



# High-quality Early Childhood Education: The Key to Crime Prevention and School Success in New Jersey

A Report from FIGHT CRIME: INVEST IN KIDS

## ACKNOWLEDGEMENTS

FIGHT CRIME: INVEST IN KIDS, is a national, bipartisan, nonprofit, anti-crime organization. The organization has a membership of more than 4,000 police chiefs, sheriffs, district attorneys, other law enforcement leaders, and violence survivors. The members take a hard-nosed look at what works—and what doesn't work—to prevent crime and violence. They then recommend effective strategies to state and national policy-makers.

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## Executive Summary

FIGHT CRIME: INVEST IN KIDS is a national anti-crime organization of more than 4,000 police chiefs, sheriffs, prosecutors, other law enforcement leaders, and violence survivors.

### High-quality Early Childhood Education Programs in New Jersey Cut Crime and Save Money

- A landmark study of the High/Scope Perry Preschool Program compared at-risk 3- and 4-year-olds. The study found that at age 27, those at-risk kids who had not attended the program were five times more likely to grow up to be chronic law-breakers than those who attended the program.
- At age 40, those left out of the Perry Preschool Program were twice as likely to be arrested for violent crimes, four times more likely to be arrested for drug felonies, and seven times more likely to be arrested for possession of dangerous drugs than those who attended the program.
- Chicago's Child-Parent Centers have served over 100,000 3- and 4-year-olds since 1967. A study compared at-risk kids in the program with similar kids who were not in the program. Kids who were left out of the program were 70 percent more likely to be arrested for a violent crime before their 18th birthday. By the time the participants turn 18, the Child-Parent Centers will have prevented an estimated 33,000 crimes in that city.
- Early Head Start research shows that children ages 0 to 3 participating in the program have higher levels of cognitive and language development, better attention to play, and lower levels of aggressive behavior.
- Research from the Nurse-Family Partnership, a voluntary home visiting program, shows the potential effectiveness of parent coaching in the homes of new, at-risk young parents. Children whose mothers were visited by the nurse home visitors demonstrated higher IQs and language scores and lower levels of behavioral problems and language delays than their peers. The findings suggest that in-home parent coaching services can prevent nearly half of all cases of abuse or neglect among at-risk children, and later crime.
- Early childhood education programs can save taxpayers, victims, and participants \$16 for every \$1 invested.

### High-quality Early Childhood Education Unavailable for Many At-Risk New Jersey Children

- Although New Jersey is a national leader in providing high-quality pre-kindergarten, many children remain unserved by its publicly funded programs. In the 2006-2007 school

year, 76 percent of New Jersey 3-year-olds and 63 percent of 4-year-olds were not enrolled in Head Start, a state-funded pre-kindergarten program, or a special education preschool program.

- Without government assistance, the cost of quality early childhood education is beyond the means of many working families. State-funded pre-kindergarten for a 4-year-old in New Jersey averages \$10,494 annually, more than the annual tuition at a public university.
- To cut future crime, early childhood education programs must be of high quality.

Federal and state governments should increase funding so all at-risk families have access to high-quality early childhood education programs. Anything less threatens more crime and violence. That is why New Jersey's law enforcement leaders are calling on elected leaders to provide all needy children affordable access to high-quality early childhood education.

# High-quality Early Childhood Education: The Key to Crime Prevention and School Success in New Jersey

## High Quality Early Childhood Education Cuts Crime and Drug Abuse

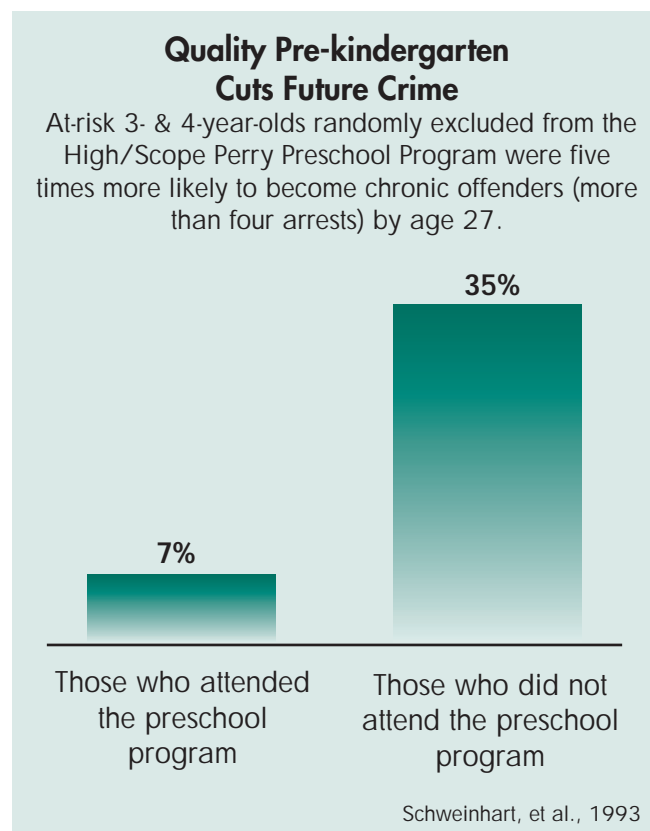
The law enforcement members of FIGHT CRIME: INVEST IN KIDS are determined to put dangerous criminals behind bars. But those on the front lines know that locking up criminals is not enough to win the fight against crime. Law enforcement leaders recognize that among the most powerful weapons to prevent crime and violence are early childhood education programs that help kids get the right start in life.

