



Society for Research in Child Development

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High Quality Preschool Expansion: What Does Research Say?

April 29, 2014, 1:30 – 2:30 pm

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Honorary Co-Chairs

Senator Tom Harkin

Congressman Richard Hanna

Congressman George Miller

High Quality Preschool Expansion: What Does Research Say?

Introductory Comments

Martha Zaslow, Ph.D.

Director, SRCD Office for Policy and Communications

On behalf of the Society for Research in Child Development and the Foundation for Child Development, I want to welcome you to this bicameral and bipartisan congressional briefing on the critical issue of using research to guide efforts to expand high quality preschool. I want to especially thank our honorary co-chairs, Senator Tom Harkin, Congressman Richard Hanna and Congressman George Miller. We are also very grateful to Mario Cardona of the Senate HELP Committee and Scott Groginsky of the House Education and the Workforce Committee for working with us in planning for this briefing.

My name is Martha Zaslow. I am the Director of the Office for Policy and Communications at the Society for Research in Child Development. This briefing is being co-sponsored by the Society for Research in Child Development and the Foundation for Child Development. By way of background, the Society for Research in Child Development is a membership organization of approximately 5,000 members who seek to understand and support children's development through research. We were founded in 1933 by the National Academy of Sciences. The Foundation for Child Development is a private philanthropy dedicated to the principle that all families should have the social and material resources to raise their children to be healthy, educated and productive members of their communities.

The purpose of today's briefing is to provide an update for you on research that can be used to guide the expansion of high quality preschool. This is an exciting time in terms of initiatives to strengthen young children's development in our country. Legislative proposals focusing on expanding high quality preschool have been introduced in both houses of Congress. With the Strong Start for America's Children proposals has come an increase in public discourse about the effects of early education. However, these important discussions have not always included the most recent evidence. The research on early education has expanded well beyond evaluations of small demonstration projects. The most recent evidence now includes evaluations of large scale (that is, city-wide or state-wide) preschool programs. It is especially

important to include these studies in summarizing what we know about the effects of high quality preschool if we are to aim for an expansion of preschool.

With this in mind, under the leadership of Deborah Phillips as President, the Foundation for Child Development asked the Society for Research in Child Development to convene a group of national experts to summarize the evidence, taking into account the most recent research. In today's briefing, Hiro Yoshikawa of New York University will share with you a summary of key points from the resulting research brief called *Investing in Our Future: The Evidence Base on Preschool Education*. You have copies of the brief in your packets. I want to take a moment to thank all of the co-authors of the brief, who include—in addition to senior authors Hiro Yoshikawa and Christina Weiland as well as Deborah Phillips and myself—Jeanne Brooks-Gunn, Margaret Burchinal, Linda Espinosa, William Gormley, Jens Ludwig and Katherine Magnuson. The brief also reflects the extremely helpful input of multiple reviewers.

Today's panel will also go into greater depth on high quality preschool programs that have been implemented throughout two cities. Deborah Phillips of Georgetown University and Steven Dow of the Community Action Project of Tulsa will speak from the perspectives of research and program implementation in Tulsa, Oklahoma. In parallel, Christina Weiland of the University of Michigan and Jason Sachs of Boston Public Schools will present first on the research and then on key issues in bringing high quality preschool to scale in Boston. You have biosketches of the presenters that will make clear their many contributions as researchers and early childhood leaders.

It is important to point out that in both Tulsa and Boston, the research has been used to guide efforts at expansion, with monitoring both of quality and children's development. We hope that you find these presentations informative for efforts to expand high quality preschool. We look forward very much to your questions and comments at the end of the panel.



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Presentations

The Evidence Base on Preschool Education

Hirokazu Yoshikawa, Ph.D., New York University

Expanding High Quality Preschool in Different Contexts: Tulsa, Oklahoma

Perspectives from Research

Deborah Phillips, Ph.D., Georgetown University

Perspectives from Program Leadership

Steven Dow, Community Action Project of Tulsa

Expanding High Quality Preschool in Different Contexts: Boston, Massachusetts

Perspectives from Research

Christina Weiland, Ed.D., University of Michigan

Perspectives from Program Leadership

Jason Sachs, Ed.D., Boston Public Schools



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Investing in Our Future: The Evidence Base on Preschool Education

Hirokazu Yoshikawa, Christina Weiland,
Jeanne Brooks-Gunn, Margaret Burchinal, Linda Espinosa,
William Gormley, Jens Ludwig, Katherine Magnuson,
Deborah Phillips and Martha Zaslow

Congressional Briefing
Capitol Visitor Center, April 2014

Investing in Our Future: The Evidence Base on Preschool Education

Hirokazu Yoshikawa, Christina Weiland, Jeanne Brooks-Gunn, Margaret R. Burchinal, Linda M. Espinosa, William T. Gormley, Jens Ludwig, Katherine A. Magnuson, Deborah Phillips, Martha J. Zaslow





Key Issues Raised by Universal Preschool Proposals

- Some questions raised by current proposals and proposed legislation:
 - Is preschool **at scale** worth the investment?
 - What are specific dimensions of quality that make a difference for children's outcomes?
 - Can quality preschool be implemented at scale?
 - What are the effects of preschool education for different important subgroups in the US?



This Research Report

- Synthesizes recent wave of evidence to help assure that it is included in policy discussions
- Guidelines for inclusion of evaluation research meeting criteria for rigor



Can At Scale Preschool Work When It's Universal?

- Average impact of 1 year of preschool at end of the 4 year old year: one third of a year of additional learning beyond comparison groups (meta-analysis of 84 studies)
- At-scale, high quality universal public preschool programs can have substantial impacts on children's early learning (language, literacy and math skills):
 - Tulsa and Boston each produced between half a year and a full year of additional learning beyond comparison groups, most of which were in centers



Which Features of Quality Matter for Children?

- Structural Quality (group size; adult-child ratio; teacher qualifications)
- Process Quality (quality of teacher-child interaction, including emotional support as well as classroom practices to support engagement and learning)
- Structural quality features help to create conditions for positive process quality, but do not ensure that it will occur.



Does Quality Matter for Children?

- Children make larger gains when quality is higher
 - Warm, responsive teacher-child interactions
 - Teachers encouraging children to speak – “serve and return” conversation
 - Opportunities to engage with varied materials
 - High quality interactions and activities to foster specific domains of learning
- But average quality is in the middle range for both state and locally sponsored preK and Head Start; small minority of programs truly poor; only small minority of programs of excellent quality
- Instructional quality is particularly low



What are Effective Approaches to High Quality?

