



Preschool Expansion Grant (PEG) Evaluation: Summary of Findings

Abt Associates

December 2019



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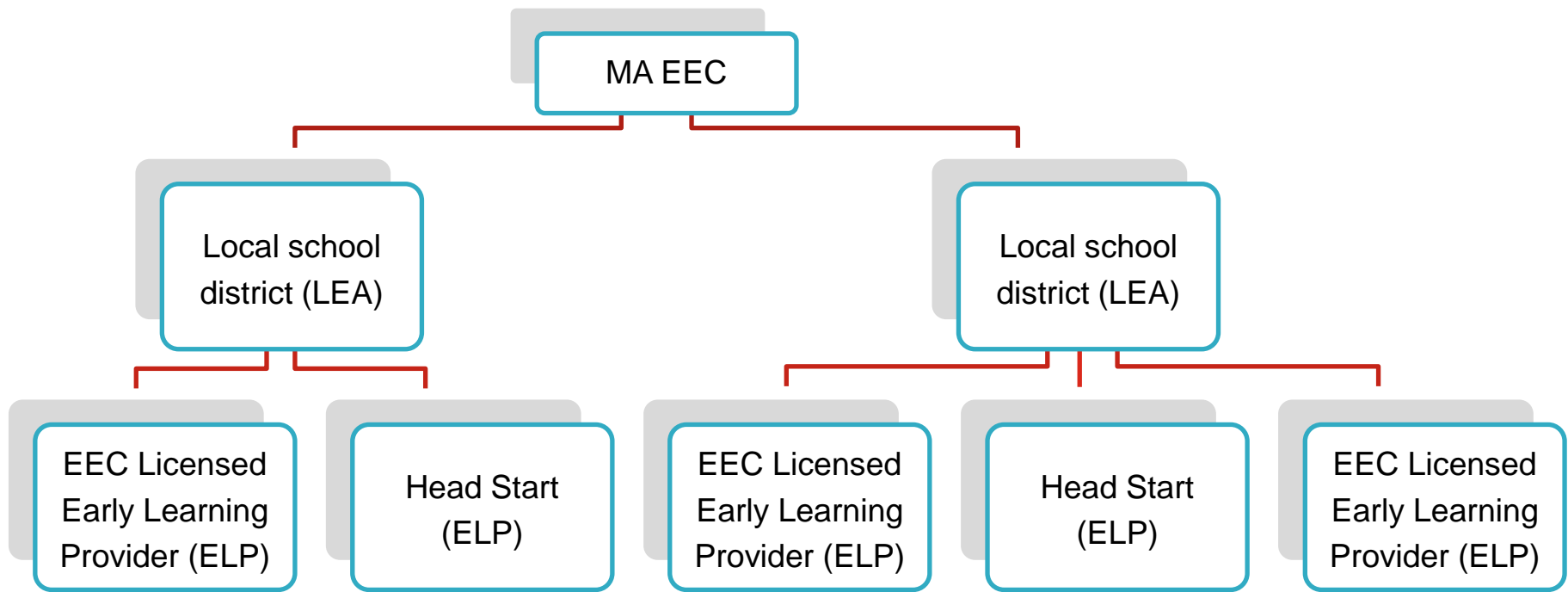
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PEG Model Overview and Demographics

MA PEG Model: Multi-level Partnership

- LEAs provided local grant management/oversight
- ELPs operated 48 PEG classrooms
- Community-level design and management with state implementation supports



