

Building Powerful Pre-K

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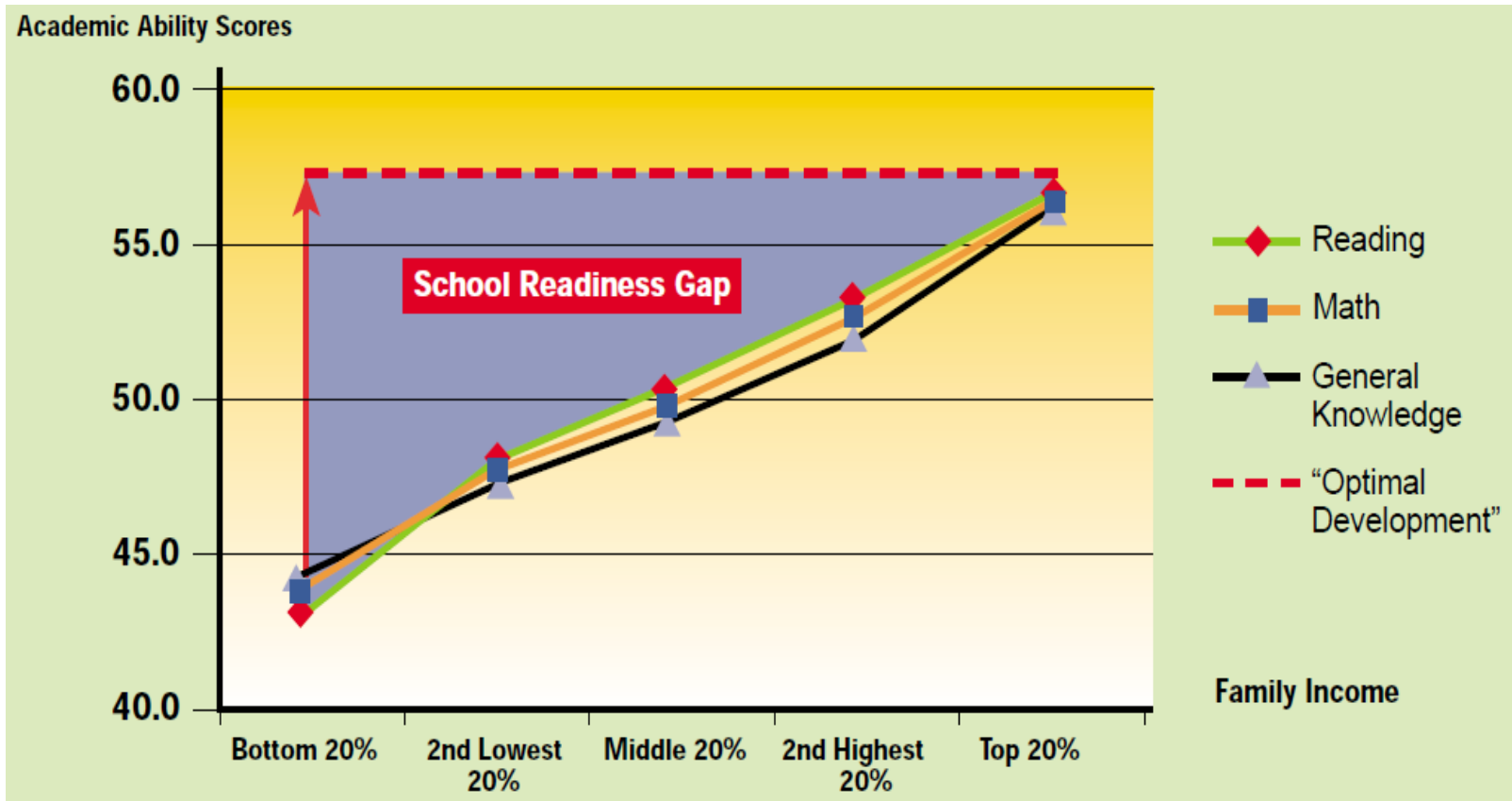
AGENDA FOR TODAY