According to a national survey of law enforcement leaders, 71 percent of police chiefs, sheriffs, and prosecuting attorneys chose providing more educational programs for young children and more after-school programs for school-age children as the most effective strategies for reducing youth violence and crime.<sup>1</sup>

Research backs up what law enforcement professionals have learned from experience. Studies show that at-risk kids who attend high quality early childhood education programs are less likely to commit crimes as adults than similar children who do not attend early childhood education programs. Consider the evidence:

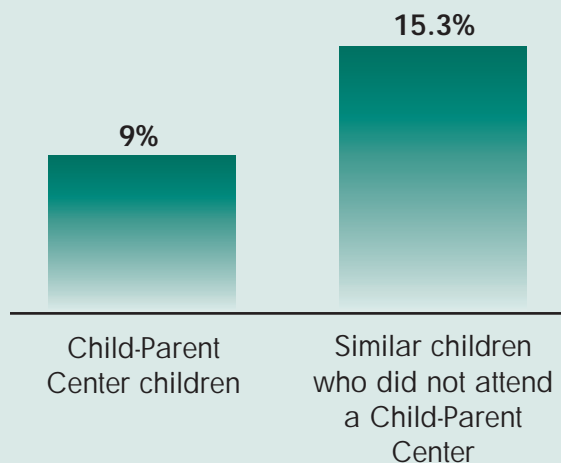
*High/Scope Perry Preschool Program:* The High/Scope Educational Research Foundation initiated a study of the Perry Preschool Program in Ypsilanti, Mich. in 1962. The

Foundation randomly assigned one half of a population of at-risk, low-income 3- and 4-year-olds to attend the Perry Preschool Program. The Perry Preschool Program is a high quality, one- to two-year long educational program with a home visiting component that is considered the model of early childhood education programs. In November 2004, the Foundation released the most recent findings of lifetime effects of the Perry Preschool Program. By age 27, children who did not attend the program were five times more likely



### At-risk Children Without Quality Pre-kindergarten were 70% More Likely to Commit Violent Crimes

An Arrest for Violence by Age 18



Reynolds, et al., 2001

to become chronic offenders. By age 40, those who did not attend the Perry Preschool Program were more than twice as likely to become career offenders (with more than 10 arrests) and twice as likely to be arrested for violent crimes. Those who did not attend the Perry Preschool Program were also more likely to abuse illegal drugs. Children left out of the program were four times more likely to be arrested for drug felonies, and seven times more likely to be arrested for possession of dangerous drugs.<sup>2</sup>

*Chicago Child-Parent Centers:* Chicago's federally-funded Child-Parent Centers have served over 100,000 3- and 4-year-olds since 1967. The program is a center-based early intervention program that provides educational and family-support services to economically disadvantaged children. A study comparing 989 children in the Child-Parent Centers to 550 similar children who were not in the program showed that children who did not participate in the program were 70 percent more likely to be arrested for a violent crime by age 18.<sup>3</sup> Children left out of CPC were also 24 percent more likely to have been incarcerated as young adults.<sup>4</sup> This program will have prevented an

estimated 33,000 crimes by the time the children who have attended the program reach the age of 18. Furthermore, the Chicago Child-Parent Centers cut the rates of abuse and neglect of children in the program by half.<sup>5</sup> New CPC data show that children from similar neighborhoods who were not offered CPC were almost twice as likely to be taken from their homes and either placed in foster care or adopted as the children in CPC.<sup>6</sup> The reduction of abuse and neglect is significant in itself, but it is also compelling because of the potential impact on future criminal behavior. Studies show that children who were abused or neglected are more likely to be arrested as juveniles and to commit crimes as adults than children who were not abused or neglected.<sup>7</sup>

*The Syracuse University Family Development Program:* Syracuse University developed a program that provides weekly home visitation and high-quality early learning programs to low-income, single-parent families beginning prenatally through age five. Ten years after the initial study ended, children who were not included in the program were 10 times more likely to have committed a crime than comparable children enrolled in the program (16.7 percent vs. 1.5 percent). Furthermore, children not in the program committed more serious crimes, including sexual abuse, robbery, and assault.<sup>8</sup>

