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
(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

Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education
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) 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. 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

17b	17b To whom, or to what percentage of children, does the income requirement apply? _____	NIEER	Accessibility of programs	2
18	Can eligibility for this state prekindergarten initiative be determined by any of the following risk factors? (Check all that apply.) • 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. If you have additional detail, please enter it in this textbox below: _____	NIEER	Accessibility of programs	2
18a	How many of the specified risk factors must be present for eligibility? _____ If you have additional detail, please enter it in this textbox below: _____	NIEER	Accessibility of programs	2
18b	How do these risk factors relate to the income cutoff for the state pre-K program? 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 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

| 23 | 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)

• Breakfast
• Lunch
• Snack
• Requirements depend on length of program day (please specify:)
_____

• No meals are required

If you have additional detail, please enter it in this textbox below:
_____ | NIEER | Quality of service | 5, 6, 7 |
| 24 | Is this state prekindergarten initiative required to provide BOTH screening AND referral for…

<table><tr><td></td><td>Yes</td><td>No</td><td>Left to LEAs to decide</td></tr><tr><td>Vision?</td><td>1</td><td>2</td><td>3</td></tr><tr><td>Hearing?</td><td>1</td><td>2</td><td>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>1</td><td>2</td><td>3</td></tr><tr><td> Blood pressure</td><td>1</td><td>2</td><td>3</td></tr><tr><td> Immunizations</td><td>1</td><td>2</td><td>3</td></tr><tr><td> Psychosocial/behavioral</td><td>1</td><td>2</td><td>3</td></tr><tr><td> Full physical exam (specify components)
_____</td><td>1</td><td>2</td><td>3</td></tr><tr><td>Developmental?</td><td>1</td><td>2</td><td>3</td></tr><tr><td>Dental?</td><td>1</td><td>2</td><td>3</td></tr><tr><td>Other (please specify:)
_____</td><td>1</td><td>2</td><td>3</td></tr></table>
If you have additional detail, please enter it in this textbox below:
_____ | NIEER | Quality of service | 5, 6, 7 |

25	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.)	NIEER	Quality of service	5, 6, 7
	• 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 If you have additional detail, please enter it in this textbox below: _____			
26	Which of the following types of comprehensive services are all programs required to offer, either directly or through active referral? (Check all that apply.)	NIEER	Quality of service	5, 6, 7
	• 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			

27	Please provide information about the early learning standards document that applied to this state prekindergarten initiative in 2013-2014: Title of the document _____ Web address where this document can be accessed _____ Year state pre-K program adopted this set of standards _____ Year this set of standards was last revised (please use "under revision" as your answer, if applicable)	NIEER	Quality of service	5, 6, 7
28	Are early learning standards aligned with the Common Core standards for early grades? 1. Yes 2. No 3. Alignment is in progress If you have additional detail about aligning early learning standards, please enter it in this textbox below: _____	NIEER	Quality of service	5, 6, 7

29	Do the state early learning standards address each of the following subject areas? If so, please describe:
	
	                    Included Heading/Chapter
	                                covering subject area
	Physical well-being/motor development • _____
	Social/emotional development • _____
	Approaches toward learning* • _____
	Language development • _____
	Cognition and general knowledge • _____
	*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.
	
	If you have additional detail about your early learning standards, please enter it in this textbox below:
	_____
		NIEER	Quality of service	5, 6, 7

Transition statement	In this survey, a lead teacher is defined as the lead individual required to be present in each classroom during all daily instructional time. 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.	NIEER	NA	NA

30	What is the minimum education/degree requirement for entry level lead teachers?	NIEER	Quality of service	5, 6, 7

30: What is the minimum education/degree requirement for entry level lead teachers?

	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

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

31: Are lead teachers required to have certification/licensure/endorsement or degree specialization for programs that are: — NIEER — Quality of service — 5, 6, 7

	Yes	No	N/A
Located in a public school?	1	2	3
Not located in a public school?	1	2	3

31a: Please provide more information about the required certification/licensure/endorsement or degree specialization required for lead teachers in this state prekindergarten initiative. — NIEER — Quality of service — 5, 6, 7

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

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

32	How many hours of in-service professional development (including state re-certification requirements) are lead teachers in this state prekindergarten initiative required to attend? (Please fill in the three boxes below. For example, your answer could be "20 clock hours per year".) # of Clock/Credit hours per Period of time *Credit or Clock Hours* If you have additional detail, please enter it in this textbox below: _____	NIEER	Quality of service	5, 6, 7
33	Please provide as much information as possible on the percentages and number of lead teachers during 2013-2014 at the following educational levels, for their highest credential/degree. Credential Percent of Lead Teachers Number of lead teachers High school diploma/GED _____ _____ CDA _____ _____ AA _____ _____ BA _____ _____ MA _____ _____ Other (please specify:) _____ _____ • Data not available If you have additional detail, please enter it in this textbox below: _____	NIEER	Quality of service	5, 6, 7

34	Question 34 requests information regarding minimum education/degree requirements for assistant teachers in this state prekindergarten initiative located in public and non-public settings. If degree requirements differ for newly hired assistant teachers and/or assistant teachers hired before a certain year, please explain in the space provided for additional detail.
	
