**The Power of PreK-3rd How a Small Foundation Helped Push Washington State to the Forefront of the PreK-3rd Movement**

The New School Foundation was born from a Seattle businessman, Stuart Sloan, 20 years ago. Sloan funded the creation of the school but wanted control over how his fortune was spent including curriculum, length of the school year, goals and class size. The desire for control was to just build a good school, but to create a model that could be duplicated throughout Seattle.

**Lessons Learned**

* Change and success took longer than expected. Success came to the Foundation when student test scores rose, communities and families became engaged in the school, and the idea of PreK-3rd continuum spread;
* The New School Foundation succeeded because it never gave up in time of adversity;
* It can take years to make measureable change;
* A single successful model coupled with a strong leadership can be leveraged in many ways to build support for broader systemic change;
* Strong leadership is critical to program success;
* Clarifying the program’s goals, objectives and components among the partners and stakeholders and secure agreement for accomplishing them;
* Develop a detailed plan for implementing the program at district and school levels;
* Design the evaluation to reflect the goals and objectives, and measure the outcomes of the program;
* Outline a strategy for sustaining the program (or parts of the program) beyond the initial funding period).

**Rising Test Scores at T.T. Minor**

* Fourth grade students were 11 percentage points more likely to reach state bench marks in math than students from similar backgrounds attending other Seattle schools.
* On the standardized writing test, the percentage of students reaching the state benchmark went from 29% in 1998 to 48% in 2005.

**Key Changes that Supported PreK-3rd Work:**

* Creation of a cabinet-level agency, the Department of Earl Learning.
* Development of a Kindergarten readiness process (Washington Kindergarten Inventory of Developing Skills, or WaKIDS) that encourages Kindergarten teachers to engage families of their incoming students, understand their students social/emotional, literacy, cognitive, and physical skills and collaborate with early learning teachers and providers.
* Adoption of voluntary Full-Day Kindergarten, initially in high-poverty schools.

Foundation for Child Development. (2001, September). The Power of PreK-3rd: How a Small Foundation Helped Push Washington State to the Forefront of the PreK-3rd Movement. FCD Case Study. Retrieved from a PDF on the Foundation for Child Development website: http://fcd-us.org/sites/default/files/FCDCaseStudyWashington.pdf