

They are ready and able if we are willing.

Report of the Early Education Commission



EARLY EDUCATION COMMISSION

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Letter of Introduction

We are pleased to present the results of the work of the Early Education Commission (EEC). The EEC included a distinguished group of leaders from Atlanta's business, foundation, government, criminal justice, education, media, entertainment and faith communities. Assembled by United Way of Metropolitan Atlanta in the fall of 2008, the EEC investigated the state of early learning and its impact on the economic health of the metro Atlanta area and was charged with recommending a refreshed set of goals, strategies and initiatives to improve outcomes for early education in Atlanta and Georgia.

The commission held monthly meetings with focused presentations and discussions led by nationally renowned specialists in quality early care and education, economics and neuroscience. We learned about successful improvement efforts in other metropolitan regions, such as Minneapolis, MN, and Miami-Dade, FL. We visited learning centers, studied research, and heard from Georgia leaders and stakeholders in the early care and education field.

We are convinced that the key to our economic and social well-being lies in a self-sufficient, skilled workforce, and our goal is to move early learning to the top of the public agenda and increase the investments in young children. Our vision is for Georgia to be a national leader in ensuring that all children enter kindergarten ready to learn and on a path to read to learn by third grade.

In this package, you will find background on the commission and its work and the case for investing in quality care and early education. You will also find our recommendations in the key areas of quality improvement, parental involvement, advocacy and public awareness. We also established a new leadership entity to set priorities, establish timelines, identify partners, coordinate resources and monitor ongoing research to effect lasting change. We are extremely excited that Stephanie Blank has agreed to lead the initiative moving forward.

Finally, we would like to dedicate the work of the commission to the late Judge Sanford (Sammy) Jones, who was Chief Presiding Judge of the Juvenile Court of Fulton County, one of the largest juvenile courts in the Southeast. Sammy was a dedicated member of the commission, providing a unique perspective from the criminal justice system. He cared deeply about early education and the future of our most vulnerable children.

A handwritten signature in black ink, appearing to read "Dennis Lockhart".

Dennis Lockhart
Co-Chair

A handwritten signature in black ink, appearing to read "Beverly Daniel Tatum".

Beverly Daniel Tatum
Co-Chair



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Dedication

The work of the Early Education Commission is dedicated to the late Judge Sanford (Sammy) Jones, who was Chief Presiding Judge of the Juvenile Court of Fulton County, one of the largest juvenile courts in the Southeast. Sammy was a dedicated member of the Early Education Commission, providing a unique perspective from the criminal justice system. He cared deeply about early education and the future of our most vulnerable children.

The Case for Investment in Early Childhood Education (ECE)

Overview

The proposition that a greater share of society’s resources should be invested in ECE is supported by a case with three elements:

- The neuroscience case — evidence from the science of brain development that early intervention improves school readiness and later success in school
- The economic case — the research that estimates a return on investment in ECE
- The public policy/fiscal allocation case — the argument that reallocation of tax revenues and public expenditure from remediation of social problems that result from failure in school to ECE will pay for itself

A brief description of the current ECE setting in Georgia and a summary of each case are presented below. Key sources and research are cited in endnotes.

The Georgia Context

Georgia is fortunate to have an established state agency dedicated to ECE, primarily through the lottery-funded Georgia Pre-K Program and with additional authority to establish licensing requirements for all centers in which ECE takes place. The state’s Pre-K Program for 4-year-olds is overseen by Bright from the Start: Georgia Department of Early Care and Learning (DECAL). DECAL also licenses child care centers and

family child care providers and has been making efforts to increase the number and quality of licensed centers.

Key facts about the children in Atlanta and Georgia show that we are not starting from ground zero, but significant gaps in access and quality remain to be filled for the state and the Atlanta metro area to excel in preparing children for learning in grades K–12.

- There are more than 79,000 lottery-funded Georgia Pre-K slots statewide, with 43 percent of these slots in the 13-county metro area (as defined by United Way).
- About 57 percent of 4-year-olds in the state and 52 percent in metro Atlanta are served by DECAL’s Pre-K Program.
- More than 4,000 children in metro Atlanta and more than 7,000 statewide are on waiting lists for the Pre-K Program.
- There are more than 700,000 children age 5 and under living in Georgia.
- The estimated capacity of licensed and registered child care providers is only about 190,000 in a metro area with an estimated 352,000 children under age 5. Many of the remaining 162,000 children under age 5 are in unlicensed, informal care settings with a family member, friend or neighbor.

- Fewer than 10 percent of the state’s licensed child care centers and fewer than two percent of registered family child care providers are nationally accredited.
- The number of licensed and registered providers statewide has declined over the past two years.
- Though it is difficult to estimate the average annual expenditure for child care in Georgia, it is widely accepted that the estimate would fall far short of the \$8,000–\$12,000 cost of high-quality child care.
- The Southern Education Foundation reports that Georgia Pre-K per-pupil expenditures fell from a high of about \$6,800 in 1995 to \$4,000 in 2007 (adjusted for inflation).

These key facts point to an opportunity to expand services and increase capacity (both in terms of the range of ages served and the number of children reached at each age) to make high-quality early childhood experiences accessible and affordable for all young children and their families. This context for Georgia and Atlanta suggests that the gaps can be filled by leveraging existing early education infrastructure—DECAL, the Georgia Pre-K Program, a myriad of public and private organizations working in the field of ECE and several effective collaborations—among organizations devoted to improving ECE outcomes.

The Neuroscience Case

The field of neuroscience provides a strong foundation of support for ECE. The human brain develops by forming synapses, or connections, that organize the brain to enable an individual to acquire various cognitive and non-cognitive abilities, with the most vigorous brain growth occurring before age 3 or 4. Thus, neuroscience posits that this may be one of the most important periods for developing school readiness. School readiness is generally defined in terms of several qualities derived from brain development: social and emotional development; language development and communication; and cognition and general knowledge; as well as health and physical development.

Brain development research has shaped the curricula of “high-quality” early childhood education programs. Programs are geared to provide children with the kinds of experiences that strengthen the neural circuits underlying the skills needed for school success.

Language development is particularly important because it is the strongest predictor of school success. Children with significant exposure to words in family and pre-school settings show up in kindergarten with a vocabulary of 1,500–2,500 words. Commonly, the vocabularies of children who grow up in disadvantaged homes are less than half those of children who come from homes with a much higher level of structured parent involvement. In the course of their early years, children in advantaged environments are exposed to literally millions more words through conversations or out-loud reading.

Early education may be especially important in reversing the damage to the brain’s circuitry caused by trauma and stress experienced by young children with special needs or from home environments with high levels of economic or emotional stress.

In sum, a well-advanced body of neuroscience research provides a compelling case for investment in early childhood education.

The Economic Case

The economic case is built on research-based evidence that investing in young children has a high return on investment. Early interventions, particularly for disadvantaged children, promote school readiness, raise the quality of the workforce, enhance the productivity of schools and reduce costly educational remediation, crime, teenage pregnancy and welfare dependency. These investments further enhance the economic return by increasing individual earnings.

The seminal economic research of Nobel Laureate James Heckman of the University of Chicago is the primary source for building an economic efficiency case for high-quality early care and education. Among other research techniques, Heckman has thoroughly examined key longitudinal studies that document the cost-effectiveness of early education. One well-known longitudinal study began more than 40 years ago at Perry Preschool in Michigan. The study has tracked 123 at-risk children, with 58 of them having participated in a high-quality pre-K program when they were 3 and 4 years old. Studies like this calculate a social rate of return that combines the private return from higher lifetime earnings with the return to society from lower crime and incarceration and reduced need for social services. In this particular study, the annual social rate of return is 16 percent,

adjusted for inflation. About a fourth of the return accrues directly to individuals, but three-fourths of the benefits flow to society at large.

Other economists, such as Art Rolnick and Rob Grunewald at the Federal Reserve Bank of Minneapolis, have strongly advocated early childhood education as perhaps the most effective economic development tool available to states and communities—offering returns on investment exceeding alternatives such as tax incentives or subsidies to lure businesses from one location to another.

At a high level, there is a compelling macroeconomic case for early childhood education as part of the education continuum. The contribution of education overall to labor productivity growth is estimated in various studies to be between 13 percent and 30 percent of total economic growth.

