



Year Four Evaluation

Cincinnati Preschool Promise Program Evaluation Report 2020-2021



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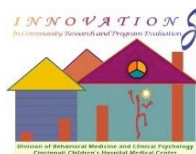


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Mission and Vision

MISSION

The Cincinnati Preschool Promise makes it possible for families to have equitable access to high-quality preschool in private settings within the Cincinnati Public School district boundary.



VISION

Our region values preschool as an integral part of a child's education and as an important support for working families. The community acknowledges that the best outcomes are possible with continuous access to high-quality education, beginning with preschool, and ongoing engagement throughout a child's educational experience. This is especially true for preschoolers with the greatest need. Kindergarten readiness and third grade reading are short-term benefits of increased participation in preschool. The longer-term benefits, from middle school through high school, will produce a more qualified workforce and a community in which all residents have an opportunity to thrive.

Commitment to Equity

The mission and vision of Cincinnati Preschool Promise are guided by its Equity Policy, which establishes equitable policies in the areas of workforce development and support, program design, Provider types and locations, and ensuring racial, ethnic, and gender diversity.

The Equity Policy states that:

- Cincinnati Preschool Promise will work to stabilize a skilled and qualified workforce, particularly in those classrooms serving Cincinnati's most historically disadvantaged preschoolers.
- Efforts to foster a highly skilled preschool teaching workforce will include support for historically disadvantaged teachers.
- Program design will consider impacts on ethnic and racial diversity and maintain or expand it in any way possible.
- Cincinnati Preschool Promise will work with a wide variety of Provider types (in home, parochial, public, and private or non-profit centers), that are geographically dispersed and culturally and linguistically relevant to the preschoolers in their care. These needs include, but are not limited to preschoolers:
 - from non-English speaking backgrounds
 - who have experienced trauma and adverse conditions (ACEs)¹
 - with special education needs
 - residing in quality gap neighborhoods²
- Cincinnati Preschool Promise will ensure that its work supports these Providers, and when possible, avoids increasing disparities among Providers of different types. Cincinnati Preschool Promise recognizes that most of these Providers are owned, run, and staffed by women from historically marginalized groups. While focusing on the needs of these partners and others with similar challenges, it is important to address inequities in the field as well as to provide a wide range of preschool options for Cincinnati's families.

¹ Adverse Childhood Experiences (ACEs) are potentially traumatic events that occur in childhood. ACEs can include violence, abuse, and growing up in a family with mental health or substance use problems. ACEs are linked to chronic health problems, mental illness, and substance misuse in adulthood. (<https://www.cdc.gov/vitalsigns/aces/index.html>)

² Quality gap neighborhoods are areas that have been identified as having a limited amount of high-quality (3-5 star-rated according to Ohio's Step Up to Quality Star Rating System) preschool seats.

Impact During COVID-19

COVID-19 has impacted children, families, Providers, teachers, and the community in several ways. Cincinnati Preschool Promise (CPP) has continued to show strength and support for our community at large by providing resources, training, and funding to improve and expand access to quality preschool, as well as to address the needs and challenges in early childhood education during the pandemic.

Overall Effects of COVID-19 on Early Childhood Educators and Families:

- Many families were forced to search for and secure alternative options for preschool with little to no notice, and for an indefinite period.
- Forty percent ($n = 151$) of families surveyed were hesitant to send their children back to preschool specifically due to COVID-19 concerns.
- Many families, Providers, and teachers suffered financial hardships.
- Nearly 67% ($n = 15$) of Providers stated in focus groups that they had difficulty finding enough preschool teachers to hire. Over 30% of those Providers also had difficulty getting teachers to return to work.
- Ohio's SUTQ Star Rating System (SUTQ)³ rating process was interrupted for Providers.
- All Providers (excluding Pandemic Providers) were shuttered beginning in February 2020. The impact continued throughout calendar year 2020 and into 2021 for many Providers.

CPP Strengths and Supports:

- Created an Extended Learning Session for parents of children aged 3-5 supporting year-round learning and will continue to support families in this manner in academic year 2021-22.
- Offered resources and support to Providers applying for various COVID-related government grants and aid.
- Offered electronic learning tools available remotely for Providers, parents, and preschoolers.
- CPP Providers were able to provide pandemic care.
- CPP Providers delivered essential services to families.
- CPP Providers built trust with families with whom the Providers otherwise would not have interacted.
- SUTQ training and other professional development continued via online training for many teachers and Providers.

³ Ohio's Step Up To Quality Star Rating System (SUTQ) is a five-star quality rating and improvement system administered by the Ohio Department of Education and the Ohio Department of Job and Family Services. Ohio's Step Up To Quality Star Rating System recognizes and promotes learning and development programs that meet quality program standards that exceed licensing health and safety regulations. (<https://jfs.ohio.gov/cdc/stepUpQuality.stm>)

- CPP, in partnership with the Freestore Foodbank and Amazon, delivered food to Providers for the benefit of preschoolers.
- CPP provided personal protective equipment (PPE) kits to Providers.

