WHAT LIES AHEAD?
STATE PRE-K AND THE NIEER YEARBOOK

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Access in 2014

- Enrollment increased by 8,535 children
- 1.3 million children attended state-funded pre-K, 1.1 million at age 4
- 27 states increased enrollment; 16 reduced
- Mississippi becomes first state in years to create a new program
- New progress in HI, MT, and ND for 2015-16, 3 more states that had no programs
State Quality Standards 2014

- Five states + met all 10 benchmarks
  - Alabama
  - Alaska
  - North Carolina
  - Rhode Island
  - Louisiana’s NSECD program
  - Mississippi
- 7 States improved on benchmarks, a record (partly regaining from recession)
- 40% of children attending are in states meeting few benchmarks
Spending 2014

- Total state funding increased by $116 million (inflation-adjusted)
  - Only a 1 percent increase.
- State pre-K funding per child edged up again slightly
  - Still have a ways to go to get back to pre-recession levels. A 10% increase plus some to recover with no enrollment gain
  - Many states seem to spend to little to achieve quality standards
Brief History of State Pre-K

- 1960  NJ, PA, WI
- 1970  CA, NY, NY, PA, WI
- 2000  39 States plus DC spend $2+ billion
- 2014  41 States plus DC spend $5.6 billion

4-year-old enrollment trends

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<th>2003</th>
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<td>&gt;50%</td>
<td>2</td>
<td>8</td>
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<td>&gt;10%</td>
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Biggest Gains of the Decade

- **Enrollment**
  1. VT: 82% points 9% to 91%
  2. FL: 80% points 0% to 80%
  3. IA: 56% points 4% to 60%
  4. DC: 55% points 44% to 99%
  5. WI: 47% points 19% to 66%

- **Spending per child**
  1. DC: $7,135 $8,237 to $15,372
  2. NJ: $4,960 $7,197 to $12,157
  3. AR: $3,141 $2,028 to $5,169
  4. VT: $2,894 $1,379 to $4,273
  5. MD: $2,893 $1,607 to $4,500
Biggest Declines of the Decade in Enrollment at age 4

1. OH: -6% points (9% to 3%)
2. AZ: -2% points (6% to 4%)
3. DE: -2% points (8% to 6%)
4. MN: -1% point (2% to 1%)
5. MO: -1% point (5% to 4%)
Concerns for the Future

- We need a greater sense of urgency
  - At recent growth rates it will take 75 years to enroll 50% of 4-year-olds, 150 years to enroll 70%
  - Quality standards including teacher qualifications and pay lacking in many states
  - Funding differences by state are extreme
  - Lasting educational gains not easily produced

- PD&EGs & RTT-ELC offer opportunities to document success and build support, if rigorous evaluations are planned
CEELO Supplemental Survey: Topics of Interest

- Early learning standards alignment
- QRIS
- Public school pre-K facility licensing/approval
- Kindergarten funding/tuition
- Kindergarten assessment
- Leadership (qualifications, PD)
- Teacher Evaluation
- Support for at-risk/struggling Kers
- SEA: P-3 organizational model; administration capacity
CEELO Supplemental Survey: Topics Explored

- Tuition/fees for K
- Financing structures
- K retention
- K attendance data
- KEA/KRS/KEI
- Support for at-risk/struggling Kers
- SEA P-3 organizational model
Methodology

- Review of existing databases and reports
- Survey developed and piloted with NAECS-SDE advisory group
- Online 19 question survey sent to state contacts
- Non-respondent follow-up; additional contacts identified and sent survey
- Results: N = 32
- Some responded to all questions, others did not
Is KEA mandatory? (N=18)

- All public school kindergartners: 6
- Public school kindergartners enrolled in state-funded pre-K: 3
- Some kindergartners: 4
- Voluntary: 5

All public school kindergartners

Some kindergartners

Public school kindergartners enrolled in state-funded pre-K

Voluntary
How are KEA results used? (N=18)

- SEA/LEA strategic planning: 16
- Enrollment/Placement: 14
- Curriculum/Formative assessment: 9
- Measuring pre-K quality: 5
- Allocating pre-K funds: 2
- Evaluating pre-K programs: 2
- Resources for pre-K providers: 1
- Pre-K PD needs and resources: 12
- Linking to SLDS: 11
- Other: 5
- Dev. Screening/referral: 3
Are KEA items aligned with the Pre-K Early Learning Standards? (N=18)

- Phys/Well-Being: 14
- Soc/Emotional: 15
- App. To Learning: 14
- Language/Com.: 16
- Literacy: 18
- General Knowledge: 16
- Other: 4
Are KEA items aligned with K-12 Standards?

- English Lang. Arts: 15
- Math: 16
- Science: 8
- Social Studies: 8
- Arts: 6
- Technology: 4
- Phys Ed/Health: 12
- Other: 3
Which approaches supporting at-risk or struggling kindergartners are addressed in state policy? \((N=17)\)
Which approaches supporting non-English speaking kindergartners are addressed in state policy? (N=26)

- 14: Monolingual non-English classes permitted
- 8: Bilingual classes permitted
- 4: Ling. appropriate screen/assess
- 16: English only K classes
- 16: Home language survey
- 16: Primary lang. info or parents
- 14: Systemic, written plan
- 9: Translators/bilingual staff
- 13: PD/Coaching
- 3: Other
- 4: No policy
Preliminary Impressions

- No single, comprehensive resource examining kindergarten. Survey examined only a few issues.
- Incomplete picture may not be fully representative; points to variations in SEA kindergarten policy and practice.
- Local control translates to inequities within and across states.
- Most SEAs are slow to change for effectively and efficiently addressing early education/P-3; those familiar with pre-K not necessarily versed in K policies and practices.
- Federal impetus is causing SEAs to address K and pre-K as part of an educational continuum.
- Additional information is wanted and needed by policymakers and educational planners.
Future of the Preschool YB

- Improve enrollment data
- Add indicator(s) of quality & outcomes
- More attention to hours (benchmark?)
- Add DLL questions (not every year)
- Teacher salaries
- Subtract questions to make room for new
  - Drop comprehensive standards benchmark
- Your ideas?
Enrollment Data

- Un-duplicate pre-K and Head Start
- Identify non-state funded in public schools (if states can ID state funded)
- Provide more details on enrolled
  - Race
  - Lunch status
  - Home language
  - Gender?
Possible New Indicators

- A new main feature or a benchmark?
- Outcome measures
  - Evaluation results
  - Child outcome measures and their use
- Quality measures
  - QRIS information
  - Process quality measures (e.g., CLASS)
Further Discussion

- DLL Questions—what are policies?
  - How complicated is this?
  - What would be useful?

- Do you have additional suggestions for change?
Thank You!

….the view here is long term. It takes time to build a high-quality system of early education that meets the needs of children and families in our states and we must maintain our commitment to growth and excellence and invest in long-term outcomes for our children.

Gov. Robert Bentley & Gov. Earl Ray Tomblin