



# Pre-K Impact study

A Description of Pre-K and Child Care  
Partnerships:  
Preliminary Results from Ohio  
(Revised Dec 11, 2009)

**RUTGERS**

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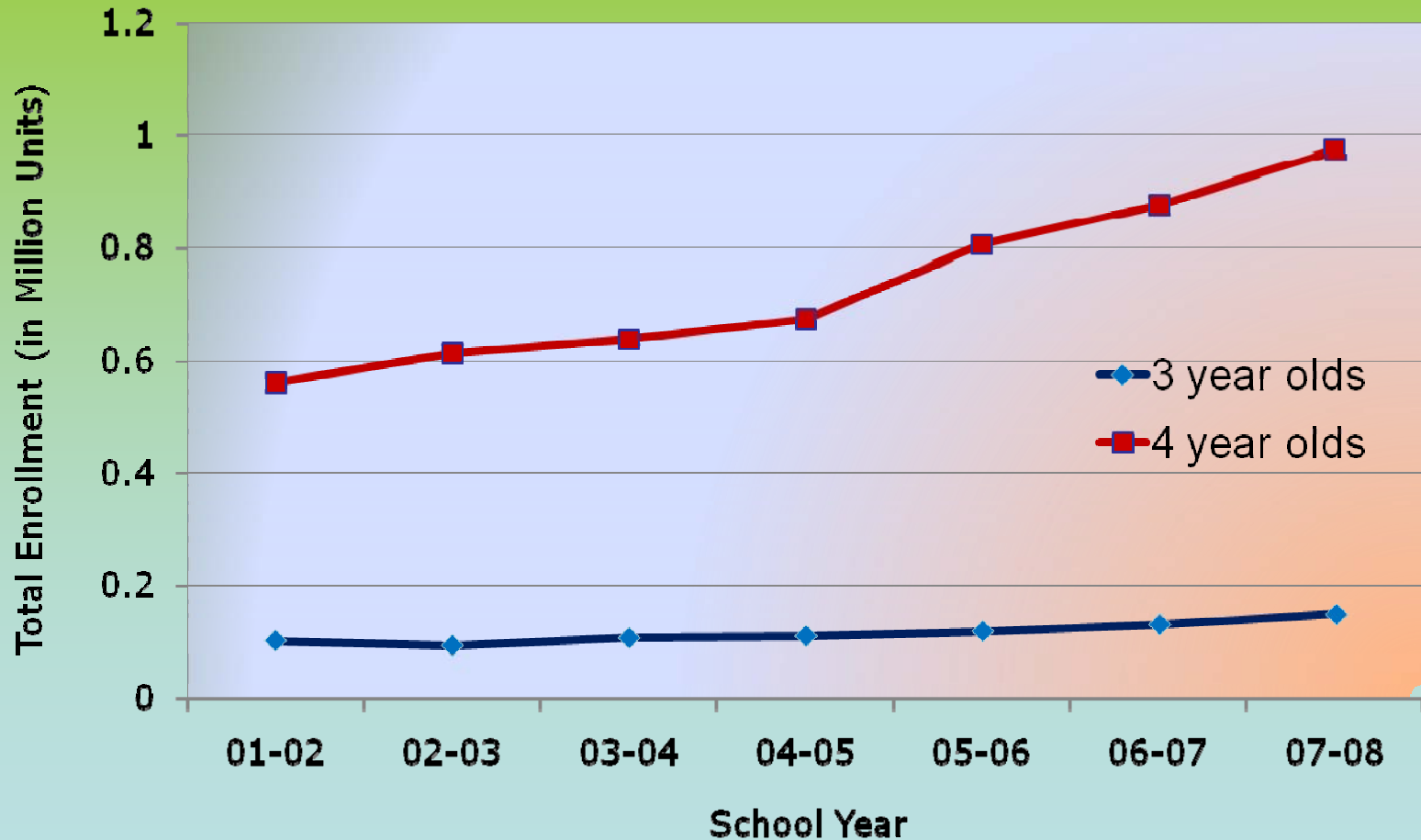
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# Rising Pre-k Enrollment As An Impetus For Collaboration

Figure 1.1 Nationwide State Pre-K Enrollment (3- & 4- year olds)



