

EVALUATION OF THE
PHILADELPHIA PREK PROGRAM
Year 5 Report

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PHL Year 5 PHLpreK Evaluation Report

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Table of Contents

Table of Contents ii

Introduction..... 1

Study Methods 2

 1. Sample..... 2

 2. Measures and Procedures..... 3

Results..... 3

 1. Classroom Quality 3

TSEEQ results 3

 2. COVID-19 Response and Challenges..... 8

PHLPrek Responses to COVID-19 8

 3. Supports for Educators, Children and Families 14

Supports needed and received by teachers and directors..... 14

Supports for children and families..... 16

What teachers and administrators did well 17

Discussion of Findings..... 17

Acknowledgments..... 20

References..... 21

Appendix A. Measures..... 23

Appendix B. Classroom Quality Indicators..... 24

Introduction

The 2020-21 school year was the Philadelphia Preschool Program's (PHLpreK) fifth year of programming. PHLpreK originated from a May 2015 vote, in which city voters approved the creation of the Philadelphia Commission on Universal Pre-kindergarten. This commission was tasked with proposing a universal pre-K program that would provide high-quality, affordable, and accessible services to the city's three- and four-year-old children. In the 2020-21 school year, the program had 137 locations, offering 3,300 funded seats across 237 classrooms.

For the past five years, the National Institute for Early Education Research (NIEER) has been conducting a multi-year, multi-site evaluation assessing PHLpreK program components, program quality, and children's learning and development. In our past four years of reports, we have demonstrated the importance of high-quality preschool education, and highlighted it as a mechanism for preparing children for kindergarten and beyond and reducing persistent gaps in achievement between lower-income and higher-income children.¹

Evaluations of preschool programs in Tulsa, Oklahoma and Boston, Massachusetts have demonstrated significant positive effects of high-quality preschool on children's math, language, and socioemotional skills across family income, gender and ethnicity.² Similarly, through the use of longitudinal studies, researchers have demonstrated that public preschool in New Jersey has a significant, positive impact on children's later educational achievement (through tenth grade) in language arts, mathematics and science.³ With this and evidence of other high-quality preschool programming positively impacting children, we have undertaken efforts to evaluate the PHLpreK program with the goal of strengthening and supporting the preschool program.⁴

This report summarizes the fifth year of the Philadelphia PreK Program (PHLpreK) evaluation. The 2020-21 school year was filled with unprecedented challenges for school systems, teachers, children, and families due to the ongoing COVID-19 pandemic. In early March 2020, preschools in Philadelphia, much like schools across the northeast, closed and did not reopen for the remainder of the 2019-2020 school year. In the fall of 2020, PHLpreK programs were required to follow childcare reopening guidance based on recommendations from the Philadelphia Department of Public Health, the State's Office of Childhood Development and Early Learning, and the Centers for Disease Control and Prevention (CDC). Programs varied in terms of offerings throughout the school year: Some programs were fully remote, some were hybrid, and some were fully in-person.

Included in this report is information about teacher-reported classroom quality in a limited sample of PHLpreK classrooms. Teachers reported on indicators of classroom quality, including assessment, curriculum, instruction, leadership and supervision, physical environment, and interaction and emotional climate. Additionally, administrators and teachers responded in interviews and surveys about challenges to teaching, learning, and program administration that were presented by the pandemic.

Our findings demonstrate that PHLpreK classrooms are averaging moderate to high levels of quality in multiple domains, including assessment, instruction, curriculum, leadership and supervision, interaction and emotional climate, and family involvement. We explored quality

¹ Nores et al., 2017, 2018, 2019, & 2020

² Gormley, 2008; Graham, 2013; Gray-Lobe et al., 2021; Weiland, 2016; Weiland & Yoshikawa, 2013

³ Barnett & Jung, 2021

⁴ Ceci & Papierno, 2005; Barnett, 2008; Duncan & Murnane, 2011; Barnett & Nores, 2015; Camilli et al., 2010; Friedman-Krauss et al., 2016; Yoshikawa et al., 2013.

separately for a few subgroups of interest, including STAR level and lead PHLpreK partner agency, and while we found one significant difference in self-reported quality by STAR level (on the Instruction subscale), average quality was moderate to high across all domains for both 3- and 4-STAR rated programs. Finally, we found that teachers and administrators reported many challenges to teaching children during the pandemic, from managing children remotely and in-person, to complying with health and safety mandates that prevented implementation of supports such as those typically offered for students with speech, physical, or behavioral needs, to managing relationships with families.

Study Methods

The PHLpreK Evaluation is a multi-year, multi-site study encompassing several components to provide a comprehensive perspective of the program’s design, quality, and impact on children. This report presents findings in the fifth year of the study. Data collection for this year included a teacher-report of classroom practices and quality administered starting in the winter of 2021, and administrator interviews conducted in the winter of 2021. This report addresses the following research questions within the limitations imposed by the COVID-19 pandemic:

1. What is the quality of children’s classroom experiences, as measured by teacher-report of classroom practices?
2. Are there differences in teacher-reported classroom quality based on program characteristics (including PHLpreK partner agency and program STAR level)?
3. What challenges and difficulties did preschool teachers and administrators face in the 2020-21 school year, and what types of supports did teachers need? As programs return to a more “normal” delivery system in the 2021-22 school year, what should teachers know about the previous school year?

The purpose of the PHLpreK evaluation is to assess the program’s trajectory, both in terms of program quality and children’s learning and development. Classroom quality was measured in Year 1; and classroom quality and children’s learning and development were assessed in Years 2 and 3. At the beginning of Year 4, children’s learning and development was assessed at the beginning of school year, and a limited sample of classroom observations were conducted during the winter of 2020, prior to the onset of the COVID-19 pandemic. In Year 5, with some programs offering only virtual instruction and health and safety protocols limiting individuals allowed in classrooms in programs where in-person instruction was taking place, a teacher-report measure of classroom quality was used. In addition, teachers and providers supplied information about the supports they received for remote instruction, and the challenges they faced during the 2020-21 school year.

1. Sample

NIEER collected 128 teacher surveys in 85 different PHLpreK sites (18 of whom are home-based providers) in the winter of 2021. In addition, we completed 40 interviews with program

administrators between January and March of 2021. Providers were randomly selected for the interview; as some declined, NIEER reached out to another set of randomly selected programs. All programs were contacted to have teachers complete the teacher surveys. Out of 237 classrooms, 128 teachers completed a survey. The final sample of teachers was 59% African American, 15% Hispanic, 19% White, and 9% Asian, mixed-race, or other.⁵

2. Measures and Procedures

Classroom quality was captured using *The Teacher Survey of Early Education Quality (TSEEQ)*⁶. The TSEEQ is a self-report survey about early childhood classroom practices for quality administered to early childhood educators. The survey is completed independently and can be done on paper or online. Teachers are asked to reflect on aspects of their classroom practice including curriculum, instruction, assessment, leadership and supervision, physical environment, interaction and emotional climate, and family involvement. Within these aspects are questions about several classroom practices, including in the areas of literacy, science and math. The survey consists of 105 questions, and most of these are answered on a 5-point Likert Scale or involve a yes/no response. The complete survey takes about 30 minutes to complete⁷.

Along with the TSEEQ, teachers responded to questions about strategies they used for remote and in-person instruction during an ongoing pandemic, including the types of professional development they were receiving, the ways in which they altered instruction during the pandemic, and the ways in which they connected with children, either virtually or in-person.

Finally, PHLpreK site administrators were interviewed with a set of open-ended questions focused on how programs were operating during the pandemic, challenges faced by programs, and supports programs were receiving.

Results

Results are presented first for the TSEEQ broadly, and then broken down by subscale. The next section reports on differences in TSEEQ results by different program characteristics, including STAR level and lead PHLpreK partner agency. The final section reports our findings from administrator interviews and from classroom teachers' responses to questions about virtual learning and instruction and the impact of the pandemic on classroom teaching. We conclude with a discussion of the findings.

1. Classroom Quality

TSEEQ results

Average TSEEQ scores for PHLpreK classrooms across all subscales are reported in Table 1.

⁵ Comparable to the K-12 PHL school district demographics of 52% African American, 21% Latino, 14% White, and 13% other. <https://dashboards.philasd.org/extensions/philadelphia/index.html#/>

⁶ Hallam, Rous, Riley-Ayers, & Epstein (2011).

⁷ Eleven questions on the TSEEQ were slightly revised for home-based providers to be more applicable to their setting. For example, the question, "I know the evaluation process and tools my supervisor uses to assess my performance" was revised to "I know the evaluation process and tools my supervisor *or coach* uses to assess my performance" for home-based providers.

The patterns are consistent with the field and previous years of the PHLpreK evaluation, with the highest scores recorded on the interaction and emotional climate subscale. For reference, CLASS scores for 102 classrooms observed before COVID-19 school closures were 5.74 for Emotional Support (ES) 5.26 for Classroom Organization (CO) and 2.30 for Instructional Support (IS) in the spring of 2020 and 6.01 for ES, 5.60 for CO, and 2.54 for IS in the spring of 2019.