PEG Child Eligibility Requirements



**District residency
requirement**



**Income below 200% of
Federal Poverty Level (FPL)**



**Child eligible for kindergarten
in the following year**

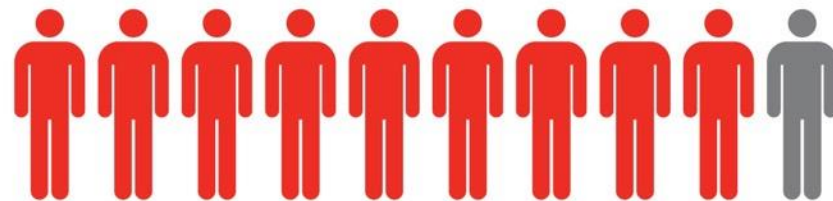


**4 of 5 communities prioritized children
with no prior early education experience**

PEG Child Demographics

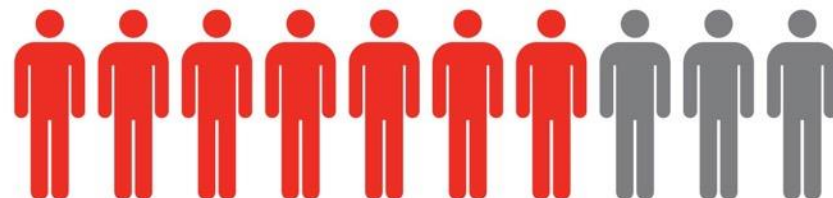
90%

Racial/Ethnic
minority populations



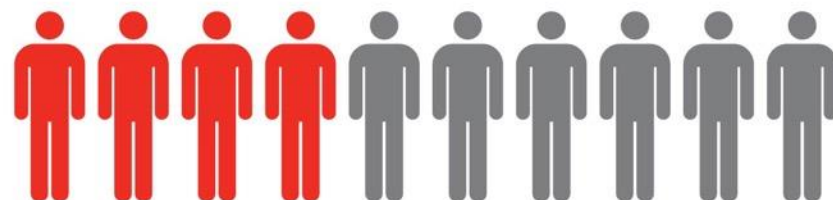
70%

No prior
early education

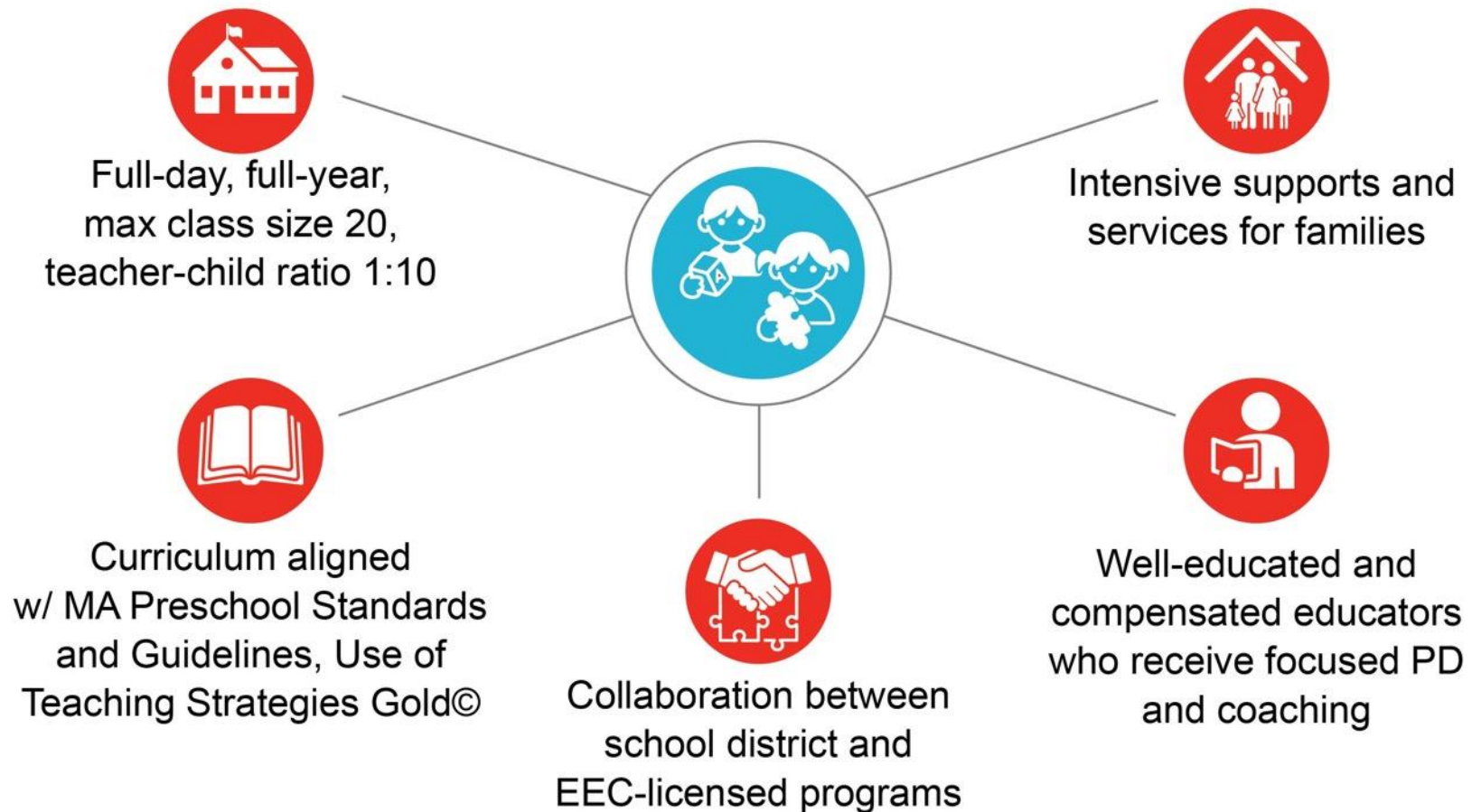


44%

Non-English
home language



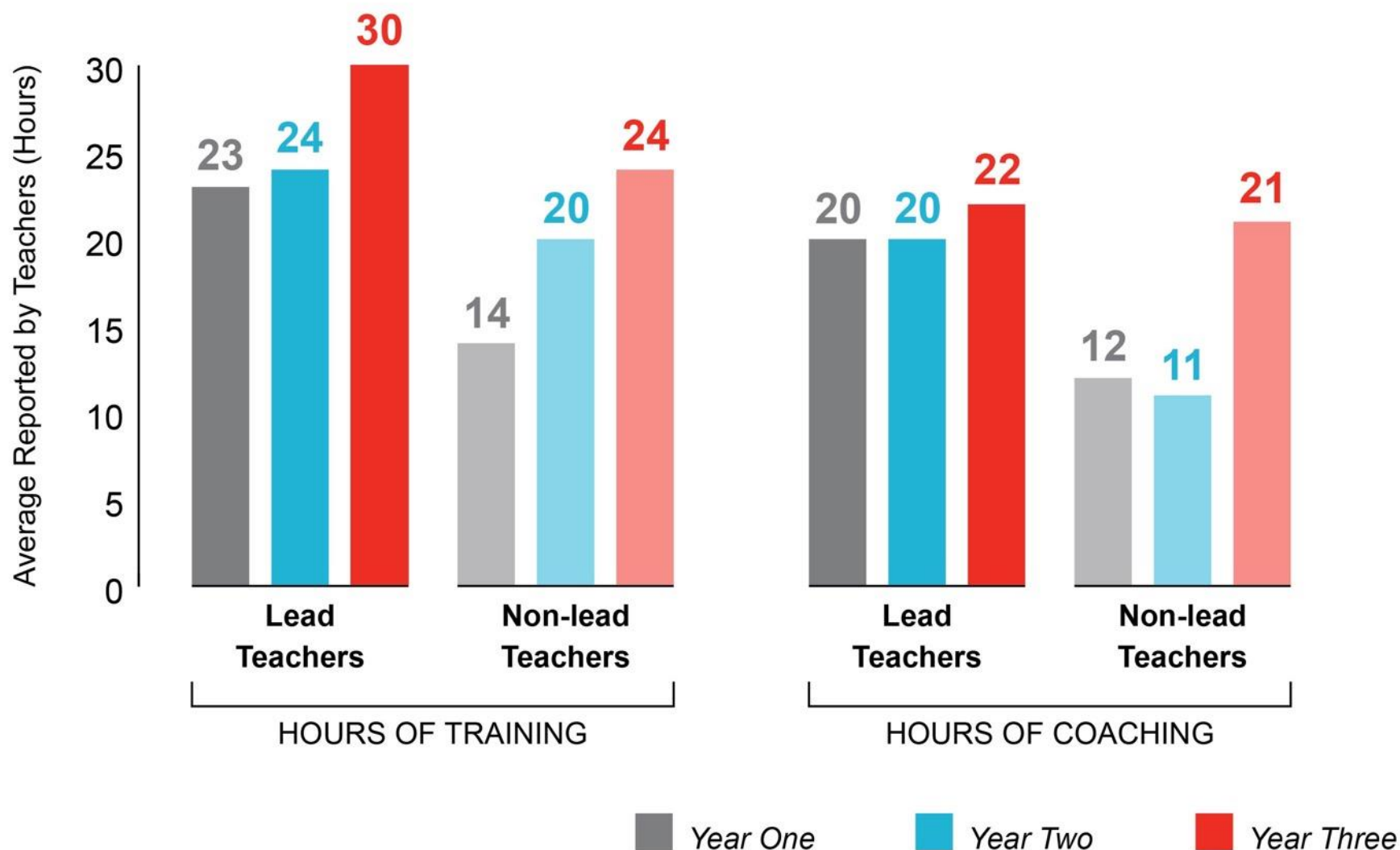
PEG Program Quality Elements





PEG Implementation Findings

PEG Provided Intensive Teacher Supports that Increased Over Time



PEG Provided Family Supports and Services that Increased Over Time



Communications with families via conferences and home visits



Activities focused on involving families in their child's learning and development



Direct provision of comprehensive services to families and/or referral of families to services