# Pre-K Options in Ohio

## – **Early Childhood Education (ECE)**

- Ohio Department of Education

## – **Early Learning Initiative (ELI)**

- Ohio Department of Education and  
Department of Jobs and Family Services

## – **Universal Pre-K Early Childhood Initiative (UPK)**

- Cuyahoga County, *Invest in Children*

# Project Description

## Impact of Pre-K Expansion on Child Care for Low-Income Families

- Funded by the Office of Program Research and Evaluation (OPRE) in the Administration for Children and Families (ACF)
- Longitudinal investigation of changes in supply and quality of child care for low-income working families
- Two sources of data: **Source I** (R&R databases) and **Source II** (Director telephone surveys)

# Study Definition of Collaboration

- Collaboration at **Program-level**
  - Focuses on the scope and implementation of program delivery
  
- Goals for ECE Collaborative Partnerships
  - To enhance low-income children's **access** to high **quality** programs
  - To provide **year long, full day** care for working families

# Evidence from Prior Research

## ➤ Administrative

- Creates more ECE slots for low-income children
- Strengthens community relationships

## ➤ Classroom

- Enhances classroom quality
- Enhances educational experiences

## ➤ Staff

- Enhances teachers' professional development
- Offers better salaries and benefits
- Decrease turnover

## ➤ Child

- Promotes children's school readiness
- Offers health screenings and referrals

Sources: Frede et al. (2008); Paulsell (2003); Selden, Sowa, & Sandfort (2006); Schilder, Kiron, & Elliot (2003)

# Sampling and Survey Details

- Respondents randomly selected from a list of licensed child care providers provided by local R&R
- Computerized telephone survey
  - 25-item questionnaire about child and staff characteristics and information about program services and features
  - **Partnership** was defined as a center receiving funds from the county or state to offer pre-K services to 3- to 5-year olds.

# Participants

- Child Care Directors were from Cuyahoga and Franklin Counties and were called during spring of school year
  - 2007-2008 (***Wave 1***): 436 center directors
  - 2008-2009 (***Wave 2***): 353 of the original sample

# Changes in Partnership Status

Table 1.1 Percentages of Pre-K Partnerships by County

	2007-2008			2008-2009		
	Cuyahoga County	Franklin County	Total # of Centers by Status	Cuyahoga County	Franklin County	Total # of Centers by Status
Pre-K Partnering Centers	51% (112)	40% (86)	<b>198</b>	54% (95)	50% (88)	<b>183</b>
Comparison Centers	49% (110)	60% (127)	<b>237</b>	46% (81)	50% (89)	<b>170</b>
<b>Total # of Centers in County</b>	<b>222</b>	<b>213</b>		<b>176</b>	<b>177</b>	

Table 1.2 Changes in Pre-K Partnering Status over Time

	Pre-K Partnering Centers (Wave 2)	Comparison Centers (Wave 2)
Pre-K Partnering Centers (Wave 1)	137	<b>26</b>
Comparison Centers (Wave 1)	<b>45*</b>	144

# Funding

Across both school years, more centers funded by ELI than the universal pre-K funds from the county. Centers in Cuyahoga County more likely to report getting these ELI funds, but they were not more likely to report getting universal pre-k funds.

