Changing the Odds:

Lessons learned from successful programs
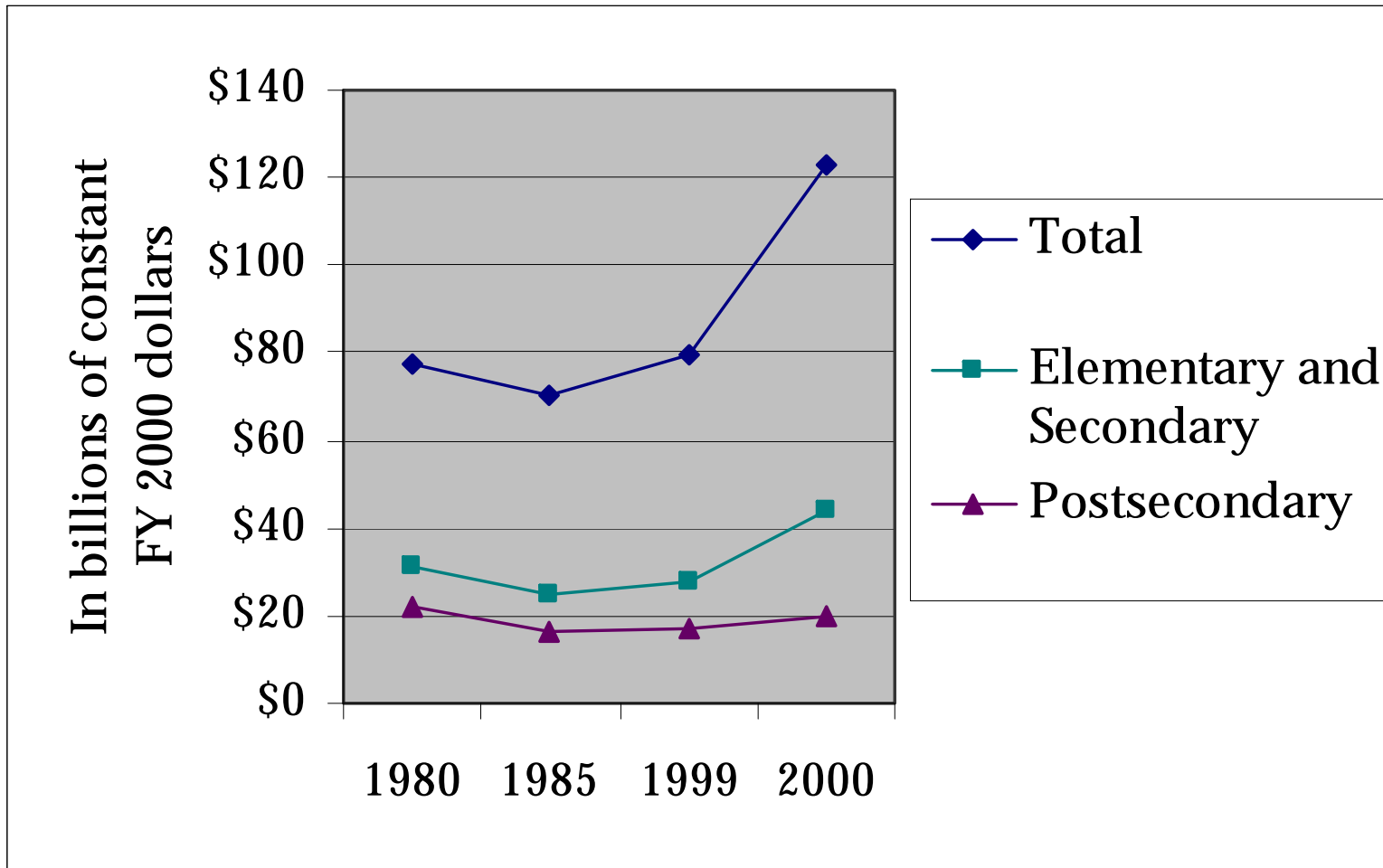
Susan B. Neuman

University of Michigan/New York University

o In 2001, I was appointed to be the Assistant Secretary for Elementary and Secondary Education

o In charge of 22 billion dollars of programs targeted to the needs of children at risk
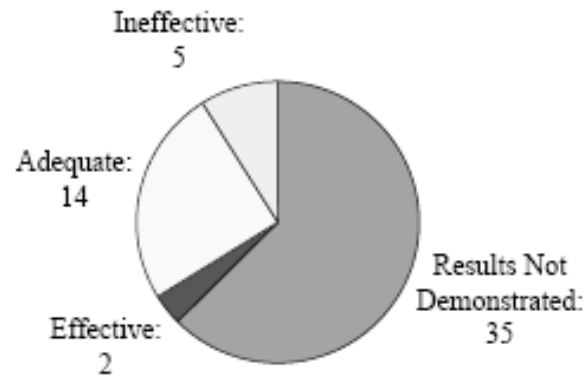
A bit of background

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The problem

Figure 2.7 PART Ratings For Education Programs

Ineffective: 5

Adequate: 14

Effective: 2

Results Not Demonstrated: 35

Source: US Department of Education (2005).