Dedicated family support staff within PEG programs



Assessment of family needs



Kindergarten transition supports

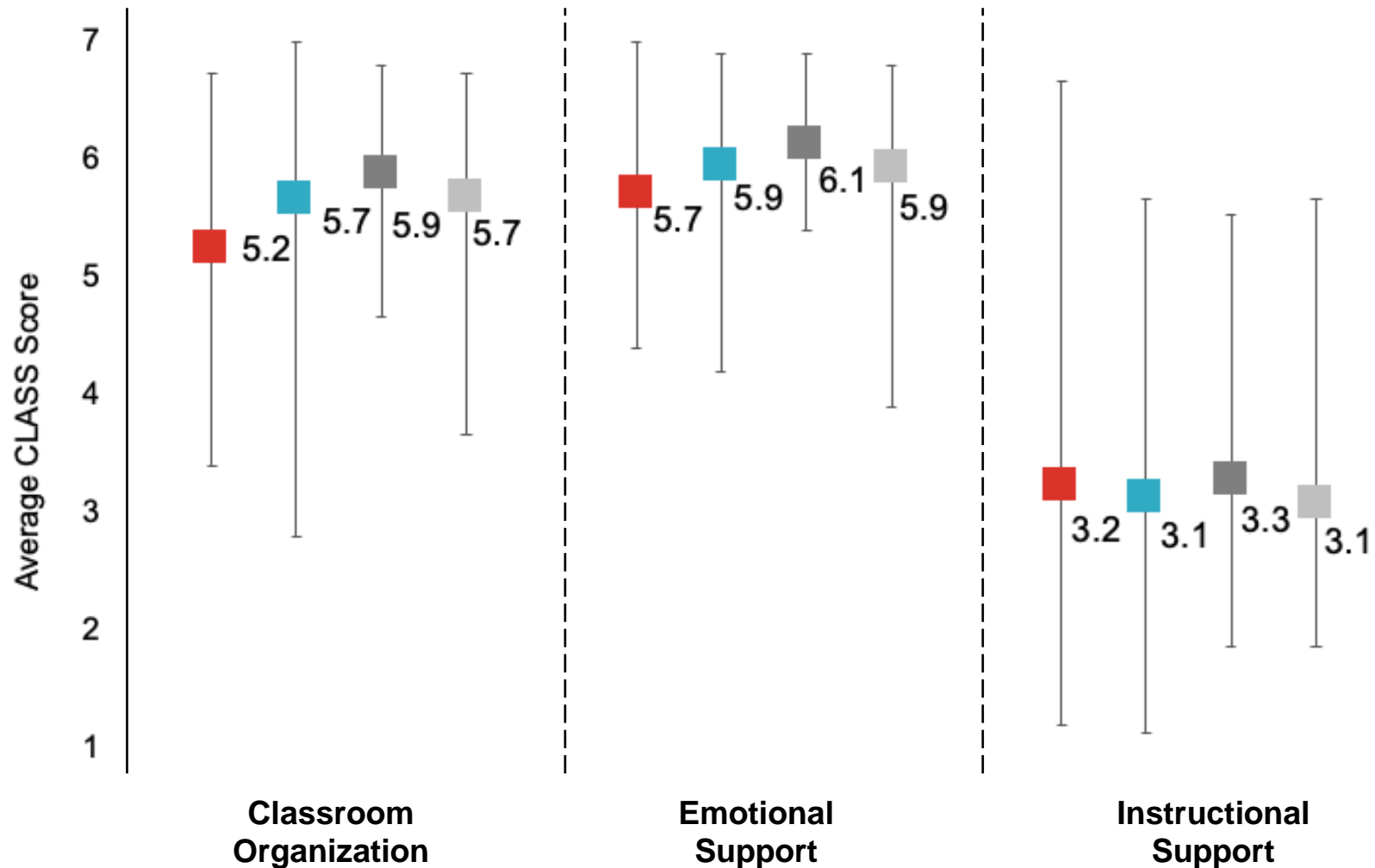


Parent education and workshops



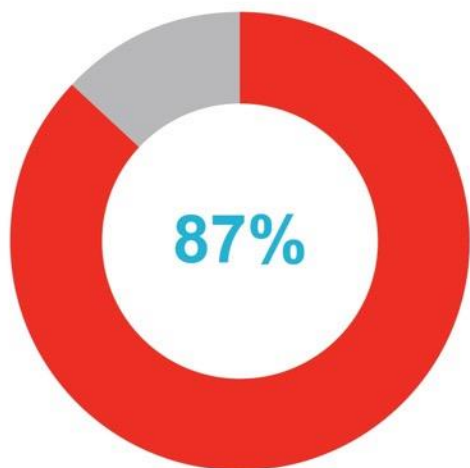
PEG Impacts and Outcomes

PEG Classroom Quality Improved Over Time

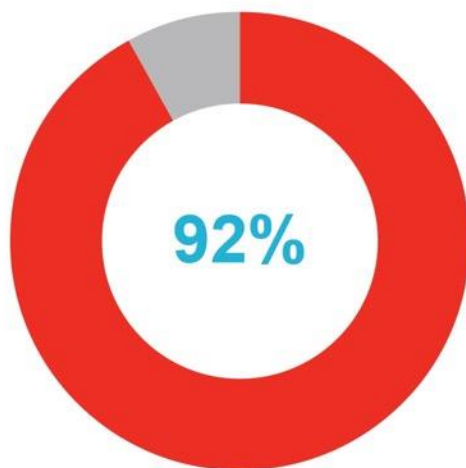


PEG Families Reported Positive Experiences

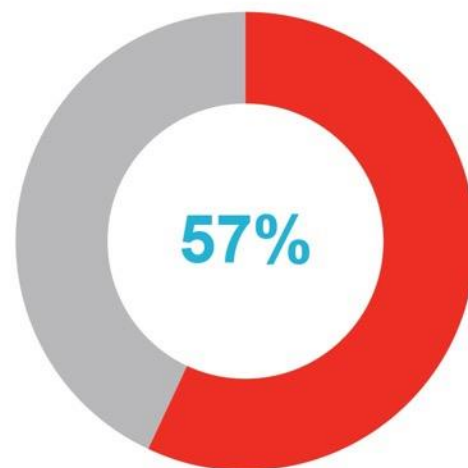
PEG parents who responded to a survey (response rate = 33%) reported positive experience with and perceptions of the program.



A substantial majority of PEG parents (87%) reported that it is very **important for their child to attend school each day.**