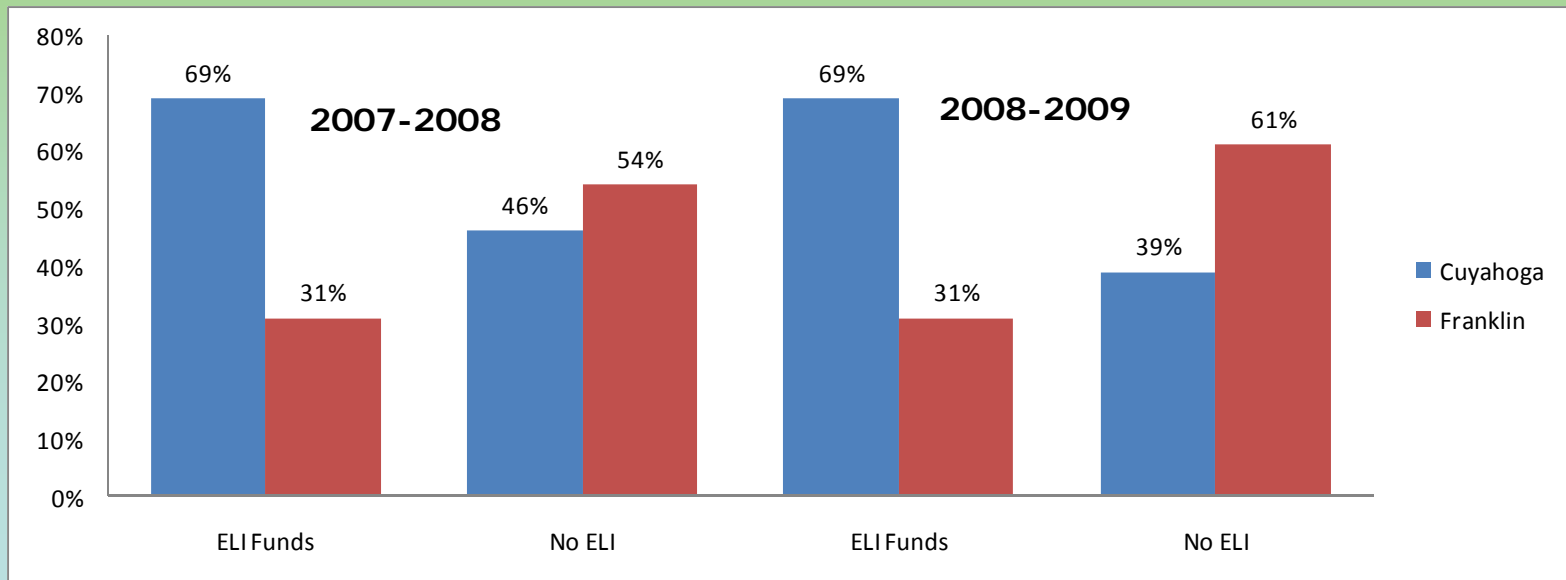


Figure 1.2 ELI Funding by Partnership and County

# Pre-K Partnerships Provide Access to Full Day, Full Year Education

- Funds covered the cost of attending for more than 8 hours per day, 5 days per week
- Approximately 2/3 of the children in the centers received pre-K funds
- Percentage of children attending full-time did not vary by children's age groups.

# Pre-K Partnerships Served More Minority Students than Comparison Centers



Figure 2.1 Percentages of Pre-K Partnerships Serving Children by US Census Racial Category

