



UNDERSTANDING AND USING DATA FROM THE NIEER STATE OF PRESCHOOL YEARBOOK FOR POLICY, PLANNING, AND PROGRAM IMPROVEMENT

SEPT. 23, 2014 3-4:30 (EST)

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



Logistics

- Dial **+1 (415) 655-0053** Access Code: **174-819-388#**
- Mute your line (*6); do not place on “Hold”
- Questions can be entered in chat box at any time or voiced during open discussion periods
- Recording as audio archive; professional discretion advised
- Technical problems- **Melissa Dahlin 202-572-3717 or mdahlin@edc.org**



Agenda

- Why Does High Quality Preschool Matter in a P-3rd Grade Context?
- What Do the 2013 Yearbook Data Tell Us?
- How Can You Use This Data in Providing Technical Assistance to States?
- Additional Resources



Presenters

- Megan Carolan, Policy Research Coordinator (NIEER/CEELO)



- Jim Squires, Senior Research Fellow (NIEER/CEELO)



Partners' Welcome

- **Ruth Ryder**, Deputy Director,
OSEP/US Dept. of Education
- **Shannon Rudisill**, Director,
OCC/ACF/HHS
- **Sharon Yandian**, Director
State & National T&TA/Head Start

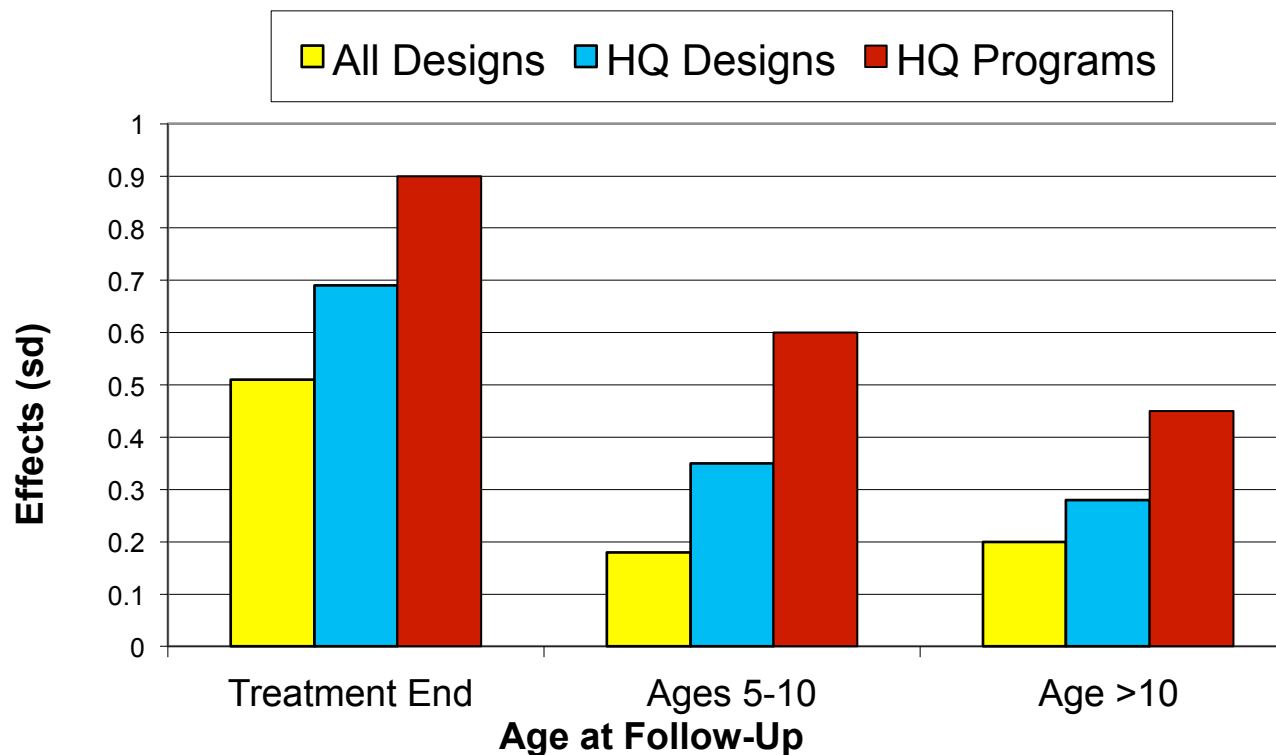


The Role of Data in P-3rd Grade Reform

- Promote a culture of rapid, results-oriented, continuous improvement in an information economy
- Establish key research-based indicators of effective practice as benchmarks; focus our attention on the “significant few” over the “trivial many”
- Identify current practices across states; best practices
- Measure our progress and effectiveness
- Inform practice and policy
- Ensure transparent accountability



Preschool programs in the US produce long-term gains (123 studies since 1960)