Finally, the longitudinal studies demonstrating the high rates of return on early childhood education imply a connection between efforts to improve early education and a healthy environment in which businesses can prosper, thus improving the long-term economic health of a city, county or state. Business enterprises will not prosper in an environment of rampant social problems and public sector fiscal problems leading in all probability to rising taxes and uncompetitive human capital.

In a recent speech, Federal Reserve Chairman Ben Bernanke summed up the economic case citing the body of research in support of early education. He said this research “documented the high returns that early childhood programs can pay in terms of subsequent attainment and in lower rates of social problems, such as teenage pregnancy and welfare dependency.”

The Public Policy/ Fiscal Allocation Case

It is clear that failure in school leads to serious social problems such as increased criminal activity and increased demand for child and adult welfare services. Avoiding these social costs is one component in calculating the ROI (return on investment) to society cited above in connection to the longitudinal economic studies. Moreover, investments in K–12 education are optimized by students showing up prepared to learn, reducing the need for costly remediation programs. Put another way, better prepared students yield better schools and educational attainment in grades K–12.

And as icing on the cake, public policy aimed at investments in early education promotes fairness and social justice because these investments are made as a way to level the playing field for disadvantaged children.

Fiscal allocation is another important part of the public policy case. By saving government spending on K–12 remedial education, child welfare and the criminal justice system, and by increasing earnings and tax revenues, high-quality early education benefits government budgets at the national, state and local levels. Simulations of investments in early education demonstrate that these investments pay for themselves and then some over time. The reduction in costly social problems and remedial education allows scarce public resources to be reallocated to other priorities (or further expand investment in ECE or lower taxes on society altogether).

Conclusion

There is solid and building evidence to make the case for taking action now to establish a nexus of leadership that can coordinate, strengthen and leverage the considerable number of existing stakeholders and state programs to better align Georgia and Atlanta with early education investment occurring in progressive “competitive” cities and regions. And while some may need more evidence, the case can be bolstered by an ongoing collection of further evidence of program effectiveness. Over time, the economy and society will benefit from public policy and public/private partnerships that reallocate state and local spending from fixing social problems to more productive investments in education and other programs that lead to higher incomes and enhance government budget positions.



Recommendations

The EEC is a volunteer group of metro Atlanta community leaders assembled to review early care and education in Georgia and develop recommendations designed to improve child outcomes. The EEC is firmly convinced that the key to Georgia's future economic prosperity and social well-being lies in the care and education of our youngest children. This document presents our recommendations for moving forward over the next 10 years.

Key Principles

Over the course of the EEC's deliberations, these key principles guided the development of the recommendations. The principles included being...

- Informed by a rigorous process of education, discussion and debate among EEC members
- Supported by well-accepted evidence derived from credible research
- Coordinated with Bright from the Start: the Department of Early Care and Learning and early childhood community stakeholders, with Atlanta serving as a catalyst for a broader state movement
- Financially viable through the identification of potential private, state and federal dollars

- Focused on all children, but with targeted strategies for priority populations (i.e. children "at risk" for reading failure, children living in highly concentrated neighborhoods of poverty, etc.)
- Driven by action within a concrete timeframe
- Flexible in determining implementation specifics
- Inclusive of bold and specific programmatic strategies that could be initiated in metro Atlanta with measurable outcomes and the potential for statewide application
- Addressed to stakeholders with demonstrated expertise to implement the recommendation(s)

Premises

Significant brain development, the foundation for a lifetime of learning, occurs before age 3.

Early brain development is maximized through developmentally appropriate activities, stimulating environments and positive interactions with parents and caregivers.

Early education yields a significant long-term return on investment in terms of both workforce productivity and reduced societal costs of welfare and crime.

Vision

By 2020, Georgia will be a national leader in ensuring that all children enter kindergarten ready to learn and on a path to read to learn by third grade.

Mission

To promote school readiness for children ages 0–5 through strategies informed by research, policy and practice, as measured by the developmental skills necessary to be successful in school and reading to learn by third grade:

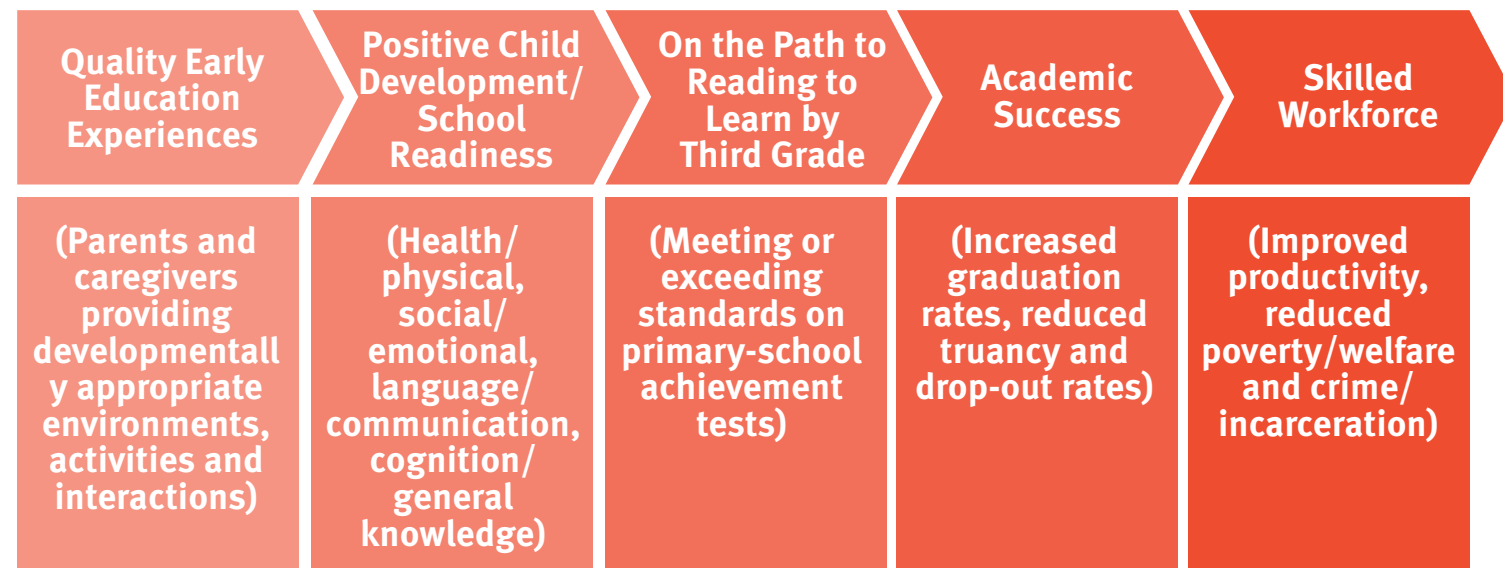
- Health and physical development
- Social and emotional development
- Language development and communication
- Cognition and general knowledge

Overview

Economic impact research clearly shows that investments in quality early childhood care and education yield significant economic and social benefits. To increase and maximize such investments in metro Atlanta and the state, the EEC is recommending a new leadership model be created to oversee joint ventures in these key areas:

1. **QUALITY:** Set the bar high and support quality improvement for both center-based and home-based early care and education providers to improve children’s school readiness.
2. **PARENTAL INVOLVEMENT:** Support parents with information, tools and resources to provide quality learning experiences for their children, as the child’s first teacher.
3. **PUBLIC AWARENESS:** Initiate a statewide campaign to raise awareness of the importance of quality early learning experiences for children ages 0–5 to prepare them for school and on a path to read to learn by third grade.
4. **ADVOCACY:** Advocate for increased quality, accessibility and affordability of early care and education, recognizing that learning occurs in the child’s home as well as other settings.

Logic Model



Recommended Strategies

The EEC is recommending short-term and long-term strategies to promote continuous quality improvement of early care and education and to increase parental involvement, both of which have a direct impact on a child’s school readiness. To achieve these goals, the EEC recognizes that a sustained effort over time through public awareness and advocacy strategies will be required.

Quality

Set the bar high and support quality improvement for both center-based and home-based early care and education providers to improve children’s school readiness.