- Most promising recent evidence: Combination of
 - 1) Developmentally focused instruction / curricula (focused on particular set of skills – e.g., language / literacy; math; socio-emotional skills)
 - 2) Intensive on-site or video-based professional development (mentoring / coaching ; often with frequency of 2X a month or more)
 - 3) Regular monitoring of child progress that is not high stakes, but to inform teachers' practice – adjust content and approach based on how individual children are doing
- Strong set of recent examples, including some at scale, for language / literacy; math; socio-emotional; some combinations



Are There Positive Effects for Different Subgroups?

- **Socioeconomic Status:**
 - High-quality preschool benefits both low- and middle-income children, with substantial effects on both groups, but greater impact on children living in or near poverty (Tulsa, Boston substantially reduced income and racial/ethnic gaps in school readiness)
- **Race/ethnicity:**
 - No clear pattern of differences. Children of all racial/ethnic groups can benefit



Are There Positive Effects for Different Subgroups?

- **Dual Language Learners and Children of Immigrants**
 - Positive impacts on language and math outcomes as strong or stronger for dual language learners and children of immigrants
 - Stronger for Tulsa, Boston
- **Children with Special Needs**
 - Benefits for this group, though few studies



What is the Pattern of Short- vs. Long-Term Effects?

- In follow-up evaluations, test scores converge between children who received preschool and those who did not
- Limited follow-up data thus far in studies of public preK: Sustained impacts of Tulsa through 3rd grade for math among boys
- Even when there is convergence on test scores, there is evidence of long-term effects on important early adult outcomes in both demonstration programs and programs at scale (Head Start --Deming and Currie; Perry Preschool; Abecedarian)



What is the Return on Investment for Quality Preschool?

- **Quality preschool education is a profitable investment** (Barnett; Bartik; Gormley; Heckman; Karoly)
 - **Older demonstration programs:**
 - Perry Preschool Chicago Parent-Child Centers (benefit-cost ratios of 7 to 1 or higher)
 - Abecedarian (longer 0-5 program): 2.5
 - **More recent evidence from at-scale public preschool:**
 - Benefit-cost ratio of Tulsa prekindergarten program: between 3 and 5 to 1; including robust ratio for non-poor children



Weblinks to Report

(or google: investing in our future preschool)

- http://www.srcd.org/sites/default/files/documents/washington/mb_2013_10_16_investing_in_children.pdf
- <http://fcd-us.org/sites/default/files/Evidence%20Base%20on%20Preschool%20Education%20FINAL.pdf>

THE EFFECTS OF OKLAHOMA'S UNIVERSAL PRE-KINDERGARTEN PROGRAM ON SCHOOL READINESS

Dr. Deborah Phillips
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Briefing on: *High Quality Preschool Expansion:
What Does Research Say?*
House Education and the Workforce Committee
Senate HELP Committee
April 29, 2014



Oklahoma Pre-K Program at a Glance

- Initiated as targeted program (1980); Became universal in 1998
- Available to all four-year-olds, irrespective of income
- 99 percent of all Oklahoma school districts participate
- 3/4 of all Oklahoma four-year-olds participate, either directly or through a Head Start or child care collaborative program^a
- Funded by state general revenues
- All funding flows through public schools
- \$140 million in state funds: approx. \$10,000 per full-day child and \$5,000 per half day child (federal, state, local \$)

^a Collaborative programs must comply with school pre-K standards

Oklahoma Pre-K: Quality Assurances

- All lead teachers must have a B.A. degree and must be early-childhood-certified
- Teachers on same pay scale (and benefits) as K-12 system with same educational requirements
- Maximum child/staff ratio: 10/1
- Maximum group size: 20 (1 teacher, 1 assistant teacher)