TSEEQ subscale scores range between 1 (minimal quality) and 5 (high quality) for all subscales, with the exception of the Physical Environment subscale, in which possible scores range from 1 to 4.5⁸. The average subscale scores for teachers in the PHLpreK program fall between 3.15 and 4.61, indicating a high level of quality in PHLpreK classrooms as reported by teachers⁹. The items used in each subscale indicate differing levels of engagement with high-quality practices across classrooms.

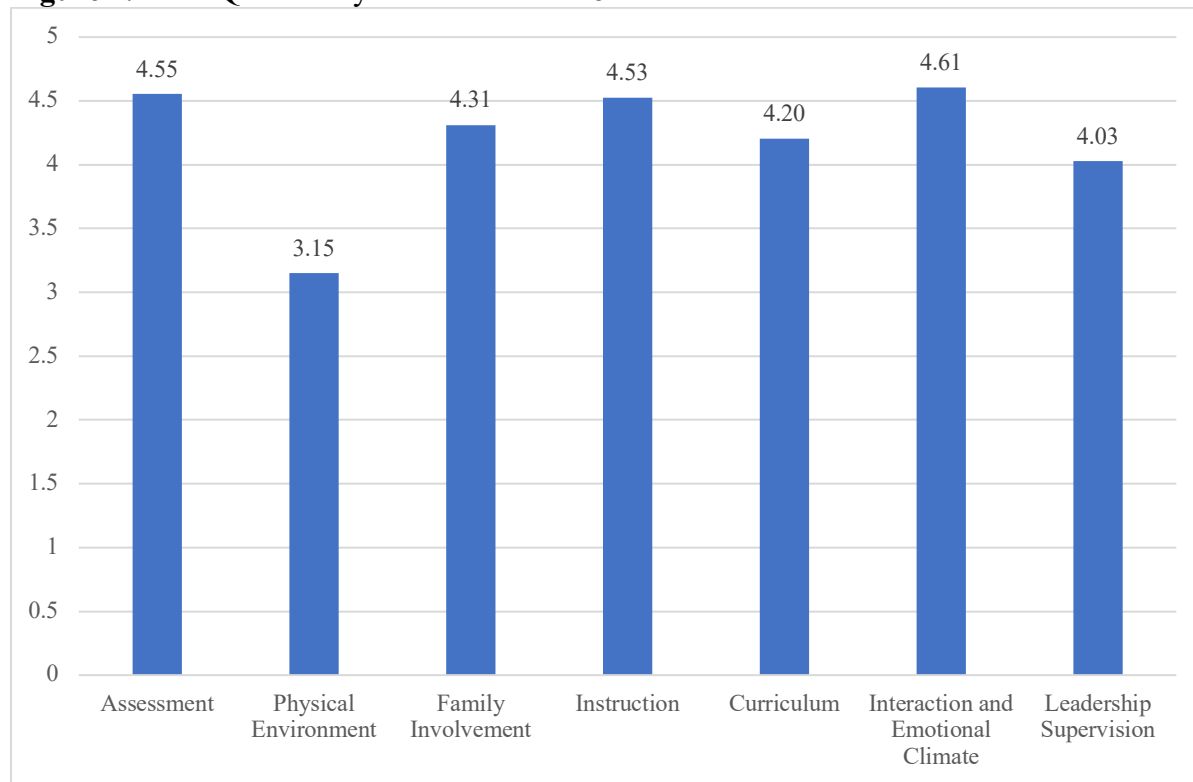
Table 1. TSEEQ Subscales and Subscale Means and Ranges.

TSEEQ Subscales	2021 Mean (Standard Deviation) Range N= 128
Assessment	4.55 (0.41) 3.00-5.00
Physical Environment	3.15 (0.33) 2.38-3.57
Family Involvement	4.31(0.58) 2.13-5.00
Instruction	4.53 (0.33) 3.46-5.00
Curriculum	4.20 (0.35) 2.95-4.78
Interaction and Emotional Climate	4.61(0.37) 3.25-5.00
Leadership Supervision	4.03 (0.41) 2.67-4.71

⁸ This scale only has a maximum of 4.5 by design given that various items in it are in a three-point Likert scale.

⁹ We calculated subscale scores only for survey respondents who had completed at least half of the items within a subscale.

Figure 1. TSEEQ scores by subscale. N = 128.



Assessment

Teachers responded to seven items about assessment practices, with an average subscale score of 4.55, or above average quality. The majority of teachers reported that they frequently or always engage in high-quality assessment practices with their students, which includes doing things like assessing across multiple domains and documenting informal child assessment information. In terms of individual items, the item with the highest mean score related to assessing across multiple domains (physical, social, emotional, and cognitive development), with 78.1% of teachers reporting that they always engage in this practice. In contrast, teachers reported less frequency in assessing children’s development and learning individually and while they work together in groups, with 55.5% of teachers reporting they do this always. However, the majority of teachers report they are frequently or always engaging in all assessment practices included on this subscale (i.e., Asking children questions in a variety of ways to assess their learning, and assessing children when they play).

Physical Environment

Teachers were asked to respond to eight items about their physical environment. The mean score on this subscale for all teachers was 3.15 (out of a possible 4.5). When looking at the individual items on this subscale, the majority of teachers reported that their classrooms have materials that are in good condition (80.5%) and that their classroom environment is peaceful and calming for children (84.4%). Fewer teachers responded that they manage the usage of technology equipment to provide equal opportunities for all children, including children with disabilities (56.3% of teachers reported that they always do this), or that living plants/animals are an everyday experience for children either inside the classroom or in an outdoor area (59.4%).

Family Involvement

Teachers responded to nine questions about the ways in which they involve families in their classroom practice. Questions focused on how well providers listen to the concerns of families, what kinds of strategies they use to communicate with families, and how often they do things like hold special events at variable times so multiple families can participate. The mean score on this subscale was 4.31; overall, providers reported engaging in the majority of these practices frequently or always. Approximately three-fourths of providers reported that they always listen to concerns expressed by families, and that they always use multiple strategies to communicate with families (including phone calls, conferences, newsletters, etc.). The family involvement practices teachers reported engaging in less frequently included encouraging parents or other family members of different cultures/ethnicities to share cultural traditions, varying times special events are held so multiple families can participate, and inviting families to participate in program-wide family involvement opportunities (e.g., family advisory board, parent education classes, etc.). Less than 50% of teachers reported always engaging in these practices, and for varying the timing of special events, only 35% of teachers report that they always do this.

Instruction

The instruction subscale contains 18 items, with teachers reporting about their engagement in practices like planning instruction based on individual children's needs and interests, changing up activities when children are disengaged, and grouping children in a variety of ways for classroom activities (e.g., small and large groups). This subscale also includes items focused on using play as an instructional strategy, asking teachers to report how often they provide children with opportunities to play games in the classroom and how often they include structured play experiences that encourage children to interact. The mean subscale score for instruction was 4.53, and teachers reported engaging in most of these practices daily or always. For example, 78.1% of teachers reported allowing children to play games in the classroom on a daily basis, and 81.3% of teachers reported that they plan and implement small group activities on a daily basis. Teachers reported that they less often integrate science concepts (such as observing, explaining, experimenting, classifying, gathering information) into classroom activities (just 46.1% of teachers report doing this always), and that they actively structure classroom activities, routines, and the environment to help prevent challenging behaviors (47.7 % reported they always do this) In addition, 18% of teachers reported they always use worksheets to teach math and number concepts.

Curriculum

Teachers responded to 37 items about curriculum, with items focused on curriculum more generally and on different curricular domains. In terms of the general curriculum, teachers reported on if they use a formal published or written curriculum/curriculum framework, if that curriculum meets the needs of all children in the classroom, and if the curriculum includes assessments or assessment ideas, among other items. This subscale also includes a number of items focused on specific curricular domains: For example, in the domain of science, teachers report how often they rotate science materials and whether or not they have science goals for their students. Items also cover the domains of literacy, math, social studies, and fine arts. The mean subscale score for curriculum was 4.20. The items teachers reported doing with the most frequency (i.e., always) were asking questions about stories while reading them (81.3%) and ensuring children properly wash their hands before meals and snacks (80.5%). Fewer than one-

third of teachers reported that they always engage in practices including incorporating maps of familiar places (classroom, playground, or center) into classroom activities (29.7%), encouraging children to measure things through standard (such as measuring with a yard stick) and not standard (measuring with shoes) units of measurement (26.6%), and encouraging children to play interactive math computer games (18.8%). Additionally, 25.8% of teachers reported they always use worksheets to improve handwriting skills, and 17.2% of teachers reported they always manage children's access to writing materials to avoid messes.

Interaction and Emotional Climate

The interaction and emotional climate subscale consists of 12 items. Teachers reported on how often they engage in tasks like comforting children when they are upset, spending extra time with new children who are transitioning into the classroom, and encouraging children to respect each other's differences. Scores on this subscale were highest of all seven subscales, with a mean score of 4.61. Items in which teachers consistently reported high scores include encouraging children to respect each other's differences (85.9% of teachers report they always do this) and getting down on a child's level when talking to him/her (78.1% of teachers report always doing this). Fewer teachers reported that they always encourage children to help them make classroom decisions such as developing classroom rules or planning activities (48.4%), and that they feel children in their classroom typically get along with each other (29.7%).