*North Carolina's Smart Start:* North Carolina's Smart Start is a nationally-recognized initiative designed to both help eligible parents pay for early child care and improve the quality of care by providing educational opportunities, resources, and educational materials for teachers. Low-income children who were not enrolled in early childhood education centers with North Carolina's Smart Start quality improvement assistance demonstrated significantly more behavioral problems than children who attended centers with the Smart Start services. Specifically, children not enrolled in Smart Start programs were twice as likely to have behavior problems such as aggressive acts and poor temper control, anxiety, and

hyperactivity in kindergarten.<sup>9</sup> Research shows that 60 percent of children with high levels of disruptive, aggressive behaviors in early childhood will manifest high levels of antisocial and delinquent behavior later in life.<sup>10</sup>

*Head Start:* Head Start is the federally-funded national pre-kindergarten program for low-income families that provides early education services for children ages 3 to 5. Research shows that adults who attended Head Start as children are less likely to commit crimes than adults from similar backgrounds who did not attend the program. A large national survey of Head Start participants found that they were 8.5 percent less likely to be later arrested or charged with a crime than their siblings who did not attend Head Start.<sup>11</sup>

The research is clear: high quality early education programs like Head Start and quality educational child care reduce crime. Cutting crime in New Jersey is important to the social and economic well-being of the state and its citizens. According to the U.S. Department of Justice, 230,630 crimes were committed in New Jersey in 2006, including 30,672 violent crimes.<sup>12</sup> Over 60,000 juveniles were arrested in New Jersey in 2006.<sup>13</sup>

Despite the best efforts of New Jersey law enforcement, large reductions in crime will

require that serious measures are taken before — not only after — crimes occur.

## High Quality Early Childhood Education Programs Help Children Succeed

In addition to crime prevention, high-quality early childhood education programs also lead to better educational performance. Every day, kindergarten teachers witness the difference between children who attended high-quality pre-kindergarten and those who did not. Children who have access to early childhood education programs are better prepared to succeed in school than those who do not have access to such programs. When asked about children’s readiness skills, kindergarten teachers in a Connecticut study reported that children with two years of pre-kindergarten were twice as likely to be ready for school in language, literacy, and math skills.<sup>14</sup> Not surprisingly, in a recent national poll of kindergarten teachers, nine out of ten teachers agreed that substantially more children would succeed in school if all families had access to quality pre-kindergarten programs.<sup>15</sup>

Research also shows that high quality pre-kindergarten programs have positive effects on children’s school readiness, leveling the playing field by preventing disadvantaged children from lagging behind more advantaged children in kindergarten and later school years.<sup>16</sup> In a recent study in Oklahoma, for example, children’s overall test scores increased by 16 percent when they participated in the pre-kindergarten program for one year. The most impressive gains were made by Hispanic students, who achieved a 54 percent increase in test scores. Researchers also found significant gains in children from low-income families, including a 31 percent increase in general knowledge and an 18 percent increase in language skills.<sup>17</sup>

In a 2004 study, Policy Analysis for California Education (PACE) found comparable results. Tracking the progress of over 2,300 California kindergarteners, researchers found pre-kindergarten experience helped bridge the

### Crime in New Jersey

Population	8,724,560
<b>Violent Crimes</b>	<b>30,672</b>
Murder	428
Rape	1,237
Robbery	13,357
Assault	15,650
<b>Property Crimes</b>	<b>199,958</b>
Burglary	39,433
Larceny-Theft	135,801
Vehicle Theft	24,724
<b>Total Crimes</b>	<b>230,630</b>

Federal Bureau of Investigation, 2006.

achievement gap between disadvantaged and advantaged students. In language skills, for example, Hispanic children from low-income families who attended pre-kindergarten narrowed the achievement gap separating them from non-Hispanic children by a third of a grade level.<sup>18</sup>

Decades of research confirm that high-quality early childhood education programs help children succeed. For example, the High/Scope Educational Research Foundation found that, compared to children who did not attend the Perry Preschool Program, by age 40, those who did attend the program were 31 percent more likely to graduate from high school.<sup>19</sup> Children who were not enrolled in the Perry Preschool Program were also twice as likely to be placed in special education classes and were a third less likely to graduate from high school on time.<sup>20</sup> Similarly, in the Chicago Child-Parent Center program, children who attended the program were 23 percent more likely to graduate from high school. In contrast, children who were not in the Chicago Child-Parent Center program were 67 percent more likely to be held back in school and 71 percent more likely to be placed in special education classes.<sup>21</sup>

