

2019

First Class Pre-K Director Survey Report



I. Sample

A. Respondents

The First Class Pre-K Director Survey was distributed to 639 First Class Pre-K directors in spring 2019. Of these, 333 answered the survey for a response rate of 69%.

| | |
|---------------------|-----|
| Distribution List | 639 |
| Emails bounced | 36 |
| Duplicates | 2 |
| Total Distribution | 677 |
| Completed Responses | 368 |
| Response Rate | 69% |

Responses were categorized according to Pre-K regions through respondent identification of program location selected from the color-coded map and legend below. The largest number of responses came from Region 8 in the southeast of the state.

| Region | Number of Counties in Region | Number of Responses | Percent of Total Responses |
|--------|------------------------------|---------------------|----------------------------|
| 1 | 7 | 39 | 15.2 |
| 2 | 4 | 24 | 9.3 |
| 3 | 14 | 31 | 12.1 |
| 4 | 3 | 32 | 12.5 |
| 5 | 11 | 33 | 12.8 |
| 6 | 8 | 25 | 9.7 |
| 7 | 7 | 29 | 11.3 |
| 8 | 13 | 44 | 17.1 |



- Region 1**
- Region 2**
- Region 3**
- Region 4**
- Region 5**
- Region 6**
- Region 7**
- Region 8**

First Class Pre K Regional Map

Identified role in the First Class Pre-K program (Could check all that apply – 309 answered this question)

| | Number | Percent |
|--|--------|---------|
| Principal of a public school with First Class Pre-K classroom(s) | 82 | 26.5 |
| Preschool director | 133 | 43.0 |
| District administrator | 51 | 16.5 |
| Other (please specify)* | 43 | 13.9 |

*“Other” included principal of a private school, team leader, mentor teacher, owner, university professor, child development and health services manager, education/disabilities manager, liaison, Head Start director, executive director, secretary, retired district administrator

Director is located on-site with the First Class Pre-K program (255 answered this question)

| | Number | Percent |
|-----------|--------|---------|
| Yes | 179 | 70.2 |
| No | 61 | 23.9 |
| Sometimes | 15 | 5.9 |

Years working with First Class Pre-K (252 answered this question)

| | Number | Percent |
|--------------|--------|---------|
| Less than 1 | 31 | 12.3 |
| 1-5 | 151 | 59.9 |
| 6-10 | 40 | 15.9 |
| More than 10 | 30 | 11.9 |

Highest degree in early childhood education/special education (247 answered this question)

| | Number | Percent |
|---|--------|---------|
| Child Development Associate degree/Associate degree in Early Childhood Education | 11 | 4.5 |
| Bachelor degree in Early Childhood Education and/or Early Childhood Special Education | 35 | 14.2 |
| Graduate degree in Early Childhood Education and/or Early Childhood Special Education | 45 | 18.2 |
| None/degree in another area of education (e.g., elementary education) | 69 | 27.9 |
| None/degree in another area of study (please specify)* | 37 | 15.0 |
| Other (please specify)** | 50 | 20.2 |

*None/degree in another area of study included various Associate’s degrees, various Bachelor’s degrees (Business, Arts & Sciences, Nursing), various Master’s degrees

**“Other” included various Master’s degrees. Ed. Specialist degrees, various Doctoral degrees

- Directors were primarily located on-site with the First Class Pre-K program.
- Nearly 60% of directors had 1-5 years of experience working with First Class Pre-K.
- Less than 20% directors had graduate degrees in Early Childhood Education and/or Early Childhood Special Education.

