



Full Day Pre-Kindergarten

CLC

January 12, 2015



CLC Questions

- Does research support full-day Pre-kindergarten?
- Is full-day Pre-kindergarten effective?

What the Research Says...

- “Research shows that children with risk factors benefit from more time in pre-k, and more time in a high-quality pre-k environment will lead to greater and more sustained gains for these students. Multiple evaluations have shown that the benefits of high-quality pre-k outweigh the costs.”
 - Raise Your Hand Texas report
- Children who attended prekindergarten were more likely than their peers to complete high school or attend college and less likely to be incarcerated or unemployed.
 - Steve Barnett with National Institute for Early Education Research

Full day Pre-K rationale

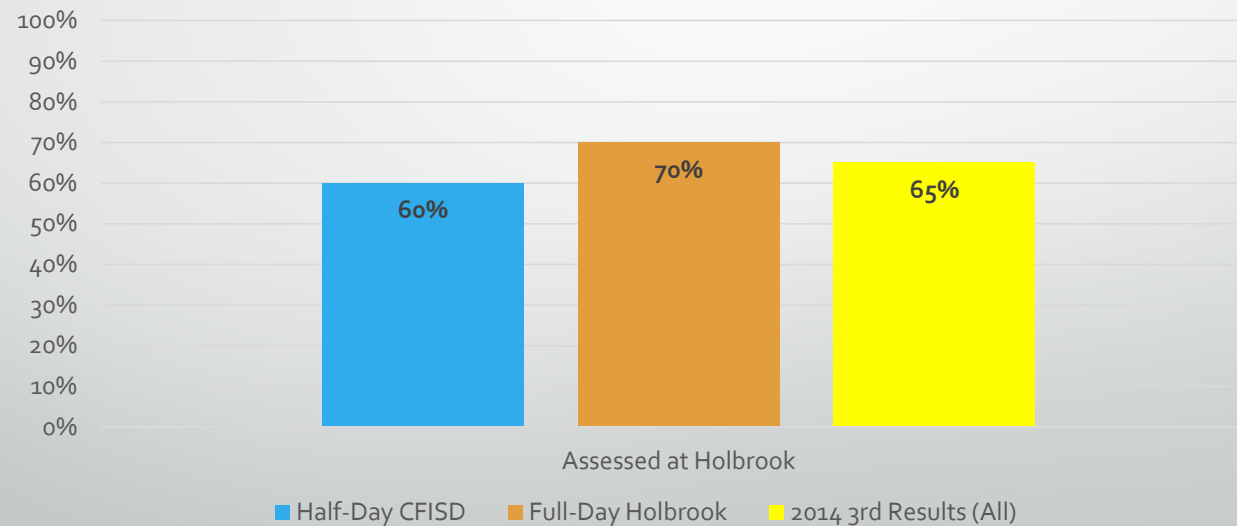
- “Results of this study indicate that students who are far behind at entry to preschool can develop **vocabulary, math and literacy skills** that approach national norms if provided with a full day preschool program that maintains reasonable quality standards. Extended hours and days of preschool education seem to have dramatic and lasting effects when the program is high quality.”
 - Steve Barnett with National Institute for Early Education Research

Cypress-Fairbanks Full-day Pre-kindergarten Programs

- Holbrook Elementary (2009-2010)
1/2 day Cy-Fair curriculum and 1/2 AVANCE (Head Start) curriculum
- Francone Elementary (pilot 2014-2015)
Full day Cy-Fair curriculum