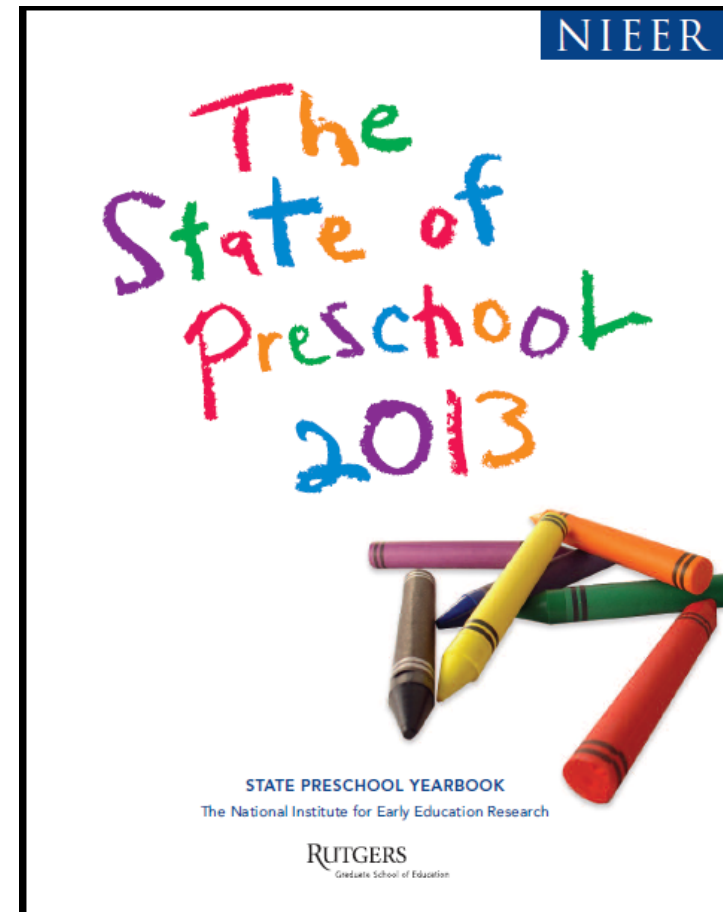


Camilli, G., Vargas, S., Ryan, S. & Barnett, S.. 2010. Meta-Analysis of the Effects of Early Education Interventions on Cognitive and Social Development.



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 2012-2013
 - Head Start Data
 - Child Care Data
 - Census Population Estimate
 - Pre-K Special Education Enrollment

