STATE PRESCHOOL PROGRAMS: ANNUAL YEARBOOK UPDATE

4:00 PM ET / 3:00 PM CT / 2:00 PM MT / 1:00 PM PT

Thursday, May 26, 2016
W. Steven Barnett is a Board of Governors Professor and Director of the National Institute for Early Education Research (NIEER) at Rutgers University. His research includes studies of the economics of early care and education including costs and benefits, the long-term effects of preschool programs on children's learning and development, and the distribution of educational opportunities. Dr. Barnett earned his Ph.D. in economics at the University of Michigan. He has authored or co-authored more than 180 publications. Research interests include the economics of human development and practical policies for translating research findings into effective public investments. His best known works include: reviews of the research on long-term effects; benefit-cost analyses of the Perry Preschool and Abecedarian programs; randomized trials comparing alternative approaches to educating children including length of day, monolingual versus dual-language immersion, the Tools of the Mind curriculum; and, the series of State Preschool Yearbooks providing annual state-by-state analyses of progress in public pre-K.
HIGHLIGHTS OF THE 2015 NIEER STATE OF PRESCHOOL YEARBOOK: P-3 POLICY IN CONTEXT

May 26, 2016
National Institute for Early Education Research
Center on Enhancing Early Learning Outcomes
Agenda

Part I: What do the 2015 Yearbook Data Tell Us?

Part II: Deeper Dive: DLL & Workforce

Part III: Q&A
PART I: KEY FINDINGS FROM THE 2015 STATE OF PRESCHOOL YEARBOOK
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
- Special Report: Dual Language Learners and Preschool Workforce
- What Qualifies as a State Pre-K?
- Roadmap to State Profile Pages
- State Profiles
- Methodology
- Appendices
  - State Survey Data 2014-2015
  - Head Start Data
  - Census Population Estimate
  - Pre-K Special Education Enrollment
  - Supplemental Appendices
Survey Methodology

- Annual survey of state-funded preschool programs serving 3- and/or 4-year-olds
- Collected information on 2014-2015 school year in following categories:
  - Access
  - Resources
  - Quality Benchmarks
- 57 programs in 42 states, plus 1 in D.C.
  - 8 “no program” states have Head Start and Special Education information
  - This year Hawaii and Mississippi included a state-program and Indiana began the first year of their pilot program
Overview of the Pre-K in the states

- Enrollment increased (modestly)
- Quality improved
- State funding for pre-K increased

- But progress was highly uneven across the states
Moving forward?

- Nearly 1.4 million children were enrolled, mostly 4-year-olds
- New York rapidly expanded access and funding
- Hawaii and Mississippi funded pre-K programs for the first time in 2014-2015
- Indiana funded pilot programs
Or Backwards?

- 8 states still do not fund pre-K
- Two of the largest states, Florida and Texas, decreased enrollment
- Enrollment increased only modestly, adding just over 31,000 at all ages
- The percentage of 3- and 4-year-olds served has increased by only 1 percentage point since 2010
- At this rate of growth it will take decades to serve even 50 percent of 4-year-olds
Access Shows Modest Improvement in 2014-2015

- Enrollment increased by almost 22,000 3- and 4-year-olds
- 13 states decreased enrollment of 3- and 4-year-olds
- 28 states increased enrollment of 3- and 4-year-olds
- 84% of children served are 4-year-olds
Access Varies Tremendously by State

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

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
State Investments in Pre-K

- State investments in Pre-K: $6.2 Billion
- An increase of over $573 Million
- Two-thirds of this increase from NY
- Eight states increased funds by > $10M
- Three states decreased funds > $10M
Pre-K Funding Moving Forward

- Funding per child increased by $319 (inflation adjusted)
- Largest single-year increase since the Yearbook began
- Surpasses pre-recession levels
- State funding per child increased in 25 states; dropped in 16
- In 3 states per-child spending fell by 10% or more; 8 states increased per-child spending by more than 10%
# Quality Standards Checklist