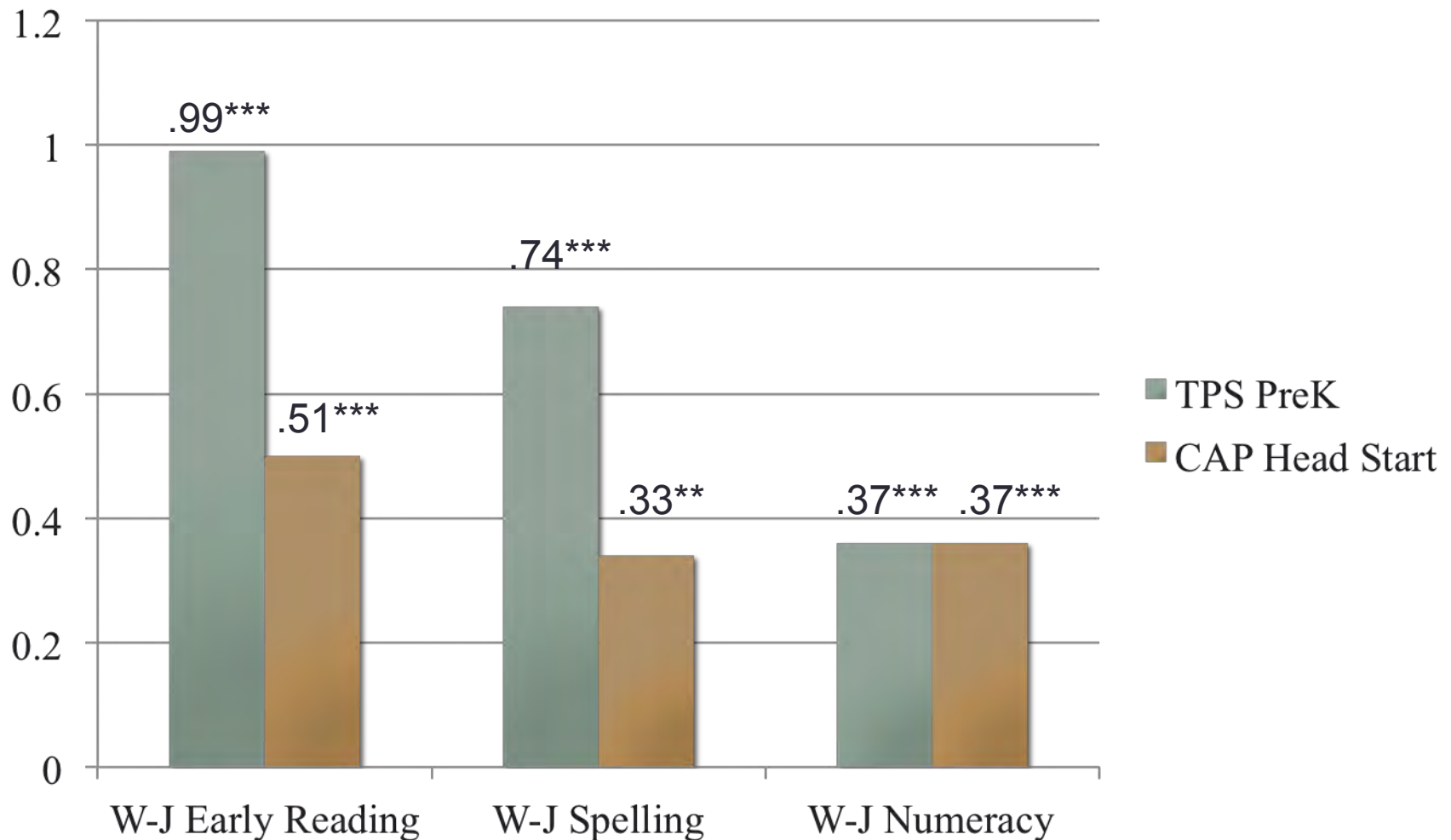
Tulsa Public Schools (2006) at a Glance

- Tulsa Public Schools was the largest school district in Oklahoma
- The student body of Tulsa Public Schools is diverse: 2/3 non-white minority
- 63 percent of Tulsa four-year-olds participated in pre-K, either directly or through a Head Start collaborative program
- No mandated curricula – most teachers mix and match
- Inaugurated Tulsa Reads program fall 2001
- Inaugurated Tulsa Counts program fall 2003
- Today:
 - Some teaching coaches in some classrooms
 - Value-added teacher performance data used for feedback

Study Details

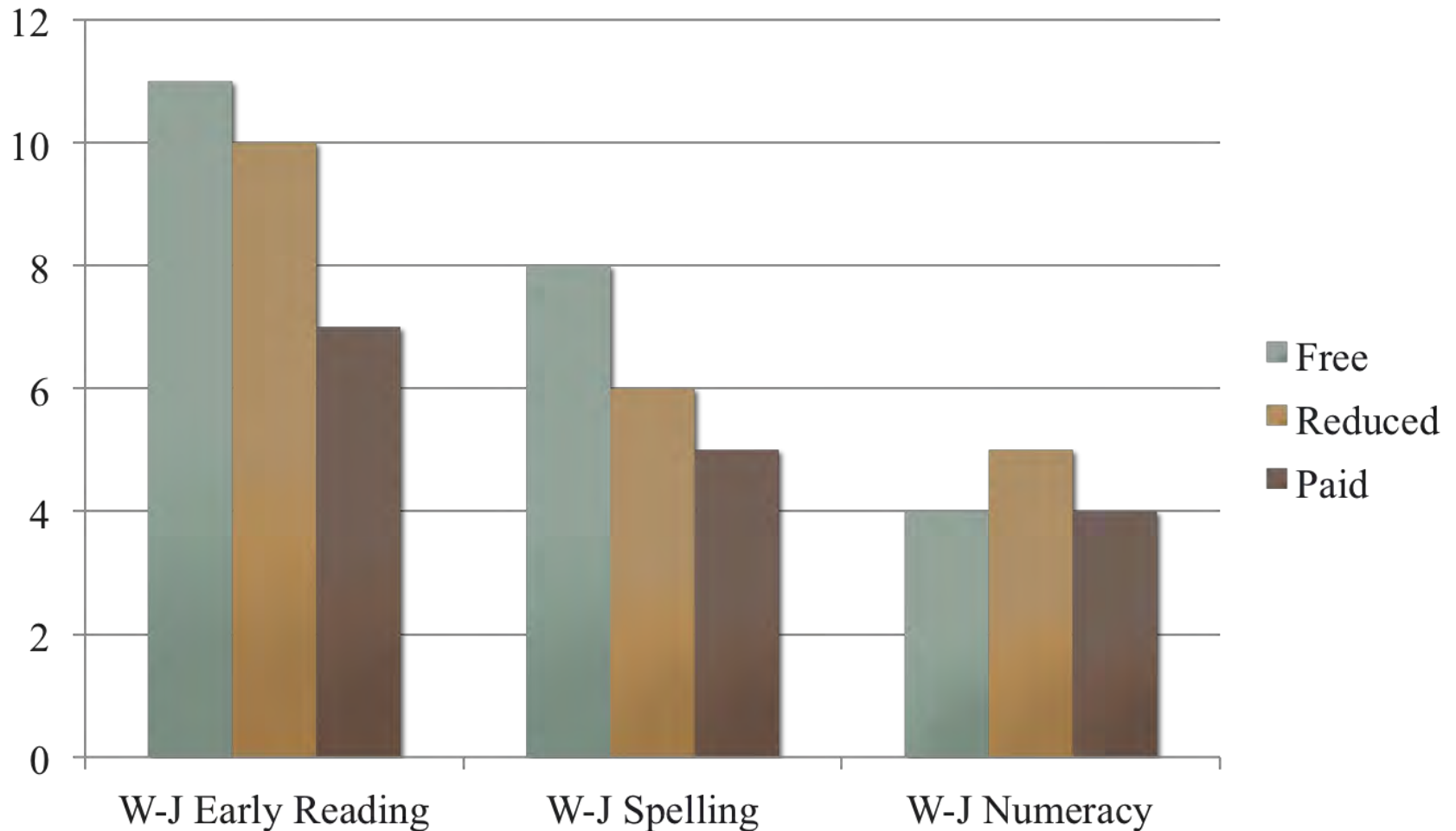
- Rigorous regression discontinuity design for cognitive outcomes
- Propensity score design for social-emotional outcomes
- Observed quality and amount of instruction in 77/79 pre-K classrooms and all (28) of the Head Start classrooms
- 2,756 pre-K and 810 Head Start children included (about 75% of participating students)
- Study participants: 34 percent white; 33 percent black; 21 percent Hispanic; 11 percent Native American; 1 percent Asian and 3/4 of students qualified for free or reduced price lunch
- Counterfactual: Majority of control group children were enrolled in other center-based programs.