B. Classroom Specifics

Respondents were asked the number of First Class Pre-K classrooms they supervised (256 answered this question).

| | Number | Percent |
|---------------------|--------|---------|
| Less than 5 | 205 | 80.1 |
| 5 – 10 | 32 | 12.5 |
| 11 – 15 | 10 | 3.9 |
| 16 – 20 | 2 | 0.8 |
| More than 20 | 7 | 2.7 |

Directors were asked to assess various characteristics of the First Class Pre-K classrooms in their facility.

| | Strongly Disagree % (n) | Disagree % (n) | Neither Agree or Disagree % (n) | Agree % (n) | Strongly Agree % (n) |
|--|-------------------------|----------------|---------------------------------|-------------|----------------------|
| My First Class Pre-K classroom(s) is based on Developmentally Appropriate Practice. | 1.2 (3) | 0.0 (0) | 1.6 (4) | 22.2 (56) | 75.0 (189) |
| Children in my First Class Pre-K classroom(s) made significant gains in developmental outcomes this year. | 1.2 (3) | 0.0 (0) | 3.6 (9) | 29.4 (74) | 65.9 (166) |
| My First Class Pre-K playground is developmentally appropriate for children. | 1.2 (3) | 0.0 (0) | 3.6 (9) | 29.4 (74) | 65.9 (166) |
| My First Class Pre-K classroom(s) served as a mentor program to other Pre-K teachers. | 2.0 (5) | 5.2 (13) | 26.8 (67) | 25.6 (64) | 40.4 (101) |

Respondents were asked if their program operated non-OSR Pre-K classrooms (Pre-K classrooms other than First Class Pre-K by the state OSR) (251 answered this question).

| | Number | Percent |
|------------|--------|---------|
| Yes | 77 | 30.7 |
| No | 174 | 69.3 |

If yes,

Number of non-OSR Pre-K classrooms program operates (77 answered this question)

| | Number | Percent |
|---------------------|--------|---------|
| Less than 5 | 59 | 76.6 |
| 5-10 | 9 | 11.7 |
| 11-15 | 2 | 2.6 |
| 16 - 20 | 3 | 3.9 |
| More than 20 | 4 | 5.2 |

C. Program Characteristics

Respondents were asked whether their program has children enrolled who speak a language other than English (278 answered this question):

| | Number | Percent |
|------------|--------|---------|
| Yes | 108 | 38.8 |
| No | 170 | 61.2 |

If yes, Directors were asked about how they communicate with children/families who speak a language other than English (Could check all that apply):

| | Number | Percent |
|--|--------|---------|
| Staff speaks children’s languages | 41 | 13.7 |
| Use of adult interpreter | 73 | 24.3 |
| Other children interpret | 36 | 12.0 |
| Learn phrases from parents | 47 | 15.7 |
| Use of physical cues/hand gestures with child | 51 | 17.0 |
| Speak to child in English only | 23 | 7.7 |

| | | |
|---|----|-----|
| Not applicable, English is the primary language of all children enrolled | 12 | 4.0 |
| Other* (please specify) | 17 | 5.7 |

*"Other" included phone/computer apps, bilingual or dual language learners, signage and labeling in Spanish, translation devices, certified EL teachers

Directors were asked about the length of time to fill a child's spot when program/classroom experienced a vacancy (267 answered this question):

| | Number | Percent |
|--|---------------|----------------|
| Waiting list intact; vacancy filled immediately | 151 | 56.6 |
| About a week | 45 | 16.9 |
| Two weeks to one month | 37 | 13.9 |
| More than one month | 34 | 12.7 |

Directors were asked whether their program struggled with enrollment this year

| | Number | Percent |
|------------|---------------|----------------|
| Yes | 46 | 17.0 |
| No | 225 | 83.0 |

Respondents were asked to describe any struggles with enrollment:

- Transportation issues
- At-risk characteristics (stable housing)
- Lack of afterschool program for children
- Multiple competing options
- Population decline
- Tuition-based vs. free options

Directors were asked to identify the areas in which their classroom(s) had good parental participation:

| | Yes % (n) | No % (n) |
|-----------------------|----------------------|---------------------|
| Workshops | 74.7 (165) | 25.3 (56) |
| Volunteering | 83.0 (215) | 17.0 (44) |
| Special Events | 98.9 (266) | 1.1 (3) |

Respondents were provided additional space to share strategies that have successfully supported parental involvement:

Any family engagement that the department would like us to do needs to be communicated early in the school year and properly planned. Last minute planning is not effective or well attended.

