UNDERSTANDING PRE-K INCLUSION DATA: MAKING THE MOST OF THE NIEER STATE OF PRESCHOOL YEARBOOK

National Inclusion Institute
Chapel Hill, NC
Wednesday, May 21, 11-12:30 (EST)

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Center on Enhancing Early Learning Outcomes
National Institute for Early Education Research
Agenda

- Why Does High Quality Preschool Matter in an Inclusive P-3 Context?
- What Does the 2013 NIEER State of Yearbook Data Tell Us?
- How Can You Use This Data?
- Additional Resources
The Role of Data in P-3rd Inclusion 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
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?
- State Profiles
- Methodology
- Appendices
  - State Survey Data 2012-2013
  - Head Start Data
  - Child Care Data
  - Census Population Estimate
  - Pre-K Special Education Enrollment
Survey Methodology for 2012-2013

- Annual survey of state-funded preschool programs serving 3- and/or 4-year-olds
- Collect information on 2012-2013 school year in following categories:
  - Access
  - Resources
  - Quality Benchmarks
- 53 programs in 40 states plus D.C.
  - 10 No Program states are included with Head Start and Special Education figures only
Total state pre-K funding increased by $30M (adjusted for inflation)
Funding per child now $1,000 below level a decade ago
State funding per child increased in 11 states; dropped in 20
In 5 states per-child spending fell by 10% or more; 5 states increase
Access Dropped in 2011-2012

- 9,000 fewer served in 2012-2013
- 11 states enrollment declined
- 20 states increased enrollment
Access Depends on Child’s Zip Code

FIGURE 1: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRE-K

[Map showing the percentage of 4-year-olds served in state pre-K across the United States, with states color-coded to indicate the percentage served.]

- 0% of 4-year-olds served
- 1–10% of 4-year-olds served
- 11–20% of 4-year-olds served
- 21–30% of 4-year-olds served
- 31–40% of 4-year-olds served
- 41–50% of 4-year-olds served
- 51–60% of 4-year-olds served
- 61–80% of 4-year-olds served
## Quality Standards Checklist

<table>
<thead>
<tr>
<th>Policy</th>
<th>Benchmark</th>
<th>Of the 53 pre-K initiatives, number meeting benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early learning standards</td>
<td>Comprehensive</td>
<td>53</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>45</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>45</td>
</tr>
<tr>
<td>Staff-child ratio</td>
<td>1:10 or better</td>
<td>46</td>
</tr>
<tr>
<td>Screening/referral and support services</td>
<td>Vision, hearing, health; at least 1 support service</td>
<td>33</td>
</tr>
<tr>
<td>Meals</td>
<td>At least 1/day</td>
<td>25</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 2002-2013

- 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
- 2012-2013: n = 53
State Profiles

North Carolina

Since 2001, North Carolina has provided early childhood education through the MORE at Four Pre-Kindergarten Program, now known as NC Pre-K. The program provides opportunities to at-risk 4-year-old children from low-income families who are not assisted in other formal programs. Risk factors include having a developmental delay or identified disability, family income at or below 75% of the state median income, having a chronic health condition, or having limited English proficiency. Children whose parents are active duty military personnel are automatically granted eligibility. Funding for the state pre-K program comes from general state funds and revenue from the state lottery in addition to federal and non-assigned local sources.

The program experienced several significant changes in the 2011-2012 school year. Funding for the state pre-K program was decreased by 35% percent, causing lower enrollments; however, additional children were enrolled in March 2013, bringing total enrollment to 14,818. Also that year, administrative control of the program was relocated from the Department of Public Instruction to the Department of Health and Human Services, and the program was renamed NC Pre-K. The program experienced a decrease in funding and administrative staff, though it seeks to uphold the same high-quality program standards that were in place for the More at Four programs.

NC Pre-K classrooms are provided statewide, in private licensed child care facilities, Head Start programs, and public schools. Private locations must earn high-quality ratings under the state child care star-rated licensing system in order to qualify for state subsidies. Program standards set for NC Pre-K must be met in both public and nonpublic settings. Lead teachers are mandated to have a bachelor’s degree and at NC Pre-K, K through Kindergarten licensed. In the 2013-2014 year, all teachers must meet the minimum 20 hours of professional development per year as well as hold, or be working toward the 20 hours per year requirement.

Since the 2005-2006 school year, NC Pre-K classrooms have used the early learning standards adopted by the State Board of Education. During the 2009-2010 school year, the State Board of Education provided a list of prekindergarten syllabus that support the early learning standards. NC Pre-K is assessed through an ongoing yearly procedure for both private quality and program impact/child outcomes.

North Carolina was granted funding through Race to the Top Early Learning Challenge, although these funds have not been used specifically for NC Pre-K. There are, however, numerous states interested in increasing the quality of child care services, support teacher and technical assistance providers, and provide professional development opportunities. This state has been involved in an ongoing court case concerning access to, and funding for, early education services, in order to meet the Constitutionally right of a sound and basic education. In 2011, the state Superior Court ruled that the pre-K program must assist all qualified children and could not restrict any obligation for registration for at-risk 4-year-olds. This was upheld in 2013 by the North Carolina Court of Appeals.