Large Impacts on Early Language and Math Skills: Effect Sizes

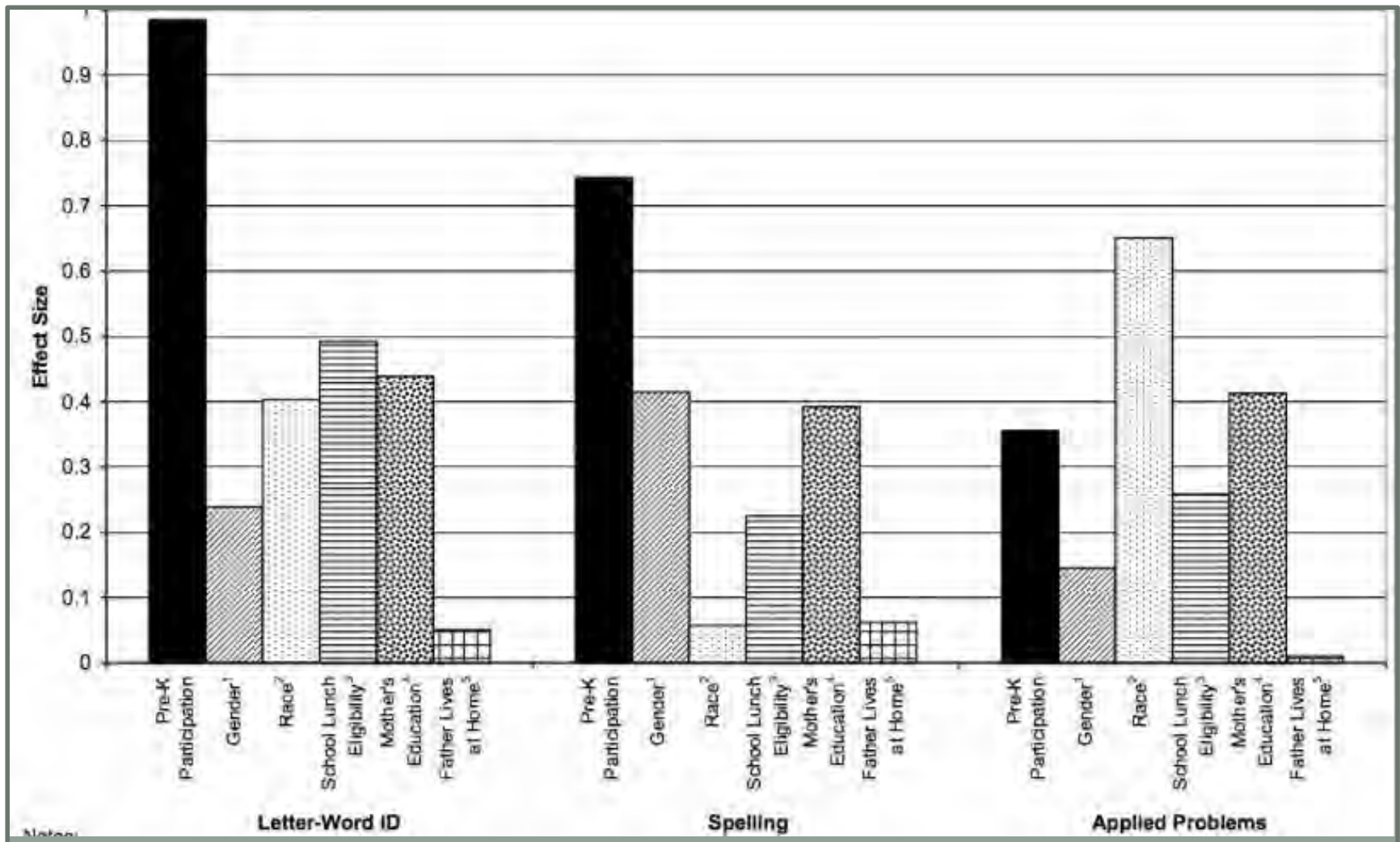


TPS Impacts by School Lunch Status

(monthly gains)

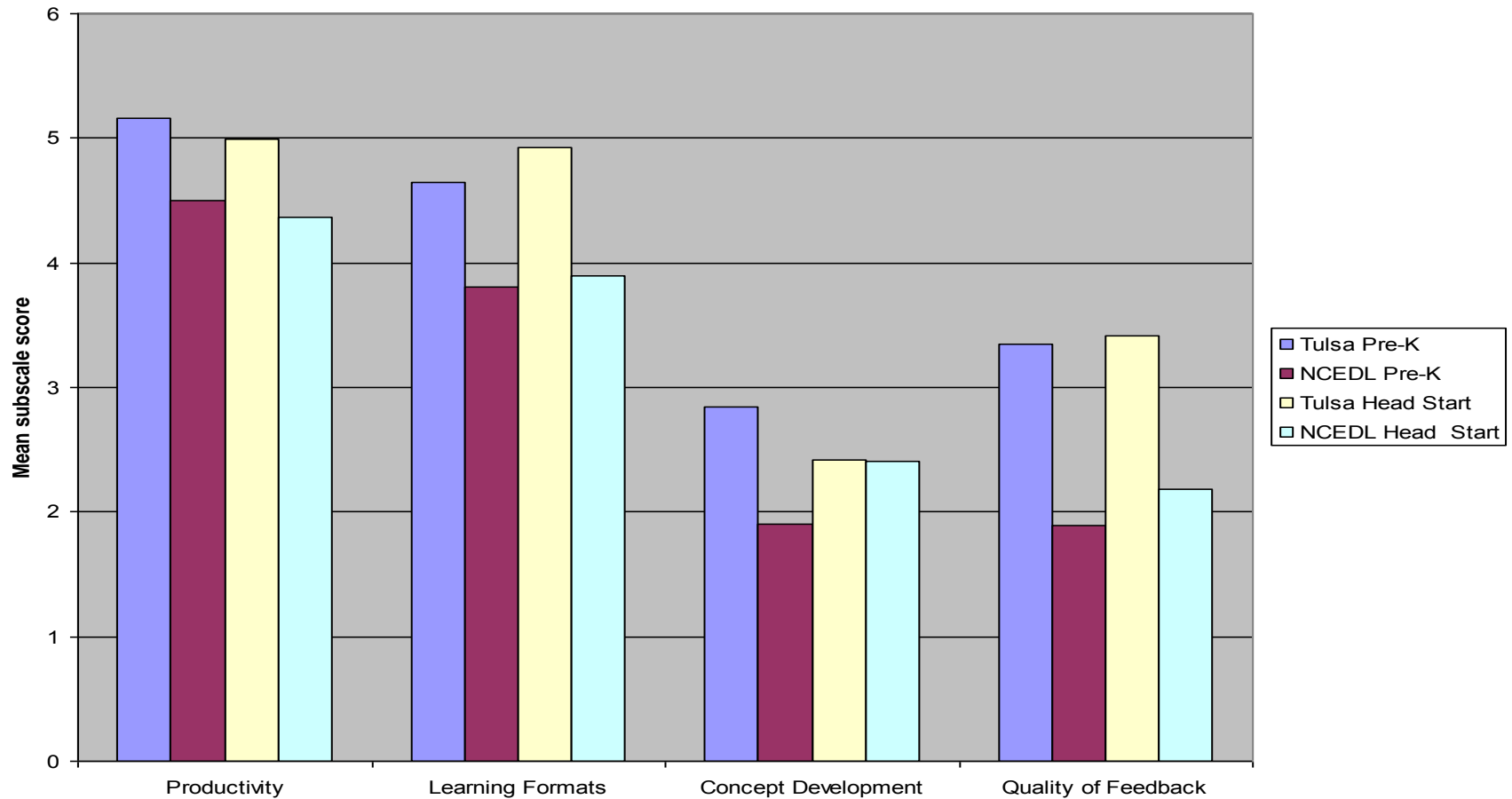


Pre-K More Powerful Predictor Than...



