

SB71: SPONSORED BY SENATOR OSMOND

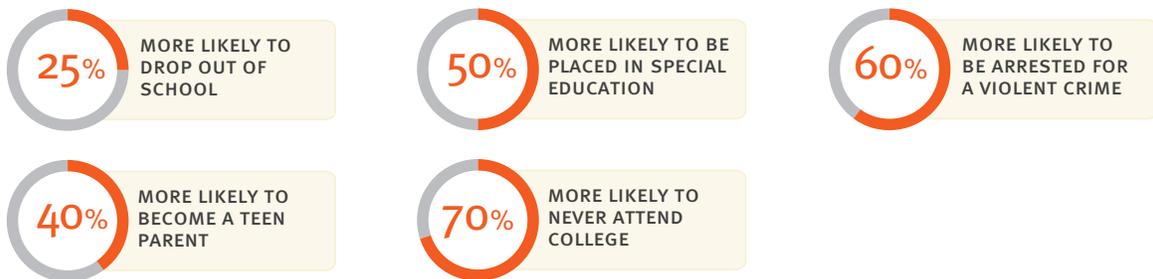


SB71: RESULTS-BASED FINANCING FOR EARLY CHILDHOOD EDUCATION

Prevention Pays

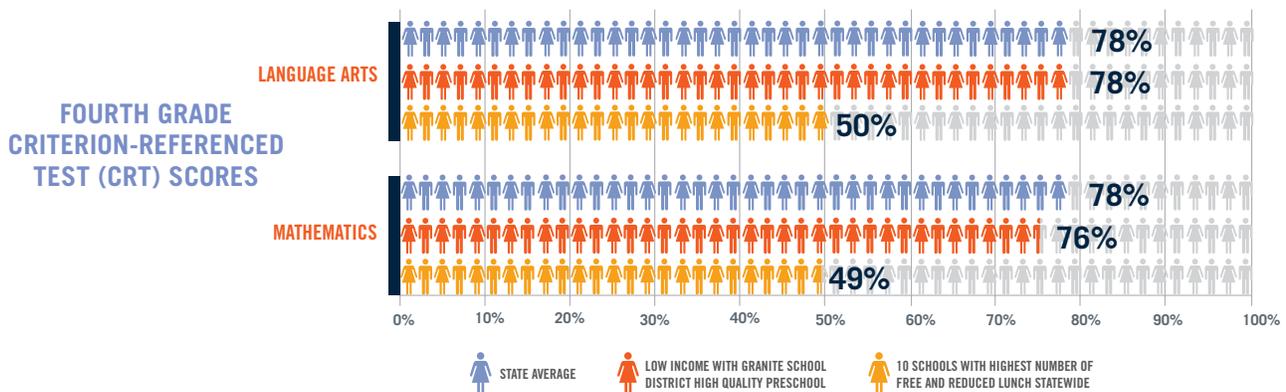
The first five years of a child’s life are full of social, emotional, physical and cognitive growth. Providing children at this age with high-quality learning opportunities is crucial to their ability to enter kindergarten on track with their peers and to their long-term educational success. **Investments in high-quality early childhood interventions that are proven to close the achievement gap will ensure that Utah children reach necessary benchmarks, graduate from high school, and become contributing members of our communities.**

A summary of national research done by the *Ounce of Prevention Fund* found that **without high quality early childhood intervention, an at-risk child is:**



Research conducted on Granite School District’s high-quality Title I preschool program was started by Mark Innocenti, Director of the Early Intervention Research Institute at the Center for Persons with Disabilities at Utah State University, and has continued as part of United Way of Salt Lake’s Collective Impact partnership with Voices for Utah Children, Granite School District, and Goldman Sachs. This research reinforces national findings.

HIGH QUALITY PRESCHOOL CLOSSES THE ACHIEVEMENT GAP



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Statewide, 17% of low-income students are in special education, while 10% of non-low income and non-English language learners are in special education. Low-income students face an opportunity gap that results in greater remediation costs in kindergarten through 12th grade. High-quality preschool reduces these long-term remediation costs. **The Granite Preschool Program demonstrated that:**

\$1.75 million in state special education was avoided from school year 2007-08 to school year 2011-12 due to a reduction in special education use among the at-risk preschoolers in the study

Children who entered kindergarten at the **top of their class stayed at the top of their class in 4th grade**

SB71

Through an innovative approach to government financing of interventions where **capital can be accessed upfront**, Senator Osmond's SB71 allows the government to contract with a private-sector investor to pay for **voluntary early childhood interventions** and be paid back based upon the intervention achieving targeted results. **This strategy enables Utah to begin to invest in prevention while meeting current needs.**

Highlights of the bill include:

- Creates a Results-based Early Education Board to negotiate contracts with private investors who will invest in proven early education programs including high-quality preschool and home-based technology. Requirements of contracts include:
 - repayment conditioned on specific performance outcomes
 - independent evaluator will assess performance outcomes
 - payments are based on available money in the restricted account
- Describes what constitutes high quality preschool and home-based technology programs, states requirements to work with private providers, and outlines pre and post test requirements
- Creates a Results-based Early Education Restricted Account where money will be appropriated annually to **pay back contracts that achieve stated results and cost avoidance**

Prevention Pays

At-risk children often start school behind their peers and remain behind. High quality preschool:

- Provides an option for parents who otherwise could not provide early learning opportunities for their children
- Intervenes at an early age when the achievement gap has a greater chance of being closed, since skills build upon skills
- Reduces long-term costs of remediation, special education use, and possible juvenile justice and welfare dependence
- **Saves the state \$7 to \$10 for every \$1 invested** in the program

High quality preschool is a fiscally responsible intervention to close the achievement gap and reduce the need for future remediation. VOTE YES ON SB71!

²Heckman, Dr. James J. 2011. "The Economics of Inequality: The Value of Early Childhood Education." <http://www.aft.org/pdfs/americaneducator/spring2011/Heckman.pdf>