

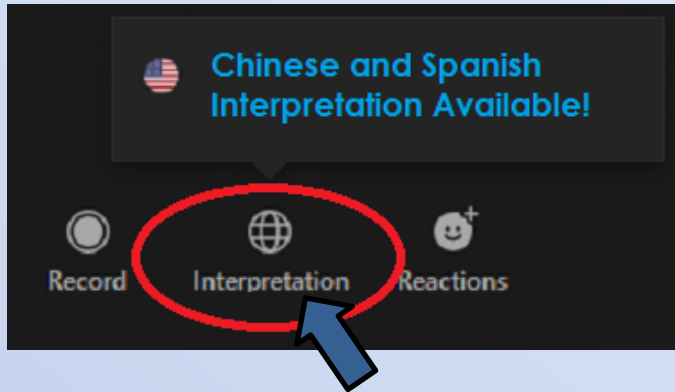
Welcome to the Early Childhood Research Speaker Series!

SESSION ONE:

“What Every Policymaker Should Know
About Early Childhood Education”



Simultaneous Interpretation



Step 1: In your webinar controls, click “Interpretation 🌐”

第 1 步: 在您的网络研讨会控件中, 单击 “Interpretation 🌐”

Paso 1: en los controles de su seminario web, haga clic en “Interpretación 🌐”



Step 2: Click the language that you would like to hear

第 2 步: 单击您想听的语言

Paso 2: haz clic en el idioma que te gustaría escuchar

Step 3: Click “Mute Original Audio”

第 3 步: 单击 “Mute Original Audio”

Paso 3: haz clic en “Mute Original Audio”

“Paradox” of Early Education Policy

Early experience has broad, persistent effects

- Learning, development, and health
- Educational, social, and economic success
- Inequalities in early experience produce later inequalities

Experiments that increased access to very high quality ECE quality had large long-term benefits

- Increased achievement and educational attainment
- Greater economic and social success
- Decreased inequality

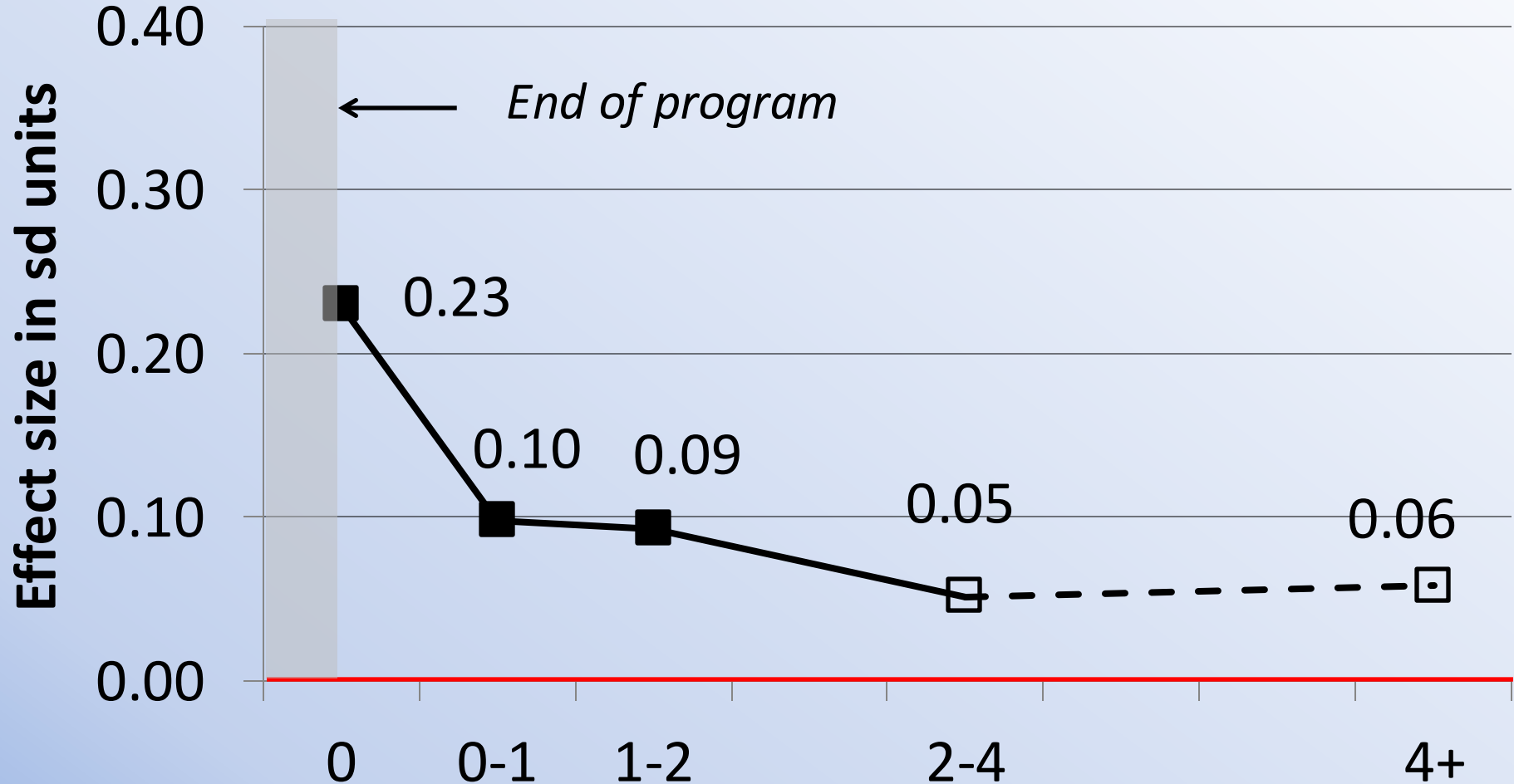
Large scale public programs often fail to reproduce results

