

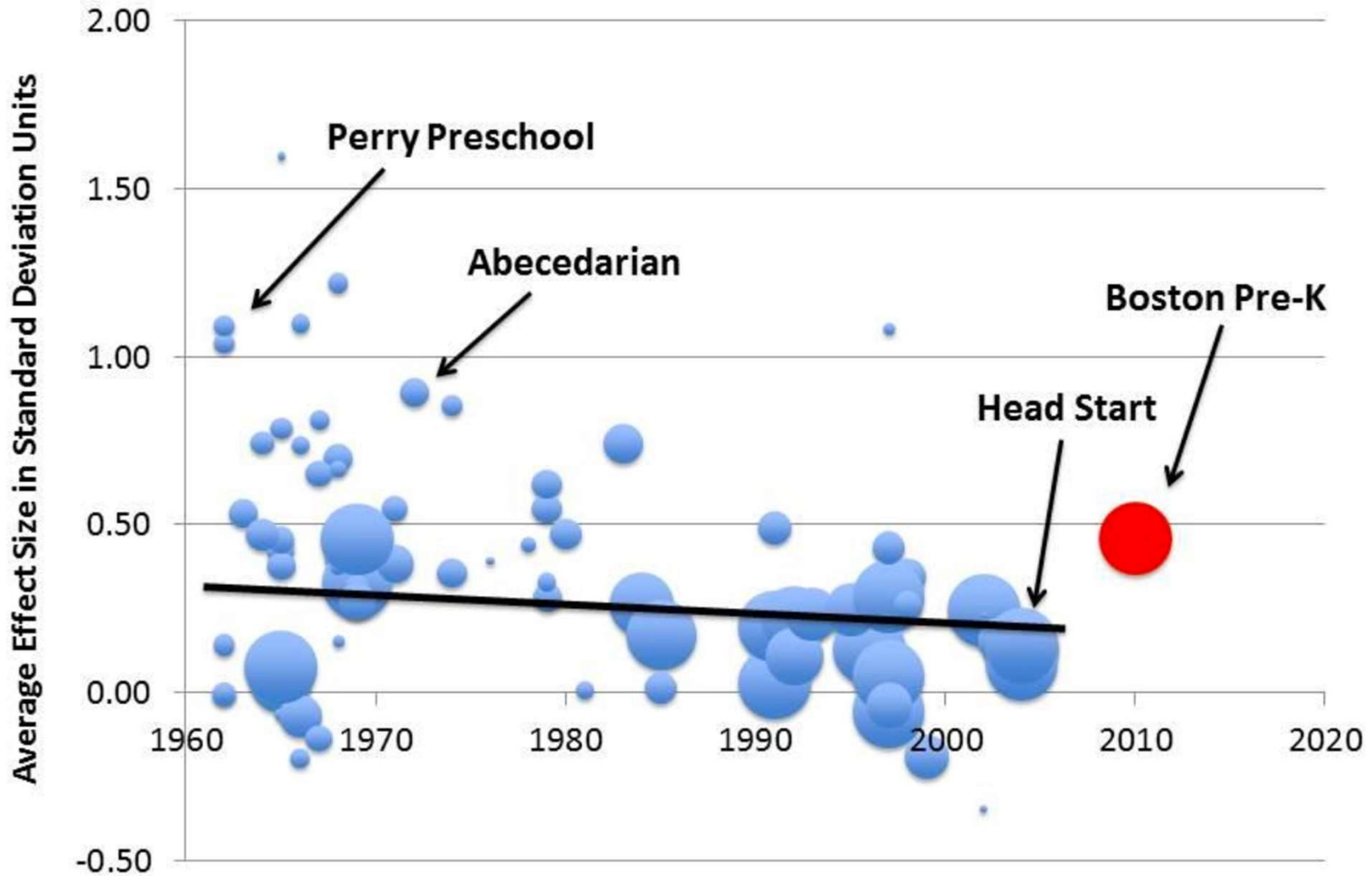
# Good Bets in Early Childhood Program Design

October 31, 2018

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# The State of the Evidence



<https://socialinnovation.usc.edu/files/2014/03/Duncan-Two-Policies-to-Boost-School-Readiness.pdf>

# Good Bets

## Three Good Bets

- Curricula that are known to build foundational skills and knowledge
- Professional development and coaching
- Organized and engaging classrooms

