

State of Preschool 2013

**Request for approval of a collection of information
Supporting Statement Part B
OMB Paperwork Reduction Act Submission**

**Submitted by:
The National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education**

November 29, 2012

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Section B. Description of Statistical Methodology

B.1. Respondent Universe

The respondent universe for this study is the state preschool administrators in the 50 states and the District of Columbia. Data are collected directly from these entities through a web-based survey form. Note that in some states there are no state programs to support publicly provided early childhood education. As such, these states do not have state preschool administrator and they do not report data on the topic. More than one agency supports early childhood education programs in some states. As a result, some states will have more than one respondent. Based on the most recent collections, it is anticipated that the number of respondents to the 2013 collection will be 53 state agency representatives. Pending policy changes that might occur between now and 2015, the number of respondents for the 2014 and 2015 collections is expected to be the same.

B.2. Statistical Methodology

This is a universe data collection employing a survey form. All states with publicly supported early childhood education have responded to the collection effort in recent years, the most recent being 2012. Because the data collection is based on a universe of sample members and because of very high response rates, weighting adjustments and adjustments to variances for statistical test purposes are not necessary. However, some statistical adjustments are made to the resulting data to help unduplicate enrollment counts that can arise when the same child is enrolled in more than one publicly funded program. More specifically, when states report that they have included children with disabilities who are in special programs in the counts of preschool aged children who are in regular prekindergarten programs, the preschool disability count is subtracted from the regular prekindergarten enrollment counts.

B.3. Methods to Maximize Response Rate

Several steps have been taken to maximize the response to this data collection. First, the data are collected through a user-friendly web-based computer assisted interview program. While the data can take considerable effort to prepare for inclusion into the data collection tool, the web-based collection instrument allows respondents to break off and log in several times without losing previously entered information. This flexibility allows respondents to enter information as time and data availability permit. Further, respondents are offered opportunities to check previous year's entries prior to data collection starting up and to review a current year's entries before the data are published. The first data check acts both as a data quality control step, in terms of reminding respondents what kinds of data will be needed for the current year's collection, and as a reminder that the current year data collection is about to begin. Allowing respondents to review current year data entry before results are published acts as another data quality control check and also provides respondents with confidence that accurate data will be reported from their respective states further garnering cooperation.

These approaches, combined with a clear understanding of how important these data are, have helped the data collection achieve a 100 percent response rate in recent data collections.

B.4. Tests of Procedures and Methods

Each year, staff at the National Institute for Early Education Research (NIEER) review changes to policies that support early childhood education at the state and federal levels. Modifications are then made to the questionnaire and the related web-based computer assisted interview (CAI) instruments to

reflect these policy changes (see appendix B for the 2013 instrument and research question linkages). In addition to the policy review, respondents are sent data from the previous year's data collection allowing them to correct errors or update information for the formal release of the data. Further, NIEER staff actively participate in the annual conference of the National Association of Early Childhood Specialists in State Departments of Education (NAECS-SDE). Attendees at the conference provide feedback to and updates for the questionnaires during these conferences. This facilitates NIEER staff learning about new or changing policies from the provider perspective.

The CAI instruments undergo extensive testing prior to the initiation of data collection. Tests are run to verify that logical skips through the instrument are functioning as expected so that respondents are not asked questions that are not meaningful based on responses to prior questions. Tests also verify that logic checks are working as expected. The checks flag inconsistent answers for respondents while respondents are entering data into the CAI. Also, prior to publication, respondents are sent current year answers for one last verification for accuracy before the data are released.

Note that this package includes the survey developed for the 2013 data collection. The surveys fielded in 2014 and 2015 will be largely the same, though some updates will be necessary. For example, the year of reference will have to be changed, and items that are no longer pertinent due to policy changes may need to be removed or modified. If changes beyond updating year references are made, the updated questionnaire will be submitted for OMB approval under a change request.

B.5. Reviewing Individuals

The individuals consulted on the design of the 2013 survey form are as follows:

W. Steven Barnett

Director, NIEER
sbarnett@nieer.org
(848) 932-3132

Megan Carolan
Policy Research Coordinator, NIEER
mcarolan@nieer.org
(848) 932-3137

Jen Fitzgerald
Public Information Officer, NIEER
jfitzgerald@nieer.org
(848) 932-3138

Jim Squires
Senior Research Fellow, NIEER
jsquires@nieer.org
(802) 734-9715

Chris Chapman
National Center for Education Statistics
U.S. Department of Education
chris.chapman@ed.gov
(202) 502-7414

Jacqueline Jones
As Assistant Commissioner – Division of
Early Childhood Education
New Jersey State Department of Education
jacqueline.jones@ed.gov
(202) 401-2176

Participants in the
annual conferences for the
National Association of Early Childhood
Specialists in State Departments of Education

The survey form was developed by staff and faculty at NIEER with technical input and guidance from staff at NCES. NIEER will also be responsible for collecting the data and developing initial reports, again with guidance from NCES.

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Section C. Justification of the State of Preschool Questionnaire – Research Questions and Indicators

The questionnaire for the State of Preschool data collections has been relatively stable over the last decade. Adjustments have been made as policies directly affecting the funding for and the quality of publicly supported early childhood education programs have changed across the fifty states and at the federal level. Data from the collections are used to produce a report comparing the states to one another and providing an overall national-level description of the state of preschool in the United States.

