



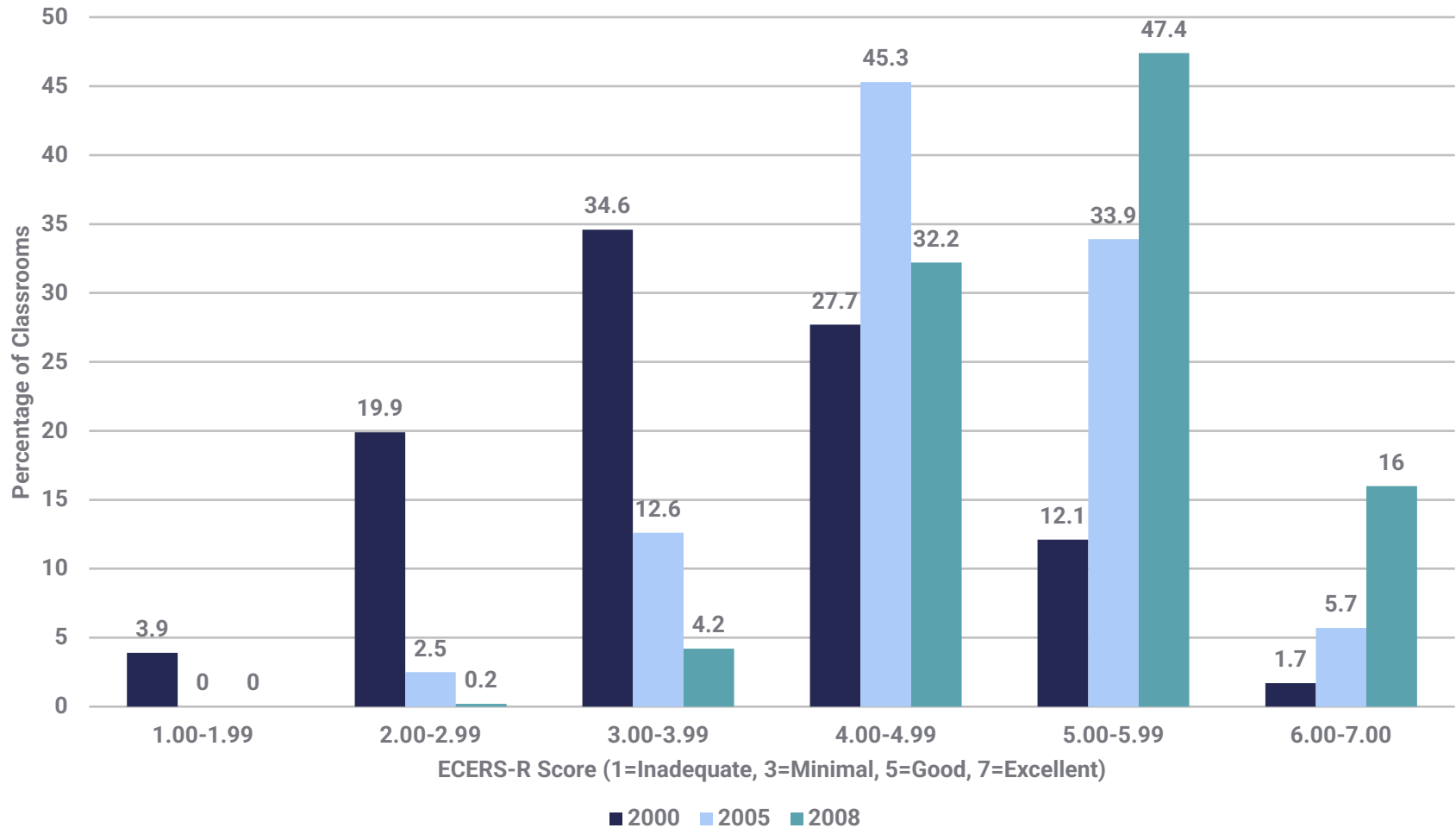
Lessons from NJ's Abbott Preschool

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What is NJ Abbott Preschool?