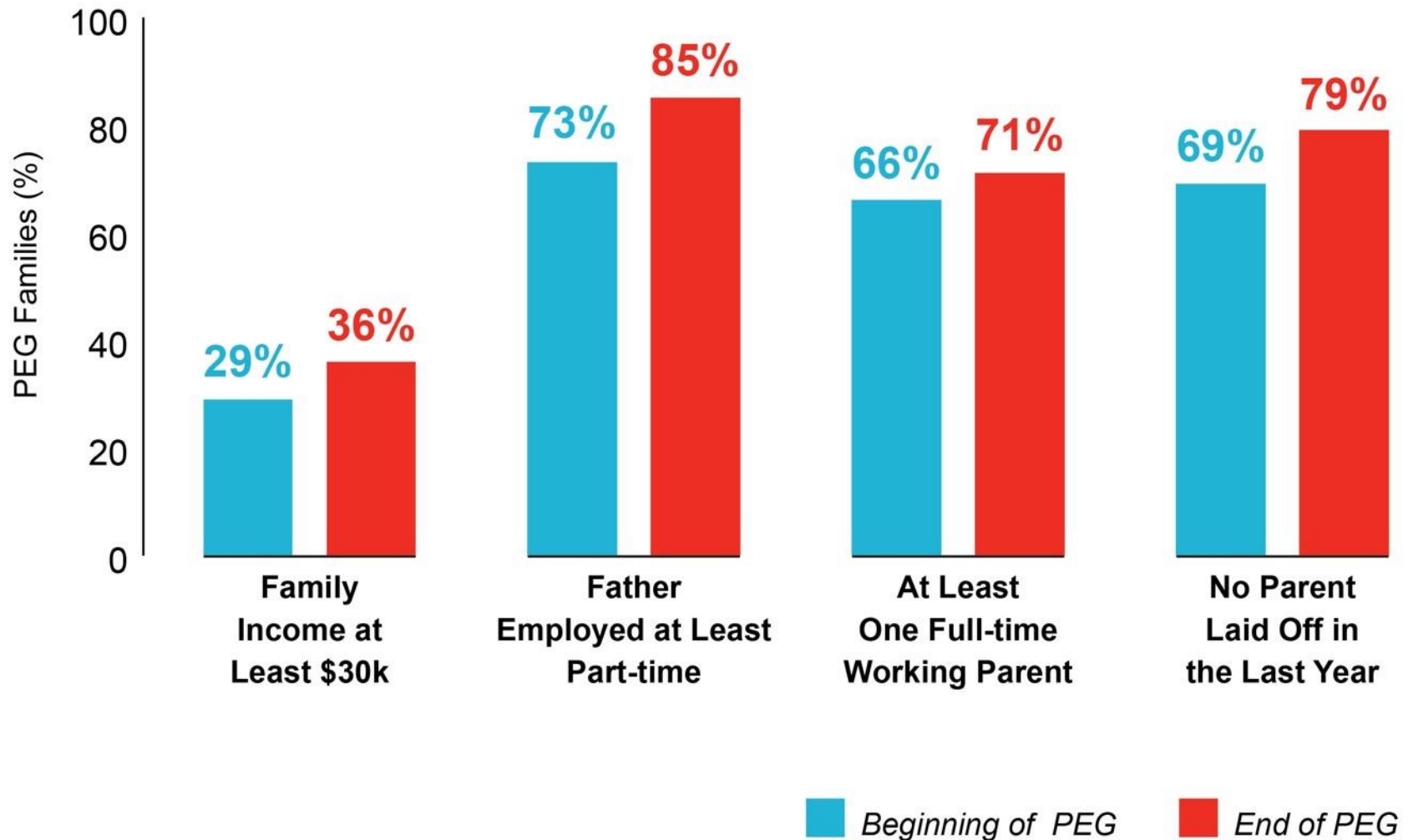


Almost all of PEG parents (92%) strongly or somewhat agreed that PEG had **prepared their child well for kindergarten.**



Over half of PEG parents (57%) reported that PEG had **positively influenced their employment situation.**

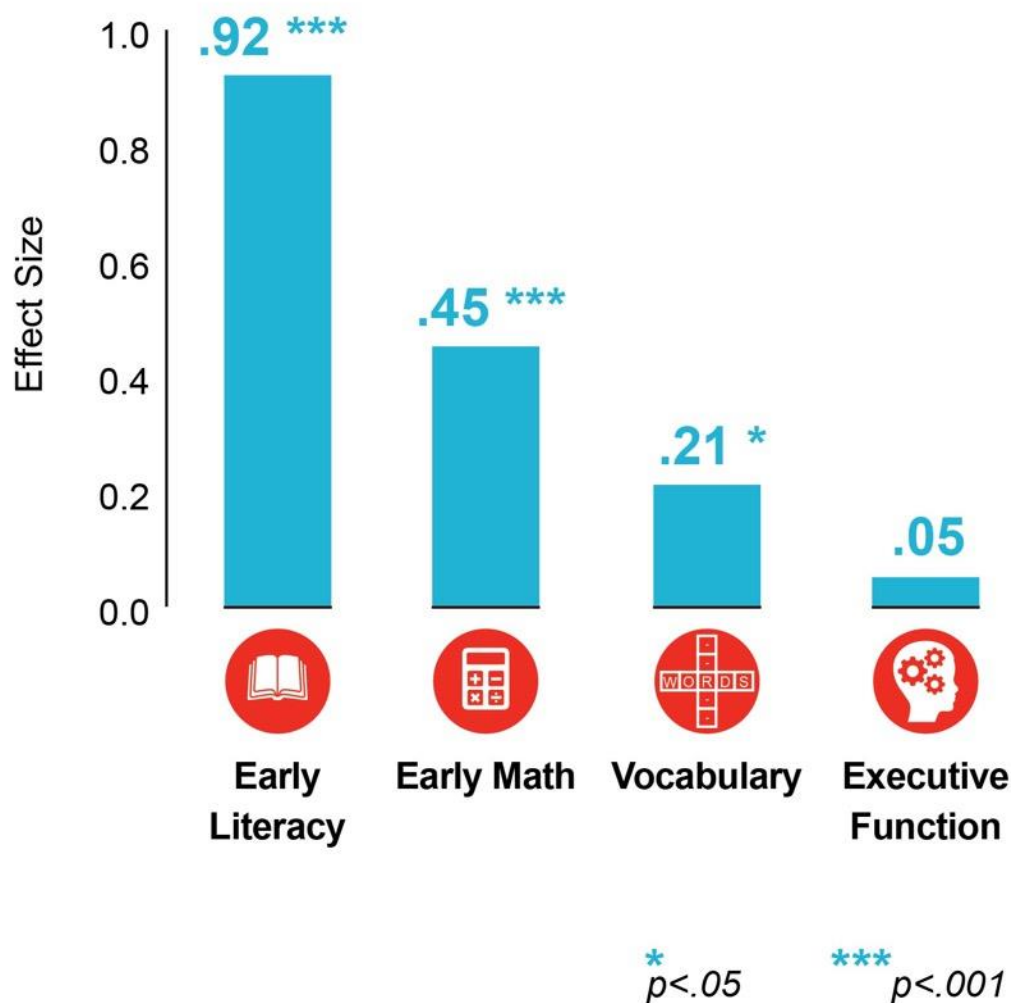
PEG Families Made Economic Gains During Preschool Year



PEG Evaluation Rigorously Examined Impacts on Children

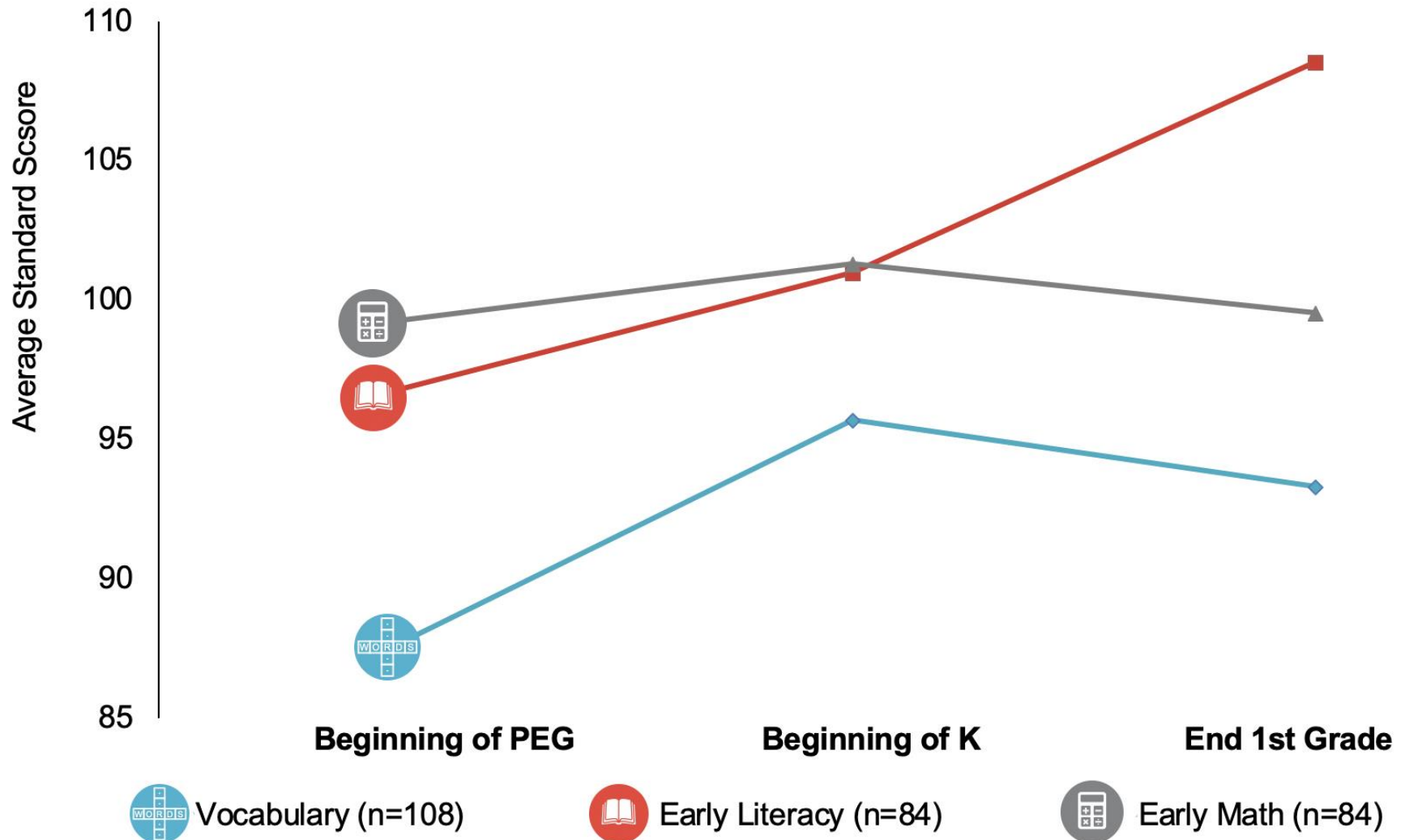
- To rigorously evaluate the impact of PEG on children's outcomes, the evaluation team leveraged the **birthdate** eligibility criteria for PEG (children must be 4 years of age by September 1st of the PEG year in order to be eligible) to employ a Regression Discontinuity Design (RDD).
- This type of design is considered to generate the same **strength of evidence as a randomized study**.