Note that references to *Providers* mean *community preschool Providers* and references to *preschools* mean *community and parochial preschool sites*.

Parent, Provider, and Teacher Testimonials

A goal of Cincinnati Preschool Promise (CPP) is to expand access to high-quality preschool to more preschool age children within the Cincinnati Public Schools boundary. Parents and Providers shared how CPP and preschool has positively impacted their children and families:

“For my family, childcare is the highest bill there could possibly be. I’m not eligible for vouchers, so it was a lifesaver for me. Without tuition assistance, childcare is \$185 per week. Preschool Promise was the savior for my family.” – CPP Parent

“My children have the most beautiful relationship with their teachers. Every day they come home with artwork and they explain to me everything they learned that day. I love what they have done for my babies. I’m very convinced sending them to kindergarten. I feel like they’re more than ready!” – CPP Parent



“My child’s preschool is a safe place where they not only learn facts, but the teachers also focus on the social emotional development of my child. They care about my child as a whole. My child is genuinely excited to go to school every day and as a parent that is amazing.” – CPP Parent

“I love how small and diverse it is. They taught my son so much and still are. Without them I don’t know where I would be.” – CPP Parent

“Their guidance helped me focus on my goals. I just got my 3rd star, and I couldn’t have done it without their help.” – CPP Provider

“The tuition assistance allows my classrooms to provide hands-on activities and experiences for our students that may have not been possible before. I have recently become the Preschool Director along with the classroom teacher, so there have been a lot of questions that I have needed assistance with. Everyone I have spoken to at CPP has been so accommodating and professional. I appreciate their help and quick responses. I am also a CPP grant recipient and that has made a huge difference in keeping me at my program, being able to teach preschool students, and do what I love while having a better salary.” – CPP Provider



“At my center, we are constantly learning, training, and using the professional development. Our parents appreciate that and value that we are open to continuing our professional development.” – CPP Teacher

Report Summary

Our region values preschool as an integral part of a child's education and as an important support for working families. The community acknowledges that the best outcomes are possible with continuous access to high-quality education, beginning with preschool, and ongoing engagement throughout a child's educational experience. This is especially true for preschoolers with the greatest need. Being prepared for Kindergarten and on-track for reading success by the third grade are short-term benefits of increased participation in preschool. The longer-term benefits, from middle school through high school, will produce a more qualified workforce and a community in which all residents have an opportunity to thrive. In 2020-21, CPP impacted the community through its programs and supports provided to **Tuition Assistance (TA) Providers** (3, 4, and 5 star-rated) and **Quality Improvement (QI) Providers** (unrated, 1, and 2 star-rated).

Key Findings from the Year 4 Evaluation:

Stakeholder Perspectives on COVID-19

- In surveys administered to collect data on Provider experiences, COVID-19 was noted as a concern that **40.9%** of parents with prospective (unenrolled) students had about enrolling their child in preschool, while **36.1%** of TA parents and **60.0%** of Quality Improvement parents reported that COVID-19 made them hesitant to send their child to preschool.
- Providers participating in focus groups reported that the average decrease in enrollment numbers at their facilities ranged from **36.3% to 57.9%**. These percentages represent a decrease in overall site enrollment.

Early Literacy Readiness

- CPP Tuition Assistance kindergarteners were more frequently at or above benchmark on the Acadience Reading assessment compared to Non-CPP kindergarteners by **9.5** percentage points among Black/African-American students, **8.2** percentage points among Hispanic students, and **15.1** percentage points among Multi-Racial/Other students.
- In terms of social economic performance differences, **52.9%** of SES 1 CPP TA kindergartners were at or above benchmark compared to **29.5%** of Non-CPP kindergartners – a difference of **23.4** percentage points.

Preschooler Progress

- In 2019-20, tested preschoolers showed preschool progress (i.e., maintained proficiency or improved on the TS GOLD® or ELA from Fall to Spring) at high frequency within the Social Emotional (88.7%), Physical (86.3%), and Language and Literacy (83.6%) domains, but less frequently for Math (29.0%).
- In 2020-21, tested preschoolers showed preschool progress most frequently within the Physical (79.3%), and Language and Literacy (80.9%) domains, and at moderate frequency within the Social Emotional (68.5%) and Math (58.8%) domains.

Reach and Access

- As of June 30, 2021, there were **203** Providers being served by CPP representing **3,727** quality and high-quality seats.

Tuition Assistance and Enrollment

- In 2020-21, 760 preschoolers received CPP Tuition Assistance and were enrolled in high-quality preschool programs.
- As of June 2021, there were **114** Tuition Assistance Provider sites, an increase of **31** compared to June 2020. And **63** of those Providers were in quality gap neighborhoods.

Quality Improvement

- In 2020-21, CPP converted **30** Providers from Quality Improvement preschools to Tuition Assistance preschools, which represents a **36%** increase from the previous academic year.
- As of June 2021, there were **119** Quality Improvement Provider sites, **45** of which were in quality gap neighborhoods.

