What Works in Early Education:
A Review of the Research
Overview

- Interview with the Experts
  - Focused on findings from Puzzling it Out: The Current State of Scientific Knowledge on Pre-Kindergarten Effects (A Consensus Statement)
    - Dr. Deborah Phillips
    - Dr. Ron Haskins
    - Tennessee Commissioner of Education Candice McQueen (video)
    - Representative Alice Peisch

- Q & A
  - Individual questions from whole group
  - Table discussions (if time)
Speakers

Dr. Deborah Phillips
Professor of Psychology and Associated Faculty in the Public Policy Institute, Georgetown University

Dr. Ron Haskins
Senior Fellow, Cabot Family Chair in Economic Studies, Co-Director, Center on Children and Families, Brookings Institution
Statement 1:
Studies of different groups of preschoolers often find greater improvement in learning at the end of the pre-k year for economically disadvantaged children and dual language learners than for more advantaged and English-proficient children.
Pre-k programs are not all equally effective. Several effectiveness factors may be at work in the most successful programs. One such factor supporting early learning is a well implemented, evidence-based curriculum. Coaching for teachers, as well as efforts to promote orderly but active classrooms, may also be helpful.
Statement 3:
Children’s early trajectories depend on the quality of their early learning experiences not only before and during their pre-k year, but also following the pre-k year. Classroom experiences early in elementary school can serve as charging stations for sustaining and amplifying pre-k learning gains. One good bet for powering up later learning is elementary school classrooms that provide individualization and differentiation in instructional content and strategies.
Statement 4:

Convincing evidence shows that children attending a diverse array of state and school district pre-k programs are more ready for school at the end of their pre-k year than children who do not attend pre-k. Improvements in academic areas such as literacy and numeracy are most common; the smaller number of studies of social-emotional and self-regulatory development generally show more modest improvements in those areas.
Statement 5:

Convincing evidence on the longer-term impacts of scaled-up pre-k programs on academic outcomes and school progress is sparse, precluding broad conclusions. The evidence that does exist often shows that pre-k induced improvement in learning are detectable during elementary school, but studies also reveal null or negative long-term impacts for some programs.
States have displayed considerable ingenuity in designing and implementing their pre-k programs. Ongoing innovation and evaluation are needed during and after pre-k to ensure continued improvement in creating and sustaining children’s learning gains. Research-practice partnerships are a promising way of achieving this goal. These kinds of efforts are needed to generate more complete and reliable evidence on effectiveness factors in pre-k and elementary school that generate long-run impacts.
Tennessee Commissioner of Education
Candice McQueen

Watch video
Questions?