Access Rankings

<table>
<thead>
<tr>
<th>4-Year-Olds</th>
<th>3-Year-Olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>None Served</td>
</tr>
</tbody>
</table>

State Spending

<table>
<thead>
<tr>
<th>Resources Rankings</th>
<th>State Spending</th>
<th>All Reported Spending</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

Spending per Child Enrolled

<table>
<thead>
<tr>
<th>State Contributions</th>
<th>Local Contributions</th>
<th>Federal Spending</th>
</tr>
</thead>
<tbody>
<tr>
<td>$146,677,532</td>
<td>$4,960</td>
<td>$7,086</td>
</tr>
</tbody>
</table>

Quality Standards Checklist

Policy

- Early learning standards
- Teacher degree
- Teacher specialized training
- Assistant teacher degree
- Maximum class size
- Child ratio
- Service/facilities

Quality of Instruction

- Teacher in classroom
- Student in classroom
- Parent involvement
- Staff visits

Resources

- Total state pre-K spending
- State spending per child enrolled
- All reported spending per child enrolled

State Spending

<table>
<thead>
<tr>
<th>State Spending</th>
<th>All Reported Spending</th>
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<td>$146,677,532</td>
<td>$7,086</td>
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Spending per Child Enrolled

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<td>$7,086</td>
</tr>
</tbody>
</table>

North Carolina Pre-Kindergarten Program

Access

- Total state program enrollment: 29,527
- School district that offer state program: 100%
- Income requirement: 7.5% SMI
- Hour of operation: 4.5 hours/day, 5 days/week
- Special education enrollment: 13%
- Federally funded Head Start enrollment: 18,007
- State-funded Head Start enrollment: 14,519

State Pre-K and Head Start Enrollment As Percentage of Total Population

- Pre-K: 21%
- Head Start: 16%
- Special Ed: 9%
- Other/None: 62%

Does Requirement Meet Benchmark?

- Yes

Total State: 10

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

### Lead Teacher Degree Breakdown

<table>
<thead>
<tr>
<th>Lead Teacher Degree</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSD</td>
<td>0.31%</td>
</tr>
<tr>
<td>CDA</td>
<td>0.04%</td>
</tr>
<tr>
<td>AA</td>
<td>0.05%</td>
</tr>
<tr>
<td>BA</td>
<td>18.99%</td>
</tr>
<tr>
<td>MA</td>
<td>15.29%</td>
</tr>
<tr>
<td>Other, not specified</td>
<td>5.65%</td>
</tr>
<tr>
<td>PhD/JD</td>
<td>59.66%</td>
</tr>
</tbody>
</table>

### Education Level of Teachers during 2011-2012

<table>
<thead>
<tr>
<th>State</th>
<th>Education Level &amp; Percentages</th>
<th>Education Level &amp; Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>BA, 77%; MA, 23%</td>
<td>BA, 167; MA, 50</td>
</tr>
<tr>
<td>Alaska</td>
<td>BA, 100%</td>
<td>BA, 14</td>
</tr>
<tr>
<td>Arizona</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Arkansas</td>
<td>CDA, 2%; AA, 10%; BA, 71%; MA, 16%; Doctorate, 1%</td>
<td>CDA, 13; AA, 73; BA, 511; MA, 117; Doctorate 47</td>
</tr>
<tr>
<td>California</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Colorado</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Connecticut</td>
<td>CDA, 14%; AA, 23%; BA, 38%; MA, 16%; EC, 4%</td>
<td></td>
</tr>
<tr>
<td>Delaware</td>
<td>CDA, 13%; AA, 26%; BA, 46%</td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td>CDA, 52%; AA, 12%; BA</td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td>AA, 6%; BA, 16%; BA with Cert</td>
<td></td>
</tr>
<tr>
<td>Illinois</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Iowa Shared Visions</td>
<td>CDA, 5%; AA, 7.5%; BA, 7%</td>
<td></td>
</tr>
<tr>
<td>Iowa SVPP</td>
<td>BA, 100%</td>
<td></td>
</tr>
<tr>
<td>Kansas At-Risk</td>
<td>BA or higher, 1</td>
<td></td>
</tr>
<tr>
<td>Kansas Pre-K</td>
<td>BA required, breakdown</td>
<td></td>
</tr>
<tr>
<td>Kentucky</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Louisiana 8(g)</td>
<td>BA or higher, 1</td>
<td></td>
</tr>
<tr>
<td>Louisiana LA 4</td>
<td>BA, 60%; MA</td>
<td></td>
</tr>
<tr>
<td>Louisiana NSECD</td>
<td>BA, 74%; MA</td>
<td></td>
</tr>
</tbody>
</table>
Digging Deeper Into the Data

- Are programs inclusive?
  - Are children being methodically identified?
  - Are children receiving special education services included?
  - How many English Language Learners are served in state-funded pre-K?
  - Are children with risk factors included?
States requiring developmental screening

Yes
No
All screenings determined locally
Developmental screenings determined locally
No program

Note: States with multiple programs were coded “yes” if at least one program indicated “yes.”
States including special education in enrollment

Note: States with multiple programs were coded “yes” if at least one program indicated “yes.”
States allowing age exceptions because of special education needs

Note: States with multiple programs were coded “yes” if at least one program indicated “yes.”
States reporting English Language Learners in pre-K

Note: States with multiple programs were coded “yes” if at least one program indicated “yes.”
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)
Additional Resources

- 2003-2013 Yearbook Data on [www.nieer.org](http://www.nieer.org)
- CEELO State and Regional TA liaison
- National TA Centers