



## President and Provost Roundtable Discussion

### *Topic: Early Childhood Education Service Institutions*

#### Questions:

- Why is this topic important (outside of the College of Education)?
- Are there areas where SHSU should and/or can impact this issue? How?

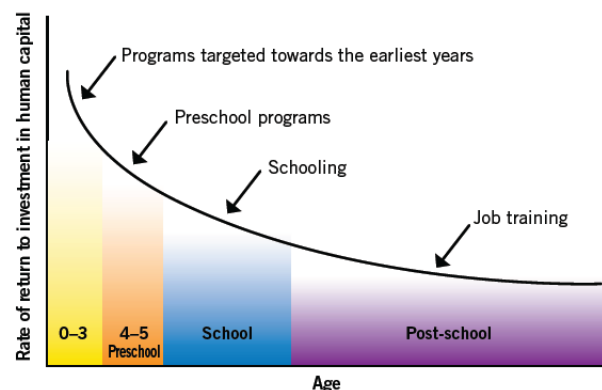
#### Early Childhood Education Initiative

- Focuses on early learning as an investment in workforce development by:
  - Helping drive the national debate about early childhood education policies and programs
  - Providing information to the business community at the local, state, and national levels to that it can actively engage in advancing policies that support high-quality early childhood education programs
  - Developing an early childhood education business network to exchange best practices on policies, programs and partnerships
- To initiate change, this multiyear effort will focus on policies that support high-quality, evidence-based early learning programs. Specifically, the initiative will:
  - Collaborate with state and local chambers that are active or are interested in becoming active in the early childhood education arena.
  - Identify model programs and public-private partnerships at the state and local levels.
  - Develop an early learning tool kit for business leaders to help guide activities and communication.
  - Identify and train business leaders that want to become active in the early childhood education arena.

#### Why Invest in High-Quality Early Learning Programs

- Today, there are approximately 20.3 million children under age five across America, 45% of whom are minorities and 21% of whom live below the poverty line. Nearly 12 million are in some form of out-of-home care while their parents are at work, spending on average 36 hours per week in the care of someone other than a parent. More than 1 million of these children are three- or four-year-olds who are enrolled in state-funded pre-K programs, or federal Head Start or special education programs.
- Among families with children age six or younger, 77% have a parent who is in the labor force. Nationally, about three-quarters of children from upper income families—but only half of children from low-income families—are enrolled in public or private pre-K. Middle-income families are increasingly being squeezed by the cost of early education; the average family of four with two young children spends 29% of its monthly income on early education and care.
- Great economic gains can be had by investing in early childhood development
- The first five years are the most critical in the development of a child's brain.
- Achievement gaps develop well before children begin kindergarten.
- High quality pre-K programs for three- and four-year-olds can have a significant impact on all children, but especially those from low-income families.
- Meaningful investments in quality early learning programs for younger children have lasting effects that can reduce costs later in life while enhancing economic growth
- A high-quality early childhood education can help break the cycle of poverty.
- The Institute for a Competitive Workforce recommends the following:
  - Supporting and directing the expansion of high-quality programs to serve young children's development and learning, including state-funded pre-K delivered in a variety of settings such as

**Rates of Return to Human Capital Investment at Different Ages:  
Return to an Extra Dollar at Various Ages**



schools, child care centers and homes, and Head Start agencies, with public funding targeted to low-income children first

- Hiring qualified and effective early childhood educators with the knowledge and skills necessary to teach young children
- Developing mixed provider delivery systems that support parental choice and take advantage of public, private, and nonprofit providers and their various settings
- Integrating early learning and care systems for children from birth to age five
- Making best use of existing resources by coordinating local, state, and federal efforts
- Developing seamless transitions from the early childhood education system to the K–12 system to create a continuum of lifelong learning
- Increasing the availability of high-quality, full-day, and/or year-round programs that support working parents where needed
- Collecting data and conducting the research needed to identify best practices, assess system performance, and report these results to the general public.

#### **Six Actions a Businessperson Can Take**

1. Connect with your state early childhood advisory council.
2. Familiarize yourself with the benefits of high-quality early learning programs.
3. Visit a high-quality early learning site.
4. Adopt policies in your business that supports working parents.
5. Educate employees on the value of early childhood education.
6. Convey to policy makers your support for public investment in early education.

#### **Six Actions the Business Community Can Take**

1. Support a mixed provider delivery system.
2. Encourage early learning system and K–12 alignment.
3. Promote early learning policies as part of the economic development agenda.
4. Encourage the inclusion of early childhood data in the statewide longitudinal data system.
5. Encourage your state to adopt a Quality Rating Information System (QRIS).
6. Encourage business organizations and networks to adopt a policy position in support of public investments for effective, high quality early education programs. **(U.S. COC/ICW, 2010)**

#### **Comprehensive Approach**

- Students
  - Promise School for incoming kindergartners (ECI)
  - Longitudinal assessment (University of Mississippi)
- Families
  - SPARK-MS, in-home parent/child literacy program for children ages 3-8 (Children’s Defense Fund)
- Schools
  - Kindergarten Academy; professional development for kindergarten teachers (ECI)
  - Coaching for CLASS™ Improvements; individualized staff development using the Classroom Assessment Scoring System (CLASS™) (ECI)
  - Curriculum Alignment for pre-K – 3<sup>rd</sup> grade (University of Mississippi)
- Community
  - Quality Initiative; improving the quality of early learning experiences in private child care facilities in the county (ECI)
  - Excel By 5 **(Darling, 2013, p. 7)**

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#### **References**

1. Darling, L., (2013). *Mississippi state university annual report: early childhood institute*. Retrieved from [http://www.earlychildhood.msstate.edu/about/annualreports/pdfs/annual\\_report\\_2013.pdf](http://www.earlychildhood.msstate.edu/about/annualreports/pdfs/annual_report_2013.pdf)
2. U.S. Chamber of Commerce, Institute for a Competitive Workforce (2010). *Why business should support early childhood education*. Washington, DC: Retrieved from [http://www.uschamberfoundation.org/sites/default/files/publication/edu/ICW\\_EarlyChildhoodReport\\_2010.pdf](http://www.uschamberfoundation.org/sites/default/files/publication/edu/ICW_EarlyChildhoodReport_2010.pdf)