

# Effective Preschool Education and Teacher Quality

## **Presentation to New York City Council Commission on the Implementation of CFE**

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# Benefits of Early Education

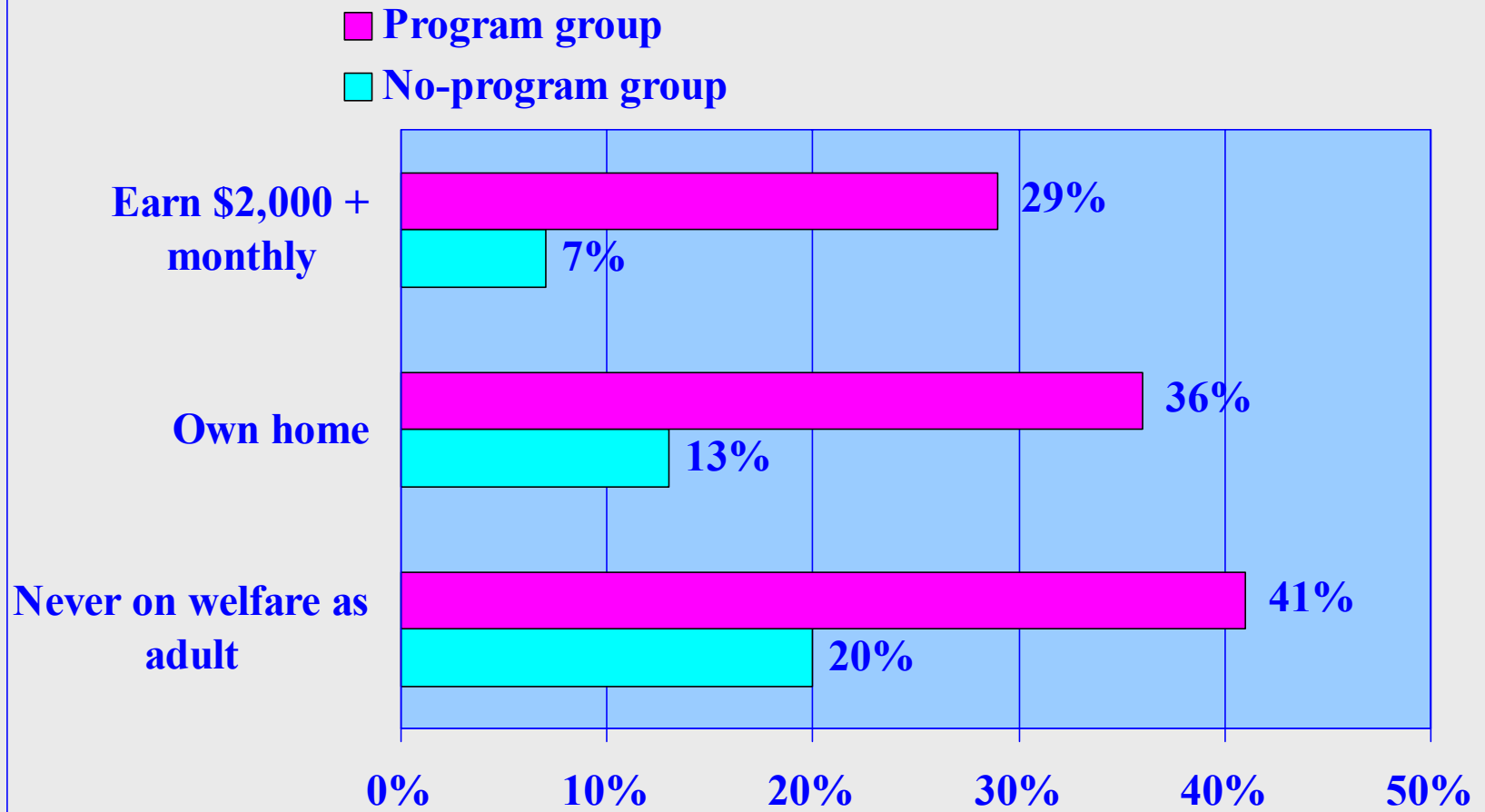
## *Increases Educational Success and Adult Productivity*