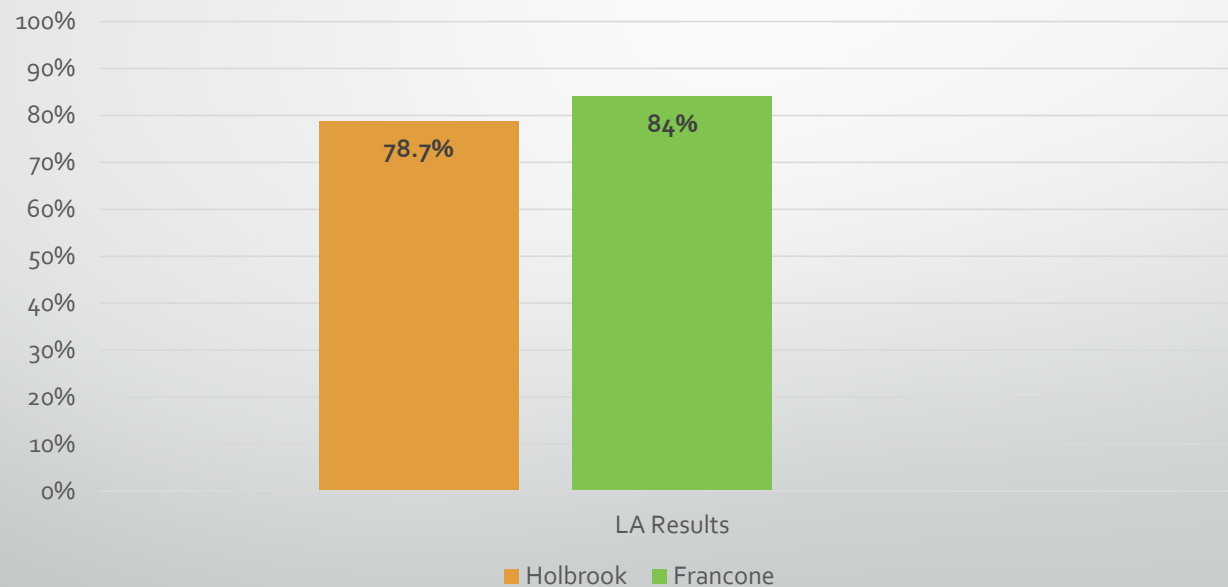
Holbrook Elementary 2009-2010 Cohort Longitudinal Look

2009-10 PK Cohort
2014 STAAR Met Sat. at Phase-in 1 Standard (3rd Grade)
Reading



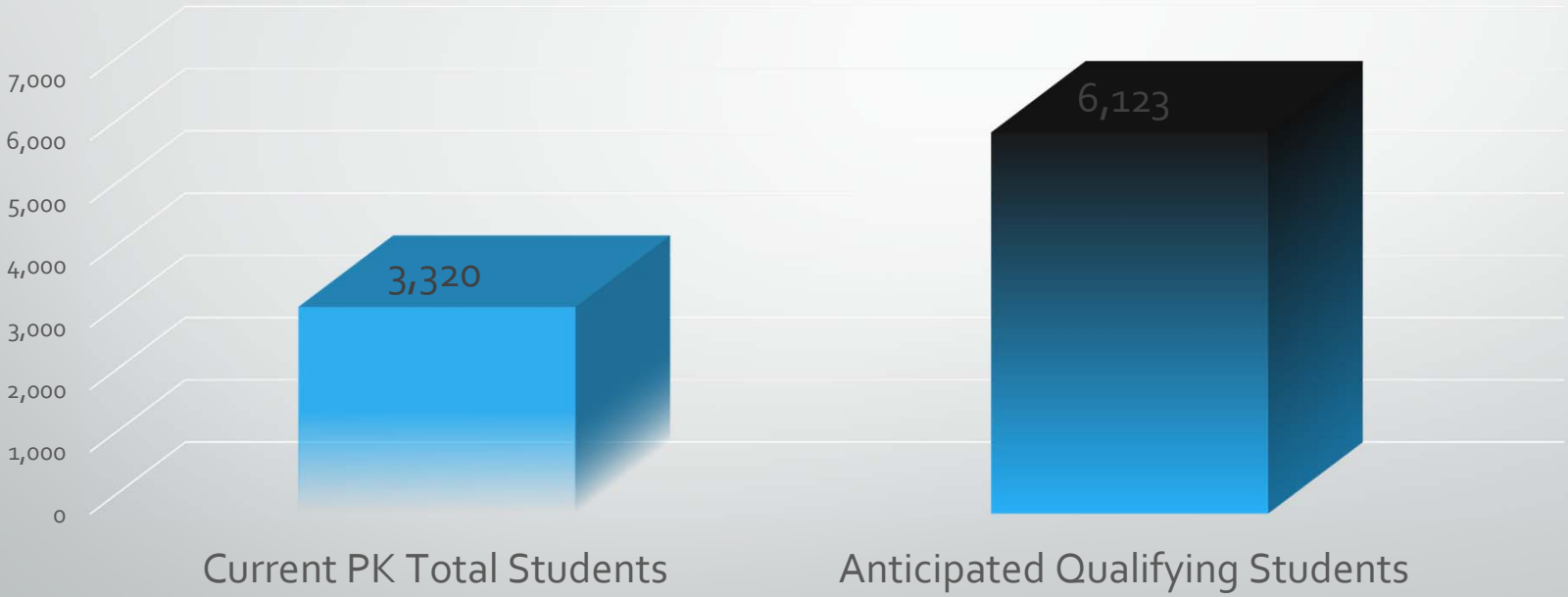
Holbrook Elementary as Compared to Francone Elementary