The problem….

o Children of color

o Children of families who speak a language other than English

o Children of poverty

Underachievers

What have we done wrong?

When and how have we failed our most vulnerable children?

- Too much testing

- Too little teaching

- Too little understanding of how children learn in the early years

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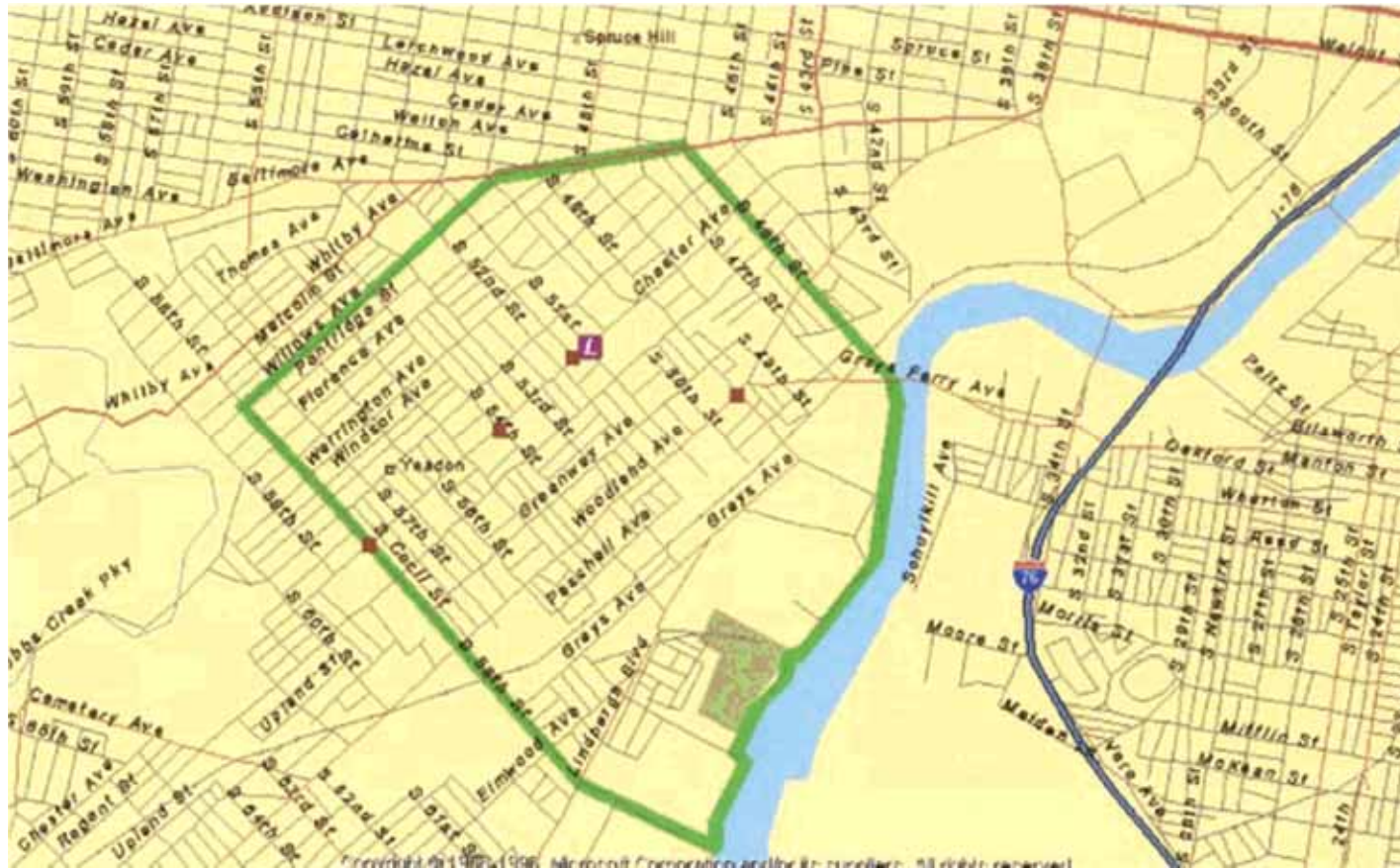# Failed policies

When we oversimplify the problem

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Poverty

Affluent community

Child Population   =1,239
Places to buy books   =11
Titles in Stores   =16,453

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Poor Community

Community of Affluence

- 16,453 reading resources for 1,200 children
- 11 places to buy books

Community of Poverty

- 358 reading resources for 7,000 children
- 4 places to buy books (mostly coloring books)

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Same City; Worlds Apart

Community of Affluence

o Adults read with children 47 out of 60 minutes at the library (approx. 2,435 words)

= 14x the number of words in print per visit

Community of Poverty

o No adults read with their children at the library

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o Limited materials resources (Neuman & Celano, 2000; Neuman, Celano, Greer, Shue, 2000).

o Interactions, and involvement (Hart & Risley, 1995; McLloyd, 1990)

