



HIGHLIGHTS OF THE 2014 NIEER *STATE OF PRESCHOOL* YEARBOOK: P-3 POLICY IN CONTEXT

September 10, 2015 1:00 to 2:00 PM (EST)

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



NIEER

Presenters

W. Steve Barnett

Director, National Institute for
Early Education Research

Rebecca Gomez

Assistant Research Professor (NIEER/CEELO)



Presenters

Jim Squires

Senior Research Fellow (NIEER/CEELO)

Kirsty Clarke Brown

Senior Policy and Communications Specialist
(NIEER/CEELO)



Agenda

Part I: High Quality Preschool and State Policy Data

Part II: What do the 2014 Yearbook Data Tell Us?

Part III: Digging Deeper into the 2014 Data

Part IV: Q&A

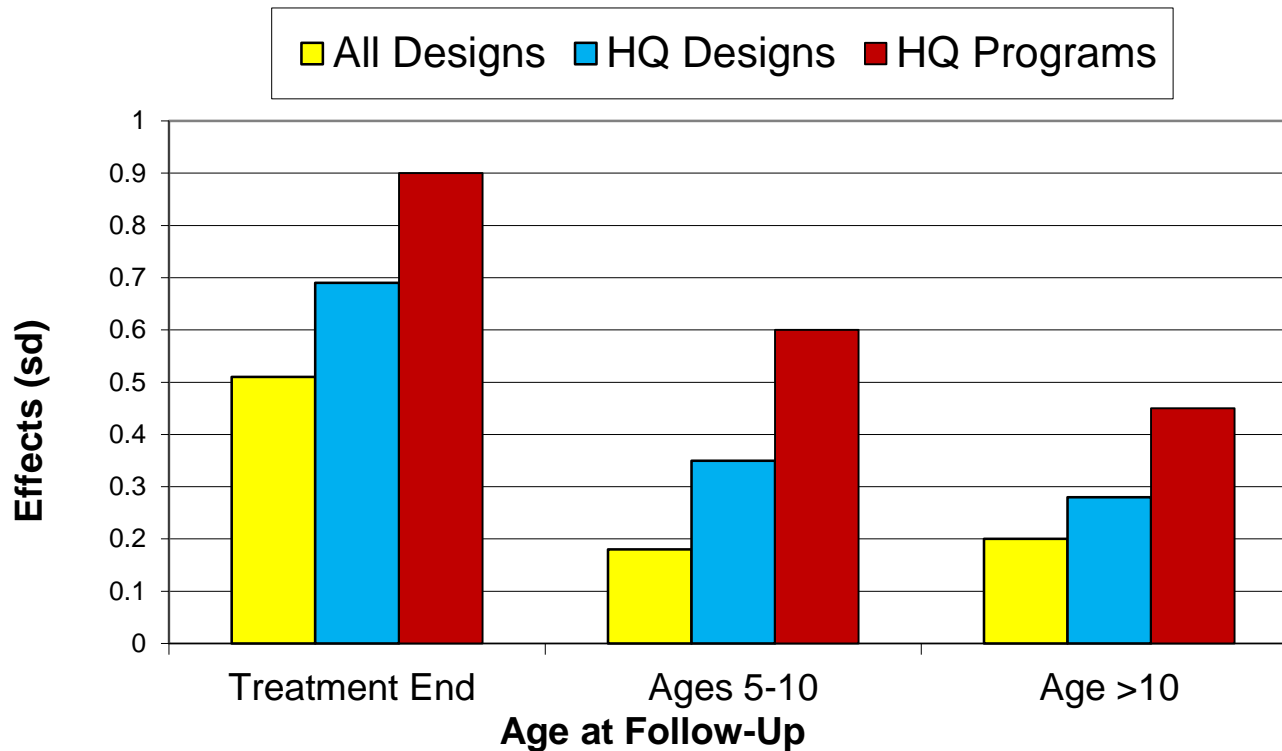
Part V: Additional Resources



PART I: HIGH QUALITY PRESCHOOL AND STATE POLICY DATA



Why policies matter: Meta-Analysis of cognitive impacts



Note: Meta Analysis includes 123 studies 1960 to 2010.

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



The Role of Data in P-3rd Grade Reform

- Identify current policies across states, especially “best practice” policies
- Measure progress across and within states
- Ensure transparent accountability
- Promote a culture of sustained, results-oriented, continuous improvement
- Establish key research-based indicators of effective policy as benchmarks; focus attention on the “significant few” over the “trivial many”



Informing P-3 Policy: Preschool Yearbook

- Chart each state's pre-K progress: policies about access, quality, and funding
- Inform public and policy makers how state is doing and compares
- Aggregate to a national picture
- Major refresh starting this year:
 - New content
 - Special topics that vary year to year based on state-needs, gaps in information