Research questions and basic indicators for which the State of Preschool is designed to address are summarized here. Following the list of research questions and indicators, table C1 links each item in the questionnaire back to the related research question or indicator.

Research questions and indicators

1. To what extent are preschool aged children enrolling in publicly provided early childhood education programs? Are the numbers and rates of enrollment increasing, decreasing or remaining stable?
2. Are there significant disparities in enrollment rates across the states? Within each state, is there significant variability in ease of access to programs?
3. Are children who are English language learners enrolling at similar rates as those of other children? Are children with disabilities enrolling at similar rates as those of other children?
4. How many children are attending programs run through public schools systems and how many are attending programs provided by private schools?
5. How many states are actively promoting policies associated with high quality early education and care programs? What percentage of children in early education programs reside in states promoting high quality programs as compared to the percentage of children living in states with lower standards?
6. Related to quality, which quality components are more common and which are less prevalent across the states. The study identifies 10 components that are related to important development outcomes for children and that are readily measureable including components that focus the implementation of comprehensive early learning standards, teacher qualifications and certifications, and class size information.
7. Over time, are there changes in terms of the quality of early childhood education?
8. What are the sources of funding for publicly provided early childhood education programs? Does the distribution of funding sources vary considerably across states?
9. How much is being spent at the state and federal levels to support publicly provided preschool programs? How does this translate into spending per pupil? Does spending vary considerably by state?
10. Has spending on publicly provided preschool changed significantly over time at the state and national levels?
11. How is spending monitored and evaluated?

Table C1 - Item-by-item descriptions of the State of Preschool questionnaire and associated research questions and indicators

Item #	Item Stem	Source(s)	Construct(s)	Research Question(s)
1	In 2011-2012, the name of your state prekindergarten initiative was <u>Prior Year Name</u> . Was the name the same in 2012-2013? 1. Yes 2. No	NIEER	Introduction	All
1a	What was the name of your state prekindergarten initiative in 2012-2013?	NIEER	Introduction	All
2	What state agency or agencies exercise(s) administrative authority over this state prekindergarten initiative? (Check all that apply, and specify the name of this agency in your state in the column to the right. If there are multiple agencies with administrative authority, please explain in the textbox below.) <ul style="list-style-type: none"> • State Department of Education _____ • State Office of School Readiness or Early Childhood Education _____ • State Head Start Collaboration Office _____ • State Human Services Agency _____ • Other (Please specify) _____ <p>If you have additional detail, please enter it in this textbox below:</p> <p>_____</p>	NIEER	Introduction	NA
3	We would like to get information about the geographic availability of this state prekindergarten initiative and the coverage across the state's school districts, counties, or towns. Please fill in information by school district if possible. If not possible, please fill in one of the other options. Programs are offered in: (Please fill in the two boxes below and select one geographic unit. For example, your answer could be "7 out of 10 School districts".) _____ out of _____ (choose school districts, counties/parishes, towns/communities, other specify) If you have additional detail please enter it in this textbox below:	NIEER	Accessibility of programs	2
4	Are districts/counties/towns in your state required to offer this prekindergarten initiative? 1. Required for all 2. Required for some (Please describe) _____ 3. Not required, but funds are available to any district/county/town choosing to offer the program 4. Not required, but funding is awarded on a competitive basis If you have additional detail, please enter it in this textbox below:	NIEER	Accessibility of programs	2

Introductory language	<p>Responses to questions 5-9 and 10b require finalized, unduplicated enrollment counts for the 2012-2013 program year. Unduplicated enrollment figures include all children served on a specific date in time (preferably in fall 2012 unless fall data are not representative of enrollment counts that year). A duplicated enrollment count, which is not requested here, is the total number of individual children who enrolled during the course of the year, for any length of time. If you cannot provide an unduplicated count, please provide the number of funded enrollment slots and explain in your answer to Q6.</p> <p>Please do not count children in the home-based option in any of the enrollment counts for questions 5-9 and 10b. Please also do not include children paying full tuition or funded solely through local dollars in the enrollment counts for questions 5-9, 10b.</p>	NIEER	Introduction	NA
5a	<p>How many children were enrolled in this state-funded prekindergarten initiative as of your fall 2012 cut-off date (e.g., October 1st)? Provide an unduplicated enrollment count if possible, and only include children enrolled in center-based pre-K programs. Please provide an enrollment number that is consistent with the 2011-2012 response of prior year data children.</p> <p>Note: If the enrollment numbers are not yet available, please fill in the boxes with a (-1) and go to question 5b.</p> <p>Total number of children _____ How many of the children in the total were 3 years old? _____ How many of the children in the total were 4 years old? _____ How many of the children in the total were 5 years old in pre-K? (Children who were age eligible for kindergarten but enrolled in pre-K) _____ How many of the children in the total were under 3 years old? _____</p> <p>If you have additional detail, please enter it in this textbox below: _____</p>	NIEER	Enrollment in programs	1, 2
5b	<p>If final enrollment numbers are not yet available, please indicate the date by which you expect to have this information: _____</p>	NIEER	Enrollment in programs	1, 2
6	<p>If the enrollment total in question 5a is not an unduplicated enrollment count, please describe what the number is (e.g., funded slots, duplicated count, etc.). If the enrollment reflects a time other than fall 2012, please indicate that date.</p>	NIEER	Enrollment in programs	1, 2
7	<p>Of the total number of enrolled children in question 5a, how many were identified as English Language Learners?</p>	NIEER	Characteristics of those enrolled	3