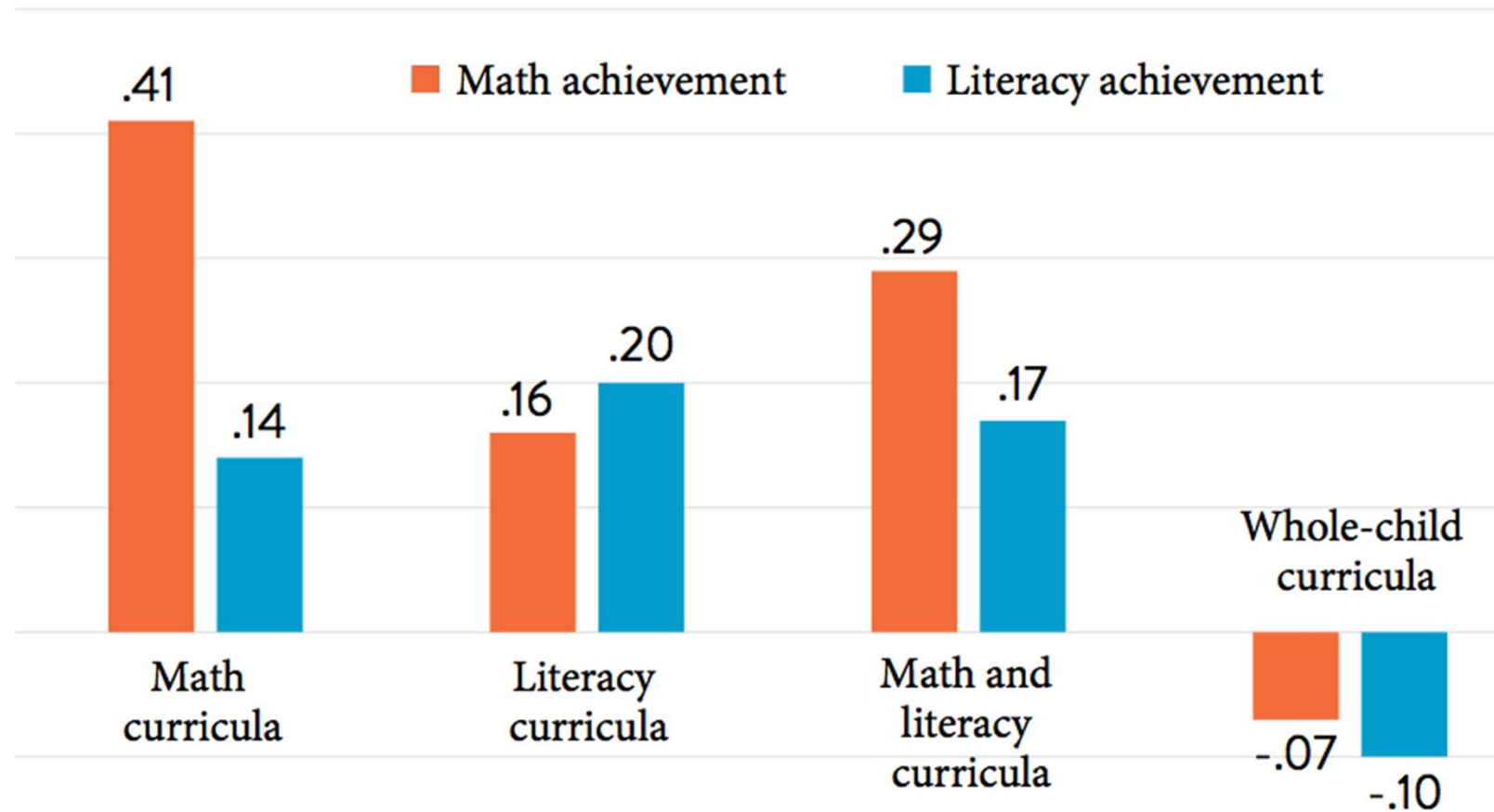
# Curricula used in Pre-K and Head Start

<b>CURRICULUM</b>	<b>Pre-K</b>	<b>Head Start</b>
Whole-child curricula	41%	73%
The Creative Curriculum	32%	55%
High/Scope	7%	17%
Montessori	2%	1%
Other published curricula (including math and literacy curricula)	25%	20%
Other approaches	34%	7%
“A curriculum we developed ourselves”	12%	2%
Did not use curriculum	22%	5%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

Source: The National Survey of Early Care and Education. Tabulated by Jennifer Duer.