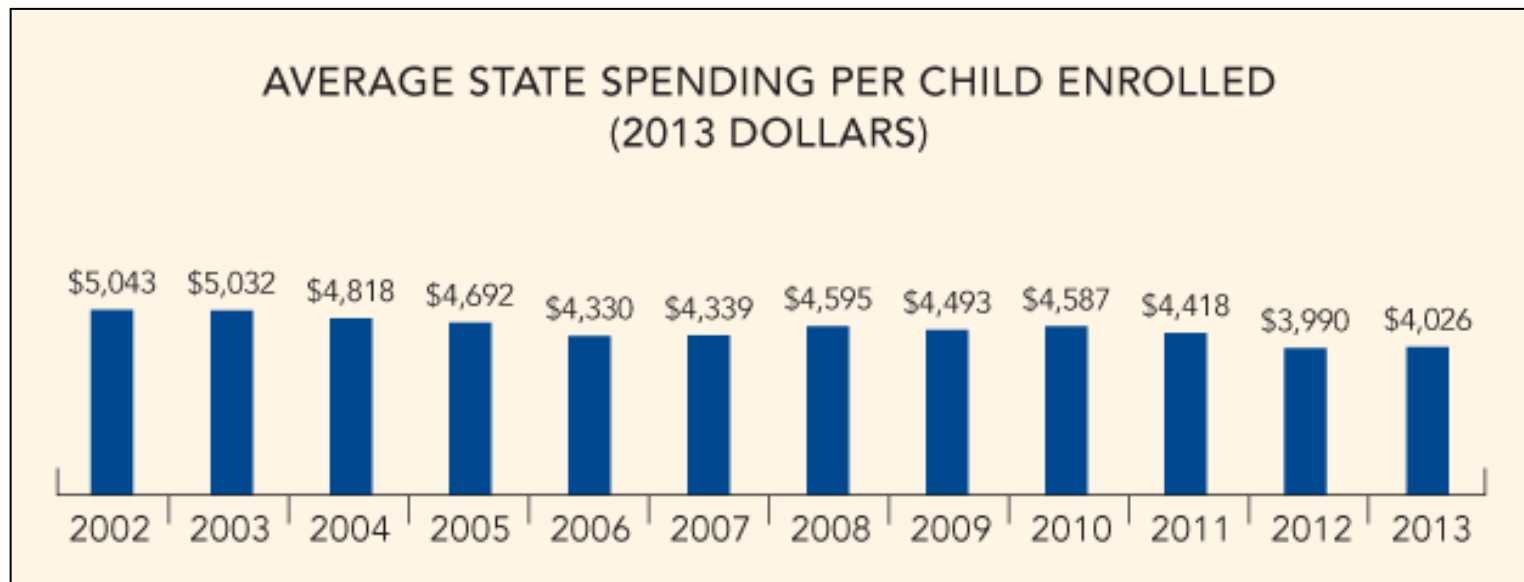


Survey Methodology

- Annual survey of state-funded preschool programs serving 3- and/or 4-year-olds
- Collected information on 2012-2013 school year in following categories:
 - Access
 - Resources
 - Quality Benchmarks
- 52 programs in 40 states, plus 1 in D.C.
 - 10 “no program” states have Head Start and Special Education figures
 - First time narratives are included on “no program” states & territories



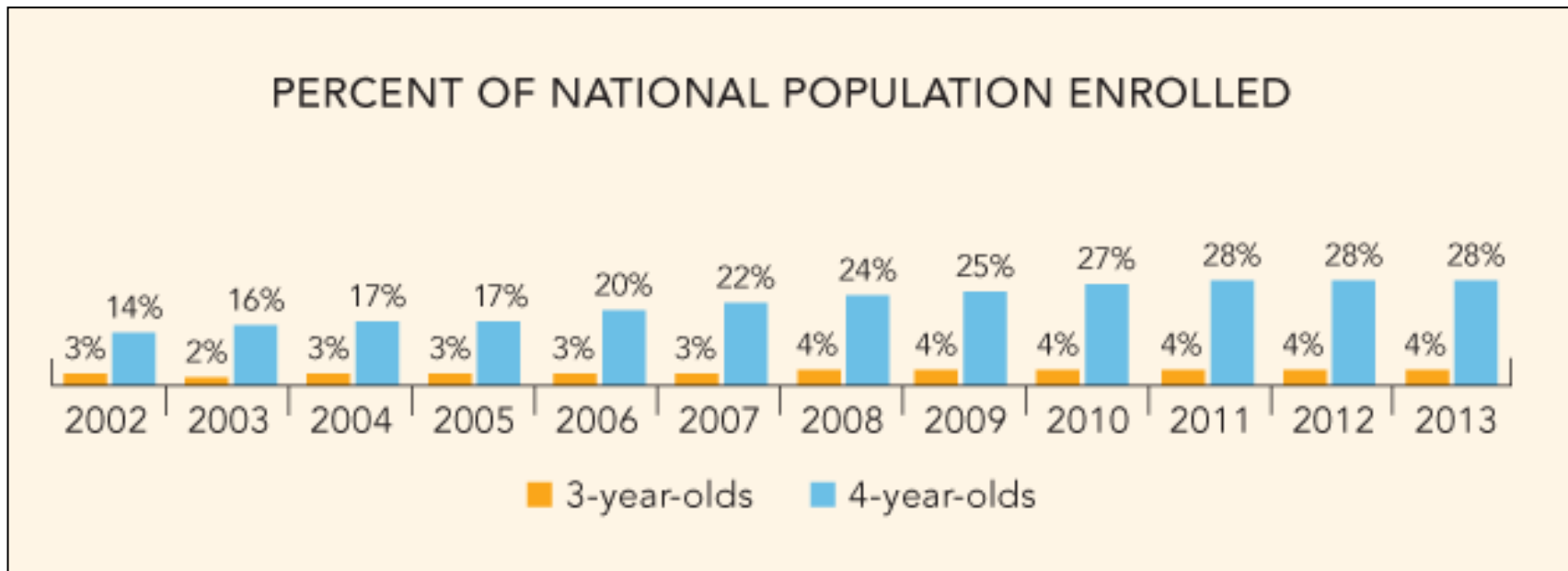
Pre-K Funding Increased



- 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 17 states; dropped in 21
- In 5 states per-child spending fell by 10% or more; 5 states increase



