



# Pre-K 4 SA Evaluation Report

## Year 7

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## Executive Summary

The 2019-20 school year was unlike any before with in-person instruction cut short and educators, families and students of all ages quickly adapting to a virtual world. Due to the global pandemic known as COVID-19, almost all aspects of our lives have been impacted; ongoing evaluations being no exception. For the past 7 years, the Early Childhood Education Municipal Development Corporation has contracted with Westat, a large, employee-owned global research firm, to conduct an independent evaluation of the Pre-K 4 SA program. As a result of COVID-19, the Year 7 evaluation shifted focus from classroom observations of quality interactions and student measures of kindergarten readiness to how the pandemic has affected Pre-K 4 SA families and what ways Pre-K 4 SA has supported families during the pandemic.

At the end of the June 2020, more than 1,000 parents/guardians of Pre-K 4 SA children from all prior years of Pre-K 4 SA (2013-14 through 2019-20) and the upcoming 2020-21 school year were invited to complete a survey (n=1,053 total responses). The most recent Year 7 families (2019-20; n=555 total responses) were asked about their participation in Pre-K 4 SA, perceptions of Pre-K 4 SA, changes in parent/guardian confidence and behaviors, information on educational attainment, employment, and earnings as well as use of Pre-K 4 SA extended day services during the pre-K year. All families were asked how COVID-19 has affected their families economically, their interactions with

their children, their perceptions of children's kindergarten readiness, and use of Pre-K 4 SA support services during the pandemic.

Parents/guardians of 2019-20 children who responded to the survey indicated that Pre-K 4 SA (1) empowers parents/guardians to support the early learning of their children, (2) is compassionate and responsive to children and families, and (3) is appreciative and respectful of cultural diversity. Parents/guardians also reported growth in their confidence to support their children's basic and academic needs, including growth in parent/guardian confidence to support their child's transition to kindergarten and growth in their confidence to serve as an advocate for the child's



education in general. When parents/guardians were asked if they had changed their behavior after participating in Pre-K 4 SA, they indicated they currently spent more time engaging in life skill, academic, and relationship-building activities with their children. The majority of parents/guardians (86%) also indicated they had no concerns about their children's readiness for kindergarten (prior to the pandemic); however, parents/guardians also indicated growing concerns from 14 percent to 33 percent about their child's kindergarten readiness since COVID-19.



Responses of parents/guardians of 2019-20 children also indicated families who used extended day services worked significantly more hours (nearly 5 more hours per week both before and since COVID-19) and earned significantly more income (nearly \$260 per week before COVID-19 and nearly \$250 per week since COVID-19) compared to those who did not use extended day services.

The majority of parents/guardians of children who had attended Pre-K 4 SA any time in the past (2013-14 through 2019-20) or were enrolled to attend in the 2020-21 school year, who responded to the survey, reported being essential employees. Despite the essential employee designation, Pre-K 4 SA families were not immune to economic difficulties. Of the parents/guardians who responded, more than 45 percent indicated a negative impact of COVID-19 on their job and/or earning status (through loss of job, reduction of hours, etc.). For those families reporting a negative impact of COVID-19, their reported earnings decreased by nearly \$350 per week or nearly \$1,400 per month.

As a result of economic difficulties, families reported turning to support services such as unemployment and food stamps most often to compensate for the economic loss. In addition, families reported taking advantage of Pre-K 4 SA provided food and school supplies.

In spite of the reported economic stressors, parents/guardians also reported that, since the pandemic, they have spent even more time engaging in life skill, academic, and relationship-building activities with their children. Taken together, the results from the Year 7 evaluation suggest children and families are both benefiting, in academic and nonacademic ways, from participation at Pre-K 4 SA centers. Despite the global pandemic that is still ongoing, and the economic hardships that many are experiencing, Pre-K 4 SA families appear to be continuing to engage with their children in ways that go beyond academic support and report continuing to spend time with children building relationships with one another.



## Introduction

Discussions on the importance of early childhood education continue to dominate policy and funding arenas at the local, state, and national levels. While some evidence suggests the importance of investing in such experiences (Campbell, Ramey, Pungello, Sparling, & Miller-Johnson, 2002; Heckman, Moon, Pinto, Savelyev, & Yavitz, 2010; Reynolds, Temple, White, Ou, & Robertson, 2011; Rolnick & Grunewald, 2003), other evidence suggests initial results are not sustained (Hill, Gormley, & Adelstein, 2015; Pages, Lukes, Bailey, & Dunan, 2020). Some point to the key factor of high-quality early childhood experiences as a potential differentiator in effects. Coupled with the importance of high-quality experiences is the fact that children who need such early experiences are often those who do not receive them. Previous research indicated that minority children, children from low-income backgrounds, and children who are English language and dual-language learners are more often exposed to lower quality instruction and learning environments (Bassok & Galdo, 2016; Chien et al., 2010; Valentino, 2018). As the discussion continues across the country, it also continues here in San Antonio.

Over the past 7 years, San Antonio has opted to fund the Pre-K 4 SA program through a voter-approved 1/8 cent increase in local sales tax rates, which began in 2013. Pre-K 4 SA serves many children who are at risk for falling behind their peers and for lacking in kindergarten readiness, with the goal of increasing early childhood education quality and school readiness across the City of San Antonio. In addition to serving children in four centers across the city, Pre-K 4 SA provides professional development across San Antonio, as well as grants to local districts, parochial schools, and childcare centers.

The Early Childhood Education Municipal Development Corporation contracted with Westat, a large, employee-owned global research firm, to conduct an independent evaluation of the Pre-K 4 SA program. During the seventh year of Pre-K 4 SA (2019-20 school year), the global pandemic known as COVID-19 disrupted the educational lives of children and families. Due to this pandemic and the subsequent closure of physical schooling locations, the Year 7 evaluation shifted in a number of ways. First, Pre-K 4 SA center closures occurred just as classroom quality observations were set to begin; therefore, no classroom observations measuring teacher-child interaction quality were available this year. Second, spring GOLD scores were not able to be collected. As no GOLD scores were available for the spring time point, an analysis of growth in kindergarten readiness outcomes was not possible. Finally, the evaluation focus was shifted to the ways data and information could most benefit and inform Pre-K 4 SA as well as the city of San Antonio in relation to how the pandemic was affecting Pre-K 4 SA families and what ways Pre-K 4 SA was supporting families during the pandemic.

The purpose of the current report is to present Year 7 evaluation findings. Investigations included (1) information on child attendance until physical school closures in March 2020; (2) parent reports of perceptions, attitudes/beliefs, and engagement after participating in Pre-K 4 SA or in preparation for the 2020-21 school year; (3) parent reports of educational attainment, employment, and earnings as well as use of Pre-K 4 SA extended day services; and (4) parent reports of how COVID-19 impacted their families economically, their interactions with their children, their perceptions of children's kindergarten readiness, and use of Pre-K 4 SA support services and items during the pandemic.

## Research Questions

The Year 7 (2019-20) evaluation of Pre-K 4 SA addressed the following four main research questions:

1. What were the reported levels of child attendance during the pre-K year?
2. What are parent/guardian perceptions of Pre-K 4 SA as well as reported confidence and behavior changes since participating in Pre-K 4 SA?
  - a. Do parents/guardians have concerns about their child's academic, behavioral, and/or social readiness for kindergarten?
3. Are there differences in employment or earnings for families who take advantage of Pre-K 4 SA extended day services for children?
4. How has COVID-19 impacted Pre-K 4 SA children and families?
  - a. Are there parent/guardian behavior changes since COVID-19?
  - b. Have concerns about kindergarten readiness shifted?
  - c. Are there differences in Pre-K 4 SA household's financial status as reflected by employment and/or earnings changes?
  - d. Are there differences in employment or earnings for families who take advantage of Pre-K 4 SA extended day services for children after COVID-19?
  - e. What additional Pre-K 4 SA or government-provided support services and items have families used?
  - f. How helpful were the services and items used?

## Evaluation Sample and Methods

This section provides demographic characteristics for each analysis sample: (1) children served during the 2019-20 school year (Year 7) and (2) Pre-K 4 SA parents/guardians whose children attended any year of Pre-K 4 SA operation (2013/14 – 2020-21) who completed a survey at the end of the 2019-20 school year. Also presented is a brief discussion of methods used across research questions (for more information see Appendix A).





## Pre-K 4 SA Year 7 Sample

Data were provided for 2,005 children in Year 7. Pre-K 4 SA served slightly more girls (51.2%) than boys (48.8%). Of those more than 2,000 children, the majority represented three districts: (1) Northside Independent School District (ISD), (2) San Antonio ISD, and (3) North East ISD.<sup>1</sup> In addition, 18.8 percent of children paid tuition, and 6.5 percent received scholarships (all other children attended at no cost). Table 1 includes the percentage of children per represented school district.

**Table 1. Children who attended Pre-K 4 SA, by district**

District name	Number of children	Percentage of total children
Northside	588	29.3
San Antonio	296	14.8
North East	274	13.7
Edgewood	98	4.9
New Frontiers	64	3.2
East Central	66	3.3
Southwest	48	2.4
Harlandale	50	2.5
Southside	15	0.8
Tuition	376	18.8
Scholarship	130	6.5
<b>Total</b>	<b>2,005</b>	<b>100.0</b>

Note: Children counted by district attend the program at no cost. Percentages may not sum to 100 due to rounding.

**Table 2. Children who attended Pre-K 4 SA for free, by eligibility criteria**

Eligibility criteria	Number of children	Percentage of total eligible children
Economic disadvantaged	1,241	82.8
English language learner	282	18.8
Foster care/ Conservatorship	37	2.5
Homeless	0	0.0
Military	175	11.7
Eligible total	1,499	—

Note: The eligible total is not a sum because children could qualify in more than one category. The percentage of children who attended Pre-K 4 SA for free was 75 percent (n=1,499). Children were removed from eligibility criteria counts in this table if they were identified as scholarship or tuition children.

The average age of attending children on the first day of school (August 19, 2019) was 4.46 years.<sup>2</sup> The majority of Pre-K 4 SA children were Hispanic (73.9%), with the remaining children reported as Black (9.5%), White (8.1%), and other ethnicities (8.5%). Out of all children enrolled (tuition, scholarship, and free attending), 68.0 percent were considered economically disadvantaged. Of the children who attended for free, this number rose to 82.8 percent. It is important to note an additional 94.6 percent (n=123) of the 130 scholarship children also met income eligibility criteria (noted as economic disadvantage); however, they were not in an attendance zone of a partner school district. Table 2 includes the percentage of children, by eligibility, who attended Pre-K 4 SA at no cost.