8	<p>Are children who received special education services (i.e., had IEPs or IFSPs) counted in the enrollment total in question 5a?</p> <p>1. Yes 2. No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment 3. No, children in state pre-K classrooms do not receive special education services</p> <p>If you have additional detail, please enter it in this textbox below: _____</p>	NIEER	Characteristics of those enrolled	3
8a	<p>How many children who received special education services (i.e., had IEPs or IFSPs) were enrolled in this state prekindergarten initiative as of your fall 2012 cut-off date (e.g., October 1st)? Provide an unduplicated enrollment count if possible, and only include children who received special education services while enrolled in center-based pre-K programs. Note: If the special education enrollment numbers are not yet available, please fill in the boxes with a (-1) and go to Q9.</p> <p>Total number of children who received special education services _____ How many of the children in the total were 3 years old? _____ How many of the children in the total were 4 years old? _____ How many of the children in the total were 5 years old in pre-K? (Children who were age eligible for kindergarten but enrolled in pre-K) _____ How many of the children in the total were under 3 years old? _____</p> <p>If you have additional detail, please enter it in this textbox below: _____</p>	NIEER	Characteristics of those enrolled	3
9	<p>Please provide information about which agencies exercise administrative responsibility over the program. Answers should reflect agency with administrative responsibility, rather than the location of services, as has been requested in the past. Of the total enrollment mentioned in question 5a, how many children were enrolled in this state prekindergarten initiative as of fall 2012 under the administrative authority of the following agencies? (Note: The total enrollment as reported in question 5a should equal the total of children in all settings listed below. If the breakdown by auspice is unknown, please fill in the boxes with a -1).</p> <p>Public Schools _____ children Nonpublic Schools _____ children</p> <p>If enrollment by auspice does not add up to total enrollment as reported in question 5a, please explain: _____</p> <p>If you have additional detail, please enter it in this textbox below: _____</p>	NIEER	Provider characteristics	4

10	<p>For questions 10 – 10b, please use the following definitions, which are revised from previous years:</p> <p>Extended day: Eight or more hours per day School day: At least 4 hours but fewer than 8 hours per day Part day: Fewer than 4 hours per day</p> <p>How many hours per day is this state prekindergarten initiative funded to operate using state funds? (Check all that apply)</p> <ul style="list-style-type: none"> • Extended day (specify number of hours:) _____ • School day (specify number of hours:) _____ • Part day (specify number of hours:) _____ • Determined locally, hours vary by program, or another operating schedule is used (Please describe, including the most common operating schedule:) _____ <p>If you have additional detail, please enter it in this textbox below: _____ _____</p>	NIEER	Accessibility of programs	2
10a	<p>Is there a formal partnership at the state level to provide extended-day services through collaboration with other agencies and programs (for example, Head Start providers, child care centers, etc.)</p> <p>1. Yes Specify: _____ 2. No</p> <p>If you have additional detail, please enter it in this textbox below: _____ _____</p>	NIEER	Accessibility of programs	2
10b	<p>Please provide more information about the operating schedule of the programs in which children attend pre-K. Of the total enrollment mentioned in question 5a, how many children were enrolled in this state prekindergarten initiative as of fall 2012 in programs that had the following operating schedules? (Note: The total enrollment as reported in question 5a should equal the total of children in all operating schedules listed below). Note: If enrollment by operating schedule is unknown, please fill in the boxes with -1.</p> <p>Extended day _____children School day _____children Part day _____children Locally determined/other _____children</p> <p>If enrollment by operating schedule does not add up to total enrollment as reported in question 5a, please explain: _____ _____</p> <p>If you have additional detail, please enter it in this textbox below: _____ _____</p>	NIEER	Accessibility of programs	2

11	<p>How many days per week is this state prekindergarten initiative funded to operate using state funds?</p> <p>1. 4 days per week 2. 5 days per week 3. Determined locally, days vary by program, or another operating schedule is used (Please describe, including the most common operating schedule:)</p> <p>_____</p> <p>If you have additional detail, please enter it in this textbox below:</p> <p>_____</p>	NIEER	Accessibility of programs	2
12	<p>What is the state-funded annual operating schedule for this state prekindergarten initiative?</p> <p>1. School year or academic year 2. Full calendar year 3. Other (Please describe:)</p> <p>_____</p> <p>4. Determined locally or varies by program (Please describe, including the most common operating schedule:)</p> <p>_____</p> <p>If you have additional detail, please enter it in this textbox below:</p> <p>_____</p>	NIEER	Accessibility of programs	2
13	<p>In the table below, please enter the age eligibility requirements for prekindergarten (minimum and maximum age) and kindergarten as requested for 2012-2013 using the drop down menus provided</p> <p>Any age exceptions or details can be reported in Q14 following.)</p> <p>Please see attached facsimile of the instrument in appendix B for details about the contents of the drop down menus.</p>	NIEER	Accessibility of programs	2
14	<p>Does state policy allow any exceptions to the age requirement for prekindergarten or kindergarten eligibility (such as exemptions from minimum or maximum age requirements for children with special needs):</p> <p>1. Yes, (Please describe exceptions stipulated in state policy) _____</p> <p>2. No</p>	NIEER	Accessibility of programs	2

