MINING PRE-K DATA:

MAKING THE MOST OF THE NIEER STATE OF PRESCHOOL YEARBOOK

Tuesday, May 28, 2013  3-4:30 (EST)
Center on Enhancing Early Learning Outcomes
National Institute for Early Education Research
Presenters

- Lori Connors-Tadros, Project Director
- Jim Squires, Senior Research Fellow
- Megan Carolan, Policy Research Coordinator
Agenda

- Why Does High Quality Preschool Matter in a P-3 Context?
- What Does the 2012 Yearbook Data Tell Us?
- How Can You Use This Data in Technical Assistance to States?
- Additional Resources
The Role of Data in P-3rd Reform

- Promote a culture of rapid, results-oriented, continuous improvement in an information economy
- Establish research-based indicators of effective practice as benchmarks; focus our attention
- Identify current practices across states
- Measure our progress and effectiveness
- Inform practice and policy
- Accountability is pervasive and persuasive
Preschool programs in the US produce long-term gains (123 studies since 1960)

A Peek Inside the Yearbook

- Executive Summary
- Tables
  - State Rankings and Quality Checklist Sums
  - Pre-K Access By State
  - Change in Preschool Enrollment over Time
  - State Pre-K, Preschool Special Education, and Head Start Enrollment
  - State Pre-K Quality Standards
  - Pre-K Resources Per Child Enrolled by State
  - Rankings of All Reported Resources Per Child
- What Qualifies as a State Pre-K?
- Roadmap to State Profile Pages
- State Profiles
- Methodology
- Appendices
  - State Survey Data 2011-2012
  - Head Start Data
  - Child Care Data
  - Census Population Estimate
  - Pre-K Special Education Enrollment
Survey Methodology

- Annual survey of state-funded preschool programs serving 3- and/or 4-year-olds
- Collect information on 2011-2012 school year in following categories:
  - Access
  - Resources
  - Quality Benchmarks
- 52 programs in 40 states (plus 2 program in D.C.)
  - 10 No Program states are included with Head Start and Special Education figures only
Pre-K Funding Declined

- Total state pre-K funding fell $548 million (adjusted for inflation)
- Funding per child now $1,000 below level a decade ago
- State funding per child declined in 27 of 40 states profiled
- In 13 states per-child spending fell by 10% or more
Access Stalled

- No real growth from 2010-2011
- 23 states enrollment declined or plateaued
- 17 states increased enrollment
Access Depends on Child’s Zip Code
Enrollment by Region

4-year-old Enrollment

- State Pre-K
- Federal + State Head Start
- Special Education

States and regions with varying enrollment rates, as shown in the graph.
## Quality Standards Checklist

<table>
<thead>
<tr>
<th>Policy</th>
<th>Benchmark</th>
<th>Of the 52 pre-K initiatives, number meeting benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early learning standards</td>
<td>Comprehensive</td>
<td>51</td>
</tr>
<tr>
<td>Teacher degree</td>
<td>BA</td>
<td>30</td>
</tr>
<tr>
<td>Teacher specialized training</td>
<td>Specializing in pre-K</td>
<td>44</td>
</tr>
<tr>
<td>Assistant teacher degree</td>
<td>CDA or equivalent</td>
<td>15</td>
</tr>
<tr>
<td>Teacher in-service</td>
<td>At least 15 hours/year</td>
<td>42</td>
</tr>
<tr>
<td>Maximum Class Size</td>
<td>20 or lower</td>
<td>44</td>
</tr>
<tr>
<td>Staff-child ratio</td>
<td>1:10 or better</td>
<td>45</td>
</tr>
<tr>
<td>Screening/referral and support services</td>
<td>Vision, hearing, health; at least 1 support service</td>
<td>37</td>
</tr>
<tr>
<td>Meals</td>
<td>At least 1/day</td>
<td>24</td>
</tr>
<tr>
<td>Monitoring</td>
<td>Site visits at least every five years</td>
<td>32</td>
</tr>
</tbody>
</table>
Trends in Quality Benchmarks

Figure 2: Percent of State Pre-K Programs Meeting Benchmarks 2002–2012

- Teacher has BA
- Specialized training in EC
- Assistant has CDA or higher
- At least 15 hours in-service training
- Early Learning Standards

- Class size 20 or lower
- Ratio 1:10 or better
- Screening/referral
- At least 1 meal
- Site visits

2001-2002: n = 42
2002-2003: n = 43
2004-2005: n = 47
2005-2006: n = 48
2006-2007: n = 49
2007-2008: n = 50
2008-2009: n = 51
2009-2010: n = 52
2010-2011: n = 51
2011-2012: n = 52
Where Do States Stand?