1. Why do children need *Powerful Pre-K*?
2. Why don't they already get it?
3. How can we change that?

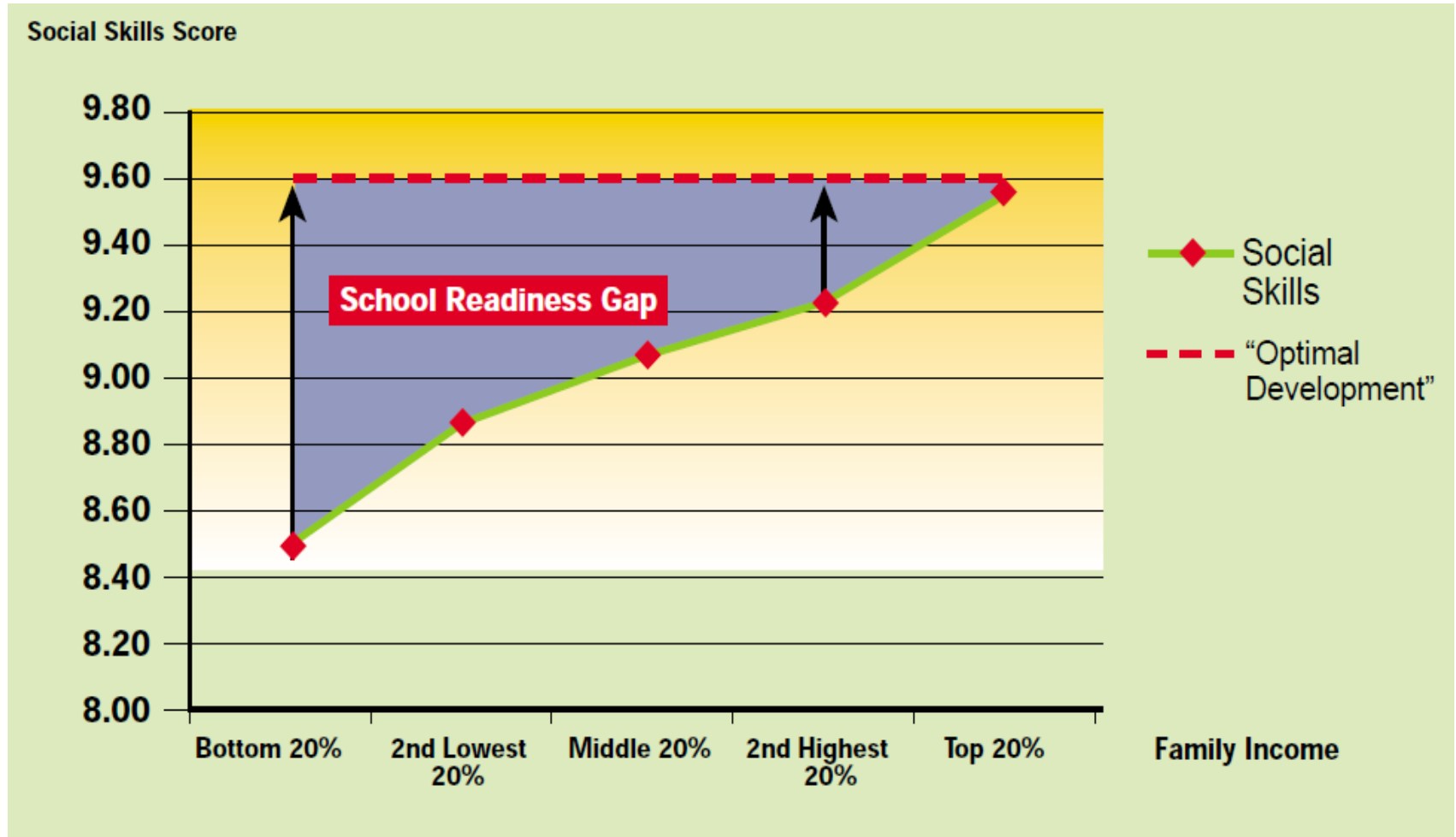


**1/4 of young children in poverty, nearly 1/2 low income
many lack access to high quality pre-K**

Academic Abilities at K-Entry by Family Income



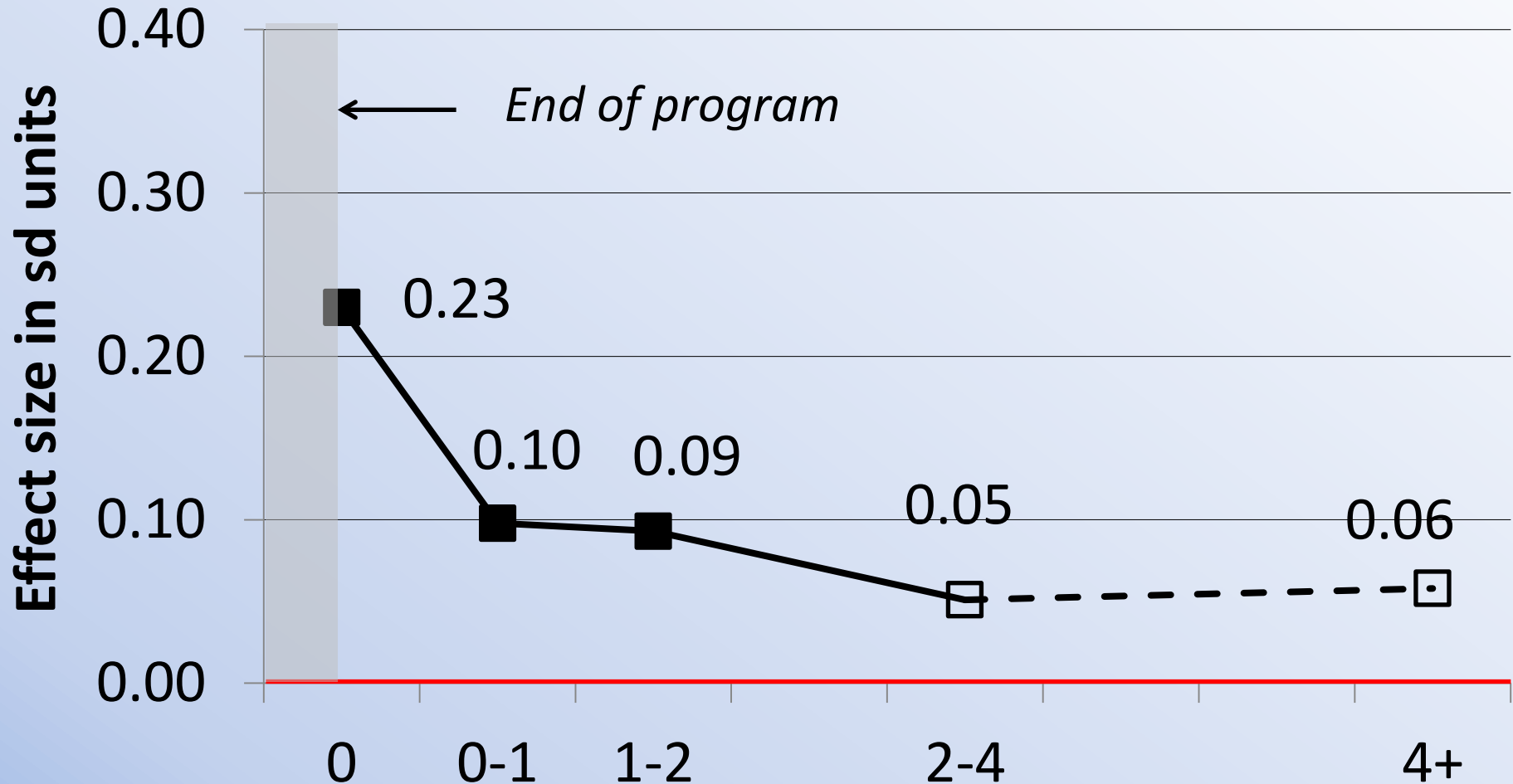
Social Skills at K Entry by Family Income





