



NIEER

NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH

New State Research on Highly Effective Pre-K

Washington, DC

June 18, 2007

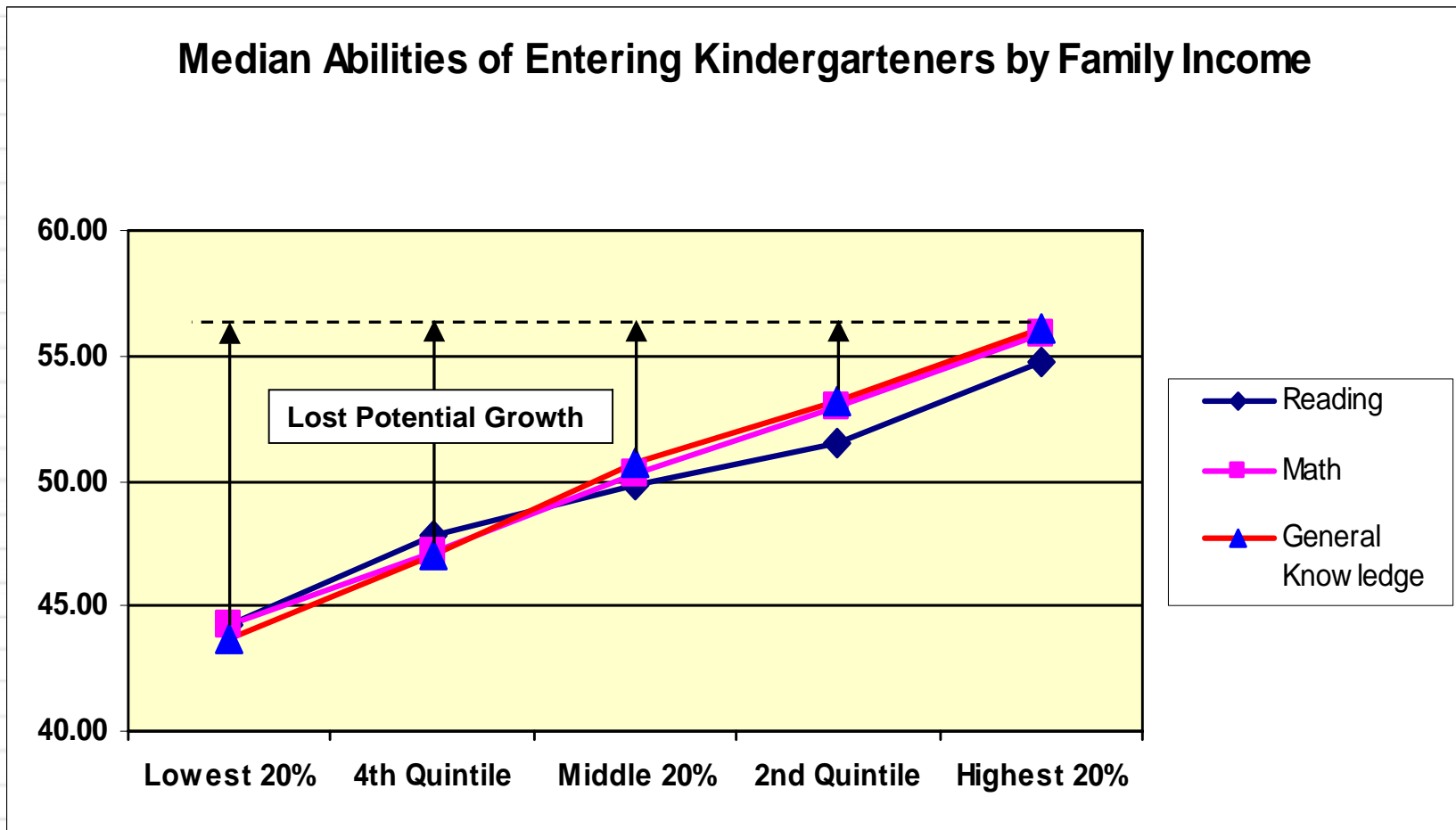
W. Steven Barnett, Ph.D.