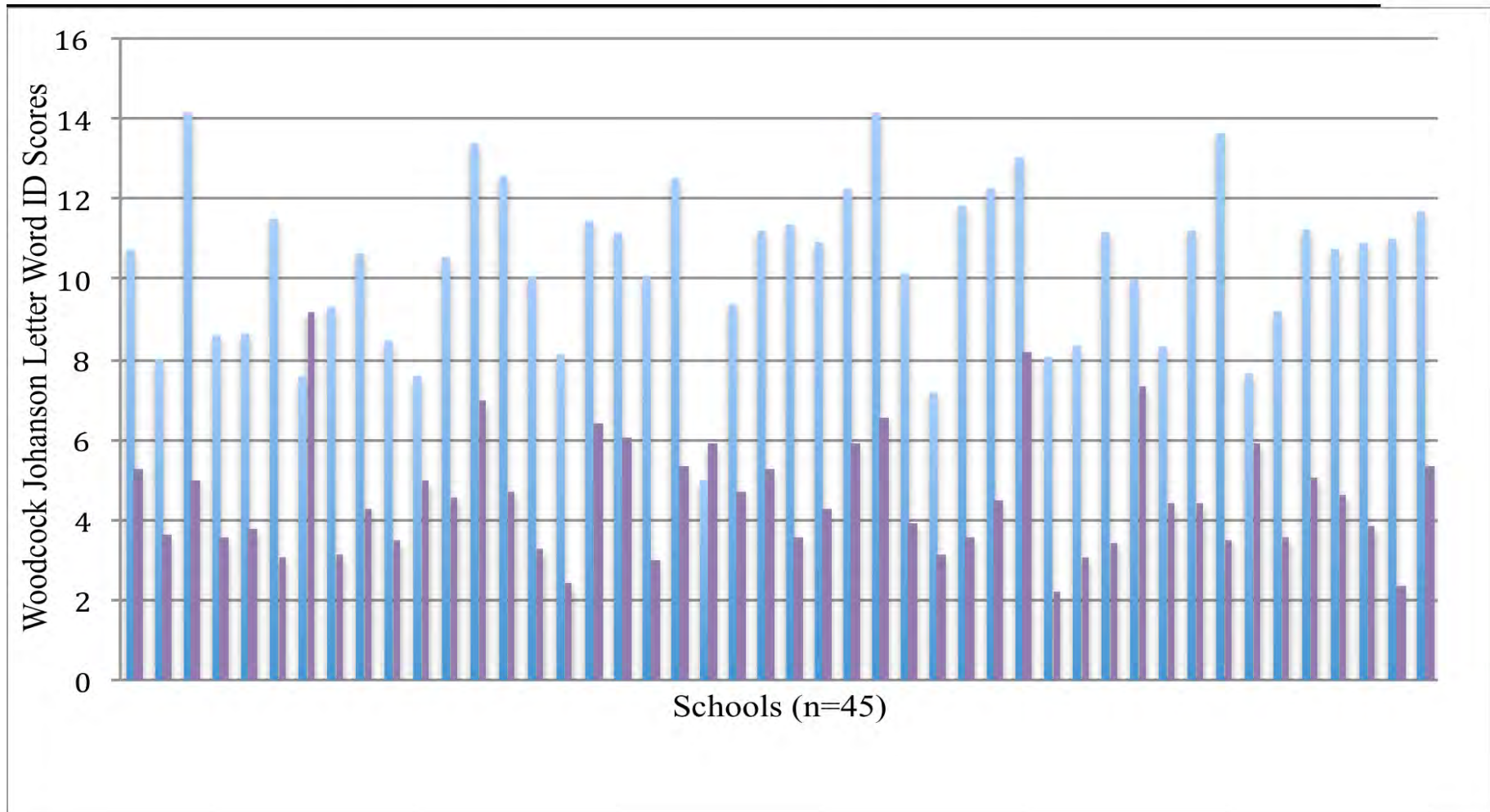
Observed Quality of Instruction

Tulsa vs. Other State Pre-K: CLASS



Active Ingredient? High-Quality Instruction

Figure 1. Unadjusted mean letter-word ID scores by treatment status and pre-k school.



Other Findings

- Tulsa Pre-K participants showed significantly higher attentiveness and engagement in learning (K teacher ratings)
- Children with IEPs benefitted to the same extent as typically developing children (inclusive classrooms)
- Projected cost-benefit ratio of 1:3 – 1:4
- No differential participation by race/ethnicity
- Impacts persist through third grade
 - Pre-K boys had significantly higher math achievement test scores
 - Pre-K free-lunch students had significantly higher math achievement test scores
- Now planning assessment of 8th grade impacts

Key Lessons and Policy Implications

- High quality preschool can be achieved at scale
- Scaled-up high-quality preschool can achieve lasting impacts
- Promoting high-quality instruction, and thus teacher quality and retention, is the key ingredient
- All children benefit, which is critical given national NAEP data and, notably, current interest in STEM
- Preschool expansion must entail access to *high-quality* learning experiences for benefits to accrue from costs

Thank you

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Professor William Gormley

Professor Carolyn Hill

Professor Anna Johnson

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Website: <http://www.crocus.georgetown.edu>

*Expanding High Quality Preschool in
Different Contexts: Tulsa, Oklahoma*

Perspectives from Program Leadership

Steven Dow

Community Action Project of Tulsa

Expanding High Quality Preschool in Different Contexts: Tulsa, Oklahoma

Perspectives from Program Leadership

Steven Dow

Executive Director, Community Action Project of Tulsa

Good afternoon. My name is Steven Dow. I am the Executive Director of CAP Tulsa, a community based organization that was involved in establishing pre-k as state policy in Oklahoma back in 1998 and has been involved in implementing it across the City of Tulsa along with three major school district partners.