Leadership and Supervision

The leadership supervision subscale consists of 14 items in which teachers respond to how often they are given time to reflect on their practice, have information shared with them from a supervisor/coach, and how often they attend workshops and trainings, along with other items assessing leadership practices. The mean subscale score was 4.03; as a whole, teachers report that they are often engaged in these types of activities. In terms of individual items, 72.7% of teachers reported that they always feel children actively participate in solving their own problems and conflicts. However, just 31.3% of teachers reported that they always know the evaluation process and tools their supervisor uses to assess their performance (for home providers the word "coach" was added alongside supervisor for this question), and only 27.3% of teachers strongly agreed that their teaching evaluations inform their professional development plans.

TSEEQ Scores by Subgroups

We also looked at whether or not there were differences in TSEEQ scores by two subgroups: STAR Level (3 and 4) and PHLpreK partner agency (UAC, PHMC, 1199c, and SDP). Subscale scores for the TSEEQ for all of these subgroups are reported in Table 2, with statistically significant differences indicated by an asterisk¹⁰. As the numbers depict, differences between programs based on STAR Level and PHLpreK partner agency were small: across different STAR levels and partner agencies, providers reported engaging somewhat frequently in high-quality practices. We noted one statistically significant difference on the Instruction subscale by STAR level, with 4-STAR programs scoring slightly lower (4.49) than 3-STAR programs (4.64). However, both of these mean scores indicate teachers are engaged in high-quality instructional practices frequently.

¹⁰ Two-tailed two-sample t-tests assuming unequal variances were used.

Table 2. TSEEQ scores by subgroups, N = 125-128.

		Assessment	Physical Environment	Family Involvement	Instruction	Curriculum	Interaction and Emotional Climate	Leadership Supervision
STAR Level	3 (n=28)	4.58	3.13	4.32	4.64*	4.19	4.68	4.05
	4 (n=100)	4.55	3.16	4.31	4.49*	4.21	4.59	4.02
PHLpreK Partner Agency	UAC (n=32)	4.48	3.20	4.19	4.46	4.21	4.49	3.93
	PHMC (n=82)	4.57	3.12	4.36	4.54	4.20	4.63	4.07
	1199c (n=6)	4.60	3.25	4.61	4.71	4.36	4.78	4.26
	SDP (n=8)	4.60	3.15	4.08	4.50	4.01	4.67	3.88

2. COVID-19 Response and Challenges

PHLPrek Responses to COVID-19

While PHLpreK had been on an upward enrollment trend prior to the pandemic, program enrollment in the fall of 2020 was a concern for preschool programs across the country, as many parents were hesitant to send children to in-person classrooms. One nationally representative study conducted by NIEER in December of 2020 showed that while 74% of 4-year-old children were enrolled in a preschool program in the 2019-20 school year, that number had fallen to 54% of children in the fall of 2020, even when including children enrolled in in-person, remote, and hybrid programs¹¹.

We asked teachers whether their classroom enrollment had stayed the same, declined, or increased from the previous year; 47% of respondents stated their enrollment had declined, while 43.5% reported enrollment was the same, and 9.6% reported enrollment had increased. Administrators reported worries about these declining enrollments; as one stated: “*So your enrollment is down, overall by 50%, [but] your bills don’t change by 50%. We have bills that are monthly bills and they are always going to occur.*” Providers who were not able to return to normal operating hours have seen continued impacts on enrollment whereas many other programs were eventually able to bounce back after returning to normal operating hours¹². Other administrators reported that recruiting and registering families was difficult, both because families were scared or uncertain about in-person options, and because families were hesitant about virtual programs and the amount of work that may require for parents.

Continuing to offer high-quality instruction to preschool-age children was another concern shared by programs across the country, including in Philadelphia. Program sites within PHLpreK differed in what they did offer to enrolled children: Some programs were fully remote, some were fully in-person, and a number combined in-person and remote offerings into a hybrid

¹¹ Barnett, Jung & Nores, 2020.

¹² Acevedo, Morron, & Nores, 2021.

program. We asked teachers to report on whether their program was fully in-person, fully remote, or a combination of the two; just under half of respondents (49.2%) reported that they were fully in-person for all children.

Table 3. COVID program operations. N = 122.

<i>What schedule is your program currently operating? (Select one):</i>	N	%
Fully remote for all children	7	5.7
Fully in-person for all children	60	49.2
Hybrid. Alternating between remote and in person.	10	7.8
Hybrid, with some children fully remote and some children fully in person.	35	27.1
Hybrid with some children alternating between remote and in person, and others fully remote.	10	7.8

With close to half of children in our sample learning virtually in some capacity, we wanted to understand how teachers supported children who were engaged with remote instruction. By far the most common form of engaging with children was through conferencing platforms (e.g., Zoom, Google, or others), with a majority of those who provided remote instruction engaging with children in this manner. A few other teachers reported that another teacher, either in their classroom or in their building, provided instruction for remote learners.

Table 4. Connecting with virtual learners. N = 114.

<i>While you are providing in-person instruction, how do you reach children that are receiving remote instruction? (Choose one).</i>	N	%
I connect to the children that are learning remotely using some conferencing platform (e.g., Zoom, Google Meet, etc.)	49	43
I connect to the children that are learning remotely another way, please describe.	6	5.3
None of my children are learning remotely	54	47.4
Other, please describe	5	4.4

For those programs that were offering hybrid or fully remote options for instruction, programs differed in how children connected to the classroom. We asked teachers: “If your program is hybrid (meaning a combination of in-person and remote schooling) or has children that have opted for fully remote, are children connected to classroom activities through a digital platform? [If yes, please describe].” Of the 89 responses, approximately half (44) said they were not providing any support or that they were a fully in-person program, and 45 teachers responded that they were connecting children to classroom activities through a digital platform. The type of program connection varied; many providers wrote about Zoom or other digital platforms. For example, one provider wrote:

“Children at our center are either fully remote or fully in person. There is no hybrid choice. Some children have moved from in person to virtual and visa versa. All of the children that have opted for fully remote have been successful at creating Class Dojo

accounts to communicate with teachers and see activities, and messages from teachers, as well as Zoom in order to meet daily.”

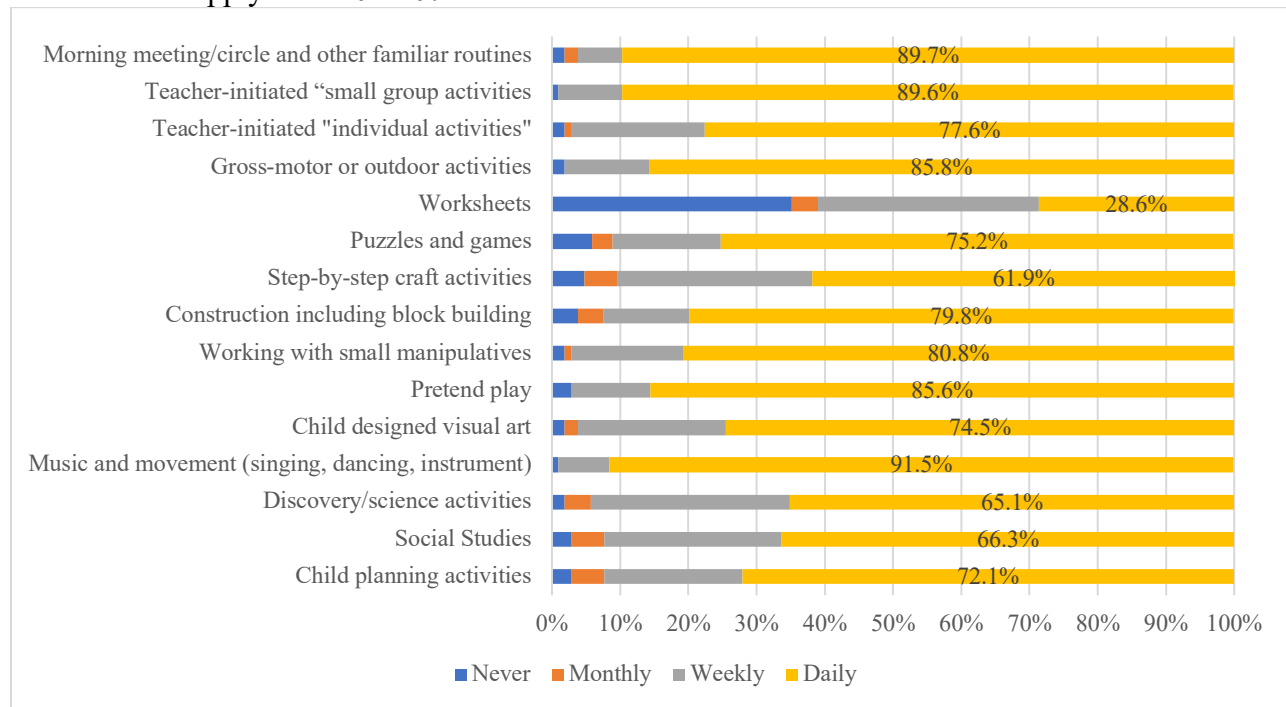
Another provider responded:

“The children who are hybrid are able to connect for circle time, where we do question of the day and small group discussions. They are able to make up the small group activity the next day they are at school.”

