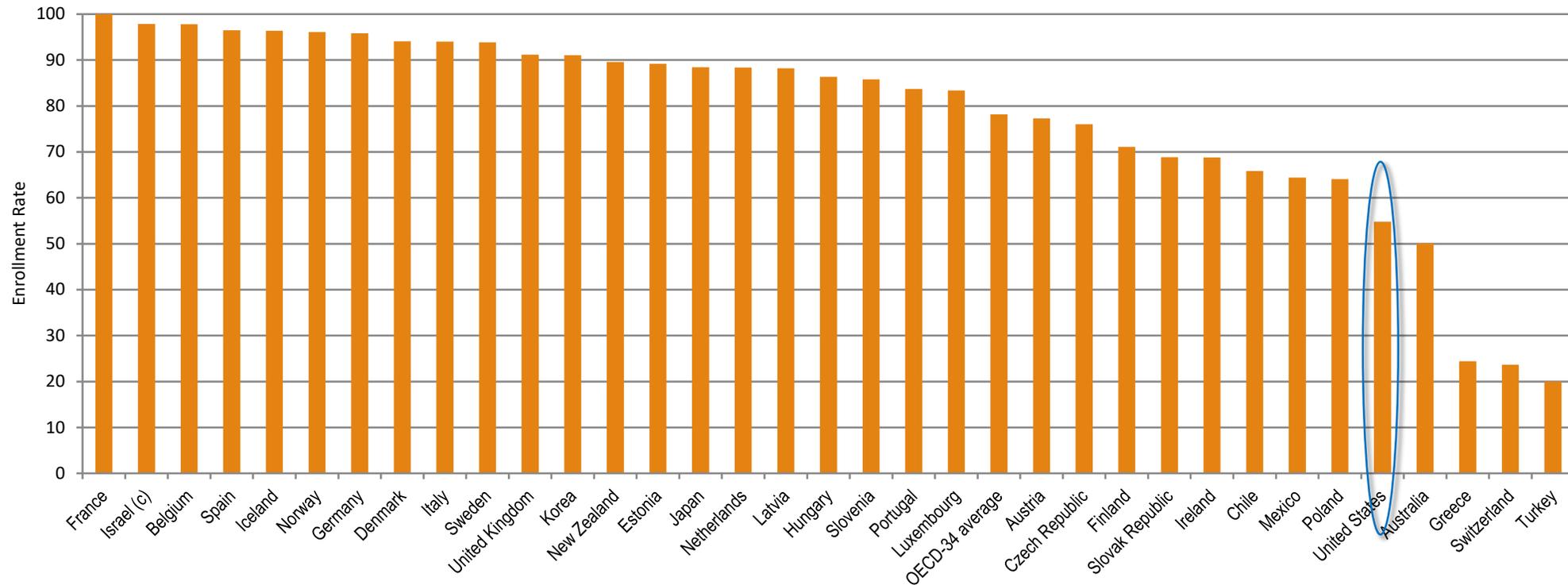
Current Context	Our Proposal
<ul style="list-style-type: none"><li>• Good child care is expensive and hard to find.<ul style="list-style-type: none"><li>• Families with children under 5 spend 11% of incomes on child care.</li><li>• Families with incomes below 200% FPL spend 22%.</li></ul></li><li>• 15% of eligible families with children receive subsidies through Federal and State CCDF funding</li><li>• Subsidy programs vary by state and are complex.</li><li>• Child care tax credits provide minimal benefits (max \$600) and are not refundable.</li></ul>	<ul style="list-style-type: none"><li>• “Assurance” subsidies to support high-quality care and education for low- and moderate-income working families with children birth-5.<ul style="list-style-type: none"><li>• Family incomes below 250% FPL, state option to go to 400% FPL.</li><li>• Family co-payments on sliding scale (3-10% of income).</li><li>• Subsidies adequate to pay for quality and support stable, professionally compensated workforce.</li></ul></li><li>• Increased, refundable child care tax credit<ul style="list-style-type: none"><li>• % of paid costs for all types of paid care.</li><li>• Maximum benefit increased to \$3000 (1 child).</li></ul></li></ul>

# Universal Early Education

Current Context	Our Proposal
<ul style="list-style-type: none"><li>• Few states and cities have universal programs primarily for 4 year olds, and some states have none.</li><li>• Fewer public programs for 3 year olds.</li><li>• What exists is a piecemeal system.</li><li>• Variation across many dimensions (governance, location, hours, workforce, quality assessment) in what exists across states.</li></ul>	<ul style="list-style-type: none"><li>• High-quality universal preschool for children aged 3 and 4.<ul style="list-style-type: none"><li>• Developmentally focused curricula and professional development.</li><li>• Consistent and transparent quality standards and measurement.</li><li>• Full school-day and longer school year, with wrap-around care options to meet family needs.</li><li>• Mixed auspice (in schools and community centers).</li><li>• Alignment with Birth-to-Three and K-3<sup>rd</sup> Grade Education.</li></ul></li></ul>

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

Enrollment Rates of 3- & 4- year olds in pre-primary education, 2014 or latest available