Nearly two decades ago, cognizant of the unfortunate fact that the achievement gap that is manifest at the time of kindergarten school entry only widens as children get older – despite decades of K-12 common education reform efforts – we in Oklahoma set out to develop a different kind of educational improvement strategy – one that focused on narrowing, if not trying to eliminate entirely, the achievement gap BEFORE the time children entered kindergarten. After all, we are the Sooner State!

Over the course of the last 15 years, we in Tulsa, along with our colleagues from Boston and many others around the country, have learned many lessons of what to do, what not to do, and what some of the major stumbling blocks as well as benefits of universal pre-k are.

After a set of initial pilot efforts, Oklahoma established universal 4-year-old pre-k in state legislation in 1998 in the state aid funding formula. When we did so, we incorporated several important factors that have been critical to its success at scale:

- First and foremost, by embedding 4-year-old pre-k as part of the state aid formula, we ensured adequate and permanent sustainable funding, including additional weights for economically disadvantaged, English language learners, and special needs children.
- Second, we required that there be a bachelor degreed, early childhood certified teacher in every classroom.
- Third, we limited class size to no more than 20 children per classroom.

- Fourth, we enabled school districts to implement the effort in partnerships with child care and Head Start providers.

So, what are some of the most important lessons learned from the Sooner State? First and foremost, quality matters. And quality is a function of having a skilled and talented teacher workforce along with an effective, evidence-based curriculum. Unfortunately, for far too many years, we have not valued teachers and educators generally; but, we have been especially bad as a society in paying decent wages and salaries to people who work with young children. So, it is no surprise that the overall workforce of teachers who have the training and experience to deliver effective and quality preschool is wanting. We faced that exact problem in Oklahoma when we enacted universal pre-k in 1998. And, as we went about expanding it, we made the critical decision to pay early education teachers salaries that were commensurate with what other teachers in the community were paid.

But although our setting compensation levels initially was necessary, it was not sufficient to ensure that teachers would come into pre-k classrooms. What we needed to do – and thankfully were able to do – was to ensure long-term sustainability of their positions by having a permanent source of funding for these operations. As a result of that important strategic decision, we have been able to develop and retain the workforce that we need to implement a scaled, high quality program.

Second, as pre-k has become a part of the fabric of the community environment, we have found that everyone loves it. Children enjoy going to school. Parents are engaged in important ways at the outset of their children’s education. Kindergarten teachers and elementary school principals value it. School superintendents and school boards are strong proponents. State and local legislators and policymakers – Democrats and Republicans alike – sing its praises. And the business and philanthropic community enthusiastically support it. Indeed, in the most unlikely of places – a low-tax state which is one of the country’s reddest – we have continually expanded public and private investments in pre-school and early education. It galvanizes and brings people together in ways that few public policies seem to do.

Third, we have used data and outside research to build in a system of continuous process improvement. We have had outside researchers from Georgetown and the University of Oklahoma engaged as partners. We collect child outcome data, as well as data on the classroom environments and the quality of teaching. In addition, we have implemented a population based kindergarten assessment called the Early Development Instrument which measures school readiness across five important domains and has corroborated the data showing how much better prepared children are for kindergarten when they attend pre-k.

Fourth, we have found that incorporating parents as meaningful partners in pre-k is critical.

Fifth, as we have been able to expand pre-k through the school system and community partners, it has allowed Head Start agencies and child care providers to both improve the quality of what they are offering to 4 year olds and expand to serve more 3 year olds, ensuring that the most at-risk children get two years of pre-k rather than just one. It has also set the stage for us developing a strong public-

private partnership funded by the State of Oklahoma and the George Kaiser Family Foundation for a pilot program for children from birth to age 3, even earlier than pre-k, which we have now been operating for the last 8 years.

I cannot stress enough the importance of taking a whole early childhood system view when making additional investments in pre-k. As preschool options are expanded, there can be an unintentional, adverse economic impact on traditional child care operators, if they are not able to access the pre-k funding and, perhaps, even if they are.

In Oklahoma, we expressly permitted school districts to pass through their pre-k funding to child care operators and Head Start agencies as a means of helping those providers improve their quality by hiring more highly credentialed staff than they could otherwise afford. Nevertheless, many of them had difficulty hiring and retaining bachelor degreed and early childhood certified credentialed staff. In addition, many parents preferred to have their 4 year olds in public school settings.

Because the four-year-old revenue in child care settings is often used to help subsidize the higher cost of infant and toddler care, the loss of four year olds to child care providers created a significant loss of revenue for them and unintentionally may have led to the shrinkage of available high-quality care for infant and toddlers during the most critical 0-3 year period.

The thoughtful public policy response to avoiding that unintended effect – which we, unfortunately, failed to make in Oklahoma – is to increase the reimbursement rates for infant and toddler care to ensure that the supply of high-quality care for the youngest children is maintained and ideally expanded.

In addition to the research that Professor Phillips summarized, that Professor Bill Gormley and their colleagues at Georgetown have done on the impact of Tulsa pre-k, we also have lots of anecdotal data that we have gathered over the years. A few examples are particularly compelling.

- As a result of the pre-k efforts, we have been able to identify special needs children much earlier and get the children the additional services they need for school readiness.
- We have been able to significantly reduce the need for subsequent remedial education efforts, in particular, among English language learners. While anecdotal, the story of Tulsa Public Schools' (TPS) experience with young Spanish speaking children is instructive. In early 2000, stymied by the large numbers of Spanish speaking children in elementary schools and an acute shortage of bilingual teachers, TPS decided to create an English immersion school at which it would concentrate these children who were lacking in basic English skills. Over the course of the subsequent six years, as the numbers of younger Hispanic children enrolled in Head Start and pre-k skyrocketed, TPS experienced a steady decline in the need for its special school and ultimately closed it entirely, generating a powerful and compelling demonstration of how quickly children, as well as the broader community, can realize the benefits of high-quality pre-k.

In conclusion, the pioneering work in early education that we have been doing for nearly two decades in Oklahoma and in Tulsa, specifically, has important lessons for our nation as Congress considers this important area of public policy. We are eager to share our experience and hope that the nation will follow our lead in prioritizing investment early for the highest long term return of limited taxpayer dollars and the best results for children.

