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# FULLFILING THE PROMISE: PREPARING ALL CHILDREN FOR SCHOOL THROUGH EARLY LEARNING PARTNERSHIPS WITH K-12.

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# CHICAGO OFFICE OF EARLY CHILDHOOD EDUCATION

**2010**

**40,800 Children and families**

**Budget: \$1,920,000**

# RATIONAL FOR INVESTMENT

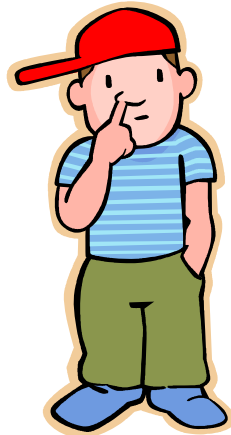
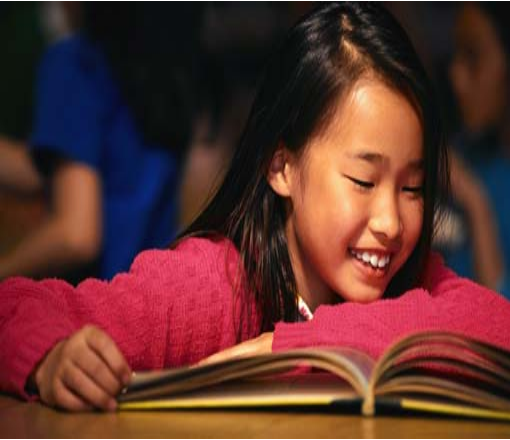
- ❑ Early experience affects brain development.
- ❑ 0 - 5 programs **can** change educational and social outcomes.
- ❑ Specific academic and social/emotional skills and knowledge at preschool age predict later school achievement.
- ❑ Economic and social benefits from preschool.

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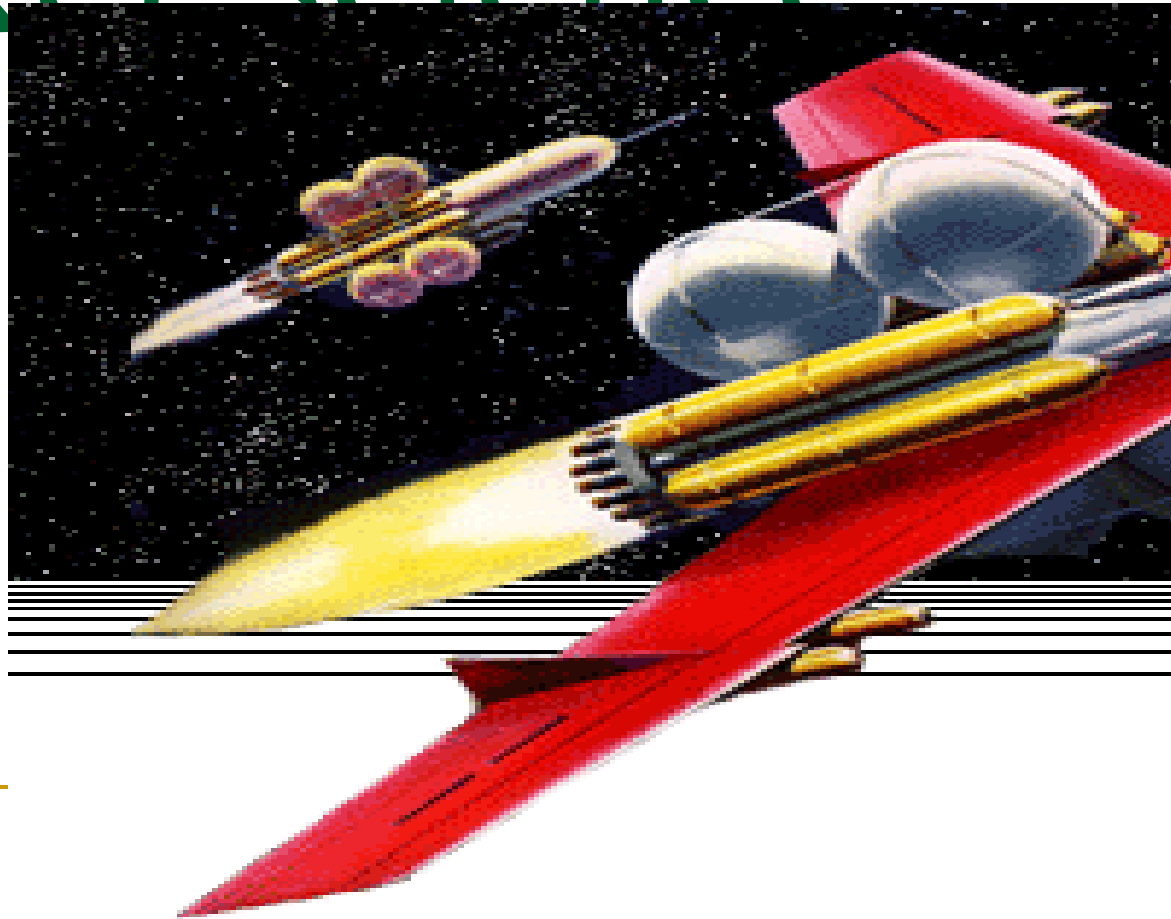
# THE CHALLENGE