- Key components of high quality:
 - Evidence-based programs that include different approaches to instruction but also result in improved student outcomes and later school success
 - Programs that emphasize early literacy, since language and literacy development is the strongest predictor of school success
 - Programs based on developmentally appropriate practices, as defined by national accrediting bodies
 - Comprehensive professional development and education to support a highly qualified workforce
 - Recruitment and retention efforts to ensure the stability of a highly qualified workforce
 - Continuous improvement toward a quality continuum and national accreditation for early care and education providers
- Support the implementation of a quality improvement system that would be piloted in selected metro Atlanta counties that...
 - Will be replicated statewide
 - Includes a funding mechanism as well as financial and non-financial incentives

- Support child care scholarships for parents to create an increased demand for higher quality
- Support training and technical assistance to improve quality of centers and home-based child care providers
- Collaborate with state and national organizations to provide in-classroom support for early care and education professionals
- Support wraparound services that provide additional learning opportunities for children ages 0–5
- Establish a comprehensive effort to collect longitudinal child outcome data to inform decision-making and practice

Parental Involvement

Support parents with information, tools and resources to provide quality learning experiences for their children, as the child’s first teacher.

- Increase and enhance programs for parents and families of children ages 0–5, including referral services, parenting education and resources for families in crisis
- Expand home visitation programs
- Collaborate with the medical community to provide support for parents and caregivers
- Explore other innovative approaches to working with families living in highly concentrated neighborhoods of poverty

Public Awareness

Initiate a statewide campaign to raise awareness of the importance of quality early learning experiences for children ages 0–5 to prepare them for success in school and on a path to read to learn by third grade.

This public awareness campaign should...

- Have a strong emphasis on ensuring that all children enter kindergarten ready to learn
- Be a broad campaign with targeted messages to various constituencies: parents, policy makers, the business community, faith-based organizations, school systems, etc.
- Include a call to action with a sense of urgency
- Engage the business community as a specific audience and recruit the state and metro Atlanta chambers of commerce to engage and play leadership roles to ensure broad business community involvement

Tactics may include...

- Advocating for the creation of a children’s cabinet at the state level that includes members from the private sector and focuses on all aspects of a child’s physical, mental and academic well-being
- Conducting a summit on the “State of Early Childhood Education in Georgia” as a major event in the ongoing awareness campaign
- Utilizing talented, creative communications, marketing and public relations professionals (e.g., the Ad Council)
- Utilizing non-traditional as well as traditional media outlets
- Collaborating with the United Way statewide association and other statewide organizations

Advocacy

Advocate for increased quality, accessibility and affordability of early childhood care and education, recognizing that learning occurs in the child’s home as well as other settings.

Key advocacy issues may include...

Quality

- Improving the quality of early learning programs (formal and informal)
- Developing a quality improvement system, to inform parents and enable them to choose a high-quality center/home, that would be piloted in selected metro Atlanta counties with the potential for replication statewide
- Releasing lottery reserves for quality improvement efforts during this economic climate
- Increasing teacher compensation in the early education field
- Continuing efforts to collect longitudinal data that is connected to student achievement and is used for continuous improvement of early care and education
- Raising the minimum licensing standards for early care and education providers

Accessibility

- Increasing the number of GA Pre-K slots for 4-year-olds to meet the ongoing need
- Advocating home visitation programs and strategies that engage parents/caregivers of children ages 0–3 to decrease child abuse and neglect and promote healthy child development
- Supporting wraparound services that provide additional learning opportunities for children ages 0–5 (e.g., summer enrichment)
- Developing strong partnerships with and among health care providers (e.g., pediatricians, public insurance providers) and early childhood care providers

Affordability

- Using quality dollars to improve quality and link child care subsidies to child development outcomes
- Targeting resources where the greatest achievement gaps exist to achieve the greatest return on investment
- Supporting broader eligibility guidelines for child care subsidies