Access Dropped in 2012-2013

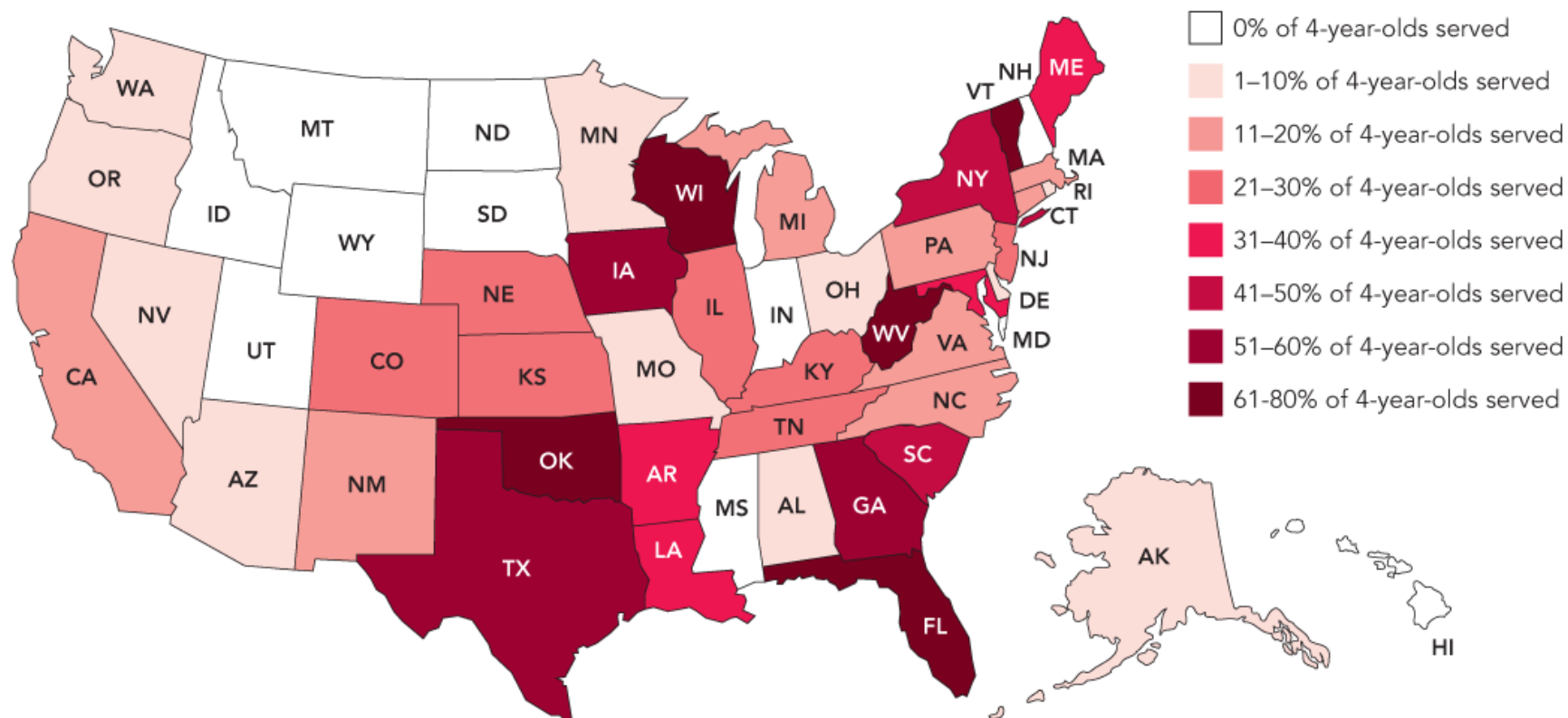


- 9,000 fewer 4-year-olds served in 2012-2013
- 11 states enrollment declined
- 20 states increased enrollment