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- In varying periods of time (full day/half day, one year/five years) under various auspices (centers, homes, schools),
  - teachers and caregivers will teach all children (particularly those at risk of school failure),
  - so at the end of the preschool years, 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.
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# THE SAME OUTCOMES?



It really is  
rocket science



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# CPS PROGRAMS

**PRESCHOOL FOR ALL – 32,000**

**Preschool** (*schools: 14,000; agencies: 10,000*)

**Prevention Initiative** (*agencies – infants/toddlers:  
3,000*)

*families: 5,000*)

**HEAD START** (*In schools*)– **7,200**

**TUITION BASED PRESCHOOL – 500**

**CHILD-PARENT CENTERS – 1,100**

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# HOW DID CHICAGO PUBLIC SCHOOLS (CPS) GET HERE?

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# EARLY EDUCATION AND CHILD CARE CAME TOGETHER

- 1960s Began mending the division between child care and early education (CAEYC)
  - 1966 Head Start cut across organizations and institutions
  - 1970s Joined together to revise licensing standards locally and nationally
  - 1980s Joint committees organized by Mayor and Governors.
  - Today: Early Learning Council
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# RESEARCH DISSEMINATED

- Westinghouse
  - Intervention Studies
    - HIGH/SCOPE
    - CHILD PARENT CENTERS
    - ABCEDARIAN
  - Brain development
  - Early Intervention
  - Economic benefits
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# PHILANTHROPIC COMMUNITY ENGAGED

- Long history of preschool education
  - Frances Parker
- Mental health interventions
  - Institute for Psychoanalysis
  - Institute for Juvenile Research
- Public/private partnerships
  - Ounce of Prevention
- Long term funding commitments
  - McCormick Foundation
- University research

# PREK in CPS 2010 State 0 -5 Budget 127m

- ❑ 1930s Experimental Preschool - ended 1942
- ❑ 1965 Summer Head Start in Chicago Public Schools
- ❑ 1968 Year-around Head Start
- ❑ 1975 Certification for Prekindergarten (Special Ed) extended to Prek-3
- ❑ 1986 State Preschool Initiated
- ❑ Infant Prevention Initiative

# THE ILLINOIS MODEL

- Agencies and private schools can receive Preschool for All \$.
- State education funding can be combined with Head Start, Child Care, and special ed.
  - Layered model: Child Care Block Grant + Head Start + Preschool for All + Special Education
- Most at-risk children received most public funding.
- ~~Set asides for Prevention 0 – 3.~~