PEG Had Significant Impacts on Children's School Readiness

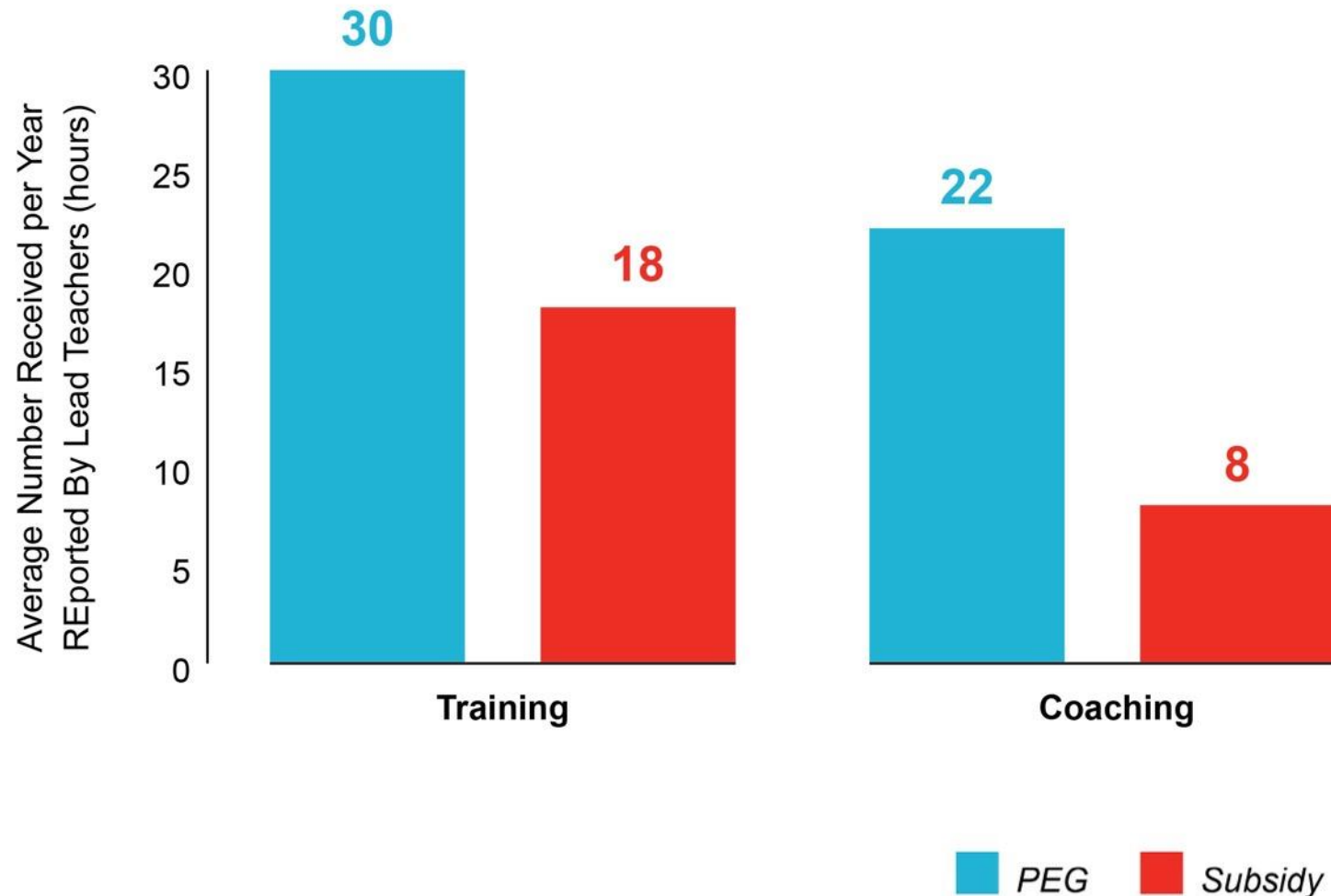


There was a sizeable positive impact on early literacy and math skills and a smaller positive impact on vocabulary skills. There was no significant impact on executive function, though it should be noted that the evaluation only focused on two specific skills (inhibitory control and working memory).

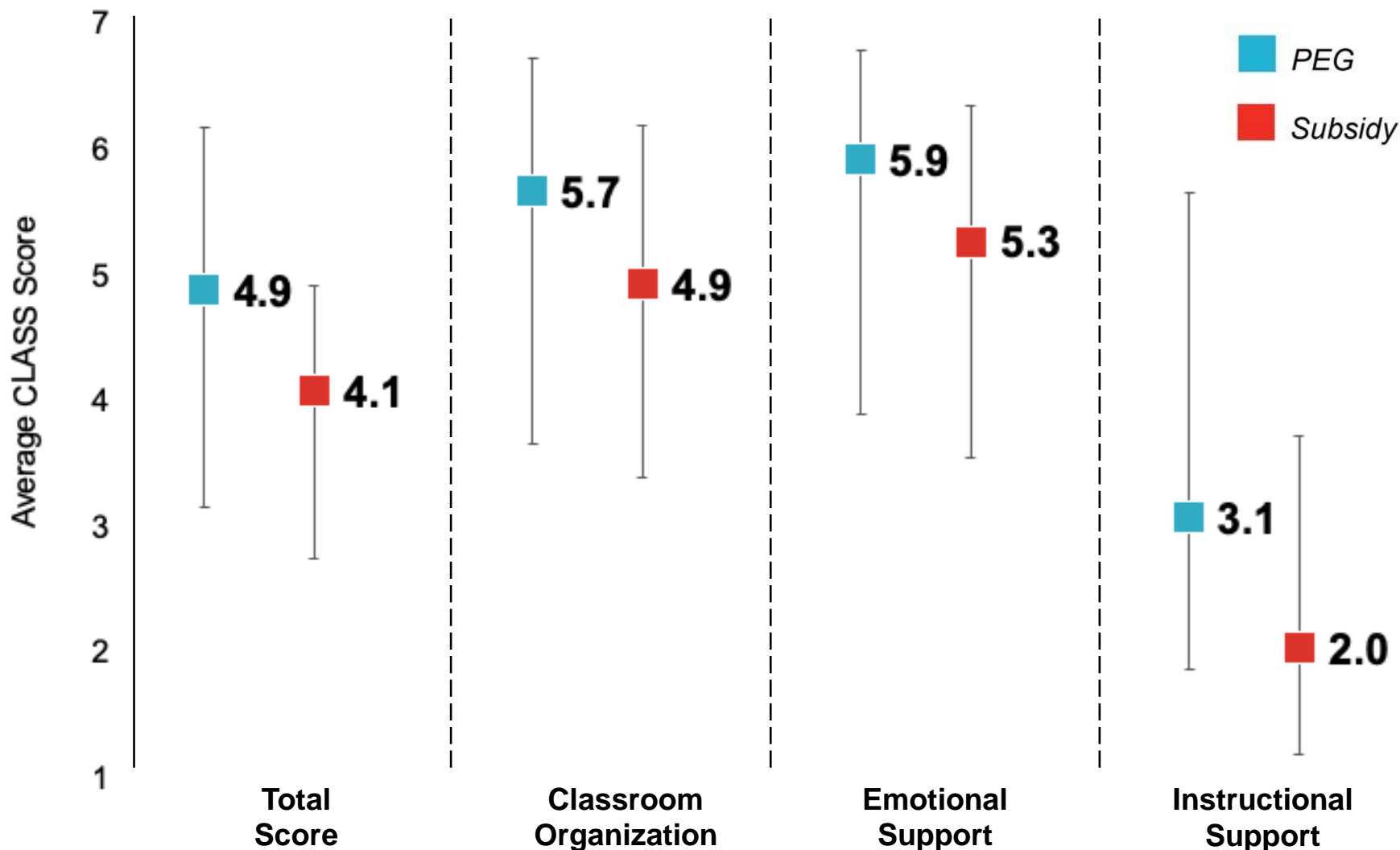
PEG Children Continued to Make Early Literacy Gains Over Time Relative to National Norm