Extended Learning Session

- A total of 360 children enrolled in the ELS program which operated from June 2020 through August 2020. On average, ELS students attended **84.4%** of their scheduled school days, with **50.6%** having an attendance of **90%** or higher.
- Based on the demand for ELS and positive feedback received from parents, CPP is offering another Extended Learning Session in academic year 2021-22 and has **500** preschoolers enrolled at **75** high-quality preschool sites.

Teacher and Provider Wage Analysis

- Staff and teachers at Tuition Assistance preschools received hourly wages of **\$15** with greater frequency than those at Quality Improvement preschools, especially among lead teachers and administrators.
- CPP and non-CPP teachers and Providers reported that lack of benefits such as health insurance, tuition reimbursement, paid vacations, and sick days were barriers to the recruitment and retention of staff.

Teacher and Provider Supports

- CPP increased the maximum amount of the Teacher Promise Grant from \$2,000 during 2019-20 to **\$4,000** in 2020-21 and is supporting 54 new lead preschool teachers at 36 sites.
- Beginning in 2020-21, CPP supported 34 Quality Improvement Providers with a Staff Support Fund of up to **\$3,000** per lead teacher not to exceed \$18,000 per site.

CPP Plus: Virtual and Interactive Learning

- CPP piloted three (3) enrichment programs late in the academic year: ReadyRosie, ABCmouse, and Books Alive.
- These programs were offered with the goals of 1) Enriching and supporting preschooler learning during the COVID-19 pandemic; 2) Enhancing Provider learning objectives by including parent participation; and 3) Supporting parent engagement with their children around learning objectives.

Community Stakeholder Experiences

- Parents, Providers, and teachers representing Tuition Assistance and Quality Improvement programs and 75 unique preschool locations participated in focus groups, key informant interviews, or surveys.
- Tuition Assistance and Quality Improvement Parents agreed that 1) Preparation for kindergarten, 2) Learning Social Skills, and 3) Having SUTQ rated Providers were important for their families. TA Parents also expressed that the preschool site providing a “Safe Environment” was important.

Prospective Provider Perspectives

- *INNOVATIONS* in Community Research and Program Evaluation at Cincinnati Children’s Hospital Medical Center (*INNOVATIONS*) conducted focus groups with Providers within the Cincinnati Public Schools (CPS) footprint who were not enrolled in a CPP Tuition Assistance or Quality Improvement program.
- Top Provider responses to the question, “What can CPP do to promote and connect you with the supports and programs they offer?” were: 1) Provide virtual information sessions about CPP; 2) Provide information about Grant Opportunities and 3) Offer virtual trainings (professional development).
- Providers were also asked, “What challenges influence your level of engagement with CPP?” Top responses were: 1) Meeting enrollment targets and 2) Managing staff training and education.

CPP Community Advisory Panel

- This diverse panel met monthly and represented both TA and QI stakeholders. This panel included **two (2)** Providers, **two (2)** teachers, **two (2)** parents, **two (2)** community consultants, and CPP’s Data and Evaluation Manager.
- Panel members shared that the voucher process, voucher coverage, classroom-size, children’s disabilities, scheduling, transportation, and parents’ perception of the value of early education were all challenges impacting preschool enrollment.
- Panel members suggested that non-engaged families could be reached through social media, flyers, parent testimonials, and local businesses.

Looking Forward: Next Steps and Opportunities:

INNOVATIONS recommends that CPP consider the following next steps and opportunities to continue to ensure equitable access to quality preschool education in Cincinnati. Note that some of the recommendations and next steps may be implemented with existing resources and capacity while others will require long-term planning, funding strategies, and partnerships.

Next Steps for Cincinnati Preschool Promise

- **Inform and Engage Prospective Parents:** Less than half (**47.3%**) of prospective parents had heard of CPP prior to completing a survey. CPP should consider a referral incentive program as **12.2%** of parents who were familiar with CPP first learned about the initiative through family and friends and **10.0%** were informed by a CPP staff member or Provider.
- **Engage and Enroll Prospective Providers:** CPP should continue outreach to Prospective Providers and offer desired supports such as 1) Virtual Information Sessions to share

information about CPP, 2) Virtual Trainings (Professional Development), 3) Information about Grant Opportunities, and 4) Coaching/Mentoring.

- **Assist Providers with Preschool Enrollment Challenges:** Providers expressed that voucher coverage, classroom-size, transportation, parents' perception of the value of early education and other issues were challenges impacting preschool enrollment. CPP should assist with these barriers where feasible.
- **Reach TA Eligible Preschoolers and Parents:** CPP is strongly committed to ensuring preschoolers, especially those with fewest resources and in gap areas, benefit from Cincinnati Preschool Promise. Tuition Assistance continues to make a significant impact on the lives of Cincinnati's families. Continue to engage and encourage a broad population to submit applications for TA as many parents were unaware of their eligibility.
- **Support Providers During Uncertainty:** CPP staff should continue to be responsive to Providers' needs by providing supplies and resources to support through closures, shifts in teacher-student ratios, reopening, continuing SUTQ movement and maintenance, and other disruptions and challenges due to COVID-19.

