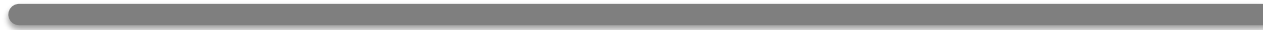


Fade-out, Fading or Catch Up?

PRE-K EFFECTIVENESS

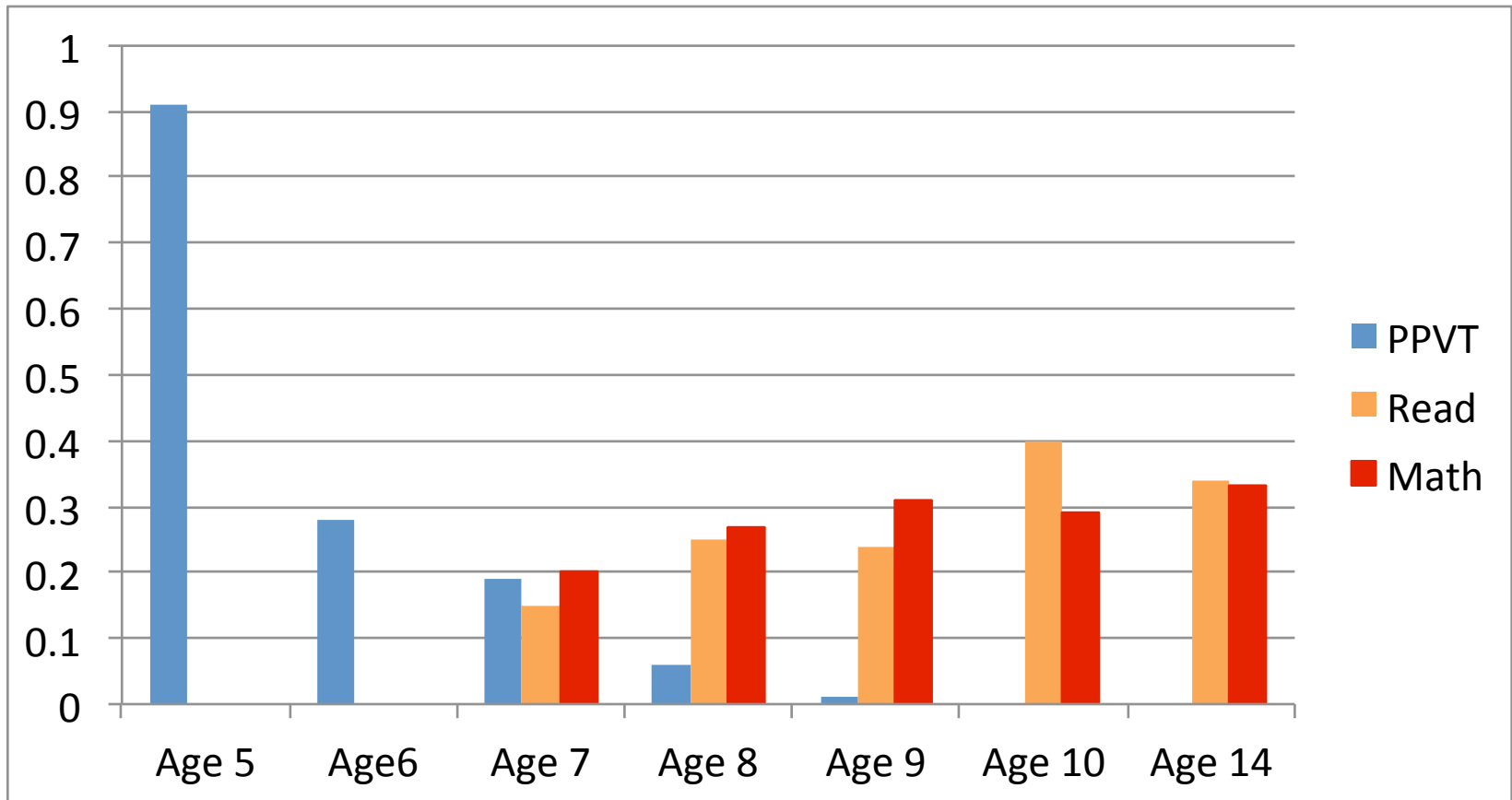


Topics

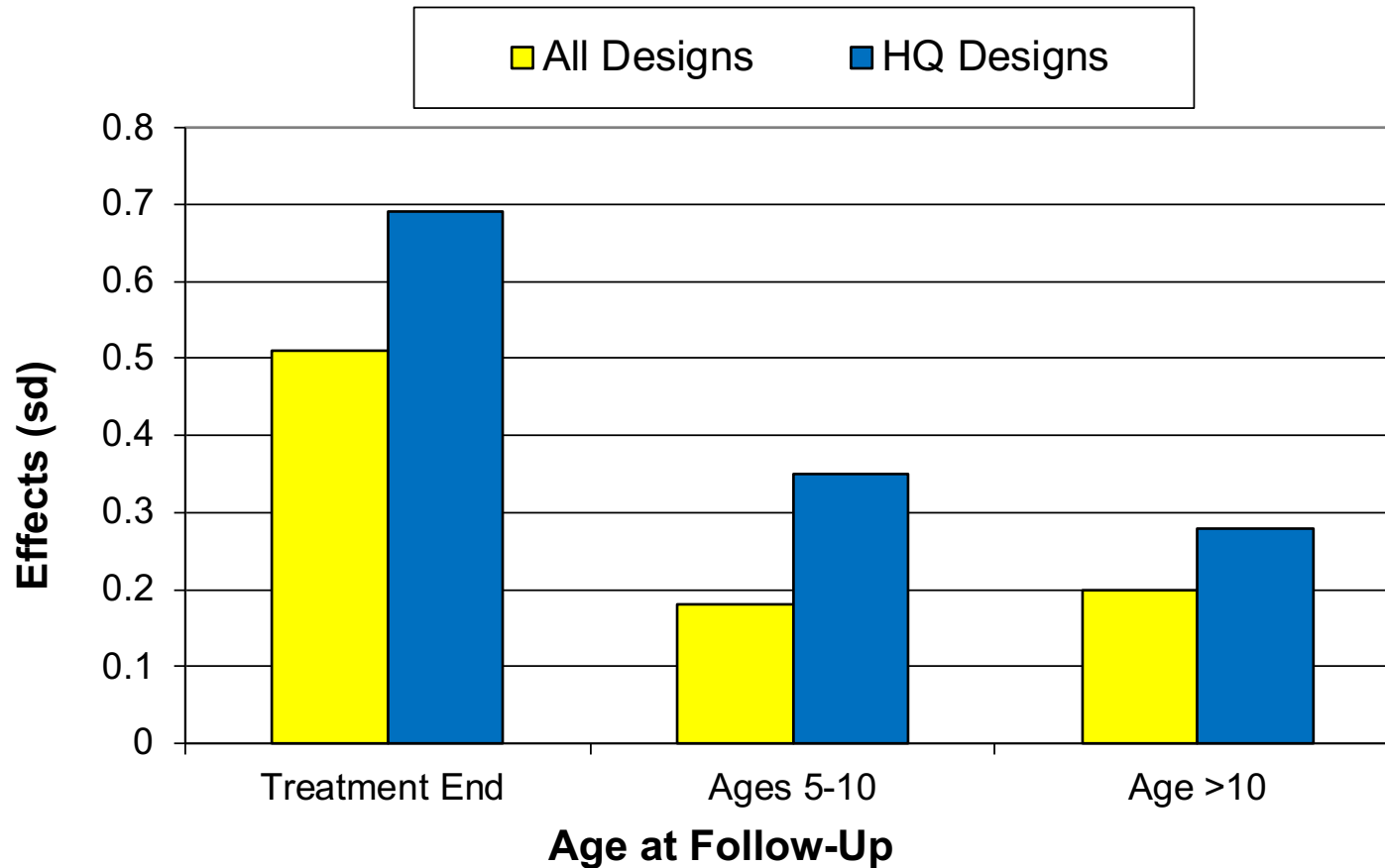
- “Stop me if you’ve heard this before”:
Research on PreK effects
- “Through a glass darkly”: Some possible
explanations of the varying results
- “Ready to launch”: Leveraging early gains
through the primary grades



Perry IQ and achievement effects over time



Cognitive gains from Prek programs for low-income children in the US by rigor of research design



What explains mixed results?