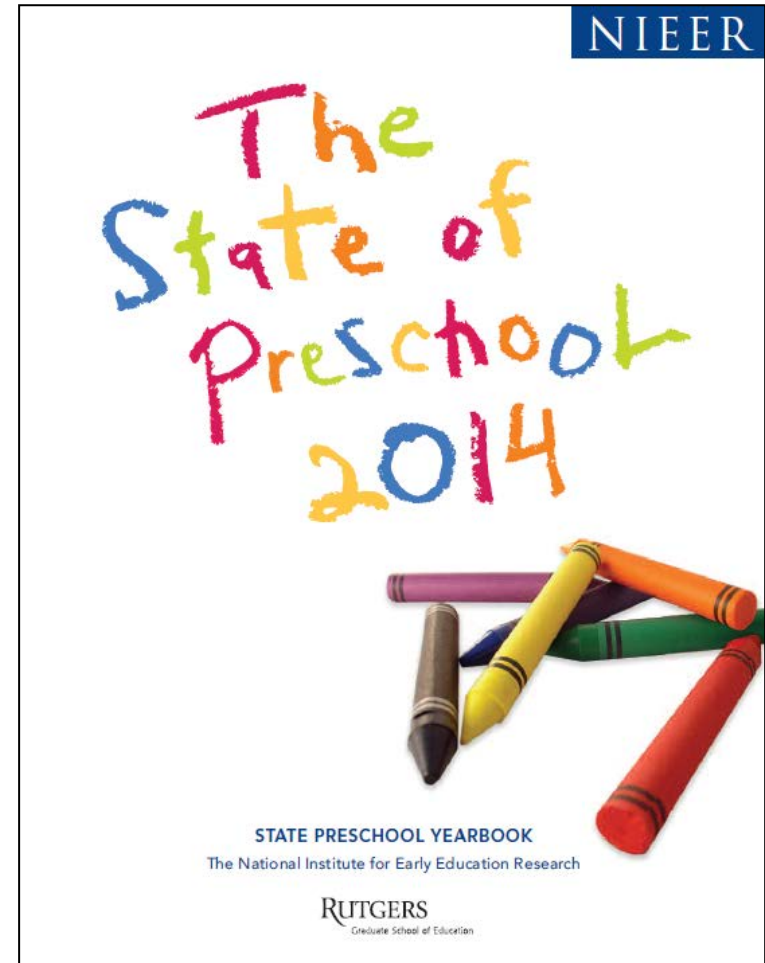


PART II: WHAT DO THE 2014 YEARBOOK DATA TELL US?



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 2013-204
 - Head Start Data
 - Census Population Estimate
 - Pre-K Special Education Enrollment



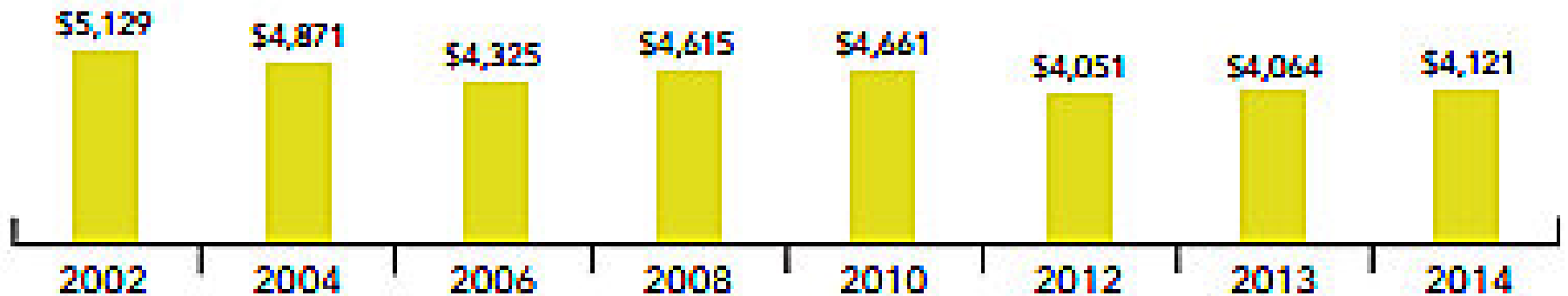
Survey Methodology

- Annual survey of state-funded preschool programs serving 3- and/or 4-year-olds
- Collected information on 2013-2014 school year in following categories:
 - Access
 - Resources
 - Quality Benchmarks
- 53 programs in 40 states, plus 1 in D.C.
 - 10 “no program” states have Head Start and Special Education figures
 - Mississippi became the first state in four years to create a new program; will be included in the rankings in 2014-2015 YB



Pre-K Funding has not Recovered

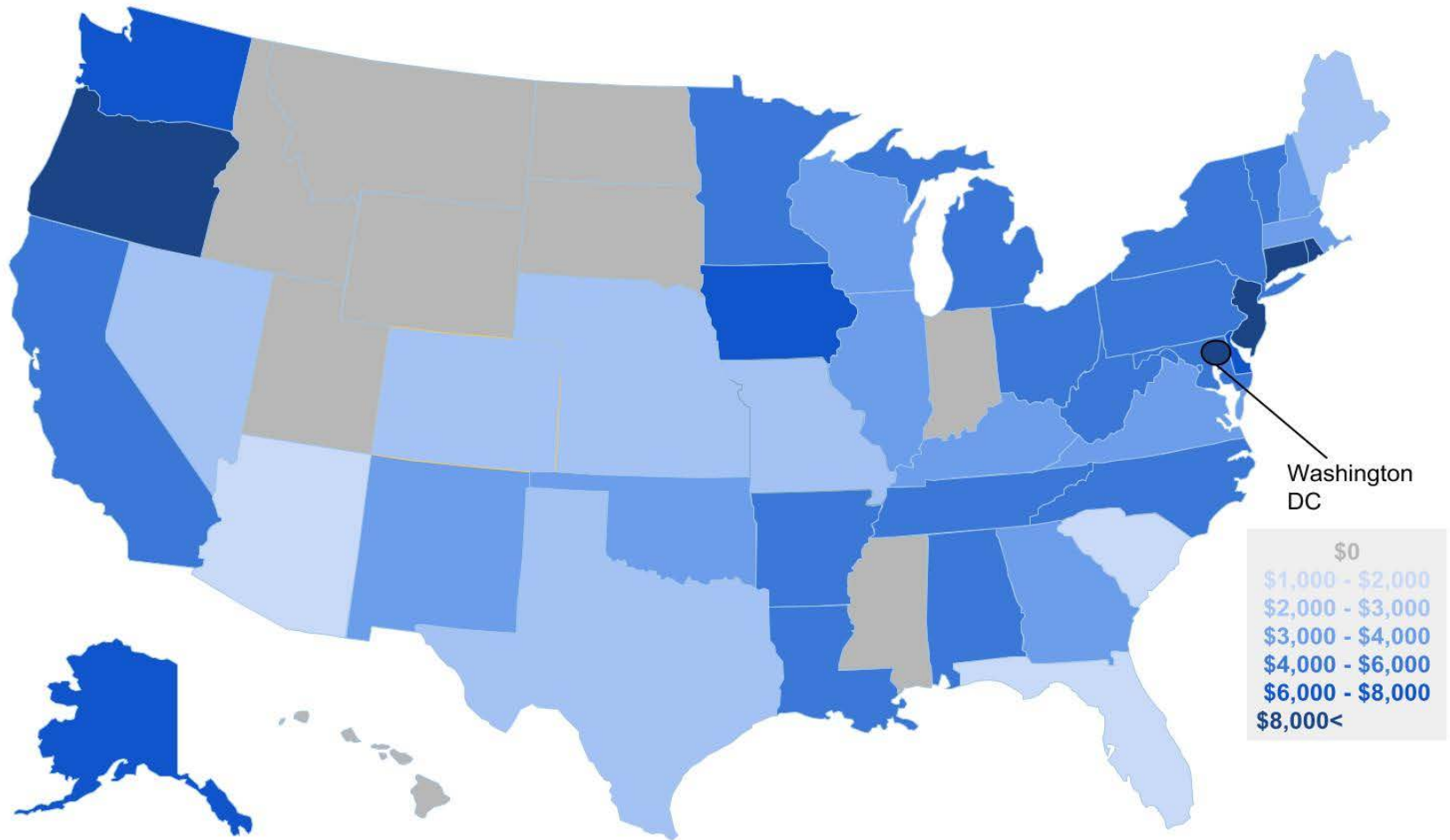
AVERAGE STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