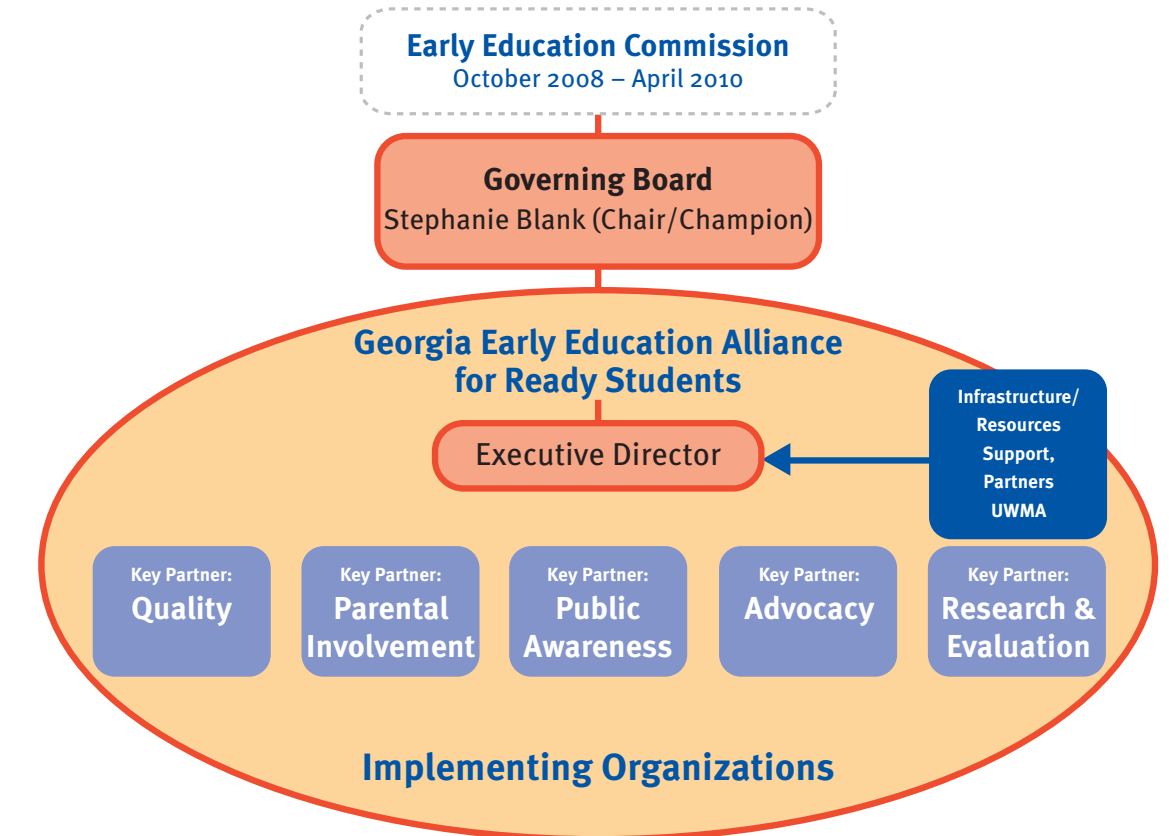
Leadership Model

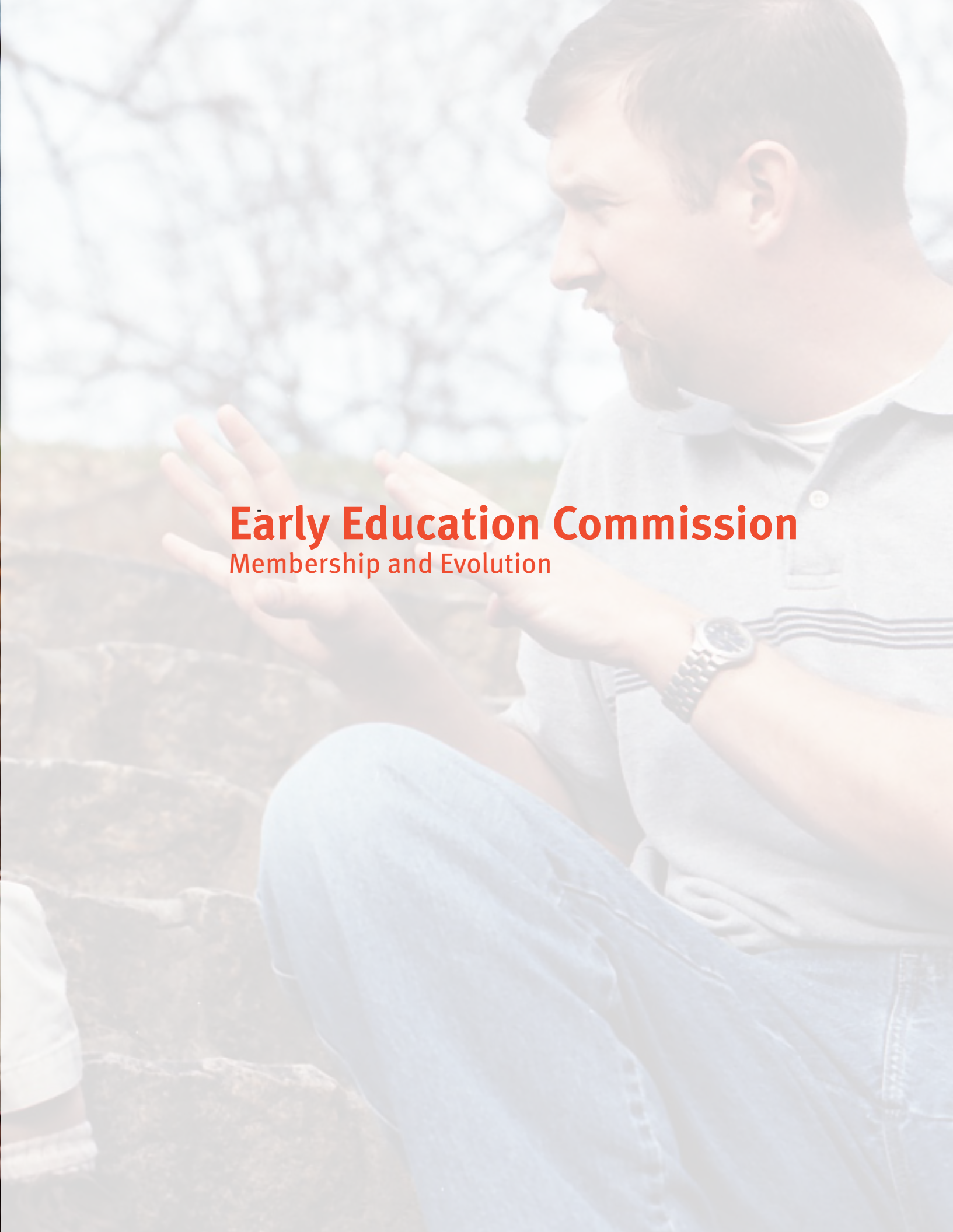
The EEC believes a leadership entity must oversee its vision and mission and implement its strategic recommendations. The following model represents a flexible framework for that leadership.

The EEC will ensure leadership, coordination and long-term accountability for all stakeholders by establishing and chartering the Georgia Early Education Alliance for Ready Students (GEEARS) —Through the charter, the commission will provide specific guidance to GEEARS leadership on governance and other organizational matters. Generally, the GEEARS leadership model is characterized by...

- A champion/leader who...
 - Will chair a governing board
 - Is passionate, credible and well-connected and can be the public face of this work
 - Is responsible for advocating on behalf of children An independent, voluntary governing board with a singular focus on early education, comprising members who...
 - Reflect the diversity of the communities that are being served

- Have the ability to raise awareness of the importance of early learning and/or can help access funding
- Are responsible for ensuring that the spirit and vision of the EEC are accomplished in a cohesive way
- Provide oversight and guidance to GEEARS. A supporting organization that...
 - Will provide resources (possibly in collaboration with other funders) to support the employment of a passionate, credible and connected “executive director” to coordinate the implementation of the EEC’s recommendations through key partner organizations and across various stakeholder organizations (this should be someone with characteristics similar to those of the board chair)
 - Provides office space and administrative support and serves as the fiscal agent for GEEARS
- Key partner organizations that...
 - Collaborate with GEEARS to provide leadership and coordination in the areas of advocacy and public awareness, quality improvement and parental involvement, and research and evaluation





Early Education Commission
Membership and Evolution

Early Education Commission Membership

Commission Chairs

Dennis Lockhart
President, The Federal Reserve Bank of Atlanta

Beverly Daniel Tatum, Ph.D.
President, Spelman College

Commission Members

Greg Adams
Judge, Superior Court, DeKalb County

James S. Balloun
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Retired Director, McKinsey & Company

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Stephanie Blank
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Tim Pakenham, J.D.
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Maria Elena Retter
Executive Director, Goizueta Foundation

Holly Robinson, Ed.D.
Commissioner, Bright from the Start:
Georgia Department of Early Care and Learning

Joe W. Rogers, Jr.
Chairman, CEO, Waffle House

Lee Torrence
Retired, IBM Corporation

*Deceased. The Commission dedicates this report to his memory.

Early Education Commission: Evolution

Background

United Way of Metropolitan Atlanta (UWMA) has long been lauded for organizing leaders from Atlanta’s diverse stakeholder groups to come together and solve problems impacting the metro area. Perhaps its most well-known recent effort is the Regional Commission on Homelessness, for which UWMA — at the request of the mayor of the city of Atlanta — convened leaders from the business, charitable and government sectors to develop a regional strategy for eliminating chronic homelessness in our community.

Based on this successful model, UWMA set out to address another issue of great importance to the metro Atlanta area — early childhood care and education. Though Georgia is nationally recognized for its state-funded Pre-K Program, the current model only serves a little over half of the state’s 4-year-olds. And studies have shown that ages 0–3, not addressed in the state’s Pre-K Program, are critical years in brain development — with the quality of early care and education experiences having a significant impact on children’s school readiness and long-term success.

UWMA — already heavily involved in quality improvement and early literacy through its Smart Start program — was poised to take on the issue of furthering early care and education in the metro Atlanta area. Previously, UWMA had gathered stakeholders in the field of early childhood education to develop recommendations regarding availability and quality, but realized the additional involvement of the business community would be essential in moving this issue to the forefront of Atlanta’s action-agenda.

Formation

UWMA invited two leaders with high visibility in the community who already had an interest in early childhood education to co-chair a new commission. A recent convert to the concept of early education as economic development, Dennis Lockhart, president and CEO of the Federal Reserve Bank of Atlanta, joined with educator Beverly Daniel Tatum, Ph.D., president of Spelman College, to lead the Early Education Commission (EEC).

Launched in the fall of 2008, the EEC brought together a carefully selected roster of 23 distinguished and diverse leaders from Atlanta’s business, foundation, government, criminal justice, education, media, entertainment and faith communities. The EEC was established to conduct a thorough review of empirical evidence and expert opinion with regard to the case for cohesive action on early care and education, share a broad directional agenda for the metro Atlanta community, and offer concrete action recommendations for stakeholders in the early childhood community. Its focus was to investigate the impact of early learning on the short- and long-term economic development of the metro Atlanta area with the

overall goal to improve the availability and quality of early childhood education in metropolitan Atlanta, and ultimately throughout the state of Georgia.

The Education Process

Over two years commission members undertook an in-depth educational process to assess the state of early education in the metro area and state, learn from national experts in the field, visit early learning centers, study research and identify opportunities for enhancing the early learning landscape — focusing on children from birth through age 4. Commission members learned about the neuroscience aspects of early childhood education, the positive return on investment early intervention provides versus the exponential cost of remediation, and the importance of quality centers and trained educators.

In addition to the out-of-state visits cited below, the EEC members attended field trips to local early childhood centers, which provided an opportunity for EEC members to see four different models of best practices, curriculum, philosophy and funding in the metro Atlanta area.

Ultimately, the commission recognized that improved early learning would benefit children, families and entire communities. The group investigated the impact of early learning on short- and long-term economic development, building a research-based business case for private sector engagement.

Out-of-State Leadership Site Visits

Members of the Early Education Commission executive committee visited Minneapolis, MN, Miami, FL, and Chapel Hill, NC, to consult with community leaders about innovative early care and education (ECE) programs.

In Minneapolis, EEC leadership met with co-authors Art Rolnick and Rob Grunewald of the Federal Reserve Bank of Minneapolis to discuss their published works regarding rate of return for investments in ECE and successful early intervention models that are frequently cited in ECE research: High-Scope Perry Preschool, The Abecedarian Project, Chicago Child-Parent Center Program and Nurse Home Visiting. The group also heard presentations regarding the Saint Paul Early Childhood Scholarship Program-Parent Aware (Star Rating system), Minneapolis Early Learning Foundation (MELF), and the Minnesota School Readiness Business Advisory Council (MSRBAC), a group of 200 business and community leaders who have taken an active role in promoting the importance of ECE.

In Miami, EEC leadership met with leaders in the ECE community, including David Lawrence, retired publisher, *The Miami Herald*, and president, The Early Childhood Initiative Foundation. Included in the meeting were these representatives of United Way of Miami-Dade: Harve Mogul, president;

Claudio Grillo, senior vice president; Ana Martinez, director; and Michael Weiser, trustee. The group visited United Way's Center for Excellence in Early Childhood Education and discussed the success of the Early Learning Initiative in funding innovative programs through The Children's Trust of Miami-Dade County, a body created and sustained through a special county property tax authorized by local citizens.