- Program design failure: replicate all of the components of the best programs
- Implementation failure: plan, analyze, and coach for fidelity and continuous improvement
- Research study design failure - imprecise or no measurement of:
 - Components of the prek program – a rose is not a daisy is not a petunia
 - Counter-factual – what are the control children experiencing?
 - K-3 experiences
 - Catch up – time and resources dedicated to lowest functioning children
 - Peer effects– critical mass of prek attendees, concentration of poverty
 - Continuity (DLL, inclusion, coherent curriculum, teaching and assessment)

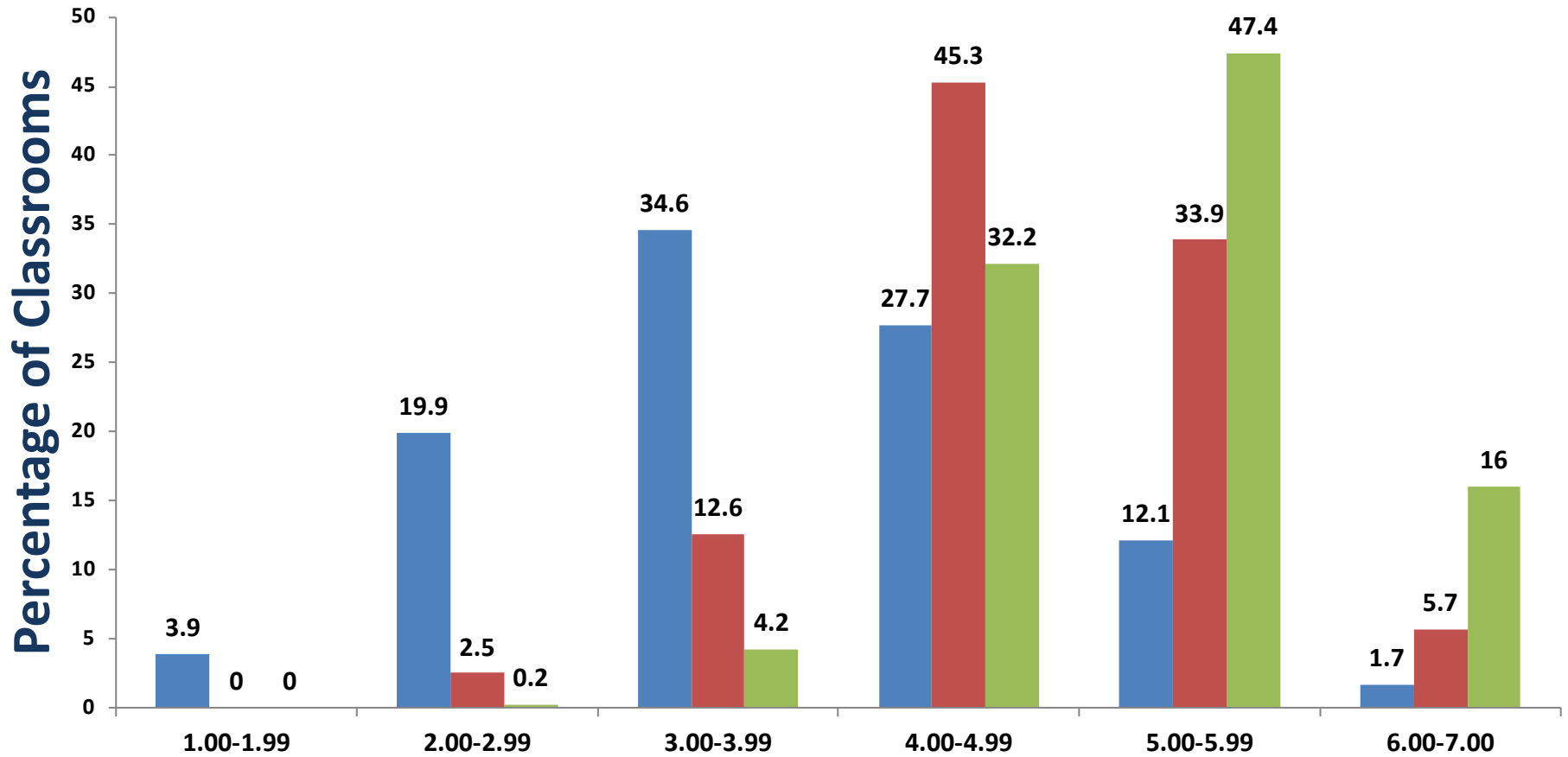


NJ' s urban PreK transformation

- Part of systemic reform P-12 with P-3 components;
- Teacher with BA & Cert. + asst. in each class;
- Full-day (6 hour educational day), 180-day program, plus extended day/full year;
- Open to all 3 and 4 yr. olds in 31 school systems
- Maximum class size of 15 students; K-3 = 21
- Evidence-based curricula with fidelity;
- Early learning standards and program guidelines;
- Support for potential learning difficulties;
- Professional development for teachers, coaches & leaders;
- Continuous improvement cycle with data at every level from child to classroom to program to district to state



