

## *Early Childhood in Oklahoma*

### **Oklahoma's Universal Pre-Kindergarten**

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### ***History of Universal Pre-Kindergarten***

- **1980 State Funded Grant Program**
  - **10 districts participated through a competitive grant process**
  - **Children voluntarily enrolled on a first-come, first-served basis (universal access)**
  - **4 days a week, 5<sup>th</sup> day for parent involvement**



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**•1990 House Bill 1017**

- Moved funds from state grants to the state aid formula**
- Priority was set to serve those most in need (Head Start income eligibility guidelines)**
- Others paid a sliding scale tuition**



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**•Education Reform Act of 1990**

- Mandated children's attendance in a half-day kindergarten program**
- Formalized standards**
- Promoted pre-kindergarten programs**



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•1998 House Bill 1657

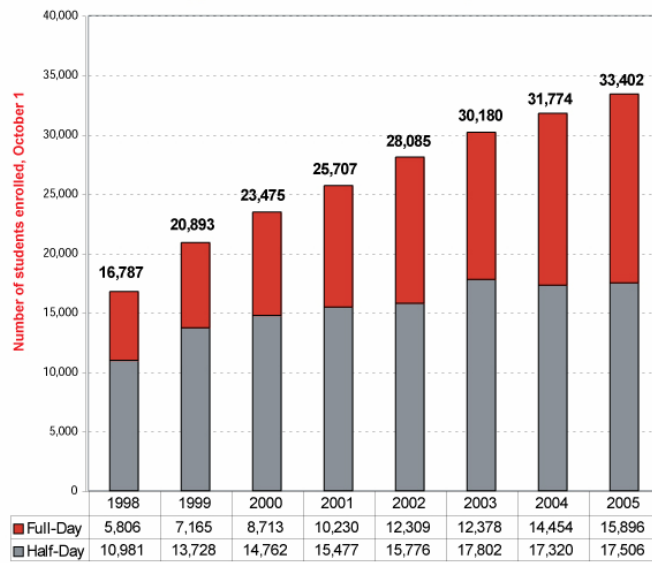
•Free, voluntary, universal access to pre-kindergarten for all students age 4 on or before September 1

•Enrollment has doubled since 1998



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**Oklahoma Public Schools  
Pre-Kindergarten Enrollment, 1998 to 2005**



SOURCE: Public School Applications for Accreditation, State Department of Education, March 2006

## ***Pre-Kindergarten Funding***

Pre-Kindergarten funding to Oklahoma's public schools comes from multiple sources, including the state aid formula. Other sources of revenue which may impact pre-kindergarten:

### **Federal**

*Child Nutrition Program  
Special Education  
Title I  
Bilingual Education*

### **State**

*Staff Development  
Local and County Revenue  
Textbooks*



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## ***Pre-Kindergarten***

**Provides:**

- **Half-day/full-day option**
- **Voluntary participation**
- **Increased readiness for reading and academic learning (Georgetown study)**
- **Easy transition to kindergarten**
- **Curriculum appropriate for age and development**



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## ***Pre-Kindergarten***

### **Staff:**

- **Early childhood-certified teacher with**
  - Bachelor's degree
  - State teacher salary/fringe benefits
- **Assistant teacher**

### **Class Size:**

- **Adult/child ratio 1:10, max. class size of 20**



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## ***Pre-Kindergarten***

### **Curriculum:**

- **Pre-K Curriculum Guidelines**
  - Approved by the State Board of Education
- **Aligned with *Priority Academic Student Skills (PASS)***
  - Pre-K - 12 state-mandated standards

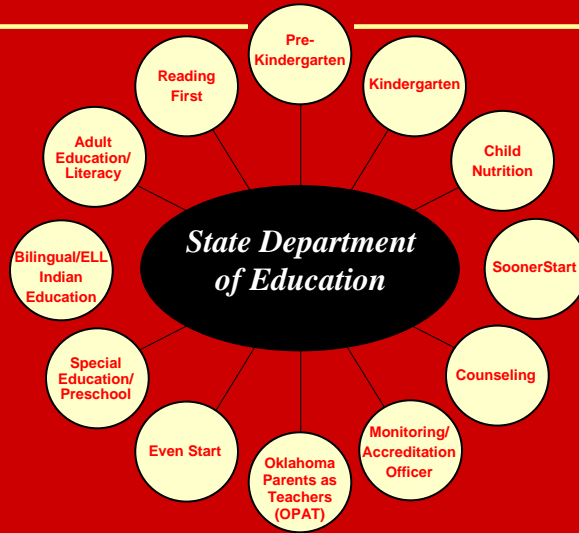
### **Collaborations:**

- **Head Start, child care, faith-based facilities, and community organizations**



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**Early Childhood Services that the State Department of Education provides throughout Oklahoma.**

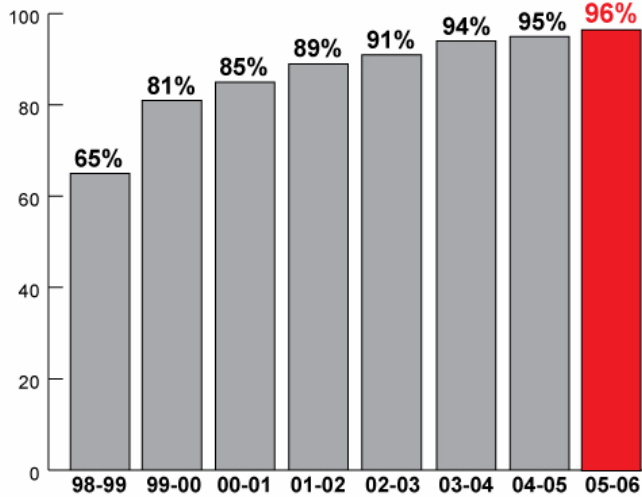


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### Oklahoma's Pre-Kindergarten Progress

Percentage of public school districts that voluntarily offer Pre-K



SOURCE: Information submitted by school districts each October on the Annual Application for Accreditation, State Department of Education, March 2006.