Research on Head Start shows that the program helps children succeed in school. A study with a nationally representative sample of 2,800 children showed that Head Start significantly raised average scores of children's performance. Moreover, the largest gains were made by the lower-performing children, especially in the areas of vocabulary and early writing. The program narrowed the school readiness gap between children from low-income homes who attended Head Start and children from higher-income homes. Test results also showed that Head Start children continued to outpace other similar children in their learning during kindergarten, thereby further narrowing the performance gap.<sup>22</sup> A separate new national study, utilizing the best design possible — a randomized control trial — found that, "Head Start reduced, by almost

half, the achievement gap in pre-reading skills between Head Start children and the national average for all 3- and 4-year olds."<sup>23</sup> In another large national survey, researchers found that former Head Start students were more likely to graduate from high school and to attend college than their siblings who attended other preschools.<sup>24</sup>

The results from the 2007 National Assessment of Educational Progress (known as the Nation's Report Card) showed that New Jersey already has a solid base to build on in math and reading. In 2007, New Jersey had fewer fourth graders scoring at the lowest level — below basic — in math than all but three states. It also had fewer fourth graders who failed to read at even a basic level than all but one other state. However, New Jersey still has 10 percent of their fourth graders scoring at below basic in math, and 23 percent at below basic in reading.<sup>25</sup> So, while New Jersey is doing better than almost all other states, it still has far too many children who lack the academic skills they will need to succeed in life and to reduce their risk of later involvement in crime.

### Programs for the Youngest Children: Programs for 0 to 3 Year Olds and Prenatal Programs

During the birth to three period, children's environments and relationships with the adults around them — first and foremost, their parents — are vital to healthy development. Voluntary home visiting programs for expectant and new parents help these parents provide supportive environments for their infants and toddlers. Programs which serve the youngest children provide critical supports to infant and toddler development. By helping infants and toddlers stay on track developmentally, these programs help ensure children enter preschool ready to learn.

*The Syracuse University Family Development Program:* Syracuse University developed a program that provides weekly home visitation and high quality early learning programs to

low-income, single-parent families beginning prenatally through age five. Ten years after the initial study ended, children who were not included in the program were 10 times more likely to have committed a crime than comparable children enrolled in the program (16.7 percent versus 1.5 percent). Furthermore, children not in the program committed more serious crimes, including sexual abuse, robbery, and assault.<sup>26</sup>

*Nurse-Family Partnership Program:* The Nurse-Family Partnership (NFP) is the only home visiting program that has yet been able to follow the children in their program long enough to gather longer-term results, including crime data. Groundbreaking research initially conducted in Elmira, N.Y., showed that parent coaching in the homes of new, at-risk, young parents can be extraordinarily effective in reducing child abuse and neglect and later crime when provided with enough quality and frequency. NFP randomly assigned half of a group of single, poor, first-time young mothers to receive visits by carefully trained nurses. The nurses provided coaching in parenting skills and other advice and support. Starting in 1978, the women in the program received an average of nine home visits during their pregnancy and 23 visits from birth to their child's second birthday. Rigorous research, originally published in the *Journal of the American Medical Association*, shows that children of mothers in the program had 48 percent fewer substantiated reports of abuse or neglect. Put another way: home-visiting services can prevent nearly half of all cases of abuse or neglect of at-risk children.<sup>27</sup>

In addition, by the time the children reached age 15, mothers in the program had 61 percent fewer arrests than the mothers left out of the program, and their children had 59 percent fewer arrests than the kids left out.<sup>28</sup>

The at-risk children in NFP showed improved readiness for school. Compared to the children not receiving NFP, the children in NFP demonstrated increased language skills, increased cognitive abilities, and increased

abilities to regulate their behavior that can lead to a better learning environment.<sup>29</sup>

The Nurse Family Partnership program operates in nine counties throughout New Jersey.<sup>30</sup>

*Early Head Start:* Early Head Start (EHS) was created in response to research suggesting the developmental importance of the first three years in a child's life. Established in 1994, EHS serves both pregnant women and children ages birth to 3, providing guidance, information, parenting support, and direct services. Early Head Start provides services through center-based, home-based, and combination program options. As with Head Start, the research suggests that Early Head Start is highly effective. The program was evaluated through a randomized study of over 3,000 families participating in 17 EHS programs across the country. Three-year-olds who had participated in Early Head Start, compared to their peers who did not, had higher levels of cognitive and language development, better attention to play, and lower levels of aggressive behavior. Parents who participated in the program, compared with the control group, demonstrated more emotional supportiveness to their children, provided higher levels of language and learning stimulation, and read to their children more. The programs that showed the strongest positive effects were those that implemented all of the federal program performance standards early and those that combined home-based and center-based services.<sup>31</sup> While Early Head Start has not been in existence long enough to track long-term outcomes, the implications are clear. The finding that participation in Early Head Start results in lower levels of aggressive behavior is especially significant. As described earlier, a reduction in early aggressive behaviors is likely to be associated with a decrease in later behavior problems, which, in turn, leads to lower levels of crime. Sixty percent of children with high levels of disruptive, aggressive behaviors in early childhood will manifest high levels of antisocial and delinquent behavior later in life.<sup>32</sup>