- Total state pre-K funding increased by \$116M (adjusted for inflation)
- Funding per child increased by \$61 (inflation adjusted) from the previous year
- State funding per child increased in 19 states; dropped in 20
- In 5 states per-child spending fell by 10% or more; 5 states increase

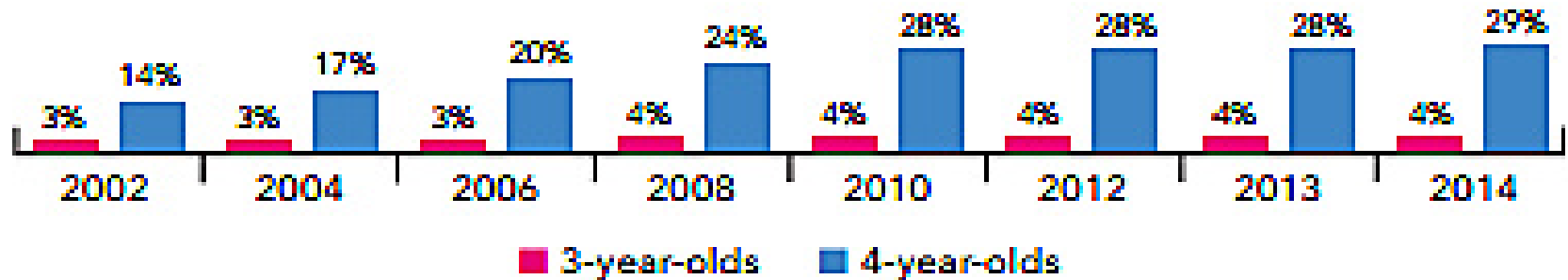


State Spending Per Child in Preschool



Access Stagnates in 2013-2014

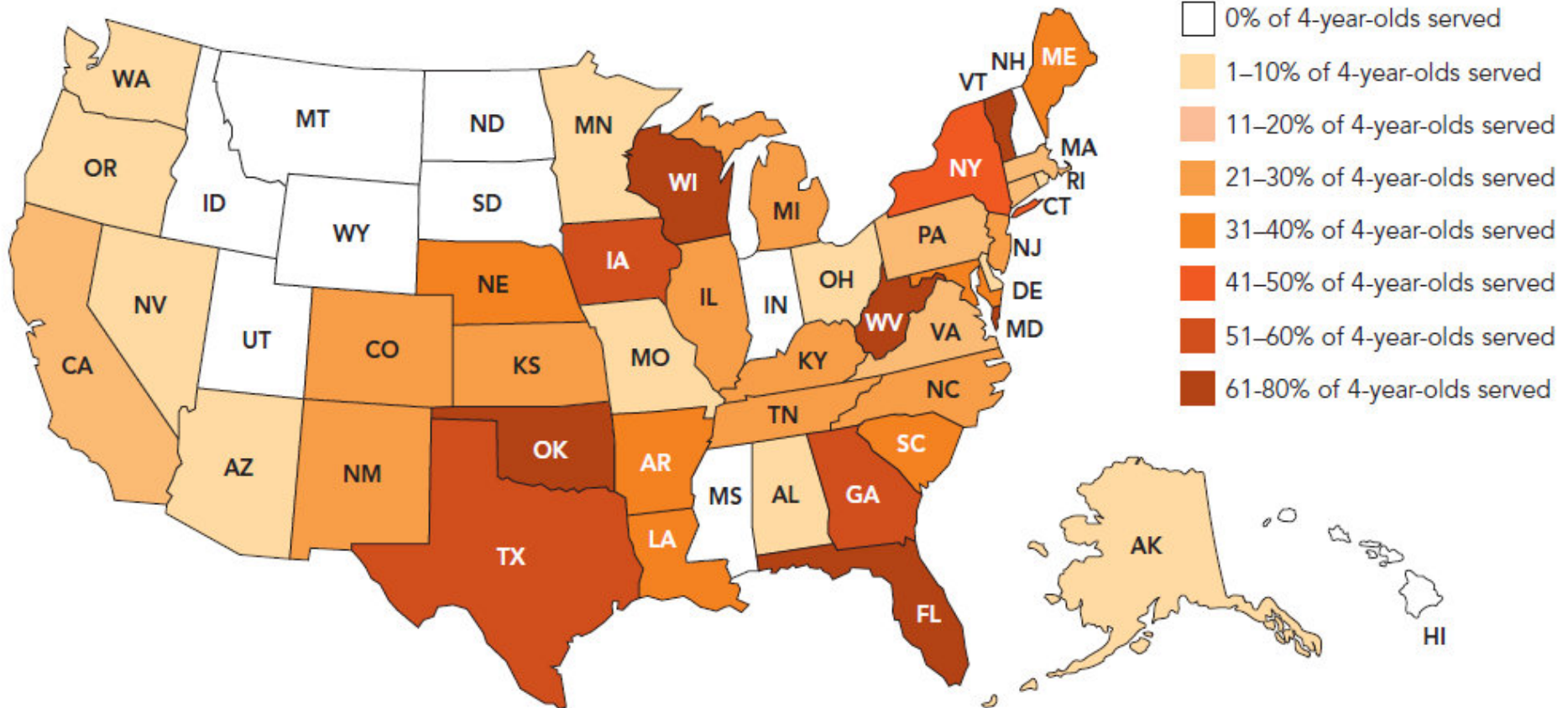
PERCENT OF NATIONAL POPULATION ENROLLED



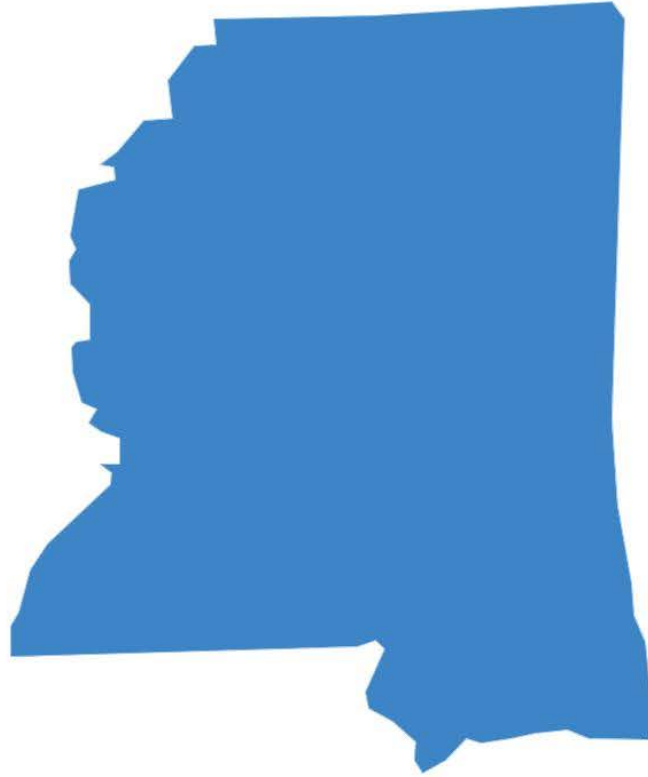
- Enrollment increased over 8,500 in 2013-2014 than previous year when it declined by 4,300
- 16 states enrollment declined
- 17 states increased enrollment



Access Varies Tremendously by State



Mississippi: New Program for 2015

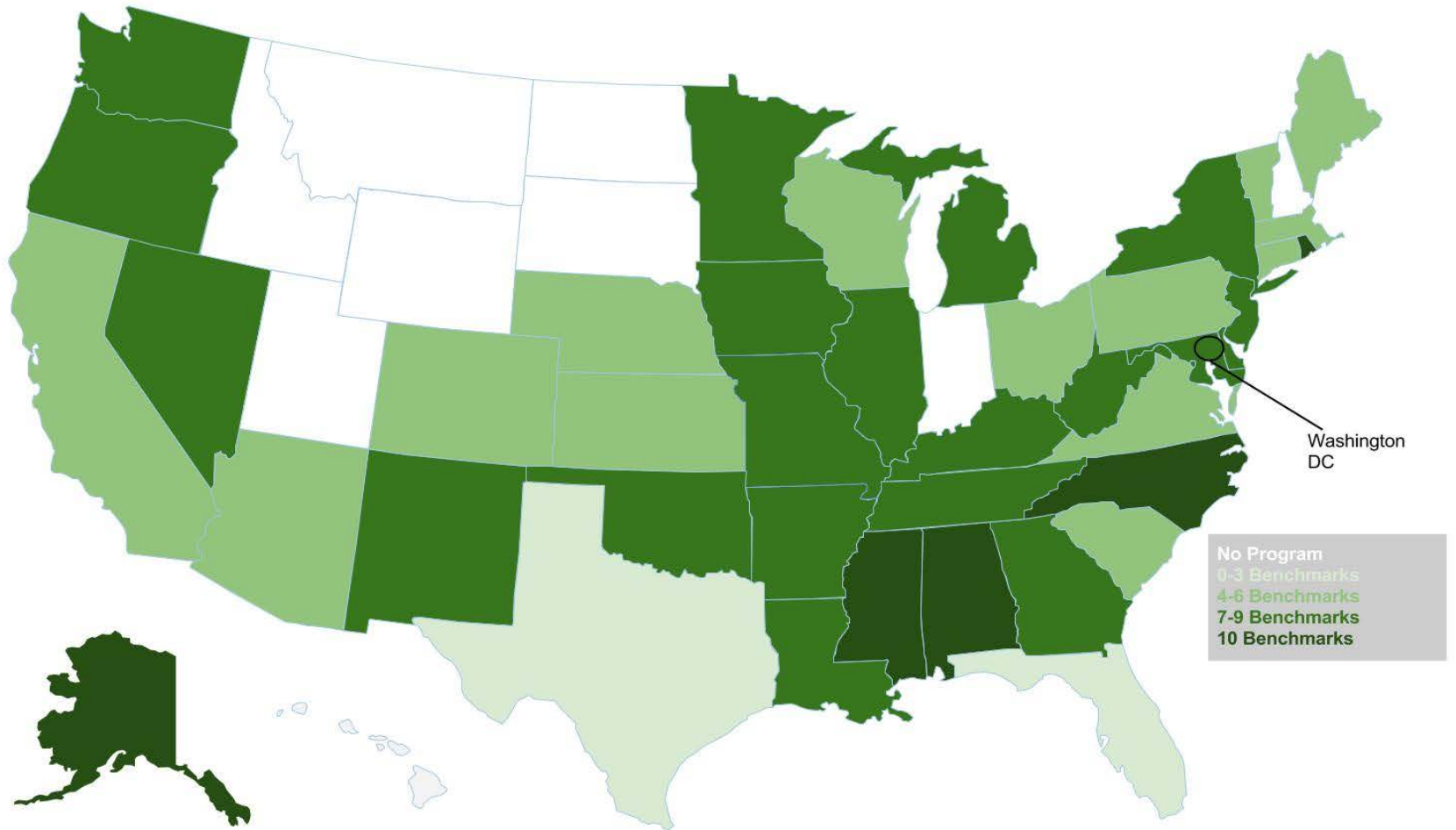


Quality Standards Checklist

Policy	Benchmark	Of the 53 pre-K initiatives, number meeting benchmark
Early learning standards	Comprehensive	53
Teacher degree	BA	31
Teacher specialized training	Specializing in pre-K	45
Assistant teacher degree	CDA or equivalent	18
Teacher in-service	At least 15 hours/year	43
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	35
Meals	At least 1/day	25
Monitoring	Site visits at least every five years	33