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Expanding High Quality Preschool in Different Contexts: Boston, MA

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Boston Preschool on the web: <http://bpsearlychildhood.weebly.com/>

Part 1

Impacts of the Boston Public Schools Preschool Program

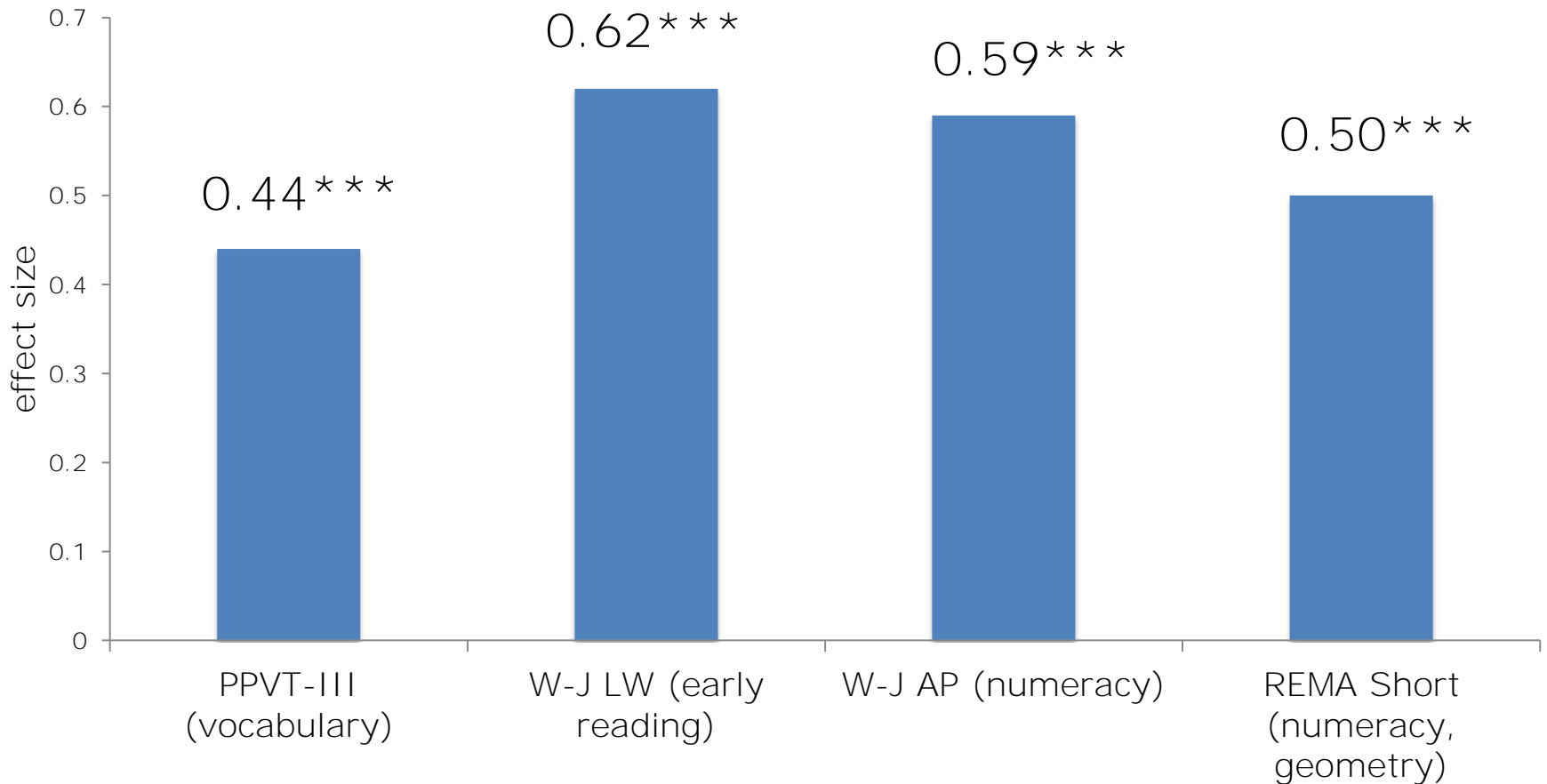


Study Details

- Rigorous regression discontinuity design
- 2,018 children included
- 85% of district schools and 70% of students in those schools
- Diverse student population
 - 11% Asian, 27% Black, 41% Hispanic, 3% Other, 18% White
 - Home language: 50% English, 27% Spanish, 22% Other
 - 69% receive free/reduced lunch, 9% students with disabilities
- Counterfactual: Majority of control group children were enrolled in other preschool programs

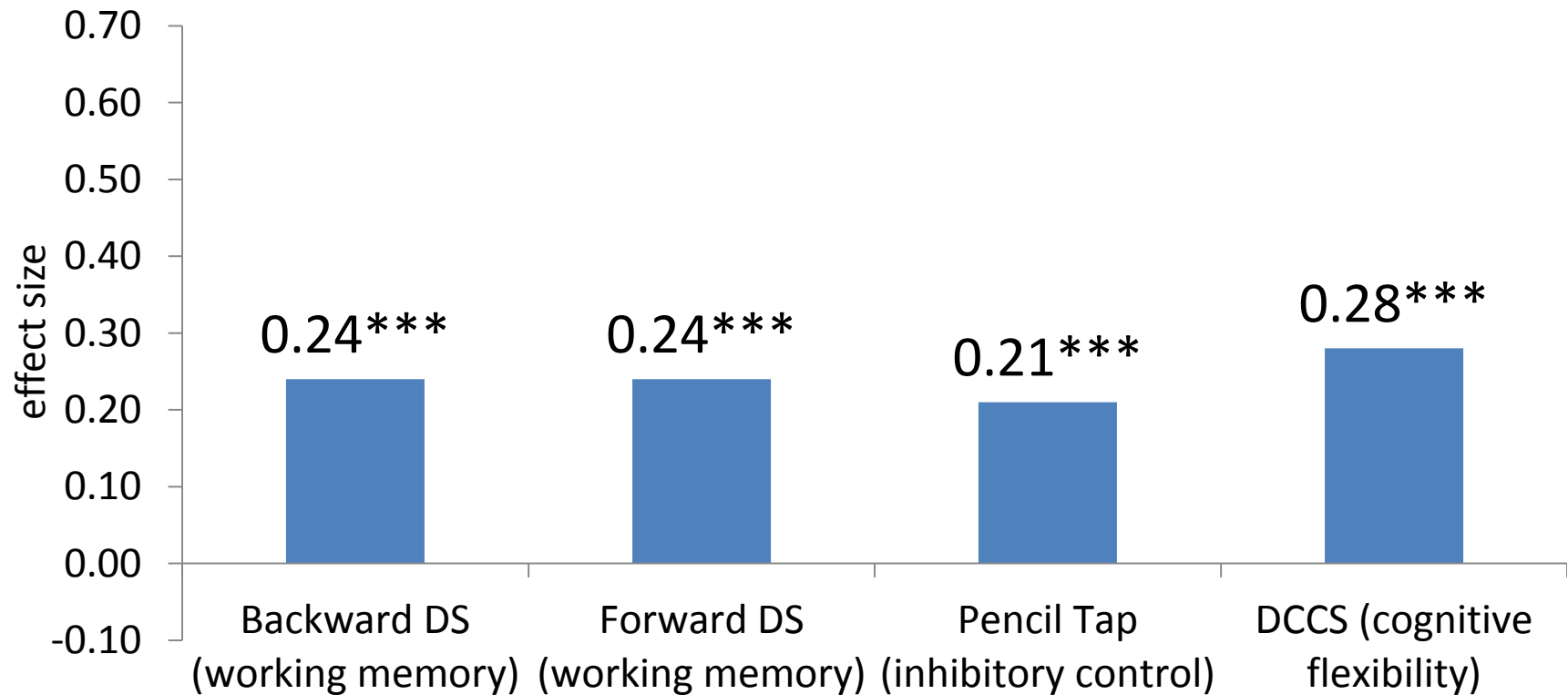
Largest Effects on Language and Math of At-Scale Public PreK Evaluations to Date in the US