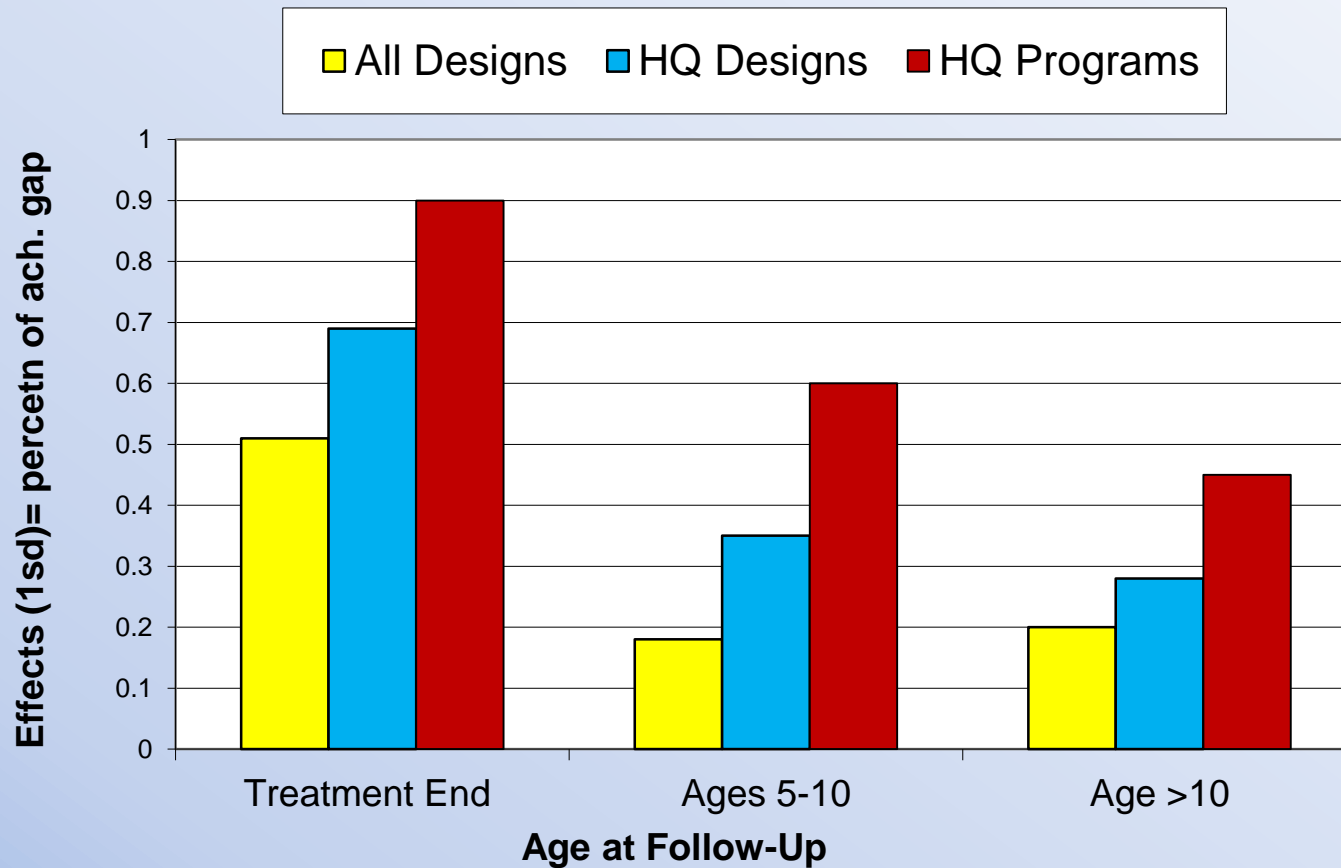
What do we learn about Pre-K when we bring *all* the evidence together?