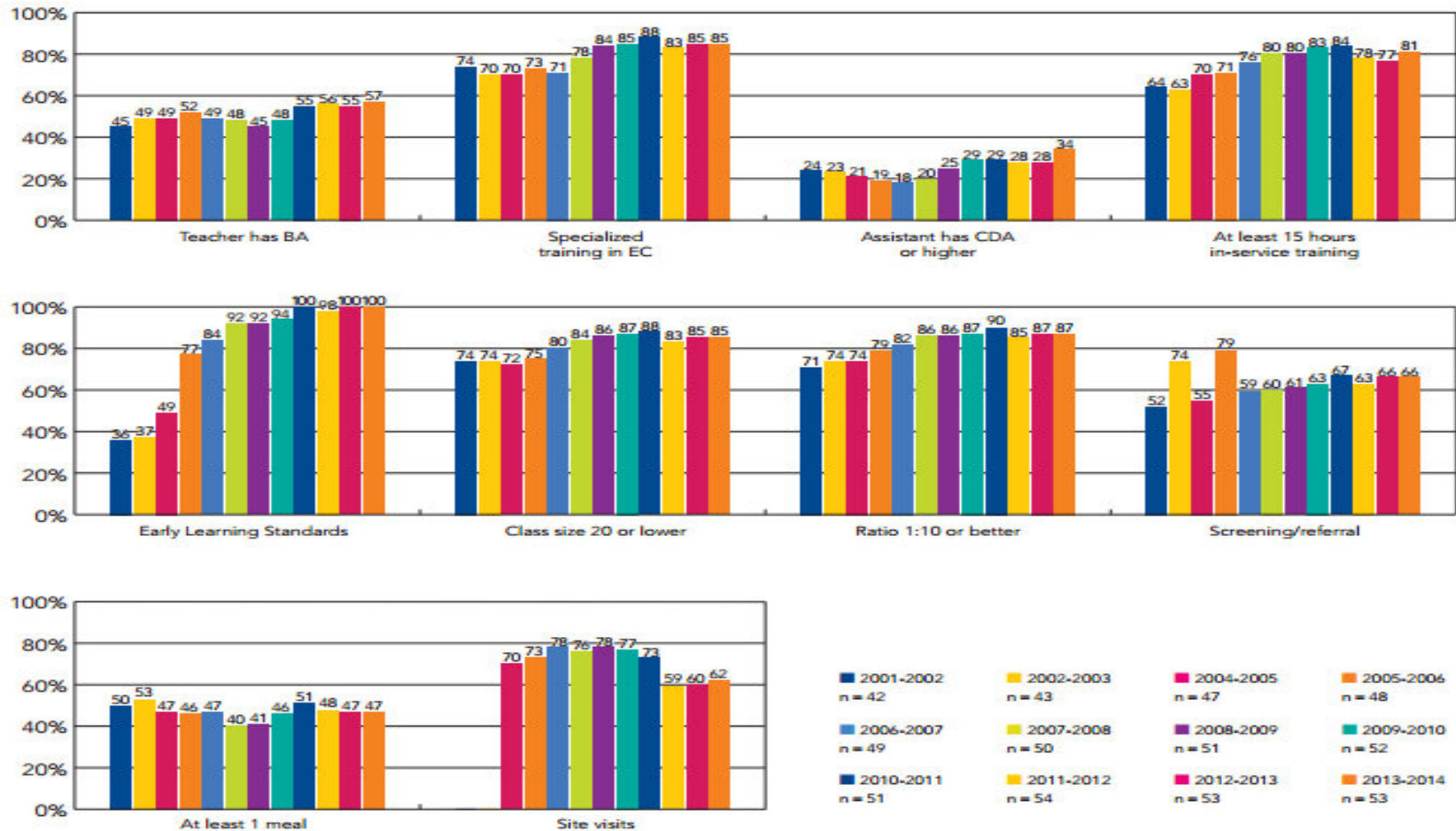


Pre-K Quality Standards



Trends in Quality Benchmarks

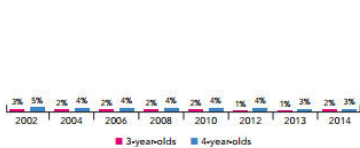
FIGURE 2: PERCENT OF STATE PRE-K PROGRAMS MEETING BENCHMARKS 2002-2014



State Profiles

Missouri

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED* (2014 DOLLARS)



The Missouri Preschool Project (MPP) has served 3- and 4-year-olds in early childhood settings since 1998. The MPP is operated in public schools, private child care centers, and nonprofit agencies. Enrollment in the 2013-2014 school year increased by 5 percent increased to 3,874 children, partially offsetting a 10 percent decrease in 2012-2013. Eleven additional districts provided pre-K services in 2013-2014, serving 30 percent of districts in the state. State-funded MPP contracts for private providers are eligible for up to six years; after this period contracts are made available to other grantees.

Tobacco settlement revenue provides for funding the Early Childhood Development, Education, and Care Fund (ECDEC), though fluctuation in revenue creates uncertainties for programs. The ECDEC fund supports MPP as well as other early childhood services including Head Start, Parents as Teachers (PAT), First Steps, and childcare assistance. The 2011-2012 school year saw a \$2 million decrease in allocation for MPP funding from the previous year, and another \$3.4 million reduction the following year. Funding for MPP remained essentially level in 2013-2014, at a level substantially below 2011-2012 funding.

A competitive grant process determines where MPP funds are awarded, though programs serving children with special needs and those from low-income families are given priority. Programs use sliding payment scales, based on criteria including eligibility for free- or reduced-price lunch. The MPP's goal is to provide access to all families throughout the state, regardless of income, though currently only 3 percent of Missouri's 4-year-olds and 1 percent of 3-year-olds are actually being served.

For a program to receive state funding, regardless of setting, all teachers hired after July 1, 2005 are required to have a bachelor's degree with specialization in early childhood. This criteria has been met by all teachers and programs since the 2010-2011 school year. A Child Development Associate (CDA) credential has been required since 2008-2009 as a minimum requirement for all assistant teachers in both public and nonpublic settings, in addition to having experience working in a program with young children and their families.

