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
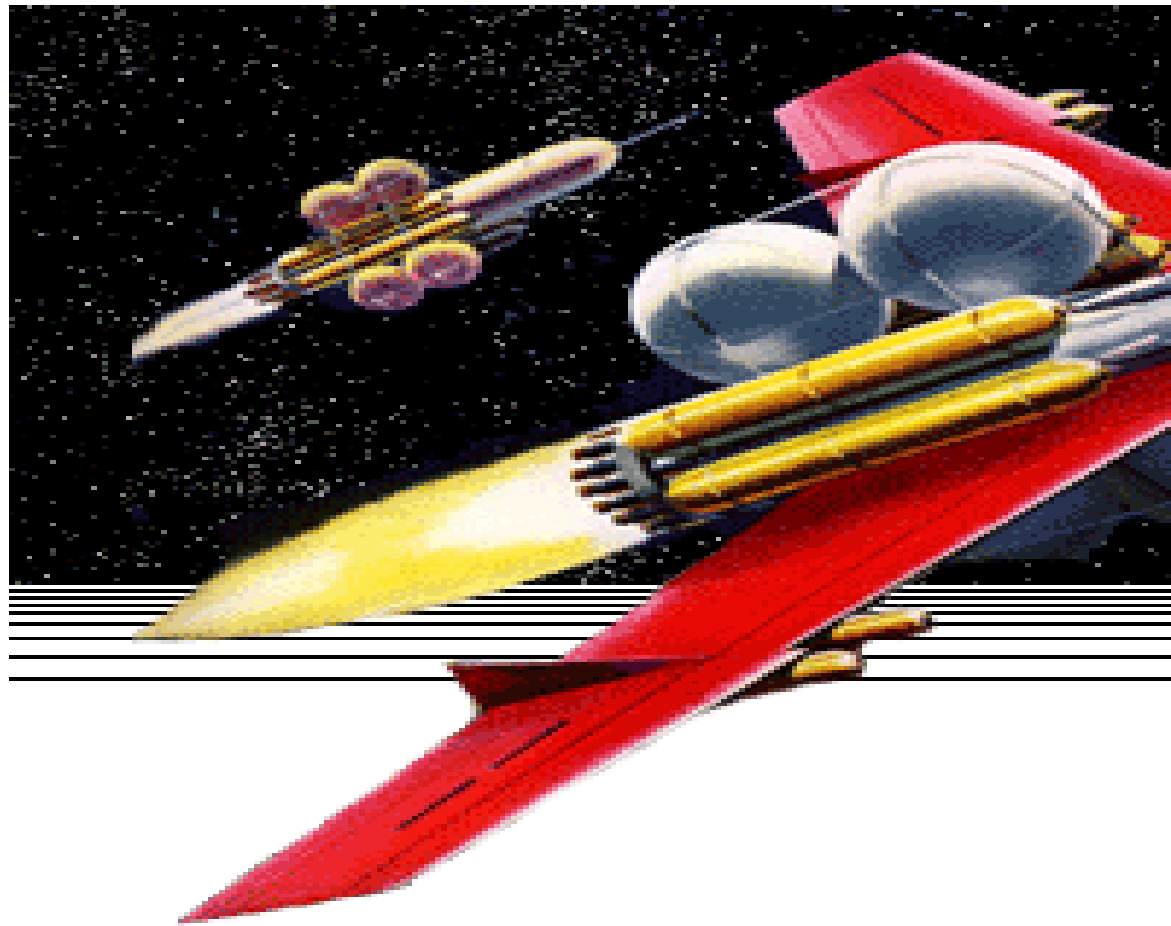
HOW DID WE GET HERE?

- 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).

Development		
Sensory integration		
Social Relationships		
Language		
Categories		
Play		
Symbols		

Development	School	
Sensory integration	Letter/sound integration	
Social Relationships	Adult oriented	
Language	English	
Categories	Letters and numbers	
Play	Verbal	
Symbols	Abstract	

Development	School	Home
Sensory integration	Letter/sound integration	Music/dance coordination
Social Relationships	Adult oriented	Peer oriented
Language	English	Filipino
Categories	Letters and numbers	Hot and cold food
Play	Verbal	Practice
Symbols	Abstract	Concrete

- 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

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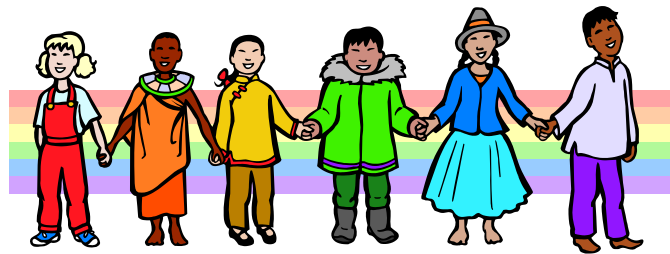
- Pay attention to education. Create a birth to age 8 model that aligns early childhood programs with K -3.

- Update skills and knowledge of teachers and administrators.