Additional Considerations for CPP and Early Education Partners

- **Consider Kindergarten Readiness to Include the Whole Child:** Social Emotional, Physical, and Cognitive domains are critical to a child's kindergarten readiness as well as academic preparedness. CPP should continue to examine preschool outcomes that address these domains to gauge program effectiveness.
- **Extend Learning to Prevent Learning Loss:** CPP should continue offering an extended learning session to ensure that preschoolers are learning year-round. Extended learning will also help to close any learning gaps that resulted from preschoolers missing school during COVID-19.
- **Advocate for Increases in Teacher Wages:** CPP should continue to support teachers and Providers through Teacher Promise Grants and Staff Support Funds and be an advocate for teachers and Providers receiving an adequate wage. Preschoolers will also benefit from the resulting improvement in teaching quality.
- **Explore Expansion of Tuition Assistance Beyond City Boundaries:** As demonstrated by the movement of families from preschool addresses within the city to nearby kindergarten addresses outside of the city; mobility of families impacts access to high-quality preschool. Investment in preschoolers beyond the current service area may create opportunities to support students who may later attend school within the Cincinnati Public School District.

Stakeholder Perspectives on COVID-19

Survey results and feedback from focus groups shed light on the impact of COVID-19 on preschool attendance, enrollment, and staffing. COVID-19 was reported as a concern that **40.9%** of parents of prospective (unenrolled) students had about enrolling their child in preschool, while **36.1%** of TA parents and **60.0%** of QI parents reported that COVID-19 made them hesitant to send their child to preschool. In addition, teachers and Providers reported that parents kept their children at home due to changes with work schedules, employment status, and health and safety concerns. Some parents who were unemployed during the pandemic reported that, but for CPP tuition assistance, they would not have been able to afford sending their children to preschool.

Because of COVID-19, preschool enrollment numbers declined. Almost all Providers reported lower enrollment in their preschools during the pandemic. The average decrease in entire site enrollment reported by focus group participants ($n = 12$) ranged from **36.3% to 57.9%**. In addition, some Providers shared that re-enrollment has been slow and they are not serving the same number of children as they were prior to the pandemic.

Teachers and Providers also provided insight on how the COVID-19 pandemic impacted their work. For most teachers, COVID-19 did not make them hesitant to work at a preschool. However, some Providers reported that it has been difficult getting displaced teachers to return to work and many have struggled to hire teachers during the pandemic because few are applying for the open positions.



Early Literacy Readiness

Sample

CPP community and CPS preschoolers funded by CPP Tuition Assistance were combined into a unified CPP TA cohort for the purpose of understanding the status of early literacy readiness. A total of 1,225 children who attended a CPP TA Provider program during the 2018-19 and/or 2019-20 school year met the age cutoff for the 2020-21 kindergarten cohort (614 attended CPP community Providers, 566 attended CPS Providers), and 45 attended a combination of both. Parental consent for 1,116 (91.1%) CPP TA preschoolers was obtained and matched with CPS Acadience Reading K-6 (replacement instituted by CPS for 2020-21 school year for the former DIBELS Next assessment) assessment scores.

A total of 665 CPP TA participants with consent completed Acadience Reading K-6 (Acadience Reading) assessments at a CPS kindergarten in 2020-21. CPP TA assessment scores are compared to 2020-21 Acadience Reading assessments of 1,581 Non-CPP students; a cohort of CPS kindergartners who did not attend a CPP community provider or CPS preschool.