# THE CHICAGO MODEL: CPS/FSS WORK TOGETHER

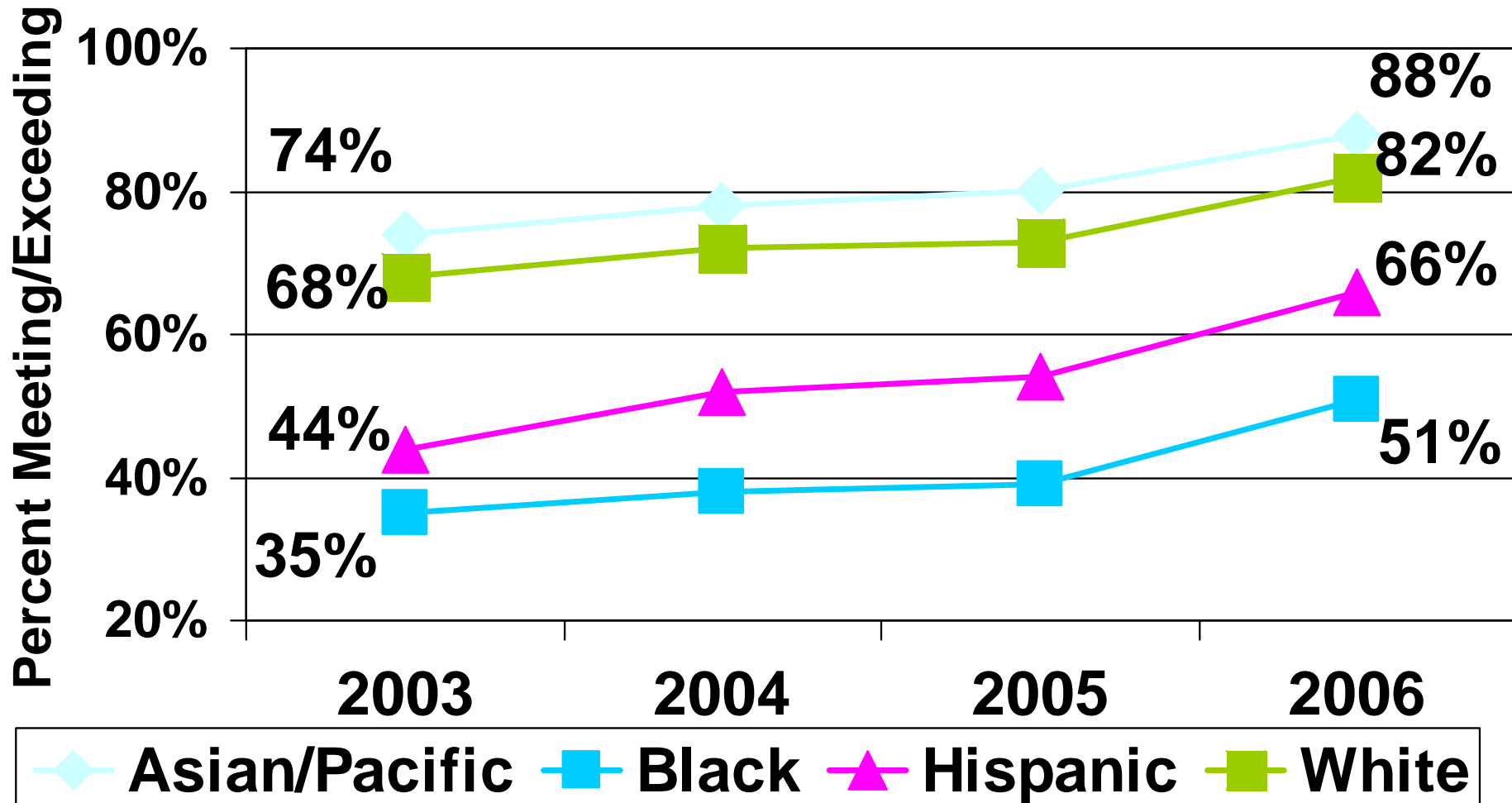
- Fund each other's programs (Head Start/PFA).
- Share services
- Share data (C-PEP, ECERS, ELLCO, CLASS).
- Top administrators meet together bimonthly.
- Work with DCFS for licensing, homeless, foster children, etc.