In Chapel Hill, EEC leadership met with Dr. Richard Clifford and other researchers at the Franklin Porter Graham Child Development Center at the University of North Carolina at Chapel Hill. One particular outcome of this visit was a deeper understanding of early childhood education and care practices in all member countries of the Organisation for Economic Co-operation and Development.

Outreach

The next step for the EEC was to explore how they would share what they learned with the larger metro Atlanta community. To do so, the EEC conducted brainstorm sessions with Atlanta-based education and business leaders to delve into key messages that would be used to educate the community about the importance of early childhood education, laying the groundwork for the commission's recommendations and building a foundation for support.

Two themes arose:

1. What early education means for our children

- Investing in early education is the right thing to do and is the responsibility of the entire community, not just the government. We need to ensure that all of our children are given every opportunity to succeed.
- When families cannot afford quality child care, children are held back from reaching their potential before they even begin school. As more children are in single-parent homes, or in homes where both parents work, the need for quality care is increasingly important.
- Every child should be in a position to succeed when entering kindergarten. Our ultimate goal is to ensure that all children, especially those who are at-risk, have access to high-quality early learning environments.
- Access to quality child care is a socio-economic issue. The cost for quality child care per child in Georgia, depending on age, is \$8,000–\$12,000 per year, a price many parents cannot afford.
- The Georgia Department of Human Services provides financial assistance for child care to low-income families, but the demand exceeds the supply. In 2007, 14,000 families were on waiting lists for Georgia's child care subsidies, according to the Georgia Division of Family and Children Services.

Georgia has increased participation rates in state Pre-K programs (second highest in the nation), but still serves only 58 percent of 4-year-olds.

2. What early education means for our economy

Early education has significant effects on the business community and local economy, both in the short term and long term.

Short Term:

- The early care and education industry brings in \$4.1 billion in economic activity in Georgia each year. This is the same as computer and electronic product manufacturing; the arts, entertainment and recreation industries; and pharmaceutical manufacturing industries.
- \$13.6 billion is a conservative estimate of the level of parents' annual earnings that are supported by the availability of child care in Georgia.
- A quality early learning center available to workers decreases overall absenteeism and tardiness rates, which affects an organization's bottom line.
- Investing in early learning can directly improve a company's diversity profile. A lack of early learning options forces many women in the workforce to leave the corporate world while their children are young. Companies lose valued female employees in whom they have invested time, money and resources. If women are not appropriately represented in a workplace, efforts to recruit young female talent can be hindered.

Long Term:

- Targeted public and private investments in early childhood care and education are key to the long-term development of our region's workforce.
- From an economic perspective, excellence in early childhood education yields a stream of benefits, from a better-skilled and diverse workforce to higher incomes and a reduced need for taxpayer-funded welfare programs.
- It's either pay now or pay later. Without quality early learning experiences, the likelihood of high school graduation and professional success decreases, and the likelihood of future incarceration increases. Over the long term, we can lower remedial and prison costs by improving our education system, starting with care and education of children ages 0–5. Children who have quality early learning experiences are less likely to need welfare assistance later in life.
- Providing more high-quality early education facilities will elevate Georgia's potential for attracting new businesses, recruiting talented people and, ultimately, seeing increased property values.

Based on these themes, the EEC set out to raise awareness of the social and economic impact of early education, particularly in the business community, prior to announcement of the EEC's recommendations. To reach this audience, EEC members spoke at meetings of business leaders and

stakeholders, including the Midtown Rotary, the Kiwanis Club, the Commerce Club, the Voices for Georgia's Children annual legislative breakfast and the University of Georgia's Office of Public Service and Outreach annual meeting. Through these early appearances, EEC members have connected with business and community leaders on a peer-to-peer basis.

In addition, the EEC worked with the media to reach the public; this included a key editorial in the *Atlanta Journal-Constitution* by EEC co-chairs Dennis Lockhart and Beverly Daniel Tatum. In this piece, Lockhart and Tatum delved into the heart of the issue as noted in the following excerpt:

Economic, education, and neuroscience research clearly indicate the need for increased investment in early childhood education as an effective method to reverse negative outcomes such as remediation costs, high dropout rates, poverty, homelessness, and incarceration. Simply put, high-quality education dramatically increases the odds that people will successfully contribute to society. And the economic value of these contributions is many times greater than the cost of the education.

The Early Education Commission intends to deliver recommendations that promise to position Atlanta as a leader in this movement and lay the groundwork for business leaders, policymakers, and the funding community to rise to the occasion of implementing the recommendations. Only then can we develop our own pipeline to a high-quality workforce and increase the long-term sustainability of metro Atlanta.

The EEC will move forward disseminating and promoting its recommendations, working with other Atlanta and Georgia leaders to implement a plan that takes the city, and ultimately the state, to a leadership position in early childhood care and education.



Early Education Commission

Education and Bibliography

October 1, 2008: Human Development as Economic Development

Presentation:

“Early Childhood Development: Economic Development with a High Public Return” by Arthur J. Rolnick, Ph.D., Senior Vice President and Director of Research, the Federal Reserve Bank of Minneapolis

Speaker:

Dr. Rolnick, with Rob Grunewald, co-authored “Early Childhood Development: Economic Development with a High Public Return” (January 2003), an economic policy paper that attracted nationwide attention and has been featured in the media, legislative hearings and seminars throughout the United States.

Rolnick has been a visiting professor of economics at Boston College, the University of Chicago and the University of Minnesota. Most recently he was an adjunct professor of economics, MBA program, Lingnan College, Guangzhou, China, and the University of Minnesota’s Carlson School of Management. He is past president of the Minnesota Economic Association. He serves on several nonprofit boards including the Minnesota Council on Economic Education, Greater Twin Cities United Way, Citizens League of Minnesota and Ready 4 K, an advocacy organization for early childhood development. He is also on the *Minneapolis StarTribune* Board of Economists and is a member of Minnesota’s Council of Economic Advisors.

Rolnick’s work on early childhood development has garnered numerous awards, including those from Edutopia, the George Lucas Educational Foundation, and the Minnesota Department of Health, all in 2007. He was also named 2005 Minnesotan of the Year by *Minnesota Monthly* magazine. A native of Michigan, Rolnick has a bachelor’s degree in mathematics and a master’s degree in economics from Wayne State University, Detroit, and a doctorate in economics from the University of Minnesota.

Landscape briefing 1:

Allers, Chris. “Demographic Trends.”

White paper:

“Telluride Principles for Investing in Young Children,” Economic Summit on Early Childhood Investment, Partnership for America’s Economic Success, www.partnershipforsuccess.org.

Text of speech:

Lockhart, Dennis P. “A New Convert’s Views on Early Childhood Education,” presented at Telluride Economic Summit, September 22, 2008.

Research abstracts and articles:

- Rolnick, Art and Rob Grunewald, “Early Childhood Development: Economic Development with a High Public Return,” March 2003.

- Rolnick, Art and Rob Grunewald, “Early Education’s Big Dividends: The Better Public Investment,” in *Communities & Banking*, the Federal Reserve Bank of Boston, Spring 2008.

November 13, 2008: Brain Development

Presentation:

“Nurturing the Developing Brain in Early Childhood,” Lisa Freund, Ph.D., Associate Chief for Neurobehavioral Research Child Development and Behavior Branch, The Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD).

Speaker:

Dr. Freund and staff at the Child Development and Behavior Branch of the NICHD develop scientific initiatives and support research and research training relevant to the psychological, psychobiological, language, behavioral and educational development of children. Freund, with John Colombo and Peggy McCardle, co-edited the book *Infant Pathways to Language: Methods, Models, and Research Directions*, published in October 2008.

She is a developmental psychologist and cognitive neuroscientist who is known for her neuroimaging studies with children from different clinical populations and she was an NICHD-supported scientist for several years. She has extensive training and experience in the fields of developmental neuroscience, developmental psychology, learning disorders and behavioral and molecular genetics.

Freund received her Ph.D. from the University of Maryland in Applied Developmental Psychology and was previously an Associate Professor of Psychiatry at the Johns Hopkins University School of Medicine and Kennedy Krieger Institute. As part of the Child Development and Behavior Branch of the NICHD, Dr. Freund is the Associate Chief for Neurobehavioral Research. She is responsible for a multi-faceted research and training program to promote investigations, both basic and applied, to gain a deeper understanding of the linkages between genes, developing brain and behavior.