- Increases cognitive abilities and achievement
- Improves social behavior
- Increases educational attainment
- Increases employment, earnings, and tax revenue

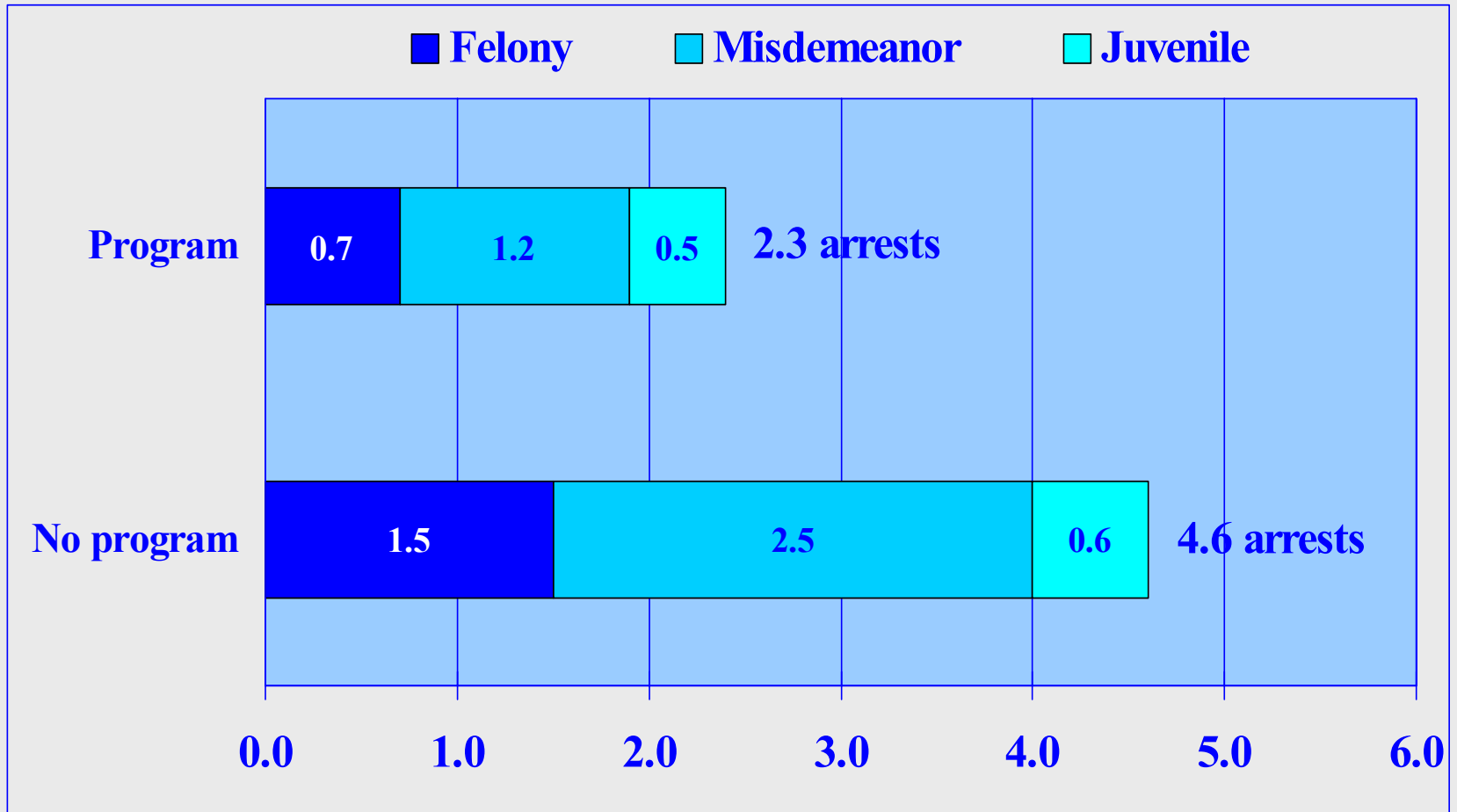
## *Decreases Costs of Government*

- Lower schooling costs
- Lower social services costs
- Lower crime costs
- Lower health care costs