Therefore, while programs differed in whether or not they offered remote options for students, many programs had a plan in place for how to engage with children when remote instruction was needed or preferred.

In terms of the types of instruction that were provided to children regardless of whether they were attending in-person or remotely, a majority of teachers responded that they continued to provide the components of a high-quality preschool classroom on a regular basis. For example, more than 85% of teachers responded that they were providing morning meeting/circle time, teacher-initiated “small group activities,” gross motor outdoor activities, pretend play, and music and movement activities daily. Additionally, 35.2% of teachers reported that they were never providing worksheets for students, while 28.6% of classrooms were providing worksheets daily. Prioritizing the types of activities that were typical of preschool classrooms prior to the pandemic (e.g., music, motion, and daily morning routines, and limiting time spent on worksheets) seemed to be typical of most programs regardless of setting.

Figure 2. Response to: With what frequency have you provided the components from the previous question? (If yes, please select the frequency in which the following situations occur by choosing one of the following options for each statement: Never, Monthly, Weekly, or Daily). Select all that apply. N = 101-107.

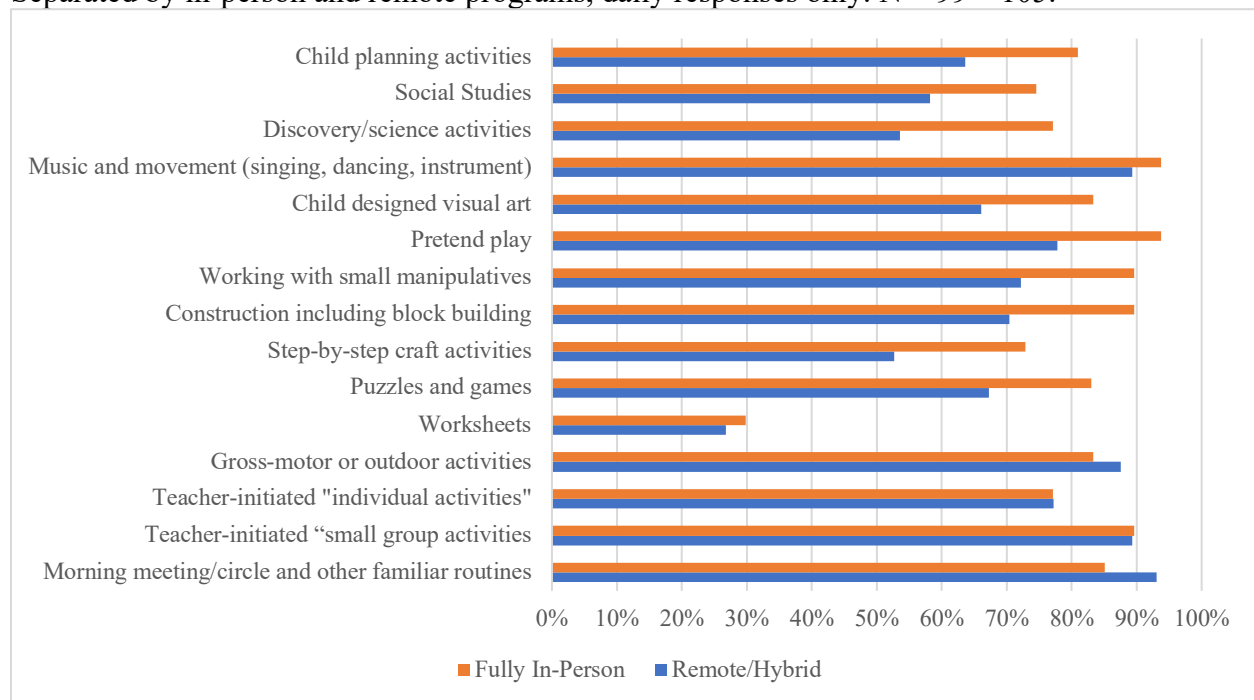


Note: Response rates varied as teachers reported offering different types of supports.

However, the rate at which teachers provided these activities did differ by whether programs were hybrid/remote or fully in-person, with in-person programs offering most of these components on a daily basis more frequently than programs that were remote or hybrid. For example, 80.9% of fully in-person programs offered child planning activities daily, while only 63.6% of remote/hybrid programs offered these activities daily. Fully in-person programs were also more likely to offer children the opportunity to work with small manipulatives daily (89.6%) compared to remote/hybrid programs (72.2%). These opportunities for children enrolled in remote schooling seem to be an increase from what children were offered in the early stages of the pandemic. For example, in a national survey of parents of 3-5-year-old children conducted in late May - early June 2020, only 48% of parents of children whose program had closed reported receiving some remote support for learning and development, and most children (61-72%) participated less than once a week in 10 learning activities similar to the activities we surveyed teachers about¹³.

¹³ Barnett & Jung (2021).

Figure 3. Response to: With what frequency have you provided the components from the previous question? (If yes, please select the frequency in which the following situations occur by choosing one of the following options for each statement: Never, Monthly, Weekly, or Daily). Separated by in-person and remote programs, daily responses only. N = 99 – 105.



We also asked teachers to report the types of language and literacy activities they were including in their classroom, and with what frequency. The majority of teachers reported that they were engaged in high-quality literacy practices, doing things like reading to children (93.2%), singing and fingerplay (91.5%), and letters activities (86.44%) on a daily basis. However, teachers reported that they were also relying on worksheets, with 34.5% of teachers reporting they used worksheets with reading, vocabulary and letter activities on a daily basis. We analyzed whether there were differences in the usage of worksheets for literacy activities by STAR level and found slight differences: 34.8% of programs with a 4-STAR rating reported never using worksheets for these activities, compared to 20.8% of programs with a 3-STAR rating never using worksheets.

In interviews, administrators also discussed ways in which they were striving to meet the instructional needs of students. They discussed how the pandemic has affected their ability to teach, come up with quality lessons and activities, how to engage students, and how to prepare them properly. Administrators expressed concern about the efficacy of virtual instruction versus in-person instruction, especially for students with special or particular needs. Even for facilities doing in-person instruction, it was challenging to design lessons, come up with ideas, and plan activities that could engage students during this time. As a result, they worried about how they were going to teach and socialize students, given all of the health and safety restrictions. Despite these challenges, however, administrators did not want to lower their expectations or quality of care.

PHLpreK Challenges During the Pandemic

Aside from enrollment and navigating whether to offer virtual or in-person programming, PHLpreK programs faced other challenges in the fall as many programs attempted in-person instruction for the first time in months. At the forefront of the minds of both providers and administrators was how to keep children safe while continuing to educate them: As one administrator stated:

“I think that a big challenge is trying to give the children the best education that we can by also trying to keep them safe. They are both on a scale that are very equal. You don’t want to limit one to increase the other. But if we didn’t have to spend so much time fixing mask and cleaning down toys, children would be doing better in different academic areas.”

Supporting children’s learning and development also came with challenges, particularly for teachers who were working with remote learners. We asked teachers what they found most challenging in supporting children’s learning and development during this school year. Responses were variable, but focused on a few key themes. By far, the most commonly reported response was that working with children’s families was challenging. Some teachers acknowledged the amount of stress felt by families (e.g., *“Working family have little time to set aside for p[re-schoolers];”* and *“Most challenging is some parents not being engaged in their child’s learning due to the complications of the pandemic.”*) Other teachers expressed frustration about families not helping children with their work and/or distracting children during virtual lessons, e.g., *“At times lack of parent support. Children easily distracted at home. Parents logging on late & on & off”* and *“[t]he most challenging is keeping the children focused on task especially when there are distractions that may be happening in their home. Also having caregivers that are punctual has been a struggle. Some children may log on half-way through a lesson.”* The difficulty of family members being a distraction or not helping children with their schooling was mentioned in 28% of the responses. Another common response was that it was challenging to keep children engaged and on track, and that they had limited attentional focus: This was mentioned in 13% of responses. Examples included: *“Keeping the student’s attention”* and *“[t]he most challenging in developing support for children was finding activities that are creative and can get the attention of children.”* One other common theme that came up multiple times in these written responses was that it was challenging not being able to foster connections between children or to be able to focus on developing their socioemotional skills (6.4%).

Challenges at the administrator level at times looked similar, particularly in engaging families. In our interviews, administrators reported that parents are too tired, too busy, less involved, and less willing to be engaged, especially in comparison to before the pandemic. As one administrator stated:

“We have 50% of parents that I just feel like they just drop their kids off. They don’t really worry about their education or don’t care about what is going on [other talk]. I think it is just a disconnect with the parents and the center [other talk]. We have to be mindful of that too. It is not that they just don’t care. Maybe don’t have enough time on their hands to do it because now they are working from 8 - 5.”