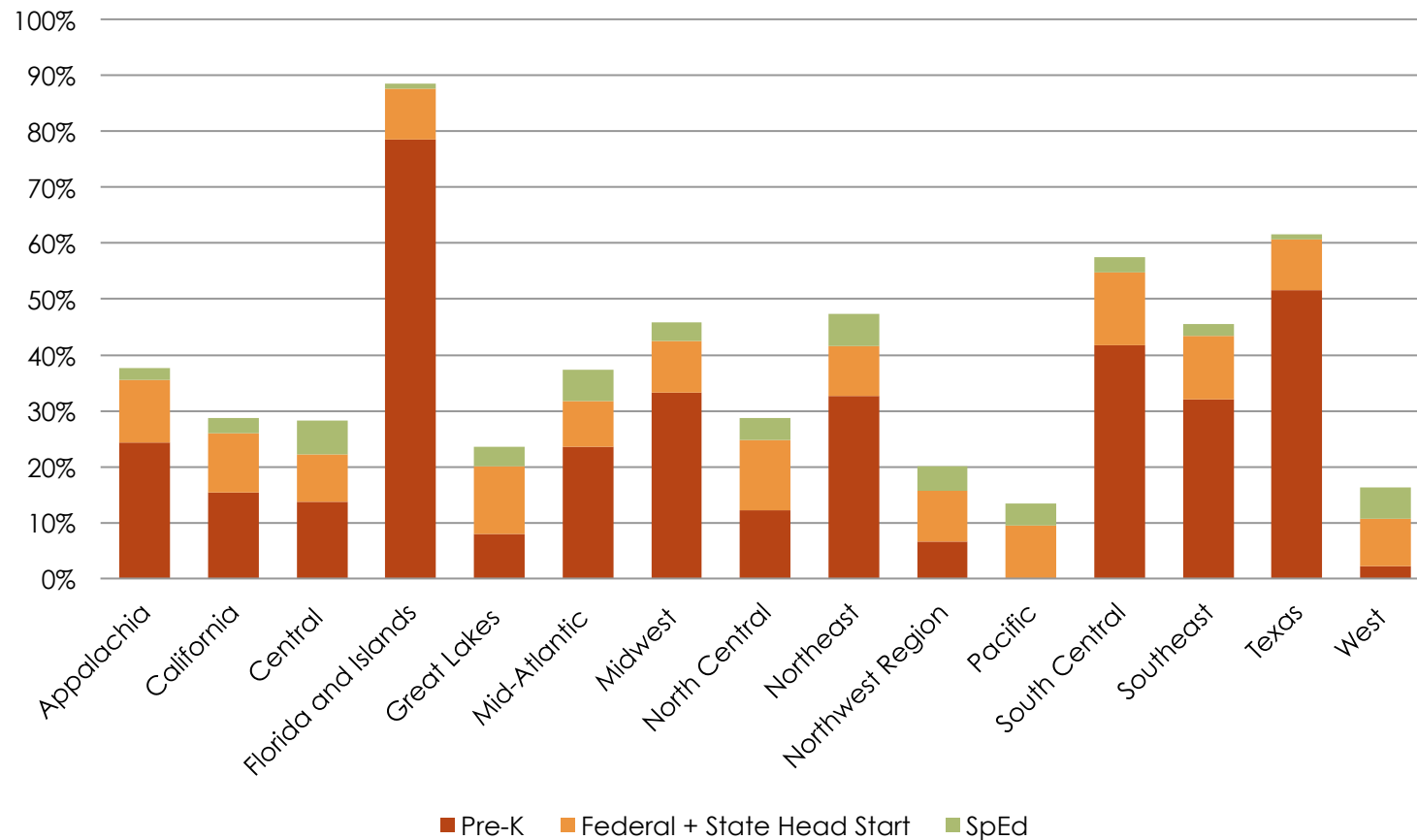
Access Depends on Child's Zip Code

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



Enrollment by Region

Enrollment by Region, 4-year-olds



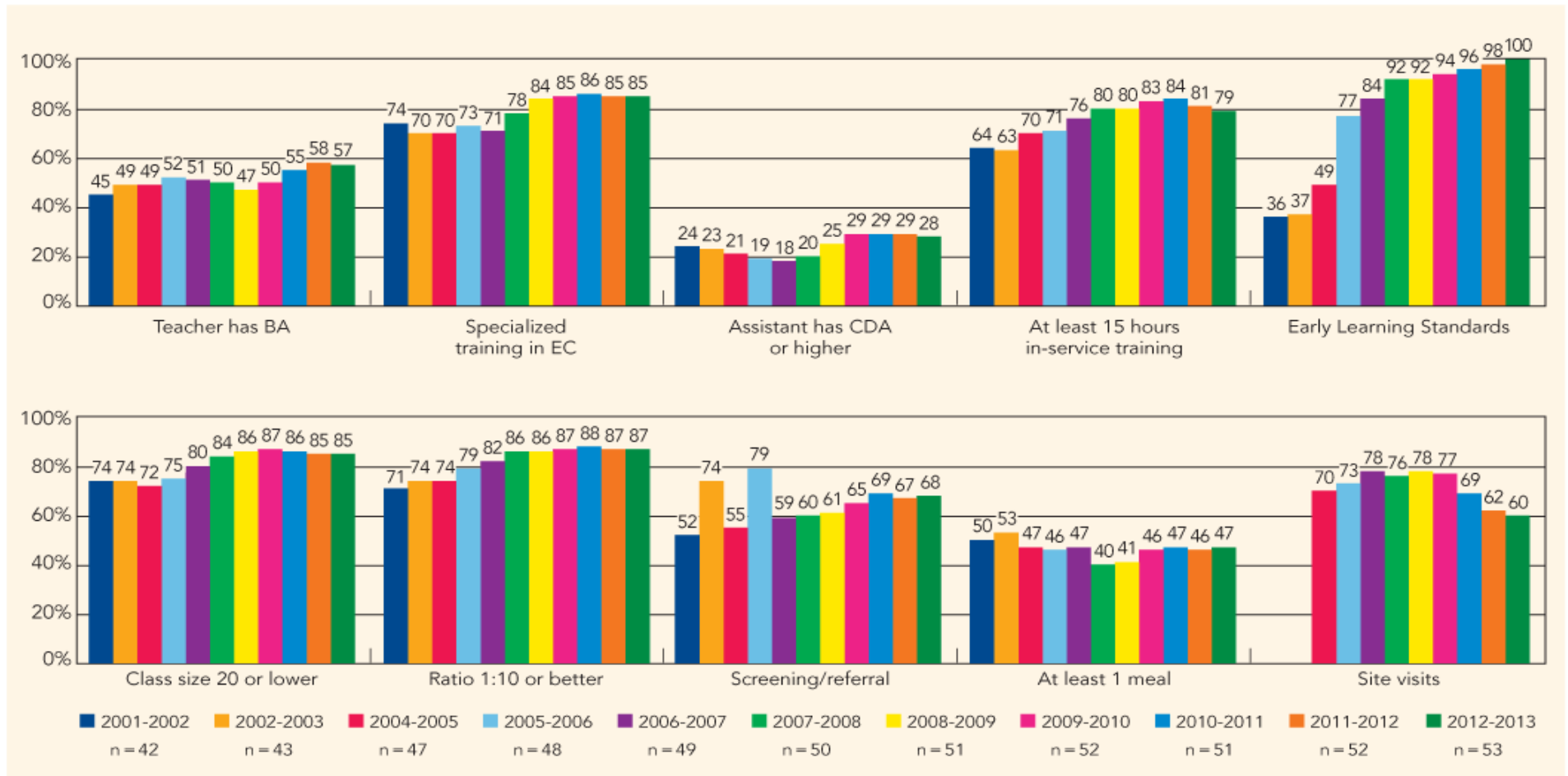
Quality Standards Checklist

Policy	Benchmark	Of the 53 pre-K initiatives, number meeting benchmark
Early learning standards	Comprehensive	53
Teacher degree	BA	30
Teacher specialized training	Specializing in pre-K	45
Assistant teacher degree	CDA or equivalent	15
Teacher in-service	At least 15 hours/year	42
Maximum class size	20 or lower	45
Staff-child ratio	1:10 or better	46
Screening/referral and support services	Vision, hearing, health; at least 1 support service	33
Meals	At least 1/day	25
Monitoring	Site visits at least every five years	32



Trends in Quality Benchmarks

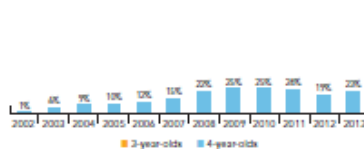
FIGURE 2: PERCENT OF STATE PRE-K PROGRAMS MEETING BENCHMARKS 2002-2013



State Profiles

North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



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 percent 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-required local sources.

The program experienced several significant changes in the 2011-2012 school year. Funding for the state pre-K program was decreased by 20 percent, causing lower enrollments; however, additional children were enrolled in March 2012, bringing total enrollment to 26,818. 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-rating licensing system in order to qualify for state subsidy. 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 an NC Birth-through-Kindergarten license. In the 2013-2014 year, all teachers must meet the minimum BA/BS degree as well as hold, or be working toward, the BK licensure 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 syllabi that support the early learning standards. NC Pre-K is assessed through an ongoing yearly procedure for both process 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 actions intended to increase the quality of child care overall, support teacher and technical assistance providers, and provide professional development opportunities. The state has been involved in an ongoing court case concerning access to, and funding for, early education services, in order to meet the Constitutional right of a sound and basic education. In 2011, the state Superior Court ruled that the state pre-K program must assist all qualified children and could not create any obstacles for registration for at-risk 4-year-olds. This was upheld in 2012 by the North Carolina Court of Appeals.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