SES Quartiles: The Geocoding Process

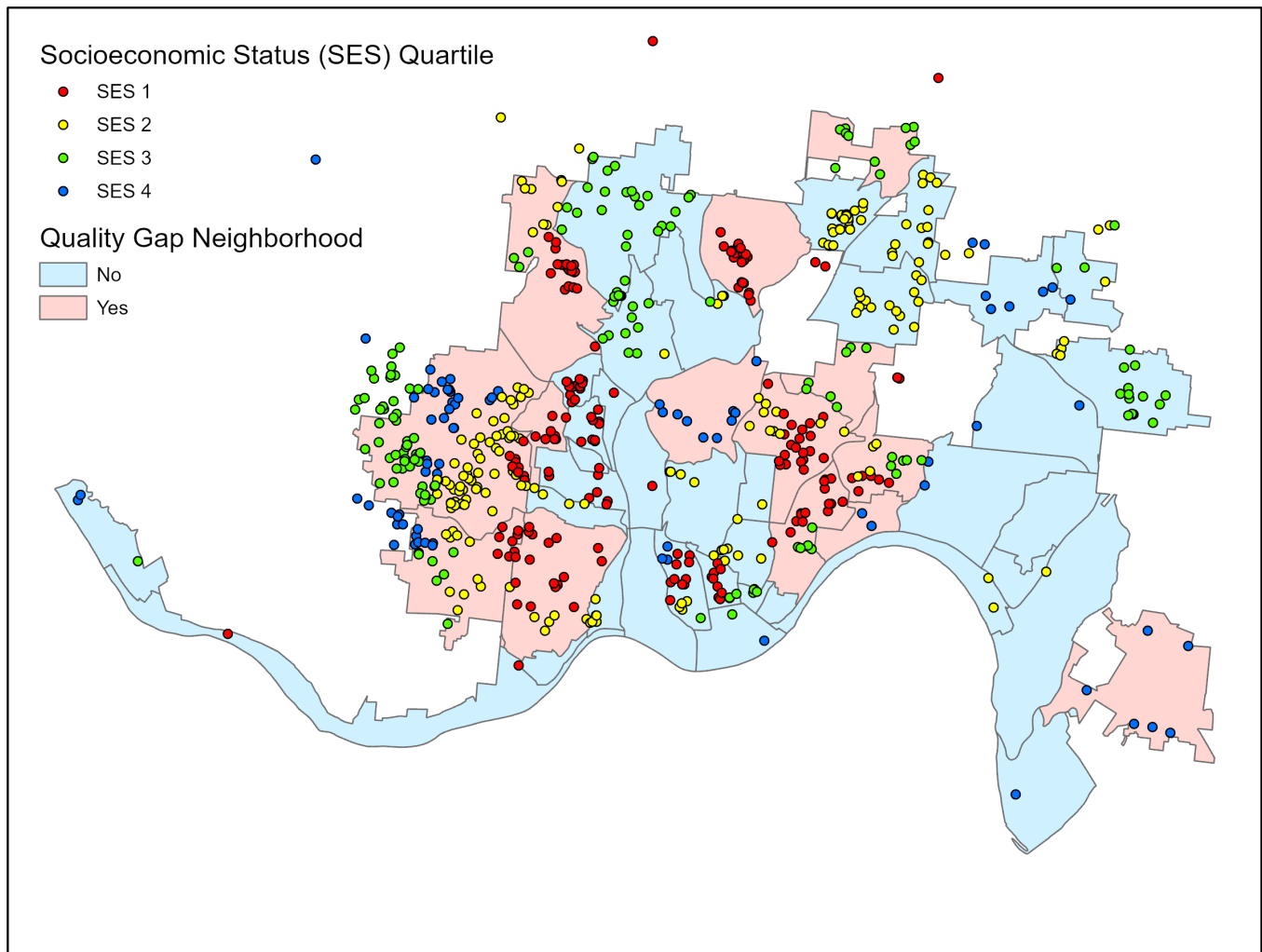
Socioeconomic characteristics were determined for all recipients of the Acadience Reading assessment in CPS in 2020-21, including the CPP TA participants. Student home addresses at the time of kindergarten enrollment were geocoded to determine their census tract. Census tracts were categorized into socioeconomic status (SES) quartiles ranking from 1 to 4, where lower ranked neighborhoods have a larger concentration of families with socioeconomic risk factors as measured by the American Community Survey (ACS).⁴ The quartiles are described as follows by the accompanying literature (The Social Areas of Cincinnati, An Analysis of Social Needs, 5th Edition by Michael Maloney and Christopher Auffrey): SES 1 (High Problem Areas), SES 2 (Second Stage Neighborhoods), SES 3 (Where Front Yards Begin), and SES 4 (The Upper Quartile).⁵ The risk indicators used to rank neighborhoods are based on median family income, percent of population 25 years of age or older with less than a high school diploma, percent of workers in unskilled/semi-skilled occupations, percent of students living in married-couple family households, and percent of housing units with more than one person per room. Though SES quartiles are a strong proxy for socioeconomic and social factors, experiences may still differ between students who live within the same quartile. SES quartiles represent the general socioeconomic makeup of the neighborhood of residence, rather than the individual socioeconomic circumstances of each student. Therefore, caution is necessary when interpreting SES quartiles.

Figure 1 contains 663 geocoded CPP TA community and CPS preschool participants that attended preschool between 2018-19 and 2019-20 and completed the Acadience Reading assessment in 2020-21 within Cincinnati Public Schools. Two TA participants were not plotted due to a lack of SES data. Participants are plotted and color-coded by SES quartile.

⁴ 2005-2009 American Community Survey

⁵ Authors are in the process of creating the 6th edition with more up-to-date ACA and census metrics. SES analyses in this evaluation may be revisited and updated at a later date.

Figure 1. Geocoded CPP TA 2020-21 Acadience Reading Cohort by SES Quartile



Note. Plotted points represent 663 geocoded CPP TA community and CPS preschool participants that attended preschool between 2018-19 and 2019-20 and completed the Acadience Reading assessment in 2020-21 within Cincinnati Public Schools. Two TA participants were not plotted due to a lack of SES data. The plotted points represent the kindergarten addresses of preschool participants and therefore 52 points are outside of the Cincinnati city limits.