In 2003, the University of Missouri evaluated MPP in response to a legislative mandate. Program quality was also monitored in 2013-2014, through program record reviews, self-assessments, and, for all newly funded programs, onsite visits. Following a year of piloting, Missouri adopted the Desired Results Developmental Profile (DRDP) as a uniform child assessment instrument among new and renewal MPP programs. DRDP replaced the process of using results of locally determined child learning outcomes to improve instruction.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
38	20

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
39	39

MISSOURI PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	3,874
School districts that offer state program	30%
Income requirement	No income requirement ¹
Hours of operation	3-6.5 hours/day, 5 days/week ²
Operating schedule	Determined locally ²
Special education enrollment, ages 3 and 4	9,144
Federally funded Head Start enrollment, ages 3 and 4	14,171
State-funded Head Start enrollment, ages 3 and 4	0

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



[†] Some Head Start children may also be counted in state pre-K.
^{††} Estimate children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

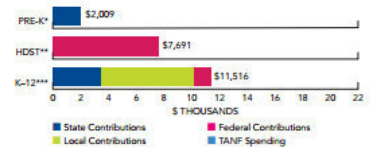
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, EC SpEd, Four-Year CD Degree	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	12 clock hours/year ³	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depends on length of program day ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring ⁶	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET
7

RESOURCES

Total state pre-K spending	\$7,782,864
Local match required?	No
State spending per child enrolled	\$2,009
All reported spending per child enrolled*	\$2,009

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2013-2014 year includes funding only for 3- and 4-year-old services. Past years figured have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '13-'14 school year, unless otherwise noted.

¹ Eligibility is determined by age, with all other eligibility requirements determined locally. Income may be locally specified. Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families.
² Programs are required to operate full day for 12 months per year, with the exception of government entities and public school districts, which can choose to provide a half-day program and operate for fewer than 12 months, but no less than an academic year. Public schools that implement a boundary school week for K-12 can also implement a boundary schedule for the preschool program.
³ In 2013-2014, the maximum number of hours for required professional development was reduced from 22 hours to 12 hours annually, no longer meeting NIEER's quality standard benchmark of at least 15 hours. Additional required professional development hours for first-year teachers and teacher assistants beyond the state's maximum include at least 30 hours of curriculum training.

⁴ Support services include parent conferences and home visits, parent involvement, and transition to kindergarten activities.
⁵ Programs operating for 3 hours are required to provide a snack or meal. School-day programs are required to provide one meal and two snacks, or two meals and one snack.
⁶ Site visits are not conducted for all programs on a regular basis and are performed as needed, based on a review of submitted reports or concerns raised from partner agencies.



PART III: DIGGING DEEPER INTO THE 2014 DATA



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 2014 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**