- Court-mandated in 31 high poverty districts
- Universal for 3- & 4-year-olds in those districts
- Part of systemic reform P-3
- High standards for learning, teaching, curriculum
- Fully qualified teachers (BA and ECE certification), public school salaries
- Maximum of 15 children per classroom; 2 staff
- Continuous improvement system & coaching
- 6-hour educational day, 180-days per year, with wraparound child care
- Adequate funding (~\$13,000/child)
- Mixed delivery system (> 50% in private providers)

Transformation of Quality in NJ Pre-K



Research Questions

**What are the impacts of New Jersey's Abbott
Preschool Program on literacy, math, and
science test scores through 10th grade?**

**Do impacts differ for children who attended
Abbott preschool for 1 vs. 2 years?**

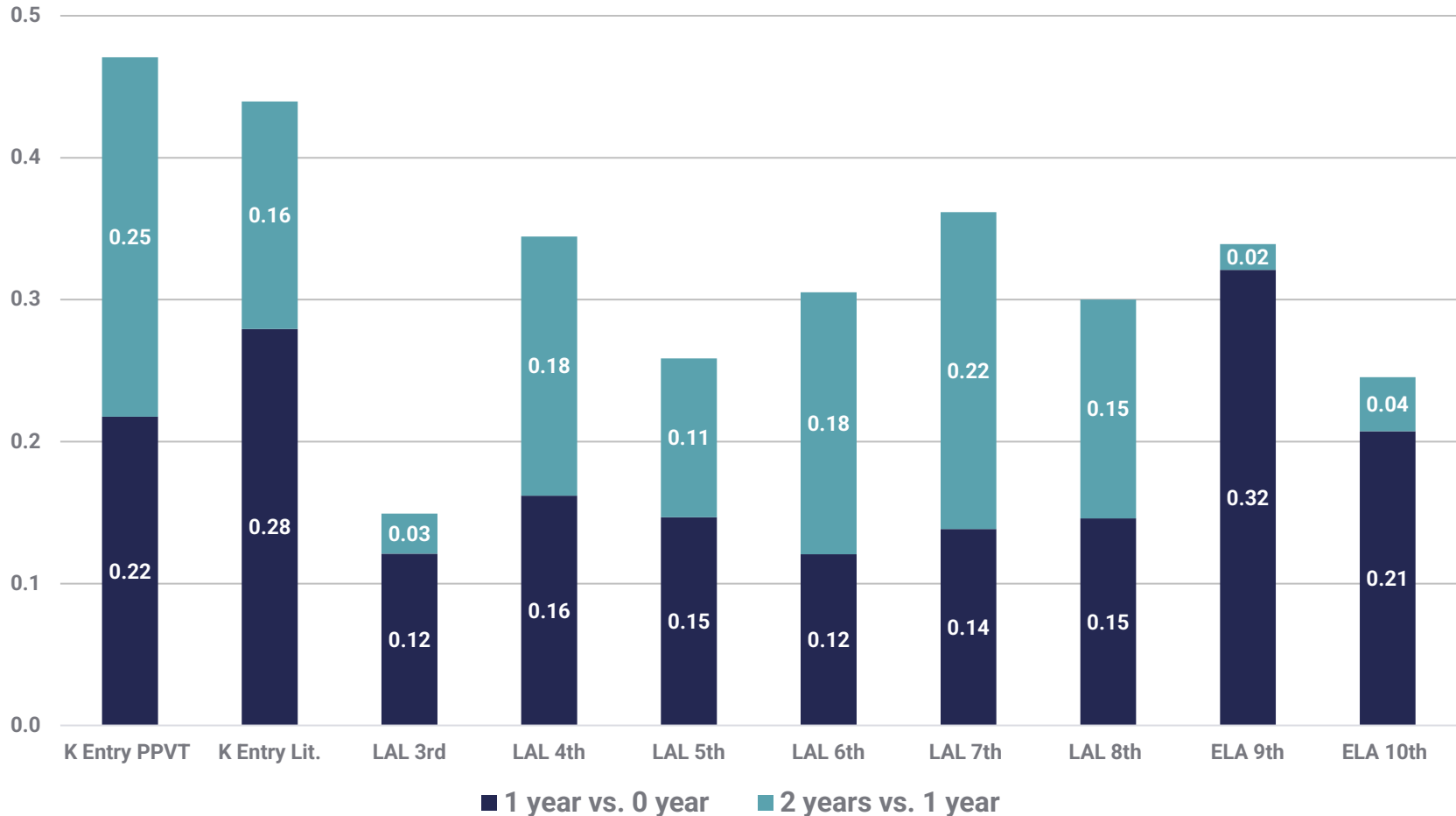
Who did we study?