What is typical: Cognitive impacts in 67 ECE studies



Solid marker denotes $p < .05$

What is Possible: Impacts in 123 ECE studies



KEY LESSONS

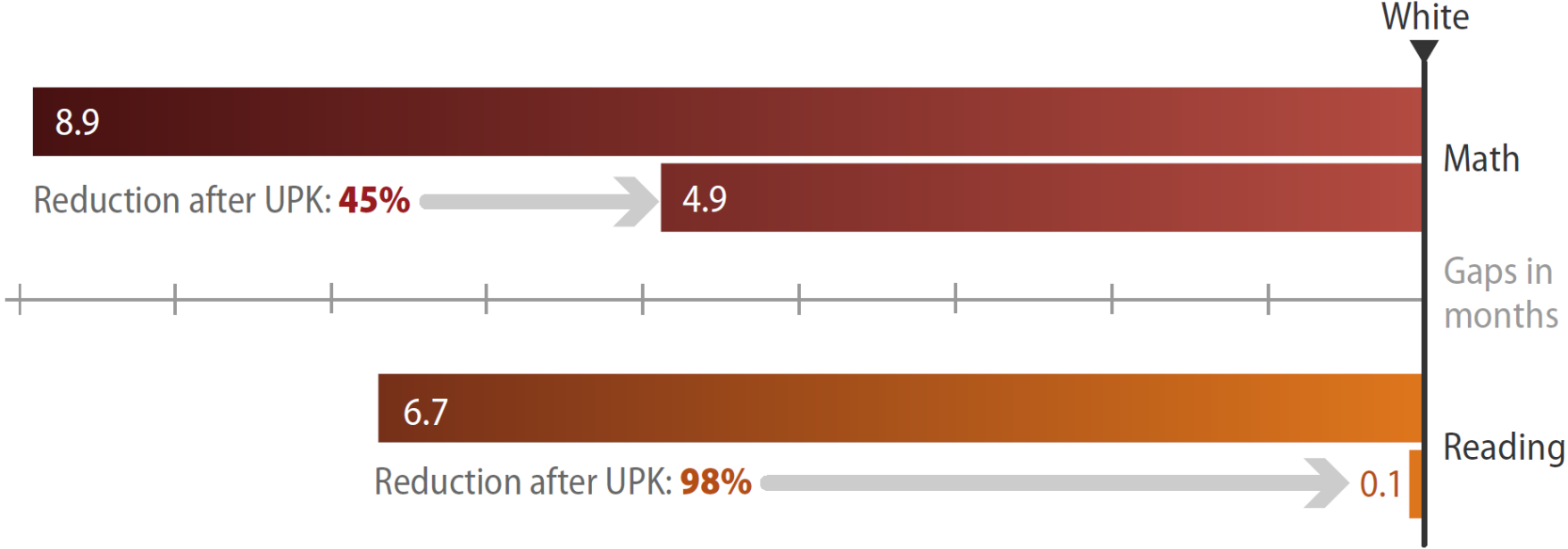
1. Initial gains must be large
2. Focus on intentional teaching
3. Individualization: 1-on-1 & small groups
4. Strong curriculum with specificity
5. Effective preschool can be scaled up



High Quality UPK Dramatically Decrease Inequality

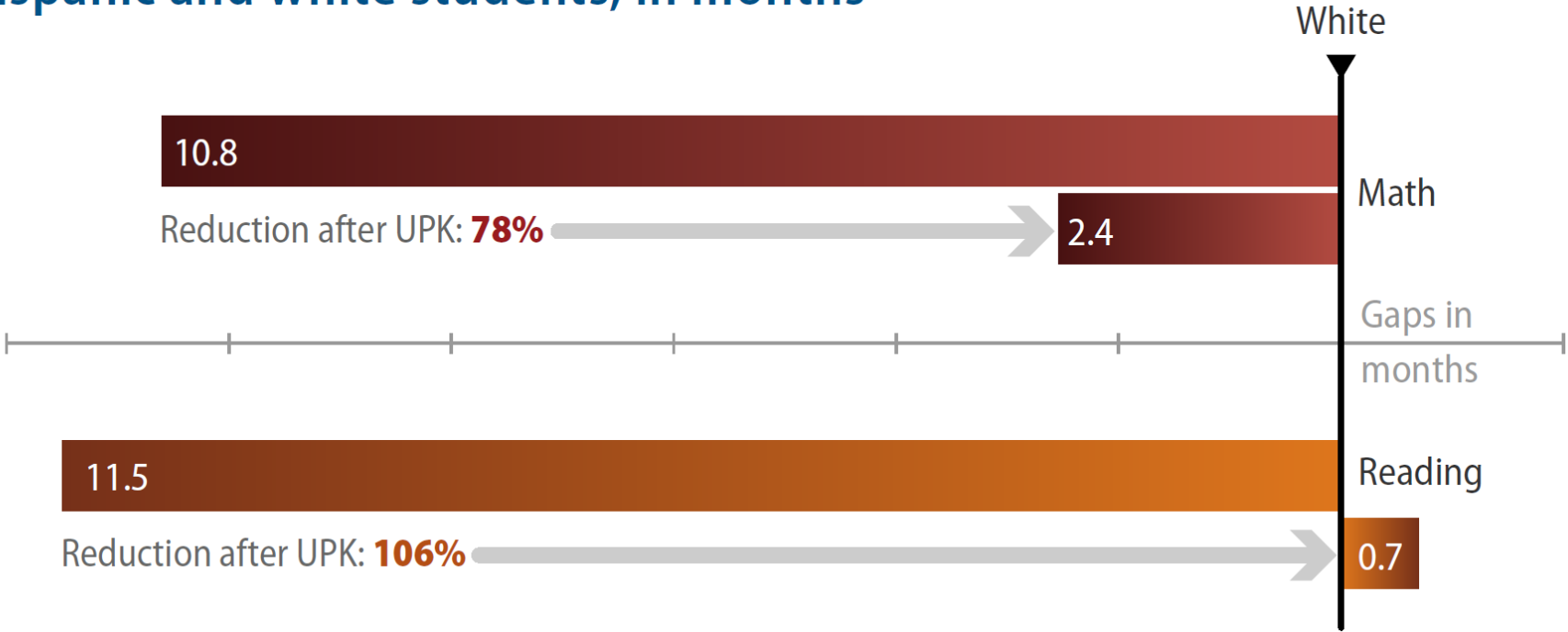
High Quality UPK Effects on Black-White Gaps