<sup>1</sup> These same three districts were also the majority representation in Years 1–6 (2013–14 to 2018–19).

<sup>2</sup> This average includes all children in the sample regardless of start date.

## Parent/Guardian Survey Sample

More than 1,000 ( $n=1,053$ )<sup>3</sup> Pre-K 4 SA children's parents and/or guardians from the 2019-20 school year, all prior school years, or the upcoming 2020-21 school year completed at least one item of the 43-item survey.<sup>4</sup> Of the respondents, a little over half ( $n=555$ , 52.7%) had a child who attended in 2019-20; almost a third ( $n=335$ , 31.8%) had a child who attended prior to 2019-20; and almost a third ( $n=308$ , 29.3%) had a child who was enrolled to attend in 2020-21.<sup>5</sup> These percentages included 171 (16.2%) respondents who reported having multiple children attend Pre-K 4 SA. When considering the mode of survey administration, respondents could complete the survey on a mobile device or desktop.<sup>6</sup> Most respondents completed the survey on a mobile device ( $n=812$ , 84.8%) and a little over 15 percent ( $n=145$ , 15.2%) completed on a desktop. The majority of respondents were mothers (90.8%).<sup>7</sup> Survey respondents had a range of educational attainment, with almost half (47.8%) indicating they had at least an associate's degree. Survey respondents largely reported speaking English as the primary language at home (79.5%), with a little over 32 percent (32.6%) of those speaking at least one other language in the home.



Of the 529 respondents who completed the extended day item, 268 (50.7%) indicated their children received extended day services. There were differences based on respondents who did and did not use extended day services for their relationship to child and primary language spoken in the home.<sup>8</sup> There was a higher proportion of mothers whose child received extended day services (93.3%) compared to mothers whose child did not receive extended day services (86.0%;  $t(387.85) = -2.47$ ,  $p = .01$ ). There was a higher proportion of children who received extended day services and English was the primary language spoken in the home (83.3%) compared to children who did not receive extended day services and English was the primary language spoken in the home (75.0%;  $t(411.73) = -2.09$ ,  $p = .04$ ).

<sup>3</sup> This includes 1,040 unique respondents completing survey items on 1,053 Pre-K 4 SA children as 13 respondents completed items for multiple 2019-20 Pre-K 4 SA children.

<sup>4</sup> There are two main reasons parents/guardians could have completed a shorter or longer survey. First, if parents/guardians did not have a child who attended during the 2019-20 school year they would have filled out at most a 30-item survey as a section of items were specific to children who had attended during the past school year. Second, if parents/guardians had two children who attended during the 2019-20 school year, they would have filled out at most a 56-item survey due to answering certain questions separately for each child.

<sup>5</sup> As respondents may have multiple children who attended Pre-K 4 SA, these categories are not mutually exclusive and will not sum to 100 percent.

<sup>6</sup> It was not possible to determine the mode of administration for 96 (9.1% of total responses) respondents due to missing information. Mode of administration was determined through large (i.e., desktop) and small (i.e., mobile) browser size.

<sup>7</sup> Descriptive data on survey respondents are reflective of the total number of valid responses to the respective item; not all survey respondents answered all items.

<sup>8</sup> The relationship to child was a comparison between mother and nonmother, because a majority of respondents indicated they were the mother of the Pre-K 4 SA child. The language comparison was between English and any language other than English, because a majority of the sample indicated they spoke English in the home.

<sup>9</sup> Results from Levene's test of homogeneity of variances showed equal variances could not be assumed; therefore, the adjusted Satterthwaite t-test was conducted.

<sup>10</sup> Results from Levene's test of homogeneity of variances showed equal variances could not be assumed; therefore, the adjusted Satterthwaite t-test was conducted.

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## Methods

To address the first research question about attendance, data collected by Pre-K 4 SA were submitted to Westat and descriptively analyzed. To address the remaining research questions concerning parent/guardian survey responses, Westat descriptively and inferentially analyzed data collected from an electronic survey conducted at the end of the 2019-20 school year. This survey data included parent/guardian responses on questions on family behaviors, perceptions of Pre-K 4 SA, perceptions of child kindergarten readiness, use of extended day services, ways in which COVID-19 has impacted family life, work, behaviors, interactions and perceptions of kindergarten readiness, and questions about Pre-K 4 SA provided services during the pandemic.

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## Evaluation Results

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### Child Attendance in Pre-K 4 SA

Children began attending Pre-K 4 SA at different times. The majority of children (91.2%) began at the start of the academic year (August 19, 2019). The last date a child began attending Pre-K 4 SA was March 6, 2020.<sup>11</sup> Previous years of evaluation reports have indicated later dates of last attendance entry dates. This is because a full school year has always been previously considered. However, due to Pre-K 4 SA center closures in March, all attendance data is truncated to the timeframe centers were open. Because of the varied dates children began with Pre-K 4 SA, some children had the opportunity to attend more days than other children. In fact, the range of possible membership days was 1-125, with an average of 117 days. It is important to note the range of membership days and the average number of days are considerably less than previous

years; this again is due to Pre-K 4 SA center closures in March as a result of COVID-19. Average percentage attendance across all children was 91.0 percent. When considering children who attended Pre-K 4 SA through the year (i.e., did not withdraw), the average number of membership days rose to 122 and the attendance percentage increased to 92.2 percent.

Over the course of the year, 165 children (8.2%) withdrew from Pre-K 4 SA. The earliest withdrawal occurred on August 20, 2019, and the latest on March 6, 2020.<sup>12</sup> Approximately 60 percent (61.8%;  $n=102$ ) of the withdrawals occurred before the end of December. We found no significant differences between children who did and did not withdraw in terms of gender ( $t(2,003) = 0.23, p = .82$ ) or race/ethnicity ( $F(6, 1998) = 1.73, p = .11$ ). Children identified as economically disadvantaged were more likely (9.6%) to withdraw from Pre-K 4 SA than nondisadvantaged children (5.3%;  $t(2003) = -3.27, p < .01$ ). We also found one difference with respect to eligibility to attend Pre-K 4 SA for free, on scholarship, or by paying tuition ( $F(2, 318.34) = 9.11, p < .01$ ).<sup>13</sup> Children identified as attending on tuition were less likely (4.0%) to withdraw from Pre-K 4 SA than children attending for free (9.0%) or on scholarship (11.5%).

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### Parent/Guardian Survey

At the end of the 2019-20 school year, Pre-K 4 SA parents/guardians from the 2019-20 school year, prior school years, and the upcoming 2020-21 school year were asked to complete an online survey about themselves, their families, and their perceptions about Pre-K 4 SA. They were asked to report on their satisfaction with their Pre-K 4 SA experience, changes in their confidence and behaviors related to supporting their young children, the upcoming kindergarten year, and how the COVID-19 pandemic has impacted their family.

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<sup>11</sup> Although some children did not begin attendance at Pre-K 4 SA until late winter, more than 98 percent of all children were in attendance by the end of the 2019 calendar year.

<sup>12</sup> A very small proportion of children ( $n=15, 0.7\%$ ) did have withdraw dates after March 6, 2020 but were not included in this count as children were no longer attending in centers and our attendance analysis stopped at the closure date.

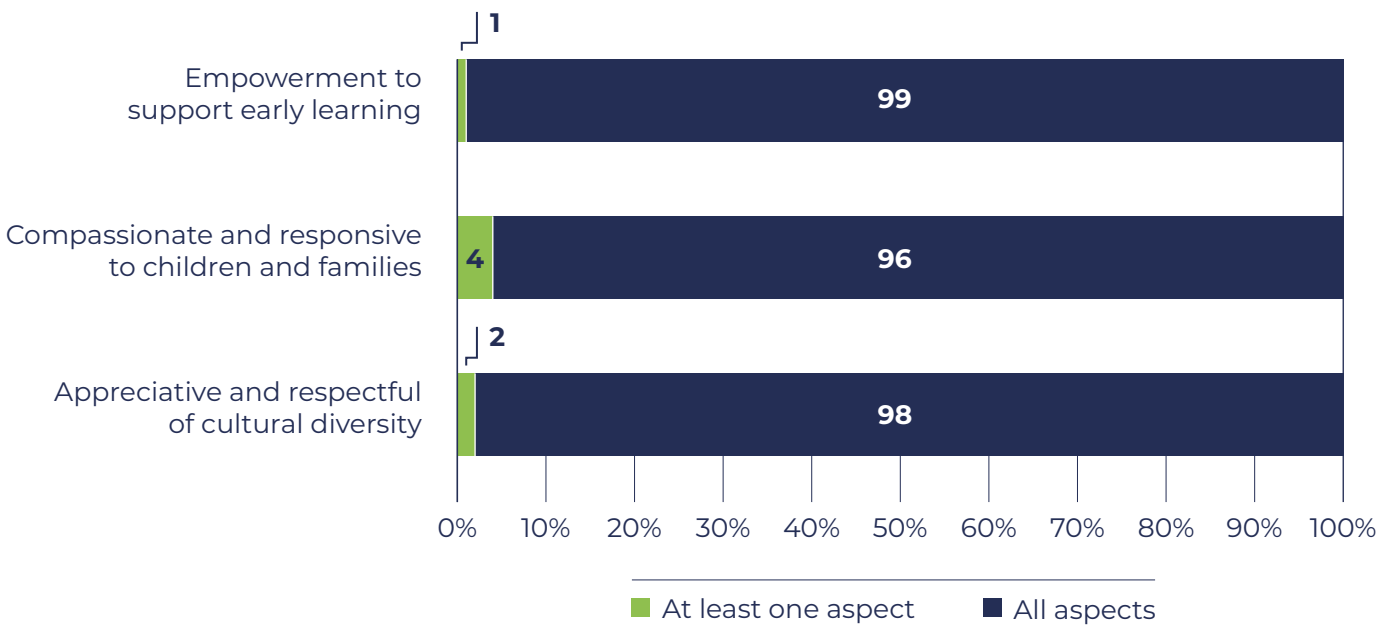
<sup>13</sup> Results from Levene's test of homogeneity of variances showed equal variances could not be assumed; therefore, a Welch's analysis of variance (ANOVA) was conducted.

