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# Study Mandate

2007 resolution directed JLARC to study the Virginia  
Preschool Initiative (VPI)

- Implementation and impacts
- Increasing availability

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## In Brief

VPI classrooms provide a positive academic and social experience for children.

VPI students do well in pre-kindergarten and on kindergarten literacy tests.

Virginia's focus on at-risk children appears appropriate, but options are available to potentially expand VPI.

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# In This Presentation

Assessment of VPI

Options for Expanding VPI

Recommendations

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# Local Programs Comply with State Requirements

- 18 standards intended to promote
  - Compliance with state law
  - Appropriate use of funding
  - Program effectiveness
- May help establish a baseline level of quality

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# Additional Standards May Help Ensure Quality

- 4 of 10 NIEER quality benchmarks currently unmet
  - Teacher degree (B.A.)
  - Assistant teacher degree (CDA or equivalent)
  - At least 1 meal provided per day\*
  - Site visits required\*
- Benchmark to provide early learning standards has been met since 2007 report

\*Benchmarks had been met in 2007 when the study was conducted.

# Classroom Assessments Show Medium to High Quality

Assessment category	Average score* (Range 1 to 7)
Emotional support	5.29
Classroom organization	5.40
Instructional support	3.78
Student engagement	5.60

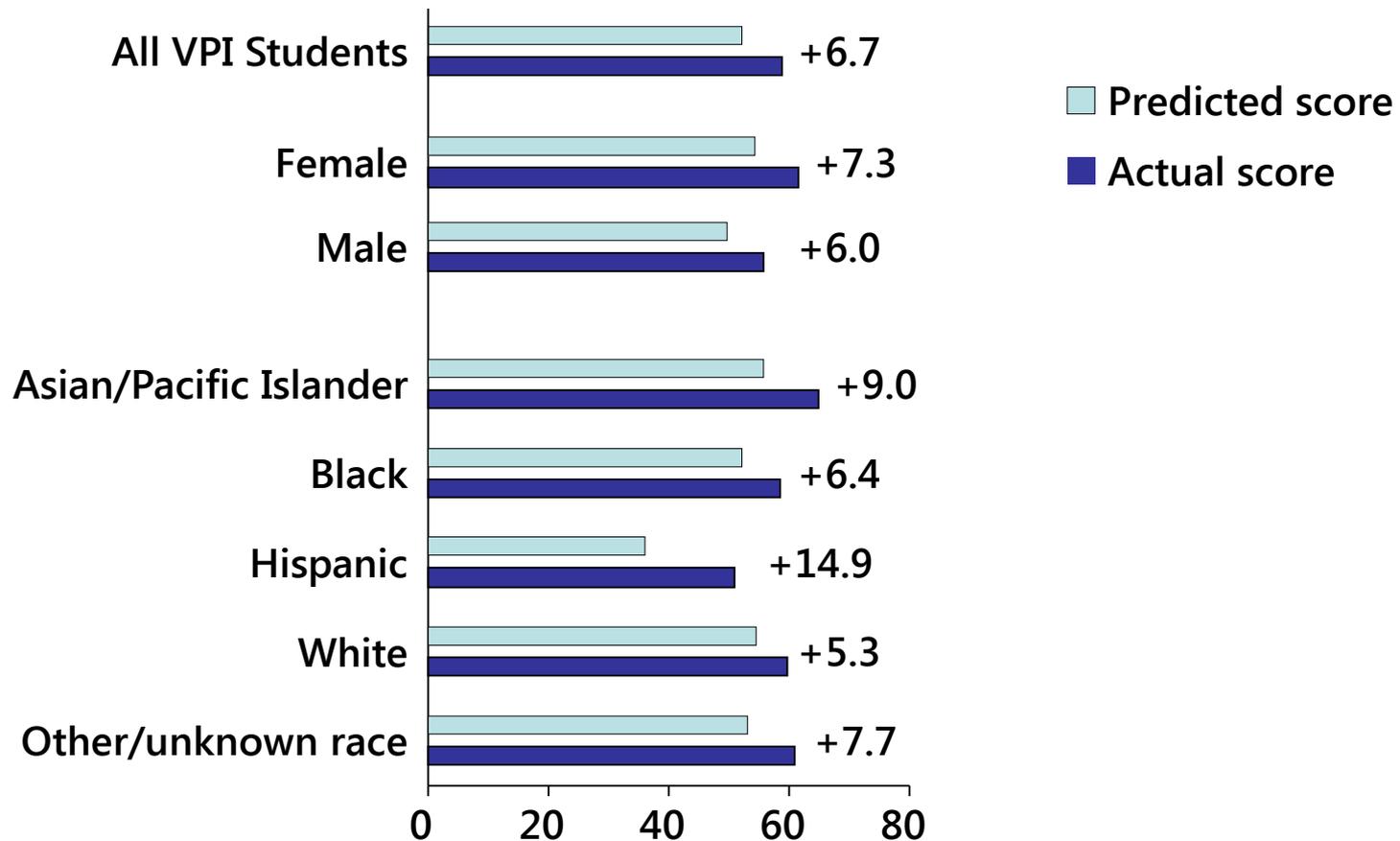
\*Possible scores on CLASS assessment instrument: low 1, 2; mid-level 3, 4, 5; high 6, 7

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# Outperformed Other Kindergartners On Fall PALS-K Test

	Average PALS-K Score	% needing additional instruction
VPI participants	58.7	11%
Other kindergartners	55.7	18%

# Performed Better than Predicted On Fall PALS-K Assessment



Analysis of Fall 2006 data provided by PALS office, University of Virginia.

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# Some Localities Do Not Participate or Fill Slots Raising Questions of Access

	2006-2007	2014-2015
Eligible non-participating localities	22	11
Unused slots by participating localities*	6,229	7,496

\*Approximately 70% of slots were filled each year. Number of unused slots impacted by change in methodology.

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# Options for Expanding Access to VPI

- Sliding scale of parent fees based on income\*
- Half-day versus full-day program\*
- 5-week summer program versus full school year\*
- Require all school divisions to offer VPI as part of SOQ

\*Options would expand access while constraining costs.

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## Options Could Be Combined

- Offer summer program with parent fees for students with no preschool experience
- Offer full-day, full-year program (with parent fees) and summer program to those who do not participate in full-year program (with parent fees)

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# If VPI Expands, Increased State Administrative Support Likely Needed

- Maintain program quality with increased numbers of private and non-profit providers
- Possible focus of increased support
  - Increased classroom observations and teacher mentoring
  - Increased professional development for teachers

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# Recognized Per-Pupil Amount May Be Too Low

- Current state recognized per-pupil amount is \$6,000
- Estimated per-pupil cost of model programs is from \$9,500 to \$18,248\*
- Estimated per-pupil cost using Virginia data\*
  - \$6,790 prevailing division cost for pre-K
  - \$7,920 parity with SOQ per-pupil costs

\*Cost amounts cited in 2007 JLARC report.

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Background

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**Recommendations**

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# Recommendations

VDOE should conduct a longitudinal study of students who completed VPI and other preschool programs to determine long-term performance on SOL tests.

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# Recommendations

The General Assembly may wish to

- Provide resources to VDOE to facilitate information sharing across local programs
- Increase the state's capacity to conduct classroom observations and to provide technical assistance and mentoring
- Direct the Secretary of Education and VDOE to develop a proposed professional development plan to support VPI