## High-quality Early Childhood Education Programs Increase Economic Prosperity

The stimulating environments of high quality pre-kindergarten programs can help offset the negative effects of poverty.<sup>33</sup> Most recent figures show there are over 207,000 children living in poverty in New Jersey.<sup>34</sup>

The consequences of childhood poverty can be long term and can impact entire communities. For example, research has established a strong link between poverty and crime.<sup>35</sup> In addition to an increased risk of committing crime, poor children are also at greater risk for:

- Raising their own children in poverty.
- Cognitive and developmental delays.
- Dropping out of high school.
- Teen pregnancies and parenthood.
- Emotional and behavioral problems.
- Exposure to family violence.
- Working a low-wage job as an adult.
- Serious and chronic health problems.<sup>36</sup>

Years of research have also shown a direct link between family income level and children's social, emotional, physical, and cognitive development. The early years of life are crucial to a child's brain development. The National Research Council has found that 90 percent of brain development occurs before the age of five.<sup>37</sup> This is the time of the most rapid growth in conceptual, linguistic, and social abilities – if children have access to nurturing and enriched environments. Early education for low-income children during these vulnerable years lays a strong foundation for lifelong learning and their development into productive, healthy adults.<sup>38</sup>

Helping children succeed in school is also important to the economic health of the state. In New Jersey, 83 percent of the state's adults have a high school degree, which is better than the national average (71 percent).<sup>39</sup> New Jersey

has a solid foundation but can still do better. The average personal annual income in New Jersey in 2006 was \$46,763, which is higher than the United States average of \$36,714.<sup>40</sup>

Families with parents who have not completed high school are more likely to live in poverty than their more-educated counterparts.<sup>41</sup> Nationally, 82 percent of children whose parents have less than a high school diploma live in low-income families.<sup>42</sup> The link between education and achievement is clear. Because the experience of high quality early education leads to success in school and higher graduation rates, early childhood education programs secure the link between education and economic growth, giving children the tools to achieve success in school and in life.

## Research Shows Only High-quality Early Childhood Education Leads to Positive Outcomes

Early childhood education programs can provide young children essential academic and social skills that are critical for later success. But study after study show that early childhood education programs must be of high quality to have a real impact on children, especially high-risk children.<sup>43</sup>

To quote Rutgers University's National Institute for Early Education Research:

Research demonstrates that high-quality preschool education can substantially increase children's chances of succeeding in school and in life. Children who attend high quality pre-kindergarten programs are less likely to be held back a grade, less likely to need special education and more likely to graduate high school.<sup>44</sup>

Researchers agree that high quality programs share several common characteristics, including:

- Highly qualified teachers with appropriate compensation.<sup>45</sup>

- Comprehensive and age-appropriate curricula.<sup>46</sup>
- Strong parent involvement.<sup>47</sup>
- Ratios of no more than 10 children per staff member.<sup>48</sup>
- Class sizes of no more than 20 children.<sup>49</sup>
- Screening and referral services.<sup>50</sup>

According to the National Institute for Early Education Research's (NIEER) annual assessment of state pre-kindergarten programs, New Jersey's pre-kindergarten programs incorporate the quality components of NIEER's minimum quality standards checklist ranging from six to 9.<sup>51</sup> New Jersey ranks 13th in the country in terms of access for 4-year-olds and 3rd in the country for 3-year-olds. New Jersey additionally ranks 1st in country in terms of resources spent per child. Despite New Jersey's impressive pre-k record, many children still do not receive pre-k: the state serves only 25 percent of its 3- and 4-year-olds with Head Start or state-funded pre-kindergarten.<sup>52</sup>

### High-quality Early Childhood Education Programs Save Money

High-quality early childhood education programs are a good investment for New

Jersey. The Perry Preschool Program cut crime, welfare, and other costs so much that it saved taxpayers more than \$16 for every \$1 invested (including more than \$11 in crime savings).<sup>53</sup>

A 2004 report from Columbia University on the cost-savings of pre-kindergarten programs found that pre-kindergarten returns about half of its original cost in later school-related savings. Researchers showed that an initial investment in a high-quality program led to savings in the range of \$2,951 to \$9,547 per child within 10 years of entering kindergarten. These savings came primarily from a decrease in the number of students needing special education and students held back a grade in school.<sup>54</sup>

Not only do high quality early childhood education programs cut crime and produce academic and societal benefits, but denying these services to needy children results in significantly higher costs to New Jersey's justice, education, and social service systems.