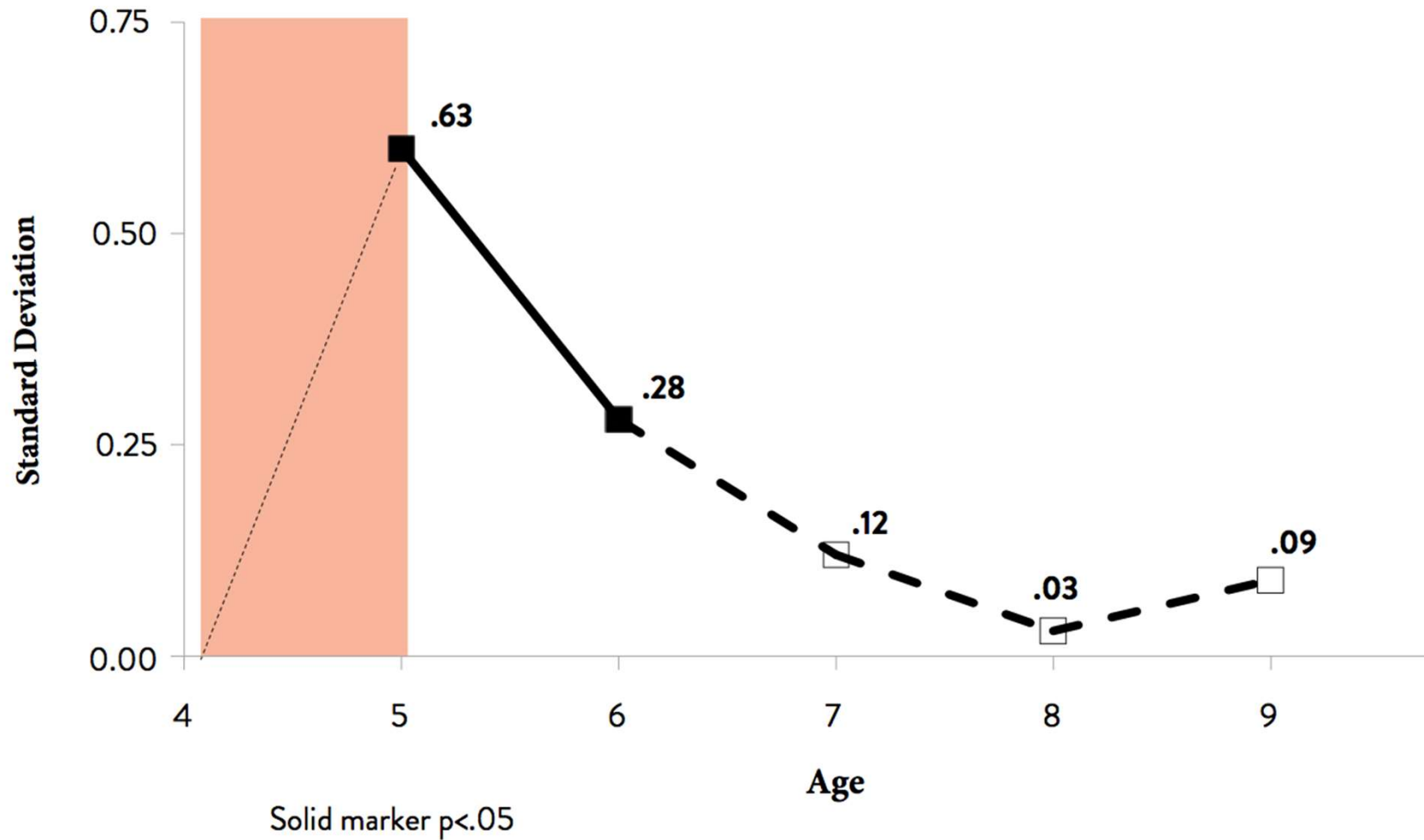
# Impacts of Curricula on Academic Outcomes

Shown as a fraction of a standard deviation



<http://inid.gse.uci.edu/files/2011/03/Curriculum-meta-analysis-October17.pdf>

# Impacts of the Building Blocks Pre-k



Source: *Current State of Scientific Knowledge on Pre-K Effects* page 41

# Two Features to Support the Classroom

- Intensive professional development for teachers with coaching at least twice a month
- Assessments of child progress to inform and individualize instruction