20	None Served

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13	11

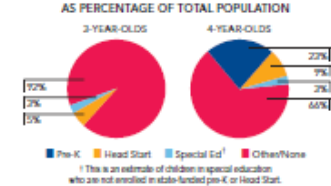
THE STATE OF PRESCHOOL 2013 - STATE PRESCHOOL YEARBOOK - NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH - WWW.NIEER.ORG

NORTH CAROLINA PRE-KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	29,572 ¹
School districts that offer state program	100% (counties)
Income requirement	75% SMI
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	10,580
Federally funded Head Start enrollment, ages 3 and 4	18,037
State-funded Head Start enrollment, ages 3 and 4	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ²	BA	<input checked="" type="checkbox"/>
Teacher specialized training	NC B-K Lateral Entry License; NC B-K Standard Professional I License; NC Birth-K Standard Professional ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or meets NCLB requirements (public); CDA (nonpublic) ³	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	75 clock hours/5-year BK Licensure cycle	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		<input checked="" type="checkbox"/>
4-year-olds	18		<input checked="" type="checkbox"/>
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		<input checked="" type="checkbox"/>
4-year-olds	1:9		<input checked="" type="checkbox"/>
Screening/referral and support services	Vision, hearing, health, psychological/behavioral, dental, developmental, and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and either breakfast or snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
10

RESOURCES

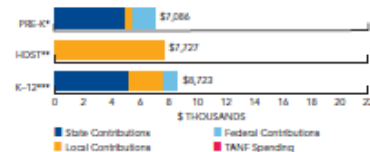
Total state pre-K spending	\$146,677,533
Local match required?	Yes
State spending per child enrolled	\$4,960
All reported spending per child enrolled ⁵	\$7,086

¹ Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

² Head Start pre-kindergarten for the 2012-2013 year includes funding only for 3- and 4-year-olds enrolled. 706 yearlings have voluntarily entered funds for Early Head Start.