Demographics

The demographic characteristics of the 2020-21 Acadience Reading cohort are shown in Table 1. Notable differences can be seen in the distribution of race, where CPP TA participants are disproportionately Black/African-American (74.3%) compared to Non-CPP students (50.0%). Also, the percent of CPP TA participants that are White (9.5%) is much less than that of Non-CPP students (30.0%). The remaining racial distributions are relatively similar. A difference can also be seen in the distribution of SES quartiles where the majority of CPP TA participants are SES 1 (31.0%) and SES 2 (31.3%), while Non-CPP students are more evenly distributed. CPP TA participants comprised of much fewer children from SES 4 communities (12.2%) than Non-CPP students (25.1%).

Table 1. Demographic Characteristics of 2020-21 Acadience Reading Cohort

Demographic	Group	CPP TA Participants (N=665)	Non-CPP Students (N=1,581)
Gender	Female	48.4%	47.2%
	Male	51.6%	52.8%
Race	Black/African-American	74.3%	50.0%
	White	9.5%	30.5%
	Hispanic	7.7%	9.4%
	Asian	1.2%	1.1%
	American Indian	0.2%	0.3%
	Native Hawaiian/Pacific Islander	0.6%	0.1%
	Multi-Racial	6.6%	8.7%
SES Quartile	SES 1	31.0%	24.7%
	SES 2	31.3%	24.7%
	SES 3	25.3%	25.0%
	SES 4	12.2%	25.1%
	SES Unknown	0.3%	0.4%

Overview of 2020-21 Acadience Reading Performance

Acadience Reading performance levels for 2020-21 kindergarteners are illustrated below in Figure 2. CPP TA participants performed comparably to Non-CPP students, where 51.4% of CPP TA students (N = 665) were at or above the Acadience Reading benchmark in 2020-21 compared to 50.1% of Non-CPP students (N = 1,581).

Figure 2. CPP TA Acadience Reading Performance Levels (2020-21)

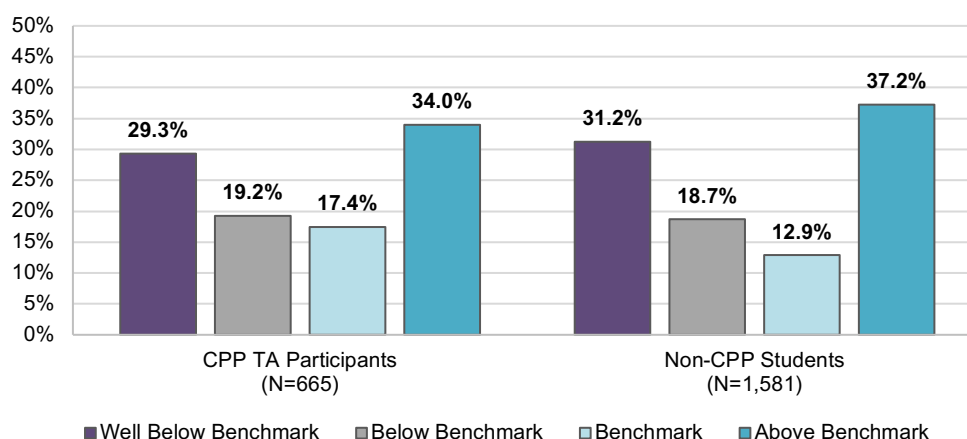
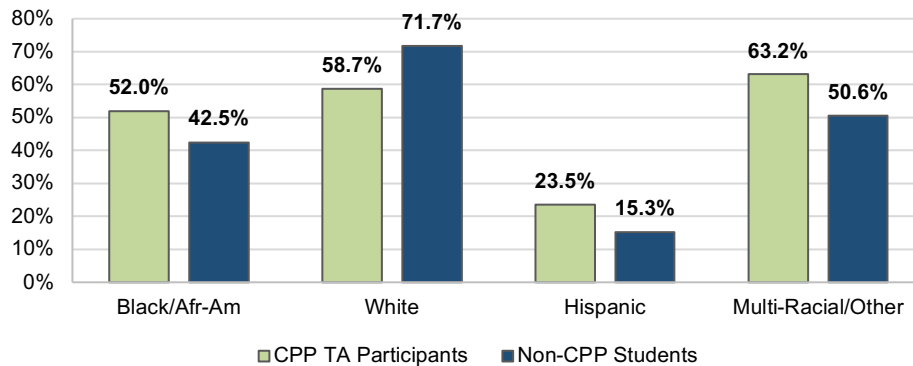


Figure 3 shows that CPP TA benefitted Black/African-American, Hispanic, and Multi-Racial students more than White students and those of other races. CPP TA students were more frequently at or above benchmark compared to Non-CPP kindergartners by 9.5 percentage points among Black/African-American students, 8.2 percentage points among Hispanic students, and 15.1 percentage points among Multi-Racial/Other students.