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

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

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

Current Context	Our Proposal
<ul style="list-style-type: none"><li>• Beneficial program aimed at most disadvantaged, but serves fraction of eligible<ul style="list-style-type: none"><li>• ~40% in Head Start</li><li>• ~4% in Early Head Start</li></ul></li><li>• What happens in the context of universal preschool?</li><li>• Engaging children and families in the most adverse circumstances and concentrated poverty from earliest point in child development with comprehensive, intensive, and continuous services.</li></ul>	<ul style="list-style-type: none"><li>• Target the most vulnerable young children starting before or at birth:<ul style="list-style-type: none"><li>• Communities of concentrated poverty.</li><li>• Poor families and those facing adverse circumstances (e.g., foster care).</li></ul></li><li>• Integrate center-based early learning with home visiting and other comprehensive services.</li><li>• Head Start centers as hubs to link with child health and other service providers (e.g., WIC, Medicaid/CHIP, Special Needs services).</li><li>• Generate innovations in birth to 3 services and test program elements to further improve systems.</li></ul>

# Targeting the highest need communities

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More than 3 million American children (4%) live in areas of highly concentrated poverty.

Majority of children in these communities live in families that often live in deep and persistent poverty, while others live in families with incomes near the poverty line.

900,000 of these children are under the age of five, and more than 150,000 newborns start life in one of these communities each year.

Disadvantage is highly concentrated in communities with high poverty:

- Highly racially/ethnically segregated
- Low educational attainment
- Chronic joblessness
- High teen pregnancy rates
- High rates of disadvantaged family structure

# A 10-year investment plan

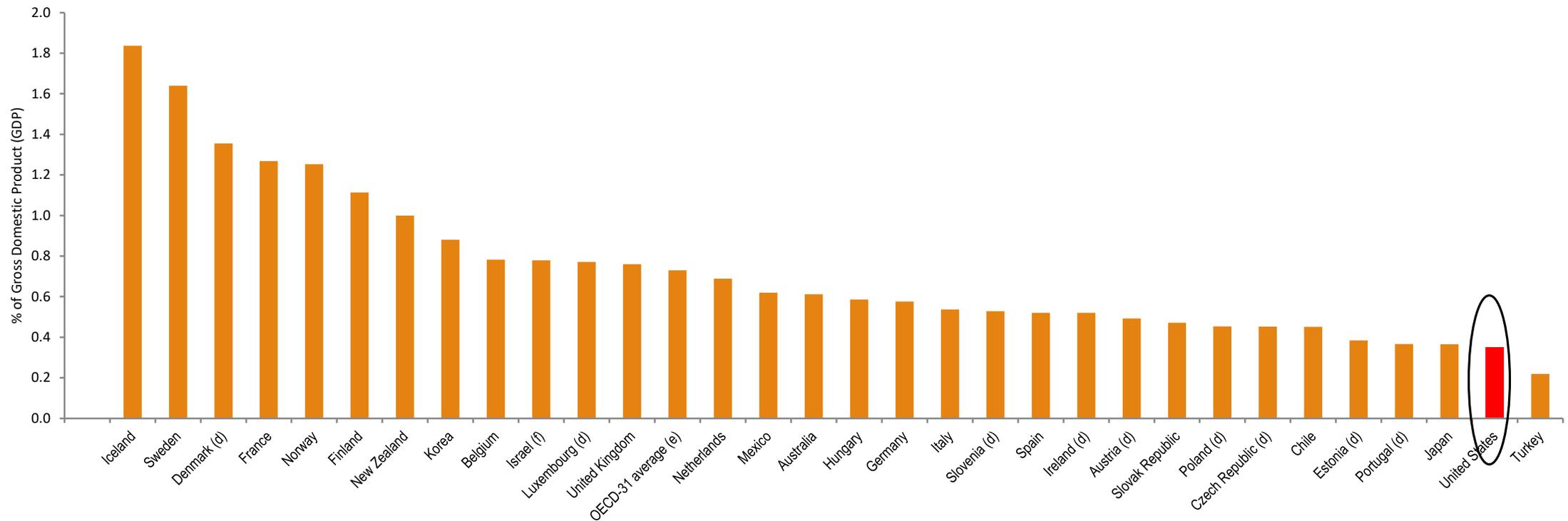
Program	Existing Funding & Service Levels		Cradle to Kindergarten Funding & Service Levels		New Investments
	Funding (in billions)	Number Served (annually)	Funding (in billions)	Number Served (annually)	
Public paid parental leave	\$0.9	~330,000 (8% of newborns in US)	\$19.0	3,400,000 (85% of newborns in US)	\$19.0
Child Care Subsidies/Assurance	\$13.9	~730,000	\$30.2	2,500,000	\$16.3
Child & Dependent Care Tax Credit					
State or Local Public Preschool for 3 and 4 year-olds	\$6.2 (states)	1,050,000* (13% of 3 & 4 year olds)	\$33.0	3,000,000^ (38% of 3 & 4 year olds in US)	\$26.8
A New Head Start for Infants and Toddlers	\$9.0	960,000 (5% of birth to 5 in US)	\$17.2	1,125,000 (825,000 (7%) children under 3 & 300,000 (4%) 3s & 4s)	\$8.2
<b>Total New Public Investments (federal and state)</b>	<b>\$30.0</b>	<b>2,600,000</b>	<b>\$99.4</b>	<b>9,300,000</b>	<b>\$70.3</b>

\*Of this number 450,000 children receive Head Start and/or Child Care Subsidy Funding in combination with public preschool funds

^Of this number 700,000 children would receive Head Start and/or Child Care Subsidy Funding in combination with public preschool funds

# 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