Minimum policies needed for quality pre-K

<table>
<thead>
<tr>
<th>Policy</th>
<th>Benchmark</th>
<th>Of the 57 pre-K initiatives, number meeting benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early learning standards</td>
<td>Comprehensive</td>
<td>57</td>
</tr>
<tr>
<td>Teacher degree</td>
<td>BA</td>
<td>33</td>
</tr>
<tr>
<td>Teacher specialized training</td>
<td>Specializing in pre-K</td>
<td>47</td>
</tr>
<tr>
<td>Assistant teacher degree</td>
<td>CDA or equivalent</td>
<td>21</td>
</tr>
<tr>
<td>Teacher in-service</td>
<td>At least 15 hours/year</td>
<td>48</td>
</tr>
<tr>
<td>Maximum class size</td>
<td>20 or lower</td>
<td>48</td>
</tr>
<tr>
<td>Staff-child ratio</td>
<td>1:10 or better</td>
<td>49</td>
</tr>
<tr>
<td>Screening/referral and support services</td>
<td>Vision, hearing, health; at least 1 support service</td>
<td>38</td>
</tr>
<tr>
<td>Meals</td>
<td>At least 1/day</td>
<td>29</td>
</tr>
<tr>
<td>Monitoring</td>
<td>Site visits at least every five years</td>
<td>39</td>
</tr>
</tbody>
</table>
Uneven Access to Quality

- **Six** programs met an additional quality standards benchmark
- **Seven** programs meet all **10** quality standards benchmarks
- **California, Florida, and Texas** serve the largest number of children (including children in poverty) but have some of the **lowest** quality standards
Where you live matters!
Trends in Quality Benchmarks

FIGURE 2: PERCENT OF STATE PRE-K PROGRAMS MEETING BENCHMARKS 2002-2015

- 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

Data for each year (2001-2002 to 2014-2015) with sample sizes (n) provided.
Pre-K the New York Way: An example for other cities

- 2014-2015 was the first year of Mayor de Blasio’s Pre-K for All program
- The City added over 53,000 full-day seats in two years
- They improved quality at the same time
- The state invested an addition $358 million & raised spending/child by 70%
Bi-partisan Support for Pre-K

- Progress was made this year in **Red** and **Blue** states.
- **6** of the top **10** states for enrollment are led by **Republican** governors.
- **Half** of the states that meet all 10 benchmarks for minimum quality standards are also led by **Republicans**.
State Profiles

New York

New York Universal Prekindergarten Program (UPK) launched in 1998 with the goal of offering prekindergarten education to all 4-year-olds in the state, regardless of family income or risk factors. During the 2007-2008 school year, the Targeted Prekindergarten Program (TTP) merged with UPK, creating the program in its current state. Funding sources for additional programs as well as those programs include Prekindergarten (NYSPK), which uses funds to cover full-day prekindergarten placements, current existing half-day placements to full-day, or create a new half-day placements for higher-need children in lower-wealth school districts. In the 2014-2015 school year, the program used $525M to allow 25 districts to implement programs serving 6,856 children, an increase of more than 1,000 students from the previous year.

The 2016-2017 school year marked the first year of the state’s new program, the Statewide Universal Full Day Prekindergarten Program (SUFPK), which uses $134M in 53 school districts and 26 community-based organizations to provide prekindergarten services to 36,800 New York students. The new investment aims to further expand the prekindergarten program across the state. The Governor also pledged to double the number of students served to at least 100,000 by 2019. In 2018, New York prekindergarten served 71,900 students across 575 districts and served 1,127 4-year-olds from families at or below 200% federal poverty level. Overall, the addition of the Prekindergarten and Statewide Universal Full-Day PreK grants, the state increased funding for prekindergarten programs an additional $134M from the previous year.

After a previous unsuccessful attempt by UPK to achieve universal access by 2013, this year saw an increase in enrollment. In the 2014-2015 school year, 13,310 more children were able to enroll in the state’s preschool programs than in the previous year.