Although some administrators felt that parents did not seem to care about what was happening at school, others realized that the pandemic has made things extra challenging for everyone, especially for parents who have lost their jobs. With so much going on, parents might not have enough time or ability to focus on their child's education, therefore engagement *"is not 100% a priority."*

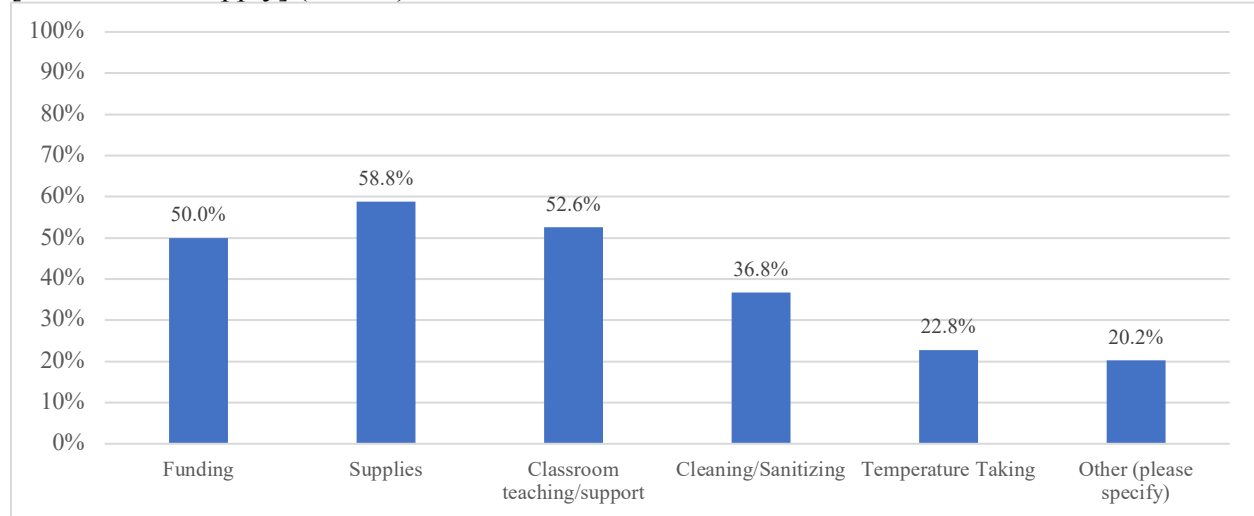
Finally, administrators were thinking about how to get parents more engaged, how *"to get their attention again."* They have tried to give parents different activities, offered different volunteer opportunities and other ideas, as well as advised them about the importance of education. Given parents' decreased involvement, administrators have tried to take on more of the responsibility of the children's academics. Meanwhile, one administrator stated they have *"just learned"* to accept the situation with the enrolled families.

3. Supports for Educators, Children and Families

Supports needed and received by teachers and directors

Along with challenges, we looked at the supports teachers received as the pandemic continued during the school year. When asked whether or not they received revised curriculum and/or supports for remotely delivering instruction: 45% of respondents reported receiving this. Of those that did respond yes, many described receiving this type of support through their curriculum, a district coach, or the program director. We asked teachers what types of supports, specifically, they needed to keep operating; many (53%) did reflect that support for classroom teaching was needed. However, even more than support for teaching, a majority of educators reported needing supplies (59%), followed by funding (50%), cleaning/sanitizing support (37%) and temperature taking (23%). We further looked to see if there were differences between programs that were 100% in-person compared to programs that were hybrid or fully remote in the types of supports they reported needing. Responses looked similar for both types of program, with the biggest difference seen in funding: 55.2% of remote/hybrid programs responded that they needed funding to keep their classroom operating, compared to 46.3% of fully in-person programs.

Figure 4. Response to: What supports do you need now to keep your classroom operating? [Check all that apply] (N=114).



As a follow up, we asked teachers to describe: “What kind of support is most important to you at this time.” Aligned with the previous question, the two most common categories of written responses focused on supplies/financial support/PPE, and emotional support/acknowledgement that this is a difficult time to be an educator. One teacher wrote that “*Words of encouragement just to know I’m not by myself*” was most needed; another stated: “*acknowledgement that we are doing something that is the antithesis of early childhood education.*” When asked, more than half of teachers (56.3%) acknowledged that their teaching job was “more stressful” or “much more stressful” than it was prior to the pandemic, with 37.8% reporting no differences in stress and 6% reporting a drop in stress in their job.

Administrators, too, reflected on the need for financial support to stay afloat during the pandemic. They reported a wide range of emotions concerning funding access. Some felt “extremely blessed with the grants” they were given. Many more were concerned and admitted that financial support was the most important thing they needed at this time. They felt that they had not gotten enough and were paying for everything “*out of pocket.*” Several others needed financial assistance to pay for staffing and to “*keep the business flowing.*” One administrator said that they had not gotten all of the support they were promised when they “*were urged to open.*” Administrators were very clear about the importance and sometime lack of the necessary financial support and all the problems they faced as a result.

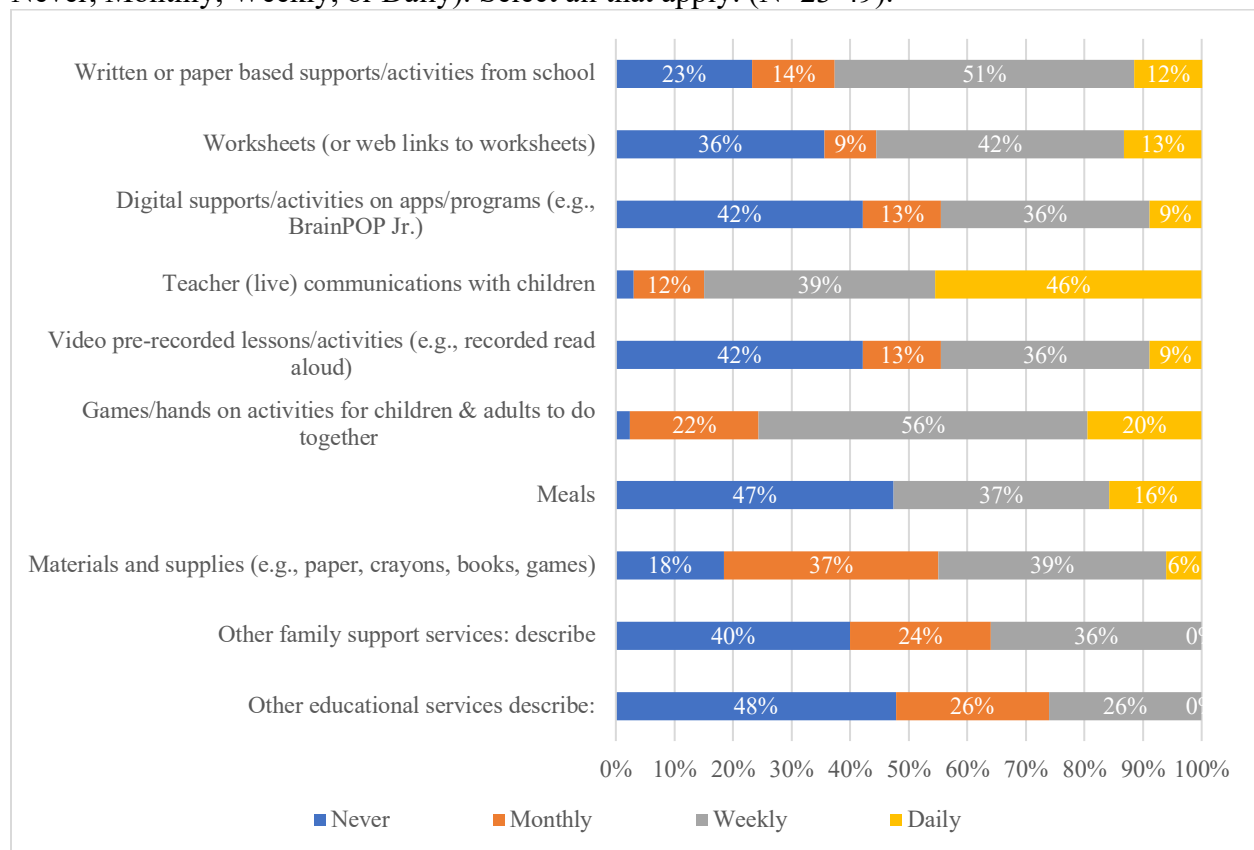
Finally, many teachers and administrators reflected on the supportive role played by coaches during the school year, either in providing professional development or help with virtual instruction. One administrator reflected:

“Even with the overall training, the coaches have been doing good with that because a lot of times it was hard to incorporate what we were doing with the children and the children at home so they were able to shows us how to incorporate so the children at home would get the same things that the children in person were getting.”

Supports for children and families

Teachers reported providing a mix of supports for children and families, particularly for children who were engaged in remote schooling. We asked teachers to select supports provided for children enrolled in remote schooling, and the frequency in which they were provided, with options ranging from *never* to *daily*. We analyzed this information only for providers who reported they were fully remote, or who were offering some form of hybrid program in which at least some children were attending virtually some of the time. The most common support provided daily in these types of programs was teacher (live) communication with children, with 45.5% of programs offering this daily, although this meant over half the programs were not providing daily synchronous teacher-child activities. Additionally, 19.5% of programs offered games or hands-on activities for adults and children to do together on a daily basis.

Figure 5. Responses to: Which of the following supports have been provided for children enrolled in your classroom for Remote Schooling? (If yes, please select the frequency in which the following situations occur by choosing one of the following options for each statement: Never, Monthly, Weekly, or Daily). Select all that apply. (N=23-49).



Note: Response rates varied as teachers reported providing different types of supports, and some teachers did not offer any remote schooling. Only responses for teachers who reported they are fully remote or hybrid are depicted here.