# Perry: Economic Effects at Age 27



# Perry: Arrests per person by age 27



# Economic Returns to Pre-K for Disadvantaged Children

|                      | <b>Cost</b>     | <b>Benefits</b>  | <b>B/C</b>   |
|----------------------|-----------------|------------------|--------------|
| ▪ <b>Perry Pre-K</b> | <b>\$16,264</b> | <b>\$277,631</b> | <b>17.07</b> |
| ▪ <b>Abecedarian</b> | <b>\$36,929</b> | <b>\$139,571</b> | <b>3.78</b>  |
| ▪ <b>Chicago</b>     | <b>\$ 7,417</b> | <b>\$ 52,936</b> | <b>7.14</b>  |

# Could Universal Pre-K Produce Similar Returns?

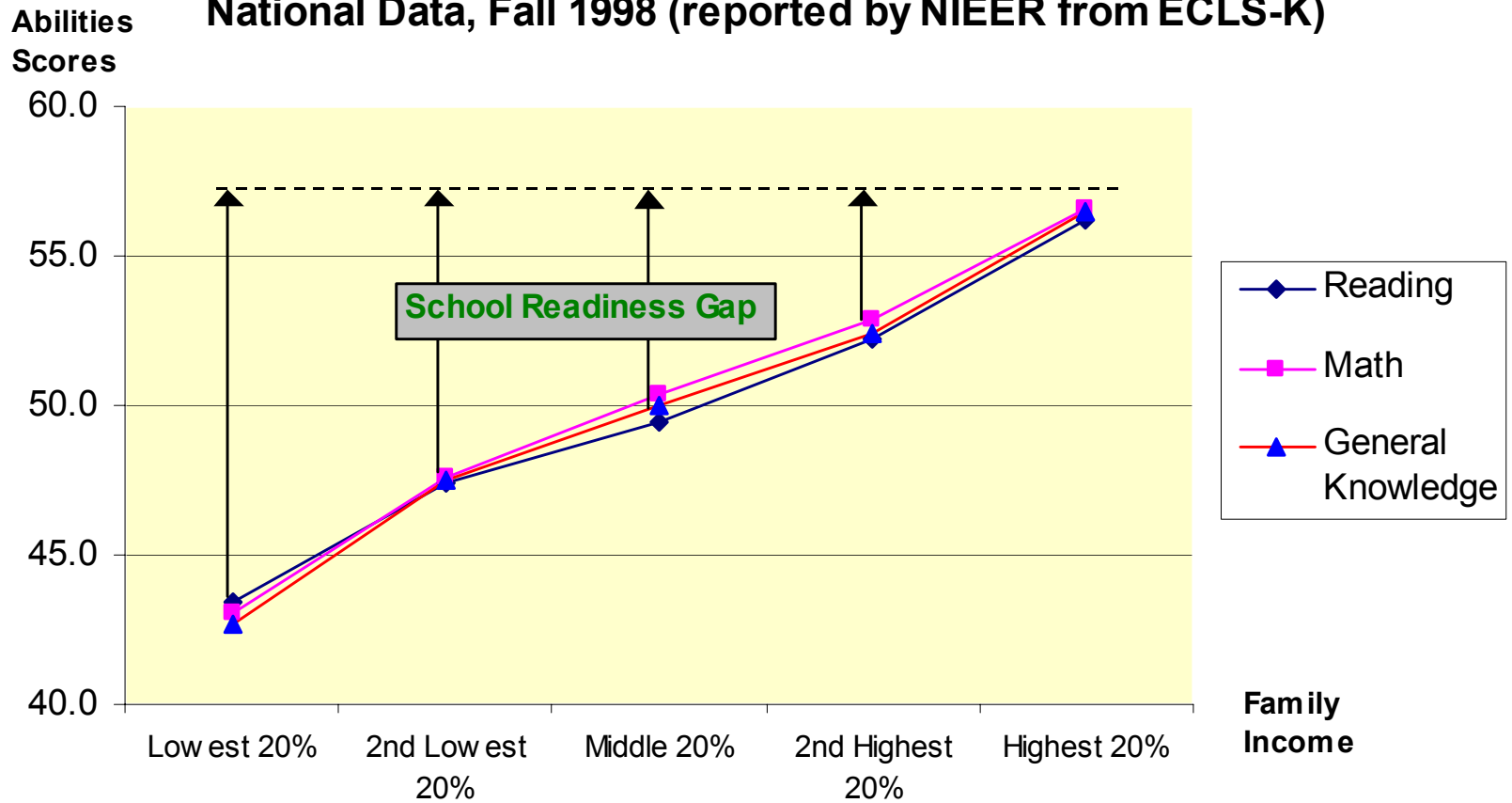
**Middle class children have fairly high rates of the problems that Pre-K reduces for poor children.**