- Weaker initial impacts
- Smaller, even disappearing later impacts

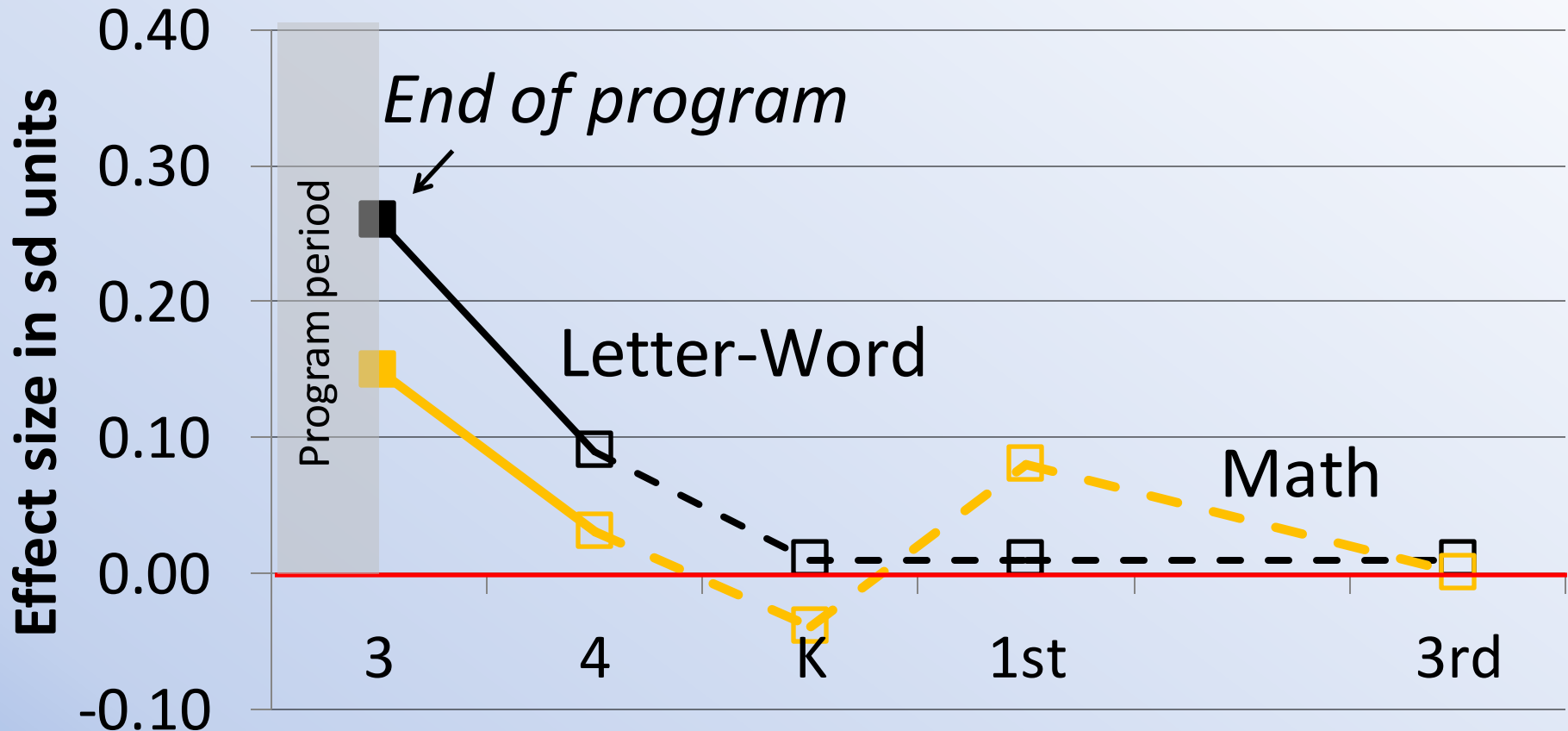
Examples of Disappointing Impacts at Scale

- Head Start national randomized trial
- EHS national randomized trial
- TN state pre-K randomized trial & Adm. Data
- All states' pre-K & 4th grade achievement
- Quebec universal child care, multiple studies
- GA UPK