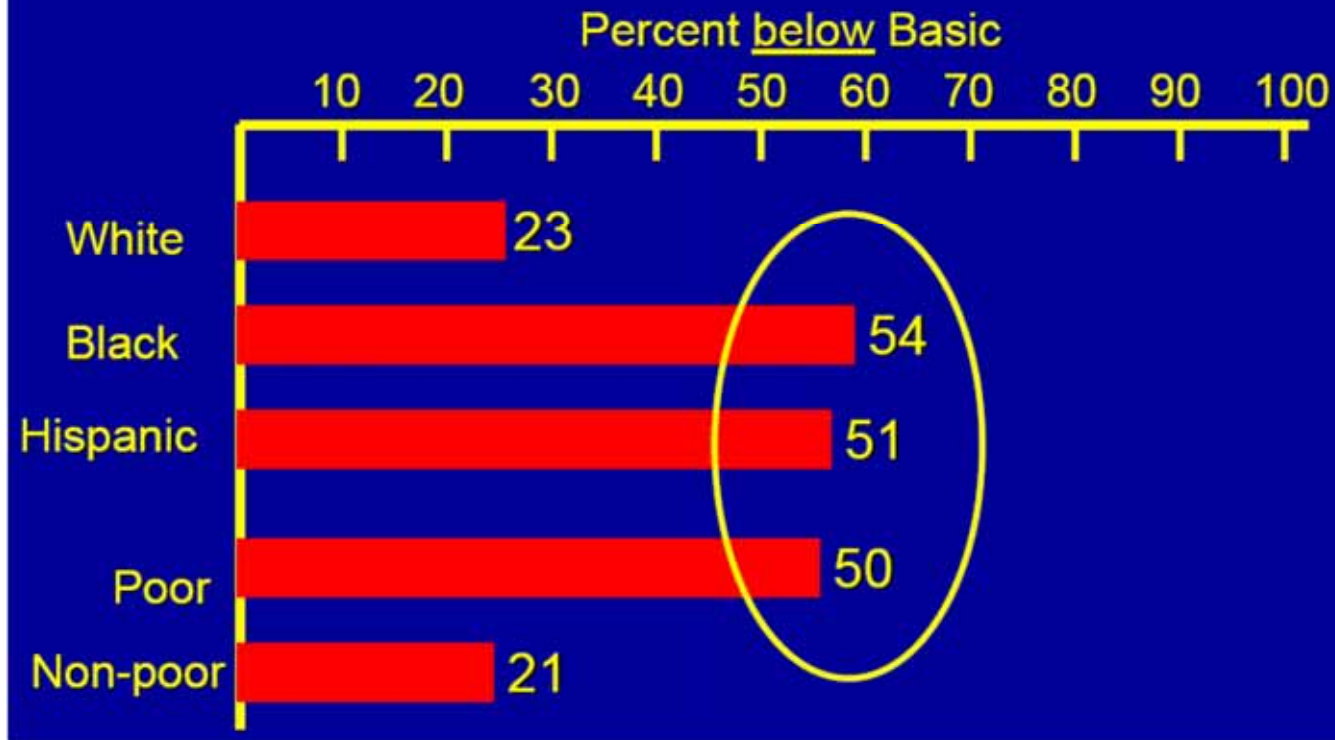o Social capital (Coleman, 1967; Lareau, 2004)

its concomitants

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2007 results from National Assessment of Educational Progress at 4th Grade
Overall, 34% of 4th graders performed below the Basic Level of Proficiency in 17,600 schools
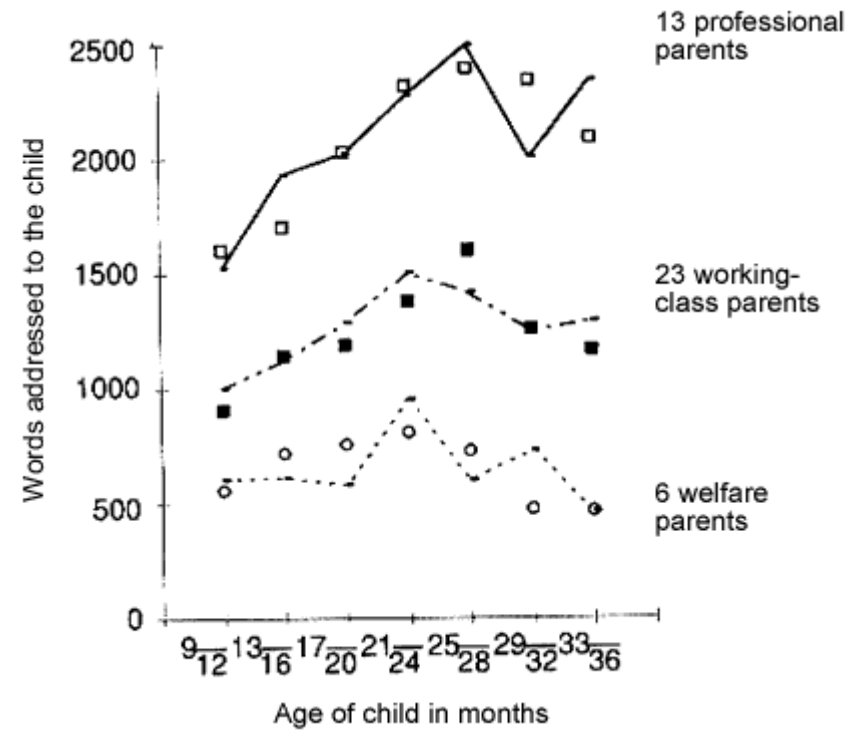
Percent below Basic