- Kindergarten classrooms randomly selected from the 15 largest Abbott districts in 2005
- ~ Four children were randomly selected from each classroom
- Children/Classrooms were sampled in proportion to district size
- Initial n = 1038 at K-entry
 - 74% found at 6th grade
 - 62% found at 10th grade

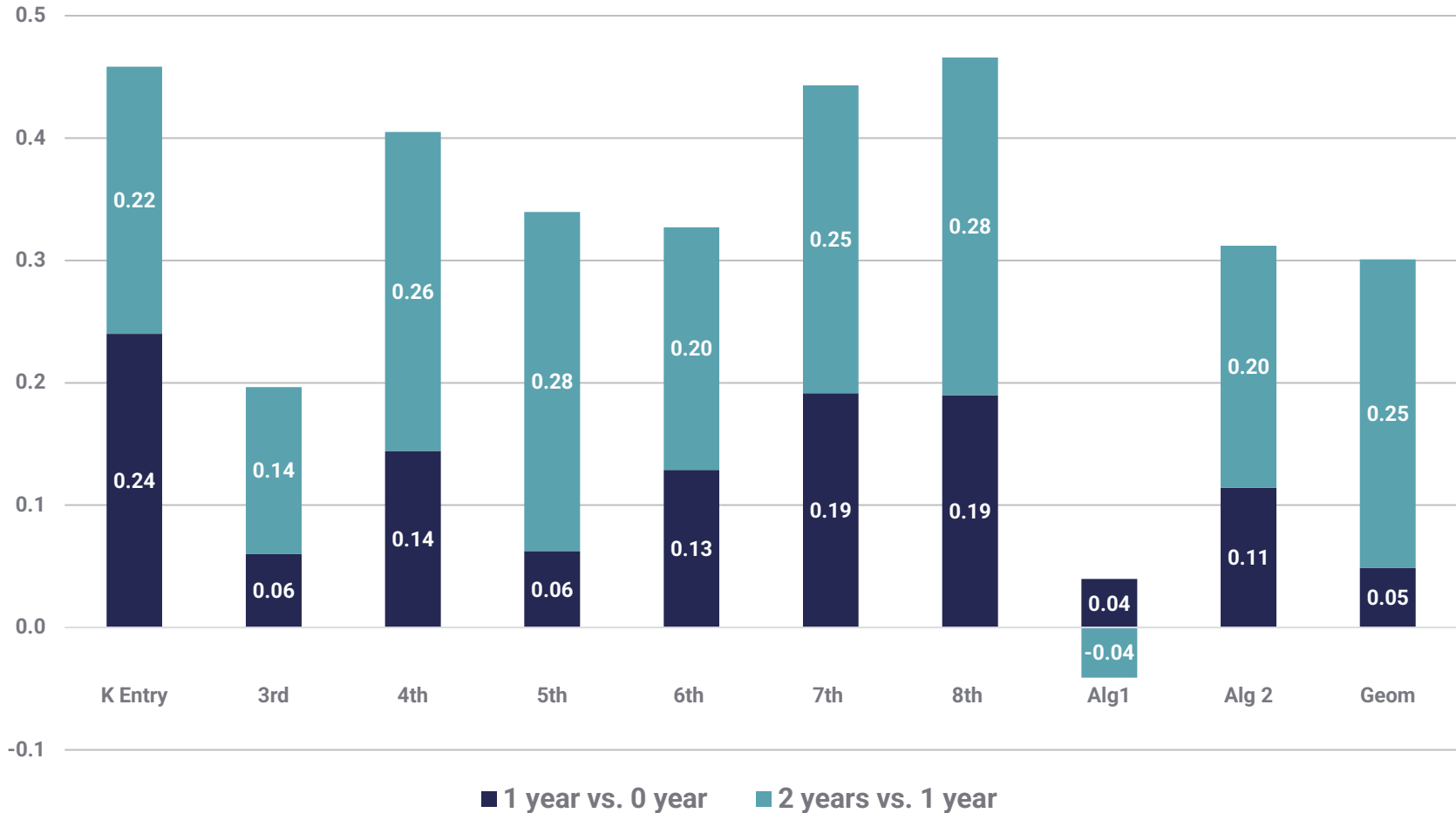
What did we find?