Cognitive impacts in 67 ECE studies



Achievement impacts of Head Start for 1 year at age 3



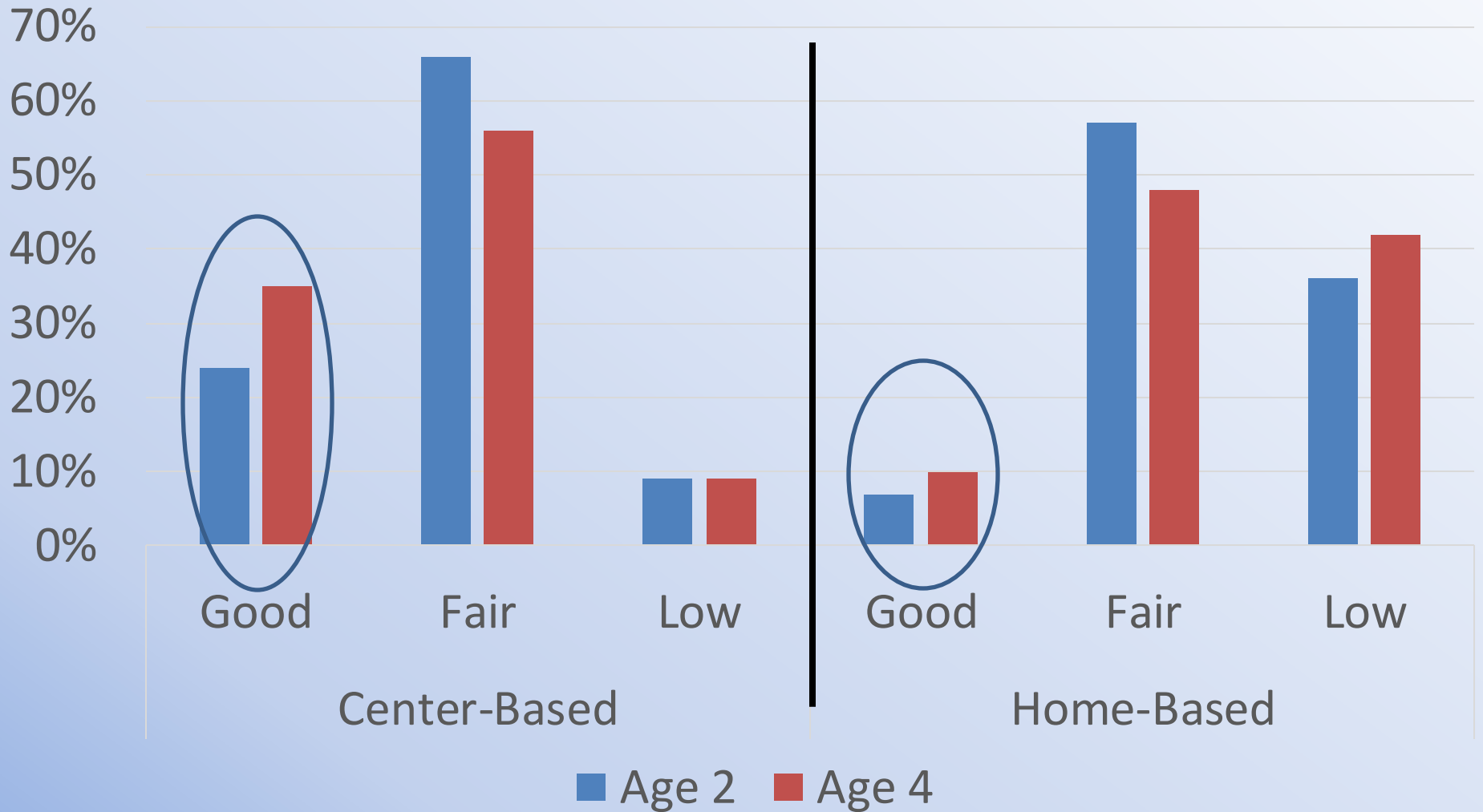
Solid marker denotes $p < .05$

What explains this paradox?

- **Design failure—do not replicate effective models**
 - Expectations for children (goals) are too low
 - Standards for quality are too low
 - Funding is too low
 - Often just a few hours for 1 year, duration matters
- **Implementation failure**
 - Accountability for the wrong (easy) outcomes
 - Prioritize quantity over quality, expand too quickly
 - Invest little in supports for implementation
 - Lack of coordination and alignment

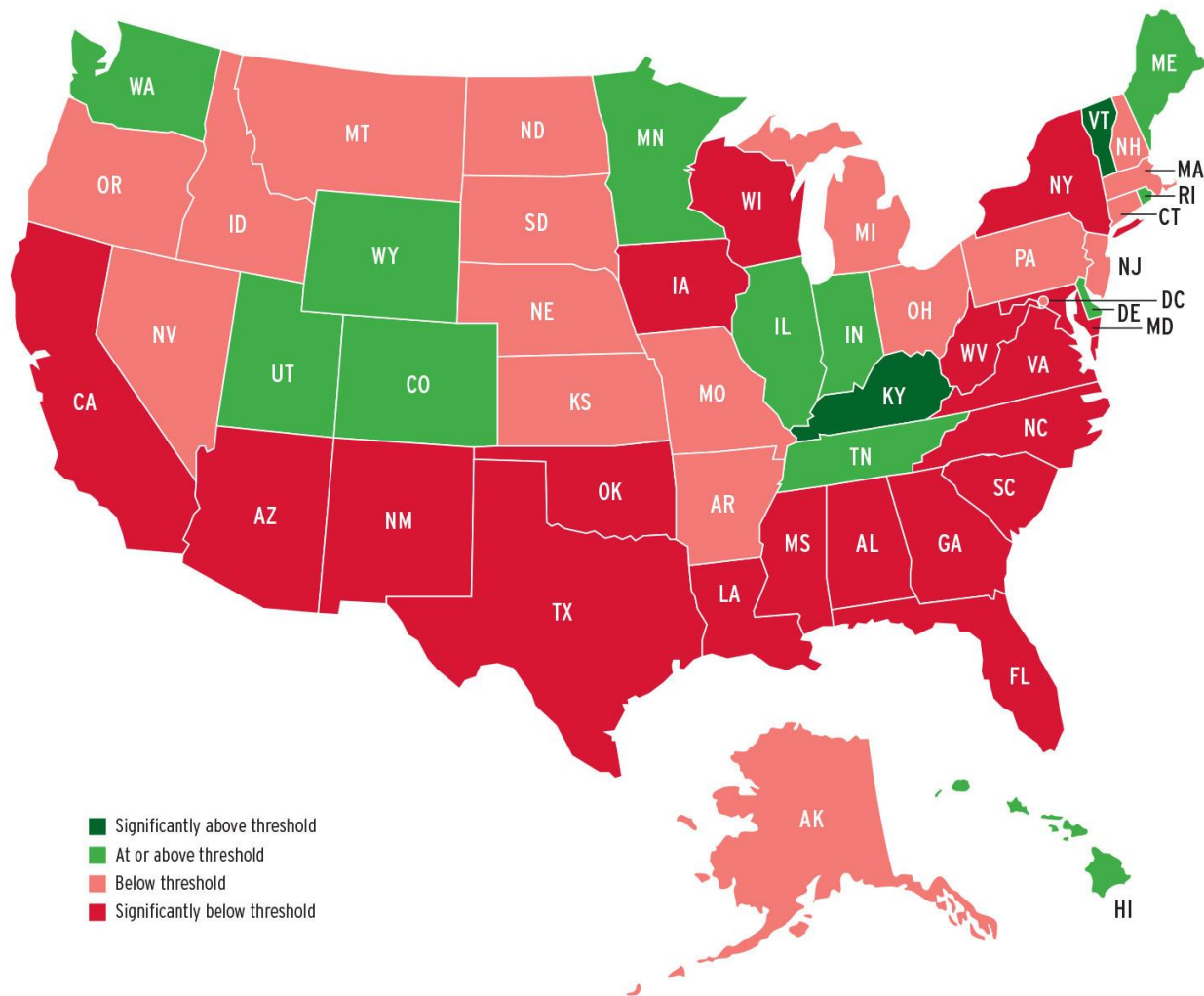
Nationwide High Quality is Rare

ECE Quality By Age: ECLS-B



Head Start Quality by State: Red is Below Threshold for Effective

MAP 3. CLASSROOM INSTRUCTIONAL SUPPORT SCORES IN RELATION TO RESEARCH-BASED THRESHOLD (3)



Note: Instructional Support scores can range from 1 to 7. This report uses a threshold of 3 or higher to indicate high quality, based on prior research.