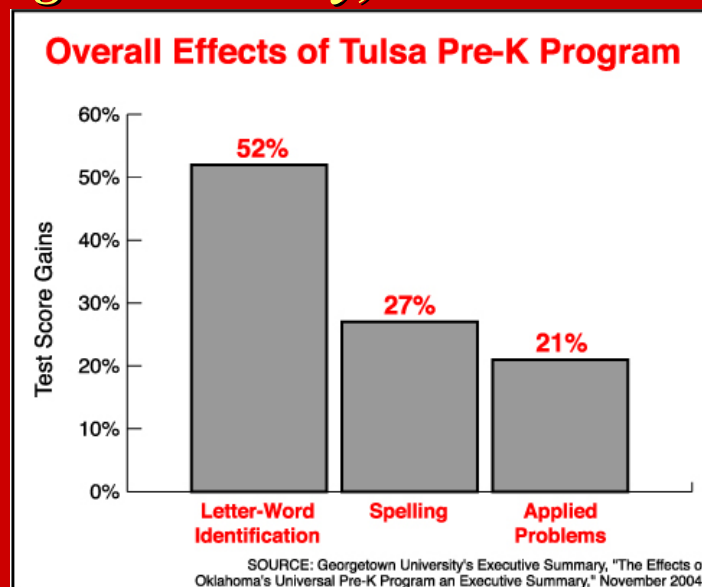
## 2003 Georgetown Study

*Results illustrate how quality pre-kindergarten programs help close achievement gaps:*

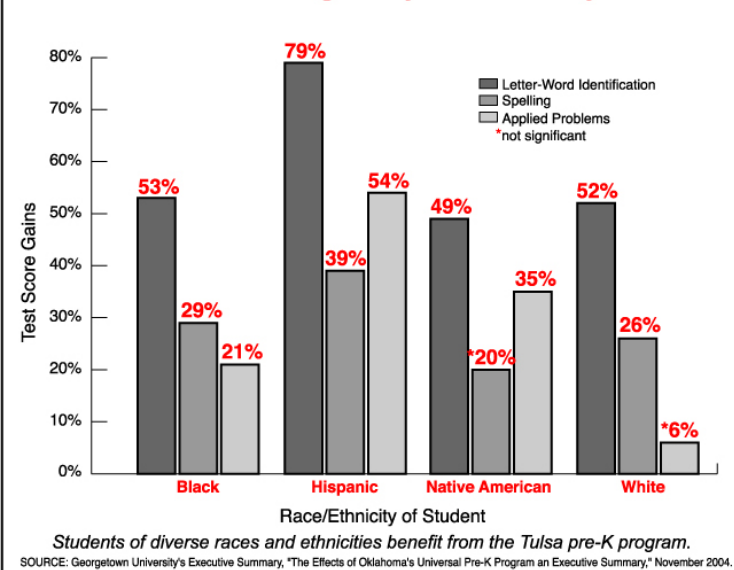
- Average test scores up 16% after participating in the one-year program.
- Greatest gains in cognitive and language skills.
  - Low-income students improved 25.7%.
  - Hispanic students showed the most improvement; overall increase of 54% and, if in full-day, the increase was 73%.

Gormley, W. T. and Deborah Phillips. "The Effects of Universal Pre-Kindergarten." Oct.2003.  
<<http://www.crocus.georgetown.edu/reports/oklahoma9z.pdf>>.

## Georgetown Study, 2004:



### Effects of Tulsa Pre-K Program by Race/Ethnicity of Student



## 2005 NIEER Study

National Institute for Early Education Research (NIEER) supported the research from Georgetown University.

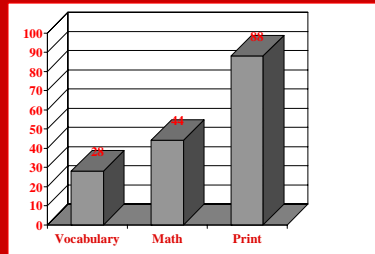
- 29 percent more growth in vocabulary
- 44 percent more growth in math
- 88 percent more growth in print awareness

Barnett, Steven, Cynthia Lamy, and Kwangee Jung. "The Effects of State Pre-Kindergarten Programs on Young Children's School Readiness in Five States." Dec. 2005.  
<http://nieer.org/resources/research/multistate/fullreport.pdf>.



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## *The Effect of Oklahoma's Early Childhood Program on Children's Vocabulary, Print Awareness, and Math Skills*



*Barnett, Steven, Cynthia Lamy, and Kwangee Jung. "The Effects of State Pre-Kindergarten Programs on Young Children's School Readiness in Five States." Dec. 2005. <<http://nieer.org/resources/research/multistate/fullreport.pdf>>.*



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