What teachers and administrators did well

Finally, teachers and administrators were able to share aspects of their approach to teaching during the pandemic that were working well. When asked “If there are one or two elements of your approach—things that you do or provide—that you think have been especially successful, please list here,” most teachers shared things that were going well this year. We found the two most common themes amongst the written responses centered around keeping children engaged/using games to make learning fun; and individualizing instruction/getting to know students, with both of these categories showing up in 20% of responses. Teachers also felt successful in teaching specific skills, with 18% of respondents identifying particular skills they felt they taught well, including sorting, patterns, shapes, letters and alphabet sounds. Other teachers reflected they felt successful in supporting socioemotional skills or creating a calm space; as one teacher wrote: *“I’ve been teaching my students yoga for relaxing and calmness and sign language to help develop an important life skill set.”*

Administrators were also able to reflect on strengths of their program amidst the challenges brought by the pandemic. Despite the increased stress on teachers and administrators to alter instruction, both groups of educational leaders reported on successes in providing emotional support for families. As one administrator stated:

“Building resilience. Helping them understand what is happening. Putting words to their feelings and their emotions. Trying to combat scare and uncertainty. That I am uncertain because we do not know what tomorrow brings. But to know that they have that comfort and knowing that I am there for them to help them through whatever.”

However, administrators did not just focus on the children; they checked-in on the families as well, how they were dealing with the *“stress of COVID-19 and being stuck in the house with the kids.”* They paid attention to families, and tried to help them in any way they could. They wished families could be offered therapeutic services.

Finally, administrators reported raising money, giving families food that they needed to survive, collecting donations, keeping an eye out for grants and opportunities for families, organizing outreach programs, and even helping the community regardless of if families were enrolled with them or not. There were so many heartwarming stories. For example, they paid families’ copays when they could not afford it. They helped families feed and clothe their babies. They even gave families turkey and pie during Thanksgiving, and Christmas trees during the holidays. Thus, despite the stress of keeping families engaged with academic content at times, programs and administrators report working together to support families through the difficulties of the pandemic, and reflected that being able to provide this kind of support was one of the most successful aspects of their approach.

Discussion of Findings

This report summarizes findings for the 2020-21 school year for Philadelphia’s preschool evaluation. The PHLpreK program has continued to grow since its inception; the goal of this report is to provide information on program quality, as well as to discuss the challenges the

district navigated during the pandemic, some which they continue to navigate again in the 2021-22 school year as the pandemic continues.

Teachers reported using high-quality practices somewhat frequently across PHLpreK classrooms. We found this was the case for programs across different STAR levels and partner agencies, with no significant differences between partner agencies. We found one statistically significant difference between 3-STAR and 4-STAR programs on the Instruction subscale of the TSEEQ with 3-STAR programs scoring higher than 4-STAR programs; however, this difference should be interpreted with caution due to the limited number (n=28) of 3-STAR programs who completed a survey. In the previous two years of the PHLpreK evaluation, CLASS scores have been the highest in the Emotional Support domain. We found similar strengths in PHLpreK classrooms during the 2020-21 school year as measured by the Emotional Climate subscale of the TSEEQ, in which teachers reported high levels of engagement in high-quality practices. On this subscale, nearly all teachers reported that they always get down on a child's level when talking to him/her, and that they always encourage children to respect each other's differences. Even with the difficulties of navigating a full school year in the pandemic, these scores show teachers acknowledging that they engage frequently in activities that support children's socioemotional development.

Individual items within each subscale indicate areas in which teachers report they are less likely to engage in high-quality practices. For example, from the Curriculum subscale, a smaller proportion of teachers reported that they always have an organized plan for how they teach literacy concepts to the children in their classroom, that they encourage children to separate familiar words into syllables, or that they have science goals for the children in their classroom. In the previous two years of the PHLpreK evaluation, teachers have scored the lowest on the Instructional Support domain of the CLASS. Instructional support and the use of developmentally appropriate practices are areas to focus on in the future to impact quality of the program.

Through surveys with teachers and interviews with administrators, we find that PHLpreK programs had variable responses to the pandemic in terms of the types of instruction they were offering. Just under half of teachers we surveyed were teaching in programs that had no remote options for children, and others had a combination of fully remote or hybrid offerings for children. Regardless of program type, a majority of teachers reported that they were continuing to offer many components of a high-quality early childhood environment on a daily basis, including morning routines like circle time/morning meeting, opportunities for movement and play, and music activities including singing, dancing and playing an instrument. This continuation of activities found in a high-quality preschool program is encouraging and demonstrates teachers' commitment to children's education despite the challenges presented by the pandemic. However, teachers also reported using worksheets for coverage of curricular topics including math and number concepts (18% reported always doing this) and reading, vocabulary, or letter activities (34.5% reported doing this daily).

Both teachers and administrators reflected that engaging with families during the pandemic was difficult – either because they perceived parents were not supporting children with virtual lessons or logging into virtual lessons in a timely fashion, or because parents and other family members at home were a distraction during virtual lessons. Supporting preschool children with virtual instruction was stressful for parents across the United States: In one national study of parents of three-to-five-year-old children, researchers found almost half of parents of preschoolers enrolled in a virtual program reported feeling overwhelmed trying to facilitate

children's learning, and an additional 23% felt moderately overwhelmed¹⁴. Furthermore, parents in this study were much more likely to be satisfied with their child's preschool program if it was in-person, as compared to if it was a remote program. As programs return to instruction this fall, finding ways to support teachers in engaging with and supporting parents will be critical, particularly if programs need to return to virtual instruction for quarantines.

Finally, programs varied in the types of supports they were able to provide to teachers and to children and families. When asked about the types of supports they needed, both teachers and administrators focused on funding, supplies, and PPE. Others reflected on their need for emotional support and acknowledgement from others that trying to educate preschoolers during a pandemic is extremely difficult. This mirrors research conducted with preschool teachers across the country during the pandemic, which has shown that this was a difficult time to be in early childhood education. For example, in a synthesis of studies conducted across the country during the pandemic, researchers found that in 12 studies conducted across 7 states, early childhood educators were experiencing considerable mental health struggles¹². This was the case for more than half of teachers in our sample who reported that teaching this past year was more stressful than in the year prior to the pandemic. As we look to another school year likely to be impacted by the pandemic, PHLpreK programs will need to be cognizant of the additional stress wrought by teaching in this context, and find ways to support teachers and administrators through another school year affected by the pandemic.

¹⁴ Barnett, W. S., & Jung, K. (2021).

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Appendix A. Measures

Classroom Quality Measures

The Teacher Survey of Early Education Quality (TSEEQ) is a self-report measure of classroom quality of early childhood teachers. The TSEEQ consists of 105 questions, mostly on a 5-point Likert scale, with a few exceptions that include questions on either a 3-point Likert scale, or a yes/no response. Ten of the questions were modified slightly for family childcare providers to better reflect their experiences (For example: In the question, “My supervisor shares information with me that she receives from trainings, workshops, or conferences,” the word *supervisor* was changed to *coach*). One additional question was added for family childcare providers: “Materials are readily accessible and rotated for use by children as needed by age group”). Seven of the items are reverse scored (e.g., “I manage children’s access to writing materials to avoid messes). These items are marked with an asterisk in Appendix B. For aggregating items within subscale, we required that half the items have a valid response for a subscale score to be generated.

Table A.1. TSEEQ Subscales and Subscale Descriptions.

Domain	Description
Assessment	Reflects the assessment practices used by the teacher, the ability of the teacher to modify assessment for children with disabilities, and whether or not teachers assess in a variety of ways (e.g., through play) and across a variety of domains including socioemotional, cognitive and physical.
Physical Environment	Encompasses the physical environment of the classroom. Teachers respond to questions about classroom organization, technology usage, quality of furniture and materials, and availability of instructional supports such as a science area and a garden/plants area.
Family Involvement	Measures the teacher’s interactions with families. Teachers provide information about how often they converse with families, the types of activities families participate in (e.g., orientation activities, sharing cultural traditions), and their overall relationships with families.
Instruction	Assesses the instructional practices used by teacher. Teachers report on their usage of high-quality instructional practices, such as providing stimulating and developmentally appropriate learning environments, and if they avoid practices that are not developmentally appropriate, such as relying on worksheets for instruction.
Curriculum	Demonstrates the appropriateness of the curriculum used. Teachers respond to questions about the curriculum, including whether it meets the needs of children/is modified appropriately, whether developmentally appropriate practices are used in a variety of subjects (e.g., math, literacy, art), and whether developmentally inappropriate practices (e.g., being expected to sit quietly at lunchtime) are avoided.
Interaction and Emotional Climate	Shows the teacher’s ability to create a supportive emotional climate and engage in positive teacher-child interactions in the classroom. Teachers report on practices including encouraging a respectful climate and comforting children when they are upset.
Leadership Supervision	Assesses whether or not teachers feel adequately prepared to work with children and families. Teachers respond to questions about whether or not they feel they have received adequate support and training, and if they know the appropriate steps to take when referring a child for special services.

Appendix B. Classroom Quality Indicators.

