GOIN TO SCALE

Barbara T. Bowman
Irving B. Harris Professor of Child Development
bbowman@erikson.edu
GOING TO SCALE: CHICAGO

PRESCHOOL FOR ALL 32,000
  Preschool (In schools and agencies)
  Prevention Initiative (In agencies)

CHILD PARENT CENTERS 1,100

TUITION BASED PRESCHOOL  400

DEPT OF CHILDREN & YOUTH SERVICES 7,000
  Head Start (In schools)
THE CHALLENGE

• In varying periods of time (full day/half day, one year/five years) under various auspices (centers, homes, schools),

• teachers and caregivers will care for and teach all children (particularly those at risk of school failure),

• so at the end of preschool, children will have the same outcome (kindergarten readiness),

• allowing them to learn in school (large units grouped by age), the same things (academic subjects and social behavior), with diverse curricula as measured by standardized tests.
THE SAME OUTCOMES?
It really is rocket science
HOW DID WE GET HERE?

• Research studies show:
  – Early experience affects brain development
  – Preschool programs *can* change educational and social outcomes
  – Specific academic and social/emotional skills and knowledge at preschool age predict later school achievement
  – Economic and social benefits
WHAT DO WE KNOW ABOUT DEVELOPMENT

• Children are similar in development

• Individual differences matter

• Children learn from experience
  – Experience expected
  – Experience dependent

Shonkoff & Phillips, From Neurons to Neighborhoods
MYTH

DEVELOPMENTALLY COMPETENT CHILDREN WILL AUTOMATICALLY DO WELL IN SCHOOL (AND THEREFORE IN LIFE).
<table>
<thead>
<tr>
<th>Development</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory integration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Categories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Symbols</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td>School</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Sensory integration</td>
<td>Letter/sound integration</td>
<td></td>
</tr>
<tr>
<td>Social Relationships</td>
<td>Adult oriented</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Categories</td>
<td>Letters and numbers</td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>Verbal</td>
<td></td>
</tr>
<tr>
<td>Symbols</td>
<td>Abstract</td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td>School</td>
<td>Home</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Sensory integration</td>
<td>Letter/sound integration</td>
<td>Music/dance coordination</td>
</tr>
<tr>
<td>Social Relationships</td>
<td>Adult oriented</td>
<td>Peer oriented</td>
</tr>
<tr>
<td>Language</td>
<td>English</td>
<td>Filipino</td>
</tr>
<tr>
<td>Categories</td>
<td>Letters and numbers</td>
<td>Hot and cold food</td>
</tr>
<tr>
<td>Play</td>
<td>Verbal</td>
<td>Practice</td>
</tr>
<tr>
<td>Symbols</td>
<td>Abstract</td>
<td>Concrete</td>
</tr>
</tbody>
</table>
• EARLY CHILDHOOD PROGRAMS CAN SUPPORT HEALTHY DEVELOPMENT AND PREPARE CHILDREN FOR SCHOOL.
WHAT DO WE KNOW ABOUT EFFECTIVE PROGRAMS?

• Content matters

• Alignment matters

• Relationships are important

• Teaching is hard work

• Preschool/child care is expensive
WHAT MAKES A DIFFERENCE?

• Structural factors
  – Ratios
  – Group Size
  – Teacher training
  – Comprehensive services

• Process factors
  – Content Standards
  – Appropriate Practice
TOOLS TO MEET THE CHALLENGE

– Early Learning Standards
– Program assessment instruments
– Curricula planning technology
– Early Intervention (0-3, special education)
– Parent involvement
– Professional development
ISSUES

• Either/or ideologies
• Assessment of children
• ½ day/full day programs
• Teacher pre-service preparation
• Identification and services for special needs children
• Intervention for English language learners
SO, WHAT DO WE NEED TO DO?

• Build public support, particularly for funding programs for children at risk.

• Develop models across systems that lead to enhanced developmental outcomes for all children.

• Pay attention to education. Create a birth to age 8 model that aligns early childhood programs with K -3.

• Update skills and knowledge of teachers and administrators.