14a	<p>What is the state policy on enrolling children in this state prekindergarten initiative when they are age-eligible for kindergarten at the start of the school year? (Check all that apply.)</p> <ul style="list-style-type: none"> • Kindergarten-age eligible children with documented disabilities may enroll in pre-K • Kindergarten-age eligible children may enroll in pre-K at the local program's discretion or at the request of parents • Kindergarten-age eligible children may enroll and repeat 4-year-old prekindergarten • Kindergarten-age eligible children may only enroll in pre-K if they have not yet attended 4-year-old prekindergarten before • Children may not enroll in this state pre-K initiative if they are age eligible for kindergarten at the start of the year • State policy does not regulate the enrollment of kindergarten-age eligible children in pre-K <p>If you have additional detail, please enter it in this textbox below:</p> <hr/>	NIEER	Accessibility of programs	2
15	<p>Aside from age, how is eligibility determined for individual children for this state prekindergarten initiative? You will be given the opportunity to provide more information about eligibility in subsequent questions.</p> <ol style="list-style-type: none"> 1. All age-eligible children in districts offering the program, or in the entire state, may enroll 2. Eligibility is determined by individual child or family characteristics in addition to age <p>If you have additional detail, please enter it in this textbox below:</p> <hr/>	NIEER	Accessibility of programs	2
16	<p>Is a state-specified income requirement used as an eligibility criterion for this state prekindergarten initiative? (If your answer is Yes, you will be given the opportunity to explain your answer on the following page.)</p> <ol style="list-style-type: none"> 1. Yes 2. No <p>If you have additional detail, please enter it in this textbox below:</p> <hr/>	NIEER	Accessibility of programs	2
17	<p>What was the state-specified income requirement during the 2012-2013 program year?</p> <ol style="list-style-type: none"> 1. 100% of the federal poverty level (FPL) 2. Eligible for free lunch, or 130% of FPL 3. Eligible for free or reduced-price lunch, or 185% of FPL 4. Other percentage of FPL (please specify:) _____ 5. Percentage of state median income (please specify:) _____ 6. Other (please describe:) _____ <p>If you have additional detail, please enter it in this textbox below:</p>	NIEER	Accessibility of programs	2

17b	17b To whom, or to what percentage of children, does the income requirement apply? _____	NIEER	Accessibility of programs	2
18	<p>Can eligibility for this state prekindergarten initiative be determined by any of the following risk factors? (Check all that apply.)</p> <ul style="list-style-type: none"> • Disability or developmental delay of the child • Low parental education level • History of abuse, neglect, or family violence • Homelessness or unstable housing • Non-English speaking family • Parental substance abuse • Risk that child will not be ready for kindergarten • Teen parent • Low birth weight or other child health risk • Child is or was in foster care • Parent is on active military duty • Locally determined risk factors (Please specify:) _____ • Other risk factors (Please specify:) _____ • No, there are no risk factors other than the state-specified income requirement. <p>If you have additional detail, please enter it in this textbox below: _____</p>	NIEER	Accessibility of programs	2
18a	<p>How many of the specified risk factors must be present for eligibility? _____</p> <p>If you have additional detail, please enter it in this textbox below: _____</p>	NIEER	Accessibility of programs	2
18b	<p>How do these risk factors relate to the income cutoff for the state pre-K program?</p> <ol style="list-style-type: none"> 1. Children must have the above number of risk factors in addition to meeting the income cutoff 2. Meeting the income cutoff can count as one of the risk factors 3. Other (Please specify:) _____ 4. Not applicable/no income cutoff <p>If you have additional detail, please enter it in this textbox below: _____</p>	NIEER	Accessibility of programs	2

19	<p>Is there a sliding payment scale based on income?</p> <p>1. Yes 2. No 3. Determined locally</p>	NIEER	Accessibility of programs	2
19a	<p>To whom, or to what subgroup of children, does the sliding payment scale apply?</p> <p>_____</p>	NIEER	Accessibility of programs	2
20	<p>Is child eligibility for this state prekindergarten initiative ever reassessed after a child has been enrolled in the program?</p> <p>1. Yes 2. No</p>	NIEER	Accessibility of programs	2
20a	<p>How often is eligibility reassessed, what factors are considered in the reassessment process, and what happens to enrolled children who are deemed ineligible?</p> <p>_____</p>	NIEER	Accessibility of programs	2
21	<p>What is the maximum class size allowed in 2012-2013 for classes with predominantly...</p> <p>3-year-olds? _____ 4-year-olds? _____</p> <p>If you have additional detail, please enter it in this textbox below:</p> <p>_____</p>	NIEER	Quality of service	5, 6, 7
22	<p>What is the staff-child ratio requirement for classes in 2012-2013 with predominantly...</p> <p>3-year-olds? _____ 4-year-olds? _____</p> <p>If you have additional detail, please enter it in this textbox below:</p> <p>_____</p>	NIEER	Quality of service	5, 6, 7