Estimated reduction in kindergarten math and reading achievement gaps between African American and white students, in months



High Quality UPK Effects on Hispanic-White Gaps

Estimated reduction in kindergarten math and reading achievement gaps between Hispanic and white students, in months



KEY CHALLENGES FOR NJ

1. State funding for pre-K is limited to a small number of districts
2. NJ serves 29% at 4 & 20% at 3; Head Start and special education still don't reach 40%
3. State support for continuous improvement is limited to even fewer districts
4. NJ needs to align and integrate child care, Head Start, pre-K, pre-K sp. Ed. and K-3

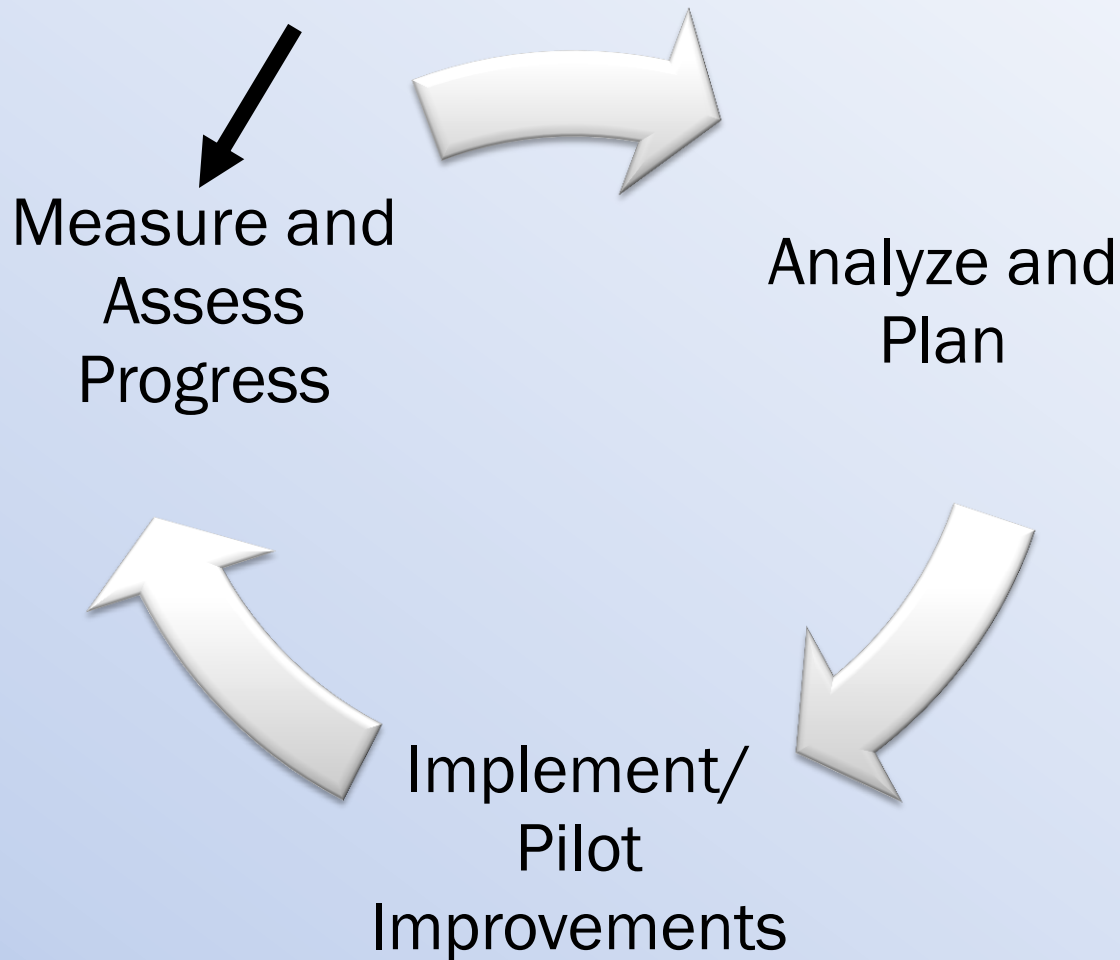
New Jersey's High Quality UPK

- High expectations
- Adequate funding
- Strong teachers
- Small classes
- Two years
- Other supports for children and teachers