Landscape briefing 2:

Hausmann, Sharen. “What does the early education system of care look like?”

Research abstracts and articles:

- “A Science-Based Framework for Early Childhood Policy: Using Evidence to Improve Outcomes in Learning, Behavior and Health for Vulnerable Children,” National Scientific Council on the Developing Child, Center on the Developing Child, Harvard University, August 2007.

- “The Science of Early Childhood Development: Closing the Gap Between What We Know and What We Do,” National Scientific Council on the Developing Child, Center on the Developing Child, Harvard University, January 2007.

- Nudsen, Eric. I. and James J. Heckman, Judy L. Cameron, Jack P. Shonkoff, “Economic, Neurobiological and Behavioral Perspectives on Building America’s Future Workforce,” (PNAS, July 2006, vol. 103), July 2006.

- Shonkoff, Jack P. and Deborah Phillips, “From Neurons to Neighborhoods: The Science of Early Childhood Development,” National Research Council, Committee on Integrating the Science of Early Childhood Development, 2000.

- Hawley, Theresa, Ph.D., with contributions by Megan Gunner, Ph.D., “Starting Smart: How Early Experiences Affect Brain Development” (2nd Edition), For Ounce of Prevention Fund and Zero to Three, 2000.

Journal article:

Zero to Three, May 2008, Vol. 28, No. 5, “The Developing Mind” issue, bimonthly journal of ZERO TO THREE: National Center for Infants, Toddlers, and Families.

Book:

Shonkoff, Jack P. and Deborah A. Phillips, *From Neurons to Neighborhoods: The Science of Early Childhood Development*.

January 13, 2009: Best Practices

Presentation:

“Lessons from Far and Near: Implications of International Developments in Early Childhood Education — Lilian G. Katz, Ph.D., Professor Emerita & Co-Director of the Clearinghouse on Early Education and Parenting, University of Illinois.

Speaker:

Dr. Katz is recognized worldwide as a leader in the field of early childhood education and is one of the most influential early childhood educators of this era. She has traveled to 54 countries and visited early education programs as a consultant, speaker and researcher. She is the author of more than 150 publications including articles, essays, chapters and books about early childhood education, teacher education, child development and parenting.

She is a past president of the National Association for the Education of Young Children (NAEYC), and is editor of the first online peer-reviewed early childhood journal, *Early Childhood Research & Practice*. As a professor at the University of Illinois for 32 years, Katz influenced a generation of early childhood professionals in the United States. On her retirement from the university in 2000, the Lilian Katz Symposium was organized in her honor, drawing contributions from colleagues worldwide.

Katz is the recipient of many other honors, including two Fulbright Awards (India & New Zealand), and an Honorary Doctor of Letters degree (D.Litt.) from Whittier College, Whittier, CA. In 1997, she served as Nehru Professor at the University of Baroda in India. Her Ph.D. is in child development from Stanford University.

Landscape briefing 3:

Hausmann, Sharen. “Early Education in Metro Atlanta”

Research abstracts and articles:

- “Key Messages from the Position Statement,” NAEYC Position Statement: Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8,” National Association for the Education of Young Children (NAEYC), Adopted 2009.
- Reynolds, Arthur, University of Minnesota, Katherine Magnuson, University of Wisconsin-Madison, and Suh-Ruu Ou, University of Minnesota, “PK–3 Education: Programs and Practices that Work in Children’s First Decade,” Foundation for Child Development, FCD Working Paper: Advancing PK–3, No. Six, January 2006.
- “Global Early Care and Education: Challenges, Responses and Lessons: Countries through the World Are Committed to Improving Their Systems of Early Care and Education,” *Phi Delta Kappan*, Vol. 87, Issue 3, Michelle J. Neuman, November 2005.
- “International Perspectives: Hunches from My Travels,” based on a presentation at the National Association of Young Children conference, President’s Seminar, November 1998, Lilian G. Katz, Ph.D., Updated March 2004.
- “Three Approaches from Europe: Waldorf, Montessori, and Reggio Emilia,” *Early Childhood Research and Practice*, Vol. 4, No. 1, University of Illinois at Urbana-Champaign, College of Education, Early Childhood & Parenting Collaborative, Carolyn Pope Edwards, University of Nebraska at Lincoln, Spring 2002.

Research paper:

“Best Practices in Early Childhood Education, Comparison of Elements — International, National & State Programs,” created for the Early Education Commission, January 2009.

February 23, 2009: Quality

Presentation:

“Promoting Quality Early Childhood Education Programs: The Challenges and Opportunities of Preparing ALL Children for a Successful Future,” Mark R. Ginsberg, Ph.D., executive director, National Association for the Education of Young Children (NAEYC).

Speaker:

Dr. Mark R. Ginsberg is the executive director of the National Association for the Education of Young Children (NAEYC), the nation's largest organization dedicated to improving the quality and accessibility of early care and education programs for children from birth through age 8.

Prior to joining NAEYC, Ginsberg served as the Chair of the Department of Counseling and Human Services in the Graduate Division of Education at Johns Hopkins University. He is also a member of the faculty of the Department of Psychiatry and Behavioral Sciences and the Department of Medicine of Johns Hopkins University School of Medicine. Previous to his work at Johns Hopkins, Ginsberg was the Executive Director of the American Association for Marriage and Family Therapy in Washington, DC (1986–1993) and a senior member of the management staff of the American Psychological Association (1981–1986).

He completed his master's degree (1978) and his doctoral degree (1981) at Pennsylvania State University, after having been awarded a bachelor's degree in psychology from The State University of New York, College at Cortland. In addition, he completed an APA-Approved Internship in Clinical Psychology while a Fellow at the Yale University School of Medicine. In 2006, he also was awarded the honorary degree of Doctor of Humane Letters by The State University of New York.

Presentation:

“Pre-K Quality: Why it matters and what you can do about it,” W. Steven Barnett, Ph.D., Director, National Institute for Early Education.

Speaker:

Dr. W. Steven Barnett is a Board of Governors Professor and Director of the National Institute for Early Education Research (NIEER) at Rutgers University. NIEER supports early childhood education initiatives by providing objective, nonpartisan information based on research.

The goal of NIEER is to produce and communicate the knowledge base required to ensure that every American child can receive a good education at ages 3 and 4. The institute seeks to provide policy makers with timely information addressing the practical problems they face. The institute offers independent research-based advice and technical assistance to four primary groups: policy makers, journalists, researchers and educators. NIEER was established at Rutgers University's Graduate School of Education with a grant from The Pew Charitable Trusts.

Barnett's research includes numerous studies of the economics of early care and education including costs and benefits, the long-term effects of preschool programs on children's learning and development, and the distribution of educational opportunities. Barnett earned his Ph.D. in economics at the University of Michigan. He has authored or co-authored over 160 publications including 14 books.

His best known works include original benefit-cost analyses of the Perry Preschool and Abecedarian programs and the series of State Preschool Yearbooks providing annual state-by-state analyses of progress in public pre-K.

Landscape briefing 4:

Hausmann, Sharen. “Early Care and Learning Quality: Accreditation & Teacher Education.”

Video:

“Growing and Learning in Preschool,” overview of high-quality preschool program, produced by the National Institute for Early Education Research (NIEER), 2002.

Research abstracts & articles:

- “Federal Early Childhood Policy Guide for the First 100 Days,” National Institute for Early Education Research (NIEER), Barnett, W. Steven and Ellen Frede, NIEER Co-Chairs, January 2009.
- “Preschool Education and its Lasting Effects: Research and Policy Implications,” Education and the Public Research Center, University of Colorado/Education, 2008.
- Policy Research Unit, Arizona State University, W. Steven Barnett, National Institute for Early Education Research, September 2008.
- “Meaningful Investments in Pre-K: Estimating the Per-Child Costs of Quality Programs,” Institute for Women's Policy Research (IWPR), Gault, Barbara and Anne W. Mitchell, Erica Williams, 2008.
- “Classroom Quality and Time Allocation in Tulsa's Early Childhood Programs,” a paper presented at the biennial meetings of the Society for Research in Child Development, Phillips, Deborah, and William T. Gormley, Jr., Amy Lowenstein, Georgetown University, March 30, 2007.
- “High-Quality Preschool: Why We Need It and What it Looks Like,” Preschool Policy Matters, National Institute for Early Education Research (NIEER), Linda M. Espinosa, November 2002.