23	<p>Which meals are required for all state pre-K participants. This includes meals offered due to requirements not set specifically by this state prekindergarten initiative as well as meals that must be offered even if some or all children pay for them, such as lunch in a public school setting. (Check all that apply)</p> <ul style="list-style-type: none"> • Breakfast • Lunch • Snack • Requirements depend on length of program day (please specify:) <hr/> <ul style="list-style-type: none"> • No meals are required <p>If you have additional detail, please enter it in this textbox below:</p> <hr/>	NIEER	Quality of service	5, 6, 7																																																								
24	<p>Is this state prekindergarten initiative required to provide BOTH screening AND referral for...</p> <table border="0" style="width: 100%;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th style="text-align: center;">Left to LEAs to decide</th> </tr> </thead> <tbody> <tr> <td>Vision?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Hearing?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>General physical health?</td> <td></td> <td></td> <td></td> </tr> <tr> <td> Height and weight or BMI</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td> Blood pressure</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td> Immunizations</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td> Psychosocial/behavioral</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td> Full physical exam (specify components)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>_____</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Developmental?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Dental?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Other (please specify:)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>_____</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> </tbody> </table> <p>If you have additional detail, please enter it in this textbox below:</p> <hr/>		Yes	No	Left to LEAs to decide	Vision?	1	2	3	Hearing?	1	2	3	General physical health?				Height and weight or BMI	1	2	3	Blood pressure	1	2	3	Immunizations	1	2	3	Psychosocial/behavioral	1	2	3	Full physical exam (specify components)				_____	1	2	3	Developmental?	1	2	3	Dental?	1	2	3	Other (please specify:)				_____	1	2	3	NIEER	Quality of service	5, 6, 7
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25	<p>What are the state policy requirements for teaching pre-K children who do not speak English as their primary language, and for supporting their families and teachers? (Check all that apply.)</p> <ul style="list-style-type: none"> • Bilingual classes are permitted in pre-K • Monolingual non-English classes are permitted in pre-K • Professional development or coaching is provided for teachers • Programs are required to screen and assess all children • A home language survey is sent home at the beginning of the school year • Information must be presented to parents in their primary language • A systematic, written plan must be in place on how to work with English Language Learners • Translators or bilingual staff members are available if some children do not speak English • Other (please specify): _____ • All pre-K classes must be conducted in English only • State policy does not regulate services for English Language Learners <p>If you have additional detail, please enter it in this textbox below:</p> <p>_____</p>	NIEER	Quality of service	5, 6, 7
26	<p>Which of the following types of comprehensive services are all programs required to offer, either directly or through active referral? (Check all that apply.)</p> <ul style="list-style-type: none"> • Education services or job training for parents • Parenting support or training • Parent involvement activities • Health services for parents • Health services for children • Information about nutrition (beyond meals that are provided) • Referral to social services • Transition to kindergarten activities • Parent conferences and/or home visits • Other services (Please specify): _____ • Some comprehensive services are required, but specific services are determined locally • No comprehensive services are required 	NIEER	Quality of service	5, 6, 7

27	<p>Please provide information about the early learning standards document that applied to this state prekindergarten initiative in 2012-2013:</p> <p>Title of the document _____</p> <p>Web address where this document can be accessed _____</p> <p>Year state pre-K program adopted this set of standards _____</p> <p>Year this set of standards was last revised (please use "under revision" as your answer, if applicable) _____</p>	NIEER	Quality of service	5, 6, 7																		
28	<p>Are early learning standards aligned with the Common Core standards for early grades?</p> <p>1. Yes 2. No 3. Alignment is in progress</p> <p>If you have additional detail about aligning early learning standards, please enter it in this textbox below: _____</p>	NIEER	Quality of service	5, 6, 7																		
29	<p>Do the state early learning standards address each of the following subject areas? If so, please describe:</p> <table data-bbox="310 784 1161 979"> <thead> <tr> <th data-bbox="310 784 741 808"></th> <th data-bbox="741 784 930 808">Included</th> <th data-bbox="930 784 1161 841">Heading/Chapter covering subject area</th> </tr> </thead> <tbody> <tr> <td data-bbox="310 841 741 865">Physical well-being/motor development</td> <td data-bbox="741 841 930 865">•</td> <td data-bbox="930 841 1161 865">_____</td> </tr> <tr> <td data-bbox="310 865 741 889">Social/emotional development</td> <td data-bbox="741 865 930 889">•</td> <td data-bbox="930 865 1161 889">_____</td> </tr> <tr> <td data-bbox="310 889 741 914">Approaches toward learning*</td> <td data-bbox="741 889 930 914">•</td> <td data-bbox="930 889 1161 914">_____</td> </tr> <tr> <td data-bbox="310 914 741 938">Language development</td> <td data-bbox="741 914 930 938">•</td> <td data-bbox="930 914 1161 938">_____</td> </tr> <tr> <td data-bbox="310 938 741 963">Cognition and general knowledge</td> <td data-bbox="741 938 930 963">•</td> <td data-bbox="930 938 1161 963">_____</td> </tr> </tbody> </table> <p style="text-align: right; margin-right: 100px;">*According to Kagan, Moore, & Bredekamp (1995), approaches toward learning are the ways that children engage themselves in the learning process. Approaches toward learning are not skills, but are instead dispositions, habits, attitudes, inclinations, or styles, and may vary due to culture, gender, and temperament. Examples are independence, initiative, attentiveness, and curiosity.</p> <p>If you have additional detail about your early learning standards, please enter it in this textbox below: _____</p>		Included	Heading/Chapter covering subject area	Physical well-being/motor development	•	_____	Social/emotional development	•	_____	Approaches toward learning*	•	_____	Language development	•	_____	Cognition and general knowledge	•	_____	NIEER	Quality of service	5, 6, 7
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Transition statement	<p>In this survey, a lead teacher is defined as the lead individual required to be present in each classroom during all daily instructional time.</p> <p>Questions 30-31 request information regarding minimum education/degree requirement for entry-level teachers in this state prekindergarten initiative located in public and non-public settings. If degree requirements differ for newly hired teachers and/or teachers hired before a certain year, please explain in the space provided for additional detail.</p>	NIEER	NA	NA																		

