

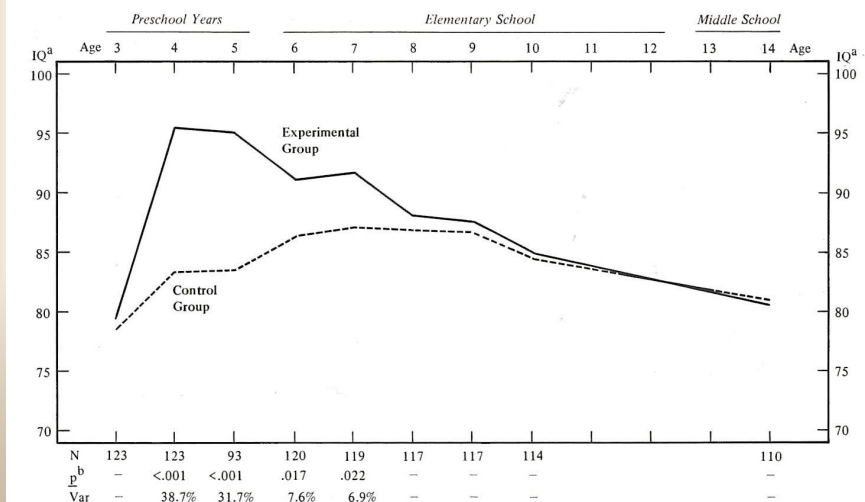
P -3 Policy Issues

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Effects of the Perry Preschool Program

FIGURE 2 COGNITIVE ABILITY BY GROUP OVER TIME^a



(Schweinhart & Weikart, 1980)

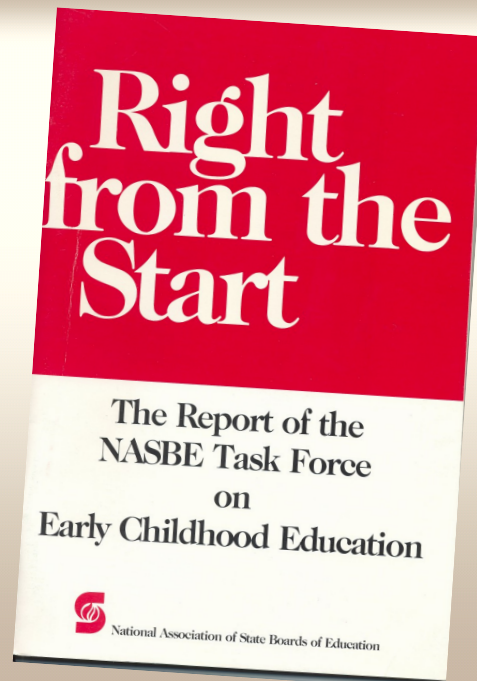
In this presentation Dr. Meisels will mention several assessments. He is an author of one of them—the Work Sampling System—and a consultant to the company that publishes it, Pearson Education. These assessments will be cited solely to illustrate the points raised in the lecture, rather than to promote the assessments or imply an endorsement by any particular institution.

Continuity Over Time

Social and academic gains from quality preschool programs are more likely to be sustained if children participate in cohesive, quality educational programs from preschool through Grade 3.

- Reynolds, Ou, & Toitjes (2004)

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PK – 3 “Early Childhood Units”

- An aligned curriculum with clear expectations for each grade level;
- Multiple forms of assessments that mark individual progress toward expectations;
- Caring school environments that are responsive to the linguistic and cultural diversity of the children.

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Standards and Accountability

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School and Administrative Structures

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Teacher Mobility

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Funding Issues

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Accountability and Teacher Evaluation

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*Improving near term
outcomes for older
students vs.
Investing in young
children*

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