Handouts:

- “Impacts of Early Childhood Programs,” First Focus and the Brookings Institution, Julia B. Isaacs, September 2008.
- “Promoting Children's Social and Emotional Development Through High-Quality Preschool,” Preschool Policy Facts, National Institute for Early Education Research (NIEER), Boyd, Judi and W. Steven Barnett, Deborah J. Leong, Elena Bodrova and Deanna Gomby, 2005.

- “Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications,” Preschool Policy Facts, National Institute for Early Education Research (NIEER), W. Steven Barnett, revised December 2004.

March 19, 2009: Field Trip in Metro Atlanta

7 a.m.	Breakfast	Federal Reserve Bank of Atlanta
7:50 a.m.	Board buses	
8:15 a.m.	Visit	St. Anne's Day School
9:50 a.m.	Visit	Sheltering Arms East Lake Center
10:55 a.m.	Visit	Drew Charter School Pre-K
12:30 p.m.	Lunch/Visit	D. Scott Hudgens, Jr. Early Education Center at Gwinnett Technical College
2:45 p.m.	Conclude	Federal Reserve Bank of Atlanta

Resource materials:

Site descriptions and handouts (specific-to-site):

- St. Anne's Day School
- Sheltering Arms East Lake Center
- Drew Charter School Pre-K
- D. Scott Hudgens, Jr., Early Education Center at Gwinnett Technical College

“Guidelines for Helping to Identify High-Quality Early Care and Education Programs for Young Children”

May 5, 2009: Perspectives — Part I**Presentation:**

“A Foundation's Perspective: How our work promotes educational development and learning opportunities for kids,” Anthony Berkley, Ph.D., Deputy Director of Education and Learning, W.K. Kellogg Foundation.

Speaker:

Anthony (Tony) Berkley is an anthropologist with 15 years of domestic and international experience in program design, strategic planning and education research. Previously he was a program director in Youth & Education at the W.K. Kellogg Foundation. He also directed the learning and evaluation process around the Foundation's Youth & Education grants.

Berkley has been a past grantee of The Wenner-Gren Foundation for Anthropological Research, The Spencer Foundation for Research Related to Education, and The Tinker Foundation. He has held faculty positions at the University

of Chicago and the University of Michigan. He is the author of numerous publications and presentations in the fields of knowledge management, education and anthropology. His roster of clients has included the Wisconsin Center for Education Research (University of Wisconsin), Secretaría de Educación Pública-Sección General de Educación Indígena (Yucatán, México), Retroliner, Inc., Sociometrics, Inc., WestEd, and the California Department of Education.

Berkley holds both master's and doctoral degrees in anthropology from the University of Chicago. In addition, he holds a bachelor's degree in political science, also from the University of Chicago. He is a member of several professional associations including Grantmakers for Education, American Educational Research Association and the American Anthropological Association.

Landscape briefing 5:

Robinson, Holly, Commissioner, Bright from the Start: Georgia Department of Early Care and Learning and EEC member, “Bright from the Start: Georgia Department of Early Care and Learning.”

Resources:

Berkley, Anthony, Ph.D. “The SPARK Initiative's Theory of Change,” W.K. Kellogg Foundation, Battle Creek, MI, April 25, 2007.

News release:

“Civic and business leaders launch major initiative to improve early education in metro Atlanta,” United Way of Metropolitan Atlanta, April 13, 2009.

May 29, 2009: Stakeholder/Early Education Commission Luncheon**Facilitated Discussion:**

Nearly 50 stakeholders attended an information-sharing luncheon at which they were asked to respond to two questions (in writing) to assist the EEC in its deliberations. The questions (which were also discussed verbally in a facilitated discussion): “What are your top three priorities for early care and education in metro Atlanta?” and “What advice would you give to the Early Education Commission members as they deliberate about recommendations for early care and education in metro Atlanta?” A compilation of all responses was prepared and provided to all EEC members following the meeting.

June 9, 2009: Perspectives — Part II**Presentation:**

David Lawrence, Jr., President, The Early Childhood Initiative Foundation, Miami, FL.

Speaker:

David Lawrence, Jr., retired in 1999 as publisher of *The Miami Herald* to work in the area of early childhood development and readiness. In 2002, he led the campaign for The Children’s Trust, a dedicated source of early intervention and prevention funding for children in Miami-Dade; he is the “founding chair.” The trust received an 85 percent reaffirmation from the voters in 2008.

In 2002–03, Lawrence chaired the Florida Governor’s Blue Ribbon Panel on Child Protection. In 2002, he was a key figure in passing a statewide constitutional amendment to provide pre-K for all 4-year-olds. He is a board member and former chair of the Early Learning Coalition of Miami-Dade and Monroe. The David Lawrence Jr. K–8 Public School opened in 2006 across from the north campus of Florida International University. A fully endowed chair in early childhood studies is established in his name at the University of Florida College of Education. Lawrence also serves on the board of the Foundation for Child Development in New York and the Executive Advisory Board for the Frank Porter Graham Child Development Institute of the University of North Carolina-Chapel Hill.

He is a graduate of the University of Florida (named “Outstanding Journalism Graduate”) and subsequently from the Advanced Management program at the Harvard Business School. In 1988, he was honored with Knight-Ridder’s top award, the John S. Knight Gold Medal. His 12 honorary doctorates include one from his alma mater, the University of Florida. His national honors include the Ida B. Wells Award “for exemplary leadership in providing minorities employment opportunities” and the National Association of Minority Media Executives award for “lifetime achievement in diversity.”

Facilitated Discussion:

The presentation was followed by a facilitated discussion to begin identifying potential elements of the EEC recommendations.

Research report:

“Early Education Commission Research Report: Children and Early Care and Education in Georgia and Metropolitan Atlanta,” created for the Early Education Commission, May 2009.

Reports:

- “Comparison of Selected Community Models in the United States,” created for the Early Education Commission, June 2009.
- “Stakeholder Luncheon Report — Input from Stakeholders Attending Early Education Commission Luncheon — May 29, 2009,” created for the Early Education Commission, June 2009.

News article:

“INVESTING IN EARLY EDUCATION — Woodruff donation helps to lift Atlanta Ballet,” Maria Saporta, *Atlanta Business Chronicle*, April 15, 2009.

Handouts:

“The Billion-Dollar Bet On A Community’s Future: How the Children’s Trust persuaded the 2.4 million residents of Florida’s largest county to tax themselves during an economic downturn.” Martin Merzer, undated.

“2009 Child Care in the State of Georgia,” National Association of Child Care Resource and Referral Agencies (NACCRRRA) and Georgia Association of CCR&R Agencies, March 2009.

September 15, 2009: Discussing the Next Steps: EEC Recommendations

Facilitated Discussion:

EEC members reviewed research documents and participated in a facilitated discussion of potential elements to be included in its recommendations and next steps for reaching consensus.

Materials:

June 2009 meeting highlights/speaker summary.

Video:

“Change the First 5 Years and You Change Everything,” The Ounce of Prevention Fund.

October 26, 2009: Reaching Consensus — Part II

Facilitated Discussion:

EEC members reviewed research documents and participated in a facilitated discussion of potential elements to be included in its recommendations and next steps for reaching consensus.

Documents:

- “Research Brief: Quality Rating and Improvement Systems (QRIS),” created for the Early Education Commission, August 2009.
- “Georgia Early Care and Education Program Scan & Timeline 1990–Present: A Working Document,” created for the Early Education Commission, October 2009.
- “General Comparison of Selected Georgia Licensing Requirements and NAEYC Accreditation Criteria: Staff, Child Ratios and Maximum Group Size,” created for the Early Education Commission, October 2009.

- “Comparison of Selected Community Models in the United States,” created for the Early Education Commission, June 2009.

Text of speech:

“Early Childhood Education, Economic Development, and the Business Community,” a speech by Dennis P. Lockhart, University of Miami, Coral Gables, Miami, FL, October 22, 2009.

January 11, 2010: Discussion of Strategic Recommendations

Discussion:

EEC members reviewed research and draft documents and participated in a discussion of potential elements to be included in its recommendations and next steps for reaching consensus.

February 4, 2010: Reaching Consensus

Discussion:

EEC members reviewed draft documents and participated in a discussion of elements to be included in its final recommendations.