# Important Classroom Processes

- Teacher's language complexity and level of instruction
- Teacher's ability to create interesting activities for children that engage their attention
- Positive nature of the classroom

# Innovation and Evaluation Imperatives

# The Known Unknowns

Impacts of:

- Level of teacher education
- Teacher's years of experience
- Staff-child ratios and group sizes
- Facility design and layout

# The Known Unknowns

No definitive findings on:

- Optimal facility/slot location
- Optimal program length of day/number of days
- Cost-benefit of one vs two years of preschool

# Innovation and Evaluation

*States have displayed considerable ingenuity in designing and implementing their pre-k programs. **Ongoing innovation and evaluation are needed** during and after pre-k to ensure continued improvement in creating and sustaining children's learning gains.*

***Research-practice partnerships** are a promising way of achieving this goal. These kinds of efforts are needed to generate more complete and reliable evidence on effectiveness factors in pre-k and elementary school that generate long-run impacts.*

# Innovation and Evaluation



*“This is fortunately an exciting area of rapid research, as both scholars and practitioners seek more imaginative solutions. We should look for cost-effectiveness, but given the scope of the opportunity gap, narrowing it will cost money. We must pursue a strategy of trial and error, learning from practical experience what works where.”*

–Harvard University’s Robert Putnam  
*Our Kids: The American Dream in Crisis*

# Case Studies

# Preschool Implementation Formats

- Universal / targeted population preschool
- Hybrid models
  - Full-day for low income and half-day for middle income families
  - Graduated fee system
  - Begin targeted, aim for universal
  - Geographic targeting



# Abbott Preschool Program (New Jersey)

- Mandated program focused on specific underserved communities; 6-hour, 180-day program for 3- and 4-year-olds
- State DHS funding to extend to 10-hour, 245-days
- Mixed delivery (2/3 private and Head Start sites, 1/3 public school)
- District, postsecondary, and community organization partners developed postsecondary curriculum to meet expansion needs
- Alternative pathways developed for teachers with BAs in non-teaching areas to increase workforce pool

# Boston Prekindergarten Program

- Universal program aiming to reach universal high-quality across all sites
- 4-year-olds in school-day, school-year long program
- Part of larger model aligning prekindergarten programming through 3<sup>rd</sup> grade
- Experienced measurable success with school-based settings; was then able to identify issues as they expanded to community sites
- Very high teacher education standards (master's degree within 5 years)

# Seattle Preschool Program

- Targeted program serving 4-year-olds; aiming for universal program serving all 3 & 4-year-olds under 300 FPL with sliding scale funding above 300 FPL
- Sites can select from two curriculum models, with free materials, training, and coaching for participating sites
- Pay for lead teachers aligned with Seattle Public Schools salary schedule at all sites; strong PD and tuition support
- Commitment to continuous improvement and external evaluation

# PHLpreK (Philadelphia, PA)

- Geographic neighborhood targeting of funded slots based on academic-failure risk factors; aim to serve all 3- and 4-year-olds in from households under 300 FPL
- All expansion placements are with community sites
- Public-private corporation handles fiscal monitoring, enrollment, program support, and data infrastructure
- Any state pre-approved curriculum model can be adopted
- Too early to assess outcomes from this program<sub>20</sub>

# Denver Preschool Program

- Available to all 4-year-olds in city and county
- Tuition credit system based on family need, site quality rating, and program day length
- Program sites can apply for grants to provide PD and coaching, purchase materials, and support the program quality rating assessment
- Sites become eligible once they have obtained a rating, and then must be re-rated every 2 years
- Sites are rated across many domains, with higher ratings not being indicative of a site having any one indicator (no minimum requirements for a rating)

# ECONorthwest

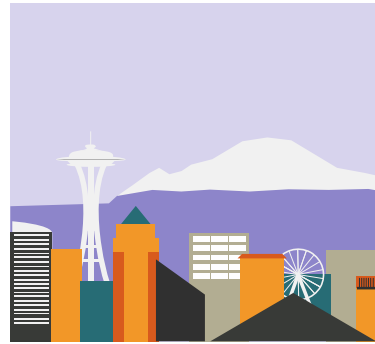
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