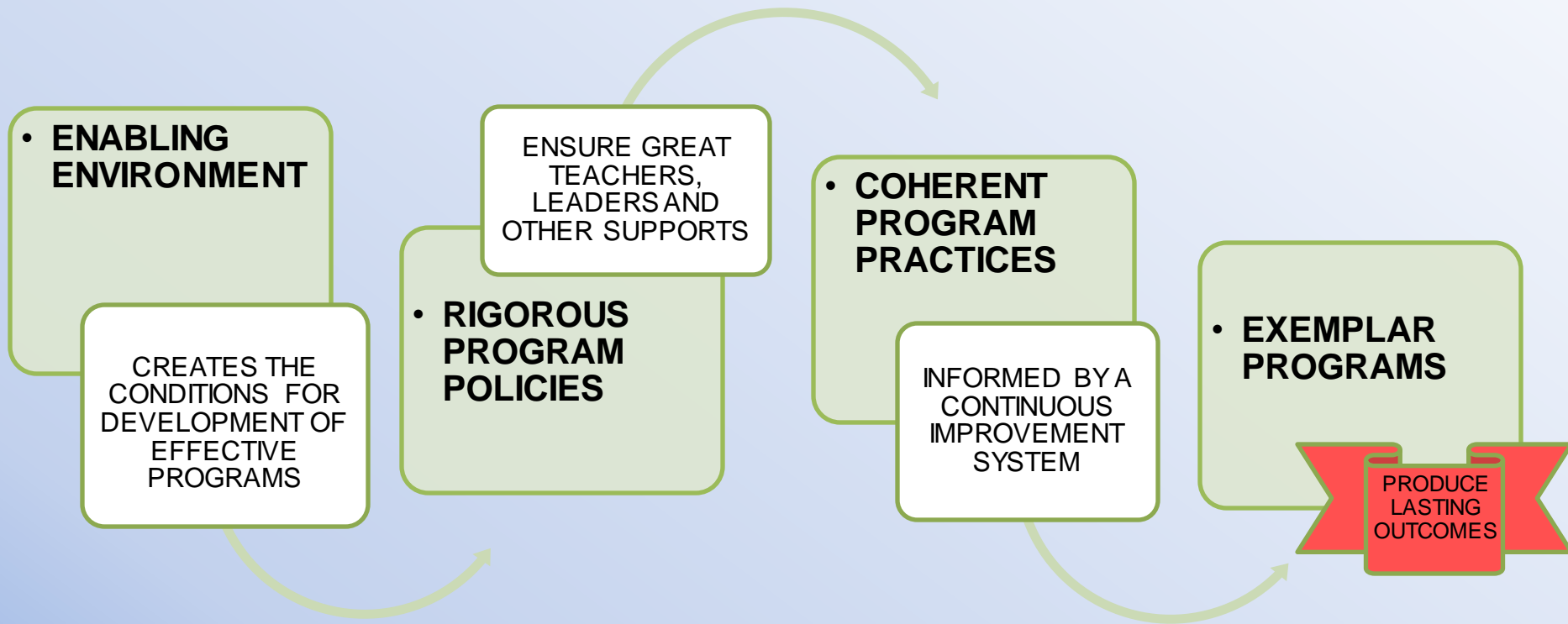
It Doesn't Have to Be This Way

- Features of Counter-Examples
 - More closely resemble the effective models
 - Offer higher quality
 - Are more costly, but affordable
- What are some key examples?
 - Infant-Health and Development Program (0-3)
 - Chicago Child-Parent Centers
 - France and Norway 0-5 care and education
 - New Jersey's Abbott Pre-K

Features of highly effective models

- High expectations and clear vision
- Highly qualified, well-paid teachers
- Strong leadership and supervision
- Very small class sizes
- Intensity and duration
 - Multiple years, most full-day
 - Perry pre-k added 1:1 tutoring in homes
- Strong curriculum
- Continuous evaluation and improvement

Developmental Model for Building Effective ECD Systems



Child Parent Center (CPC) Effective Learning Experiences

1) Full day program

- Program provides full-day preschool (6+ hours/day)

2) Small classes

- No more than 17/2 PreK students, 25/2 in K-3

3) Task-oriented classroom

- Instruction is sensitive to student needs, and structured in a way that supports child engagement, focus on learning, and active participation.

