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?
¼ of young children in poverty, nearly ½ low income many lack access to high quality pre-K
Academic Abilities at K-Entry by Family Income

Barnett, Brown, and Shore 2004
Social Skills at K Entry by Family Income

Barnett, Brown, and Shore 2004
What do we learn about Pre-K when we bring all the evidence together?
Meta-Analysis of US preschool programs 0-5 Impacts in 123 studies since 1960
Camilli et al., 2010

![Bar chart showing the effects of preschool programs across different age groups and follow-up periods. The chart compares the percentage of achievement gap for all designs, high-quality designs, and high-quality programs.](chart.png)
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
Can High Quality UPK Dramatically Decrease Inequality and Raise Average Achievement?
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

- **Math**: Reduction after UPK: 45% (8.9 to 4.9 months)
- **Reading**: Reduction after UPK: 98% (6.7 to 0.1 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

- Reduction after UPK: 78% in Math, with a gap reduction of 10.8 months.
- Reduction after UPK: 106% in Reading, with a gap reduction of 11.5 months.

[Link to report](https://www.americanprogress.org/issues/education/report/2016/04/05/132750/how-much-can-high-quality-universal-pre-k-reduce-achievement-gaps/)
High Quality UK Effects on Income Gaps

Reduction in kindergarten math and reading achievement gaps between low-income and higher-income students, in months

- Reduction after UPK: 27% (11.2 months)
- Reduction after UPK: 41% (13.0 months)

https://www.americanprogress.org/issues/education/report/2016/04/05/132750/how-much-can-high-quality-universal-pre-k-reduce-achievement-gaps/
Pre-K Quality Standards

Where you live matters!

Washington DC

No Program
0-3 Benchmarks
4-6 Benchmarks
7-9 Benchmarks
10 Benchmarks
KEY CHALLENGES FOR FLORIDA

1. Funding per child is low--$2300—less than ½ national average and near last
2. Quality standards are low—last place
3. Accountability based on child testing system that is arbitrary & weak
4. Continuous improvement systems?
5. Integration of child care, Head Start, VPK, and public schools?
## Other States to Look to for Quality

<table>
<thead>
<tr>
<th>State</th>
<th>Enrolled</th>
<th>Qual Stds</th>
<th>$/ Child</th>
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<tbody>
<tr>
<td>AL</td>
<td>29%</td>
<td>10</td>
<td>$6,700</td>
</tr>
<tr>
<td>NC</td>
<td>30%</td>
<td>10</td>
<td>$7,800</td>
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<tr>
<td>OK</td>
<td>88%</td>
<td>8</td>
<td>$7,800</td>
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<tr>
<td>WVA</td>
<td>72%</td>
<td>10</td>
<td>$9,900</td>
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<tr>
<td>NJ Abbott</td>
<td>&gt;90%</td>
<td>9</td>
<td>$13,300</td>
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</tbody>
</table>
An Example: New Jersey’s HQ 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

1. Measure and Assess Progress
2. Analyze and Plan
3. Implement/Pilot Improvements
4. Measure and Assess Progress

Analyze and Plan
Implement/Pilot Improvements
Measure and Assess Progress

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

Number of Districts

Total Mean SAVS Scores

1.5-1.9 2.0-2.4 2.5-3.0

<table>
<thead>
<tr>
<th>Range</th>
<th>03-04</th>
<th>04-05</th>
<th>Percentage</th>
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<tr>
<td>1.5-1.9</td>
<td>10%</td>
<td></td>
<td>10%</td>
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<tr>
<td>2.0-2.4</td>
<td></td>
<td>37%</td>
<td>50%</td>
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<tr>
<td>2.5-3.0</td>
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<td>63%</td>
<td>40%</td>
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Transformation of Quality in Abbott Pre-K (ECERS-R)

1= Inadequate, 3=Minimal, 5=Good, 7=Excellent

<table>
<thead>
<tr>
<th>Percentage of Classrooms</th>
<th>2000</th>
<th>2005</th>
<th>2008</th>
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<tr>
<td>1.00-1.99</td>
<td>3.9</td>
<td>0</td>
<td>0</td>
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<tr>
<td>2.00-2.99</td>
<td>19.9</td>
<td>2.5</td>
<td>0.2</td>
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<td>3.00-3.99</td>
<td>34.6</td>
<td>12.6</td>
<td>4.2</td>
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<tr>
<td>4.00-4.99</td>
<td>45.3</td>
<td>27.7</td>
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<tr>
<td>5.00-5.99</td>
<td>47.4</td>
<td>33.9</td>
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</tr>
<tr>
<td>6.00-7.00</td>
<td>16.0</td>
<td>1.7</td>
<td>5.7</td>
</tr>
</tbody>
</table>

100%
NJ Effects on Achievement Grades 4 and 5
NJ Effects on Retention & Special Education at Grade 5

Retention
- Abbott pre-K: 12%
- no Abbott pre-K: 19%

Special Education
- Abbott pre-K: 12%
- no Abbott pre-K: 17%
Together we can build Powerful Pre-K for all and build a brighter future for all our children