- Effect size declines after kindergarten but stabilizes after 3rd grade
- Average effects on language arts and literacy, math and science
 - .15 SD for 1 year
 - .30 SD for 2 years
- Two-year effects on achievement are the same size as for the Perry Preschool from ages 9 to 14
- Grade retention reduced by 15 percentage points, Special ed. perhaps 7 percentage points lower
- No difference in retention or special ed for 1 v. 2 years

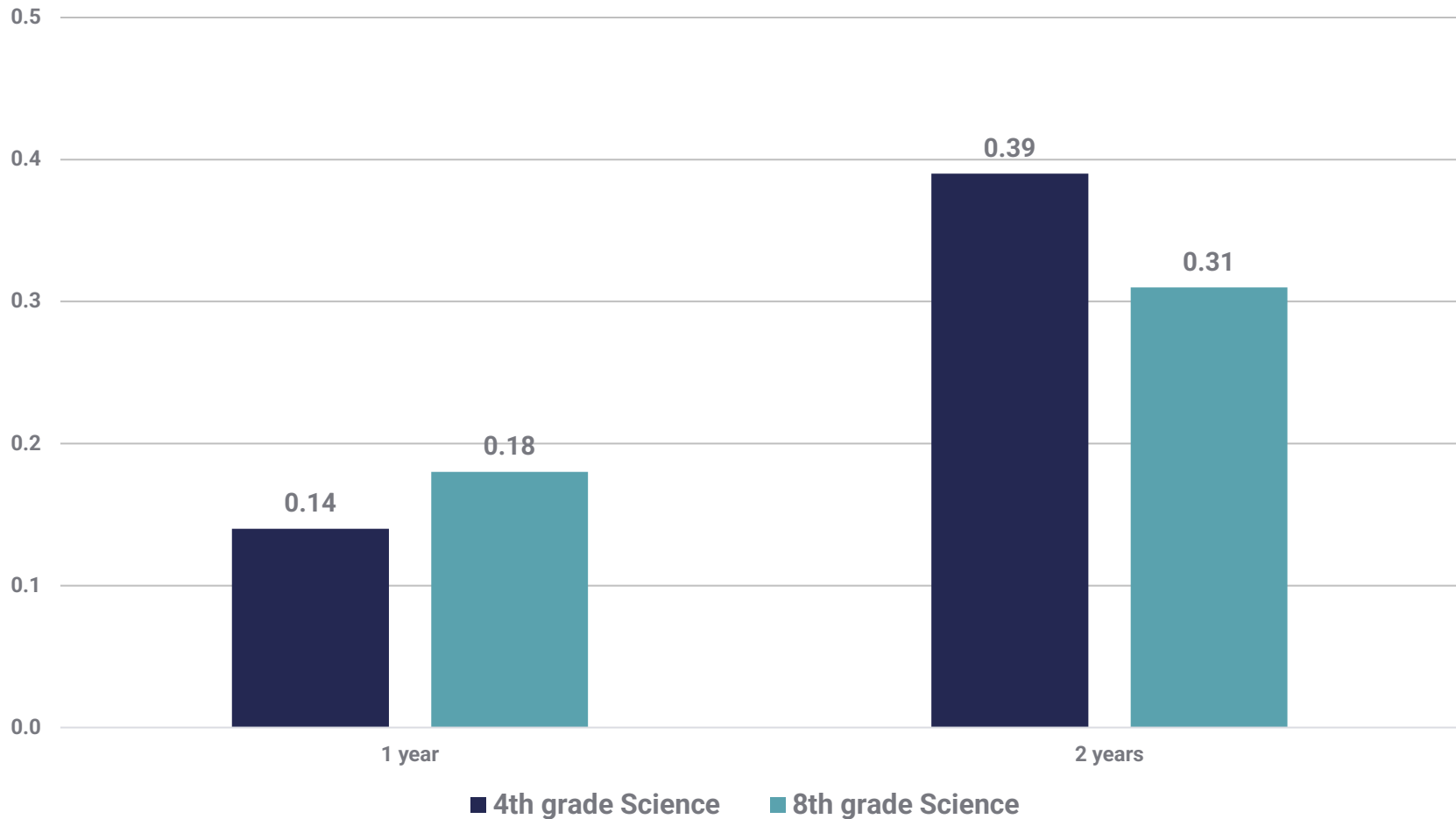
Impacts on Language & Literacy



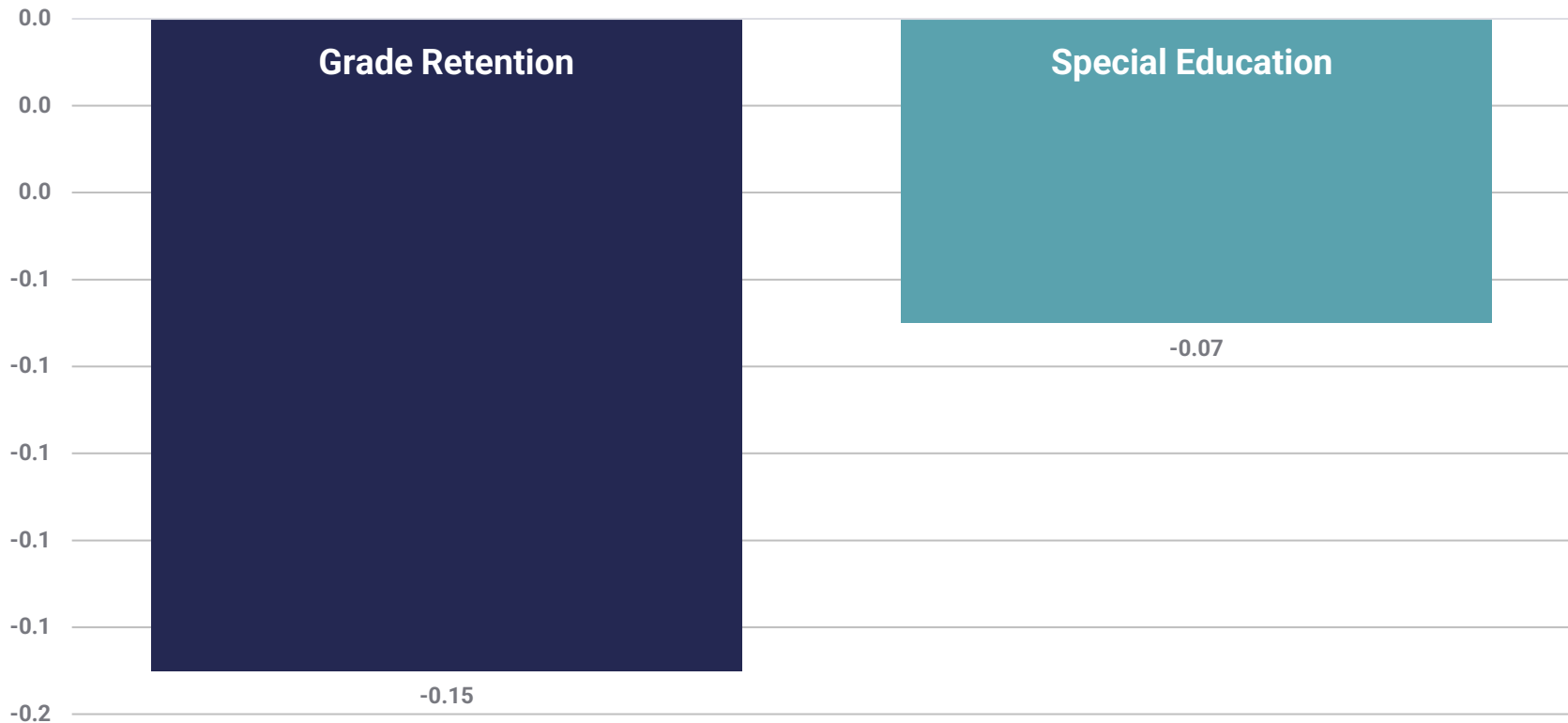
Impacts on Math



Impacts on Science



Impacts on Grade Retention and Special Education



Can we trust the results?

- Alternative methods and other checks on our methods indicate a lack of upward bias
- Rigorous statistical methods like ours are shown to produce similar results to randomized trials
- Our results replicate findings of other studies with similar programs and populations—Perry Preschool and Chicago CPC
- Independent analyses of public school pre-K effects found increased 4th grade NAEP scores for NJ

What lessons can we offer other programs

Public programs should more closely resemble model programs that produced persistent achievement gain

- Design programs to have the quality and duration needed
 - Strong teachers and leaders, small classes, strong curriculum
 - At least 2 years starting at age 3
- Set funding per child based on cost of the design

Invest in infrastructure

- A stable funding mechanism such as the school funding formula
- Continuous improvement systems and rigorous evaluation
- Integration with K-12
- Adequate state capacity to support programs and systemic change