

Why PK???



School Board Presentation

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My background in PK

- Invest Early collaboration in Itasca County
- MESPA
 - Role of the principal in PK-3 leadership
- Institute of Medicine in Washington D.C (2014)
- Previous district (ISD 698)-Developed programming for all 3 and 4 years

PK-Grade 3 Alignment

- Principal Leadership is critical
 - Lakewood
 - Laura MacArthur
 - Lester Park
 - Lowell
 - Piedmont
- ISD 709 Partnerships
 - Asst. Superintendent
 - Community Education
 - Head Start
 - Curriculum/Instruction Dept
 - Special Education



Why PK???

Children who participate in high quality childcare/education have shown benefits in education, employment and health:

- Improved intelligence, reading and math performance
- More likely to have a 4 year college degree
- Long term/lifetime benefits past the age of 30
 - Less depression, improved mental health
 - Better overall health
- Access to high quality PK provides improved relationships and language acquisition

Relationships



- When children have healthy and warm relationships in early childhood they perform better academically
- High quality early education increases healthy relationships with adults and other children
- *Healthy relationships change brain structure*

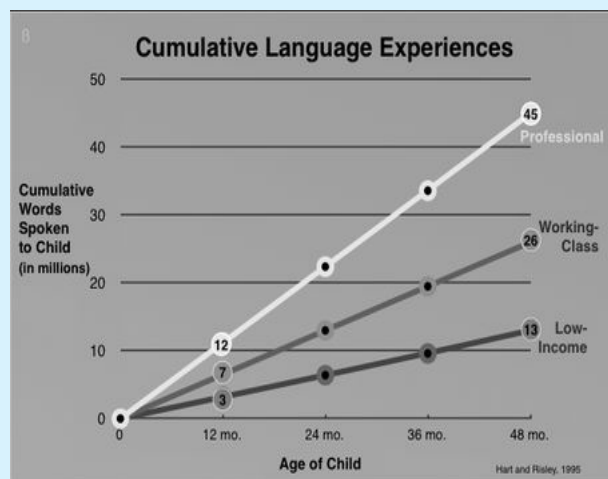
Language Interaction

30 Million Word Gap:

Increased language interaction

- By the time children are 4 years old, children in poverty hear 30 million fewer words

Oral language is the foundation for early literacy skills



Achievement Gap Research

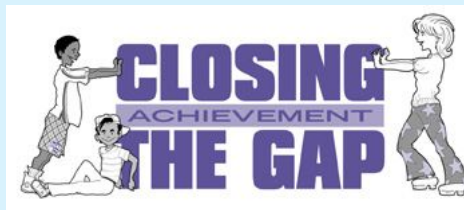
- As much as $\frac{1}{2}$ to $\frac{1}{3}$ of the white-black achievement gap already exists when children start 1st grade.
- Many children enter school lacking key language, literacy, pre-math, and social-emotional skills.
- **Research shows that these gaps begin to emerge as early as 9 months of age.**

QUALITY PRE-K: STARTING EARLY TO CLOSE ACHIEVEMENT GAPS AND BOOST STUDENT ACHIEVEMENT by Sara Mead (2012)

Achievement Gap

Children who experience high quality early education:

- Less likely to need special education
- Perform better on grade 3 achievement tests
- Those who start earlier and stay longer have more impact on achievement gap



Achievement Gap

Providing high-quality early childhood education to all American children from birth to age three has the potential to close the achievement gap between high- and low-income kids at ages three and five.

It would also likely cut the achievement gap in half for children at age eight

The gap in IQ between income groups at age three would essentially be eliminated either with a completely universal program or with one targeted at low-income children.

(Greg J. Duncan and Aaron J. Sojourner)

Financial Return on PK Investment

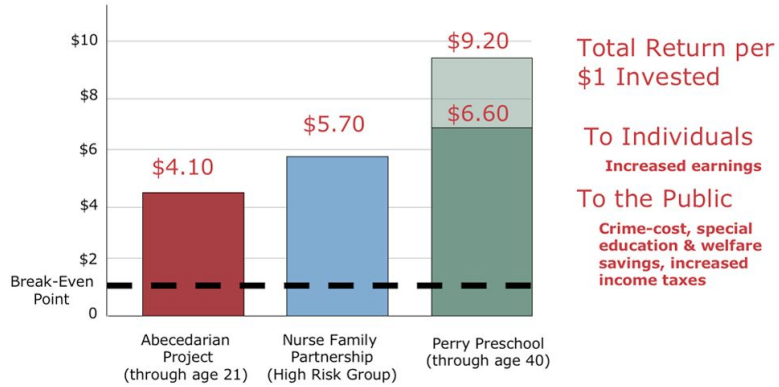
Not only benefit children and families but benefits the entire community.

- The estimated return on investment was \$7 for every \$1 invested. (National Institute for Early Childhood Education Research)
- One study showed that children who attended a high-quality half-day preschool program at ages 3 and 4 were, at age 40, more economically successful--for example, more likely to own their own homes--than nonparticipants in a control group.(Lawrence J. Schweinhart, Jeanne Montie, Zongping Xiang, W. Steven Barnett, Clive R. Belfield, and Milagros Nores (2005), *Lifetime Effects: The High/Scope Perry Preschool Study through Age 40*)
- Programs that provide enriched experiences for children and that also involve parents have shown to benefit children from all backgrounds, but they have the strongest influence on children from disadvantaged environments (Federal Reserve, Arthur Rolnick and Rob Grunewald, 2011)

Sen. Franken Questions Mr. Rolnick on Early Childhood Development and Education: <https://youtu.be/2nFeH7m-P2o>

Cost/Benefit Analyses Show Positive Returns

Early Childhood Programs Demonstrate Range of Benefits to Society



Sources: Masse & Barnett (2002) Karoly et al. (2005) Heckman et al. (2009)

TedTalk

Kathleen Gallagher



Next steps...

- Engage our learning community in understanding the importance of early learning.
- Increase principal leadership capacity.
- Assess our building capacities and classroom spaces to better incorporate early learning continuum and address gaps in PreK services and programs.
- Address family/children barriers for accessing early learning programs.
 - Programs available in our most at-risk communities, transportation, etc.
- Build partnerships with external (non-district sponsored) community preschool and daycare centers.