We use take home projects and after hours programs to assist with parental involvement hours. Most parents are working parents and are unable to take time off work to sit in the classroom or attend field trips. So organizing events outside of work hours has assisted with allowing parents an opportunity to get involvement hours.

We have better attendance when we pair a workshop with an opportunity to interact with their child during with school day. This has been our model for the last 3 years (previously evening workshops were poorly attended). An example is our first workshop after orientation is inviting parents to decorate their cars for a trunk or treat at Halloween. I then hold a workshop on healthy eating and portion size for the parents only. For the Halloween Party the kids join the parents in making some healthy, Halloween themed snacks followed by a trunk or treat right before dismissal.

Directors were asked whether they use a weekly parent newsletter or email highlighting upcoming classroom/program events (264 answered this question):

| | Number | Percent |
|------------|--------|---------|
| Yes | 239 | 90.5 |
| No | 25 | 9.5 |

II. Results

A. First Class Pre-K (OSR) Coaching

i. Coaches in Classrooms

Respondents were asked to identify the number of First Class (Office of School Readiness – OSR) coaches they worked with (327 answered this question):

| | Number | Percent |
|---------------------|--------|---------|
| 1 | 228 | 69.7 |
| 2-5 | 90 | 27.5 |
| 6-10 | 7 | 2.1 |
| More than 10 | 2 | 0.6 |

Directors were also asked to report if there were other coaches that work with the First Class Pre-K classrooms in addition to the OSR coaches (295 answered this question):

| | Number | Percent |
|------------|--------|---------|
| Yes | 69 | 23.4 |
| No | 226 | 76.6 |

- **The majority of directors indicated that they worked with only one First Class Pre-K coach and that only OSR coaches worked with First Class Pre-K classrooms in their program.**

ii. *Frequency and Method of Interactions*

Respondents were asked about the frequency and methods of interacting with First Class Pre-K coaches.

Interactions with coaches (on average, by method):

| | Once a week % (n) | Twice a month % (n) | Once a month % (n) | Once a quarter % (n) | 1-2 times per year % (n) | Never % (n) |
|--|----------------------|------------------------|-----------------------|-------------------------|-----------------------------|----------------|
| Email or phone contact | 18.2 (54) | 37.5 (111) | 30.4 (90) | 5.1 (15) | 4.1 (12) | 4.7 (14) |
| Observe coaches working with teachers | 2.0 (6) | 11.1 (33) | 44.6 (132) | 9.5 (28) | 14.2 (42) | 18.6 (55) |

Interactions with teachers in First Class Pre-K classrooms (on average, by method):

| | Frequency | | | | | |
|------------------------------|----------------------|------------------------|-----------------------|-------------------------|-----------------------------|----------------|
| | Once a week % (n) | Twice a month % (n) | Once a month % (n) | Once a quarter % (n) | 1-2 times per year % (n) | Never % (n) |
| In-person | 59.9 (151) | 11.5 (29) | 15.9 (40) | 7.9 (20) | 4.0 (10) | 0.8 (2) |
| Email or phone | 77.2 (193) | 13.2 (33) | 6.4 (16) | 1.2 (3) | 1.2 (3) | 0.8 (2) |
| Classroom observation | 41.0 (103) | 12.7 (32) | 21.1 (53) | 17.1 (43) | 6.0 (15) | 2.0 (5) |

- **Most directors interact with coaches two times per month by email or phone and observe coaches working with teachers on a monthly basis.**
- **Most directors interact with First Class Pre-K teachers weekly, primarily by email or phone.**

Method of OSR coaches sharing reports or data about coaching with directors (Could check all that apply):

| Response | Number | Percent |
|--|--------|---------|
| Phone calls or oral discussions | 141 | 32.3 |
| Email or written reports | 259 | 59.4 |
| Coaches do not share reports or data with me | 23 | 5.3 |
| Other (Please specify) | 13 | 3.0 |