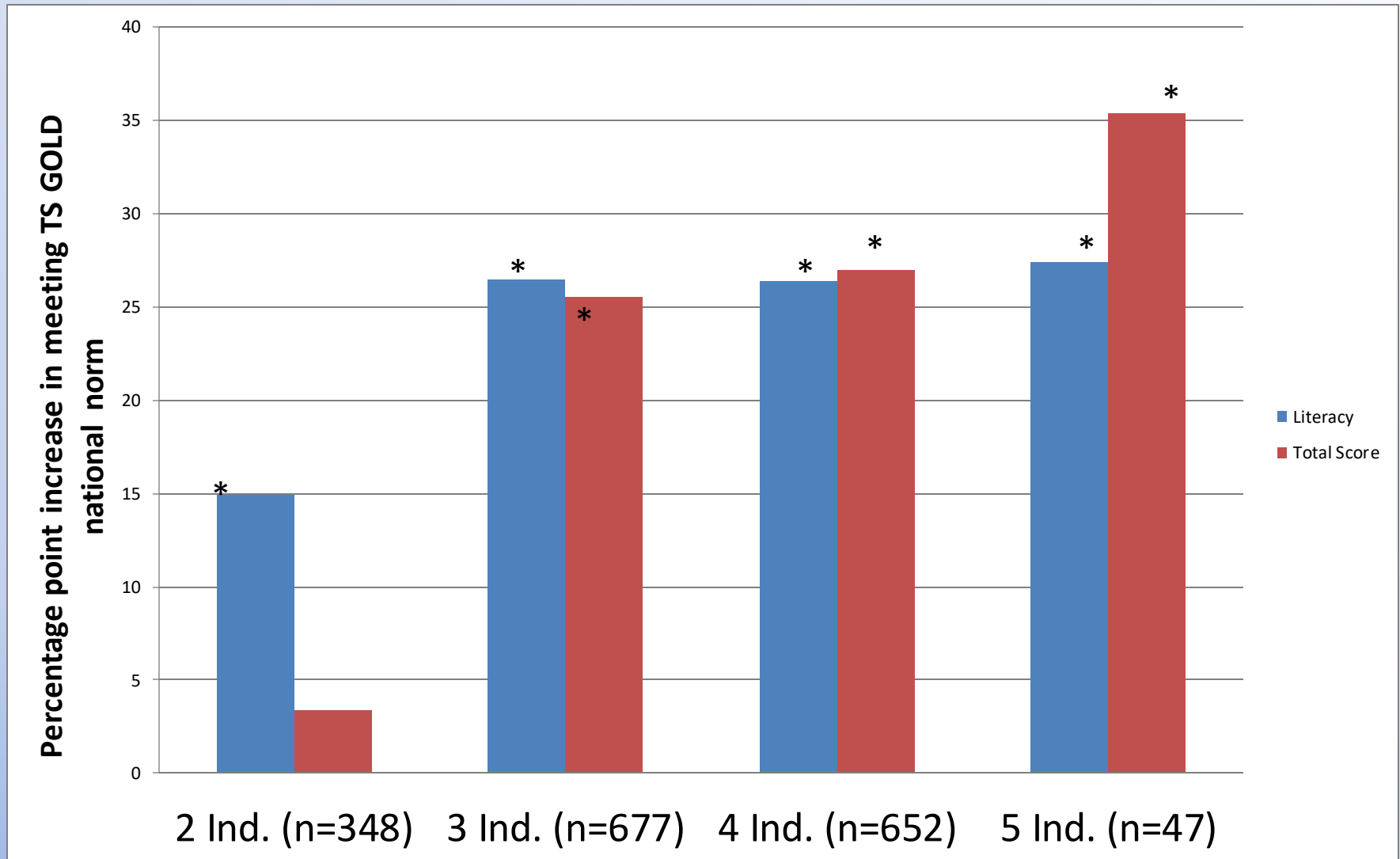
4) Time in key domains

- Program provides diverse learning experiences, including ample time in literacy, math, and science.

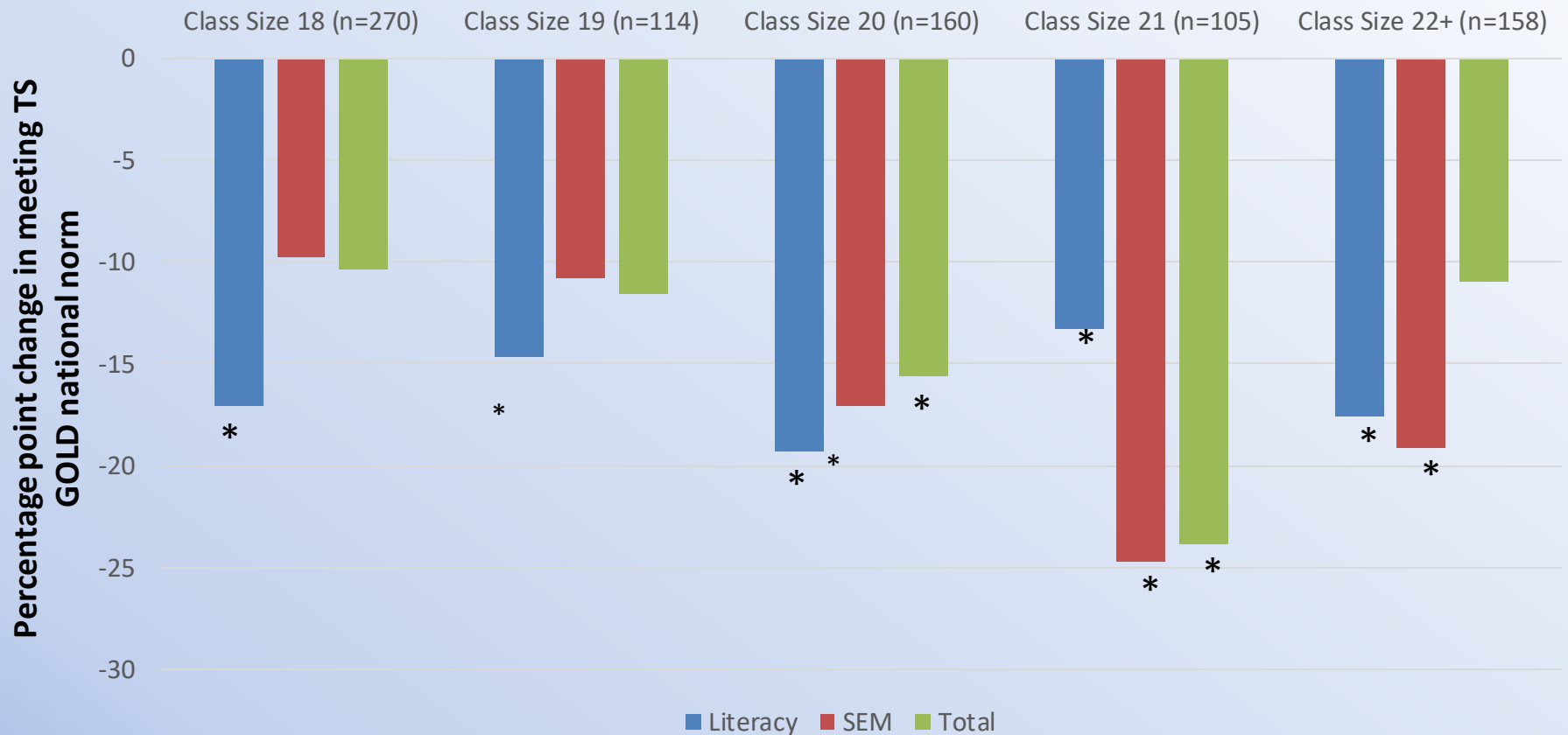
5) Balance of child- and teacher-driven instruction

- Program provides a mix of activities allowing for independent child exploration and activities directed by the teacher.

