

Early Childhood Education

A Presentation for the Community Bond Committee

September 22, 2016



Special Education Preschool Educational Environments

- **Indicator 6A:** Percent of children ages 3-5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
 - Target: $\geq 28.20\%$
- **Indicator 6B:** Percent of children ages 3-5 with IEPs attending a separate special education class, separate school or residential facility.
 - Target: $\leq 43.20\%$

**State Performance Plan Indicators*

Rationale: The education and care of young children before kindergarten entry is a shared responsibility of parents, educators and the community. Each child and family deserve access to high quality experiences and opportunities that support development and learning during the early years in order for each child, each family and our community to reach full potential.



According to the Society for Research in Child Development: quality preschool education can benefit middle-class children as well as less advantaged children; typically developing children as well as children with disabilities or delays; and dual language learners as well as native speakers.

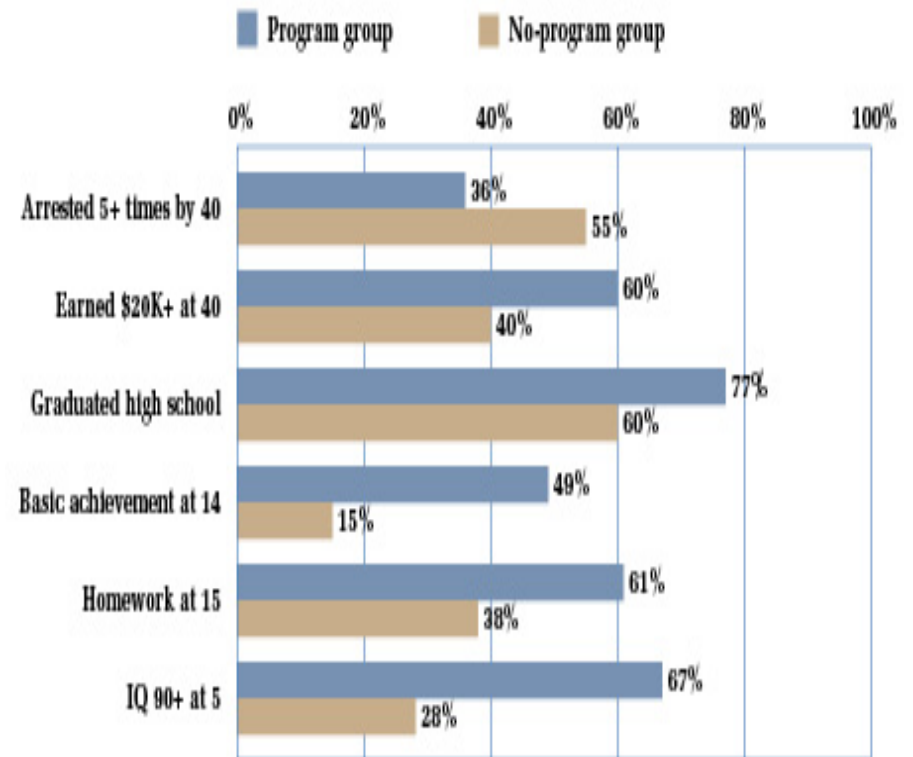
<http://www.srcd.org/policy-media/policy-updates/meetings-briefings/investing-our-future-evidence-base-preschool>



Early Childhood Data

Decades of research supports the multiple long term positive impacts of high quality early education. The HighScope Perry Preschool Study, found that individuals who were enrolled in a quality preschool program ultimately earned up to \$2,000 more per month than those who were not. Young people who were in preschool programs are more likely to graduate from high school, to own homes, and have longer marriages.

Figure 1
Major Findings: High/Scope Perry Preschool Study at 40



The Abecedarian Project, show similar results. Children in quality preschool programs are less likely to repeat grades, need special education, or get into future trouble with the law.

<http://abc.fpg.unc.edu/>



Early childhood education makes good economic sense, as well. In Early Childhood Development: Economic Development with a High Public Return, a high-ranking Federal Reserve Bank official pegs its return on investment at 12 percent, after inflation.

<https://www.minneapolisfed.org/publications/fedgazette/early-childhood-development-economic-development-with-a-high-public-return>



Rigorous educational research consistently shows that at-risk children who attend high quality pre-k programs demonstrate gains in early learning skills and throughout their K-12 years. Significantly, research also shows that children with disabilities who attend pre-k in inclusive environments demonstrate gains in social skills, self-regulation, language development, and cognition. Moreover, integrating children with disabilities into typical pre-k programs does not simply improve the educational experience for the children with disabilities—pre-k classrooms that utilize inclusive materials and curricula, along with appropriate supports and services, provide social and educational benefits to the general pre-k population as well.

<http://community.fpg.unc.edu/resources/articles/NDPCI-ResearchSynthesis-92007.pdf/view>

The joint position statement from the Division of Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) states: Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.