*"Other" included in-person/face-to-face, Baseline/oral and written reports

- **Coaches share reports and data with directors primarily by email.**

iii. *Assessment of First-Class Pre-K Coaching*

| | Strongly Disagree % (n) | Disagree % (n) | Neither Agree or Disagree % (n) | Agree % (n) | Strongly Agree % (n) |
|---|------------------------------------|---------------------------|--|------------------------|---------------------------------|
| OSR coaching is effective in supporting First Class teachers' use of evidence-based teaching practices | 3.0 (6) | 0.5 (1) | 5.1 (10) | 35.0 (69) | 56.4 (111) |
| First Class Pre-K teachers benefit from First Class (OSR) coaching | 3.6 (7) | 0.5 (1) | 5.1 (10) | 33.5 (66) | 57.4 (113) |

- **Over 91% of directors agreed or strongly agreed that First Class Pre-K coaching is effective in supporting their teachers' use of evidence-based teaching practices.**
- **Over 90% of directors agreed or strongly agreed that their teachers benefit from First Class Pre-K coaching.**

Respondents were given an opportunity to provide additional comments about First-Class Pre-K Coaching. A sample of quotes are provided below:

The coaches that are most beneficial are the ones that do a lot of modeling for staff and keep me and the classroom supervisor in the loop.

The use of the coaching cycle with our teachers in a collaborative approach with the OSR coach is a very effective way to improve the quality of instruction for our students. Our coach is knowledgeable, professional, and helpful.

The First-Class Pre-K coaching has empowered my Pre-K teacher to grow and excel as a new teacher and with her students.

Coaching is an essential component of the success of First -Class Pre-K. Our coach is supportive, informative and exceptionally helpful. Our coach has an amazing relationship with my Pre-K staff and students. We appreciate the consistent communication. It keeps us current with reminders, deadlines and events that impact our program.

The OSR coaching is a vital component of the First Class Pre-K Grant! They hold the teachers accountable and give them guidance on challenging situations that is valuable. Wouldn't want to do it without them!

The First Class Coach are helpful, but she is spread thin in our district. We have one coach and 19 Pre-K classrooms. This makes it hard for the coach to spend the quality time needed in the classrooms.

B. *First Class Pre-K (OSR) Monitoring*

i. *Monitors in the Facility*

Respondents were asked to identify the number of First Class (OSR) monitors they worked with:

| | Number | Percent |
|------------------|--------|---------|
| 1 | 262 | 91.9 |
| 2 or more | 23 | 8.1 |
| Total | 285 | 100 |

ii. *Frequency and Method of Interactions*

Respondents were asked about the frequency and methods of interacting with First Class Pre-K monitors.

Interactions with monitors (on average, by method):

| | Frequency | | | | | |
|-------------------------------|----------------------|------------------------|-----------------------|-----------------------------|-----------------------------|----------------|
| | Once a week % (n) | Twice a month % (n) | Once a month % (n) | Once every quarter % (n) | 1-2 times per year % (n) | Never % (n) |
| Email or phone contact | 26.1 (74) | 37.5 (106) | 30.7 (87) | 2.8 (8) | 1.8 (5) | 1.1 (3) |
| In-person meetings | 1.1 (3) | 6.8 (19) | 72.9 (204) | 12.5 (35) | 4.6 (13) | 2.1 (6) |

iii. *Assessment of First-Class Pre-K Monitoring*

| | Strongly Disagree % (n) | Disagree % (n) | Neither Agree or Disagree % (n) | Agree % (n) | Strongly Agree % (n) |
|---|----------------------------|-------------------|------------------------------------|----------------|-------------------------|
| First Class (OSR) monitoring has been effective in providing my Pre-K program with grant compliance. | 3.6 (10) | .7 (2) | 2.8 (8) | 30.2 (85) | 62.6 (176) |
| First Class (OSR) monitoring has been effective in supporting First Class directors' use of evidence-based teaching practices. | 2.9 (8) | 0.7 (2) | 6.8 (19) | 31.9 (89) | 57.7 (161) |
| As a First Class director, I benefit from First Class Pre-K (OSR) monitoring. | 3.2 (9) | 1.4 (4) | 6.5 (18) | 27.6 (77) | 61.3 (171) |

- Over 92% of directors agreed or strongly agreed that First Class Pre-K monitoring is effective in providing their Pre-K program with grant compliance.
- Over 89% of directors agreed or strongly agreed that First Class Pre-K monitoring is effective in supporting their use of evidence-based teaching practices.
- Over 88% of directors agreed or strongly agreed that they benefit from First Class Pre-K monitoring.