 - U.S. Census

 - Population Estimates

- **Appendix D**

 - Pre-K Special

 - Education Enrollment

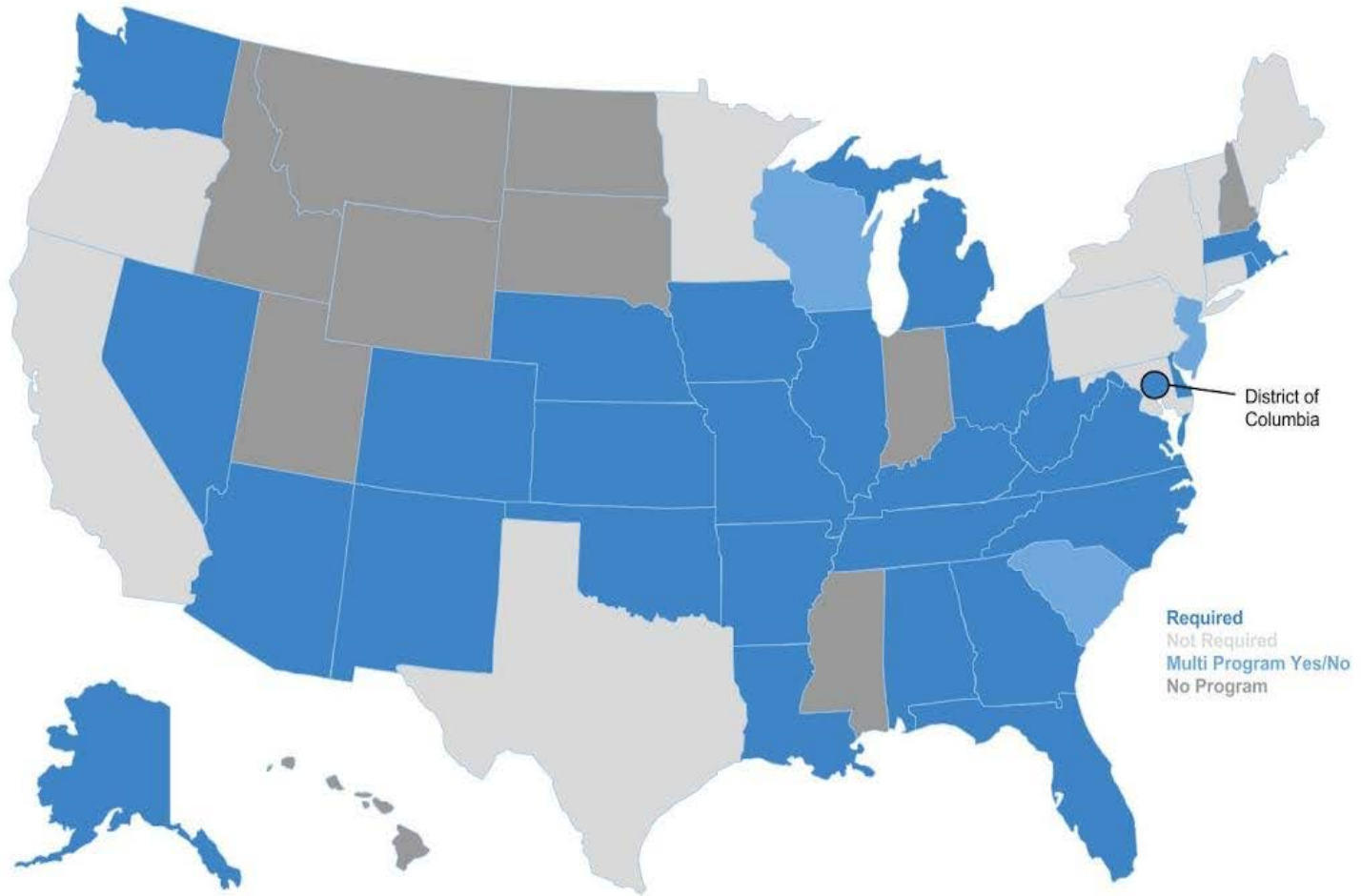


Digging Deeper Into the Data: Trends by Topic

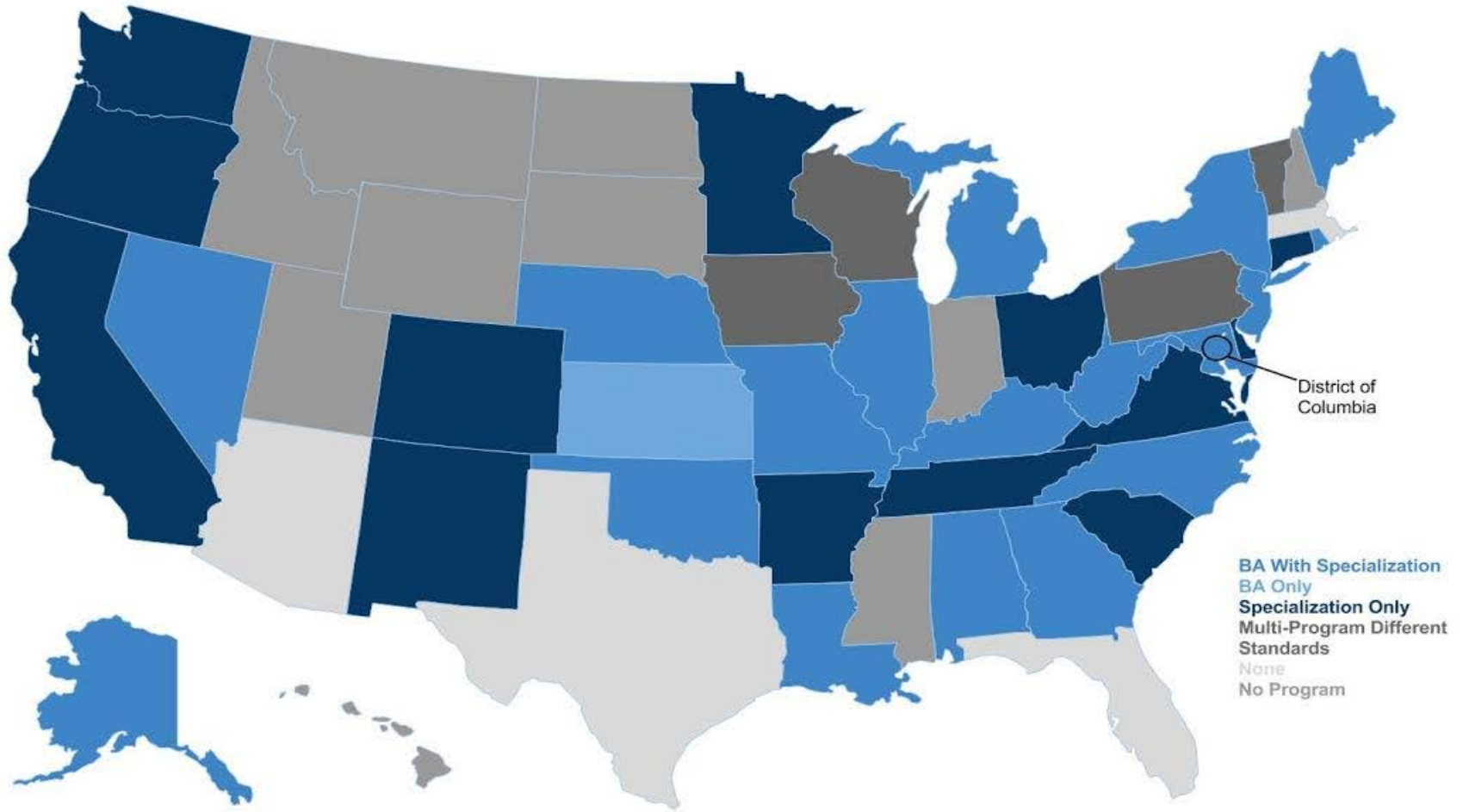
