



OnMyWay

PreK

October 2019 Report





Introduction

The Office of Early Childhood and Out of School Learning, alongside its Early Learning partners and under the direction of the Family and Social Services Administration, is responsible for administering the state of Indiana’s preschool pilot program, On My Way Pre-K.

On My Way Pre-K awards grants to 4-year-olds from low-income families so they may have access to high-quality Pre-K programs the year before they begin kindergarten. Eligible families may use the grant at any approved On My Way Pre-K program. Approved programs may be located in a public or private school, licensed child care center, licensed home or registered ministry, as long as that program meets the quality requirements and is registered as an On My Way Pre-K provider. Families may choose from a program that is full- or part-day, as well as from programs that end with the school year or continue through the summer.

Enrollment

In May of 2019, Governor Holcomb signed into law HEA1628, requiring yearly reporting of enrollment and fiscal expenditures for On My Way Pre-K. Below are the three requested reports:

1. The total number of children who received a grant under the prekindergarten pilot program for the immediately preceding state fiscal year (2018–19), disaggregated by county:

County	On My Way Pre-K children enrolled#
Allen	221
Bartholomew	92
DeKalb	12
Delaware	101
Elkhart	73
Floyd	45
Grant	116
Harrison	37
Howard	59
Jackson	67
Kosciusko	10

County	On My Way Pre-K children enrolled#
Lake	283
Madison	87
Marion	1,398
Marshall	8
Monroe	68
St. Joseph	151
Tippecanoe	105
Vanderburgh	311
Vigo	57
Total statewide	2,918



2. The total amount of funds budgeted for and spent under the prekindergarten pilot program during the immediately preceding state fiscal year:

The total amount budgeted and spent for Pre-K in SFY19 was \$22,115,073.88.

- **\$3,116,222.43** of 100% state funds were spent for administrative costs.
- **\$18,998,851.45** of both federal and state funds was spent for direct services.
\$8,385,755.82 of this amount was state funding for each grant.

3. The balance remaining in the pilot fund at the end of the immediately preceding state fiscal year:

At the end of SFY19, \$5,563,311.23 was moved from fund 15985 into the carryforward fund 15980.

For the past four years, in partnership with Purdue University, the Office of Early Childhood and Out-of-School Learning has conducted a longitudinal study of three cohorts of children in the On My Way Pre-K program. This annual report also summarizes the study's implementation approach and program progress for child outcomes, Pre-K classroom quality and family outcomes. While the longitudinal study will not conclude until the first cohort completes third grade at the end of the 2019–20 school year, the information presented here continues to provide valuable feedback about the implementation of the On My Way Pre-K program.

Children's outcomes

1. The first two cohorts of children who attended On My Way Pre-K had stronger gains at certain points over these two years in language comprehension, early literacy skills (including word decoding), self-regulation, mathematics and overall school readiness than children who attended lower quality-rated centers during the preschool year. Analyses of the third cohort of new children who attended On My Way Pre-K demonstrate some patterns of more positive growth (executive function, science, overall school readiness) in the On My Way group relative to the comparison group with gains in executive function being the largest. This is a promising trend given that a substantial body of evidence indicates that executive function is a set of foundational learning skills needed for academic achievement and long-term school success.
2. Children who attended On My Way Pre-K demonstrated greater gains in language, literacy, mathematics and overall school readiness that persisted into kindergarten. The third cohort continued to demonstrate greater gains in some school readiness skills. However, these measured differences are modest in magnitude and not statistically significant.



Pre-K classroom quality

1. On My Way Pre-K classrooms are generally providing higher levels of quality than comparison classrooms.

CLASS assessments of On My Way Pre-K classrooms continue to suggest current programs need additional technical assistance in the area of teacher-child interaction quality and organization. These findings will be addressed within the state's quality rating system, Paths to QUALITY™, to ensure rich and challenging child interactions with teachers who are prepared to effectively implement a developmentally-appropriate, evidence-based preschool curriculum.

Family outcomes

1. In all three cohorts, the On My Way Pre-K program was successful at reaching the children that have educational needs. The children who were in On My Way Pre-K were less likely to have attended preschool or childcare at age 3 than then comparison group.
2. Demographically in cohort three, children in the On My Way and comparison groups look very similar, with most parents being employed and having some college education but no degree. This is likely because the eligibility requirements of both On My Way Pre-K and CCDF are the same.
3. Parents reported benefits in their families' self-sufficiency as a result of their child participating in On My Way Pre-K. In the first two cohorts, those benefits included enabling them to get a job or start school or job training. These service need requirements were added to eligibility for the third cohort, so were not significant; however, cohort three continued to report benefits in their families' self-sufficiency such as increased work hours.
4. Most cohort three On My Way parents (74%) reported being "satisfied" or "very satisfied" with On My Way Pre-K during the 2018-2019 year. In 2016-17, 65% of parents were "very satisfied" with On My Way Pre-K, and 21% of parents reported that they were "satisfied." In the 2015-16, 54% of parents were "very satisfied" with On My Way Pre-K, and 39% were "satisfied."



Summary

Overall, the feedback and research conducted thus far continues to provide the conclusion that On My Way Pre-K has the potential to improve participating 4-year-olds' early learning skills and readiness for kindergarten, especially in language comprehension, early literacy skills and overall school readiness.

The Office of Early Childhood and Out-of-School Learning, in partnership with Purdue University, will continue this longitudinal study and is eager to share other emerging trends and areas for improvement throughout the course of the study. The Indiana Family and Social Services Administration appreciates the participation of those providers and families in the program who have assisted the agency in learning more about the services being provided.