White	23
Black	54
Hispanic	51
Poor	50
Non-poor	21

NAEP 2012

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When we Overgeneralize

Policies for some children to
ALL children

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Words addressed to the child

2500

2000

1500

1000

500

0

13 professional parents

23 working-class parents

6 welfare parents

$9\frac{}{12}$ $13\frac{}{16}$ $17\frac{}{20}$ $21\frac{}{24}$ $25\frac{}{28}$ $29\frac{}{32}$ $33\frac{}{36}$

Age of child in months

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Hart & Risley, 1995

When we forget that education is a local issue and that parents are a critical part of decision making

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Parent involvement

- Good hearted souls
- Weak interventions
- Short attention spans
- Ill-fitting interventions

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The problem…

o Change the way we do business

The Changing the Odds Strategy

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o What programs work?

o Are they demonstrating effects?

o If not, do we adjust or do we change course?

Priority based budgeting

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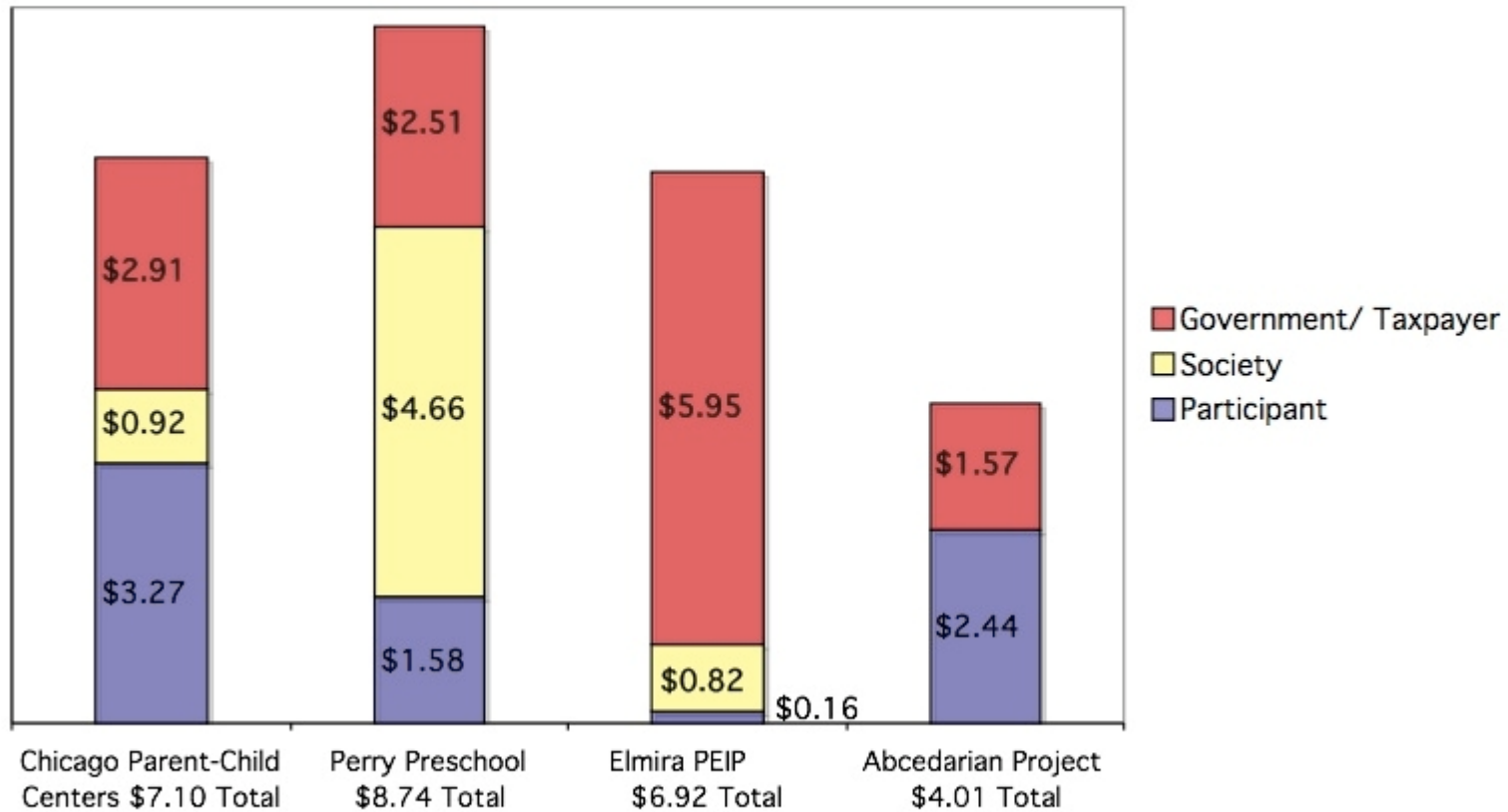
1. Start early…