Impacts of CPC Effective Learning Elements in meeting TSGOLD norms



MCPC Impacts of Class-Size Compared to ≤ 17

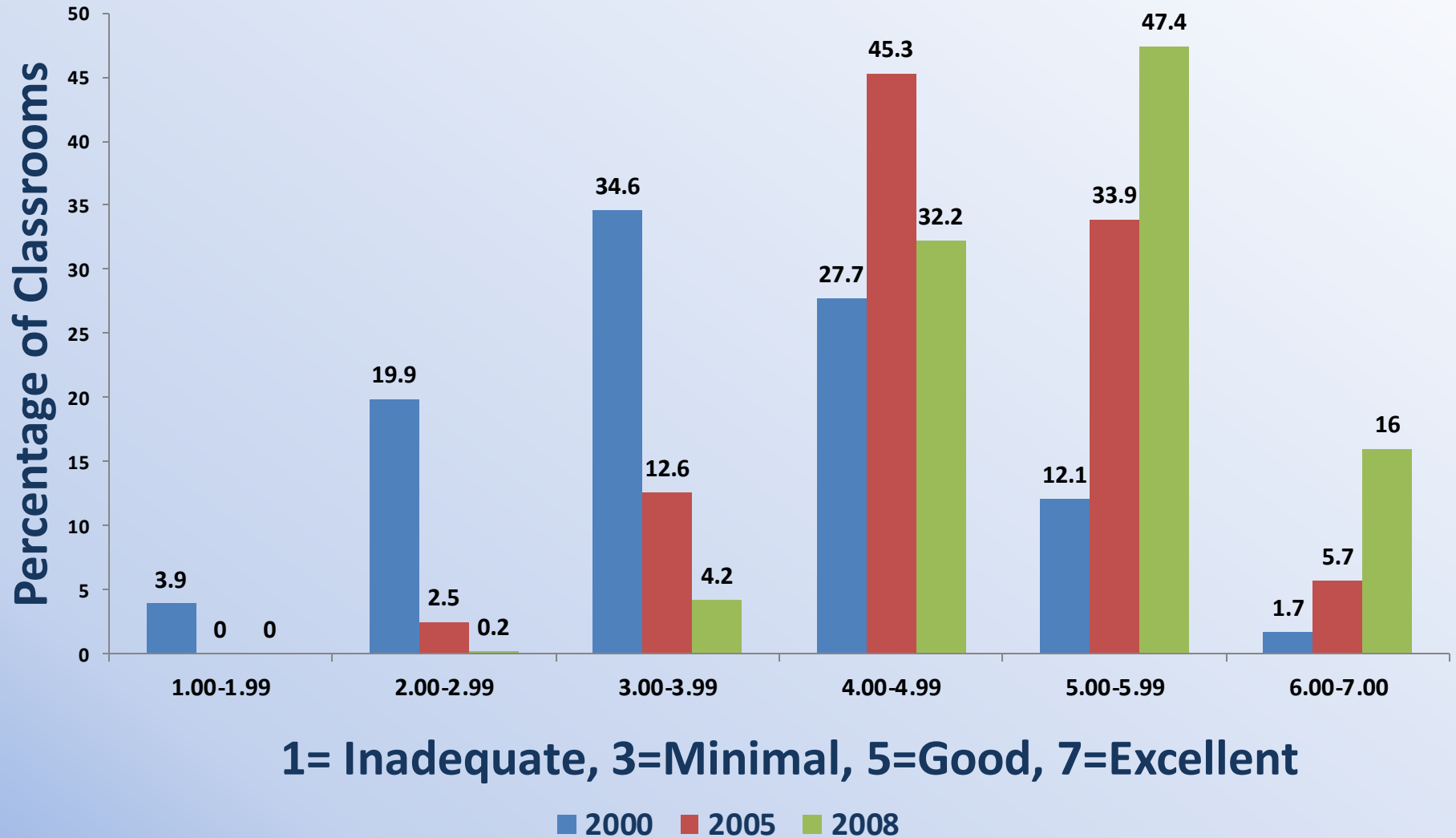


NJ Preschool Model

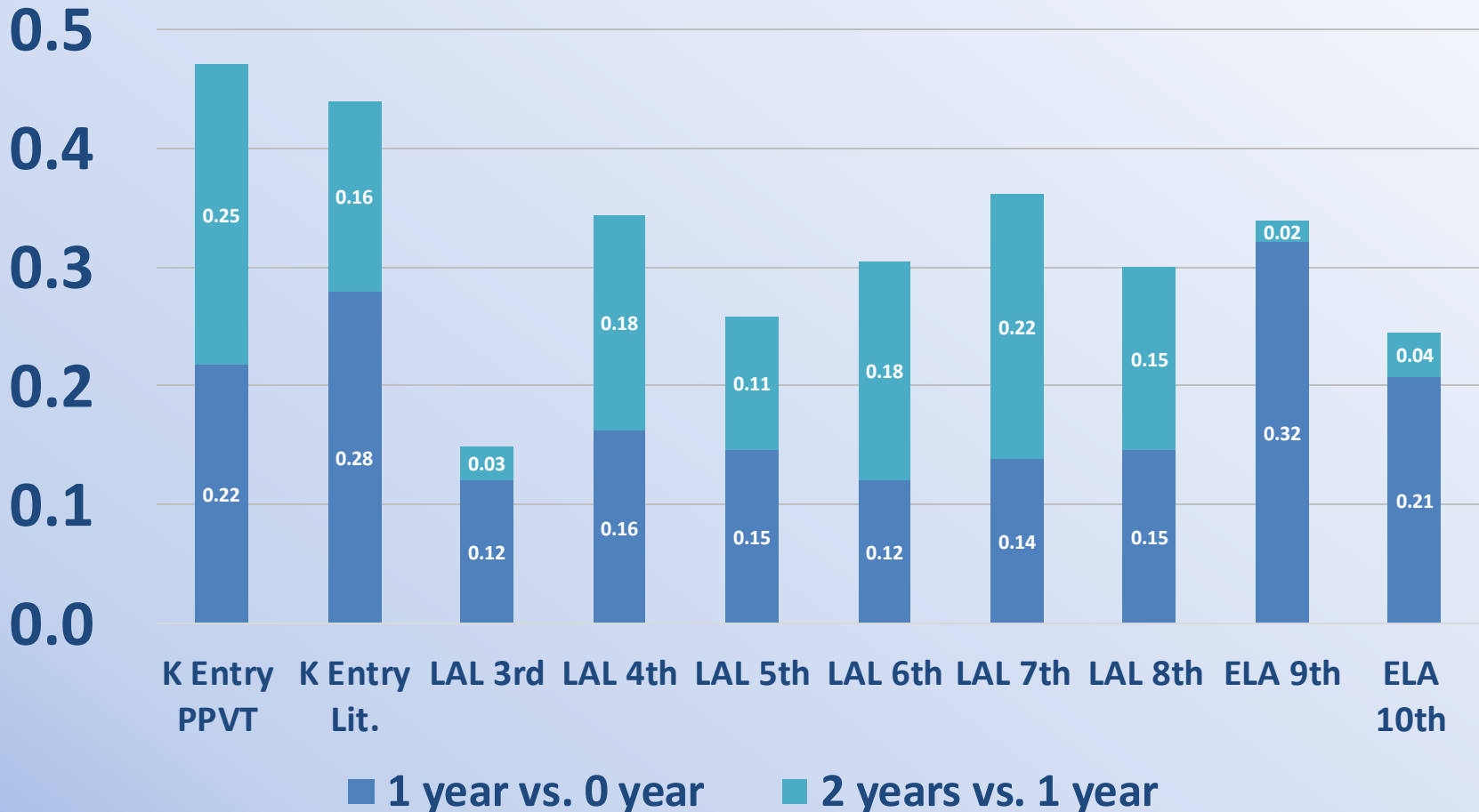
- Universal
- High expectations
- Adequate funding and pay parity