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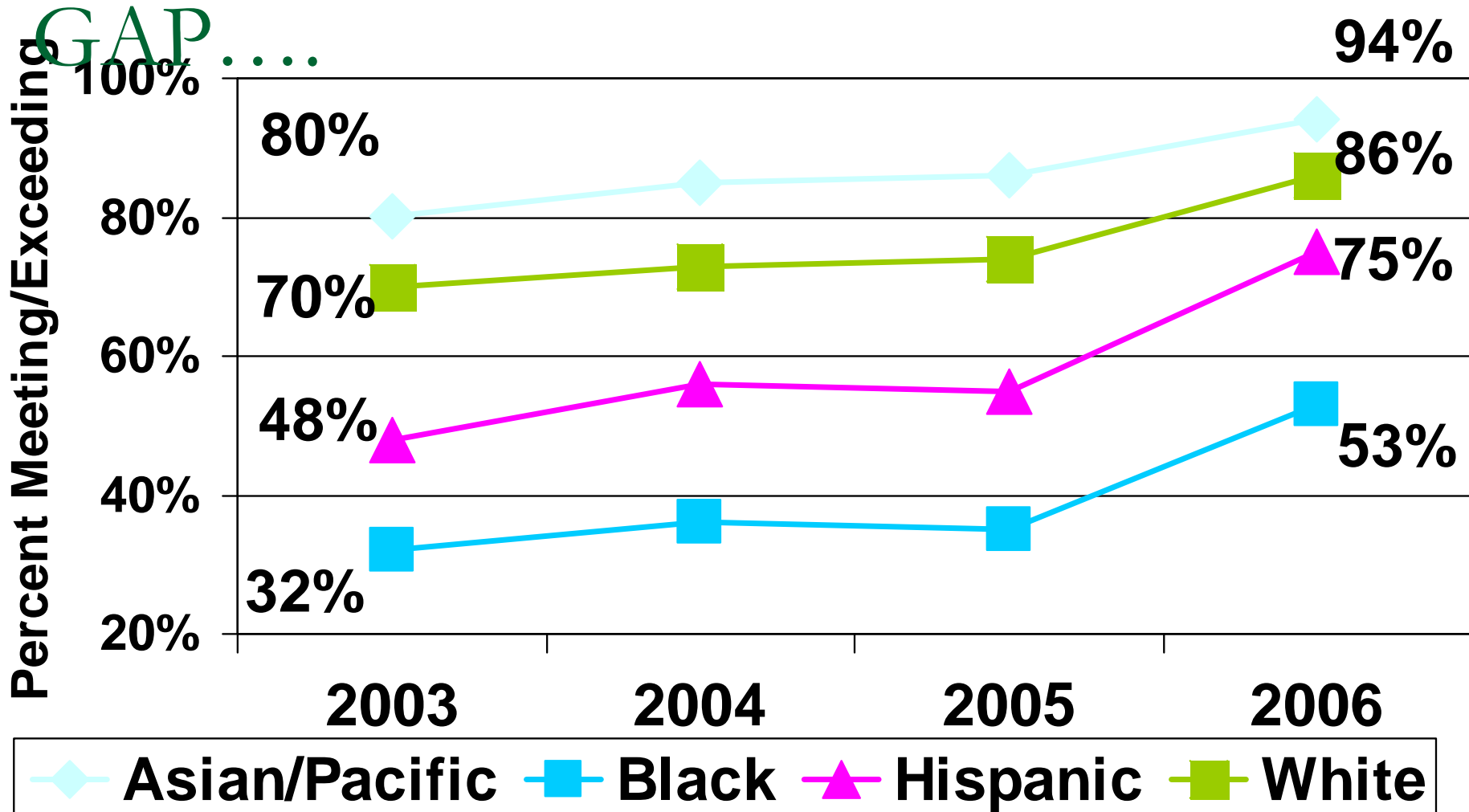
# WHY FOCUS ON EDUCATION?