Table B.1. TSEEQ Assessment Subscale

<i>Teachers...</i>	<i>Rarely</i>	<i>Once in a while</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>	<i>Missing</i>
Document informal child assessment information.	0.8 %	1.6 %	3.1 %	25.0 %	65.6 %	3.9 %
When assessing children, look for the development of learning goals that are based on a preschool curriculum.	1.6 %	-	6.3 %	33.6 %	57 %	1.6 %
Ask children questions in a variety of ways to assess their learning (i.e. “How do you feel about..?” “In what ways do you think..?”)	-	-	1.6 %	24.2 %	68.8 %	5.5 %
Assess children’s physical, social, emotional, and cognitive development.	-	-	2.3 %	18.0 %	78.1 %	1.6 %
Assess children’s development and learning individually and while they work together in groups.	-	-	5.5 %	37.5 %	55.5 %	1.6 %
Assess children when they play.	2.3 %	0.8 %	4.7 %	29.7 %	60.9 %	1.6 %
Adapt assessment strategies for students with disabilities.	3.1 %	2.3 %	9.4 %	23.4 %	56.3 %	5.5 %

Table B.2a. TSEEQ Physical Environment Subscale

<i>Number of information books classroom book area contains.</i>	
0-2 books	3.1 %
3-5 books	14.8 %
6-10 books	25.0 %
10 or more books	53.59 %
Missing	3.1 %

Table B.2b TSEEQ Physical Environment Subscale

a.

	<i>Rarely</i>	<i>Once in a While</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>	<i>Missing</i>
Books are organized and easily accessible to children.	1.6 %	0.8 %	3.1 %	25 %	69.5 %	-
Teachers manage usage of technology equipment to provide equal opportunities for all children, including children with disabilities.	2.3 %	1.6 %	15.6 %	22.7 %	56.3 %	1.6 %

b.

	<i>No</i>	<i>Sometimes</i>	<i>Yes</i>	<i>Missing</i>
Materials in the classroom are in good condition.	-	10.9 %	80.5 %	8.6 %
The classroom environment is peaceful and calming for children (such as use of soft or natural lighting, avoid overwhelming or distracting colors/objects, reducing clutter).	0.8 %	10.9 %	84.4 %	3.9 %

c.

	<i>No</i>	<i>Yes</i>	<i>Missing</i>
Science area is full of a variety of real life materials.	14.1 %	79.7 %	6.3 %
Living plants/animals are an everyday experience for children either inside the classroom or in outdoor area.	35.2 %	59.4 %	5.5 %

d.

	<i>None</i>	<i>Some</i>	<i>Most</i>	<i>All</i>	<i>Missing</i>
Furniture is in good condition.	0.8 %	6.3 %	21.1 %	68.8 %	3.1 %

Note: This scale only has a maximum score of 4.5 by design given that various items in it are in a three-point Likert scale.

PHL Year 5 PHLpreK Evaluation Report

Table B.3.a TSEEQ Family Involvement Subscale

	<i>No Families</i>	<i>Few Families</i>	<i>Some Families</i>	<i>Most Families</i>	<i>All Families</i>	<i>Missing</i>
% of families teachers have a good working relationship with.	0.8 %	1.6 %	2.3 %	25 %	65.6 %	-
% of families that participate in orientation activities to get to know the classroom before their child starts attending preschool.	3.9 %	3.9 %	11.7 %	27.3 %	46.1 %	7.0 %

Table B.3.b.TSEEQ Family Involvement Subscale

<i>Teachers...</i>	<i>Rarely</i>	<i>Once in a while</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>	<i>Missing</i>
Listen to concerns expressed by families and work with them and other professionals to resolve issues.	-	0.8 %	1.6 %	17.2 %	74.2 %	6.3 %
Use multiple strategies to communicate with families (phone calls, conferences, newsletters, etc.)	-	0.8 %	2.3 %	21.9 %	75.0 %	-
Provide opportunities for families to participate in different aspects of classroom life.	7.0 %	4.7 %	4.5 %	31.8 %	59.1 %	2.3 %
Encourage parents and/or family members of different cultures/ethnicities to share cultural traditions with teacher and children in the classroom.	3.9 %	0.8 %	17.2 %	29.7 %	46.1 %	2.3 %
Have conversations with families aimed at learning more about their goals for their child.	0.8 %	-	6.3 %	35.2 %	51.6 %	6.3 %
Vary the times that special events are held so more families can participate.	5.5 %	5.5 %	14.8 %	35.9 %	35.2 %	3.1 %
<i>Program...</i>						
Invites families to participate in program-wide family involvement opportunities (e.g., family advisory board, parent education classes, etc.)	4.7 %	3.1 %	17.2 %	28.9 %	43.8 %	2.3 %

Table B.4.a TSEEQ Instruction Subscale

	<i>Rarely</i>	<i>Few Times a Year</i>	<i>Monthly</i>	<i>Weekly</i>	<i>Daily</i>	<i>Missing</i>
<i>Teachers...</i>						
Provide children with opportunities to play games in the classroom.	-	-	2.3 %	15.6 %	78.1 %	3.9 %
Plan and implement small group activities.	-	-	-	14.1 %	81.3 %	4.7 %
<i>Children...</i>						
Have the opportunity to engage in open-ended creative activities	0.8 %	0.8 %	-	18.8 %	76.6 %	3.1 %

Table B.4.b TSEEQ Instruction Subscale

<i>Teachers...</i>	<i>Rarely</i>	<i>Once in a while</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>	<i>Missing</i>
Plan and implement activities that build on children’s interests.	-	-	2.3 %	23.4 %	71.9 %	2.3 %
Have conversations with the children based on their interests and questions.	-	-	3.1 %	37.5 %	58.6 %	0.8 %
Teach math and number concepts through worksheets.*	40.6 %	10.2 %	13.3 %	12.5 %	18 %	5.5 %
Change the activities when they notice children are disengaged or having a hard time paying attention.	0.8 %	-	14.8 %	33.6 %	49.2 %	1.6 %
Use incidental teaching to help children expand their language (such as encouraging a child to verbally ask for a ball instead of gesturing towards the ball).	0.8 %	-	3.1 %	23.4 %	67.2 %	5.5 %
Follow a schedule where the children alternate between quiet and active times.	0.8 %	-	6.3 %	23.4 %	68 %	0.8 %
Provide advanced notice to children before transitioning to another activity (e.g., “In two minutes we will be putting the blocks away and washing our hands.”).	-	-	3.1 %	14.8 %	77.3 %	4.7 %
Actively structure classroom activities, routines and the environment to help prevent challenging behaviors.	1.6 %	-	7 %	41.4 %	47.7 %	2.3 %
Talk with the children about why it is important to be healthy.	-	-	3.1 %	33.6 %	63.3 %	-
Structure play experiences that encourage children to interact with one another.	-	-	3.1 %	18.8 %	75.8 %	2.3 %
Group children in a variety of ways for classroom activities (e.g., large groups, small groups, one on one with teacher, one on one with another child)	-	1.6 %	7 %	26.6 %	59.4 %	5.5 %
Plan activities and events to help children transition to kindergarten (such as a visit to the kindergarten classrooms with the children).	7 %	2.3 %	10.2 %	30.5 %	48.4 %	1.6 %
Ask children a variety of questions to encourage their learning during activities.	-	-	-	21.9 %	76.6 %	1.6 %
Integrate science concepts (such as observing, explaining, experimenting, classifying, gathering information) into classroom activities.	0.8 %	2.3 %	13.3 %	36.7 %	46.1 %	0.8 %
Plans instruction based on what is known about individual needs of children, including those with disabilities.	-	-	3.1 %	28.9 %	68 %	-

Table B.5.a TSEEQ Curriculum Practices Subscale

<i>% of Teachers that implement a published curriculum, written curriculum, or curriculum framework.</i>	
Yes	91.4 %
No	0.8 %
Missing	7.8 %
<i>Teachers teach phonological awareness through intentional activities (such as rhyming and sound games).</i>	
Rarely	0.8 %
Monthly	-
Weekly	24.2 %
Once a day	34.4 %
Two-three times a day	35.2 %
Missing	5.5 %
<i>Teachers initiate conversations with small groups of children during free play and mealtimes.</i>	
Rarely	1.6 %
Monthly	-
Weekly	8.6 %
Once a day	11.7 %
Two-three times a day	73.4 %
Missing	4.7 %
<i>Teachers rotate materials in science center.</i>	
Rarely	5.5 %
Once a year	6.3 %
Every few months	37.5 %
Every few weeks	47.7 %
Missing	3.1 %