- **Oklahoma**
  - Strengths--Universal, quality, has had adequate funding
  - Considerations- Funding dropped dramatically in 2010

- **West Virginia**
  - Strengths--Near universal, quality, adequate funding
  - Considerations- Short school year, BA req. fall 2013

- **New Jersey Abbott Pre-K**
  - Strengths--Universal, full-day, begins at 3, high qual. & funding
  - Considerations- Only 31 higher poverty school districts

- **North Carolina**
  - Strengths--full-day, quality, funding
  - Considerations- Enrollment has been cut
State Profiles

Oklahoma established the Early Childhood Four-Year-Old Program as a pilot pre-K program in 1980 with the goal to eventually serve all 4-year-olds in the state. In 1990, the program received state-wide funding limited to those 4-year-olds who were eligible for the federal Head Start program, although districts had the option to provide the program to additional 4-year-olds through local funds or tuition. In 1996, Oklahoma became the second state in the nation to offer voluntary access to preschool programs for all 4-year-olds. The program is now offered in 99 percent of school districts, and enrollment in the Early Childhood Four Year-Old Program has steadily increased over the years. Since 2004, this program has been evaluated for program impact and outcomes in several studies, including an effectiveness study in 2008 and an ongoing study at the University of Arkansas.

Through the state’s school finance formula, public school districts receive funding for the Early Childhood Four-Year-Old Program. A per-pupil rate calculated using weights determined by the age of the child and the length of the program day is used in reimbursement districts. Districts are also able to subcontract with other classroom providers by placing public school teachers in community-based programs, child care centers, and Head Start centers. Children attending pre-K in these collaborative sites receive the same services as children in public school settings and are considered public school enrolled. For the 2011-2012 school year, state budget cuts saw the board in education affected early childhood education programs, and funding for the state pre-K program cut proportionally with all other public school grade levels.

Although the state does provide specific funding for primarily developing 3-year-olds, some Oklahoma school districts offer preschool programs for these younger students. Using a combination of Title I, Head Start, special education, and general funds, 2,470 3-year-olds were served in classroom settings during the 2011-2012 school year. Another program, the Early Childhood Expansion Project, used public and private funds to serve 314 children from birth through age 4 during the 2011-2012 school year. For the 2012-2013 school year, Oklahoma also provided $2,191,700 in state funds to supplement the federal Head Start program, thereby allowing for extended-day and additional services.

In addition, the Pilot Early Childhood Program was launched by the state in the 2006-2007 school year, with a new term beginning in the 2011-2012 school year. Rules and regulations for the program are established by the Oklahoma State Board of Education while funding comes from both public and private sources. Services are provided year-round to attend children, using mainly contracted services with the Community Action Project of Tulsa County. In the 2011-2012 school year, 2,642 children birth through age 3 were served in this pilot program.

During the 2011 Oklahoma state legislative session, the state’s former Reading Sufficiency Act was overhauled. New legislation was designed to ensure that all students are reading on grade level by the end of third grade, focusing on early intervention for children in pre-K. Specific requirements include conducting a series of assessments, receiving literacy instruction in kindergarten through third grade, and providing intensive interventions (including an individualized reading plan and ongoing progress monitoring) to the students identified as having a reading deficiency.

**ACCESS RANKINGS**

- **4 YEAR OLDS:**
  - None Served

- **2 YEAR OLDS:**
  - None Served

**RESOURCES RANKINGS**

- **State Spending:**
  - None Served

- **All Reported Spending:**
  - None Served

**OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM**

**ACCESS**

- Total state program enrollment: 40,089
- School districts that offer state program: 99%
- Income requirement: None
- Hours of operation: 2.5 hours/day (part-time) and/or 6 hours/day (full-time), 5 days/week
- Operating schedule: Academic year
- Special education enrollment: 4,422
- Federally funded Head Start enrollment: ages 3-4: 14,442
- State-funded Head Start enrollment: 5%

**QUALITY STANDARDS CHECKLIST**

**POLICY**

- Early learning standards: Comprehensive
- Teacher degree: BA/BS
- Teacher specialty certification: EC certification for birth-3, Special education
- Assistant teacher degree: Must meet NCGB requirements, CD/DA or equivalent
- Teacher certification: 100% clock hours/5 years, At least 15 hours per year
- Maximum class size: 3-year-olds: NA, 4-year-olds: 30
- Staff-child ratio: 3-year-olds: 1:10 or better
- 4-year-olds: 1:1
- Classroom materials: Visual, hearing, health and safety services
- Meals: At least one meal: At least 1/2 day
- Monitoring: Site visits and other monitoring

**STANDARD REQUIREMENTS**

- Does requirement meet benchmark?