# Parent/Guardian Satisfaction with Pre-K 4 SA

Parents/guardians were asked to report on their experience with Pre-K 4 SA teachers, staff, and centers. Across the satisfaction items, three broad categories were addressed: (1) Empowerment to support early learning, (2) Responsiveness of Pre-K 4 SA, and (3) Appreciation of cultural diversity. A total score was computed within each category<sup>14</sup> to indicate in how many aspects parents/guardians were satisfied (see Appendix A for additional detail). The majority of parents/guardians were satisfied in all aspects within each category as seen in Figure 1. For example, 99 percent of parents/guardians were satisfied with all four aspects of “Empowerment to support early learning.” A sample comment offered by a survey respondent illustrates these findings with an example of empowerment:

*“The teachers and staff of the South center not only taught both my beautiful children [CHILD] but they taught me too. They gave me skills, resources, encouragement, and support to break cycles that have been in my family for decades....My children are better because they attended prek4sa south and all because of the educators who cared for them, knew what they needed, and helped them develop it in themselves and showed me how to support them through that development as a mom.”*

Figure 1. Parent/guardian satisfaction with Pre-K 4 SA, by category



<sup>14</sup> There was a total of four items for each category. Item level descriptives are provided in Appendix B.

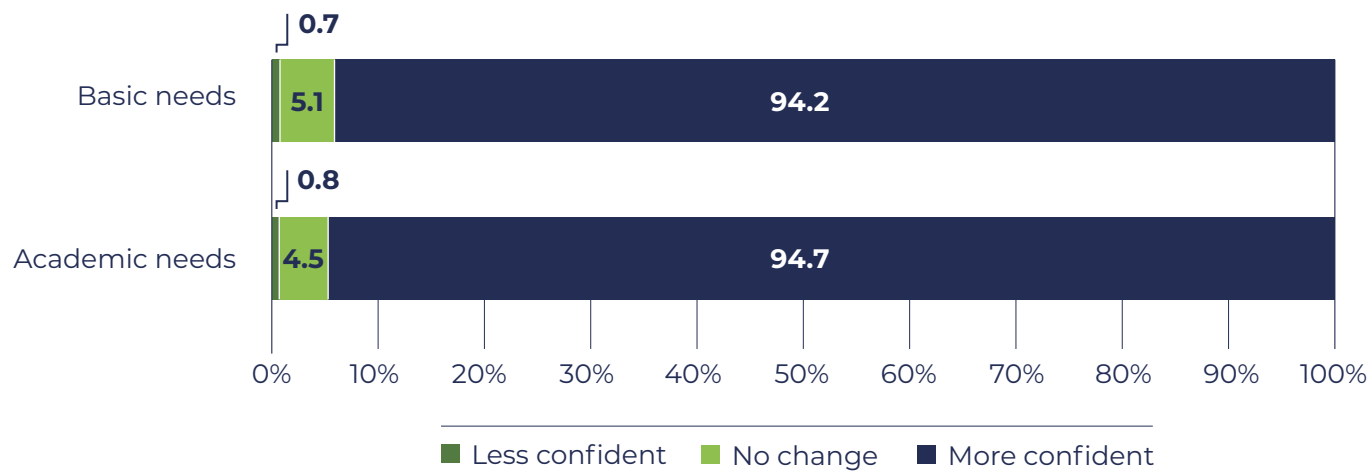


### Parent/Guardian Reported Change in Confidence

As part of the survey, parents/guardians were asked to indicate how confident they felt in their ability to support their children’s “Basic needs” as well as “Academic needs”, compared to the beginning of the year (before Pre-K 4 SA). For each type of need, a total score<sup>15</sup> was computed to indicate, overall, if parents/guardians were less confident, no change (the same), or more confident since



Figure 2. Parent/guardian confidence in supporting children’s needs, by type



participating with Pre-K 4 SA (see Appendix A for additional detail). The percentage of parents/guardians within each category (less, no change, and more) was computed and is displayed in Figure 2. The majority of parents/guardians responded they were more confident in their ability to support both their children’s “Basic needs” and “Academic needs” since beginning with Pre-K 4 SA (94.2% for Basic and 94.7% for Academic).

### Parent/Guardian Reported Change in Behavior

Parents/guardians were asked, as part of the survey, to indicate how often they engaged in a number of activities with their children (before COVID-19 began) compared to the beginning of the year (before Pre-K 4 SA). There were three broad categories of activities: (1) Life skills, (2) Academic, and (3) Relationship-building. For each type of activity, a total score <sup>16</sup> was computed

<sup>15</sup> There was a total of three items for “Basic needs” and four items for “Academic needs.” Item-level descriptives are provided in Appendix B.

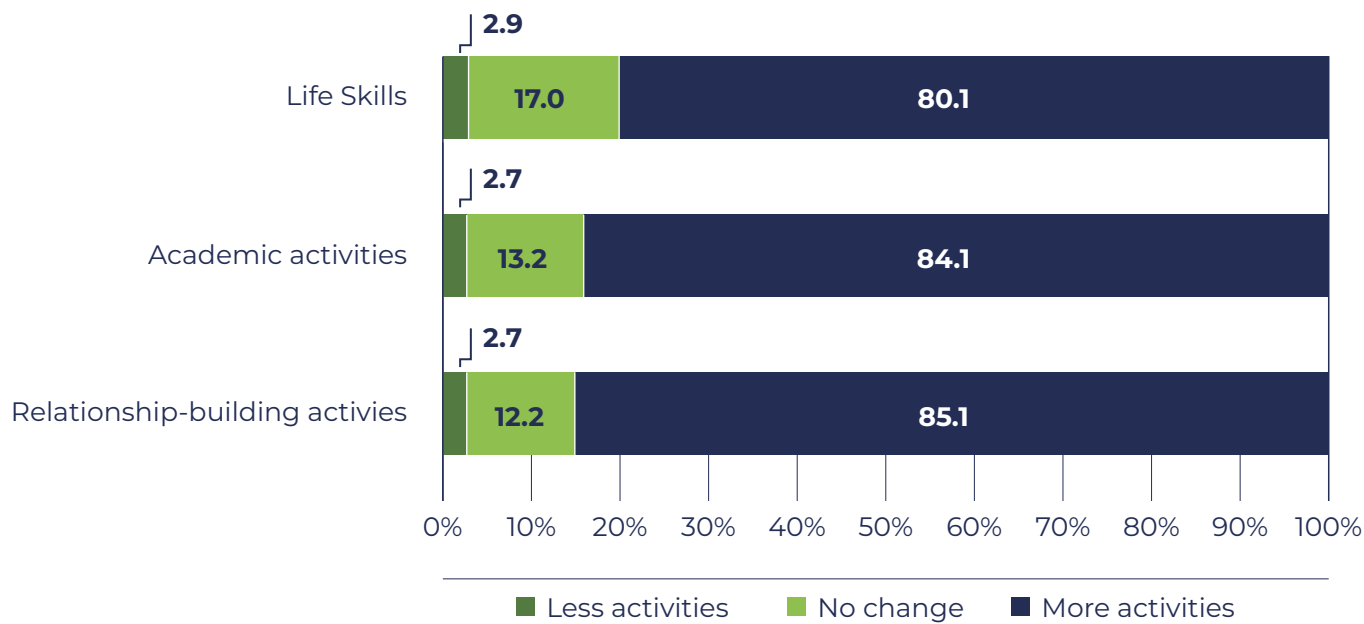
<sup>16</sup> There was a total of three items for “Life skills”, four items for “Academic activities”, and six items for “Relationship-building activities.” Item-level descriptives are provided in Appendix B.

to indicate if overall parents/guardians were engaging in less activities, no change (the same amount of activities), and more activities (see Appendix A for additional detail). The percentage of parents/guardians within each category (less activities, no change, and more activities) was computed and is displayed in Figure 3. Similar to the results for increases in confidence, the majority of respondents indicated increases in their engagement, with their children, in a range of “Life skills”, “Academic activities”, and “Relationship-building activities” (see Figure 3). For example, approximately 85 percent of respondents indicated they spent more time on “Relationship-building activities” with their children after participating in Pre-K 4 SA.

### Parent/Guardian Perceptions of Kindergarten Readiness

As part of the survey, parents/guardians were also asked about their perceptions of their child’s readiness for kindergarten and what concerns, if any, they had for their child. Eighty-six percent of parents/guardians who responded to the question (n=389)<sup>17</sup> indicated they had no concerns about their child’s readiness before COVID-19. The remaining 62 responses<sup>18</sup> indicated concerned about academic readiness (4.2%), behavioral readiness (2.4%), and social readiness (2.0%). An additional 4.0 percent of the respondents identified two of the three concern areas, and 1.1 percent indicated concern in all three areas. Compared to survey results from the previous year, it appears more parents/guardians have concerns about kindergarten readiness; this

**Figure 3. Parent/guardian engagement in activities, by type**

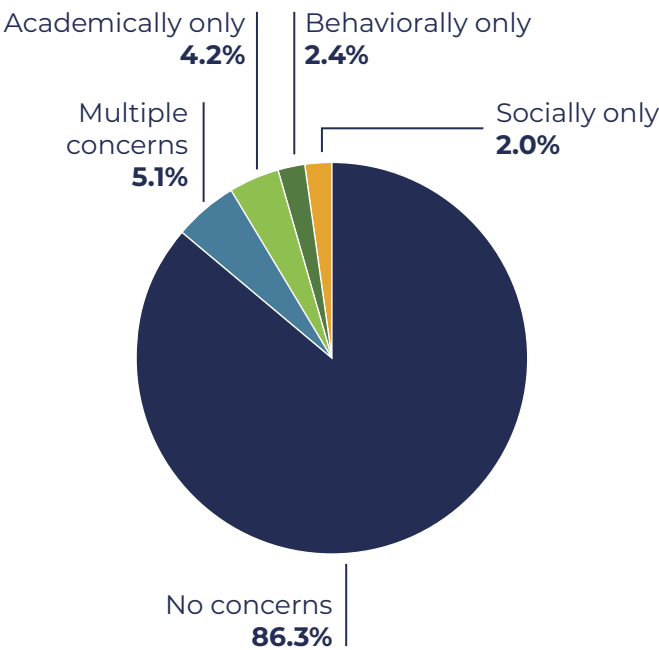


<sup>17</sup> Out of the 555 survey responses, 81.3 percent (n=451) included a response to these questions.

<sup>18</sup> Five of the 62 respondents with concerns did not specify if their concerns occurred before or after COVID-19. Therefore, we took a conservative approach and included them assuming their concerns were present before COVID-19.

reflects changes that align with the pandemic and is further discussed in the evaluation results related to COVID-19 later in this report. Figure 4 displays parent/guardian perceptions of kindergarten readiness.