Transformation of Quality in NJ (ECERS-R)



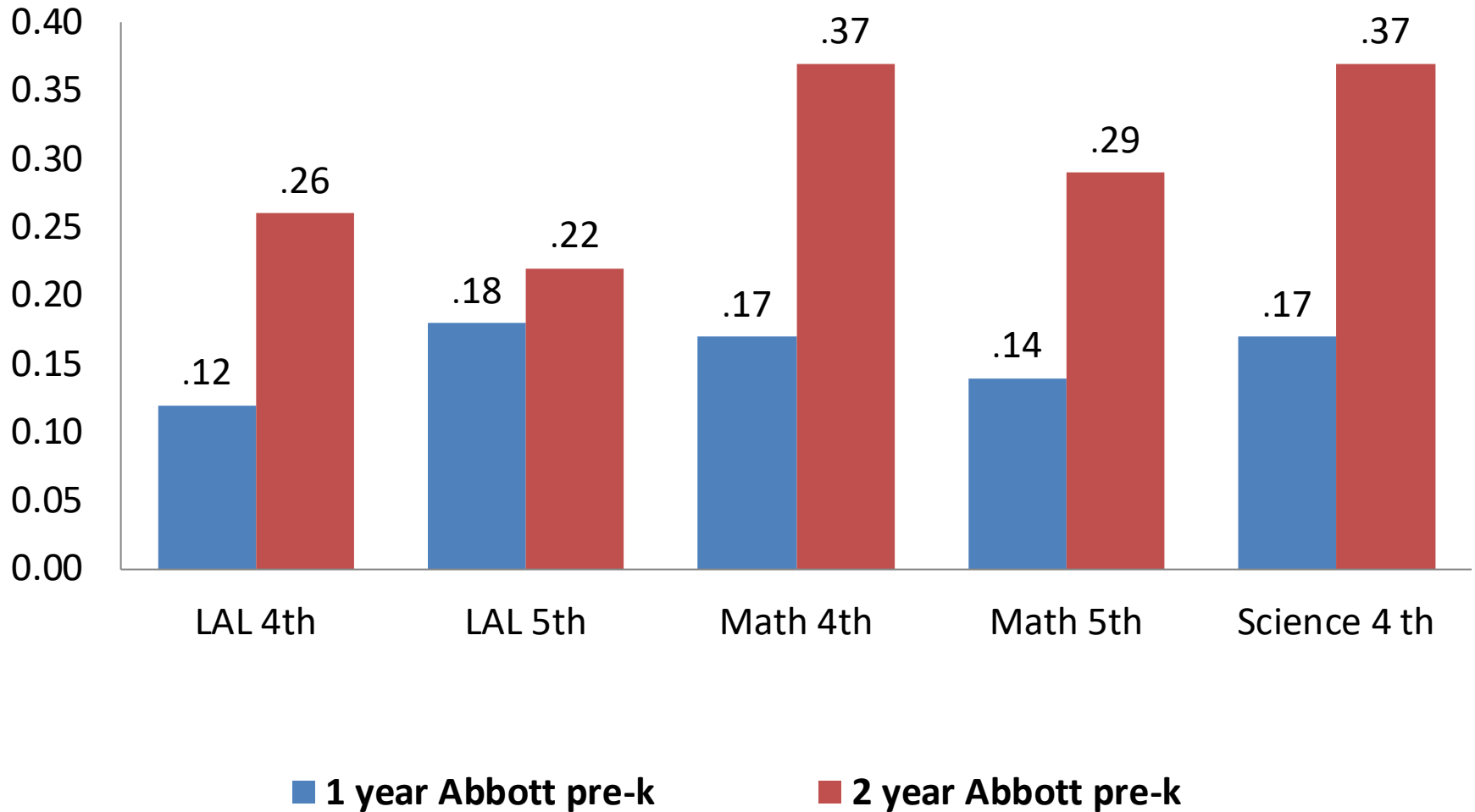
1= Inadequate, 3=Minimal, 5=Good, 7=Excellent