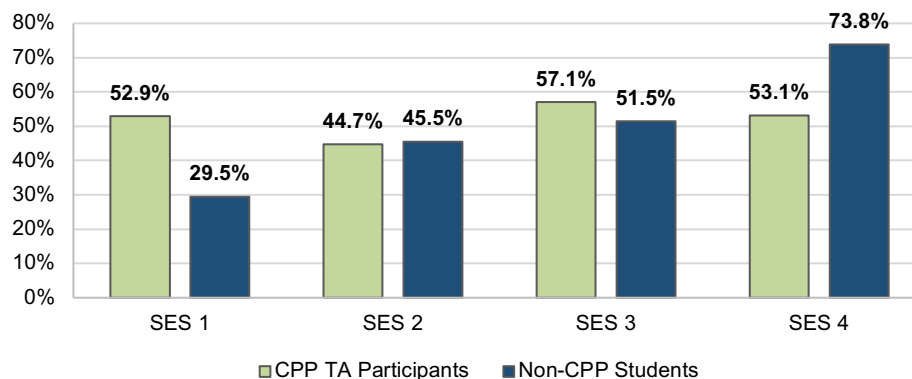
Figure 3. At or Above Reading Benchmark by Race



Note. Sample sizes for CPP TA Participants are 257 Black/African-American, 37 White, 12 Hispanic, and 36 Multi-Racial/Other. Sample sizes for Non-CPP Students are 791 Black/African-American, 482 White, 148 Hispanic, and 160 Multi-Racial/Other.

Figure 4 displays Acadience Reading benchmarks met within the context of CPP TA participation. The most notable findings are present among SES 1 students where 52.9% of SES 1 CPP TA students were at or above benchmark compared to 29.5% of Non-CPP kindergartners – a difference of 23.4 percentage points.

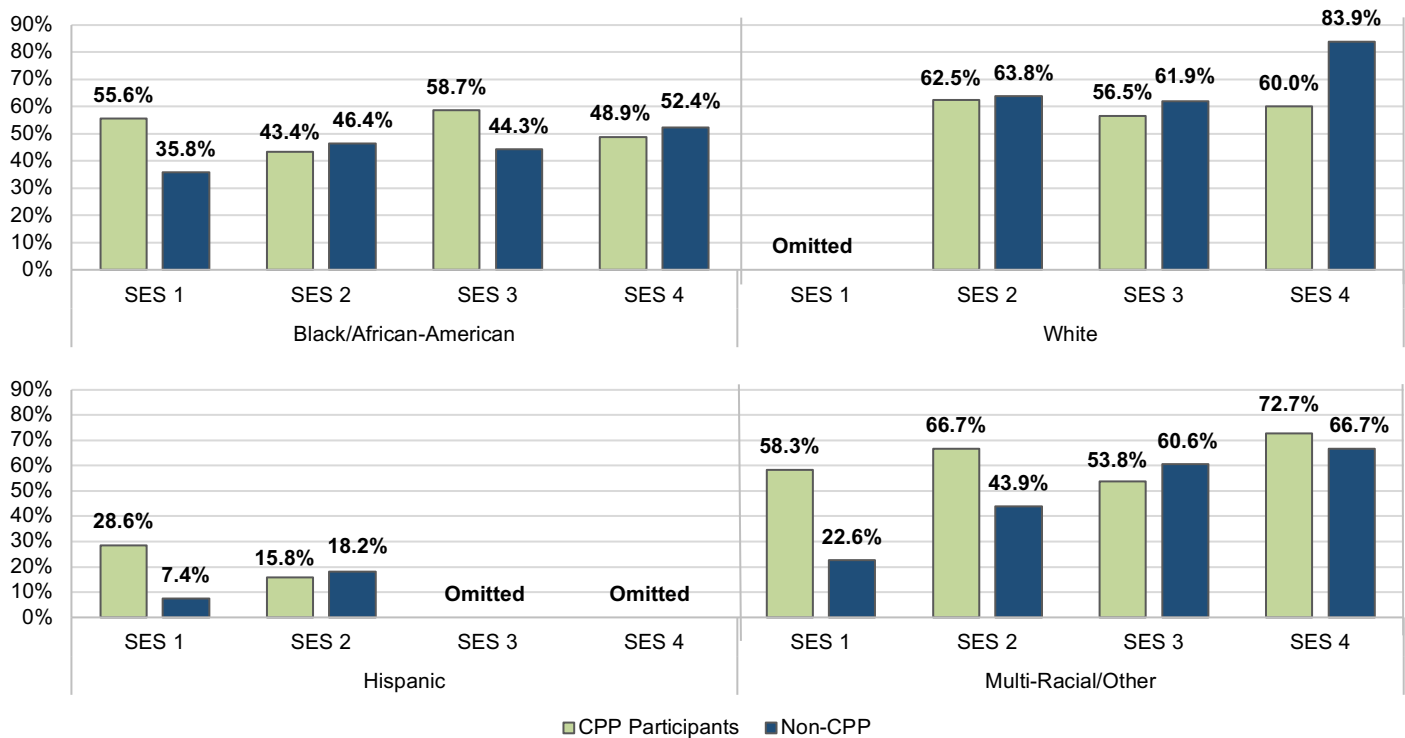
Figure 4. At or Above Reading Benchmark by SES



Note. Sample sizes for CPP TA Participants are 206 SES 1, 208 SES 2, 168 SES 3, and 81 SES 4. Sample sizes for Non-CPP Students are 390 SES 1, 391 SES 2, 396 SES 3, and 397 SES 4.