National Institute for Early Education Research

www.nieer.org

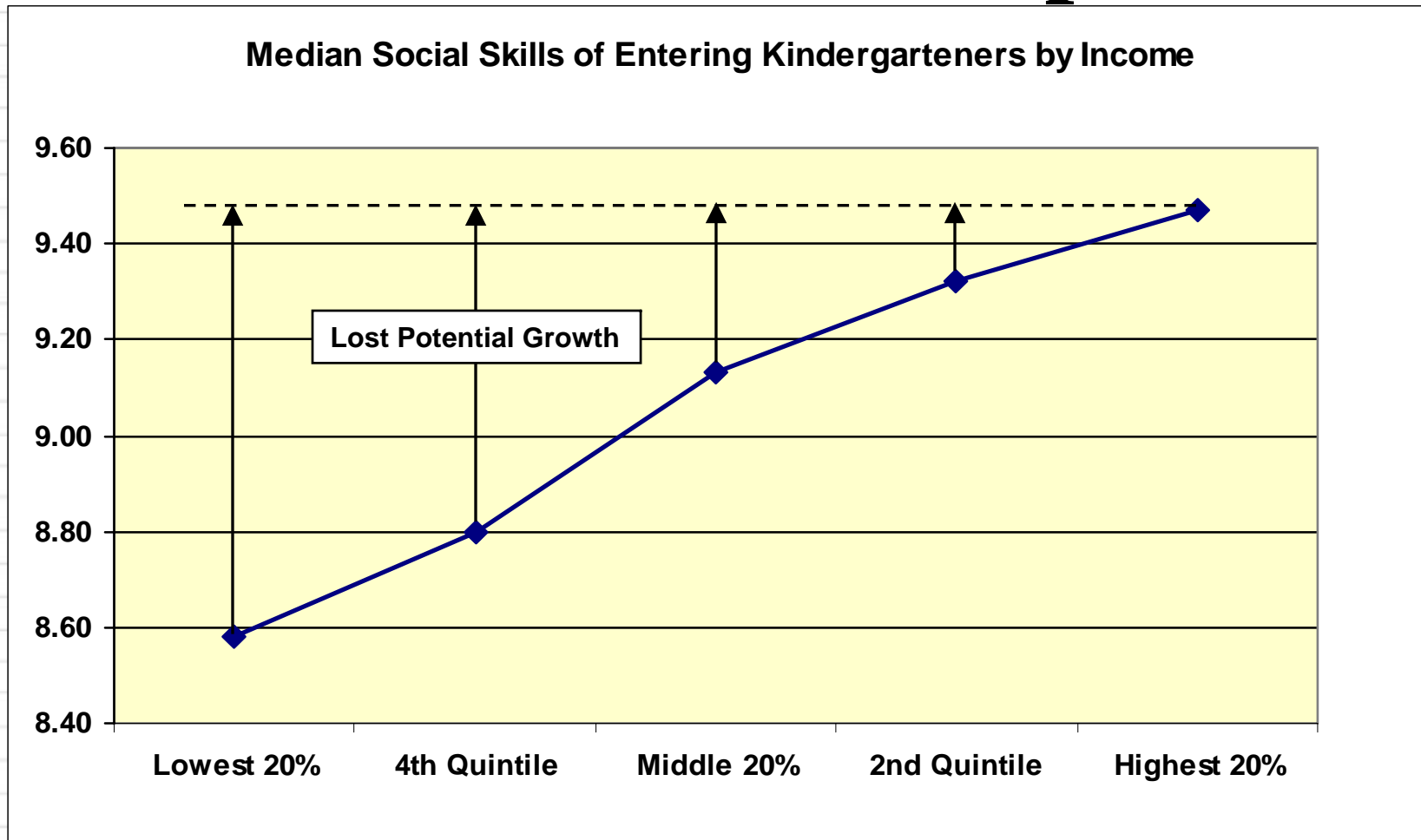


Cognitive Development Gap





Social Skills Gap



Barnett, W. S. (2007). Original analysis of data from the US Department of Education, National Center for Educational Statistics, ECLS-K Base Year Data files and Electronic Codebook (2002).



