Ellen Frede
Assistant to the Commissioner of the New Jersey Department of Education’s Office of Early Childhood Education

Annual Forum
Scandinavia House, New York City
October 7, 2004
UNIVERSAL PRE-K IN NEW JERSEY

- 1996 State Legislature funds half-day preschool for four year olds in 132 school districts (Early Childhood Program Aid, ECPA)
- 1998 NJ Supreme Court orders at least half day preschool for three and four years olds in 30 of those districts (Abbott)
- 2000 DOE requires full-day, full-year in Abbott districts
- 2004 $15 million for Early Launch to Learning Initiative (ELLI)
PRESCHOOL PROGRAM
STANDARDS

Abbott:  ECPA:

Class size  15  varies

Ratio  1 certified teacher and
       1 assistant teacher

Preschool Teaching and Learning Expectations:
Standards of Quality

Collaboration with child care and Head Start agencies
Pre-K – Grade 3 Transition and Continuity Initiatives

- Transition plans required – child and family, teacher to teacher and curriculum
- Standards aligned
- Early Learning Assessment System Pre-K to Grade 1
Total ECERS-R Score
Percentage of Classrooms Scoring 1 - 7 SY 2004

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 - 1.99</td>
<td>1</td>
</tr>
<tr>
<td>2.00 - 2.99</td>
<td>8.7</td>
</tr>
<tr>
<td>3.00 - 3.99</td>
<td>29.7</td>
</tr>
<tr>
<td>4.00 - 4.99</td>
<td>36.7</td>
</tr>
<tr>
<td>5.00 - 5.99</td>
<td>20.7</td>
</tr>
<tr>
<td>6.00 - 7.00</td>
<td>3.2</td>
</tr>
</tbody>
</table>

Annual Forum, Scandinavia House, New York City
October 7, 2004
Change in ECERS-R Scores
SY2000 – SY2004

On a subset of districts, n=252
Percentage of Classrooms Across 30 Abbott Districts Scoring 1 – 5 on the SELA, SY2003 – SY2004

Annual Forum, Scandinavia House, New York City
October 7, 2004
Change in SELA Scores
SY2002 – SY2004

Subset of Abbott districts, n=252

Average Score

<table>
<thead>
<tr>
<th>Component</th>
<th>SY2002</th>
<th>SY2003</th>
<th>SY2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literate Environment</td>
<td>3.15</td>
<td>3.16</td>
<td>3.15</td>
</tr>
<tr>
<td>Language development</td>
<td>2.69</td>
<td>2.76</td>
<td>2.82</td>
</tr>
<tr>
<td>Print/Books</td>
<td>2.16</td>
<td>2.65</td>
<td>2.16</td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td>1.99</td>
<td>2.06</td>
<td>1.99</td>
</tr>
<tr>
<td>Letters and Words</td>
<td>2.35</td>
<td>2.39</td>
<td>2.35</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>2.08</td>
<td>2.04</td>
<td>2.08</td>
</tr>
<tr>
<td>Bilingual Support</td>
<td>2.43</td>
<td>2.35</td>
<td>2.43</td>
</tr>
<tr>
<td>Total</td>
<td>2.69</td>
<td>2.76</td>
<td>2.86</td>
</tr>
</tbody>
</table>

Annual Forum, Scandinavia House, New York City
October 7, 2004
Percentage of Classrooms Across 30 Abbott Districts Scoring 1 – 5 on the PCMI, SY2004

- 1.00 - 1.99: 43.2%
- 2.00 - 2.99: 43.3%
- 3.00 - 3.99: 12.9%
- 4.00 - 5.00: 0.6%

Annual Forum, Scandinavia House, New York City
October 7, 2004
Get Ready to Read Scores
SY2003 - SY2004

Get Ready to Read Score Interpretation

<table>
<thead>
<tr>
<th>Category</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Weak to Weak</td>
<td>6.1</td>
<td>6.1</td>
</tr>
<tr>
<td>Average to Strong</td>
<td>52.3</td>
<td>47</td>
</tr>
<tr>
<td>Very Strong</td>
<td>41.5</td>
<td>46.7</td>
</tr>
</tbody>
</table>

Annual Forum, Scandinavia House, New York City
October 7, 2004
Change in Receptive Language Scores SY2000 – SY2004 (Across 14 Districts)

Statistically significant difference between 2000 and 2004, (F=22.46 p<=.00).
Mean for 30 districts in 2004 is 88.91(14.16)