**Figure 4. Parent/guardian perceptions of kindergarten readiness before COVID-19**



### Extended Day Results

The spring parent/guardian survey asked questions about the potential benefits of utilizing extended day services for families. Of the 529 respondents who completed the item, 268 (50.7%) indicated their children received extended day services. Among these parents/guardians, 86.9 percent (n=233) reported they or another caregiver did so to work full-time jobs, longer shifts/more hours, or a second or third job.<sup>19</sup>

Evaluation results indicate two statistically significant results between respondents who used and did not use extended day services based on respondent's total weekly hours

**Families using extended day services reported working, on average, almost 5 more hours and earn on average \$260 more per week than families that do not use extended day services.**

worked for pay and total household weekly earnings. A statistically significant difference was found for the number of hours respondents were working prior to COVID-19 ( $t = 3.50$ ;  $p < .001$ ). Specifically, respondents using extended day services reported working, on average, almost 5 (4.7) more hours per week than respondents who did not take advantage of such services. It is interesting that this difference falls between the thresholds for full-time versus part-time hours, which may also have implications for the availability of full-time fringe benefits such as health insurance and vacation. Effect size calculations showed this to be a small effect ( $g = 0.42$ ).

A quote illustrating this finding is shown here:

*"I really value having the opportunity for my boys to have access to the early development and preparation of Pre-K4SA. It gives me comfort in knowing they are getting the additional time for knowledge and group and life mobility skills. The assistance they provide with extended day is also a blessing. I hope many more are able and choose to give their children the same opportunity."*

Additionally, a statistically significant difference was found with respect to household income ( $t = 2.88$ ;  $p = .004$ ). Specifically, respondents who indicated they used extended day services reported total weekly household earnings that were, on average, almost \$260 (\$259.75) higher

<sup>19</sup> This group included 230 respondents who said they worked longer shifts/more hours and 3 who said they had a second or third job.

than those of respondents who did not use extended day services. Effect size calculations showed this to be a small effect ( $g = 0.31$ ). Taken together, these findings suggest families who take advantage of Pre-K 4 SA extended day services work longer hours and report higher earnings compared to families who do not take advantage of the extended day services Pre-K 4 SA offers.

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## COVID-19 Results

In the spring of the 2019-20 school year, all educational experiences including those at Pre-K 4 SA came to a halt and then quickly transformed to a new way of learning in the face of the COVID-19 pandemic. As the pandemic and the closure of Pre-K 4 SA centers impacted the evaluation, new questions were introduced to understand how Pre-K 4 SA families were being impacted and how this pandemic was changing the way they interacted as a family, concerns about starting kindergarten in the fall, and their financial status. To that end, several questions already described above, were asked again in regard to the pandemic and how things have changed for families since the pandemic began. Those findings are reported next.

**Since COVID-19 75 percent of families indicated they spend more time engaging in relationship-building activities with their children than they did prior to the pandemic and 70 percent indicated spending more time in academic activities.**

## Parent/Guardian Reported Change in Behavior

Parents/guardians were asked, as part of the survey, to indicate how often they engaged in a number of activities with their children since COVID-19 began.<sup>20</sup> There were three broad categories of activities: (1) Life skills, (2) Academic, and (3) Relationship-building. It is important to note that different parents/guardians responded to this item as compared to a similar item in the prior section. While items in the prior section were only completed by parents/guardians of children who attended during the 2019-20 school year, these items were completed by all parents/guardians who completed the survey and had children attend during any year Pre-K 4 SA has been in operation (including those families who were already enrolled for the 2020-21 school year). Therefore, these findings should not be compared to those from the prior section.

For each type of activity, a total score<sup>21</sup> was computed to indicate if overall parents/guardians were engaging in less activities, no change (the same amount of activities), and more activities (see Appendix A for additional detail). The percentage of parents/guardians within the three categories (less activities, no change, and more activities) was computed and is displayed in Figure 5. The majority of respondents indicated increases in their engagement in a range of “Life skills”, “Academic activities”, and “Relationship-building activities” with their children. The majority of respondents indicated engaging in more activities regardless of activity type (see Figure 5). For example, more than 75 percent of respondents indicated they now spend more time engaging in “Relationship-building activities” with their children than they did prior to the pandemic and nearly 70 percent indicated spending more time in “Academic activities” with their children. As

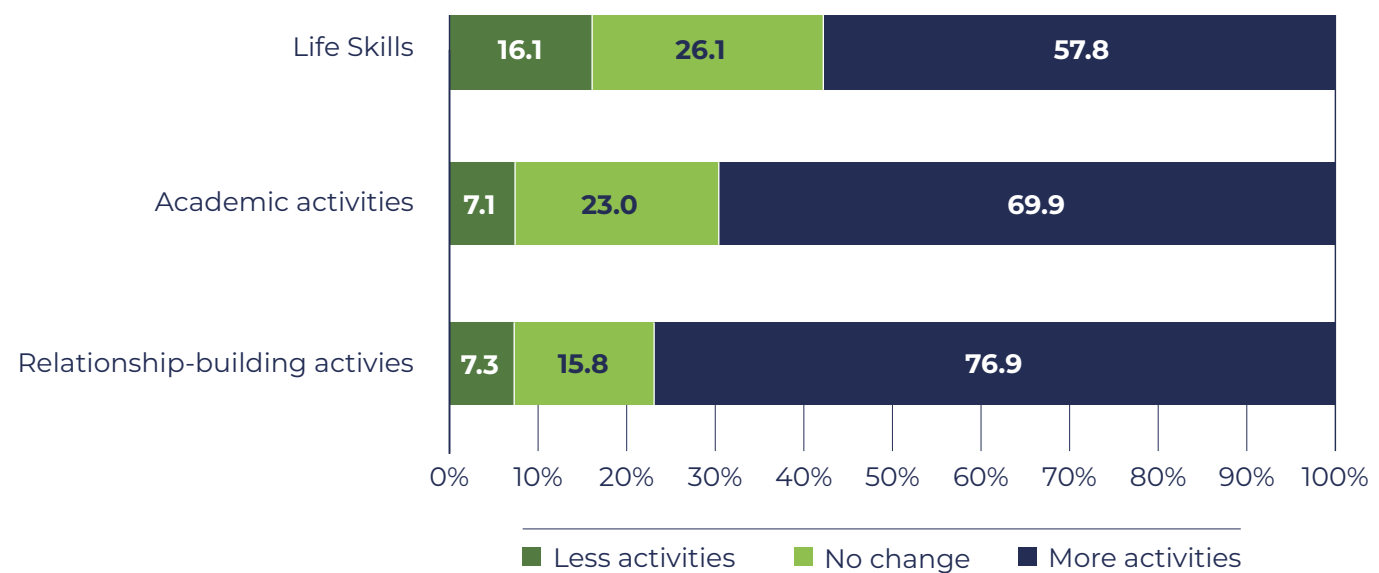
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<sup>20</sup> Impacts of COVID-19 began in March and were captured through the beginning of July when the survey closed.

<sup>21</sup> There was a total of three items for “Life skills”, four items for “Academic activities”, and six items for “Relationship-building activities.” Item-level descriptives are provided in Appendix B.



Figure 5. Parent/guardian engagement in activities, by type, since COVID-19



COVID-19 has likely required respondents to shift priorities, work from home, and juggle multiple responsibilities simultaneously, these results are encouraging. Even with competing priorities and likely limited available quality time to spend with children, in the presence of COVID-19 the majority of respondents are engaging in more activities with their children.

Parent/Guardian Perceptions of Kindergarten Readiness

As part of the survey, parents/guardians were also asked about their perceptions of their child's readiness for kindergarten and what concerns, if any, they had for their child since COVID-19 in order to ascertain if concerns became present as result of the pandemic. Roughly two-thirds (66.5%) of parents/guardians who responded to the question (n=300)<sup>22</sup> indicated they had no concerns about their child's readiness since COVID-19. The remaining 151 responses<sup>23</sup>

indicated concerns about academic readiness (12.9%), behavioral readiness (6.7%), and social readiness (4.9%). An additional 7.1 percent of the respondents identified two of the three concern areas, and the remaining 2 percent indicated concern in all three areas. Figure 6 displays parent/guardian perceptions of kindergarten readiness since COVID-19. Compared to the survey results from before COVID-19, it appears more parents/guardians have concerns about kindergarten readiness. Together, these results suggests that concerns about children's readiness for kindergarten have increased since the pandemic and the interruption of the pre-kindergarten year in two ways; increased concern as well as the introduction of concern for readiness that was not present prior to the pandemic. An example comment offered by a survey respondent illustrates their belief in their child's readiness for kindergarten:

<sup>22</sup> Out of the 555 survey responses, 81.3 percent (n=451) included a response to these questions.  
<sup>23</sup> Five of the 151 respondents with concerns but did not specify if their concerns occurred before or after COVID-19. Therefore, we took a conservative approach and included them assuming their concerns were present before COVID-19.

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*“My child thrived in Pre K 4 SA, her teachers did a wonderful job identifying triggers of separation anxiety and successfully implemented strategies to help lessen the onset. My child is much more open to social and learning environments and having parents leave for work.”*

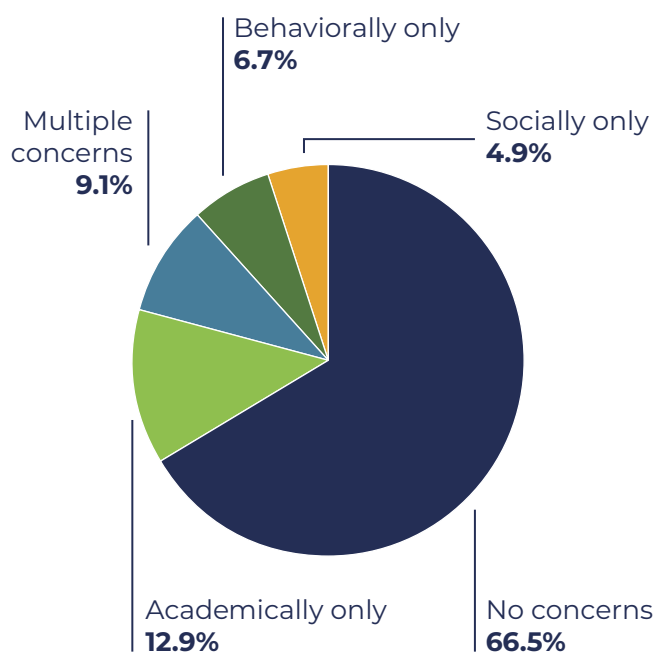
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## Household Financial Status

Parents/guardians were asked if they were an essential employee and how their job situation, weekly hours worked for pay, weekly household earnings, and benefits/assistance received changed as a result of COVID-19. In order to get an inclusive picture of households and families these items were asked in reference

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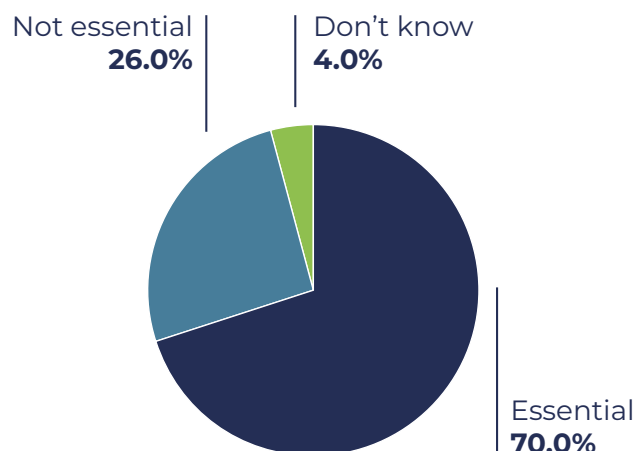
**Figure 6. Parent/guardian perceptions of kindergarten readiness since COVID-19**



to the respondent and for another caregiver in the household, if one was present. As displayed in Figures 7 and 8 the majority of respondents (n=371, 70.0%) and caregivers (n=218, 66.5%) are essential employees.