- THE ACHIEVEMENT GAP

# READING ACHIEVEMENT GAPS...



# MATHEMATICS ACHIEVEMENT



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# MYTHS

- CHILDREN WHO ARE DEVELOPMENTALLY COMPETENT WILL AUTOMATICALLY DO WELL IN SCHOOL
- ALL CHILDREN CAN LEARN WITH THE SAME CURRICULUM.
- CHILDREN MUST KNOW THEIR HOME LANGUAGE BEFORE THEY LEARN ANOTHER.

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# WHAT MAKES A DIFFERENCE IN INTERVENTION

- Structural factors

- Ratios
- Group Size

## Teacher knowledge

- Content
- Children's prior knowledge
- Interactional variables

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# WHAT DO WE KNOW ABOUT EFFECTIVE PROGRAMS?

- Content matters
- Alignment matters
- Relationships are important
- Teaching is hard work

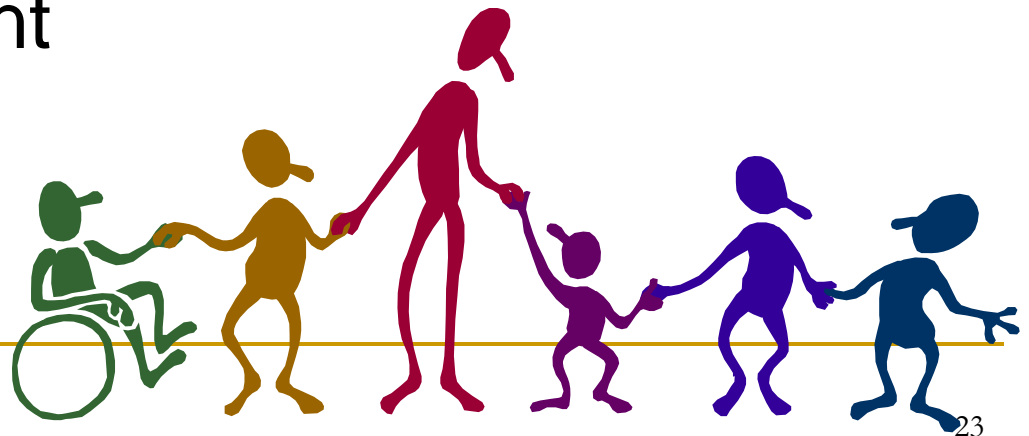
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# TOOLS TO MEET THE CHALLENGE

- ❑ Early Learning Standards
- ❑ Program assessment instruments
- ❑ Curricula planning technology
- ❑ Intervention/motivation strategies
- ❑ Parent involvement
- ❑ Professional development

# ISSUES

- Either/or ideologies
- Assessment of children
- ½ day/full day programs
- Bilingual education
- Inclusion
- Parent involvement



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# WHAT SHOULD TEACHERS DO?

- Make sure children love them and love learning.
- Teach the facts, what they mean, and why they are important.
- Teach thinking; it doesn't just happen.
- Children are continuously engaged in learning; children who are interested and busy are less likely to be naughty and whiney.

# WHAT SHOULD PRINCIPALS & DIRECTORS DO?

- Address factors leading to better outcomes for children (*curriculum, grouping, differentiation*).
- Align expectations across grades.
- Assess teaching and learning.
- Try out new ways to enhance learning. (*Nothing changes if nothing changes.*)

# WHAT SHOULD K-12 SYSTEMS DO?

- Collaborate with childcare and Head Start to set common expectations for K.
- Require positive parent and community involvement
- Provide or cooperate in the development of before and after school options.
- Provide IT assistance to agencies for data management.
- Set performance standards.

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# WHAT SHOULD ADVOCATES DO?

- Campaign for improvement -- but recognize reality.
- Develop a model that is flexible; everyone doesn't need the same things.
- Review teacher preparation programs.
- Make alliances; no one group can have everything.
- Do your homework; you need levers to change.

# WHAT I HAVE LEARNED!

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- Change is a messy process: stake holders interests make it harder.
- All services are important; focus on the children.
- Families do not always care about the same things professionals want. Neither is right or wrong. Compromise.
- Get thick skin. Someone will not want what you propose.
- Everyone can change -- even me.

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- “Education costs money, but then so does ignorance.”

- -- Sir Claus Moser