| <u>Income</u>      | <u>Retention</u> | <u>Dropout</u> |
|--------------------|------------------|----------------|
| <b>Lowest 20%</b>  | <b>17%</b>       | <b>23%</b>     |
| <b>20-80%</b>      | <b>12%</b>       | <b>11%</b>     |
| <b>Highest 20%</b> | <b>8%</b>        | <b>3%</b>      |

Source: US Department of Education, NCES (1997). Dropout rates in the United States: 1995. Figures are multi-year averages.

# Cognitive Readiness Gap

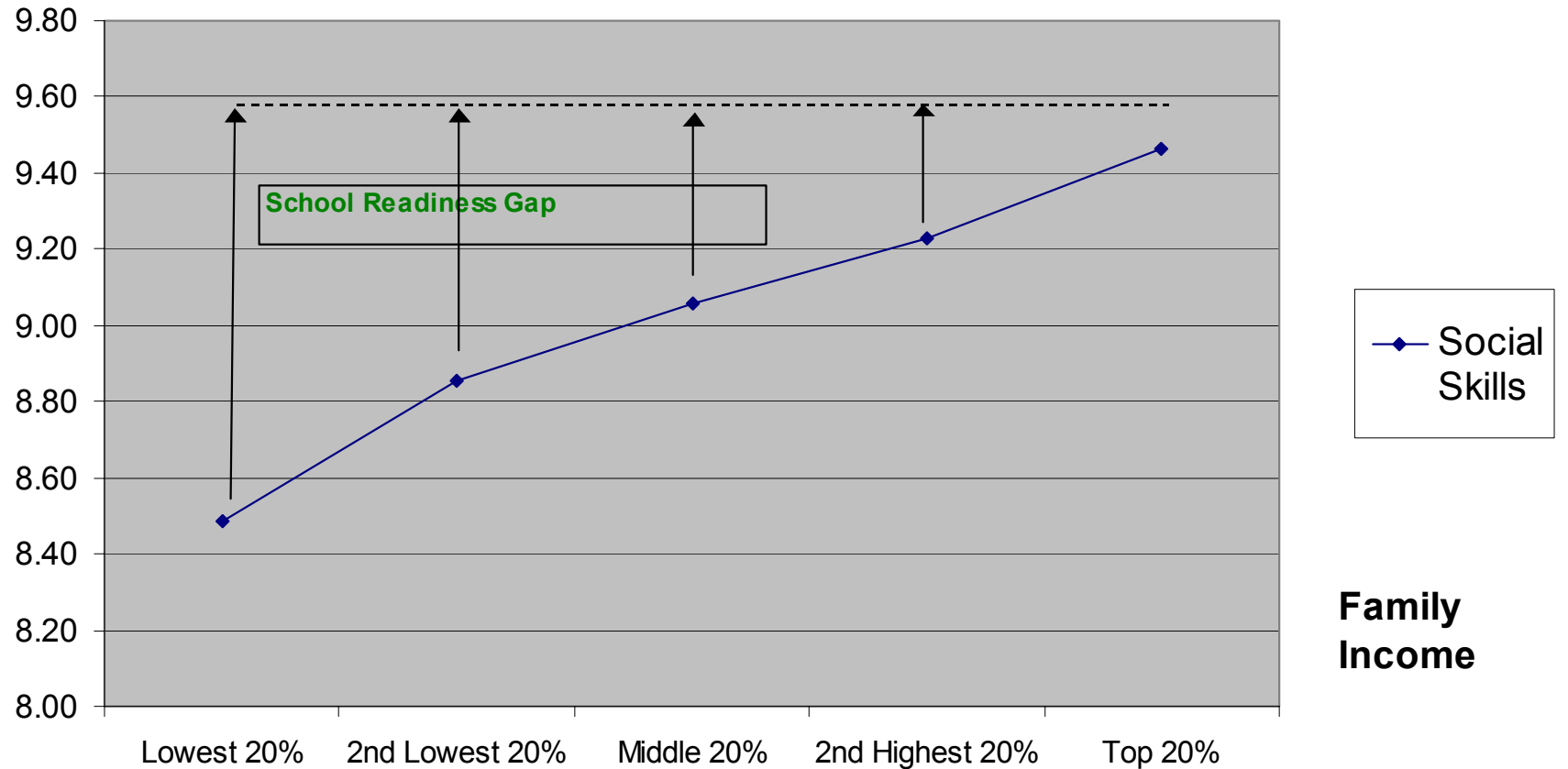
**Abilities of Entering Kindergarteners by Family Income--  
National Data, Fall 1998 (reported by NIEER from ECLS-K)**