- BA, certif. teachers
- Small classes: maximum 15:2
- Curriculum policies and supports
- Family engagement
- 2 years, full-day
- Public & private
- Continuous improvement system (GPS)



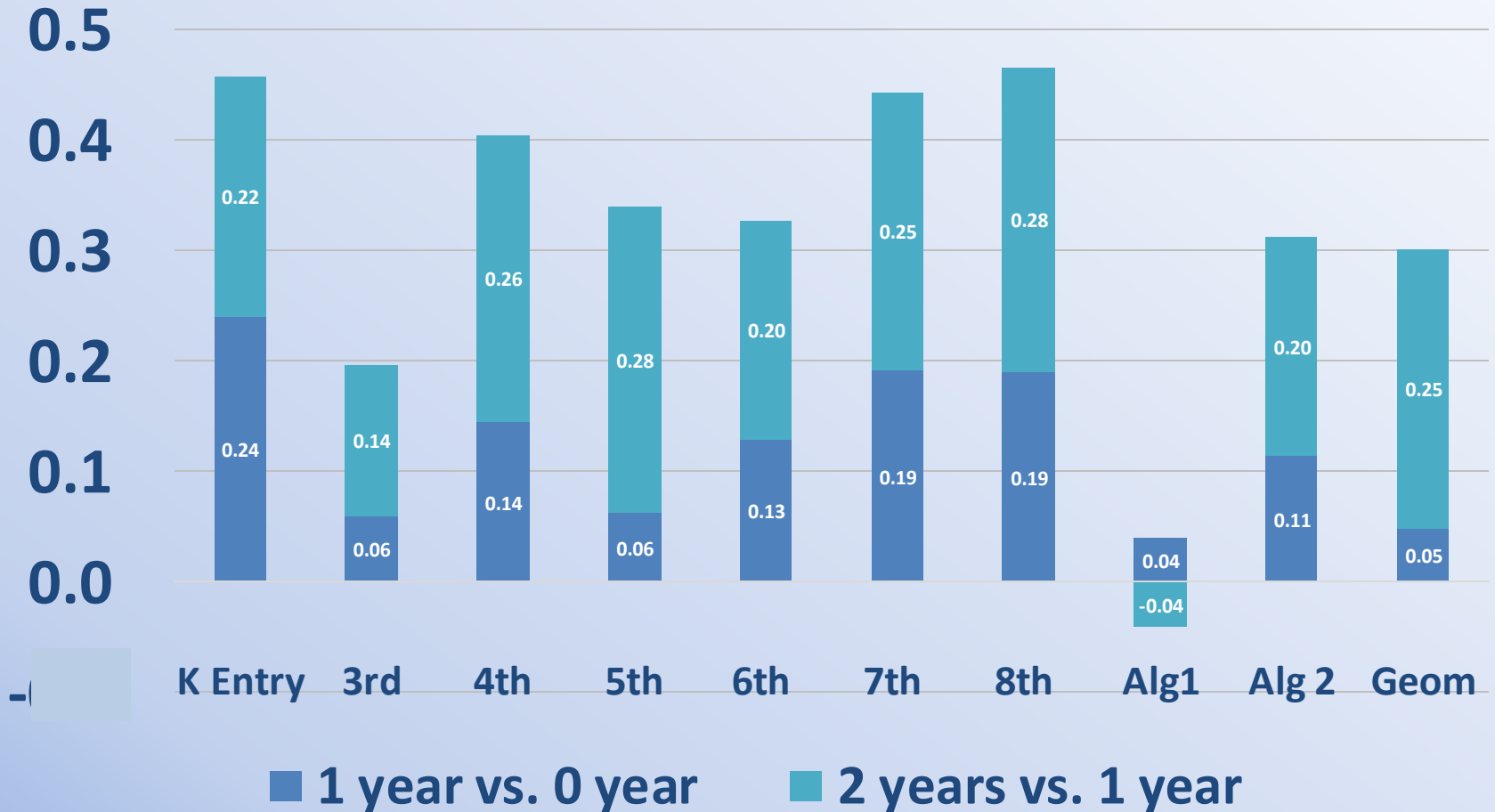
Transformation of Quality in NJ UPK (ECERS-R)