<http://www.dec-sped.org/dec-recommended-practices>

Strategic Plan for Michigan

- In February 2016 after collective input from the public and education stakeholders across Michigan the state Board of Education has developed a set of targeted strategies to help Michigan become a Top 10 education state in 10 years.
- Goal 1: Provide every child access to an aligned, high-quality P-20 system from early childhood to postsecondary attainment – through a multi-stakeholder collaboration with business and industry, labor, and higher education – to maximize lifetime learning and success
- Strategy 1.1: Encourage policies that promote engagement of families from a child's birth that encourage optimal development of children prior to kindergarten. This includes: a) Focusing investments on evidence-based programs from birth to age three, including home visitation and high quality child care. b) Allocating funding to provide early intervention services to the infants and toddlers with disabilities and developmental delays identified through Early On. c) Complete development of and promote understanding of the alignment of birth through third grade developmental and learning expectations
- Strategy 1.2: Expand access to quality publicly-funded preschool for all four-year-olds by 2020; three-year-olds by 2025

East Lansing Community Survey Results

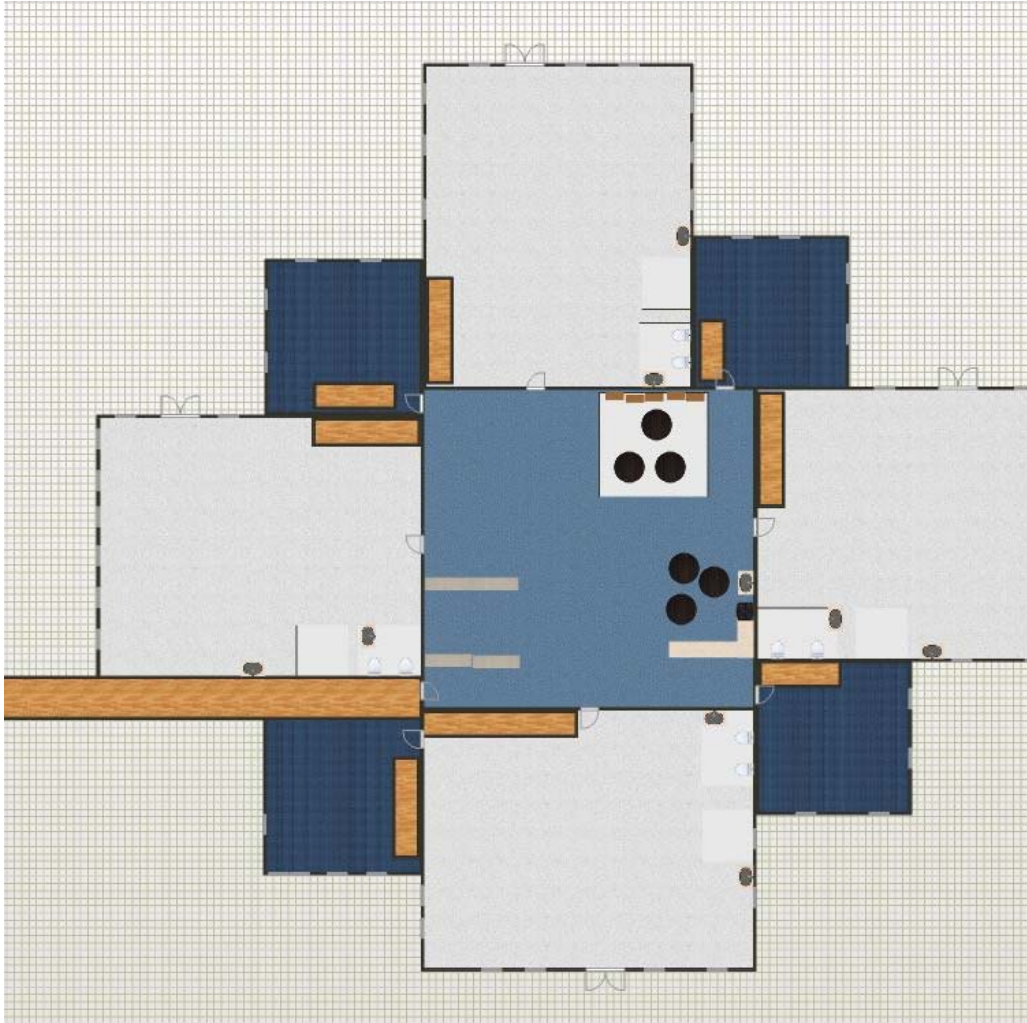


- When asked if they would enroll their children in a tuition based preschool offered by ELPS, of 211 respondents, 75% replied yes and 25% replied no
- Of 183 respondents, 67% reported that they were interested in a full day program and 33% reported that they were interested in a half day program.
- Of 185 respondents, 65% were interested in a 5 day a week program, 18% were interested in a 4 day a week program and 16% were interested in a 3 day a week program.

Of 194 respondents, 30% reported that they would prefer that preschool be located in a neighborhood elementary program, 25% reported that they would prefer that preschool be located in a dedicated early childhood center, and 45% reported that they had no preference.

There were a variety of suggestions in terms of programming, with Reggio Emilia and Montessori being the most frequently mentioned. Many parents emphasized a play based curriculum.





Preschool Area

Classrooms:

Blended programs

ECSE/Headstart/Great Start/Tuition Based

Classroom needs:

Adequate floor area and storage space

Bathrooms

½ door area for calming

Items correctly sized for pre-school students

Therapy Areas:

Adequate size and protected space

OT/PT/Speech/Social Work

Office space

Common Area:

Kitchen

Art Area

Small Group Areas

Motor