# Social Readiness Gap

**Social Scores**

**Social Skills of Entering Kindergarteners by Family Income**



# High Quality Preschool Programs Needed to Produce Benefits

Well-educated preschool teachers

Adequate teacher compensation

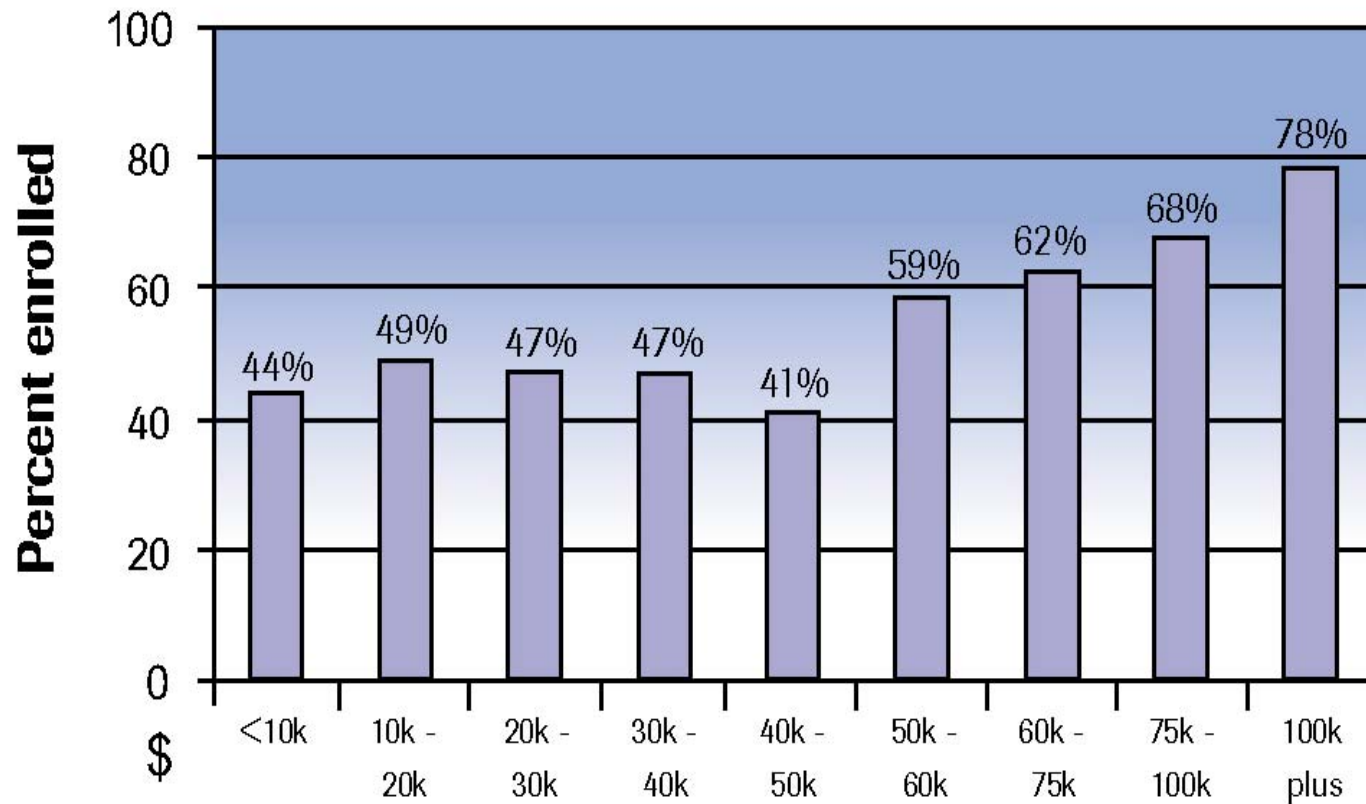
Small classes

Strong supervision

High standards for learning and teaching

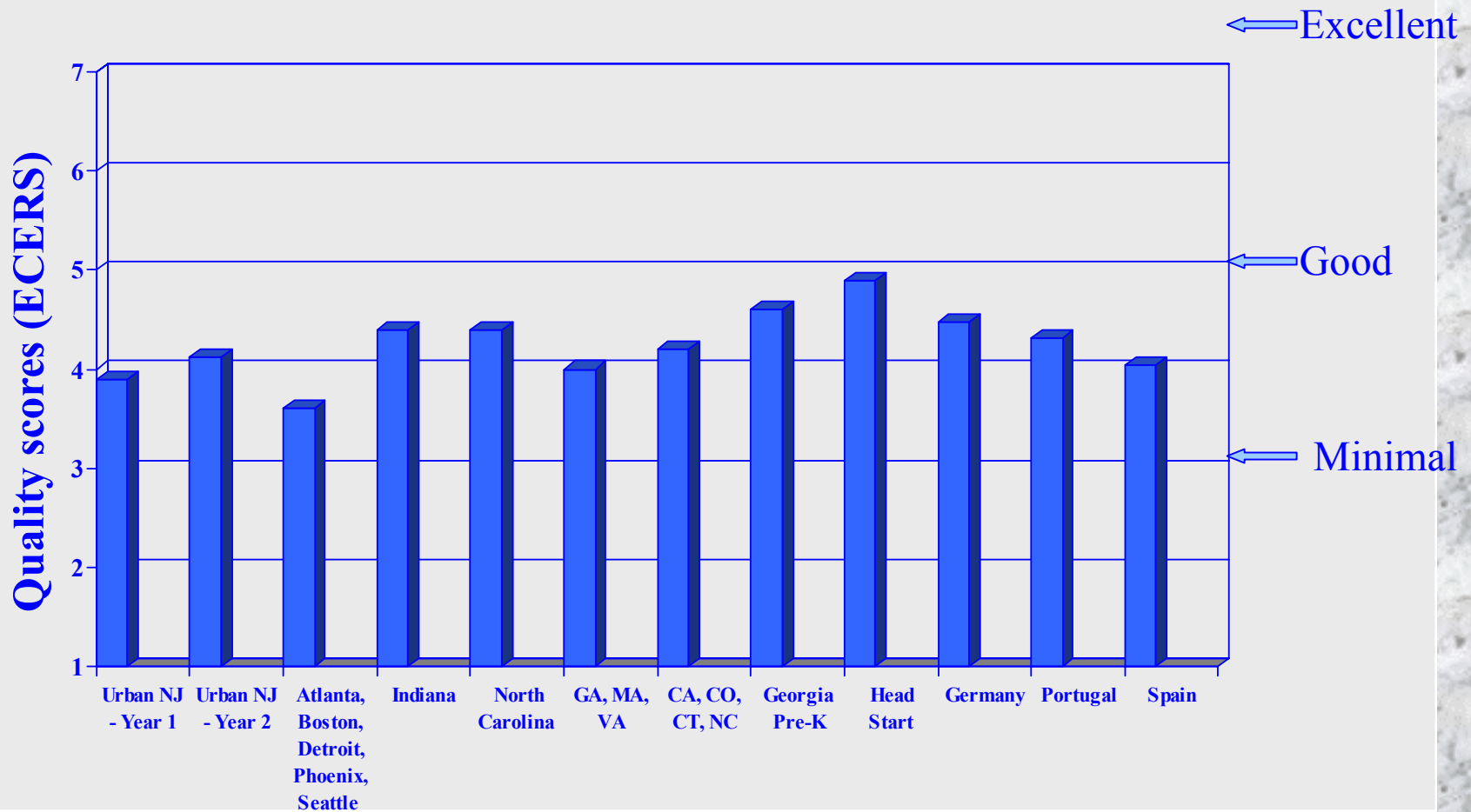
Sound curriculum

## Preschool Participation by Income: 2001



**K=\$1000's**

# Preschool Classroom Quality is too Low in the United States and Abroad



# Why Do Teacher Qualifications Matter?

## *Good Teaching Requires Well-Educated Teachers*

- NRC recommended BA & specialized training
- Better educated teachers are:
  - More responsive
  - Give more positive feedback
  - Are more engaged