- State program evaluation
- Minimum lead teacher degree requirement
- Faith-based funding eligibility
- Enrollment by auspice: Public and nonpublic



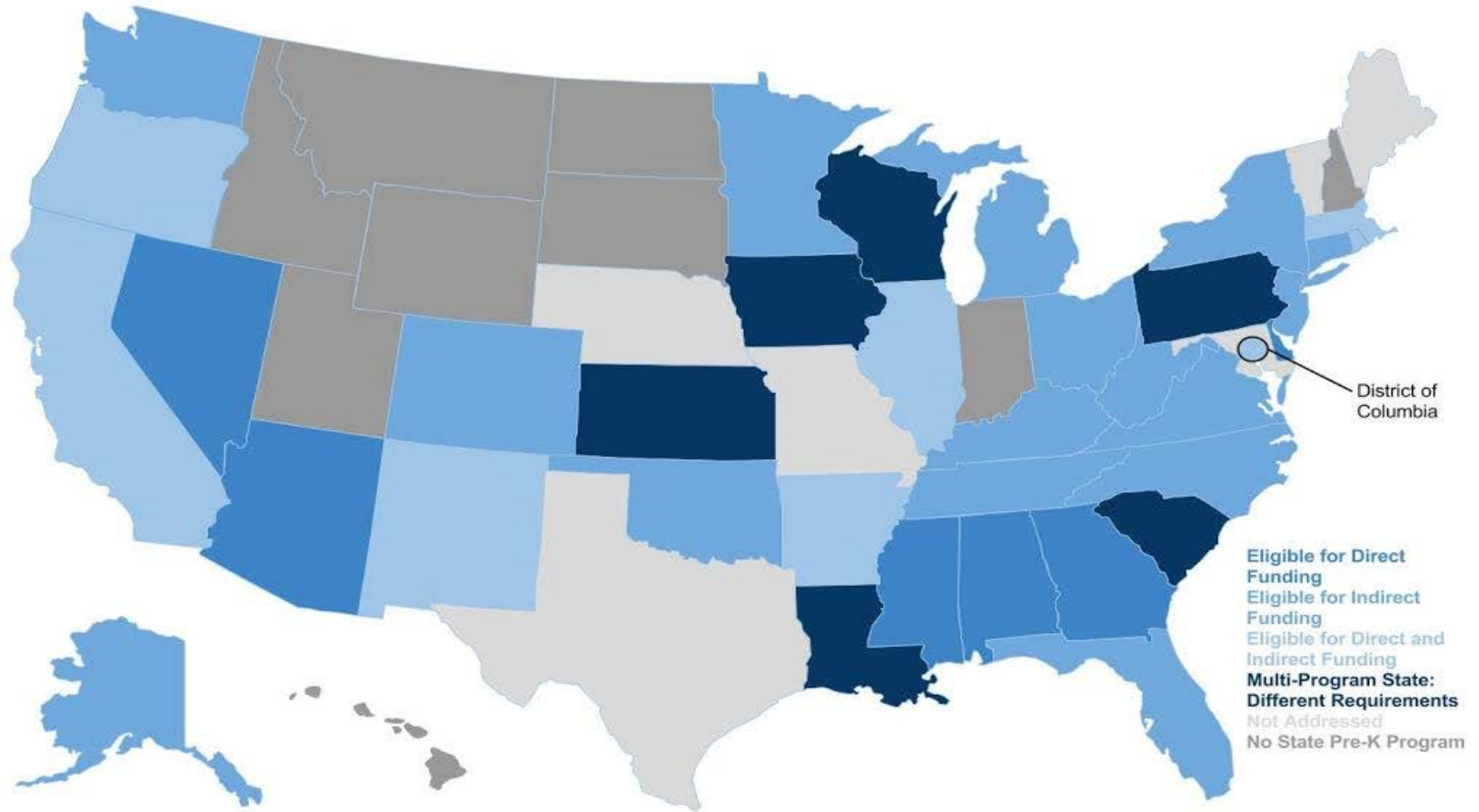
States that Require Formal Program Evaluation