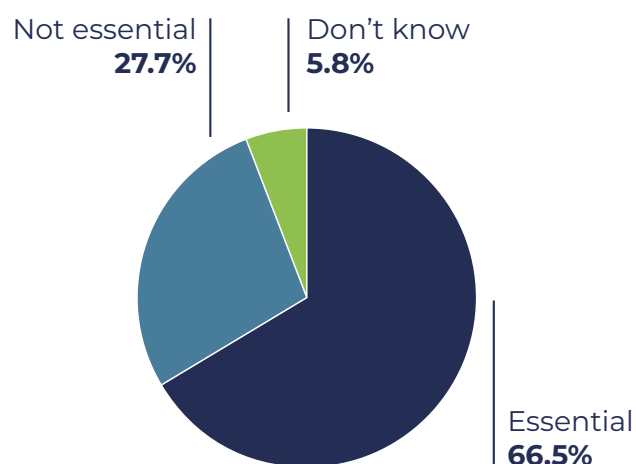
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**Figure 7. Essential employee status for respondents caregivers**




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**Figure 8. Essential employee status for other caregivers**



Next, Westat categorized how COVID-19 has influenced families financially. There were four possible categories—Negative, No change, Positive, and Tradeoff—depending on how COVID-19 has influenced the job situations of the respondents and other caregiver (see Appendix A for additional information). As displayed in Table 3, the majority of respondents reported situations falling predominately in two of the four possible categories: (1) No change (n=433, 51.4%) and (2) Negative change (n=393, 46.7%).

**Table 3. Household financial status as a result of COVID-19**

Status	Number of household	Percentage of total eligible children
Negative	393	46.7
No change	433	51.4
Positive	10	1.2
Tradeoff	6	0.7
Total number of eligible households	842	—

Note: The eligible total reflects the number of households in which there was information on the respondent, other caregiver, or both.

When considering respondents and caregivers total weekly hours worked for pay and total weekly household earnings before and since COVID-19, we found several statistically significant results. A statistically significant difference was found for the number of hours respondents ( $t = -5.69, p < 0.001$ ) and other caregivers ( $t = -4.83, p < 0.001$ ) worked before and since COVID-19. Respondents and other caregivers each worked, on average, almost 3 (2.8) hours less per week since COVID-19 compared to before the pandemic. Effect size calculations showed this to be a small effect ( $g = 0.26$  for respondents and  $0.27$  caregivers). A significant difference was also found for

**Since COVID-19 almost half of Pre-K 4 SA families have a negative change in their household financial status.**

weekly household earnings ( $t = -9.45, p < 0.001$ ). Respondents reported, on average, a decrease of almost \$200 (\$170.17) a week since COVID-19. Effect size calculations showed this to be a small effect ( $g = 0.37$ ).

In addition, a significant difference was found for weekly household earnings when investigating households that reported negative economic consequences such as a job loss, furlough, or hours reductions as a result of COVID-19 ( $t = -10.17, p < 0.001$ ). Respondents reporting these types of negative economic consequences reported, on average, a decrease of almost \$350 (\$343.58) a week since COVID-19; about twice as much in comparison to the overall finding. Effect size calculations showed this to be a medium effect ( $g = 0.57$ ). Taken together, these findings suggest that Pre-K 4 SA households have received significantly less income since COVID-19 in comparison to before the pandemic.

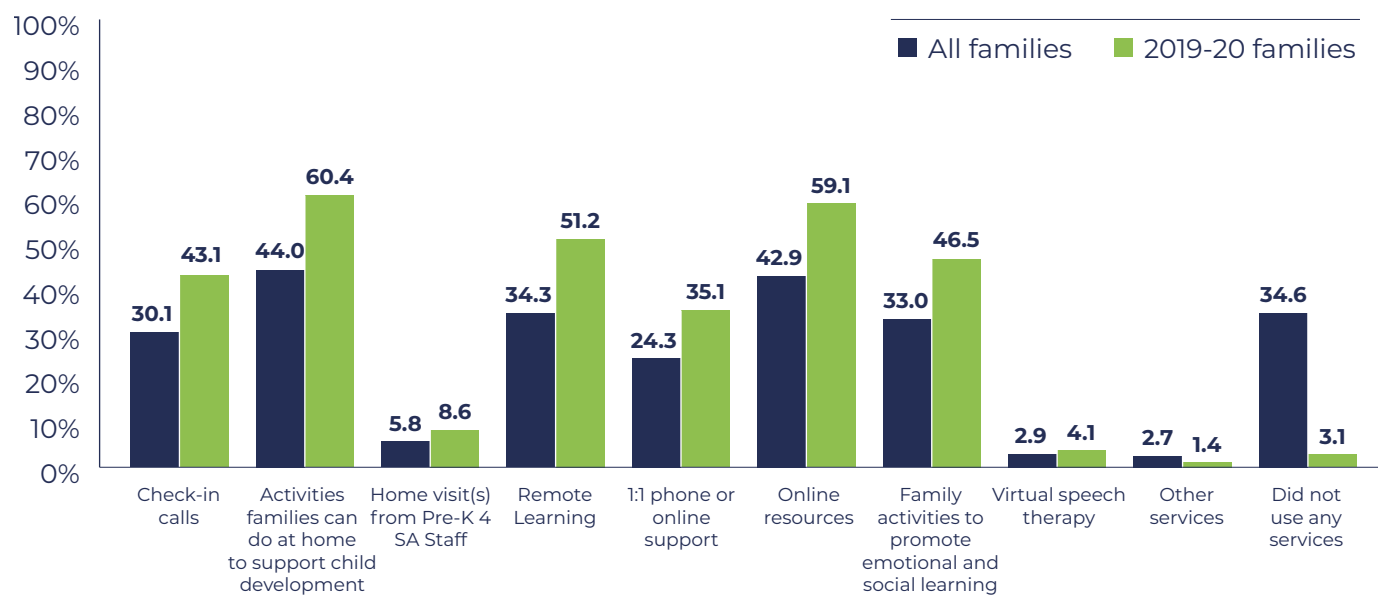
**Since COVID-19 Pre-K 4 SA families are working less hours and earning almost \$200 less per week.**

### Extended Day Results

We found two statistically significant results between respondents<sup>24</sup> who used and did not use extended day services based on respondent's total weekly hours worked for pay and total household weekly earnings since COVID-19. A statistically significant difference was found for the number of hours respondents were working since COVID-19 ( $t = 3.29; p < .001$ ). Respondents who said they used extended day

<sup>24</sup> We also examined whether the other caregiver's total weekly hours worked for pay since COVID-19 were different based on whether or not they used extended day services. No significant difference was found.

Figure 9. Pre-K 4 SA services used



**Since COVID-19 Pre-K 4 SA families who participated in extended day still report more working hours and higher earnings compared to families who did not use extended day services.**

services reported working, on average, a little over 5 (5.2) additional hours since COVID-19 than respondents who did not take advantage of such services. Effect size calculations showed this to be a small effect ( $g = 0.45$ ). Additionally, statistically significant differences were found with respect to household income since COVID-19 ( $t = 2.91$ ;  $p = .004$ ). Respondents who indicated they used extended day services reported total weekly household earnings that were, on average, almost \$250 (\$246.65) higher since COVID-19 than those of respondents who did use extended day services. It is interesting that this difference falls between the thresholds for full-time versus part-time hours, which may also have implications for the availability of full-time fringe benefits such as health insurance and vacation. Effect size calculations showed this to be a small

effect ( $g = 0.32$ ). Taken together, these statistically significant findings suggest that families who participated in extended day still report more working hours and higher earnings compared to families who did not use extended day services, even after COVID-19.

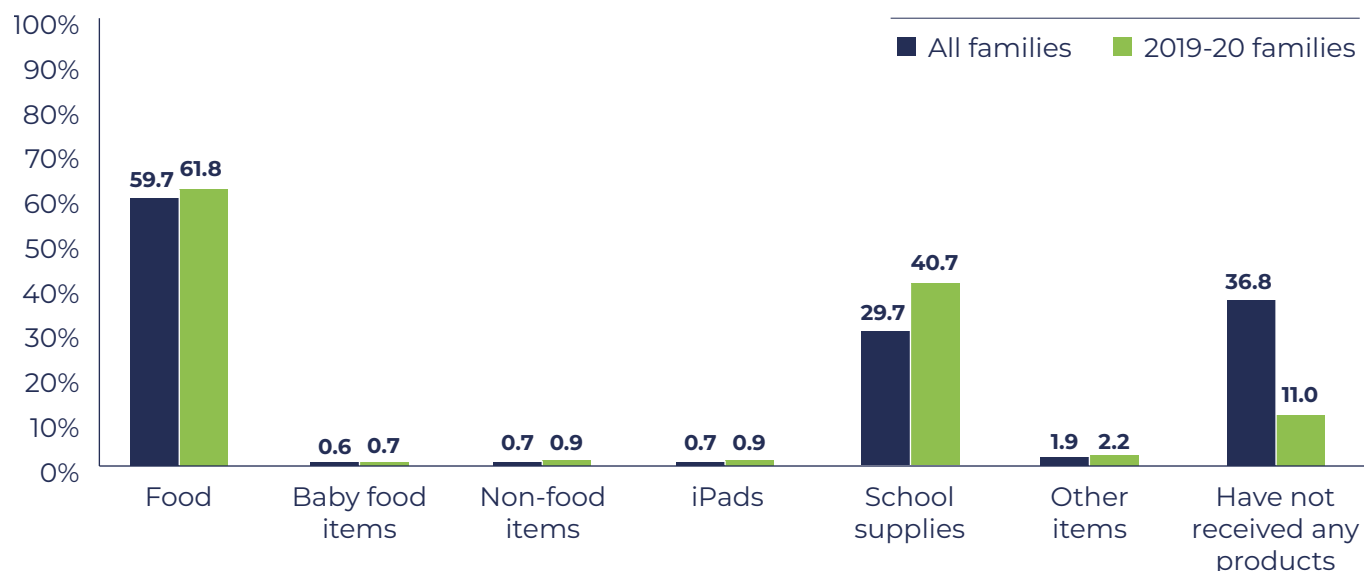
**Pre-K 4 SA and Government-Provided Support Services and Items**