  - Associated with higher test scores and fewer behavior problems
- Preschool programs demonstrated to produce high returns had well-educated, well-paid teachers

# Meta-Analysis of Effects of Preschool Teacher Education

## *Research Base*

- 33 studies, 153 effect sizes
- 18 studies (100 ES) on BA v. lesser education
- 15 studies (53 ES) on years of education
- Child outcomes and quality of teaching/environment

## *Findings*

- BA v. other ES = .51
  - 95% confidence interval = .41-.61
- Correlation with Years = .16
  - 95% confidence interval = .12-.20

# New Jersey's Abbott Policies

- Court ordered all teachers BA + EC Cert.
- Created new Certification Programs, incl. alternatives for teachers already in classrooms
- Scholarships and substitutes for preschool teachers already in private classrooms in Abbott districts
- New faculty lines to higher education
- Pay equivalence with Public Schools
- Teacher coaches and higher ed. partners (ELIC)

# New Jersey's Abbott Results

## *State Administrative Data (4 years later)*

- 70% of children in private programs
- Teacher pay: \$41,333 (\$31-\$61K)
- Fringe Benefits average 23% of pay
- 92% of teachers have BA
- Extension granted for teachers making progress

## *State ELIC Study Data*

- Classroom quality increased from 1999 to 2003
- Teacher degree affects quality
- 80% of teachers without BA enrolled

# Conclusions

- Good Pre-K can benefit all children
- Access is limited by income
- Quality must be raised to make Pre-K effective
- Good teachers are essential for effective Pre-K