# In Pre-K Partnerships, Children From All Age Groups Are Served

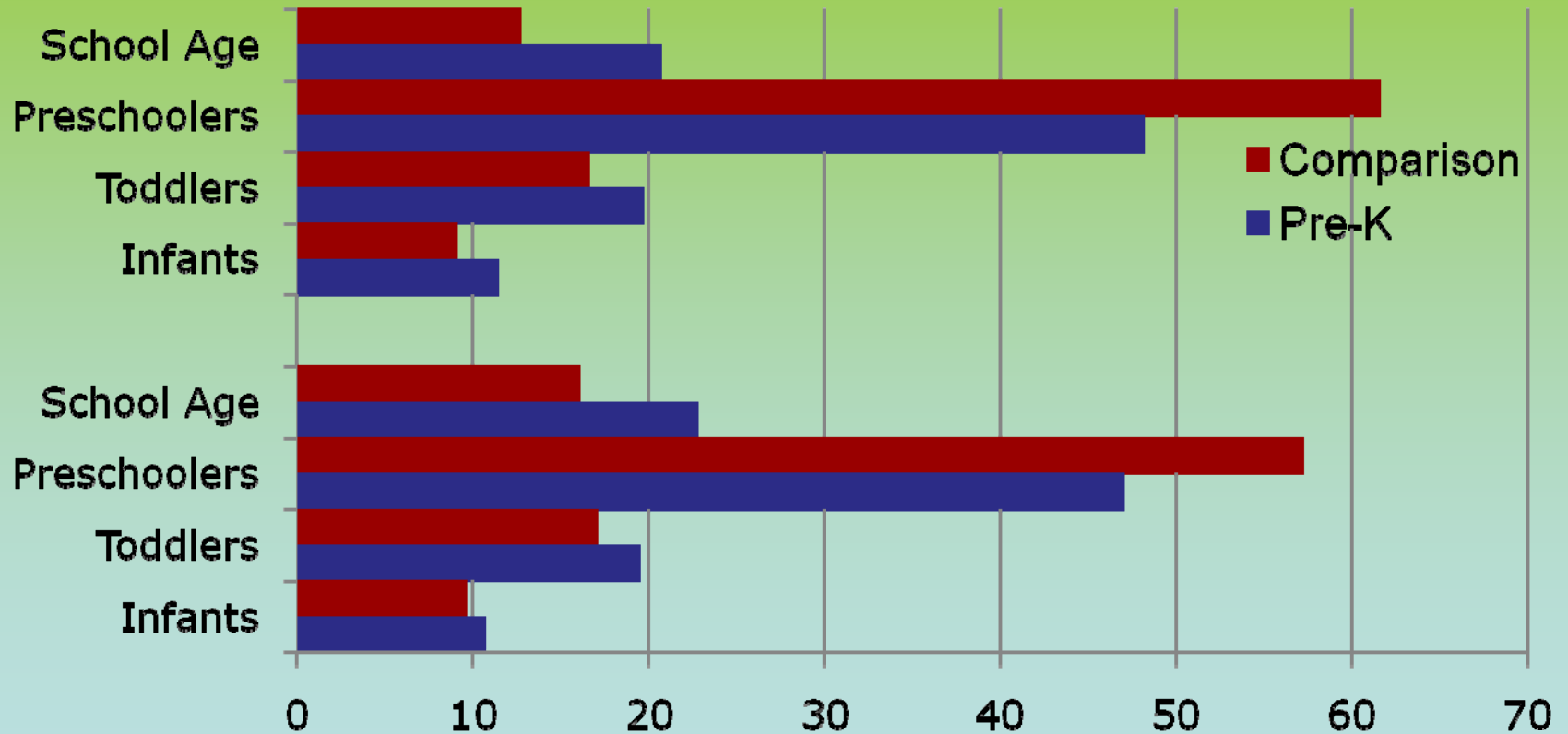


Figure 2.2 Percentages of Pre-K Partnerships Serving Children by Age Group

# Pre-K Partnerships Had More Indicators of Structural Quality than Comparison Centers

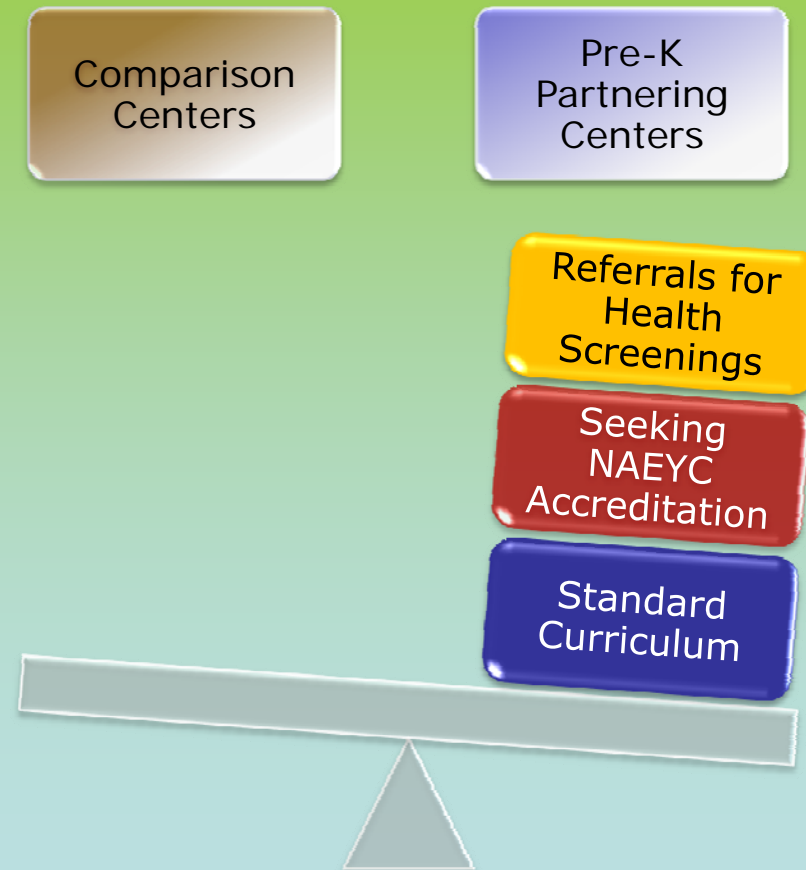