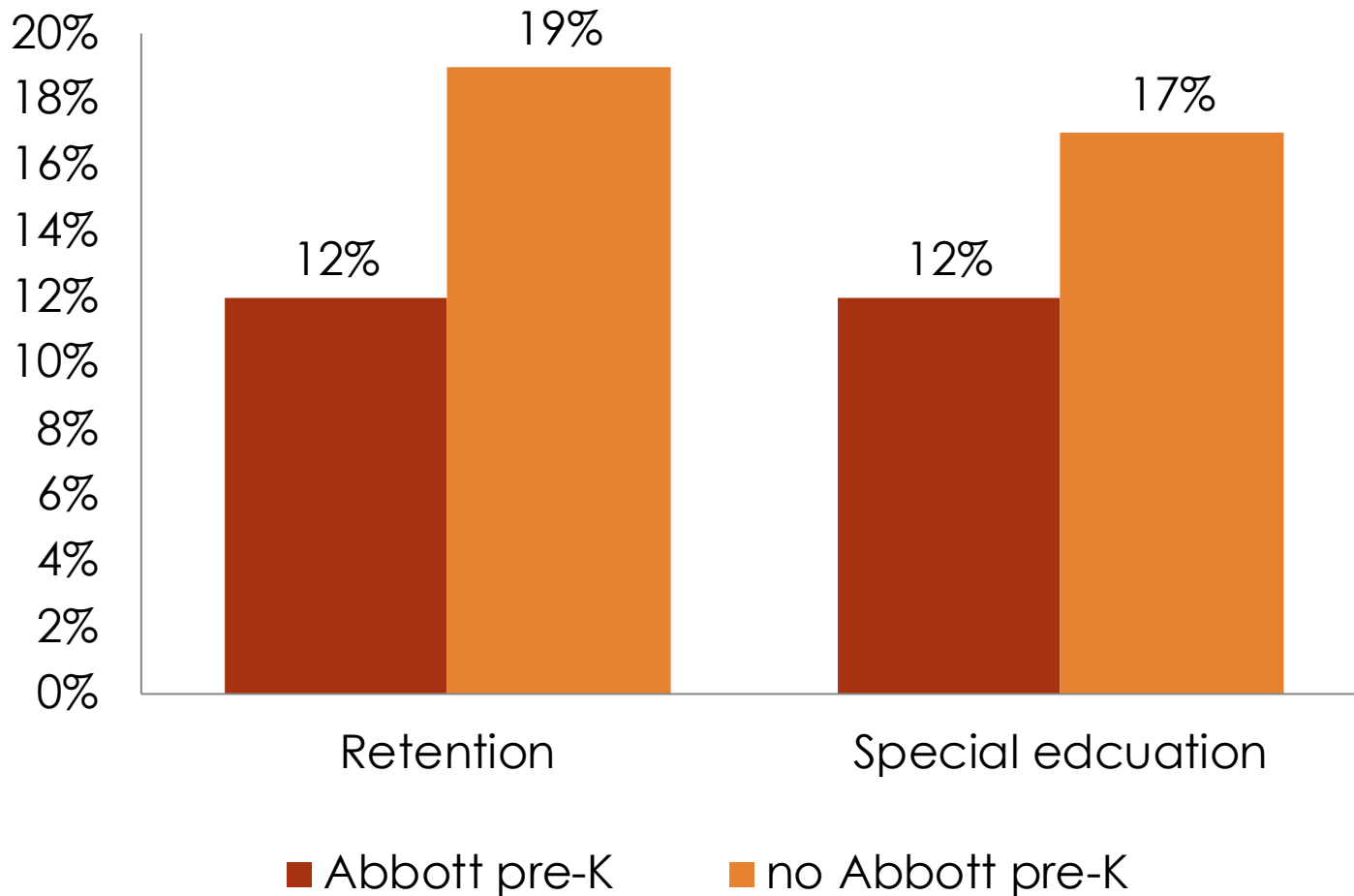
2000 2005 2008

NIEER

NJ UPK Effects on Achievement Grades 4 & 5



NJ Effects on Retention & Special Education at Grade 5



Key lessons for program design

- Initial gains must be large & meaningful
- Structural features (resources) are necessary, but not sufficient
- Program standards should encompass key features of practice
- Cost should be determined based on design not designed to fit an arbitrary budget figure
- Broader policies and practices before, after, and around preschool interact