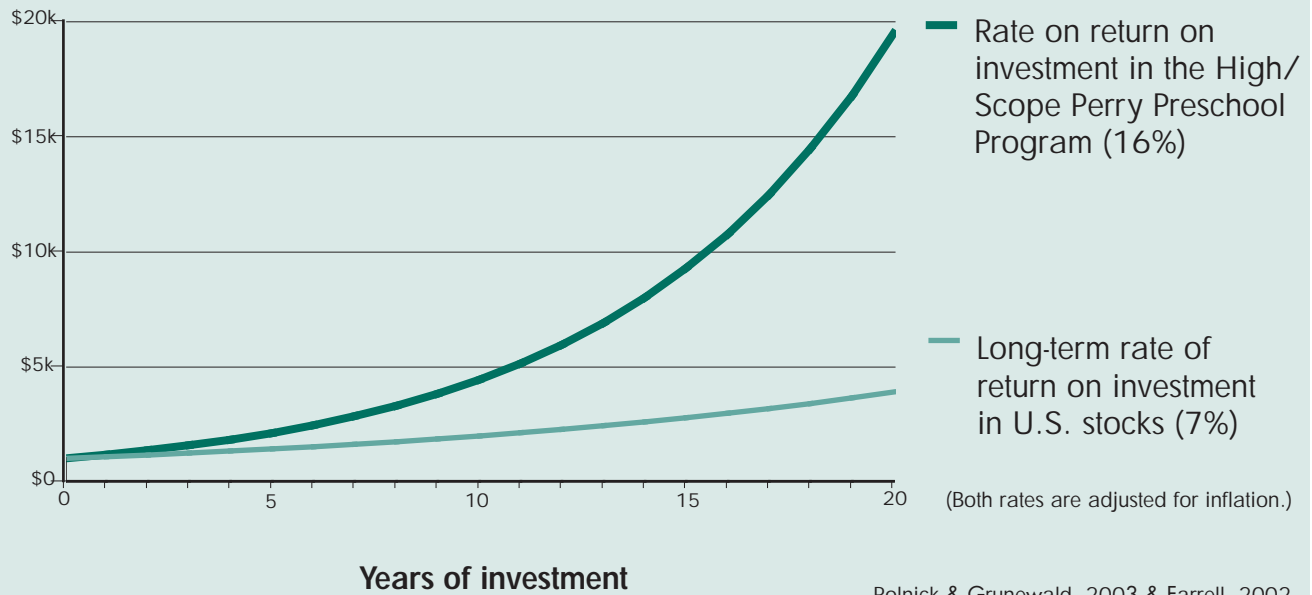
Many leading economists agree that funding high-quality early childhood education is one of the best investments government can make. An analysis by Arthur Rolnick, Senior Vice President and Director of Research at the Federal Reserve Bank of Minneapolis, showed that the return on the investment of the Perry Preschool Program was 16 percent after adjusting for inflation. Seventy-five percent of that return went to the public in the form of decreased special education expenditures, crime costs, and welfare payments. To put this in perspective, the long-term average return on U.S. stocks is seven percent after adjusting for inflation. Thus, an initial investment of \$1,000 in a program like the Perry Preschool is likely to return more than \$19,000 in 20 years, while the same initial investment in the stock market is likely to return less than \$4,000.<sup>55</sup> William Gale and Isabel Sawhill of the Brookings Institution maintain that investing in early childhood education provides government and society "with estimated rates of return that would make a venture capitalist envious."<sup>56</sup>

**Quality Pre-kindergarten Saves Money**  
Taxpayers, victims, and participants saved over \$16 for every \$1 invested in the High/Scope Perry Preschool Program.



For every \$1 invested      Over \$16 was saved

**A \$1,000 Investment in Quality Pre-kindergarten Returns over \$19,000 in 20 Years while a Stock Market Investment Returns less than \$4,000**



**High-quality Early Childhood Education Programs Still Unavailable to Many Young Children in New Jersey**

New Jersey manages a patchwork of federal and state funds to provide early childhood education programs. However, not every at-risk child has access to high quality child care and pre-kindergarten programs.

Head Start is the federally-funded national program for low-income families that provides early education services for children ages three to five. In 2006-2007, New Jersey served 12,753 children in Head Start, using entirely federal funds.<sup>57</sup>

The Child Care and Development Block Grant (CCDBG) is the principal source of federal funding for child care assistance. States are required to provide matching funds and can use these resources to help low-income families pay for early education and after-school services while parents are employed, attending educational or training programs, or looking for work.<sup>58</sup> Though the system was designed to help all eligible children by providing subsidies, inadequate funding allows

only a minority of children to be served. Nationally, only one in seven eligible children are receiving CCDBG subsidies.<sup>59</sup> Federal CCDBG funds to New Jersey helped approximately 37,400 children in 2005.<sup>60</sup>

Although New Jersey is a national leader in providing high-quality pre-kindergarten, many New Jersey children remain unserved by publicly funded programs. In the 2006-2007 school year, 76 percent of New Jersey 3-year-olds and 63 percent of 4-year-olds were not enrolled in Head Start, a state-funded pre-kindergarten program, or a special education preschool program.<sup>61</sup> Data are not available on the percentage of these children who are in other early education settings. Many parents cannot afford to pay for private preschool or quality child care settings, and some can only afford to put their children in a lower-quality setting which may not adequately support children’s development and learning. A year of publicly funded pre-kindergarten for a 4-year-old in New Jersey costs an average of \$10,494.<sup>62</sup> This is more than the average annual tuition at a public university in New Jersey (\$9,958).<sup>63</sup> Parents need help paying for high-quality early

education.