³ K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '10-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



⁴ This figure is based on Fall 2011 enrollment. An expansion made possible in March 2012 allowed for additional children to be enrolled in the program, bringing the total enrollment count to 26,818.

⁵ All lead teachers in NC Pre-K classrooms are required to hold a BA in ECE degree or a related field and a North Carolina Birth-through-Kindergarten or Prekindergarten syllabi. Teachers in public or nonpublic settings may begin in all NC Pre-K classrooms with a minimum of a BA/BS degree in child development, early education or a related field, and work to attain an NC B-K or Prekindergarten license within their years.

⁶ Assistant teachers in public schools must meet requirements specified by NCLB. NC Pre-K generally requires assistant teachers who meet NCLB requirements but do not hold a CDA. It is the state's policy to have at least one teacher or two paraprofessionals in an early childhood classroom. An AA in ECE is highly encouraged for assistant teachers.

⁷ Support services include parent involvement activities, health services for children, referral to social services, and transition to pre-K and kindergarten activities. Parent conferences and home visits are strongly recommended but are not required.



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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



NCES Involvement and Data Access

- NCES will post all survey data (Appendix A) on their website
- File is compatible with SPSS, SAS, R
- Move beyond information on individual programs to quick analysis of national trends



NCES Involvement and Data Access

Frequency Table

Vision screenings AND referrals are required to be provided

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	67.9	67.9	67.9
	No	1	1.9	1.9	69.8
	Locally determined	16	30.2	30.2	100.0
	Total	53	100.0	100.0	

Hearing screenings AND referrals are required to be provided

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	67.9	67.9	67.9
	No	1	1.9	1.9	69.8
	Locally determined	16	30.2	30.2	100.0
	Total	53	100.0	100.0	



Digging Deeper Into the Data

- How are Head Start, child care, special education, and Title I integrated into state-funded pre-K?
- What eligibility criteria are used for state-funded pre-K program?
- Are states requiring assessment in pre-K programs? What instruments are they using?