Respondents were given an opportunity to provide additional comments about First Class Pre-K monitoring. A sample of quotes are included below:

As a first year director the monitoring program was crucial to my ability to provide the necessary documentation in a timely manner. Our monitor was also available and extremely helpful whenever I had questions.

First Class Pre-K monitoring has been critical in ensuring I am on track with grant compliance and evidence based teaching practices as I have multiple jobs assigned at the school district level.

I look forward to my monitoring visits with my OSR Monitor. She is resourceful and is always willing to help me with my numerous questions. She answers my emails or texts within the hour when available. I depend on her support and could not be effective without her guidance.

OSR monitors seem to carry a work-load that takes pressure off of the classroom teachers. Both my OSR coach and monitor is available and willing to help when I need them.

Our monitor is (xxxx) and she is fabulous! She has a deep understanding of what is developmentally appropriate and works successfully with our teachers, providing encouragement as well as instructive feedback. She is understanding yet also realizes when concerns need to be addressed; when she does, she is respectful yet clear. She has taught me a great deal about what a First Class Pre-K program should look like.

I would prefer quarterly monitoring and an increase in phone calls/emails vs. monthly face to face meetings to go over paperwork that could be done through the above. It also interrupts teaching to have monitor in the classroom asking teachers for forms which may have been emailed.

C. Professional Development by the Office of School Readiness (OSR)

| | Strongly Disagree % (n) | Disagree % (n) | Neither Agree or Disagree % (n) | Agree % (n) | Strongly Agree % (n) |
|---|--------------------------------|-----------------------|--|--------------------|-----------------------------|
| My teachers have received valuable training from First Class Professional Development staff this year. | 2.1 (6) | 0.7 (2) | 4.6 (13) | 37.5 (105) | 55.0 (154) |
| The professional development provided to my Pre-K program by OSR is effective in sharing best practices. | 2.1 (6) | 0.7 (2) | 3.6 (10) | 37.1 (104) | 56.4 (158) |
| The First Class State Pre-K Conference is beneficial to my teachers as professional development. | 2.1 (6) | 1.8 (5) | 5.7 (16) | 33.6 (94) | 56.8 (159) |

- **Directors had overwhelmingly positive feedback about professional development opportunities provided by the Office of School Readiness.**

Respondents were given an opportunity to share more information about professional development. A sample of quotes is included below:

First Class Pre-K professional development is exceptional and allows for the increased and effective enhancement of teaching practices in the classroom.

I am very excited about the idea of training being spread throughout the year! This seems like a win-win!

I love to have my teachers attend the PK Conference, but I would like for it to be either a central location within the state, like Birmingham, or have the venues change yearly to make attendance more equitable for all sites to attend.

This has been a great year for us and we are looking forward to another great school year! Hats off to you Alabama First Class Pre-K!

We appreciate the professional development opportunities that OSR provides. Our teachers have been very excited about the Conscious Discipline Trainings which have been offered this year.