The prevention of reading difficulties

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Benefit Costs Table for Four Early Childhood Programs: Dollars Returned for Each Dollar Invested

Legend:
- Government/ Taxpayer
- Society
- Participant

| Program	Participant	Society	Government/ Taxpayer
Chicago Parent-Child Centers $7.10 Total	$3.27	$0.92	$2.91
Perry Preschool $8.74 Total	$1.58	$4.66	$2.51
Elmira PEIP $6.92 Total	$0.16	$0.82	$5.95
Abcedarian Project $4.01 Total	$2.44		$1.57

Source: Bruner, C. (2004). *Many happy returns: Three economic models that make the case for school readiness.* State Early Childhood Policy Technical Assistance Network.
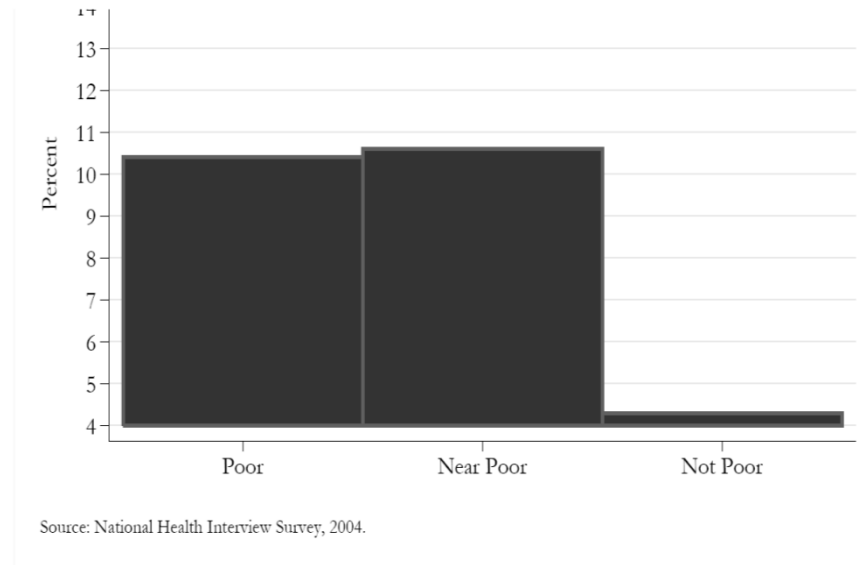
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Target our programs to children's needs

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2. Target our programs to children's needs

