



NIEER

NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH

Spotlight on NIEER

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Agenda

- Brief review of Yearbook 2009
- Proposed Yearbook changes
- Prekindergarten budget analyses
- TSEEQ
- Upcoming and ongoing research



Highlights from Yearbook 2009

- Enrollment increased by over 81,000
 - 25% 4-year-olds served
 - Over 1 million 4 year olds for the first time
 - State pre-K served over 1.5M 3- and 4-year-olds including general and special education
- Eight states improved on quality standards, 3 lost ground
 - Twenty-three of 38 states failed to meet benchmarks for teacher qualifications, 26 failed on assistant teacher qualifications.
- Total State Spending more than \$5 Billion
 - Per-child spending decreased to \$4,143 ending an upward trend when adjusting for inflation
 - State funding per child declined in 24/38 states (adjusted)



Screenings and Referrals

- Is the current benchmark clear?
- What should the benchmark be?
- Currently: vision, hearing, health screenings and referrals
 - AAP guidelines for 4-year-olds (screening or check-up?): vision, hearing, height/weight, BMA, blood pressure, immunizations, developmental, psychosocial/behavioral, full physical exam
 - What should programs require vs. provide?



Class size and ratio

- Should we merge class size and ratio benchmarks?
 - Having them separate allows it to count more, this may be a good thing given the importance
 - However, few states meet only one and not the other
 - Putting them together would allow for an additional benchmark criteria to be added



Meals

- Requirement: all programs must offer at least one meal (snack does not qualify)
 - Should we add in a requirement about nutritional value?
 - Such as meeting USDA guidelines
 - Should we base the requirement on length of day? For less than 2 hours, a snack is ok?
 - Should we link the requirement to children qualifying based on income (School lunch or child care food program rules?)



Special Education

- How well do we account for special education children in pre-K?
 - Can all states identify who in state pre-k is in special education?
 - How is preschool special education used?
 - Need a better way to represent the funding and access. Can we get total spending for regular and special education pre-K and combine it into a single figure for all kids served in either program? What makes sense?



Program Effectiveness

- Include a benchmark on whether program has an impact?
 - Where should we set the bar?
 - What counts as a rigorous evaluation?
 - How recent does it have to be?
 - Have to have implementation data or just outcome data?
- Three designs that often do not permit causal inferences (Cook and Campbell)
 - One-group post-test only, one group pre & post, two nonequivalent groups post-test only



Other Yearbook ideas

- Any other ideas for changes to the Yearbook as we move forward?
 - Things to make more stringent
 - Information to add in if possible
 - Things to cut that are not useful (does anyone use appendices and if so what)



Funding for Pre-K Trends

- In FY 2010 and FY 2011 it is estimated that \$340 million in state funding has been cut to pre-K programs
 - \$248.3 million cut FY 2010 from 16 states
 - MA and SC partially restored funding by \$5.6 M
 - Another \$98.1 million cut FY 2011



Teacher Survey of Early Education Quality (TSEEQ)

- Development of an instrument to assess the quality of classroom practices
 - If effective, could be used in some circumstances in lieu of classroom data collection and observations
 - Working with states that conduct statewide classroom observations using the ECERS
 - Interested in working with us?



Upcoming and ongoing research

- NSF study of math, science, and DLL
- DLL staffing study
- Rhode Island study of pre-K for all
- Colombia 0-5 child care study
- National Preschool Teacher Survey