Additionally, respondents were asked at what point in time, if any, they received Pre-K 4 SA provided services and items and government funded supports services and benefits. For the Pre-K 4 SA services and items, respondents indicated which they had received since mid-March when the centers closed and rated the helpfulness of services. The percentage of respondents using Pre-K 4 SA service(s)

**Of the provided Pre-K 4 SA services and items, families most often reported using online resources, activities to support child development, and taking advantage of food distribution and school supplies.**



**Figure 10. Pre-K 4 SA items used**



is provided in Figure 9 (see Appendix A for additional details). The majority (65.5%) of respondents used at least one service while 34.5 percent did not use any services. When considering 2019-20 respondents, almost all (96.9%) used at least one service while 3.1 percent did not use any services. The two services used the most were “Activities families can do at home to support child development” and “Online resources.” The other category included services such as “Help with 2020-21 enrollment” and “Remind App communication.” Overall respondents rated these services as “A little helpful” or “Very helpful” ranging from 91.7 percent to 100 percent.<sup>25</sup>

Additionally, respondents indicated which item(s) they or their child received from Pre-K 4 SA since mid-March when the centers closed. The percentage of respondents using Pre-K 4 SA item(s) is provided in Figure 10 (see Appendix A for additional details). The majority (63.2%) of respondents received at least one item while 36.8 percent did not receive any items. When considering 2019-20 respondents, the vast

**Of the government funded supports, Pre-K 4 SA families most often reported taking advantage of food stamps and unemployment benefits.**

majority (89.0%) received at least one item while 11.0 percent did not receive any items. The two items received the most were “Food” and “School supplies.” The other category included items such as “Arts and crafts” and “Books.” Overall respondents rated these services as “A little helpful” or “Very helpful” ranging from 80.0 percent to 100.0 percent helpful.<sup>26</sup>

For the federally funded supports there were four possible timeframes in which respondents could have received these supports: (1) Before the 2019-20 school year, (2) During the 2019-20 school year before COVID-19, (3) Since COVID-19, or (4) Never. As respondents did not have to respond to all benefits, the sample size varied across benefits.<sup>27</sup> A graphical representation of the descriptive results is displayed in Figure 11. Across all

<sup>25</sup> “Very helpful” ratings ranged from 78.4 percent-92.0 percent (see Appendix A for additional details).

<sup>26</sup> “Very helpful” ratings ranged from 75.0 percent-100.0 percent (see Appendix A for additional details).

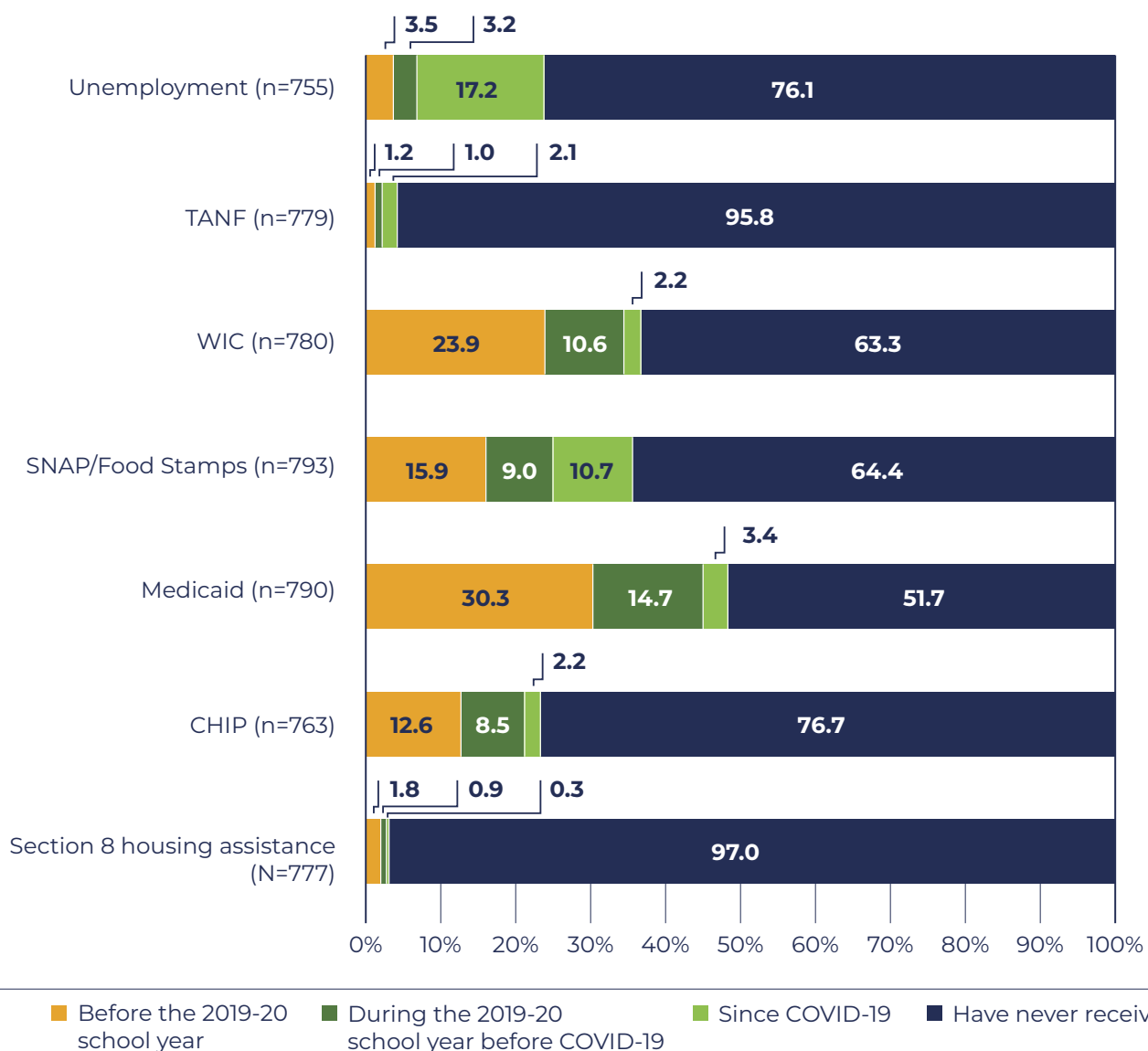
<sup>27</sup> Descriptive data on survey respondents are reflective of the total number of valid responses to the respective item.

benefits, the majority of families reported “Never” receiving benefits, which ranges from 51.7 percent for Medicaid to 97.0 percent for Section 8 housing assistance. Specifically, as a result of COVID-19, the two benefits families report using the most are unemployment and food stamps from the Supplemental Nutrition Assistance Program (SNAP), which is not surprising given the unemployment rate in San Antonio was more than double the rate from the same time last year (Lingle, 2020).

A quote illustrating this finding is shown here:

*“Pre-K 4 SA has done a wonderful job in providing adequate information for assistance with food, I commend the organization for their dedication to the community. There is nothing more that our family needs at this time, thank you.”*

**Figure 11. Government-provided benefits families received, by type**



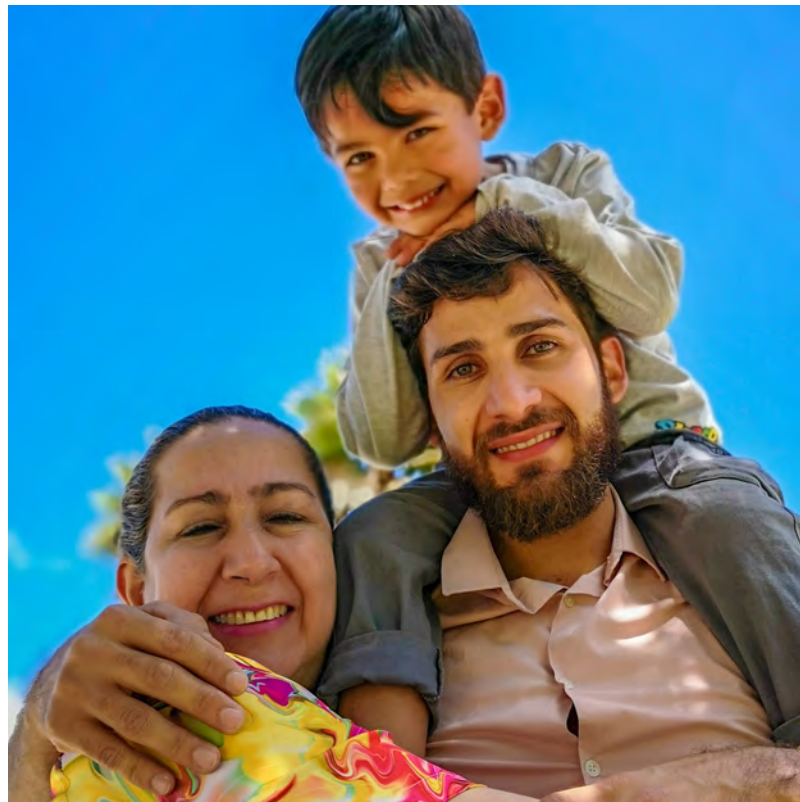
Note: TANF = Temporary Assistance for Needy Families; WIC = Women, Infants, and Children; SNAP = Supplemental Nutrition Assistance Program; and CHIP = Child Health Insurance Program.

## Summary and Discussion

Overall, results from the Year 7 evaluation indicate Pre-K 4 SA has provided services to more than 2,000 predominantly low-income children from across San Antonio. The characteristics of those children were similar to those from previous years, as was the children's attendance in the program.

As Year 7 of Pre-K 4 SA implementation was interrupted by COVID-19, the evaluation shifted away from classroom observations and kindergarten readiness scores that were no longer available, to a more in-depth survey of families to understand how they were being affected by COVID-19. Additionally, the parent/guardian survey was extended to all Pre-K 4 SA families, not just those from the 2019-20 school year.