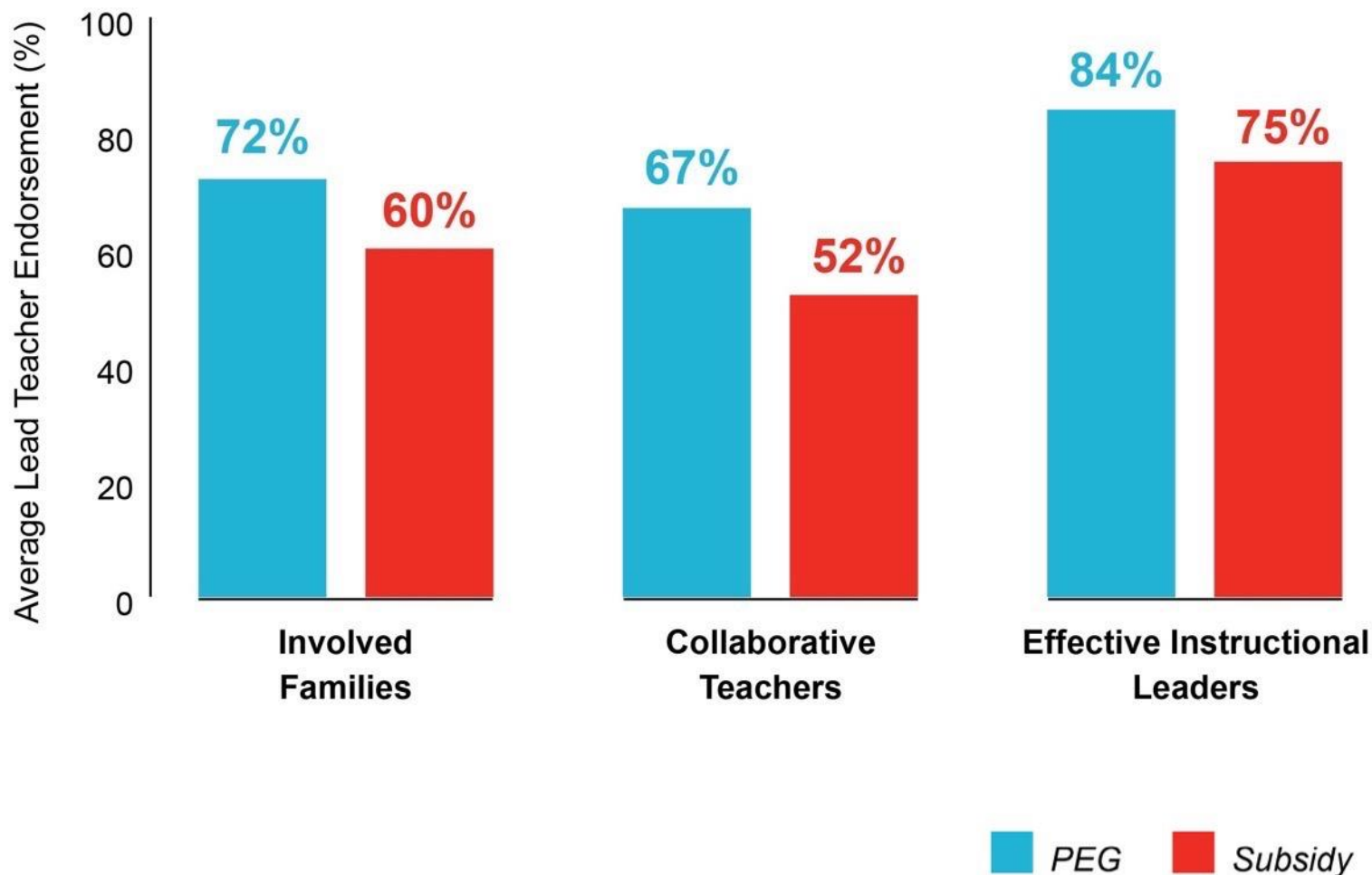
PEG Provided More Professional Supports for Teachers than Comparable Subsidy Funded Programs