30	<p>What is the minimum education/degree requirement for entry level lead teachers?</p> <table border="1"> <thead> <tr> <th></th> <th>Public school settings</th> <th>Non-public school settings</th> </tr> </thead> <tbody> <tr> <td>No minimum degree is required</td> <td>0</td> <td>0</td> </tr> <tr> <td>Teachers must have at least a high school diploma/GED</td> <td>1</td> <td>1</td> </tr> <tr> <td>Teachers must have at least a CDA</td> <td>2</td> <td>2</td> </tr> <tr> <td>Teachers must have at least an associate's degree</td> <td>3</td> <td>3</td> </tr> <tr> <td>Teachers must have at least a bachelor's degree</td> <td>4</td> <td>4</td> </tr> <tr> <td>Teachers must have at least a master's degree</td> <td>5</td> <td>5</td> </tr> <tr> <td>Other or varies by other factors such as program schedule or number of classrooms (Please explain:)</td> <td>6</td> <td>6</td> </tr> <tr> <td>Not applicable</td> <td>9</td> <td>9</td> </tr> </tbody> </table> <p>If you have additional detail, please enter it in this textbox below:</p> <hr/>		Public school settings	Non-public school settings	No minimum degree is required	0	0	Teachers must have at least a high school diploma/GED	1	1	Teachers must have at least a CDA	2	2	Teachers must have at least an associate's degree	3	3	Teachers must have at least a bachelor's degree	4	4	Teachers must have at least a master's degree	5	5	Other or varies by other factors such as program schedule or number of classrooms (Please explain:)	6	6	Not applicable	9	9	NIEER	Quality of service	5, 6, 7											
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31	<p>Are lead teachers required to have certification/licensure/endorsement or degree specialization for programs that are:</p> <table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>N/A</th> </tr> </thead> <tbody> <tr> <td>Located in a public school?</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>Not located in a public school?</td> <td>1</td> <td>2</td> <td>3</td> </tr> </tbody> </table>		Yes	No	N/A	Located in a public school?	1	2	3	Not located in a public school?	1	2	3	NIEER	Quality of service	5, 6, 7																										
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31a	<p>Please provide more information about the required certification/licensure/endorsement or degree specialization required for lead teachers in this state prekindergarten initiative.</p> <table border="1"> <thead> <tr> <th rowspan="2">Name of certification/licensure/endorsement</th> <th rowspan="2">Grades Covered</th> <th colspan="3">Required in...</th> </tr> <tr> <th>Only Public Settings</th> <th>Only Non-Public Settings</th> <th>Public and Non-Public Settings</th> </tr> </thead> <tbody> <tr> <td>_____</td> <td>_____</td> <td>1</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>If you have additional detail, please enter it in this textbox below:</p> <hr/>	Name of certification/licensure/endorsement	Grades Covered	Required in...			Only Public Settings	Only Non-Public Settings	Public and Non-Public Settings	_____	_____	1	2	3	_____	_____	1	2	3	_____	_____	1	2	3	_____	_____	1	2	3	_____	_____	1	2	3	_____	_____	1	2	3	NIEER	Quality of service	5, 6, 7
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35	<p>Are assistant teachers required to have degree specialization or other specialized pre-service training for programs that are:</p> <table border="0" style="margin-left: 100px;"> <tr> <td></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Located in a public school?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Not located in a public school?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> </table>		Yes	No	N/A	Located in a public school?	1	2	3	Not located in a public school?	1	2	3	NIEER	Quality of service	5, 6, 7																										
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35a	<p>Please specify what type of training and what ages/grade ranges are covered by the degree specialization or pre-service specialized training for assistant teachers.</p> <table border="0" style="margin-left: 100px;"> <thead> <tr> <th rowspan="2">Name of certification/licensure/endorsement</th> <th rowspan="2">Grades Covered</th> <th colspan="3">Required in ...</th> </tr> <tr> <th>Only Public Settings</th> <th>Only Non-Public Settings</th> <th>Public and Non-Public Settings</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td><td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td></tr> </tbody> </table> <p>If you have additional detail, please enter it in this textbox below:</p> <p>_____</p>	Name of certification/licensure/endorsement	Grades Covered	Required in ...			Only Public Settings	Only Non-Public Settings	Public and Non-Public Settings	_____	_____	1	2	3	_____	_____	1	2	3	_____	_____	1	2	3	_____	_____	1	2	3	_____	_____	1	2	3	_____	_____	1	2	3	NIEER	Quality of service	5, 6, 7
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36	<p>Responses to question 36 require finalized spending data for Fiscal Year 2013, which corresponds to the 2012-2013 program year. The spending figures in this section should include all costs of implementing the state pre-K initiative, including non-programmatic costs such as facilities. Please provide actual spending if this differs from the total amount allocated.</p> <p>What was the actual fiscal year 2013 spending for this state prekindergarten initiative? Please provide the total spending in the first line below - including all federal, state, and local contributions - and provide figures for each of the sources listed on the subsequent lines. (Note: If final spending data for fiscal year 2013 are not yet available, please fill in the boxes with a (-1) and go to question 36a)</p> <p>Please provide spending figures that are consistent with last year's response.</p> <p>Total fiscal year 2013 spending \$ _____</p> <p>Amount of total from state sources \$ _____</p> <p>Amount of total from federal sources \$ _____</p> <p>Amount of total from required local sources* \$ _____</p> <p>Amount of total from non-required local sources* \$ _____</p> <p><i>* If reporting local spending figures, please divide these amounts into local spending mandated by state law (required) and all other local spending (non-required). Required local sources include mandated local matches for grant programs and local contributions required in states using the state aid or school funding formula to pay for pre-K.</i></p> <p>If you have additional detail, please enter it in this textbox below:</p> <p>_____</p>	NIEER	Funding sources for publicly provided early childhood education	8, 9, 10																																						