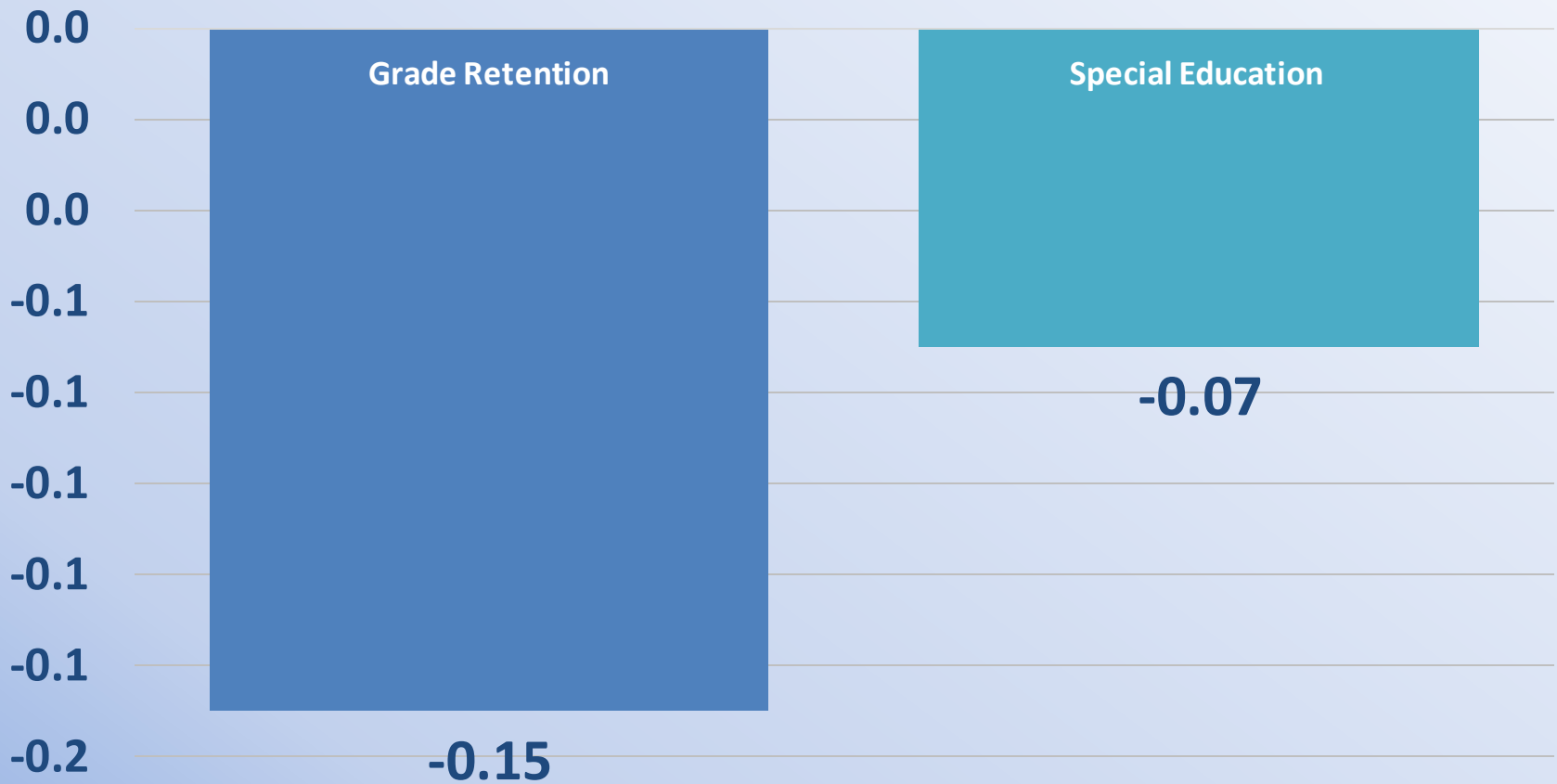
Impacts on Language & Literacy



Impacts on Math



Impacts on Grade Retention and Special Education



LESSONS FOR PROGRAM DESIGN

- Start with the goals and design policies and programs to achieve them, cost follows design
- Structural features (resources) are necessary, but not sufficient
- Program features influence quality and outcomes jointly not independently, no single ingredient
- Design includes infrastructure to support implementation including GPS
- What “works” depends on what else happens before, after, and around “preschool”
- Initial gains must be large & meaningful

IMPLICATIONS FOR POLICY

- Design for goals based on proven example
- ECE agencies support implementation not just set policy
- Design is just a start: a GPS at every level—continuous improvement not monitoring, integrate research into practice and policy
- Learning by doing at each level from the classroom on up
- 0-3 ECE is most difficult and expensive
- ECE should be the leading edge of education reform to have greatest benefits

WHAT WE KNOW—A Summary

- Every child can benefit, some benefit more
 - Reach all children, especially all low-income and dual language learners
- Structure and process quality matter
 - Set high goals and raise quality greatly, not just a little
 - Quality must be very high to benefit all children
 - Focus on what matters most—deep learning for the whole child
- Birth to 3
 - The younger the child the higher the bar for quality, risk of harm if quality is not high and hours are long in the first years of life
- Ages 3-5
 - Elevate quality far beyond typical child care, Head Start, and pre-K
 - Start no later than 3
 - Build on gains in K-12

**TRUE HIGH QUALITY IS THE ROAD LESS TAKEN
HOW FAR CAN YOU GO TO RAISE QUALITY BIRTH TO 5?**

**“Two roads diverged in a wood,
and I - I took the one less traveled by,
and that has made all the difference.”**

Robert Frost