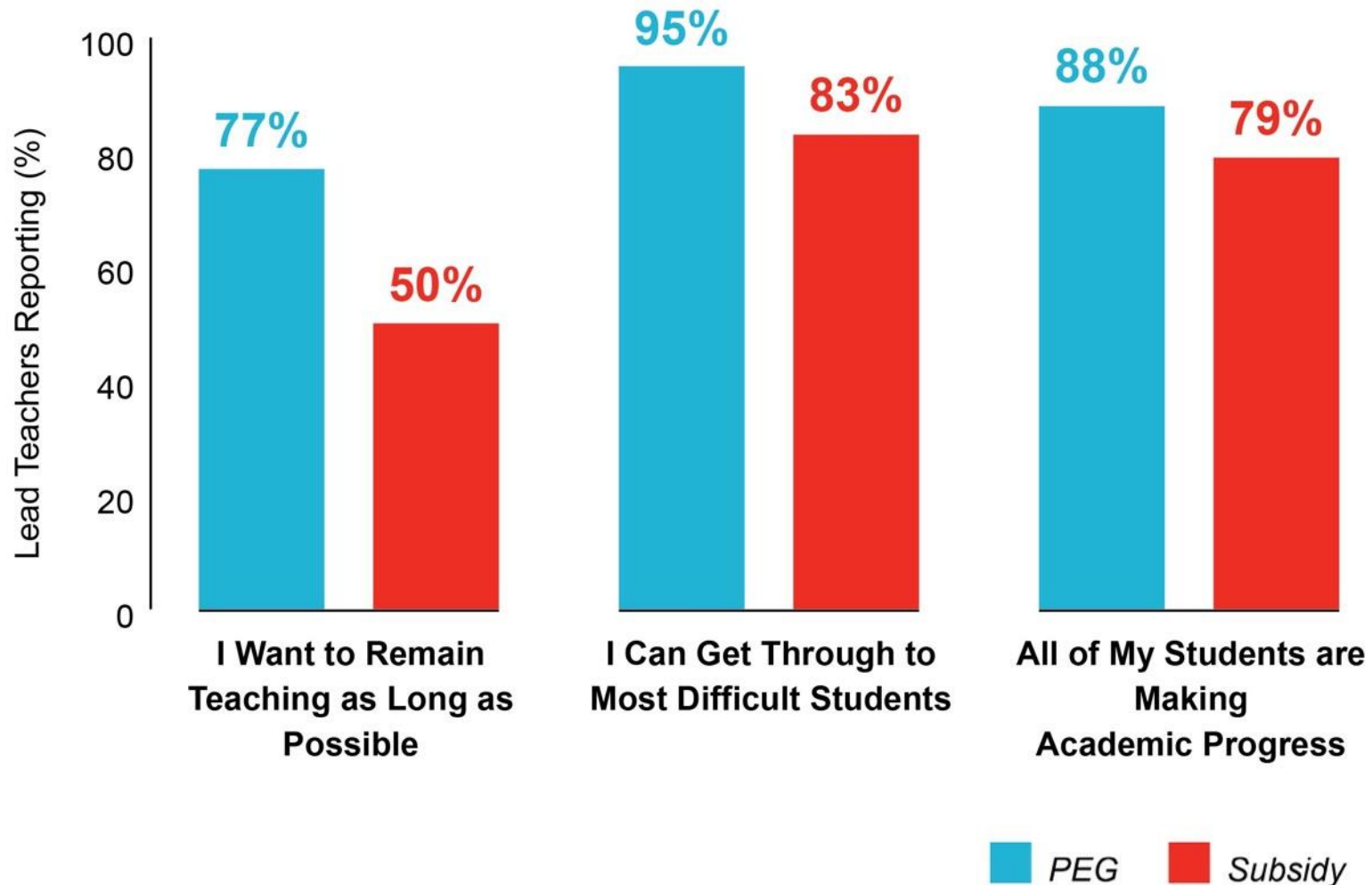
PEG Classrooms Had Higher Quality Scores than Comparable Subsidy Funded Classrooms



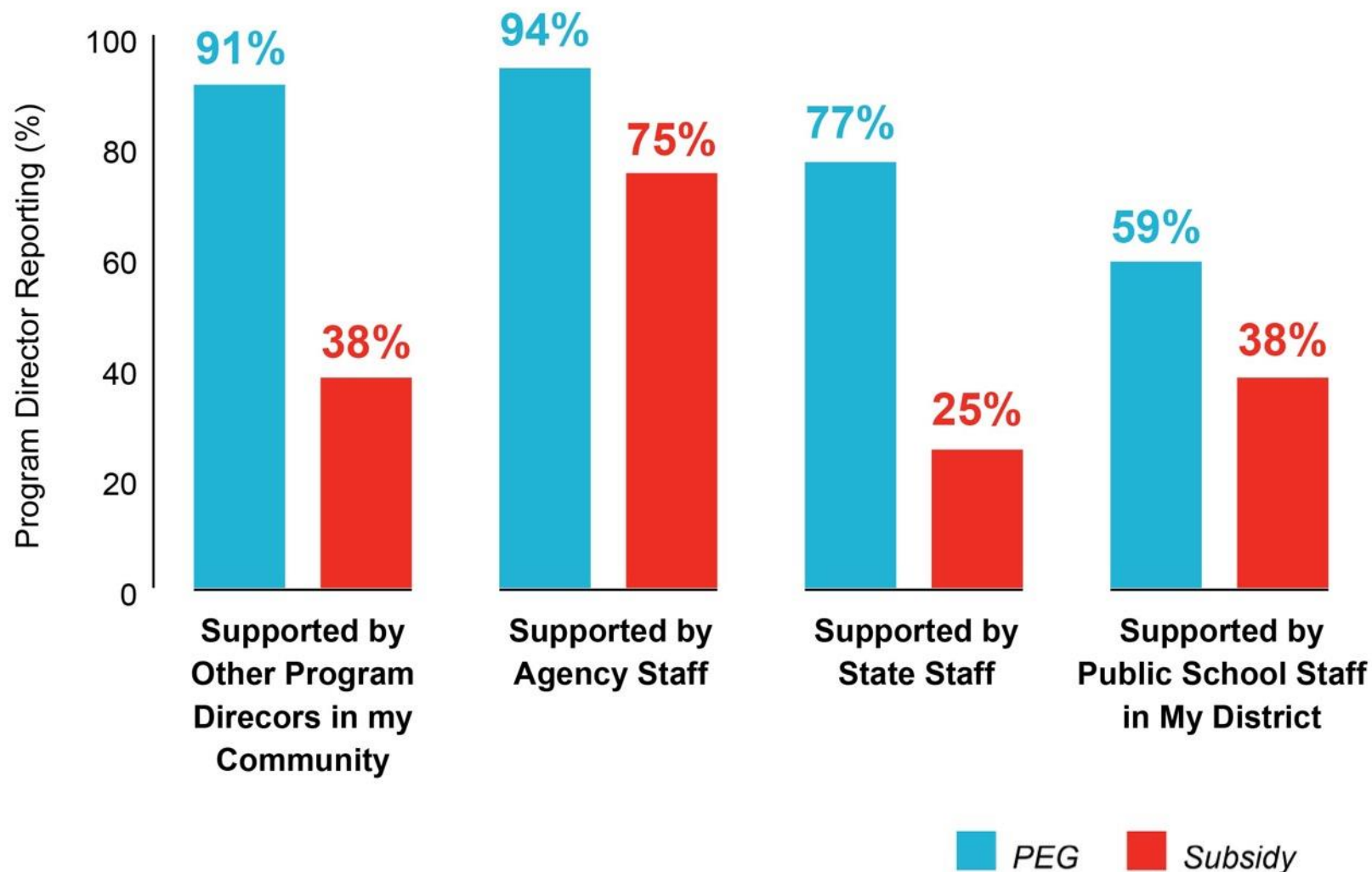
PEG Teachers Reported More Collaboration and More Positive Views of Program Leadership