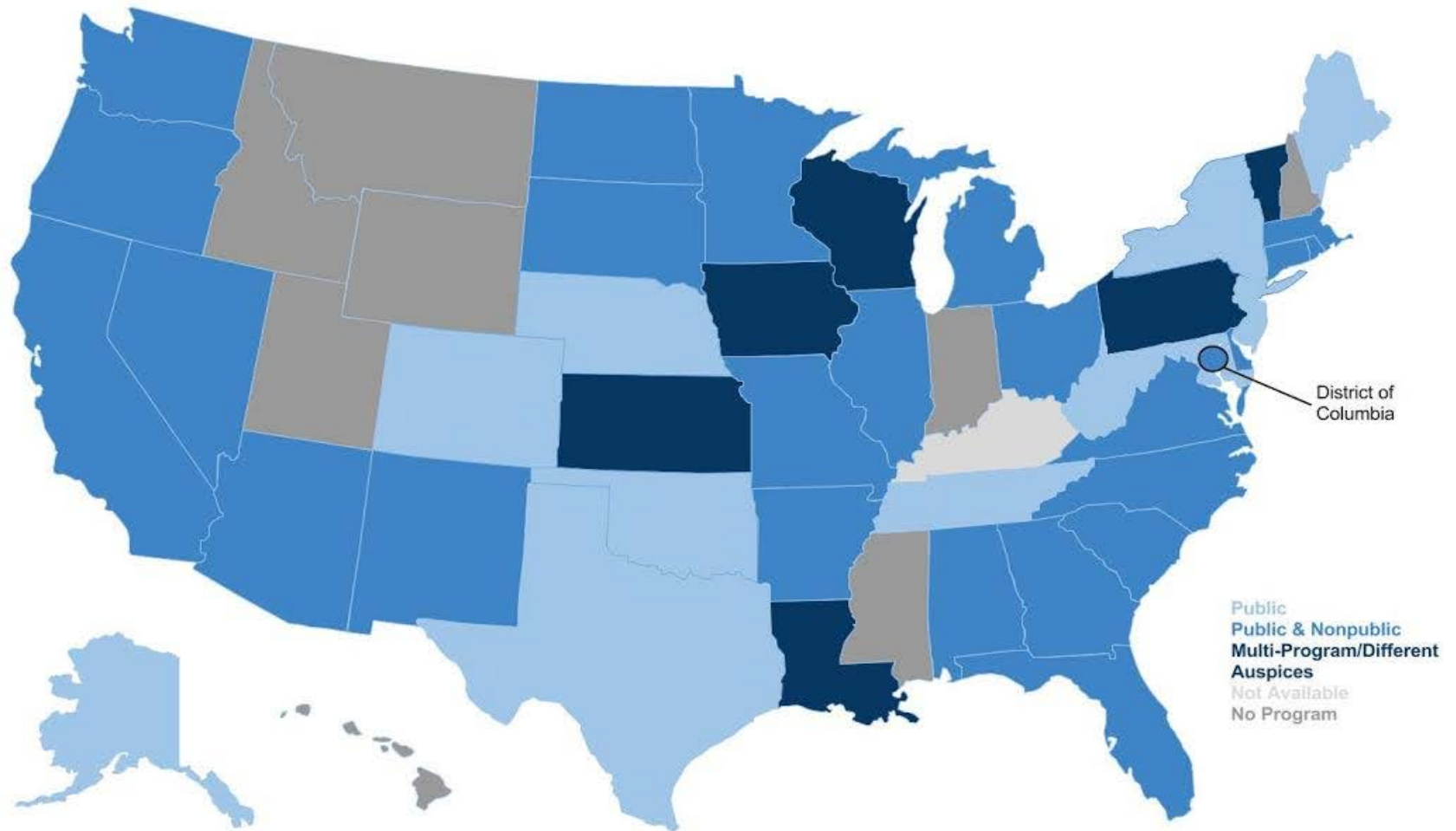
Minimum Teacher Degree Requirement



Faith-Based Funding Eligibility



Enrollment By Auspice: Public and Nonpublic



Considerations and Limitations

- We are limited in what we can collect and report, because states do not collect data on certain data points (e.g., funding from all sources).
- State context, policy, and practice are fluid. As such, data may not accurately portray the current situation.
- 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)



Coming in 2015

- Information on policies related to:
 - Dual language learners
 - Leadership qualifications
 - Curriculum
 - Demographics of enrolled children
 - Results of monitoring for continuous improvement
 - Workforce compensation and qualifications



PART IV: QUESTIONS?



PART V: ADDITIONAL RESOURCES



Additional Resources

- 2003-2014 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



CEELO

Center on Enhancing
Early Learning Outcomes



www.ceelo.org

info@ceelo.org



NIEER