Survey results showed 2019-20 parents/guardians reported positive perceptions of Pre-K 4 SA, as well as growth in their confidence to support their children's needs and transition to kindergarten. When parents/guardians were asked if they had changed their behavior after participating in Pre-K 4 SA, they indicated they spent more time engaging in "Life skills", "Academic activities", and "Relationship-building activities" with their children. These findings suggest that parents/guardians are also gaining knowledge, skills, and confidence in engaging with their children after participating in Pre-K 4 SA in a myriad of ways, not just centered on academics. The majority of these parents/guardians also reported no concerns about their child's readiness for kindergarten and the parents/guardians who reported taking advantage of the extended day services also reported earning more weekly household income (nearly \$260 before COVID-19 and nearly \$250 since COVID-19).



We then explored similar questions for the larger population of Pre-K 4 SA families by asking all Pre-K 4 SA families from the initial 2013-14 school year up to those families who had already enrolled for the coming 2020-21 school year with Pre-K 4 SA to understand the implications more broadly of COVID-19 on Pre-K 4 SA families. Survey results showed that despite mounting stress, pressures, and demands for parent/guardian time, more than 75 percent of responding Pre-K 4 SA families indicated they now spend more time engaging in "Relationship-building activities" with their children than they did prior to the pandemic and nearly 70 percent indicated spending more time in "Academic activities" with their children; however, parents/guardians are also reporting more concern for children's readiness to attend kindergarten since the pandemic.

It is also important to understand the economic pressures that Pre-K 4 SA families are reporting as a result of COVID-19. The majority of respondent families indicated one or more caregivers in the home are considered essential workers; however, those jobs were not guaranteed. In fact, more than 45 percent of responding families indicated a negative economic consequence to their family, as a result of COVID-19 through job loss, furlough, or reduced hours. When this negatively impacted group of Pre-K 4 SA families was investigated further, evaluation results revealed approximately a \$350 per week decrease in household earnings for these families; translating into \$1,400 per month. Not surprisingly, the results also identified families reporting the use of support funds such as Pre-K 4 SA provided meals and school supplies in addition to unemployment and food stamps to deal with the economic pressures of the pandemic.

Taken together, the results from the Year 7 evaluation suggest children and families are both benefiting, in academic and nonacademic ways, from participation at Pre-K 4 SA centers. Despite the global pandemic that is still ongoing, and the economic hardships that many are experiencing, Pre-K 4 SA families appear to be continuing to engage with their children in ways that go beyond academic support and report continuing to spending time with children building relationships with one another.

## Limitations

Due to COVID-19, it was not possible to collect child GOLD outcomes or classroom quality measures during the spring of the Pre-K year. Also, the parent/guardian survey responses should not be interpreted as having been caused by Pre-K 4 SA, only that there appear to be relationships to positive outcomes for families. Finally, approximately 10 percent of Pre-K 4 SA children's families participated in the survey (n=1,040 out of more than 10,000); therefore, caution in extrapolation to all Pre-K 4 SA families is warranted.





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## Appendix A Evaluation Methods

The purpose of this Appendix is to provide information on measures used in the Pre-K 4 SA Year 7 evaluation, as well as details on the analytic approach to the analyses described in the body of the report.

### Measures

#### Parent/Guardian Survey

Westat created the 43-item<sup>28</sup> parent/guardian survey based on existing national surveys of parents of young children. The national surveys we consulted include the Early Childhood Longitudinal Study, Birth Cohort; the Early Childhood Longitudinal Study, Kindergarten Class of 2010–2011; and the National Household Education Survey Program of 2016. Items included topics such as (1) perceptions of Pre-K 4 SA teachers, staff, directors, and centers; (2) changes in parental confidence since participating in Pre-K 4 SA; (3) changes in parental behavior since participating in Pre-K 4 SA; (4) concerns about the child's readiness for kindergarten; and (5) how COVID-19 has impacted families and households. The first part of the survey was for parents/guardians whose children attended during the 2019-20 school year and is described here and in the annual evaluation report. The second part of the survey was for parents/guardians of all children who attended Pre-K 4 SA from the beginning in 2013-14 and up to parents/guardians whose children would attend this coming 2020-21 school year.

#### Parent/Guardian Satisfaction with Pre-K 4 SA

There were three categories of parent/guardian satisfaction with Pre-K 4 SA. Each was composed of four items. For the majority of items parents/guardians replied "A lot." Therefore, items were

recoded into a zero or one. A response of "Not at all" was recoded to 0 while "A little", "Somewhat", and "A lot" were recoded to 1. Responses of "Don't Know/Unsure" were replaced with missing.<sup>29</sup> Within each category a total score was computed for parents/guardians who responded to all items. If parents/guardians did not respond to all items a total score was not computed. For "Empowerment to support early learning" there were a total of 20 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided, 38 (100.0%) were positive. For "Responsiveness of Pre-K 4 SA", there were a total of 96 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided, 228 (96.2%) were positive. For "Appreciation of cultural diversity", there were a total of 125 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided 270 (99.3%) were positive.

#### Parent/Guardian Reported Change in Confidence

There were two categories in which parents reported their confidence: (1) Basic and (2) Academic needs. Responses ranged from "Much less confident" to "Much more confident." Each item measuring these needs was recoded as follows: "Much less confident" and "Less confident" were recoded to -1, "About the same" was recoded to 0, and "More confident" and "Much more confident" were recoded to 1. Within each type of needs a total score was computed for parents/guardians who responded to all items. If parents/guardians did not respond to all items, a total score was not computed. For "Basic needs" there were a total of 12 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided, 15 (88.2%) were positive. For "Academic needs", there were a total of 13 parents/guardians who did not respond to all items and were excluded from

<sup>28</sup> There are two main reasons parents/guardians could have completed a shorter or longer survey. First, if parents/guardians did not have a child who attended during the 2019-20 school year, they would have filled out at most a 30-item survey. Second, if parents/guardians had two children who attended during the 2019-20 school year, they would have filled out at most a 56-item survey.

<sup>29</sup> Across all the items the amount of "Don't Know/Unsure" ranged from 2-63 responses.

analyses. Of the partial responses provided, 32 (88.9%) were positive. Following this, respondents were classified into three levels based on total score. If the total score was negative respondents were classified as “Less confident.” If the total score was 0 respondents were classified as “No change.” If the total score was positive respondents were classified as “More confident.”

### **Parent/Guardian Reported Change in Behavior**

There were survey items in which parents/guardians were asked to report their change in behavior. These items were asked for parents/guardians of 2019-20 children comparing (1) after participating in Pre-K 4 SA but before COVID-19, and (2) for all parents since COVID-19. All items were scored and analyzed in the same manner. There were three categories in which parents/guardians reported changes in their behavior: (1) Life skills, (2) Academic, and (3) Relationship-building activities. Responses ranged from “Less than before” to “More than before.” Each item measuring these changes was recoded as follows: “Less than before” was recoded to -1, “About the same” was recoded to 0, and “More than before” were recoded to 1. Within each type of behavior change a total score was computed for parents/guardians who responded to all items. If parents/guardians did not respond to all items, a total score was not computed. For the items given to parents/guardians of children from 2019-20 in “Life skills” there were a total of 12 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided, 12 (52.2%) were positive. For “Academic activities” there were a total of 18 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided, 28 (82.4%) were positive. For “Relationship-building activities”, there were a total of 21 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided, 63 (66.3%) were positive.

For the items given to all parents/guardians (any Pre-K 4 SA year and since COVID-19) in “Life skills” there were a total of 30 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided, 27 (50.9%) were positive. For “Academic activities”, there were a total of 40 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided, 44 (52.4%) were positive. For “Relationship-building activities”, there were a total of 43 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided, 79 (47.0%) were positive. Following this, respondents were classified into three levels based on total score. If the total score was negative, respondents were classified as participating in “Less activities.” If the total score was 0 respondents were classified as “No change.” If the total score was positive respondents were classified as participating in “More activities.”

### **Parent/Guardian Endorsement and Ratings of Pre-K 4 SA-Provided Services and Items**

There were survey items in which parents/guardians were asked to report if they used any Pre-K SA services and received any Pre-K 4 SA items. The format was select all that apply so respondents could indicate multiple services and items. If parents/guardians filled in a response as “Other” in either services or items that fit in a previously provided option (e.g., “Food”) it was removed from the “Other” category and placed into the appropriate option. To indicate what proportion of parents/guardians used Pre-K 4 SA provided items, a percentage was calculated as the number of respondents indicating they used the respective Pre-K 4 SA item divided by the total number of respondents that used at least one item. The percentages of Pre-K 4 SA provided services were calculated in an identical manner. Next, respondents rated the helpfulness of items. There were three categories in which parents/guardians rated services and items:

(1) Not helpful, (2) A little helpful, and (3) Very helpful. For descriptive purposes “A little helpful” and “Very helpful” were combined together as the majority of respondents indicated services and items were “Very helpful.” For the federally funded services respondents could select, one of the four timeframes they received the services as follows: (1) Before the 2019-20 school year, (2) During the 2019-20 school year before COVID-19, (3) Since COVID-19, or (4) Never. As respondents did not have to respond to all benefits, the sample size varied across benefits. For each service the percentage within each timeframe was computed as the number who selected the timeframe divided by the total number who responded.

### COVID-19 Financial Status of Families

Westat categorized how COVID-19 has influenced families financially. First, we compared how the job situation has changed individually for the respondent and other caregiver (if applicable). There were three possible individual changes: (1) Negative, (2) No change, and (3) Positive. If either the respondent or other caregiver reported they could not work (because they now needed childcare due to children at home), lost their only job, lost one job, or worked fewer hours this was categorized as “Negative change.” If responses indicated either the respondent and/or other caregiver worked about the same or more hours or didn’t have a job for pay before COVID-19 and still did not work, this was categorized as “No change.” If responses indicated either the respondent and/or other caregiver did not have a job before COVID-19 but did now, this was categorized as “Positive change.” Next, the individual results for the respondent and other caregiver were combined to get a measure of how the household economic status has changed as a result of COVID-19. There were four possible household changes: (1) Negative, (2) No change, (3) Positive and (4) Tradeoff. If both individual findings were “Negative change”, one finding was “Negative change” and one was missing (not reported) or one was “Negative

change” and one was “No change” then the household was categorized as a “Negative change.” If both individuals’ responses indicated “No change” or one was “No change” and the other was missing (not reported) then the household was categorized as “No change.” If one individual was “Positive change” and one was missing (not reported) or one individual was “Positive change” and one was “No change”, then the household was categorized as “Positive change” (there were no households in which both individuals were “Positive change”). If one individual was “Positive change” and one was “Negative change” then the household was categorized as a “Tradeoff.”