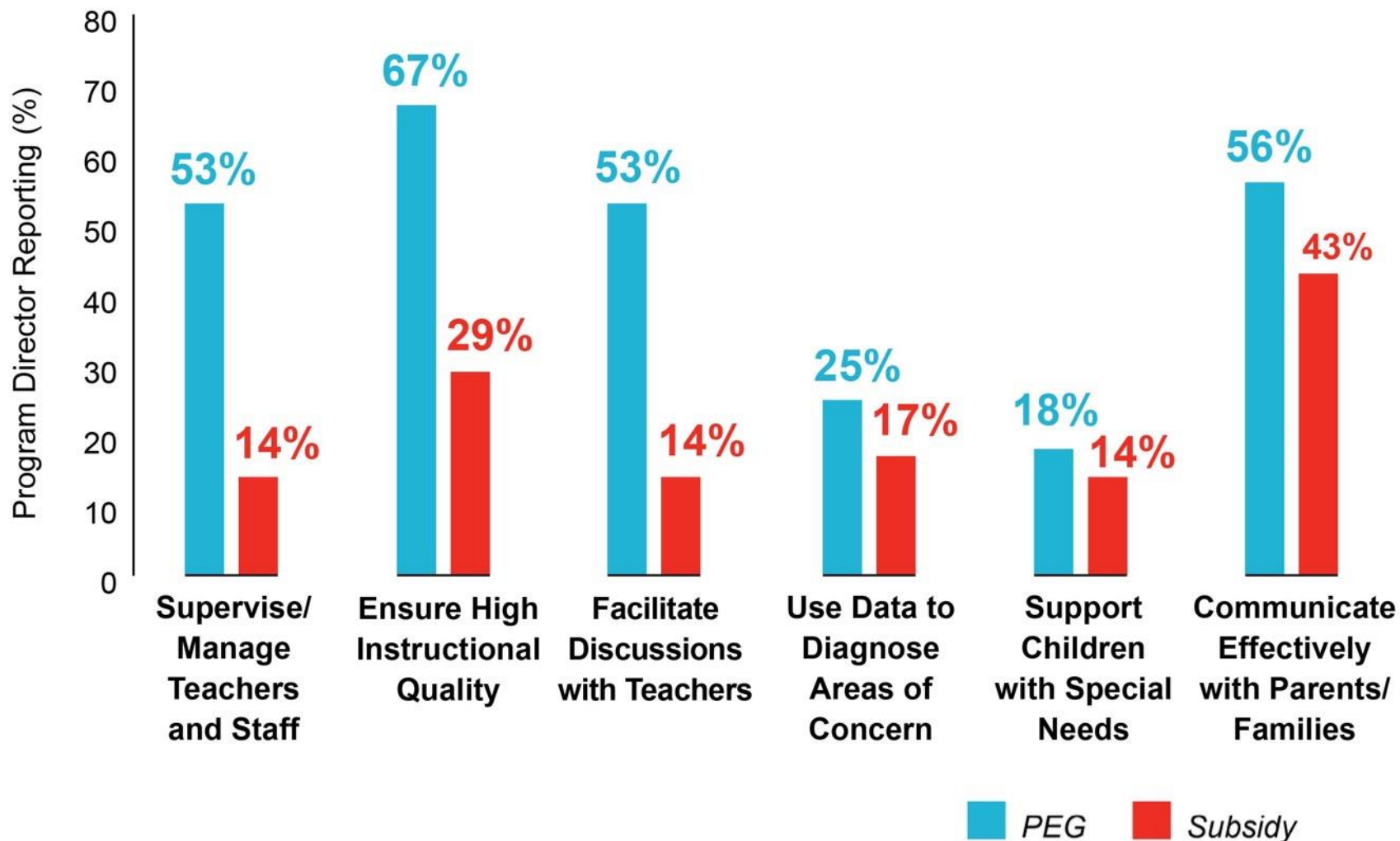
PEG Teachers More Committed to Staying in Teaching and More Confident in Own Abilities



PEG Program Directors Reported More Supports than Directors in Comparable Subsidy Funded Programs



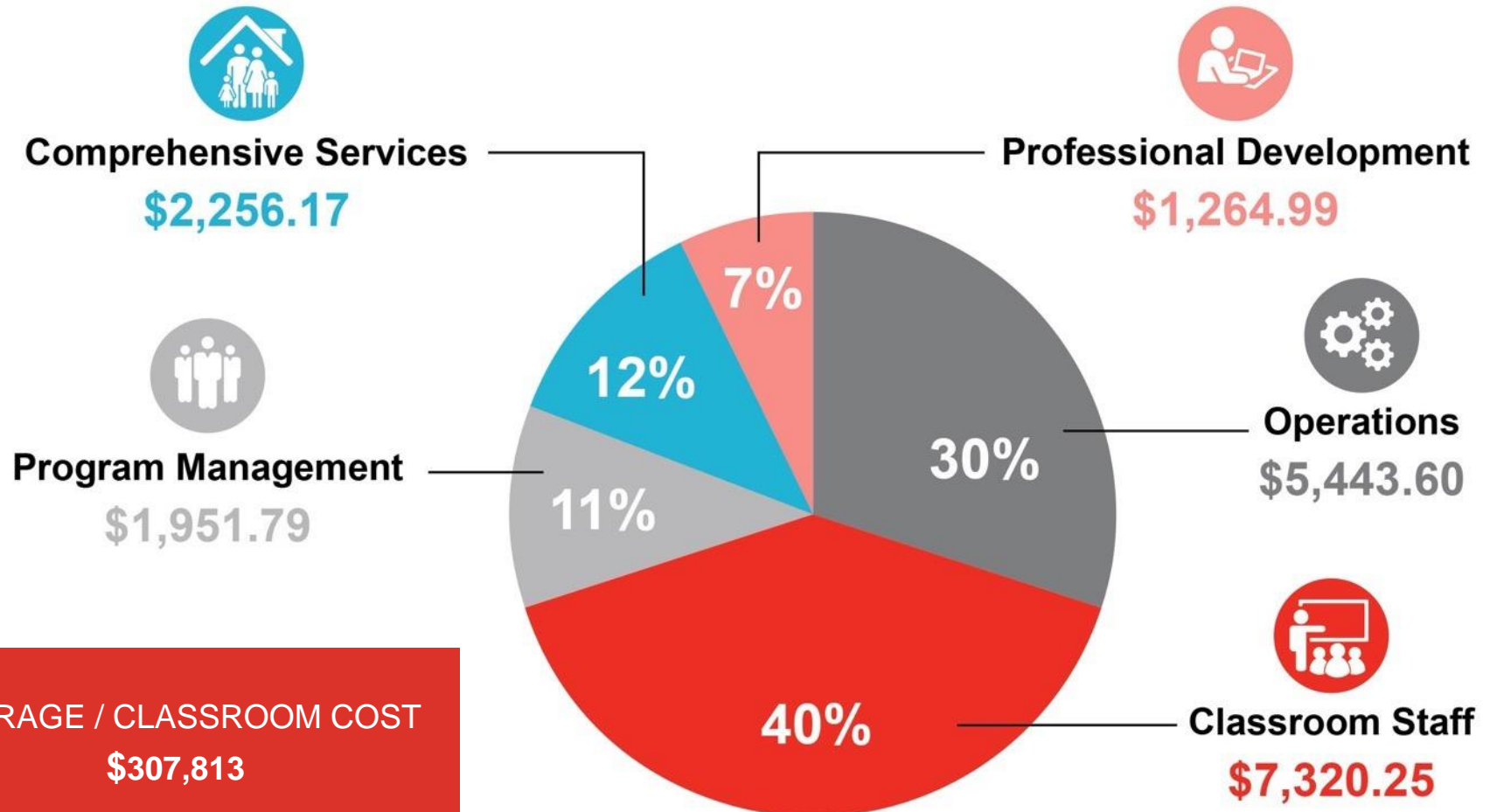
PEG Program Directors More Likely than Directors of Comparable Subsidy Funded Programs to Perceive Supports As Helpful





PEG Costs

PEG Per Child Cost by Component*



AVERAGE / CLASSROOM COST
\$307,813

AVERAGE / CHILD COST
\$18,237

**Cost analysis includes 4 of 5 communities;
Boston used a different funding model*

PEG Evaluation Summary (1 of 2)



PEG provided **extensive supports** to both educators and families over the four years of the grant.



PEG classroom **quality improved** in some domains over time.

- The combination of employing well-educated and well-compensated educators and providing them with multiple job-embedded professional learning opportunities seemed to result in improved classroom quality.



PEG families appeared to **benefit economically** from having their children in the program.



The PEG program significantly impacted children's early **academic outcomes** at kindergarten entry, and PEG children continued to make early **literacy gains** into early elementary school.

PEG Evaluation Summary (2 of 2)



PEG classrooms had **higher quality scores** than non-PEG subsidy funded classrooms in the same agencies and public school programs in the same districts (in three communities).



PEG teachers and leaders reported **feeling more supported** than teachers and leaders in comparable subsidized programs.



Thank You!

Questions?

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