(Weiland & Yoshikawa, 2013, *Child Development*)



Positive Effects on All Three Dimensions of Executive Function Skills

(Weiland & Yoshikawa, 2013, *Child Development*)



Effects on Disparities at Kindergarten Entry:

Summary

- Subgroups: All children benefitted, but impacts particularly impressive and larger for children from lower-income families and Latino children.
 - Closed the school readiness gap among poor and non-poor children in mathematics
 - Eliminated the school readiness gap between Latino and White children in early reading and mathematics
 - Narrowed school readiness gaps between White and Asian students and between White and Black students.

Fidelity and Quality

- Studies of curriculum fidelity and classroom quality provide background on the instructional context under which impacts on children were obtained:
- Fidelity 2008-2009*: Curricula moderately to highly well implemented (Weiland, Eidelman, & Yoshikawa, 2011)
- Quality in 2009-2010* (Weiland, Ulvestad, Sachs, & Yoshikawa, 2013)

	Mean	SD	Range (Min-Max)
ECERS Interactions	5.54	1.21	2.20-7.00
CLASS Emotional Support	5.63	0.60	4.00-6.83
CLASS Instructional Support	4.30	0.84	2.22-5.67
CLASS Organization	5.10	0.68	2.75-6.22

More typical means (sd) in the literature:

2.04 (0.84)

Burchinal et al., 2010

2.47 (1.10)

Pianta et al., 2005

Part 2

The Boston Public Schools Preschool Model



Boston Preschool History

- 2005: Mayor Menino launches pre-k for 3 and 4 year olds in BPS—always been a leader in ECE
- BPS created the Department of Early Childhood
- 2006-2009: tremendous focus on quality improvement through PD and structural changes
- 2010-Present: Early childhood “percolates up and out”

Current BPS Pre-K (K1) Program

- 2,300 seats for 4 year olds
- \$8,500 per pupil (\$500 per pupil coaching)* –\$180K start up year (materials, specialist, furniture, etc).
- 85% of BPS's 78 elementary schools
- Free for parents (Lottery)
- 6 hour day
- 22:2—1 teacher and 1 paraprofessional
- Teachers on same pay scale as K-12 system with same educational requirements

*There are other related school costs not factored in as the school is already running. A next step in our evaluation efforts is to conduct a more rigorous cost study.

2006-2009: Quality Investments

- Identified and quantified what was needed in a preschool and K program—**Strategic Plan—Based on Data**
- Mandated and modified a preK curriculum – proven language, literacy, and mathematics curricula (OWL and BB)
- \$3 million invested in coaching over 3 years- 1:8 and 1:12 coach/classroom
- Piloted NAEYC accreditation in 15 schools
- Created principal trainings
- Created para-professional trainings
- PD systems—ongoing seminars—with coaching
- Created curriculum guides for parents
- Evaluation every two years—CLASS and content measures

Expansion “Out” to Community Providers

- Goal: Double Boston’s preschool capacity in next four years, possibly through mixed-aid approach.
- Current pilot:
 - 10 Community Based Partners
 - 14 Classrooms – 200 kids (3 and 4 year olds)
 - Salaries increase ranged from \$1,500 to \$7,500 increase
 - Evaluation underway – Monica Yudron (HGSE doctoral student) and Weiland
- Findings thus far (Weiland, Yudron, & Sachs, 2013):
 - Before intervention, none of the classrooms met Boston quality benchmarks for language, literacy, and mathematics instruction.
 - BPS coach after 6 months of intervention: “CBOs are more like BPS than I would have expected at this point.”
 - Tailoring model to meet new context.
 - PD differentiated—much more site-based; more support for math than in BPS.
 - Providing more training for center directors on high-quality early childhood instruction vs. support provided to principals in BPS.

Expansion “Up” to K-3

- Preliminary descriptive evidence that gains of Boston prekindergarten last through third grade (with more rigorous study planned)
- District-commissioned study of K-3 quality found gaps in quality of language, literacy, and mathematics instruction
- Currently in first year of K-3 reform effort aimed at sustaining and building on impacts of Boston preschool
 - 50 schools volunteered
 - Evaluating effects on teaching practices and child outcomes
 - Next: Write and create professional development for grades 1 and 2

Key Lessons from Boston and Implications for Policy

- High-quality preschool can be achieved at scale
- Key: Promoting instructional quality should be the central goal, with quality supports provided at multiple levels
- Expanding access has to entail expanding access to *high-quality* preschool
- Quality of K-3 matters: Boston's next target for reform

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- 2008-2010 research:
- Participating families, teachers, principals, early childhood coaches, Jason Sachs and the BPS Department of Early Childhood, the BPS Office of Research, Assessment and Evaluation, Carolyn Layzer and Abt Associates
- PI: Hirokazu Yoshikawa; Co-PI's: Nonie Lesaux, Richard Murnane, and John Willett
- Our research assistants: Kjersti Ulvestad, Carla Schultz, Michael Hurwitz, Julia Hayden, Hadas Eidelman, Kam Sripada, Ellen Fink, Julia Foodman, Deni Peri, Caitlin Over, and John Goodson
- Our grant officer and funder: Caroline Ebanks at the Institute of Education Sciences
- Wellesley Centers for Women

- K1DS:
- K1DS: Monica Yudron, Bonnie McIntosh, Abby Morales, Michelle High-McKinnon, Mayra Cuevas, Brian Gold, Boston Public Schools and Thrive in Five; CBO participating centers and teachers; Participating BPS prekindergarten teachers

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Questions and Comments

We would welcome any follow-up questions or comments at opc@srcd.org.