Vocabulary
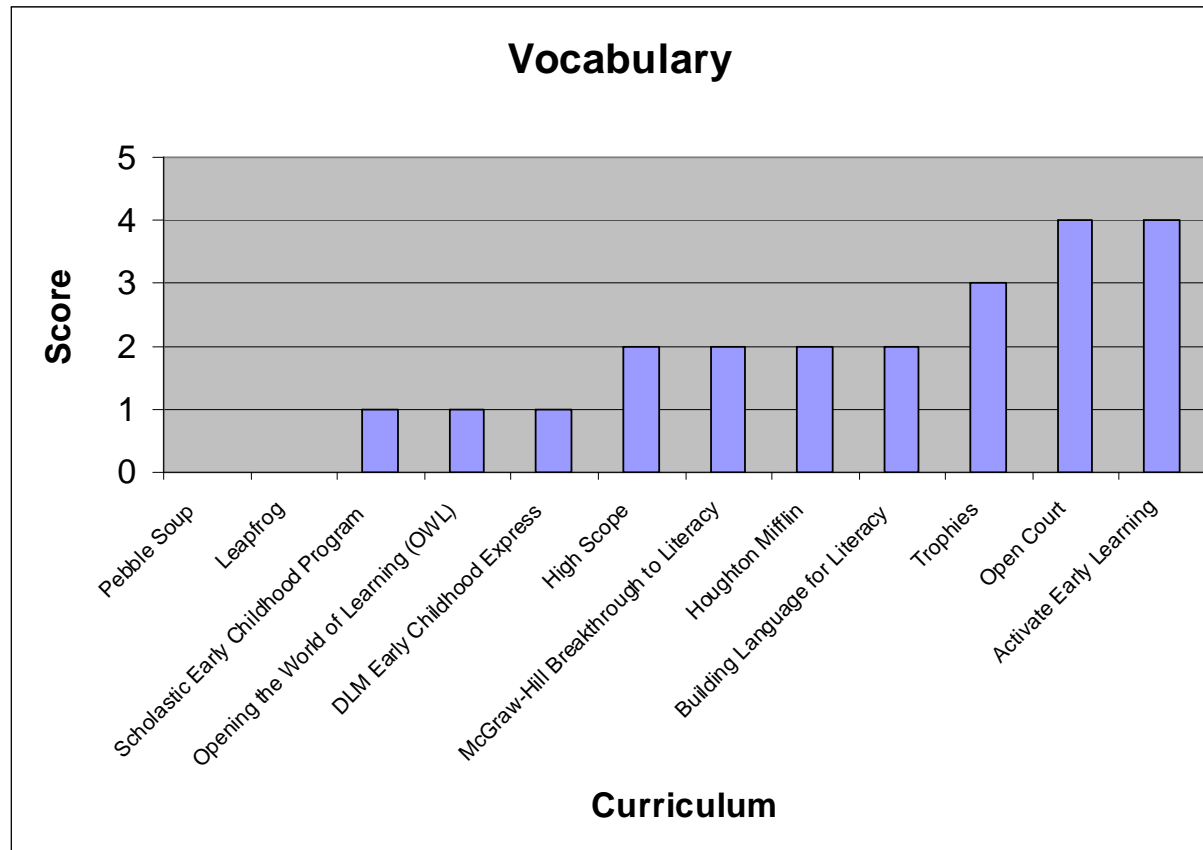
Rethinking curriculum

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3. Comprehensive Services

o Greater connections to health services

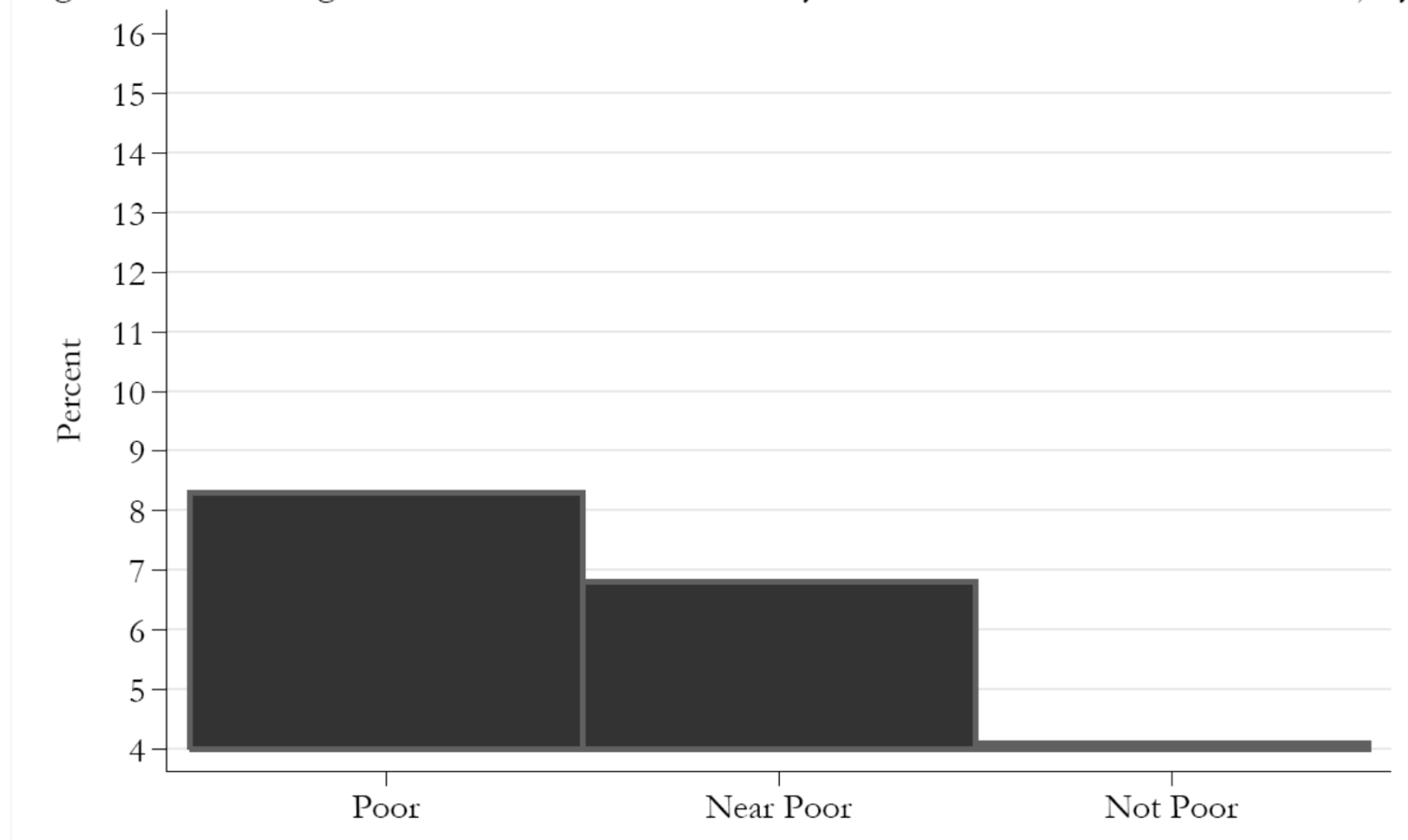Source: National Health Interview Survey, 2004.