Pre-K Effects on Federal Budget

Targeted \$29 billion surplus annually by 2050

UPK \$73 billion surplus annually by 2050

Source: Lynch (2007). *Enriching Children, Enriching the Nation*. Washington, DC, Economic Policy Institute.



Impact of Teacher Education

Pamela Kelley & Greg Camilli

- 32 studies through 2003
- 18 Compare Levels (BA v. Other)
- 14 Correlations with Years of Education
- Adjust for degree of statistical control, quality of effect size, and sample size
- Multi-Level Analysis



Impact of Teacher Education

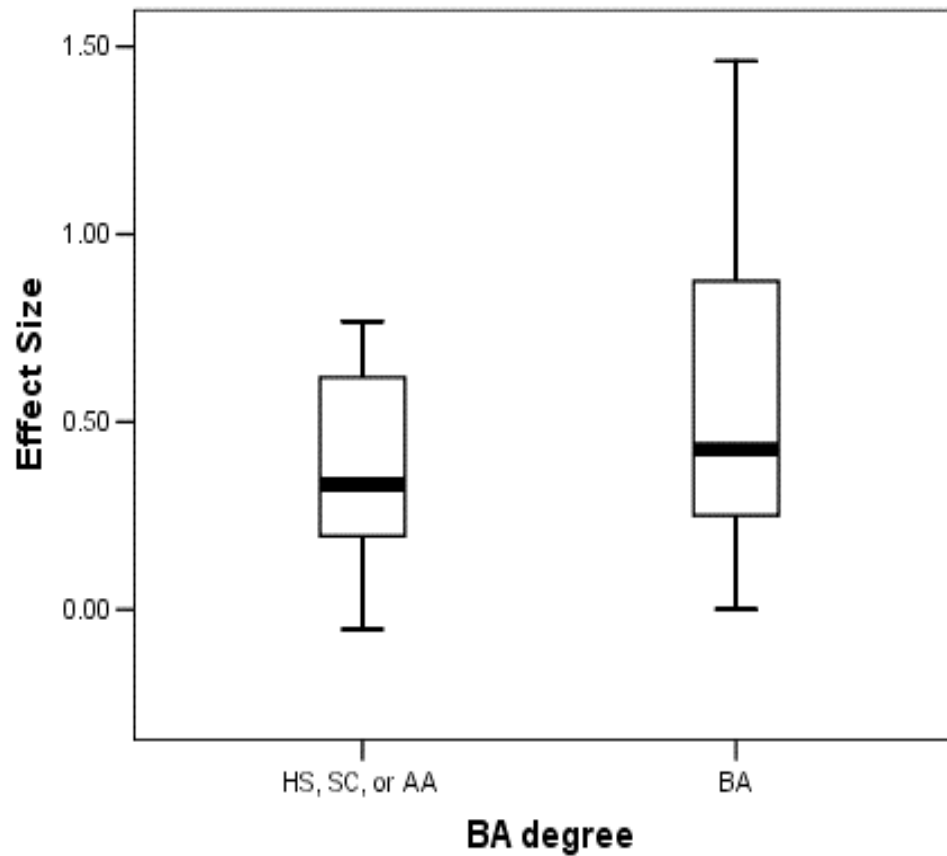
Pamela Kelley & Greg Camilli

- Modest avg effects ($es = .15$, Correlation $.22$)
- Only teachers with BA have large es , $>.80$
- Other studies yield similar conclusions, NICHD
- 2007 Child Development Early et al.—more positive effects of BA than chance alone



Impact of Teacher Education

Pamela Kelley & Greg Camilli





Educating ELL Children in PreK

Barnett and Colleagues, ECRQ

- Randomized trial
- Two-Way v. English Immersion
- Language, literacy and math in Eng. & Spanish
- Sample of 131 children, incl. 71 ELL
- Adjust for Classroom Quality & Teacher Degree
- Multi-Level Analysis