Continuous Improvement Cycle

Develop Early Learning and Program Standards



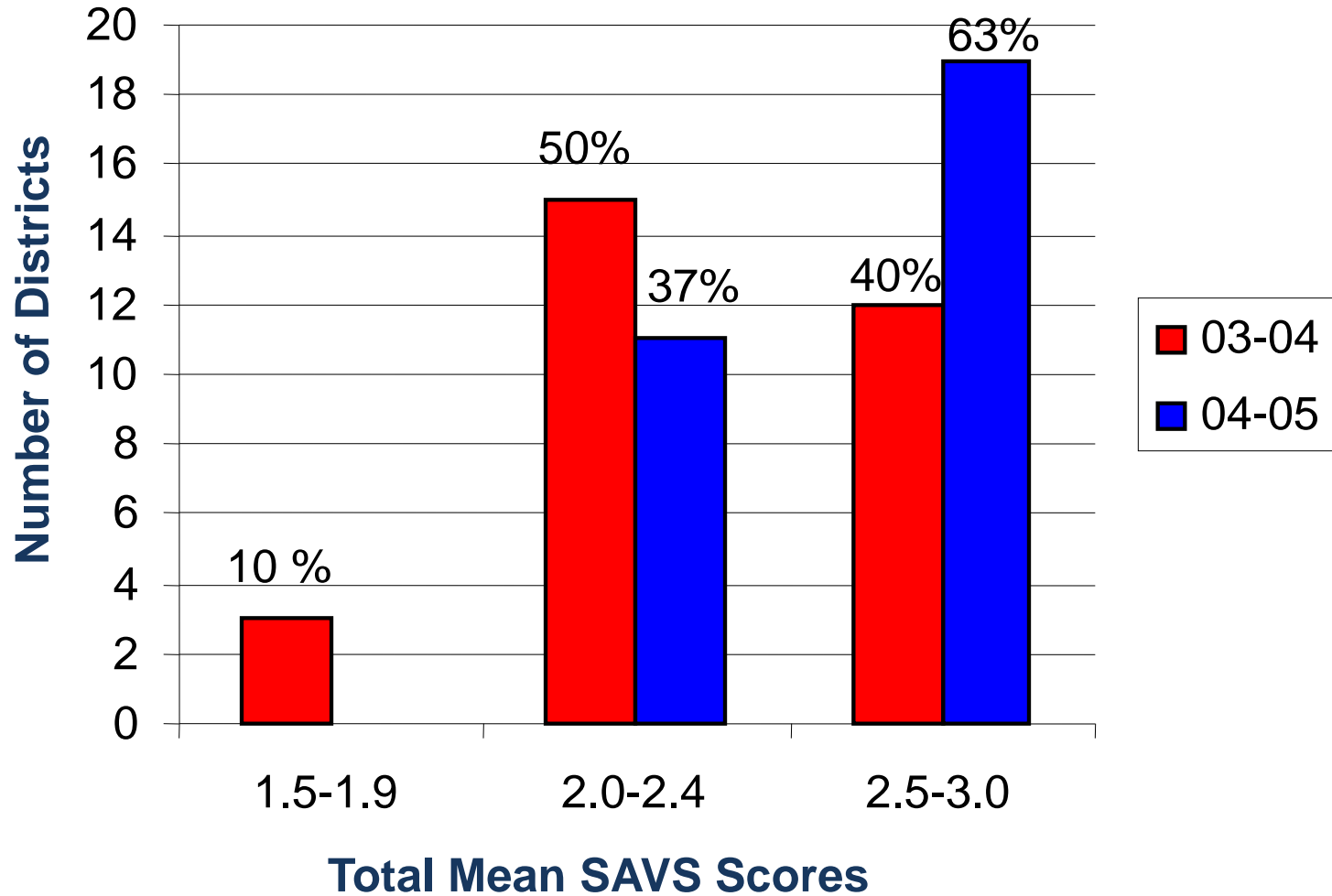
Elements of a CIS: the GPS for Quality

- Preschool Program Guidelines and Code
- Preschool Teaching & Learning Standards
- Rigorous curriculum strongly supported
- Assessment: state, district, teacher, child
 - Self-assessment and validation system
- Professional development driven by data