36a	If final spending data for fiscal year 2013 are not yet available, please indicate when you expect to have this information: _____	NIEER	Funding sources for publicly provided early childhood education	8,9, 10										
37a	<p>Please list any specific state sources used to support this state prekindergarten initiative. When available, also indicate how much money was contributed. (Examples of state sources include general revenue funds, lottery, gaming revenue, sin tax, etc.)</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Source:</th> <th style="text-align: left;">Amount (if known):</th> </tr> </thead> <tbody> <tr> <td>1 _____</td> <td>\$ _____</td> </tr> <tr> <td>2 _____</td> <td>\$ _____</td> </tr> <tr> <td>3 _____</td> <td>\$ _____</td> </tr> <tr> <td>4 _____</td> <td>\$ _____</td> </tr> </tbody> </table> <p>If you have additional detail, please enter it in this textbox below: _____</p>	Source:	Amount (if known):	1 _____	\$ _____	2 _____	\$ _____	3 _____	\$ _____	4 _____	\$ _____	NIEER	Funding sources for publicly provided early childhood education	8,9, 10
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2 _____	\$ _____													
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4 _____	\$ _____													
37b	<p>Please list any federal sources used to support this state prekindergarten initiative. When available, also indicate how much money was contributed. (Examples of federal sources include TANF, CCDF, IDEA, USDA Child and Adult Care Food Program, McKinney-Vento Homeless Assistance Act, Federal Impact Act, Even Start, Title I, etc.) If no federal sources were used, please use N/A as your response.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Source:</th> <th style="text-align: left;">Amount (if known):</th> </tr> </thead> <tbody> <tr> <td>1 _____</td> <td>\$ _____</td> </tr> <tr> <td>2 _____</td> <td>\$ _____</td> </tr> <tr> <td>3 _____</td> <td>\$ _____</td> </tr> <tr> <td>4 _____</td> <td>\$ _____</td> </tr> </tbody> </table> <p>If you have additional detail, please enter it in this textbox below: _____</p>	Source:	Amount (if known):	1 _____	\$ _____	2 _____	\$ _____	3 _____	\$ _____	4 _____	\$ _____	NIEER	Funding sources for publicly provided early childhood education	8,9, 10
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2 _____	\$ _____													
3 _____	\$ _____													
4 _____	\$ _____													
38	<p>Is funding for this state prekindergarten initiative determined by a school funding or state aid formula?</p> <p>1. Yes 2. No</p> <p>Please describe the funding or state aid formula as it applies to this state prekindergarten initiative: _____</p>	NIEER	Funding sources for publicly provided early childhood education	8,9, 10										

39	<p>What types of agencies are eligible to receive funding directly? (Check all that apply.)</p> <ul style="list-style-type: none"> • Public schools • Head Start settings • Private agencies (such as child care centers or non-profit organizations) • Faith-based centers (with or without religious content) • Family child care homes • Other (Please specify:) <hr/>	NIEER	Funding sources for publicly provided early childhood education	8,9, 10
40	<p>Are agencies that receive funds directly allowed to subcontract with: (check all that apply)</p> <ul style="list-style-type: none"> • Public schools • Head Start settings • Private agencies (such as child care centers or non-profit organizations) • Faith-based centers (with or without religious content) • Family child care homes • Other (Please specify:) <hr/> <ul style="list-style-type: none"> • Agencies who receive funds directly are not allowed to subcontract 	NIEER	Funding sources for publicly provided early childhood education	8,9, 10
41	<p>Is there a required local match for this program?</p> <p>1. Yes (Please describe the requirement:) _____</p> <p>2. No</p>	NIEER	Funding sources for publicly provided early childhood education	8,9, 10
42	<p>What information does the state collect for monitoring purposes for programs in this state prekindergarten initiative? (Check all that apply.)</p> <ul style="list-style-type: none"> • Structured observations of classroom quality (e.g., ECERS, CLASS) <ul style="list-style-type: none"> Specify observation instruments _____ Specify frequency of observations _____ • Documentation of children's learning and/or child outcomes <ul style="list-style-type: none"> Specify assessments used _____ Specify frequency of documentation _____ • Documentation of program-level outcomes <ul style="list-style-type: none"> Specify outcomes measured _____ Specify frequency of documentation _____ • Review of program facilities and safety procedures • Results of program self-assessments • Participation in a state quality rating system • Review of program records • Other (Please describe:) <hr/> <ul style="list-style-type: none"> • State policy does not require collection of information for monitoring purposes <p>If you have additional detail, please enter it in this textbox below:</p> <hr/>	NIEER	Metrics for monitoring program spending and performance	11

43	<p>How is this monitoring information collected by the state? (Check all that apply, and please describe the frequency of each activity checked. If some information is only collected for a sample of programs, please describe in the textbox below.)</p> <ul style="list-style-type: none"> • Site visits by staff of the oversight agency or consultants hired by the state (Specify frequency): _____ • Submission of information by program or local entity (such as LEA) (Specify frequency and briefly describe information required to be submitted): _____ • Other (Please describe and specify frequency): _____ <p>If you have additional detail, please enter it in this textbox below: _____</p>	NIEER	Metrics for monitoring program spending and performance. Also metrics for program quality	5, 6, 7, 11
44	<p>How is the monitoring information described in question 42 used for program improvement? (Check all that apply.)</p> <ul style="list-style-type: none"> • To identify needs that will guide teacher training or professional development • To identify programs for corrective action or sanctions • To make funding decisions about programs or grantees • To make adjustments to curricula • To provide program staff with technical assistance and/or mentoring • To make changes to state policies regarding the preschool program • To measure program on a Quality Rating and Improvement System (QRIS) • To provide feedback to parents • Other uses (Please specify): _____ <p>If you have additional detail please enter it in this textbox below: _____</p>	NIEER	Metrics for monitoring program spending and performance. Also metrics for program quality	5, 6, 7, 11
45a	<p>Has there been a formal evaluation of this state prekindergarten initiative that measured the quality and effectiveness of the program?</p> <ol style="list-style-type: none"> 1. Yes, measuring process quality (e.g., ECERS, CLASS) 2. Yes, measuring impact and child outcomes (e.g., child assessments in literacy and math) 3. Yes, measuring both process quality and program impact/child outcomes 4. No <p>If you have additional detail, please enter it in this textbox below: _____</p>	NIEER	Metrics for monitoring program spending	11
45b	<p>Year(s) of most recent evaluation (if ongoing or planned, please note): _____</p>	NIEER	Metrics for monitoring program spending	11

45c	<p>Web address where this evaluation can be accessed: _____</p> <p>If you have additional detail, please enter it in this textbox below:</p> <p>_____</p>	NIEER	Metrics for monitoring program spending	11
45d	<p>Was the evaluation of this state prekindergarten initiative mandated by the state (even if it was conducted by an outside organization)?</p> <p>1. Yes 2. No</p> <p>If you have additional detail, please enter it in this textbox below:</p> <p>_____</p>	NIEER	Metrics for monitoring program spending	11
46	<p>Does state policy require programs in this state prekindergarten initiative to assess children's learning and development during the preschool year(s)?</p> <p>1. Yes 2. No</p>	NIEER	Metrics for monitoring program spending and performance. Also metrics for program quality	5, 6, 7, 11
46a	<p>Please list any specific assessment tools for children's learning and development that are required for use in this state prekindergarten initiative. If the state provides a choice of required assessment tools, please explain.</p> <p>_____</p>	NIEER	Metrics for monitoring program spending and performance. Also metrics for program quality	5, 6, 7, 11
47	<p>How are these child-level assessments used? (Check all that apply.)</p> <ul style="list-style-type: none"> • To guide teacher training, professional development, or technical assistance • To make decisions regarding a child's enrollment in kindergarten • To identify programs for corrective action or sanctions • To make funding decisions about programs or grantees • To make adjustments to curricula • To track child and program level outcomes over time • To include pre-K data in a state's K-12 student data system • To make changes to state policies regarding the preschool program • To evaluate teacher performance • To provide a measure of kindergarten readiness • Other uses (Please specify:) <p>_____</p> <p>If you have additional detail please enter it in this textbox below:</p> <p>_____</p>	NIEER	Metrics for monitoring program spending and performance. Also metrics for program quality	5, 6, 7, 11

48	<p>Does state policy require kindergarten programs in your state to assess children's learning and development? (Check all that apply)</p> <p>1. Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay). Specify requirements and assessment tools _____</p> <p>2. Yes, to assess children's learning and development during the kindergarten year. Specify requirements and assessment tools _____</p> <p>3. No</p> <p>If you have additional detail, please enter it in this textbox below: _____</p>	NIEER	Metrics for monitoring program spending and performance. Also metrics for program quality	5, 6, 7, 11												
49	<p>Please describe major changes (budget cuts or increases, changes in program requirements, etc.) in the 2012-2013 program year that have had a positive or negative impact on state-funded pre-K in your state.</p> <p>_____</p>	NIEER	Current funding and policy changes	1, 2, 5, 7, 8, 10												
50	<p>Please describe major changes that will (or are anticipated to) have a positive or negative impact on state-funded pre-K in your state during the 2013-2014 program year.</p> <p>_____</p>	NIEER	Anticipated funding and policy changes	1, 2, 5, 7, 8, 10												
Closeout	<p>Thank you very much for your help.</p> <p>Please provide us with the names and contact information for those who contributed to the completion of this survey.</p> <table border="0" data-bbox="310 867 1360 980"> <thead> <tr> <th data-bbox="310 867 575 899">Name</th> <th data-bbox="575 867 911 899">Phone number</th> <th data-bbox="911 867 1360 899">E-mail address</th> </tr> </thead> <tbody> <tr> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table>	Name	Phone number	E-mail address	_____	_____	_____	_____	_____	_____	_____	_____	_____	NIEER	Study administration	NA
Name	Phone number	E-mail address														
_____	_____	_____														
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