2014-2015 Mid-year Data



Pre-K Student Details

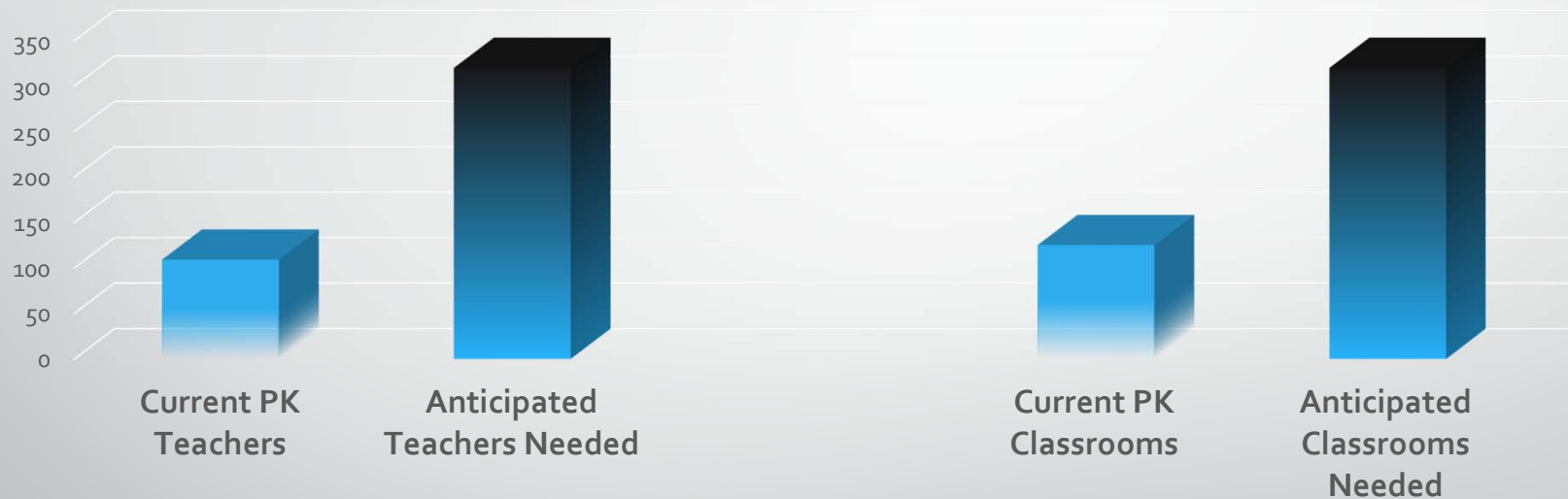
PRE-K STUDENT NUMBERS



We anticipate an increase of approximately 2,800 qualifying Pre-K students

Additional Pre-K needs

PK NEEDS ASSESSMENT



We anticipate an increase of approximately 211 teachers and 195 classrooms