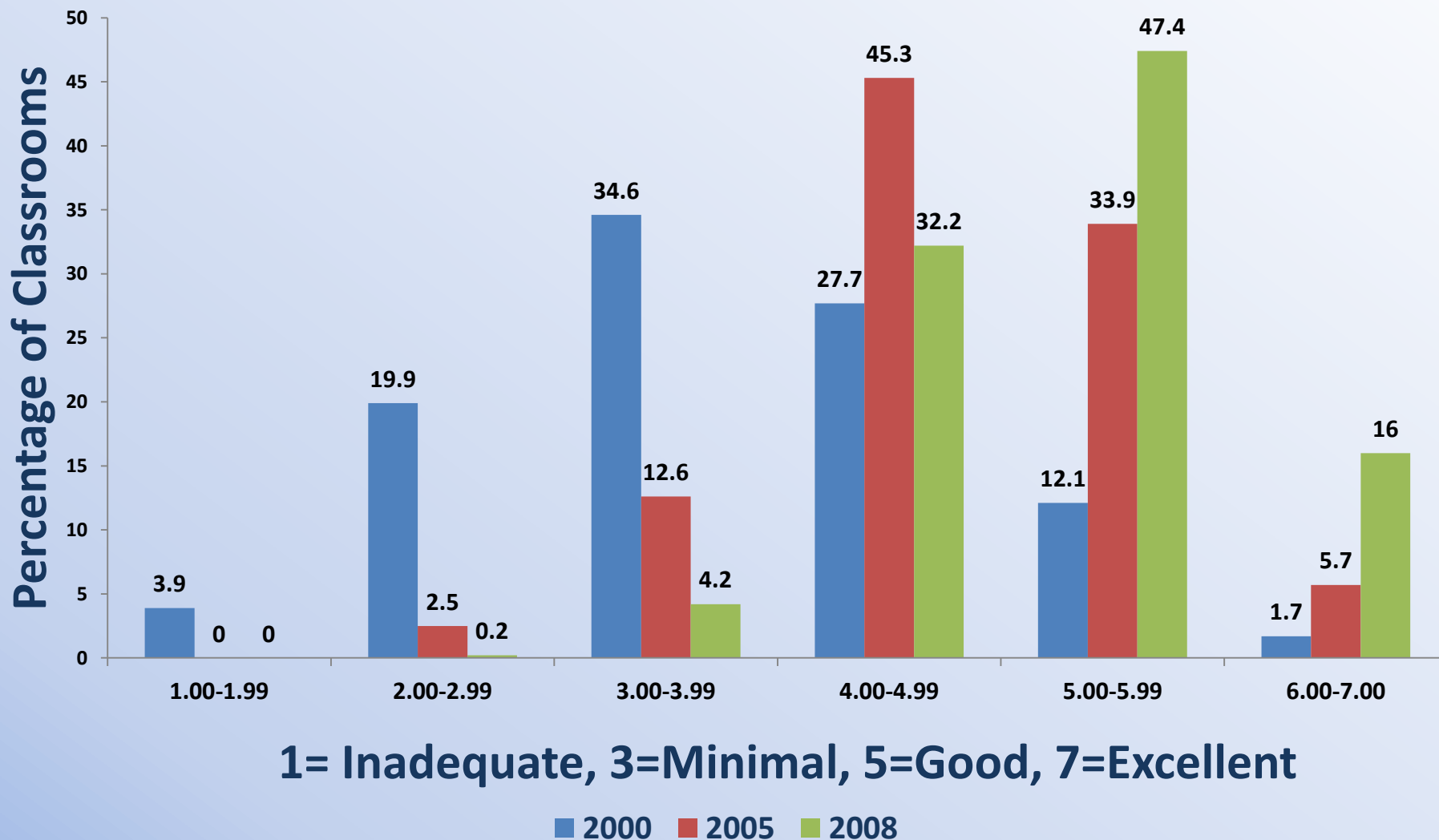
Self Assessment Validation System

- Administrative & fiscal practices
- Curriculum/program
- Supporting dual language learners and inclusion
- Ensuring continuity (P-3)
- Staff qualifications and development
- Program evaluation
- Community collaboration/Head Start
- Family engagement