**RESOURCES**

- State per-pupil spending: $146,496,516
- Local contributions: $40,732,500
- State Head Start spending: $2,191,700
- State spending per child enrolled: $3,652

**SPENDING PER CHILD ENROLLED**

- State Contributions: $7,427
- Federal Contributions: $2,111
- Local Contributions: $246
- Other: $2,052

**SUPPORT SERVICES**

- Support services include parent contact, training and seminars, health services for children and parents, nutrition services, and mental health screening services. Programs may offer supports for children and parents in the areas of nutrition, mental health, parent training, and other areas.

**FINANCIAL SUPPORT**

- The Oklahoma Office of Educational Opportunity supports early childhood education programs through various grants and initiatives aimed at improving outcomes for young children.

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The Data Goldmine: Appendix A

Access
- Availability of program
- Program enrollment including ELL and special education
- Program settings

Operating Schedule

Age Eligibility
- Prekindergarten and kindergarten eligibility requirements
- Exceptions to age requirements

Income Requirement

Other Eligibility Requirements
- Risk factors for eligibility
- Reassessment of eligibility

Program Standards
- Class sizes
- Staff-child ratios
- Meal requirements
- Screening and referral services
- Supports for English Language Learners
- Comprehensive services

Early Learning Standards

Personnel
- Teacher degree requirements and specialization
- Teacher education levels
- Teacher in-service requirements
- Assistant teacher degree requirements and specialization

Resources
- Fiscal year 2012 spending (state, federal and local amounts)
- Agencies eligible to receive funding directly and indirectly
- Required local match

Monitoring
- Information collected for monitoring purposes
- How monitoring is collected and used by the state
- Formal evaluations of the prekindergarten program
- Assessments used in pre-K and Kindergarten
Additional Data: Appendices

- **Appendix B** Head Start Data
  - State-Funded Head Start
  - Federal Head Start

- **Appendix C** Child Care Data

- **Appendix D**
  - U.S. Census Population Estimates

- **Appendix E**
  - Pre-K Special Education Enrollment
Transforming Data: Teacher Degree

<table>
<thead>
<tr>
<th>State</th>
<th>Education Level, 2011-2012, Percent</th>
<th>Education Level, 2011-2012, Number</th>
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<tbody>
<tr>
<td>Alabama</td>
<td>BA, 77%; MA, 23%</td>
<td>BA, 167; MA, 50</td>
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<tr>
<td>Alaska</td>
<td>BA, 100%</td>
<td>BA, 14</td>
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<tr>
<td>Arizona</td>
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<td></td>
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<tr>
<td>Arkansas</td>
<td>CDA</td>
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<td>California</td>
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<tr>
<td>Colorado</td>
<td></td>
<td></td>
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<tr>
<td>Connecticut</td>
<td>CDA, 14%; AA, 5%</td>
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<tr>
<td>Delaware</td>
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<tr>
<td>Florida</td>
<td>AA, 6%</td>
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<td>Georgia</td>
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<td>Illinois</td>
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<td>Iowa Shared Visions</td>
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<td>Kansas At-Risk</td>
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<td>Kansas Pre-K</td>
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**Lead Teacher Degree Breakdown**

- HSD: 59.66%
- CDA: 18.99%
- AA: 15.29%
- BA: 5.65%
- MA: 0.31%
- Other, not specified: 0.05%
- PhD/JD: 0.04%
Digging Deeper Into the Data

- How many students are served in public settings, versus nonpublic settings, in state-funded pre-K programs?
- How many English Language Learners are served in state-funded pre-K?
- How have funding sources (state, federal, local) changed over time?
Considerations and Limitations

- States are limited in their data capacity; do not collect all data (e.g., funding from all sources).
- Data may not accurately portray the current situation.
- Data are missing from states without pre-K and territories.
- There is much we want and need to know.

“Not everything that counts can be counted; not everything that can be counted counts.”

Albert Einstein (unverified)
Discussion

How can we build capacity of states to use data effectively to drive early learning policy, improve practices, and yield enhanced outcomes?

- What data questions do you have?
- What data do states need?
- How can CEELO help?
Additional Resources

- Regional Preschool Yearbook Data on [www.ceelo.org](http://www.ceelo.org)
- 2003-2012 Yearbook Data on [www.nieer.org](http://www.nieer.org)
- Forthcoming, State of the States Policy Brief
- Contact your TA liaison for additional data questions
PLEASE GIVE US YOUR FEEDBACK

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