D. Regional Directors

Directors were asked if they contacted their Regional Director for any reason this year:

| Response | Number | Percent |
|----------|--------|---------|
| Yes | 213 | 76.3 |
| No | 66 | 23.7 |

Of those who responded yes, the following questions were presented:

| | Yes % (n) | No % (n) |
|---|--------------|-------------|
| Did the Regional Director respond in a timely manner? | 97.2 (206) | 2.8 (6) |
| Did the Regional Director provide you the guidance and/or support you needed? | 97.6 (207) | 2.4 (5) |

Directors were asked if they received a face-to-face visit with their First Class Regional Director this year:

| | Number | Percent |
|-----|--------|---------|
| Yes | 161 | 57.9 |
| No | 117 | 42.1 |

Respondents were given an opportunity to identify the reason for the face-to-face visit with their First Class Regional Director (Could check all that apply):

| | Number | Percent |
|---|--------|---------|
| Introductory Meeting | 62 | 15.9 |
| Routine Check-in | 99 | 25.4 |
| Provide general guidance and/or program updates | 86 | 22.1 |
| Clarify requirements and/or documentation | 40 | 10.3 |
| Budget support | 51 | 13.1 |
| Performance observation | 23 | 5.9 |
| *Other (please specify) | 29 | 7.4 |

*“Other” included ASAP training and support, clarification of requirements and/or documentation, general guidance, and performance observation.

Respondents were given an opportunity to share more information about First Class Pre-K Regional Directors. A sample of quotes is included below:

Director is highly supportive of OSR expectations and has been extremely helpful in working through my many problems and supporting possible solutions.

I feel that my Regional Director has "my back". She always responds and will listen and give guidance, in general she is very supportive of me and my programs.

I feel that the Directors are covering a large region with a lot of classrooms and it is very difficult for them to return calls or do personal visits.

Our First Class Regional Director has been wonderful working with us on issues that we have encountered with budget and personnel. She always responds immediately when contacted and provides very useful and informative information. We appreciate her very much!

Our regional director, Jenny Copeland, is easy to get in touch with, extremely helpful and always positive. I appreciate her knowledge and dedication to First Class Pre-K.

E. Overall First Class Pre-K Program Assessment

Developmental Screening and Help Me Grow Alabama Referral

| | Strongly Disagree % (n) | Disagree % (n) | Neither Agree or Disagree % (n) | Agree % (n) | Strongly Agree % (n) |
|--|--------------------------------|-----------------------|--|--------------------|-----------------------------|
| Developmental screenings for children in my program support teachers to better meet needs in the classroom | 1.5 (4) | 1.1 (3) | 11.4 (31) | 42.1 (114) | 43.9 (119) |
| My teachers are knowledgeable about Help Me Grow Alabama resources and support | 2.6 (7) | 3.3 (9) | 11.9 (32) | 46.7 (126) | 35.6 (96) |
| My teachers are comfortable in talking about developmental screening results and referrals to Help Me Grow Alabama as appropriate | 2.6 (7) | 3.0 (8) | 14.4 (39) | 45.9 (124) | 34.1 (92) |
| Most parents for whom referral is recommended agree to receive more information, referral, or support | 1.9 (5) | 2.6 (7) | 23.0 (62) | 43.1 (116) | 29.4 (79) |

Respondents were given an opportunity to share more information about developmental screening and Help Me Grow Alabama referrals. A sample of quotes is included below:

For some reason, our teachers don't take advantage of Help Me Grow as much as I would like. I have to remind them of it.

I think it would be helpful to private centers to have someone from a private practice (outside the local school system) to come and evaluate the children who may have special needs. The reason being is our local school system has so many children to be tested by one individual that it was after Christmas break before we were able to have our children evaluated. If we were able to do this in the first semester our teachers would be able to address the problems throughout the year and provide guidance to the parents earlier.

Parents feel reluctant to take the offered support and think of it as a sign of deficiency in their child. It is hard to overcome this tendency.

The developmental screenings have served as a tool to assist us in talking with those parents that may not understand some of those milestones

Staff at Help Me Grow has been very helpful. We have not had to call them very often.