Figure 3.1 Pre-K Partnerships by Aspects of Quality of Selected Service

# Pre-K Partnerships are Serving More Children from Low Income Families

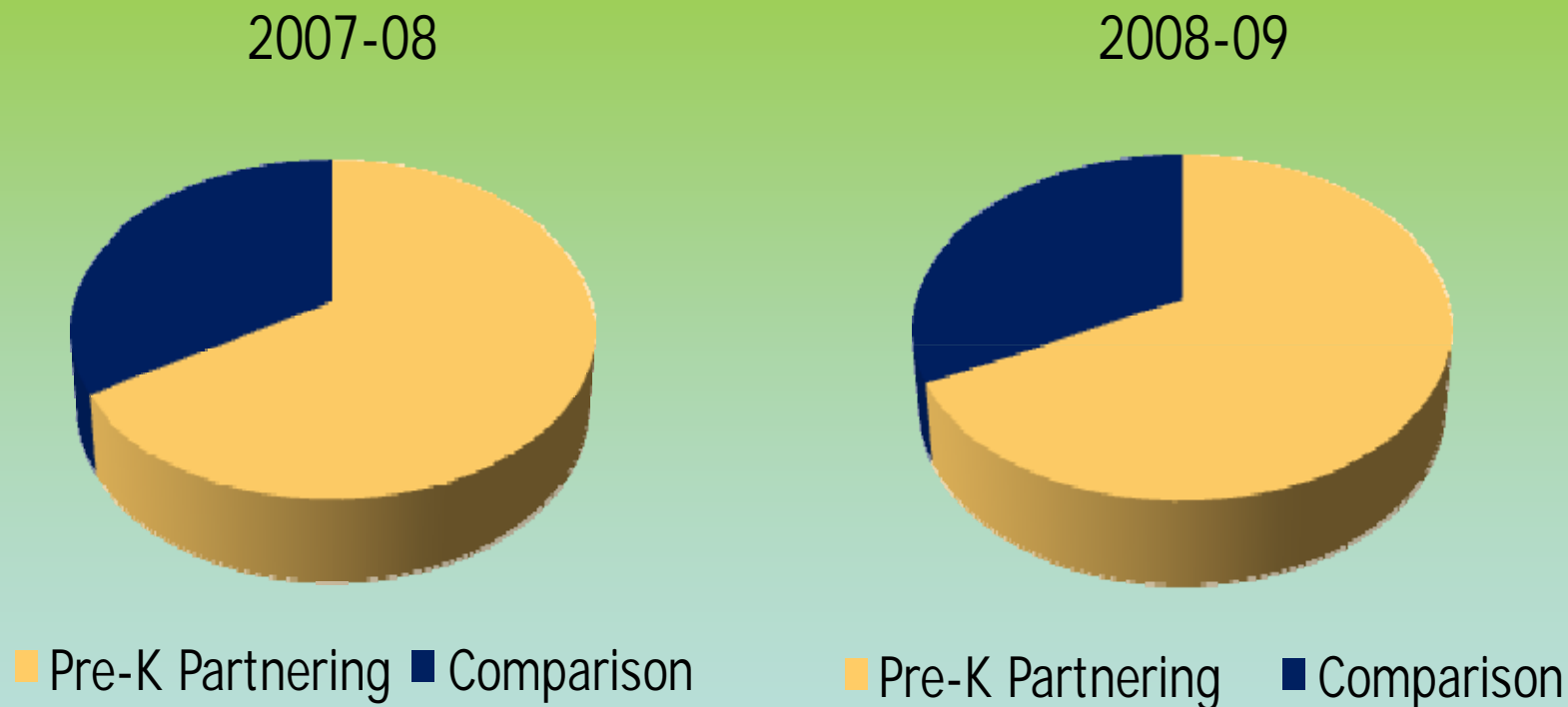


Figure 3.2 Percentage of Pre-K Partnerships Serving Children from Low Income Families