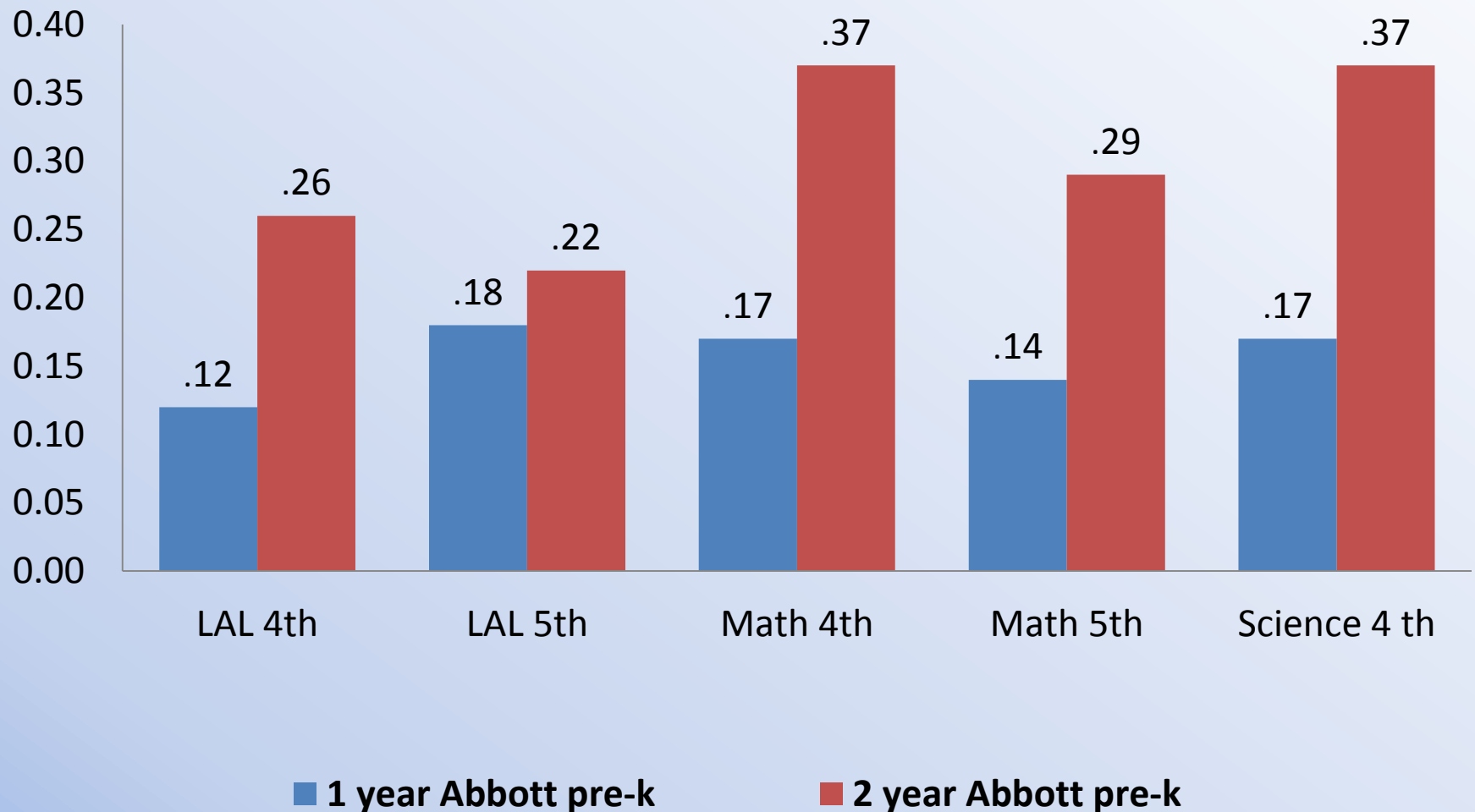
Change in SAVS Scores 03-04 to 04-05



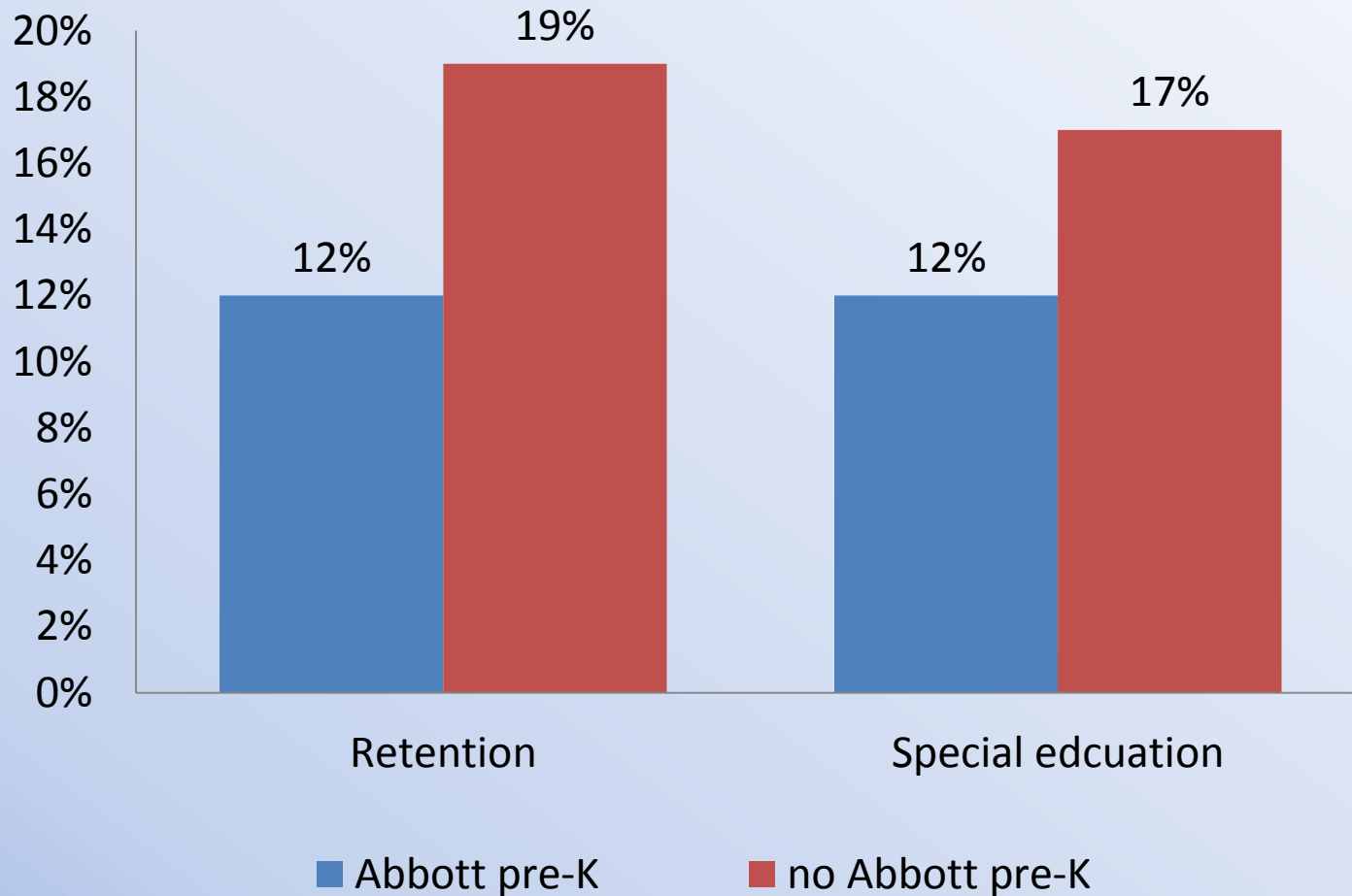
Transformation of Quality in Abbott Pre-K (ECERS-R)



NJ Effects on Achievement Grades 4 and 5



NJ Effects on Retention & Special Education at Grade 5





Together we can build Powerful Pre-K and a
brighter future for all our children
Got to: nieer.org for more information