Case Study I: How to improve an ECE Program
A Good Start Program - Chile

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Chile

Colombia

Juan
Learning crisis (WDR, 2018)

- Children need to be better prepared to learn: Quality pre-school programs (one aspect)
- Early learning opportunities -> later educational attainment/$$ (Evidence)
- Important expansion of pre-school programs in Latin America (however: snack, recess, behavior management)
- Quality is the biggest challenge: no expansion without quality!
- Chile - > Improve children development through classroom quality
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Un Buen Comienzo (A Good Start; UBC)

Look at available evidence from other countries:

• **Classroom Instruction to Support Language and Literacy Development**
  - Teachers better supported to improve children’s language and literacy: coaching and focus on language

• **Targeting Classroom Behavior Management**
  - Children benefit from instruction when they are better at self-regulating emotions/behaviors, less distracted, low disruptive behaviors, high levels of prosocial behaviors

**Piloted** in 4 schools in 2007 – implementation checks
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**Un Buen Comienzo (A Good Start; UBC)**

**Standards and Curricula in Preschool**
- Learning standards of some dimensions
- Broad standards - flexibility for teachers
- No specified frequency of instructional or classrooms strategies

**Innovations**

a) intensity of the professional development, including the implementation of in-classroom coaching
b) training of all adults in the classrooms (teachers and aides) in the same topics and strategies
c) collaborative nature of the development of the program.
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**Expected Outcomes**

- **quality of classroom practices** in prekindergarten classrooms after 1 school year and kindergarten classrooms after 2 years

- **children’s language, literacy, and socioemotional skills** at the end of year 2, among children recruited at the beginning of prekindergarten
Did this program work?

Design of evaluation:

- 64 schools *(why 64? Power analysis)*
- Schools randomly assigned within each municipality (criteria)
- Two groups: full UBC vs. Comparison

Pre-test assessment
(child outcomes and classroom quality)

End-of-prekindergarten assessment
(Classroom quality)

Posttest End-of-kindergarten assessment
(child outcomes and classroom quality)
The UBC Program (Detail)

**Full UBC group:**
- 12 modules (6 per year, 6 months each)
- Didactic (content-focused) activities, coaching, library 100 books x class
- Each module:
  - 4 weekly activities
  - Initial 4-hour didactic workshop to introduce the topic/introduce strategies
- **2 coaching session** over the following 2 weeks of each module (2 visits per month)
- **Coaching session:** (a) meeting coach/teacher to plan, (b) implementation of plan, (c) feedback meeting +/-
- **Domains:** (i) oral language and early literacy development; (ii) socio-emotional development; (iii) coordination ECE and health

**Comparison:**
- 10 books; one workshop on self-care and stress reductions for teachers
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Sample

- 64 schools, 90 classrooms, 119 teachers, 94 aides and 1,876 children (4 year-olds)

Full UBC group
- 32 schools, 51 classrooms, 66 teachers, 54 aides, 1,033 children

Comparison group
- 32 schools, 39 classrooms, 53 teachers, 40 aides
- 843 children
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**Expected Outcomes**

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- *children’s language, literacy, and socioemotional skills* at the end of year 2, among children recruited at the beginning of prekindergarten
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UBC on quality of classroom practices

End of Prekindergarten Impact

- Emotional support
- Instructional support
- Classroom organization

Posttest Impact

- Emotional support
- Instructional support
- Classroom organization
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**UBC on children’s outcomes**

Impact of UBC on Children's Outcomes

- **Language & vocabulary**
  - Full UBC: 25
  - Comparison: 22

- **Letter-word identification**
  - Full UBC: 13
  - Comparison: 11

- **Early writing**
  - Full UBC: 6
  - Comparison: 5

- **Socio-emotional skills**
  - Full UBC: 2
  - Comparison: 2
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**Expected Outcomes**

- *quality of classroom practices* in prekindergarten classrooms after 1 school year and kindergarten classrooms after 2 years

- *children’s language, literacy, and socioemotional skills* at the end of year 2, among children recruited at the beginning of prekindergarten

No effect
So what?

- UBS changed the behavior of teacher/aides in the classroom
- UBS did NOT change children’s outcomes
- Someone wrote a paper with the IE result

Program is being adjusted
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To consider ...

1. That you select the school doesn’t mean teachers and aides will participate (agreement to participate)
2. Working sample
3. Take up during implementation (actual participation)
4. How to collect information (baseline, follow-ups) - logistics
5. How to measure outcomes (children’s outcomes, classroom quality) and other socio-demographic variables
6. How to analyze data if issues arise (e.g. changers, attrition)
   • Heterogeneous effects
7. Statistical significance vs. economic significance (size) – indices
8. Cost-effectiveness of interventions