Unmet Dental Needs

health

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Figure 15 Percentage Who Missed 11 Or More Days Last Year Because Of Illness Or Injury

Absenteeism due to illness

o 4. What kinds of things do children need:

- o Rich curriculum that actively engages them in learning
- o Language-rich settings that encourage lots of questioning and responding
- o Interaction in communities of practice

- o Engage their minds

Compensatory

Science Living Things Curriculum Overview

❖Parts of the Body
❖Marine Mammals
❖Insects
❖Plants

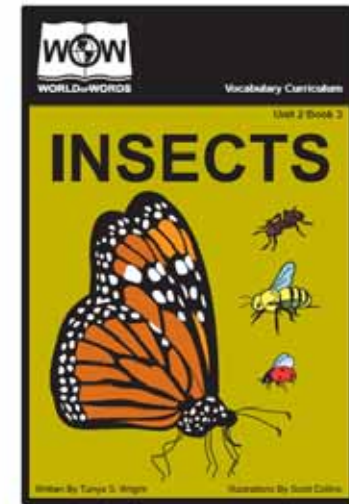**Dan Dan the Science Man**

Progression of texts

- o Predictable text

- o Gender bender (1)

- o Gender bender (2)

- o Information text

Text sets

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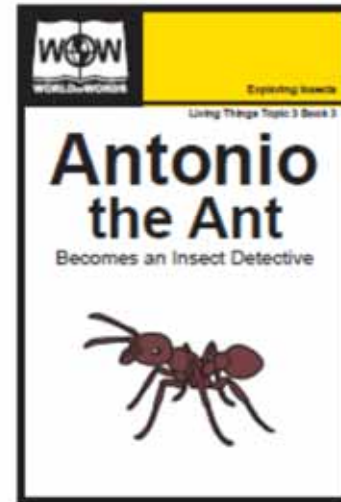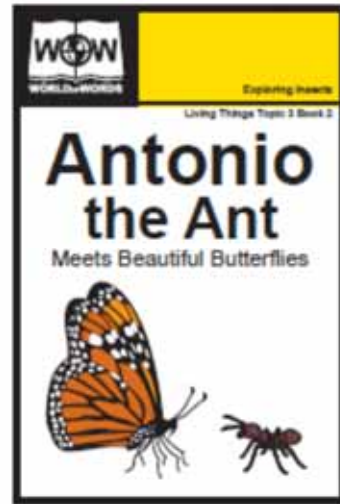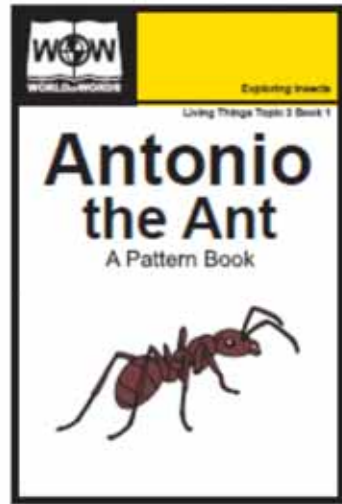
Marine Mammals:
Small Group Lesson

Marine Mammals: Discovery Center

- Fixed location in the room
- Child-initiated activity
- Props – lab coat, clipboard with pencils for notes, books, magnifying glass
- Teacher introduction to items & interactions

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Discovery Center

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o 5. Greater dosage

o Greater depth

o Targeted focus

o Integrated instruction

- Science

o Parent involvement and engagement

Intensity

6. Efforts to increase the quality, consistency, and reach of instruction

    a. Insuring teachers have excellent professional development

    b. Monitoring and supporting classroom instruction

       Is small group instruction differentiated to children's needs

       Are children engaged in thoughtful instruction?

Professional development

o On-site

o Intensive

o Balanced and sustained over time

o Provides feedback

o Promotes professionalism

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Job-embedded

Figure 2.1 Results-Based Accountability

	Quantity	Quality
Inputs	How Much Services Did We Provide? →	How Well Did We Deliver Them?
Progress Monitoring	Fidelity Measures Progress →	Fidelity Measures
Outputs	What Outcomes Did We Achieve? →	What Effects On Quality Of Life?

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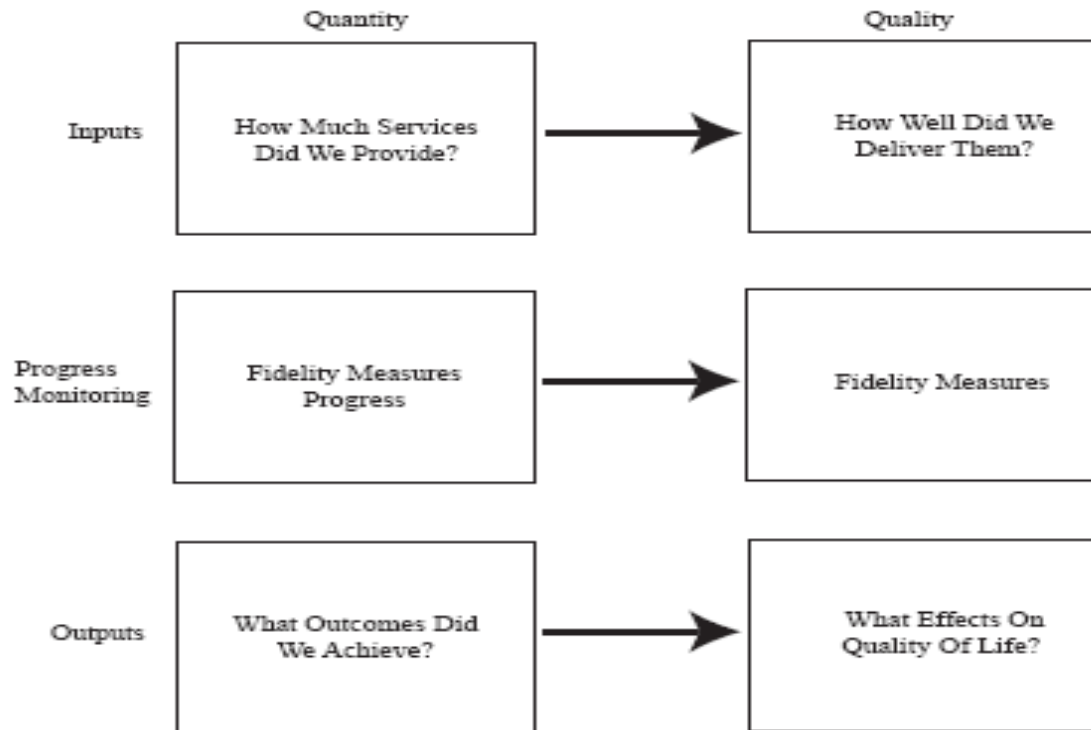
Accountability