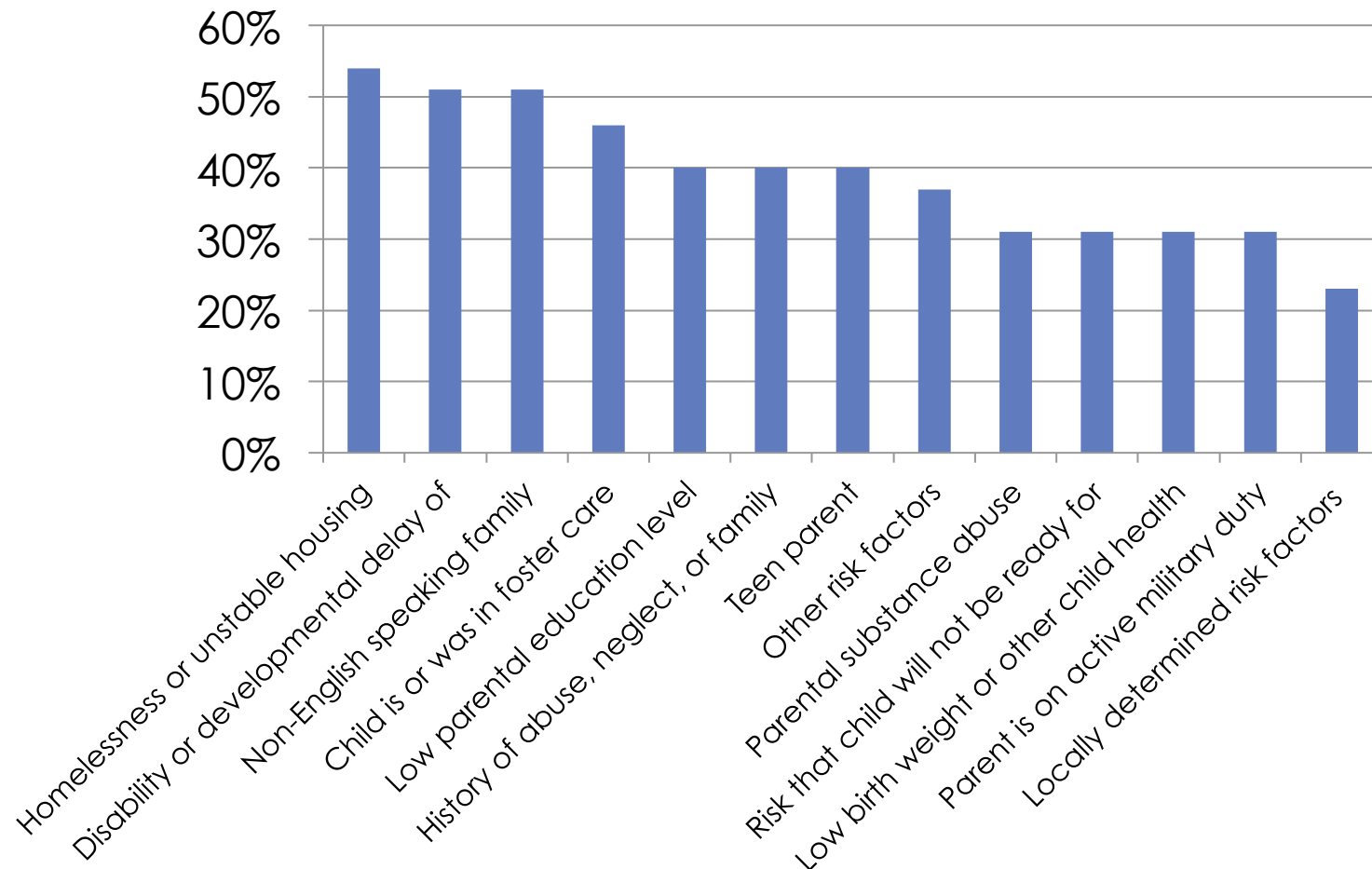


Data Application: Program Eligibility

Income Limit	Percent
100% FPL	16%
130% FPL	10%
185% FPL	35%
Other percentage of FPL	26%
Percentage State median income	13%



Risk Factors for Program Eligibility



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)



Q & A

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

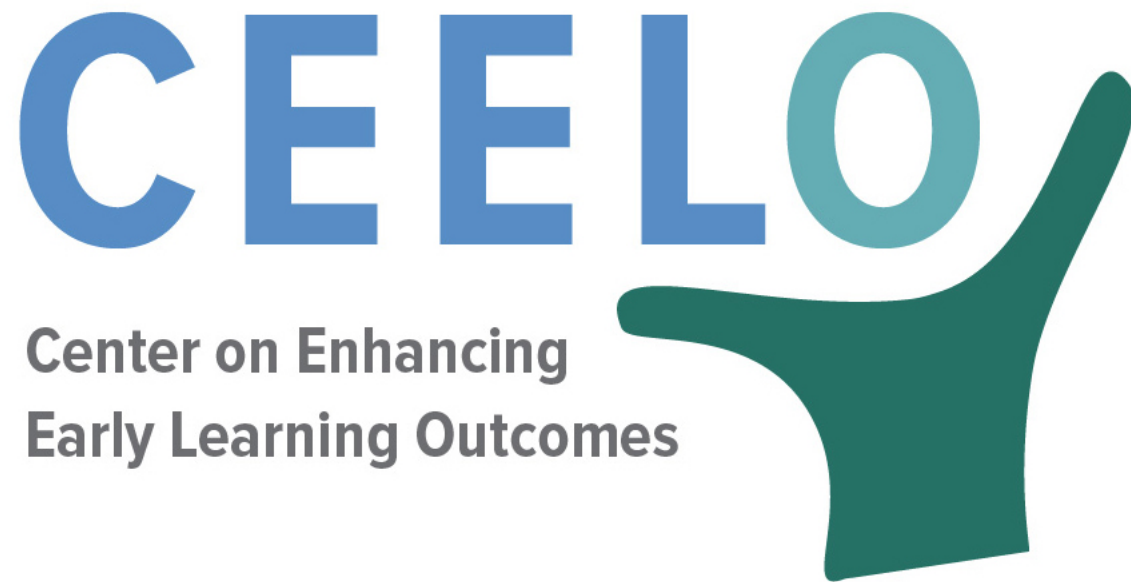
- 1. What questions do you have about the NIEER data?*
- 2. What other data do states need?*
- 3. What is the “data literacy” level of state and local administrators, policy makers and influencers, and consumers?*



Additional Resources

- 2003-2013 Yearbook Data on www.nieer.org
- Application of Preschool Yearbook Data on www.ceelo.org
- [National Center for Education Statistics](#)
- [US Census](#)
- [Head Start PIR](#)
- [OSEP Early Childhood Outcomes](#)
- [Early Childhood Data Collaborative](#)
- Contact your [CEELO TA liaison](#) for additional data questions





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