OSR Supports

Assessment of the Office of School Readiness (OSR) Supports

| | Very Dissatisfied % (n) | Dissatisfied % (n) | Neither Satisfied nor Dissatisfied % (n) | Satisfied % (n) | Very Satisfied % (n) |
|----------------------------------|-----------------------------------|------------------------------|--|---------------------------|--------------------------------|
| First Class Coaching | 0.4 (1) | 1.1 (3) | 5.0 (13) | 33.6 (88) | 59.9 (157) |
| First Class Monitoring | 0.4 (1) | 0.8 (2) | 2.3 (6) | 30.0 (79) | 66.5 (175) |
| Administrative Assistance | 0.0 (0) | 0.0 (0) | 8.7 (23) | 31.9 (84) | 59.3 (156) |

- **Directors were overwhelmingly satisfied or very satisfied with the supports they receive through the Office of School Readiness.**

Suggested Changes

Respondents were asked to provide feedback regarding changes they would like to see related to services provided by OSR:

Improvements in communication of OSR processes and guidelines

Special education referrals

More professional development opportunities (Conscious Discipline)

Improvements in budgets/tracking

Greater levels of funding

Suggestions for Continuous Quality Improvement

Respondents were asked to provide suggestions for continuous quality improvement of the OSR First Class Pre-K program:

| |
|--|
| Better communication |
| Greater levels of funding |
| Additional training for new First Class Pre-K directors, coaches, and monitors |
| Improvements in registration process |
| Additional support for IEPs |
| More professional development |

Impact of First Class Pre-K

Assessment of First Class Pre-K

| | Strongly Disagree % (n) | Disagree % (n) | Neither Agree or Disagree % (n) | Agree % (n) | Strongly Agree % (n) |
|--|-------------------------|----------------|---------------------------------|-------------|----------------------|
| The Pre-K services we provide with the support of OSR impact the quality of other Pre-K classrooms in our facility. | 1.9 (5) | 0.4 (1) | 23.8 (62) | 26.5 (69) | 47.3 (123) |
| The instruction of other teachers in our facility has changed as a result of watching and/or working with teachers in the state-funded classroom. | 2.3 (6) | 5.0 (13) | 23.5 (61) | 31.2 (81) | 38.1 (99) |
| The Pre-K classroom in our community is in high demand as indicated by waiting lists and/or parent attendance on enrollment day. | 1.5 (4) | 2.3 (6) | 9.6 (25) | 26.8 (70) | 59.8 (156) |

Respondents were given an opportunity to further explain their ratings of the previous statements regarding the First Class Pre-K. A sample of quotes is included below:

- Kindergarten and lower elementary teachers need training in developmentally appropriate practices. They don't always understand why we do the things we do. We are not a day care.
- Our second language learners have a huge jumpstart on school readiness. Our parental involvement is increased because of preschool. Our students with significant delays make gains by being in preschool. Our kindergarten readiness skills are much higher after a year in preschool.
- The impact is HUGE! Our Pre-K students typically attend our school. Students who participate in First Class Pre-K are easily identified through skills, development and ease of transition once they enter kindergarten. Our kindergarten teachers are complimentary of the program and what it offers children.
- The training received by the rest of our staff through OSR is invaluable!
- The program is in high demand for the free public school programs. Private child care that charges tuition -- not so much.
- We need additional pre-K classrooms to meet the high demand of our waiting list. We had 68 students register for 18 slots this spring. We also have the room for additional classrooms.

Most Beneficial

What is most beneficial about having an OSR Pre-K classroom? In other words, what do appreciate MOST about having First Class Pre-K classroom(s) in your facility?

- Ability to serve additional students
- Guidance and support by experts
- High quality programs and services
- Professional development
- Eases transition to Kindergarten
- Support for low income families
- Funding for programs that would not otherwise be available
- Early identification of needs

Biggest Successes

Respondents were asked to describe their biggest success stories from their First Class Pre-K classrooms this past year

- Students' cognitive, social, and emotional growth
- Language acquisition for non-English speaking student
- Significant growth and maturity for students with behavioral/discipline issues
- Ability to address concerns of students with special needs
- Increased parental support
- Professional development of teachers

Biggest Challenges

Respondents were asked to describe the biggest obstacles/challenges in providing high quality Pre-K in their program.

- Student behavior
- Communication with parents/families
- Budgets/Funding
- Compliance
- Parental involvement
- Adequate/appropriate space and equipment
- Time
- Addressing diversity of special needs
- Need for additional classrooms/Wait list