April 13, 2010: Stakeholder/Early Education Commission Breakfast

Presentation and Discussion:

Nearly 50 stakeholders attended an information-sharing breakfast at which they were provided with a preview of the draft recommendations and asked for comment. Verbal discussion was followed by an on-site electronic polling of attendees on six questions regarding agreement with and support of the draft recommendations.

April 13, 2010, Meeting

Discussion:

EEC members reviewed the results of previously conducted key stakeholder interviews, stakeholder polling data from the April 13 breakfast and draft recommendations documents. They participated in a discussion of elements to be included in the recommendations prior to accepting the modified draft recommendations as final.

EEC Public Communications

News Releases

- United Way launches major initiative to improve early learning in metro Atlanta (March 27, 2009).
- Atlanta Leaders Announce New Early Education Initiative (April 26, 2010).

Media Coverage

- “Investing in Early Education,” *Atlanta Business Chronicle*, April 2009.
- “Atlanta poised to lead early learning,” *Atlanta Journal Constitution*, September 2009.
- “Biz, civic leaders working to improve early ed,” *Atlanta Business Chronicle*, February 2010.
- “Coalition for Early Ed. to be Formed,” *Atlanta Business Chronicle*, April 2010.
- “New group pushing changes to help kids under 5,” *Macon Telegraph*, April 2010.

Speaking Engagements

- Dennis Lockhart, “A New Convert’s Views on Early Childhood Education,” presented at Telluride Economic Summit, September 22, 2008.
- Dennis Lockhart. “Early Childhood Education, Economic Development, and the Business Community,” presented at the University of Miami, Coral Gables, Miami, FL, October 22, 2009.
- Lee Torrence — University of Georgia Office of Public Service and Outreach Annual Meeting — February 11, 2010.
- Dennis Lockhart — Kiwanis Club of Atlanta — February 16, 2010.
- Beverly Daniel Tatum — Voices for Georgia’s Children Annual Legislative Breakfast — February 23, 2010.
- Phil Jacobs — Midtown Rotary Club — March 2, 2010.
- Beverly Daniel Tatum and Stephanie Blank — Commerce Club — March 17, 2010.
- Tim Smith — Junior League of Atlanta — April 26, 2010.

Website

unitedwayatlanta.org
smartstartga.org/eec.aspx

Footnotes

- i. More information about the state Pre-K Program, DECAL’s licensing authority, and quality initiatives are available on the Bright from the Start website (decal.ga.gov).
- ii. Bullet points preceding this endnote from “Early Education Commission Research Report: Children and Early Care and Education in Georgia and Metropolitan Atlanta,” June 2009, prepared by Care Solutions, Inc., in consultation with the Early Education Commission’s Research Subcommittee, pages 4, 5 and 31.
- iii. The Southern Education Foundation, “Time to Lead Again: The Promise of Georgia Pre-K,” 2008.
- iv. See “Nurturing the Developing Brain in Early Childhood,” a presentation made to the Early Education Commission by Lisa Freund, Ph.D., The National Institutes of Health, November 13, 2008. See also Center on the Developing Child at Harvard University. A Science-Based Framework for Early Childhood Policy. (September 19, 2008).
- v. Hart, Betty and Todd R. Risley. “The Early Catastrophe: The 30 Million Word Gap by Age 3,” *The American Educator*, Spring 2003.
- vi. Center on the Developing Child at Harvard University. A Science-Based Framework for Early Childhood Policy. (September 19, 2008).
- vii. See for example: Heckman, James J. and Dimitriy V. Masterov. “The Productivity Argument for Investing in Young Children.” Committee on Economic Development, October 2004.
- viii. The Perry Preschool and other well-known longitudinal studies are thoroughly documented in the work of economists at the Federal Reserve Bank of Minneapolis (see endnote 6).
- ix. See Rolnick, Arthur J. and Rob Grunewald. “Early Childhood Development= Economic Development.” The Federal Reserve Bank of Minneapolis *The Region*, March 2003; “Early Childhood Development: Economic Development with a High Public Return.” The Federal Reserve Bank of Minneapolis *The Region*, December 2003; “Early Intervention at a Large Scale.” *Education Week*, January 4, 2007; and “The Economics of Early Childhood Development as Seen by Two Fed Economists.” The Federal Reserve Bank of San Francisco *Community Investment*, Fall 2007.
- x. Romer, Paul M. “Human Capital and Growth: Theory and Evidence.” National Bureau of Economic Research Working Paper No. 3173, November 1989.
- xi. Lockhart, Dennis P. “Early Childhood Education, Economic Development, and the Business Community.” A speech before a business leader roundtable on early education at the University of Miami, Coral Gables, FL , October 22, 2009. The business case for early education is further demonstrated by the work of the Partnership for America’s Economic Success (PAES). In its publication, “Investing in America’s Children: The Business Case,” PAES highlights a number of business leaders who are championing policy change for young children including James Rohr, Chairman and CEO of PNC Financial Services Group, and Katherine Busser, EVP of Capital One.
- xii. Bernanke, Ben S. “The Level and Distribution of Economic Well Being.” Speech before the Omaha Chamber of Commerce, Omaha, NE February 6, 2007, p. 7. Bernanke “It is a rare public policy initiative that promotes fairness and social justice and, at the same time, promotes productivity in the economy and in society at large. Investing in disadvantaged young children is such a policy. The traditional argument for providing enriched environments for disadvantaged young children is based on considerations of fairness and social justice. But another argument can be made that complements and strengthens the first one. It is based on economic efficiency, and it is more compelling than the equity argument, in part because the gains from such investment can be quantified—and they are large.

“There are many reasons why investing in disadvantaged young children has a high economic return. Early interventions for disadvantaged children promote schooling, raise the quality of the work force, enhance the productivity of schools, and reduce crime, teenage pregnancy and welfare dependency. They raise earnings and promote social attachment. Focusing solely on earnings gains, returns to dollars invested are as high as 15 percent to 17 percent.”

“The equity-efficiency trade-off that plagues so many public policies can be avoided because of the importance of skills in the modern economy and the dynamic nature of the skill-acquisition process. A large body of research in social science, psychology, and neuroscience shows that skill begets skill; that learning begets learning. There is also substantial evidence of critical or sensitive periods in the lives of young children. Environments that do not cultivate both cognitive and noncognitive abilities (such as motivation, perseverance, and self-restraint) place children at an early disadvantage. Once a child falls behind in these fundamental skills, he is likely to remain behind. Remediation for impoverished early environments becomes progressively more costly the later it is attempted.” (Heckman, James J., “Catch ’em Young,” *Wall Street Journal*, January 10, 2006, p. A1.) Lynch, Robert G., *Enriching Children,*

“Enriching the Nation: Public Investment in High-Quality Prekindergarten.” Economic Policy Institute, 2007. Lynch provides a thorough analysis of the long-term costs and benefits of investing in preschool for 3- and 4-year-old children. Applying the results of a well-known longitudinal study of the Chicago Child-Parent Center to all 50 states, he then uses an accounting approach to examine how the costs and benefits of a similar program would likely change over time. The resulting budget scenarios for federal and state government investments in preschool programs suggest that it takes less than a decade for the annual fiscal benefits to outweigh the costs. Also, in a review of Lynch’s book, Rob Grunewald and Bjorn Markeson (Federal Reserve Bank of Minneapolis, *The Region*, December 2007) urge policymakers not to focus narrowly on preschool programs, but to “realize that investing in a mix of research-tested birth-to-5 programs will likely have higher payback than investing in preschool alone.”

WE GAVE 406 HOURS

TO ADVOCATE ON BEHALF OF OUR CHILDREN.

WE GAVE OUR VOICES

TO ENSURE THAT ALL CHILDREN HAVE A CHANCE.

WE GAVE 16 MONTHS

TO MAKE THE CASE FOR QUALITY EARLY CARE & EDUCATION.

WE GAVE OUR TIME

SO THAT OUR STATE WILL BE A NATIONAL LEADER IN EARLY EDUCATION.

THANK YOU FOR ADVANCING THE COMMON GOOD

Dennis Lockhart
Beverly Daniel Tatum, Ph.D.
Greg Adams
James S. Balloun
Sharon J. Bartels
Jay Berkelhamer, M.D.
Stephanie Blank

Robert L. Brown, Jr.
Anna Cablik
Rev. Darrell D. Elligan
Lillian C. Giornelli, J.D.
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Holly Robinson, Ed.D.
Joe W. Rogers, Jr.
Lee Torrence

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*Deceased. The Commission dedicates this report to his memory.

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