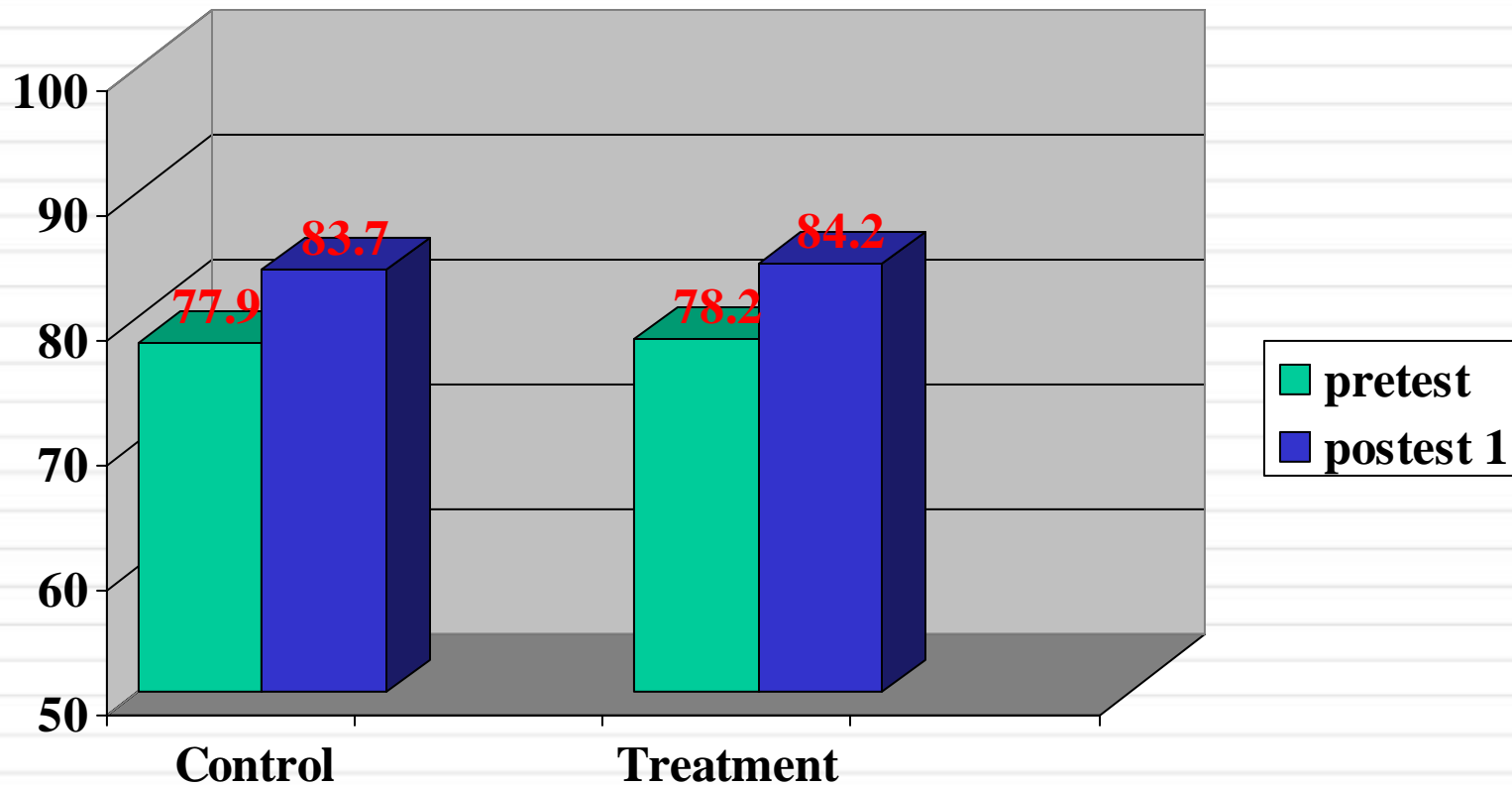
Educating ELL Children in PreK

Barnett and Colleagues, ECRQ

- All Children gain
- TWI and EI same gains in English Language tests
- Two-Way benefits Spanish Language Vocabulary
- Native English Speakers also learn Spanish



TWI v. English Immersion English Vocabulary





TWI v. English Immersion Spanish Vocabulary