Currently, the state's pre-kindergarten programs are undergoing a restructuring due to a new preschool expansion initiative.<sup>64</sup> In January 2008, New Jersey enacted school funding reform legislation which will expand high-quality pre-k to at-risk students in districts throughout the state. This pre-k expansion initiative begins this school year with a planning phase, and will be phased in over a course of six years.<sup>65</sup> When fully funded and implemented, an estimated 30,000 more children will be enrolled in pre-k by 2013, bringing total enrollment to an estimated 70,000 children.

The new preschool expansion initiative will be modeled after the Abbott preschool program. The Abbott preschool program, mandated by the 1998 New Jersey Supreme Court decision *Abbott v. Burke*, was created to address inequities in education funding. The Abbott preschool program currently provides full-day pre-k programs for all 3- and 4-year-olds in 31 of the state's lowest-income school districts.<sup>66</sup> In the 2005 – 2006 school year, New Jersey invested \$423 million to provide Abbott preschool programs, serving 38,439 children.<sup>67</sup> An evaluation of the effects of the Abbott preschool program on children's learning found that children who attended the program significantly outperformed children who did not attend, showing improvements in language, literacy, and math through the end of kindergarten.<sup>68</sup>

Continued investments in pre-kindergarten programs are essential to ensure that all 3- and 4-year-olds in New Jersey have access to high-quality early education in order to prepare them for lifelong learning and to help prevent

future crime.

## Conclusion

In 2006, over 60,000 juveniles were arrested in New Jersey.<sup>69</sup> Despite the best efforts of law enforcement, this pattern will continue unless serious measures are taken before — not after — crimes occur.

It's time to invest in what works to prevent crime. The evidence is clear: high-quality early childhood education programs are crucial to reducing crime. That is why the New Jersey members of FIGHT CRIME: INVEST IN KIDS are calling on elected leaders to provide all children with affordable access to high quality early childhood education.

New Jersey provides high-quality pre-kindergarten programs to low-income children in the state's neediest school districts, and plans to expand pre-k to at-risk children in districts across the state. However, continued funding to fully implement preschool expansion plans is needed to reach all disadvantaged children. Without universal access to early childhood education, thousands of New Jersey's children will continue to be denied the opportunity and lasting benefits of early learning programs. This compromises the futures of these young children and threatens the public's safety. Additional state and federal funds are essential to ensure that New Jersey's 3- and 4-year-olds have access to high quality early childhood education in order to prepare them for lifelong learning, to increase economic prosperity, and to prevent future crime. Investments in early childhood education are investments in the quality of life for all of New Jersey's children and families.

## Endnotes

- <sup>1</sup> Mason-Dixon Polling and Research. (2002, August). National law enforcement leadership survey. Retrieved on September 4, 2008 from <http://www.fightcrime.org/reports/nationalkidspoll2002.pdf> Almost fifteen percent chose hiring more police officers to investigate juvenile crimes, while twelve percent chose prosecuting more juveniles as adults, and two percent chose installing more metal detectors and surveillance cameras in schools as their top choice as the most effective way to prevent youth violence. Many respondents favored adopting more than one strategy.
- <sup>2</sup> Barnett, W.S., Hustedt, J.T., Friedman, A.H., Boyd, J.S., & Ainsworth, P. (2007). *The state of preschool 2007: State preschool yearbook*. New Brunswick, NJ: Rutgers University, National Institute of Early Education Research.
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- <sup>4</sup> Reynolds, A. J., Temple, J. A., Ou, S., Robertson, D. L., Mersky, J. P., Topitzes, J. W., and Niles, M. D. (2007). Effects of a school-based, early childhood intervention on adult health and well-being: A 19-year follow-up of low-income families. *Archives of Pediatrics & Adolescent Medicine*, 161(8), pp. 730-739.
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Barnett, W.S., Hustedt, J.T., Friedman, A.H., Boyd, J.S., & Ainsworth, P. (2007). The state of preschool 2007. New Brunswick, NJ: National Institute for Early Education Research.

<sup>52</sup> The number of children served by these two programs was computed by adding the number of 3- and 4-year-old children enrolled in the state pre-kindergarten program and the number of children (of any age, but most are ages 3 and 4) enrolled in Head Start.