	What is the minimum education/degree requirement for assistant teachers?
	
	                                    Public school Non-public school
	                                        settings settings
	No minimum degree is required 0 0
	Assistant teachers must have at least a high school diploma/GED 1 1
	Assistant teachers must have at least a CDA 2 2
	Assistant teachers must have at least an associate's degree 3 3
	Assistant teachers must have at least a bachelor's degree 4 4
	Assistant 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
	
	If you have additional detail, please enter it in this textbox below:
	_____
		NIEER	Quality of service	5, 6, 7

35	Are assistant teachers required to have degree specialization or other specialized pre-service training for programs that are: 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

35a	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.
	
	                                    Required in …
	Name of certification/licensure/ Grades Only Public Only Non- Public and Non-
	     endorsement Covered Settings Public Settings Public Settings
	_____ _____ 1 2 3
	_____ _____ 1 2 3
	_____ _____ 1 2 3
	_____ _____ 1 2 3
	_____ _____ 1 2 3
	_____ _____ 1 2 3
	
	If you have additional detail, please enter it in this textbox below:
	_____
		NIEER	Quality of service	5, 6, 7

36	Responses to question 36 require finalized spending data for Fiscal Year 2014, which corresponds to the 2013-2014 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.** What was the actual fiscal year 2014 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 2014 are not yet available, please fill in the boxes with a (-1) and go to question 36a**) Please provide spending figures that are consistent with last year's response. Total fiscal year 2014 spending $_____ Amount of total from state sources $_____ Amount of total from federal sources $_____ Amount of total from required local sources* $_____ Amount of total from non-required local sources* $_____ * 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. If you have additional detail, please enter it in this textbox below: _____	NIEER	Funding sources for publicly provided early childhood education	8,9, 10

36a	If final spending data for fiscal year 2014 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	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.) Source: Amount (if known): 1 _____ $ _____ 2 _____ $ _____ 3 _____ $ _____ 4 _____ $ _____ If you have additional detail, please enter it in this textbox below: _____	NIEER	Funding sources for publicly provided early childhood education	8,9, 10
37b	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. Source: Amount (if known): 1 _____ $_____ 2 _____ $_____ 3 _____ $_____ 4 _____ $_____ If you have additional detail, please enter it in this textbox below: _____	NIEER	Funding sources for publicly provided early childhood education	8,9, 10
38	Is funding for this state prekindergarten initiative determined by a school funding or state aid formula? 1. Yes 2. No Please describe the funding or state aid formula as it applies to this state prekindergarten initiative: _____	NIEER	Funding sources for publicly provided early childhood education	8,9, 10

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

43	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.) • 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): _____ 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
44	How is the monitoring information described in question 42 used for program improvement? (Check all that apply.) • 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:) _____ 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
45a	Has there been a formal evaluation of this state prekindergarten initiative that measured the quality and effectiveness of the program? 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 If you have additional detail, please enter it in this textbox below: _____	NIEER	Metrics for monitoring program spending	11
45b	Year(s) of most recent evaluation (if ongoing or planned, please note): _____	NIEER	Metrics for monitoring program spending	11

45c	Web address where this evaluation can be accessed: _____ If you have additional detail, please enter it in this textbox below: _____	NIEER	Metrics for monitoring program spending	11
45d	Was the evaluation of this state prekindergarten initiative mandated by the state (even if it was conducted by an outside organization)? 1. Yes 2. No If you have additional detail, please enter it in this textbox below: _____	NIEER	Metrics for monitoring program spending	11
46	Does state policy require programs in this state prekindergarten initiative to assess children's learning and development during the preschool year(s)? 1. Yes 2. No	NIEER	Metrics for monitoring program spending and performance. Also metrics for program quality	5, 6, 7, 11
46a	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. _____	NIEER	Metrics for monitoring program spending and performance. Also metrics for program quality	5, 6, 7, 11
47	How are these child-level assessments used? (Check all that apply.) • 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:) _____ 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

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 _____ _____ _____ _____ _____ _____ _____ _____ _____	NIEER	Study administration	NA