- More instructional time
- Small instructional groups
- More precisely targeted to student needs
- Clearer and more detailed explanations
- More systematic and detailed instruction
- More guided practice, review, corrective feedback

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Powerful instruction

Figure 2.3 360° Early Learning System

```
┌─────────────────────┐        ┌─────────────────────┐
│                     │        │                     │
│                     │        │                     │
│  Community-Based    │────────│     Family          │
│  Programs           │        │     Support         │
│                     │        │                     │
│                     │        │                     │
└──────────┬──────────┘        └──────────┬──────────┘
           │                              │
           │                              │
┌──────────┴──────────┐        ┌──────────┴──────────┐
│                     │        │                     │
│                     │        │                     │
│  Safer Supportive   │────────│   Early Care        │
│  Communities        │        │   And Education     │
│                     │        │                     │
│                     │        │                     │
└─────────────────────┘        └─────────────────────┘
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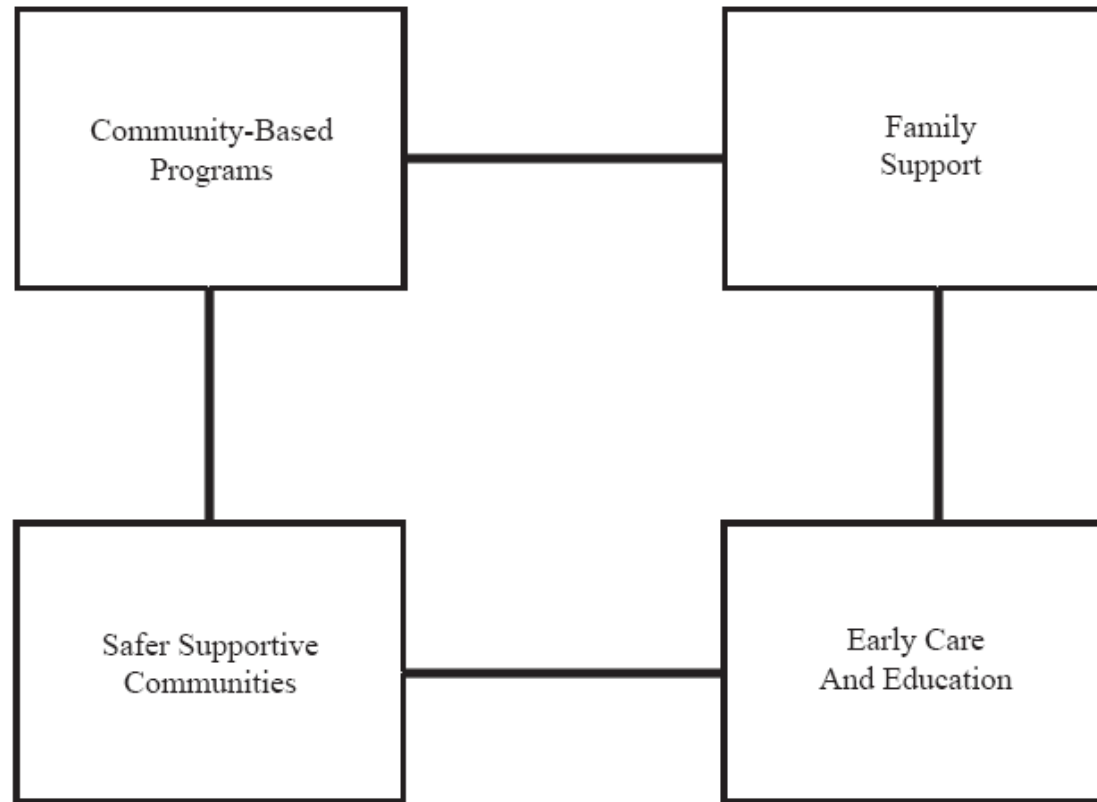
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We can't do it alone

Project Website:
http://readytolearnresearch.org/

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contact
information