Barnett, W.S., Hustedt, J.T., Friedman, A.H., Boyd, J.S., & Ainsworth, P. (2007). The state of preschool 2007. New Brunswick, NJ: National Institute for Early Education Research.

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<sup>56</sup> Gale, W., & Sawhill, I.V. (1999, February 17). The best return on the surplus. The Washington Post, p. A17.

<sup>57</sup> Barnett, W.S., Hustedt, J.T., Friedman, A.H., Boyd, J.S., & Ainsworth, P. (2007). The state of preschool 2007. New Brunswick, NJ: Rutgers University, National Institute of Early Education Research.

<sup>58</sup> Federal funding for CCDBG has two components: mandatory and discretionary funds. The mandatory funding stream itself has two parts: mandatory and matching funds. The former is the base amount that is automatically available to states each year. Matching funds are those above the base funding amount that are allocated according to the number of children under age 13 in each state. States must put up state matching funds to draw down the federal dollars. Discretionary funds are available to states without a match requirement. See Schulman, K. (March, 2003). Key facts: Essential information about child care, early education and school-age care. Washington, DC: Children's Defense Fund.

<sup>59</sup> Administration for Children and Families. (2002). Child Care and Development Block Grant/Child Care and Development Fund: Children served in fiscal year 1999 (average monthly). Washington, D.C.: U.S. Department of Health and Human Services.

<sup>60</sup> U.S. Department of Health and Human Services, Administration for Children and Families, Child Care Bureau. (2007). Child Care and Development Fund Average Monthly Adjusted Number of Families and Children Served (FY 2005). Retrieved on September 4, 2008 from [http://www.acf.hhs.gov/programs/ccb/data/ccdf\\_data/05acf800/table1.htm](http://www.acf.hhs.gov/programs/ccb/data/ccdf_data/05acf800/table1.htm)

<sup>61</sup> Barnett, W.S., Hustedt, J.T., Friedman, A.H., Boyd, J.S., & Ainsworth, P. (2007). The state of preschool 2007. New Brunswick, NJ: Rutgers University, National Institute of Early Education Research.

<sup>62</sup> \$10,494 is New Jersey's state pre-kindergarten spending in 2007 per child enrolled

Barnett, W.S., Hustedt, J.T., Friedman, A.H., Boyd, J.S., & Ainsworth, P. (2007). The state of preschool 2007. New Brunswick, NJ: Rutgers University, National Institute of Early Education Research.

<sup>63</sup> American Association of State Colleges and Universities, & National Association of State Universities and Land Grant Colleges. (2007). Student charges and financial aid: 2006-2007. Washington DC: American Association of State Colleges and Universities. The average cost of tuition and fees for Rutgers University in New Brunswick was \$9,958 for the 2006-2007 academic year. Retrieved on September 4, 2008 from [http://www.aascu.org/pdf/07\\_charges.pdf](http://www.aascu.org/pdf/07_charges.pdf)

<sup>64</sup> Prior to the restructuring brought about by the new pre-k expansion initiative, New Jersey has provided state-funded pre-kindergarten to its children through three programs: the Abbott preschool program, the Early Childhood Program Aid (ECPA), and the Early Launch to Learning Initiative (ELLI).

ECPA funds are used to provide half-day preschool for the next-neediest tier of school districts based on the proportion of low-income children in these districts. In the 2005-2006 school year, New Jersey invested \$30 million in ECPA, serving 7,270 preschoolers.

New Jersey's third pre-kindergarten program, the Early Launch to Learning Initiative (ELLI), provides pre-k funds as part of the state's goal of providing pre-kindergarten for all 4-year-olds by 2010. ELLI funds are available to school districts to support pre-k expansion, with the level of ELLI funding intended to cover the costs of pre-k for low-income children. In the 2005-2006 school year, New Jersey invested \$2.18 million in ELLI pre-k funds, serving 552 children. Barnett, W. S., Hustedt, J.T., Hawkinson, L.E., & Robin, K.B. (2006). The state of preschool 2006. New Brunswick, NJ: National Institute of Early Education Research.

<sup>65</sup> Wolock, E., & Joye, D. (2008). Preschool expansion in New Jersey's public schools. Trenton, NJ: State of New Jersey Department of Education. Retrieved on September 4, 2008 from <http://www.state.nj.us/education/ece/expansion/expansion.pdf>

<sup>66</sup> Barnett, W. S., Hustedt, J.T., Hawkinson, L.E., & Robin, K.B. (2006). The state of preschool 2006. New Brunswick, NJ: National Institute of Early Education Research.

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<sup>68</sup> Frede, E., Jung, K., Barnett, W.S., Lamy, C.E., & Figueras, A. (2007). A brief overview of the Abbott Preschool Program Longitudinal Effects Study (APPLES). Retrieved on October 17, 2007 from <http://nieer.org/resources/research/APPLES.pdf>

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