# Teachers Who Worked With 36-60 Month Olds In Pre-K Partnering Centers Had Different Education Backgrounds As Their Highest Degree

Table 3.1 Percentages of Teachers by Highest Degree Attained

	Master's Degree	Bachelor's Degree	Associate Degree	High School or GED Diploma	Less Than High School
<i>SCHOOL YEAR 2007-2008</i>					
Pre-K Partnering	4.12	<b>27.78*</b>	<b>22.17*</b>	43.66	<b>0.00*</b>
Comparison	5.59	36.16	13.71	37.70	<b>2.19</b>
<i>SCHOOL YEAR 2008-2009</i>					
Pre-K Partnering	5.12	<b>30.73<sup>+</sup></b>	<b>23.24<sup>+</sup></b>	39.80	0.01
Comparison	7.21	38.53	16.79	32.46	0.01

\*p<.05

# Pre-K Partnering Centers had Higher Percentages of Teachers with Child Development Associate Certification

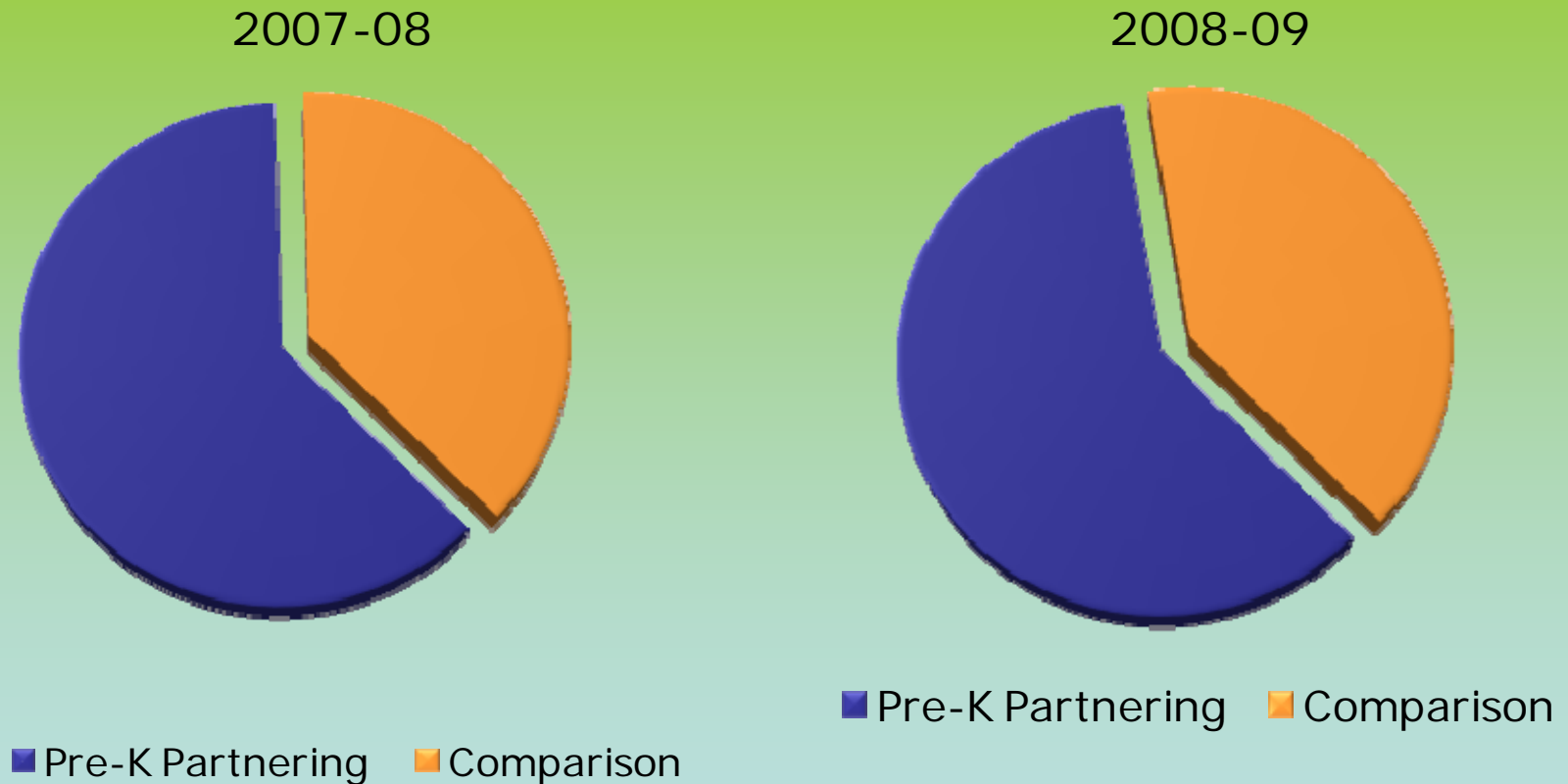


Figure 3.3 Percentages of Teachers Working with 36-60 month olds with CDA Certification

# Franklin County had Higher Percentages of Teachers with Early Childhood Education Certification

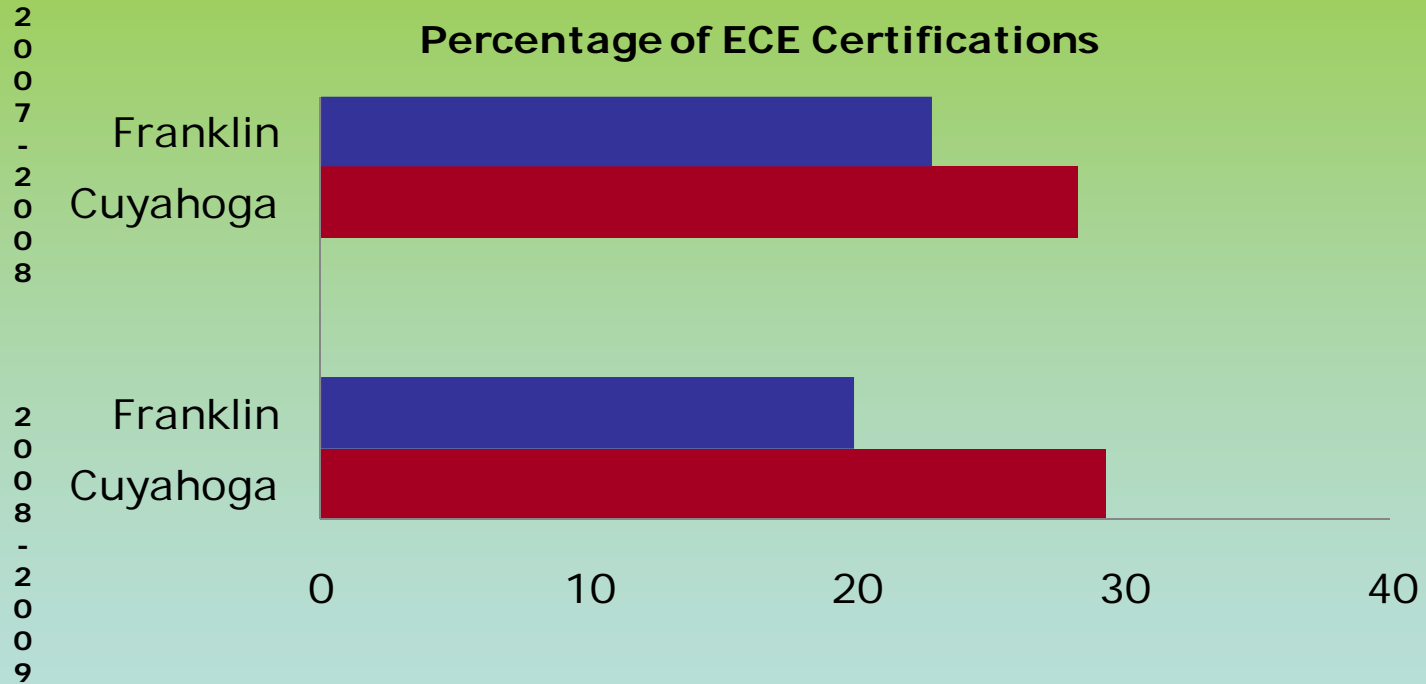


Figure 3.4 Percentages of Teachers Working with 36-60 month olds with ECE, or Special Education Certification



# Pre-K Impact study

**THANK YOU!**

<http://prekimpact.edc.org/index.htm>

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