Table B.5.b TSEEQ Curriculum Practices Subscale

<i>Teachers... (Percentages reported)</i>	<i>Rarely</i>	<i>Once in a while</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>	<i>Missing</i>
Have a supervisor that can answer their questions, when they have curriculum questions.	0.8 %	3.9 %	10.2 %	18.8 %	64.8 %	1.6 %
Modify the curriculum to better engage children in the learning process.	1.6 %	4.7 %	7.8 %	25 %	60.9 %	4.7 %
Have an organized plan for how they teach literacy concepts to the children in their classroom.	-	0.8 %	7.0 %	29.7 %	55.5 %	7.0 %
When reading to children, ask questions about the story (such as “what do you think might happen next?”).	-	-	-	18 %	81.3 %	0.8 %
Encourage children to demonstrate their understanding about a story or book by acting it out, drawing a picture about it, or using other expressive approach.	0.8 %	0.8 %	8.6 %	28.9 %	55.5 %	5.5 %
Manage children’s access to writing materials to avoid messes.*	46.1 %	7.0 %	12.5 %	14.8 %	17.2 %	2.3 %
Encourage children to separate familiar words into syllables (such as clapping out the syllables in their names).	0.8 %	3.1%	16.4 %	39.1 %	39.8 %	0.8 %
Encourage children to talk with me about their art creations.	-	0.8 %	0.8 %	18.8 %	79.7 %	-
Encourage children to engage in art projects over several days (i.e. storing their materials and creations and provide opportunities for them to continue their work).	-	4.7 %	14.8 %	28.1 %	51.6 %	0.8 %
Play music in the classroom for group time, dramatic play, movement, and other activities (besides naptime).	0.8 %	2.3 %	8.6 %	35.9 %	50.8 %	1.6 %
Encourage children to adopt a variety of roles in the dramatic play area.	3.1 %	1.6 %	6.3 %	26.6 %	61.7 %	0.8 %
Have science goals for the children in their classroom.	1.6 %	3.1 %	18.0 %	34.4 %	37.5 %	5.5 %
Discuss the importance of healthy habits with the children (such as washing hands, brushing teeth, etc.).	-	-	1.6 %	20.3 %	77.3 %	0.8 %
Ensure that children properly wash their hands before meals and snacks.	0.8 %	-	-	12.5 %	80.5 %	6.3 %
The curriculum includes specific child assessment tools or ideas for assessments.	-	-	4.7 %	25.0 %	63.3 %	7.0 %
The curriculum the teacher uses meets the needs of the children in their classroom.	0.8 %	1.6 %	7.0 %	28.1 %	60.9 %	1.6 %
Math books are readily accessible in my classroom.	8.6 %	1.6 %	12.5 %	25.8 %	44.5 %	7.0 %
Fine arts books (music and art) are readily accessible in my classroom.	3.1 %	3.1 %	12.5 %	20.3 %	58.6 %	2.3 %
During lunchtime, children are expected to sit quietly while they eat their meal.*	60.2 %	7.0 %	11.7 %	7.8 %	10.2 %	3.1 %
Children play outside every day.	2.3 %	-	17.2 %	34.4%	43.0%	3.1%

Table B.5.c TSEEQ Curriculum Practices Subscale

<i>Teachers...</i>	<i>Rarely</i>	<i>Few times a Year</i>	<i>Monthly</i>	<i>Weekly</i>	<i>Daily</i>	<i>Missing</i>
Encourage children to make predictions about what will happen during typical classroom activities (such as stacking blocks, mixing paints, etc.)	-	-	3.9 %	20.3 %	72.7 %	3.1 %
When children share thoughts, write their ideas down in front of them.	0.8 %	0.8 %	1.6 %	21.9 %	70.3 %	4.7 %
Plan activities in the classroom that encourage children to use one to one correspondence (attaching one and only one number to each object or event).	3.1 %	1.6 %	1.6 %	38.3 %	50.0 %	5.5 %
Use worksheets to improve handwriting skills (such as tracing letters or words).*	27.3 %	5.5 %	4.7 %	32.8 %	25.8 %	3.9 %
Show children written numbers and the corresponding number of objects and actions (such as the number 2 and two crayons; the number 1 and one clap).	-	-	-	28.1 %	68.0 %	3.9 %
Discuss the shapes that children create in their drawings, using building blocks, or other activities.	-	-	-	25.8 %	69.5 %	4.7 %
Encourage children to describe features and parts (such as sides, curves, and angles) of two and three dimensional objects.	3.9 %	0.8 %	2.3 %	31.9 %	50.8 %	3.1 %
Incorporate maps of familiar places in our classroom activities (classroom, playground, or center).	15.6 %	9.4 %	18.0 %	21.9 %	29.7 %	5.5 %
Encourage children to measure things through standard (such as measuring with a yard stick) and not standard units of measurement (measuring with shoes).	7.0 %	5.5 %	13.3 %	43.0 %	26.6 %	4.7 %
Encourage children to describe their mathematical understanding and problem-solving.	3.1 %	-	7.0 %	31.3 %	53.9 %	4.7 %
Encourage children to record (such as draw or write) natural materials or objects.	3.1 %	1.6 %	3.9 %	29.7 %	56.3 %	5.5 %
Encourage children to play interactive math computer games.	35.2 %	4.7 %	7.0 %	30.5 %	18.8 %	3.9 %
Talk to children about changes in their environment (such as changes to the playground, animal lifecycles, etc.).	0.8 %	-	10.9 %	28.1 %	55.5 %	4.7 %

Table B.6. Interaction and Emotional Climate

<i>Teachers...</i>	<i>Rarely</i>	<i>Once in a while</i>	<i>Sometime s</i>	<i>Frequentl y</i>	<i>Always</i>	<i>Missing</i>	<i>N/A</i>
Comfort the children in their classroom when they are upset.	-	-	3.9 %	18.0 %	77.3 %	0.8 %	-
Talk with the children about the artwork they create in their classroom.	-	-	1.6 %	23.4 %	74.2 %	0.8 %	-
Talk to individual children frequently throughout the day.	-	1.6 %	2.3 %	19.5 %	74.2 %	2.3 %	-
Get down on a child’s level when talking with him/her.	-	-	2.3 %	18.0 %	78.1 %	1.6 %	-
Feel children have access to a wide variety of materials in their classroom.	1.6 %	-	3.9 %	14.8 %	77.3 %	2.3 %	-
Spend extra time with new children who are transitioning into their classroom.	0.8 %	1.6 %	2.3 %	20.3 %	67.2 %	6.3 %	1.6 %
Encourage children to help them make classroom decisions (such as let the children help them develop classroom rules or plan certain activities).	2.3 %	0.8 %	12.5 %	30.5 %	48.4 %	5.5 %	-
Feel the children in their classroom typically get along with each other.	-	-	7.0 %	62.5 %	29.7 %	0.8 %	-
Encourage children to respect each other’s differences.	-	-	0.8 %	12.5 %	85.9 %	0.8 %	-
Encourage children to problem solve to develop strategies to resolve conflicts.	-	-	4.7 %	25.0 %	68.0 %	2.3 %	-
Encourage children to comfort each other when they become upset.	1.6 %	-	10.2 %	18.8 %	64.1 %	5.5 %	-
Encourage children who are shy or withdrawn to interact with peers.	0.8 %	-	3.9 %	28.1 %	61.7 %	4.7 %	0.8 %

Note: The percentage of N/A respondents for items with an N/A response were sourced from paper respondents only.

Table B.7.a Leadership Supervision

<i>Teaching evaluations inform professional development plans.</i>	
Strongly Disagree	4.7 %
Disagree	1.6 %
Neutral	12.5 %
Agree	50.8 %
Strongly Agree	27.3 %
Missing	3.1 %

Table B.7.b Leadership Supervision

<i>Teachers...</i>	<i>Rarely</i>	<i>Once in a while</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>	<i>Missing</i>	<i>N/A</i>
Work with other professionals and families to develop individualized behavior plans for children with challenging behaviors.	4.7 %	3.9 %	8.6 %	29.7 %	40.6 %	8.6 %	3.9 %
Spend a significant amount of time setting limits in their classroom.*	19.5 %	10.2 %	31.3 %	20.3 %	18.0 %	0.8 %	-
Feel children actively participate in solving their own problems and conflicts.	3.1 %	1.6 %	0.8 %	15.6 %	72.7 %	6.3 %	-
Feel time spent in transitions between activities is kept at a minimum.*	3.9 %	0.8 %	13.3 %	40.6 %	39.8 %	1.6 %	-
Know the evaluation process and tools their supervisor uses to assess their performance.	3.1 %	0.8 %	7.8 %	14.8 %	31.3 %	42.2 %	-
Are given time to reflect on their practice.	1.6 %	3.1 %	21.9 %	28.9 %	41.4 %	3.1 %	-
Are aware of the appropriate steps to take when referring a child for special services.	1.6 %	0.8 %	6.3 %	27.3 %	60.9 %	3.1 %	-
Feel their supervisor shares information with them that she received from trainings, workshops, or conferences.	2.3 %	-	10.9 %	21.1 %	61.7 %	3.9 %	-
Have had sufficient training in how to successfully implement their center's curriculum.	1.6 %	-	6.3 %	32.0 %	58.6 %	1.6 %	-
Attend workshops or trainings that are relevant to their own particular needs and interests as a teacher.	1.6 %	7.0 %	14.1 %	32.8 %	42.2 %	2.3 %	-
Are provided with appropriate resources and support when referring a child for special services.	-	1.6 %	15.6 %	26.6 %	53.9 %	2.3 %	-
Have been adequately prepared to work effectively with diverse groups of children and their families.	0.8 %	1.6 %	7.0 %	30.5 %	57.0 %	3.1 %	-

Table B.7.c Leadership Supervision

*I send children to time out in my classroom.**

Rarely	67.2 %
A few times a year	3.1 %
Monthly	1.6 %
Weekly	7.0 %
Daily	7.0 %
Missing	14.1%