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## Analytic Approach

Research questions were addressed by analyzing study data as well as existing Pre K 4 SA databases. To address the first question—*What were the reported levels of child attendance during the pre-K year?*—Pre-K 4 SA data were submitted to Westat and descriptively analyzed. To address the questions about parent/guardian reports on the survey—*What are parent/guardian perceptions of Pre-K 4 SA as well as reported confidence and behavior changes since participating in Pre-K 4 SA?*—data were descriptively analyzed. To address the third question about parent/guardian reports on the survey—*Are there differences in employment, or earnings for families who take advantage of Pre-K 4 SA extended day services for children?*—inferential analyses (t-tests) were conducted to assess differences in employment or earnings for families who take advantage of Pre-K 4 SA extended day services for children. Effect sizes were measured using Hedges g. Finally, to address the fourth question — *How has COVID-19 impacted Pre-K 4 SA children and families?*—data were descriptively and inferentially analyzed (t-tests). Effect sizes were measured using Hedges g.

## Appendix B

### Additional Survey Results

The purpose of this Appendix is provide additional survey results. Survey responses are based on parents/guardians who completed all items within the topical area. The results are presented first for items related to the 2019-20 school year prior to the pandemic. These items were responded to only by parents/guardians of 2019-20 Pre-K 4 SA children. Those results are followed by responses regarding behavior changes since the pandemic and were completed by parents/guardians from all school years (2013-14 through 2020-21).

#### Item Level Responses For 2019-20 Parents/Guardians

**Table B-1. Survey responses for empowerment to support early learning**

Survey Question	A lot	Somewhat	A little	Not at all
I feel good about the way that my child's teachers helped my child adjust to pre-K. (n=490)	95.10% (n=466)	3.67% (n=18)	1.22% (n=6)	0.00% (n=0)
My child's teachers give me helpful ideas about how I can support my child's learning. (n=490)	92.45% (n=453)	5.71% (n=28)	1.84% (n=9)	0.00% (n=0)
My child's teachers let me know that I can make a difference in my child's learning. (n=490)	91.43% (n=448)	6.12% (n=30)	2.24% (n=11)	0.20% (n=1)
I feel respected by my child's teachers/center director. (n=490)	95.51% (n=468)	2.65% (n=13)	1.43% (n=7)	0.41% (n=2)

Note: Percentages may not sum to 100 due to rounding. Sample sizes are based on respondents who answered all items. There were a total of 20 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided 38 (100.0%) were positive. There was also one additional respondent who answered "Don't Know/Unsure" to all four items and was excluded from analyses.



**Table B-2. Survey responses for compassion and responsiveness of Pre-K 4 SA**

Survey Question	A lot	Somewhat	A little	Not at all
My child's center is responsive to parent/guardian feedback. (n=420)	89.29% (n=375)	6.90% (n=29)	2.14% (n=9)	1.67% (n=7)
Center staff encourage feedback from parents/guardians and the community. (n=420)	87.14% (n=366)	8.81% (n=37)	1.67% (n=7)	2.38% (n=10)
My child's teachers give me opportunities to share what I know about my child. (n=420)	93.33% (n=392)	4.76% (n=20)	1.19% (n=5)	0.71% (n=3)
My child's teachers try to understand families' problems and concerns. (n=420)	93.10% (n=391)	4.76% (n=20)	1.43% (n=6)	0.71% (n=3)

Note: Percentages may not sum to 100 due to rounding. Sample sizes are based on respondents who answered all items. There were a total of 96 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided, 228 (96.2%) were positive.

**Table B-3. Survey responses for appreciation of cultural diversity**

Survey Question	A lot	Somewhat	A little	Not at all
My child sees people of many cultures/ backgrounds represented in the curriculum. (n=375)	85.53% (n=320)	10.93% (n=41)	2.13% (n=8 )	1.60% (n=6)
My child's teachers incorporate students' cultures/ backgrounds into the curriculum to make learning more meaningful. (n=375)	87.73% (n=329)	10.93% (n=41)	1.07% (n=4)	0.27% (n=1)
My child's teachers connect to students of different cultures/ backgrounds. (n=375)	91.20% (n=342)	6.93% (n=26)	1.87% (n=7)	0.00% (n=0)
My child's teachers can communicate well with parents/ guardians from different cultures/ backgrounds. (n=375)	94.40% (n=354)	4.00% (n=15)	1.33% (n=5)	0.27% (n=1)

Note: Percentages may not sum to 100 due to rounding. Sample sizes are based on respondents who answered all items. There were a total of 125 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided 270 (99.3%) were positive. There was also eight additional respondents who answered "Don't know/Unsure" to all four times and was excluded from analyses.

**Table B-4. Survey responses for basic needs**

Survey Question	Much more confident	More confident	About the same	Less confident	Much less confident
Assist my child with his/her behavior at home? (n=469)	52.88% (n=248)	33.90% (n=159)	12.58% (n=59)	0.43% (n=2)	0.21% (n=1)
Provide emotional support for my child. (n=469)	59.70% (n=280)	30.49% (n=143)	9.38% (n=44)	0.21% (n=1)	0.21% (n=1)
Provide nutritious meals for my child. (n=469)	56.29% (n=264)	26.23% (n=123)	16.63% (n=78)	0.85% (n=4)	0.00% (n=0)

Note: Percentages may not sum to 100 due to rounding. Sample sizes are based on respondents who answered all items. There were a total of 12 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided, 15 (88.2%) were positive.

**Table B-5. Survey responses for academic needs**

Survey Question	Much more confident	More confident	About the same	Less confident	Much less confident
Support my child's transition to kindergarten. (n=470)	53.40% (n=251)	32.98% (n=155)	11.70% (n=55)	1.49% (n=7)	0.43% (n=2)
Be an advocate for my child's education. (n=470)	64.04% (n=301)	27.23% (n=128)	8.51% (n=40)	0.21% (n=1)	0.00% (n=0)
Assist my child with literacy tasks at home. (n=470)	51.49% (n=242)	37.45% (n=176)	10.21% (n=48)	0.85% (n=4)	0.00% (n=0)
Assist my child with math tasks at home. (n=470)	49.36% (n=232)	35.74% (n=168)	13.40% (n=63)	0.85% (n=4)	0.64% (n=3)

Note: Percentages may not sum to 100 due to rounding. Sample sizes are based on respondents who answered all items. There were a total of 13 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided, 32 (88.9%) were positive.

**Table B-6. Survey responses for changes in behavior**

Activity Type	Survey Question	More than before	About the same	Less than before
Life Skills	Played a game, sport, or exercised together (n=452)	57.52% (n=260)	41.59% (n=188)	0.88% (n=4)
	Took my child along while doing errands like going to the post office, the bank, or the store (n=452)	42.04% (n=190)	48.89% (n=221)	9.07% (n=41)
	Involved my child in household chores like cooking, cleaning, setting the table, or caring for pets (n=452)	71.46% (n=323)	27.65% (n=125)	0.88% (n=4)
Academic	Taught my child letters, words, or numbers (n=446)	68.61% (n=306)	29.60% (n=132)	1.79% (n=8)
	Played counting games like singing songs with numbers or reading books with numbers with my child (n=446)	66.14% (n=295)	32.06% (n=143)	1.79% (n=8)
	Played blocks with my child (n=446)	49.78% (n=222)	47.31% (n=211)	2.91% (n=13)
	Counted different things with my child (n=446)	72.65% (n=324)	26.23% (n=117)	1.12% (n=5)
Relationship-Building	Told my child a story (n=443)	57.11% (n=253)	41.76% (n=185)	1.13% (n=5)
	Taught my child songs or music (n=443)	57.79% (n=256)	39.73% (n=176)	2.48% (n=11)
	Worked on arts and crafts with my child (n=443)	66.82% (n=296)	30.70% (n=136)	2.48% (n=11)
	Played with toys or games indoors (n=443)	53.27% (n=236)	44.92% (n=199)	1.81% (n=8)
	Talked about TV programs or videos (n=443)	45.37% (n=201)	51.02% (n=226)	3.61% (n=16)
	Played a board game or a card game with my child (n=443)	55.08% (n=244)	41.53% (n=184)	3.39% (n=15)

Note: Percentages may not sum to 100 due to rounding. Sample sizes are based on respondents who answered all items. For "Life skills" there were a total of 12 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided, 12 (52.2%) were positive. For "Academic activities" there were a total of 18 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided, 28 (82.4%) were positive. For "Relationship-building activities", there were a total of 21 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided, 63 (66.3%) were positive.

## Item Level Responses For All Parents/Guardians

**Table B-7. Survey responses for changes in behavior**

Activity Type	Survey Question	More than before	About the same	Less than before
Life Skills	Played a game, sport, or exercised together (n=829)	62.00% (n=514)	32.33% (n=268)	5.67% (n=47)
	Took my child along while doing errands like going to the post office, the bank, or the store (n=829)	24.49% (n=203)	19.54% (n=162)	55.97% (n=464)
	Involved my child in household chores like cooking, cleaning, setting the table, or caring for pets (n=829)	61.88% (n=513)	36.31% (n=301)	1.81% (n=15)
Academic	Taught my child letters, words, or numbers (n=825)	57.33% (n=473)	37.09% (n=306)	5.58% (n=46)
	Played counting games like singing songs with numbers or reading books with numbers with my child (n=825)	53.21% (n=439)	42.42% (n=350)	4.36% (n=36)
	Played blocks with my child (n=825)	45.70% (n=377)	47.15% (n=389)	7.15% (n=59)
	Counted different things with my child (n=825)	60.36% (n=498)	36.12% (n=298)	3.52% (n=29)
Relationship-Building	Told my child a story (n=823)	44.84% (n=369)	48.12% (n=396)	7.05% (n=58)
	Taught my child songs or music (n=823)	48.24% (n=397)	44.35% (n=365)	7.41% (n=61)
	Worked on arts and crafts with my child (n=823)	55.30% (n=457)	37.42% (n=308)	7.05% (n=58)
	Played with toys or games indoors (n=823)	64.52% (n=531)	32.69% (n=269)	2.79% (n=23)
	Talked about TV programs or videos (n=823)	43.62% (n=359)	51.15% (n=421)	5.22% (n=43)
	Played a board game or a card game with my child (n=823)	52.25% (n=430)	41.92% (n=345)	5.83% (n=48)

Note: Percentages may not sum to 100 due to rounding. Sample sizes are based on respondents who answered all items. For "Life skills" there were a total of 30 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided, 27 (50.9%) were positive. For "Academic activities", there were a total of 40 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided 44 (52.4%) were positive. For "Relationship-building activities", there were a total of 43 parents/guardians who did not respond to all items and were excluded from analyses. Of the partial responses provided, 79 (47.0%) were positive.