In 2014, New York implemented a quality rating and improvement system called QUALITYstars. Participation is not obligatory, but it is encouraged by the New York State Education Department, especially in schools located in persistently low-performing districts. The New York State Education Department, as well as the New York State Education Department, have been working with the New York State Regents to develop and implement a new set of standards called the New York State Regents Bilingual Education Language Proficiency Standards.

New York will add an additional $300M for the 2015-2016 school year, through a competitive grant process. These funds will support 33 districts to increase access to high-quality preschool, 2018 aids for 3-year-olds and 1,257 aids for 4-year-olds will be available.

Spend per child (2013-2014) $8,350

NYSPK (school district) $4,488

NYSPK (statewide) $4,362

Resources:

Total state prekindergarten spending $311,851,891

Local match required 30%

Total spending per child served* $11,977

All reported spending per child served* $10,517

*Per pupil spending includes investment in early childhood programs and services as well as current spending on program services during the current fiscal year.

Spend per child (2014-2015) $9,398

Spend per child (2013-2014) $8,350

**Spend per child (2012-2013) $8,350

***Spend per child (2011-2012) $8,350

****Spend per child (2010-2011) $8,350
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
PART II: DEEPER DIVE: DLL & WORKFORCE
Children’s Home Language

- We estimated that over 1.85 million 3- and 4-year-olds come from homes where a language other than English is spoken.
- 23% of preschool-age children nationally.
- Ranges from 2% in West Virginia to 45% in California.
FIGURE 1: REPORTS ENROLLMENT OF DUAL LANGUAGE LEARNERS (DLLs) IN STATE PRE-K

23 state pre-K programs track enrollment of DLLs

Only 14 states can break out DLL enrollment by home language
Eight state pre-K programs require teachers to have qualifications specifically related to DLLs

<table>
<thead>
<tr>
<th>State</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorado</td>
<td>New Jersey ECPA</td>
</tr>
<tr>
<td>Illinois</td>
<td>New Jersey ELLI</td>
</tr>
<tr>
<td>Massachusetts Grant 391</td>
<td>New Jersey Abbott</td>
</tr>
<tr>
<td>Massachusetts UPK</td>
<td>West Virginia</td>
</tr>
</tbody>
</table>
Policies to Support DLLs

- HL used as eligibility criteria for state pre-K
- Recruitment and enrollment materials in the family’s home language
- DLLs are assessed in their HL
- Teachers are required to have specifically related qualifications for DLLs
- Program allocates extra resources to serve DLLs
The Pre-K Workforce

- 33 programs require teachers to have a BA
- 16 programs require salary parity for lead teachers
- Preschool teacher salaries lag K-12 teacher salaries by $10,000 to $30,000
Salary Parity

- Same Starting Salary
- Same Salary Schedule
- Same Fringe Benefits
- Same Paid Planning Time and/or PD

Number of Programs

- Teachers
- Assistant Teachers

www.ceelo.org | www.nieer.org
Workforce Supports

- Scholarships/loan forgiveness: 25
- Mentoring: 12
- Job-embedded professional development: 20
- Paid planning time: 7
- Bonuses: 1
PART III: Q AND A

THANK YOU!
Dual Language Learners (DLLs)
Preschool Workforce
QUESTIONS?
STAY CONNECTED

• An archived version will be available shortly, please visit: ncsl.org/research/human-services/state-preschool-programs-annual-yearbook-update.aspx

• Learn more about NCSL’s Early Care and Education project: ncsl.org/research/human-services/early-care-and-education.aspx

• Learn more about NCSL’s Early Learning and Support project: http://www.ncsl.org/research/education/early-learning.aspx

• Connect with NCSL Staff:
  • Julie Poppe, program manager Children & Families Program julie.poppe@ncsl.org / 303-856-1497
  • Matt Weyer, policy specialist Education Program matthew.weyer@ncsl.org / 303-856-1424
Learn more today: