State of Preschool 2014-2016

Request for approval of a collection of information

Supporting Statement Part B

OMB Paperwork Reduction Act Submission

**OMB# 1850-0895 v.2**

**Submitted by:**

**The National Center for Education Statistics**

**Institute of Education Sciences**

**U.S. Department of Education**

**February 2014**

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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 2014 collection will be 53 state agency representatives. Pending policy changes that might occur between now and 2016, the number of respondents for each annual collection after 2014 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 completed collection being 2012 (2013 data collection is currently taking place). 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 preschool programs, the preschool disability count is subtracted from the regular preschool 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 2014 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 2014 data collection. The surveys fielded in 2015 and 2016 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 and 2014 survey form are as follows:

W. Steven Barnett

Director, NIEER

[sbarnett@nieer.org](mailto:sbarnett@nieer.org)

(848) 932-3132

Megan Carolan

Policy Research Coordinator, NIEER

[mcarolan@nieer.org](mailto:mcarolan@nieer.org)

(848) 932-3137

Jen Fitzgerald

Public Information Officer, NIEER

[jfitzgerald@nieer.org](mailto:jfitzgerald@nieer.org)

(848) 932-3138

Jim Squires

Senior Research Fellow, NIEER

[jsquires@nieer.org](mailto:jsquires@nieer.org)

(802) 734-9715

Chris Chapman

National Center for Education Statistics

U.S. Department of Education

[chris.chapman@ed.gov](mailto:chris.chapman@ed.gov)

(202) 502-7414

Libby Doggett

Deputy Assistant Secretary for Policy and Early Learning

U.S. Department of Education

[libby.doggett@ed.gov](mailto:libby.doggett@ed.gov)

(202) 205-2828

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. The 2014 questionnaire is the same as that administered in 2013. Over the years, 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 in public school settings and how many are attending programs in private school settings ?

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 learning and health outcomes for children and that are readily measureable. This includes components that focus the implementation of comprehensive early learning standards, teacher qualifications and certifications, dosage, and class size information.

7. Over time, are there changes in terms of the quality of the state-funded preschool programs?

8. What are the sources of funding for publicly provided state-funded preschool 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 2013-2014, the name of your state preschool initiative was

Prior Year Name

. Was the name the same in 2014-

2015?

1. Yes

2. No

NIEER

Introduction

All

1a

What was the name of your state preschool initiative in 2014-2015?

NIEER

Introduction

All

2

What state agency or agencies exercise(s) administrative authority over this state preschool 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.)

• 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) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you have additional detail, please enter it in this textbox below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Introduction

NA

3

We would like to get information about the geographic availability of this state preschool 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)

I

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 preschool initiative?

1

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

Responses

to

questions

5-9

and

10b

require

finalized,

unduplicated

enrollment

counts

for

the

2013-2014

program

year.

Unduplicated

enrollment

figures

include

all

children

served

on

a

specific

date

in

time

(preferably

in

fall

2013

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.

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.

NIEER

Introduction

NA

5a

How many children were enrolled in this state-funded preschool initiative as of your fall 2013 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 2012-2013 response of prior year data

children.

Note: If the enrollment numbers are not yet available, please fill in the boxes with a ( -1) and go to question 5b.

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? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you have additional detail, please enter it in this textbox below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Enrollment in

programs

1, 2

5b

If final enrollment numbers are not yet available, please indicate the date by which you expect to have this

information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Enrollment in

programs

1, 2

6

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 2013, please indicate that

date.

NIEER

Enrollment in

programs

1, 2

7

Of the total number of enrolled children in question 5a, how many were identified as English Language Learners?

NIEER

Characteristics of

those enrolled

3

8

Are children who received special education services (i.e., had IEPs or IFSPs) counted in the enrollment total in

question 5a?

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

If you have additional detail, please enter it in this textbox below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Characteristics of

those enrolled

3

8a

How many children who received special education services (i.e., had IEPs or IFSPs) were enrolled in this state

preschool initiative as of your fall 2013 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.

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? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you have additional detail, please enter it in this textbox below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Characteristics of

those enrolled

3

9

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

preschool initiative as of fall 2013 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).

Public Schools \_\_\_\_\_\_\_\_\_\_\_\_\_ children

Nonpublic Schools \_\_\_\_\_\_\_\_\_\_\_\_\_ children

If enrollment by auspice does not add up to total enrollment as reported in question 5a, please explain:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you have additional detail, please enter it in this textbox below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Provider

characteristics

4

10

For questions 10 – 10b, please use the following definitions, which are revised from previous years:

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

How many hours per day is this state preschool initiative funded to operate using state funds? (Check all that

apply)

• 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:)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you have additional detail, please enter it in this textbox below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Accessibility of

programs

2

10a

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.)

1. Yes Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. No

If you have additional detail, please enter it in this textbox below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Accessibility of

programs

2

10b

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 preschool initiative as

of fall 2013 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.

Extended day \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_children

School day \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_children

Part day \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_children

Locally determined/other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_children

If enrollment by operating schedule does not add up to total enrollment as reported in question 5a, please explain:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you have additional detail, please enter it in this textbox below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Accessibility of

programs

2

11

How many days per week is this state preschool initiative funded to operate using state funds?

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:)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you have additional detail, please enter it in this textbox below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Accessibility of

programs

2

12

What is the state-funded annual operating schedule for this state preschool initiative?

1. School year or academic year

2. Full calendar year

3. Other (Please describe:)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Determined locally or varies by program (Please describe, including the most common operating schedule:)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you have additional detail, please enter it in this textbox below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Accessibility of

programs

2

13

In the table below, please enter the age eligibility requirements for preschool (minimum and maximum age)

and kindergarten as requested for 2013-2014 using the drop down menus provided

Any age exceptions or details can be reported in Q14 following.)

Please see attached facsimile of the instrument in appendix B for details about the contents of the drop down menus.

NIEER

Accessibility of

programs

2

14

Does state policy allow any exceptions to the age requirement for preschool or kindergarten eligibility (such as

exemptions from minimum or maximum age requirements for children with special needs):

1. Yes, (Please describe exceptions stipulated in state policy) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. No

NIEER

Accessibility of

programs

2

14a

What is the state policy on enrolling children in this state preschool initiative when they are age-eligible for

kindergarten at the start of the school year? (Check all that apply.)

• 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 preschool

• Kindergarten-age eligible children may only enroll in pre-K if they have not yet attended 4-year-old preschool

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

If you have additional detail, please enter it in this textbox below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Accessibility of

programs

2

15

Aside from age, how is eligibility determined for individual children for this state preschool initiative? You will

be given the opportunity to provide more information about eligibility in subsequent questions.

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

If you have additional detail, please enter it in this textbox below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Accessibility of

programs

2

16

Is a state-specified income requirement used as an eligibility criterion for this state preschool initiative? (If your

answer is Yes, you will be given the opportunity to explain your answer on the following page.)

1. Yes

2. No

If you have additional detail, please enter it in this textbox below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Accessibility of

programs

2

17

What was the state-specified income requirement during the 2013-2014 program year?

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:) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you have additional detail, please enter it in this textbox below:

NIEER

Accessibility of

programs

2



19

Is there a sliding payment scale based on income?

1. Yes

2. No

3. Determined locally

NIEER

Accessibility of

programs

2

19a

To whom, or to what subgroup of children, does the sliding payment scale apply?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Accessibility of

programs

2

20

Is child eligibility for this state preschool initiative ever reassessed after a child has been enrolled in the

program?

1. Yes

2. No

NIEER

Accessibility of

programs

2

20a

How often is eligibility reassessed, what factors are considered in the reassessment process, and what happens to

enrolled children who are deemed ineligible?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Accessibility of

programs

2

21

What is the maximum class size allowed in 2013-2014 for classes with predominantly...

3-year-olds? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4-year-olds? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you have additional detail, please enter it in this textbox below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Quality of service

5, 6, 7

22

What is the staff-child ratio requirement for classes in 2013-2014 with predominantly...

3-year-olds? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

4-year-olds? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you have additional detail, please enter it in this textbox below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Quality of service

5, 6, 7















39

What types of agencies are eligible to receive funding directly? (Check all that apply.)

• 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:)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Funding sources for

publicly provided

early childhood

education

8,9, 10

40

Are agencies that receive funds directly allowed to subcontract with: (check all that apply)

• 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:)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• Agencies who receive funds directly are not allowed to subcontract

NIEER

Funding sources for

publicly provided

early childhood

education

8,9, 10

41

Is there a required local match for this program?

1. Yes (Please describe the requirement:) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. No

NIEER

Funding sources for

publicly provided

early childhood

education

8,9, 10

42

What information does the state collect for monitoring purposes for programs in this state preschool initiative?

(Check all that apply.)

• Structured observations of classroom quality (e.g., ECERS, CLASS)

Specify observation instruments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Specify frequency of observations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• Documentation of children's learning and/or child outcomes

Specify assessments used \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Specify frequency of documentation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• Documentation of program-level outcomes

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:)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• State policy does not require collection of information for monitoring purposes

If you have additional detail, please enter it in this textbox below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Metrics for

monitoring program

spending and

performance

11





48

Does state policy require kindergarten programs in your state to assess children's learning and development? (Check

all that apply)

1. Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay).

Specify requirements and assessment tools \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Yes, to assess children’s learning and development during the kindergarten year.

Specify requirements and assessment tools \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. No

If you have additional detail, please enter it in this textbox below:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Metrics for

monitoring program

spending and

performance. Also

metrics for program

quality

5, 6, 7, 11

49

Please describe major changes (budget cuts or increases, changes in program requirements, etc.) in the 2013-2014

program year that have had a positive or negative impact on state-funded pre-K in your state.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Current funding and

policy changes

1, 2, 5, 7, 8, 10

50

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 2014-2015 program year.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Anticipated funding

and policy changes

1, 2, 5, 7, 8, 10

Closeout

Thank you very much for your help.

Please provide us with the names and contact information for those who contributed to the completion of this survey.

Name Phone number E-mail address

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NIEER

Study administration

NA