Acadience Reading benchmarks were further evaluated by both race and SES (Figure 5). Due to small sample sizes ($N < 10$) for some SES and race combinations, some comparisons are omitted in the figure below. CPP TA participants outperformed Non-CPP kindergartners among SES 1 and 3 Black/African-American students, SES 1 Hispanic students, and SES 1 and 2 Multi-racial students. Consistent with results from the prior years, CPP TA participation benefits low SES non-white students to a greater extent than high SES students and white students.

Figure 5. At or Above Reading Benchmark by Race and SES



Note. Comparisons are omitted if CPP TA sample sizes (*N*s) are less than 10. Sample sizes can be viewed in Table 2.

Table 2. Sample Sizes for CPP TA Participants and Non-CPP Students by Race and SES

Race	CPP TA Participants				Non-CPP Students			
	SES 1	SES 2	SES 3	SES 4	SES 1	SES 2	SES 3	SES 4
Black/African-American	169	152	126	45	254	248	201	84
White	4	16	23	20	37	58	139	248
Hispanic	21	19	6	5	68	44	23	11
Multi-Racial/Other	12	21	13	11	31	41	33	54

Logistic Regression Analysis

Last year, *INNOVATIONS* compared CPP TA students to a stratified comparison group of Non-CPP students matched on race, school, and SES (Appendix A), but due to the increasing proportion of the CPS kindergarten class participating in Cincinnati Preschool Promise, the number of possible matches has diminished. In place of stratified sampling, a logistic regression model was used to predict Acadience Reading scores at or above the benchmark using gender, race, SES, and CPP TA participation as predictors of kindergarten readiness.

The model indicated that gender, race, SES, and CPP TA participation were all statistically significant predictors for Acadience Reading performance. Most notably, CPP TA participation increased the odds of scoring at or above the Acadience Reading benchmark score by 34.9% when statistically controlling for the other predictors.

The model showed that race is a strong predictor of performance (Table 3). Controlling for other predictors, the odds of White students scoring at or above benchmark were 107.0% higher than Black/African-American students, 602.7% higher than Hispanic students, and 77.4% higher than Multi-racial/Other students. The odds of Black/African-American students scoring at or above benchmark were 239.5% higher than Hispanic students, and the odds of Multi-racial/Other students scoring at or above benchmark were 296.1% higher than Hispanic students and 16.7% higher than Black/African-American students.

Table 3. Odds of Scoring At or Above Reading Benchmark by Race

Calculation	Difference	Comparison
Odds of White students scoring at or above benchmark	107.0% higher than	Black/African-American Students
	602.7% higher than	Hispanic Students
	77.4% higher than	Multiracial/Other Students
Odds of Black/African-American students scoring at or above benchmark	51.7% lower than	White Students
	239.5% higher than	Hispanic Students
	14.3% lower than	Multiracial/Other Students
Odds of Hispanic students scoring at or above benchmark	85.8% lower than	White Students
	70.5% lower than	Black/African-American Students
	74.8% lower than	Multiracial/Other Students
Odds of Multiracial/Other students scoring at or above benchmark	43.6% lower than	White Students
	16.7% higher than	Black/African-American Students
	296.1% higher than	Hispanic Students

The model's findings for SES demonstrated the impact of social and economic factors on kindergarten readiness (Table 4). Controlling for all other predictors, the odds of an SES 4 student scoring at or above benchmark were 77.0% higher than SES 3, 107.9% higher than SES 2, and 171.9% higher than SES 1.

Table 4. Odds of Scoring At or Above Reading Benchmark by SES

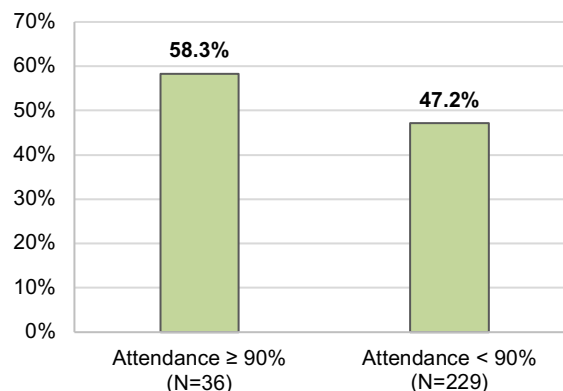
Calculation	Difference	Comparison
Odds of SES 1 students scoring at or above benchmark	23.5% lower than	SES 2 Students
	34.9% lower than	SES 3 Students
	63.2% lower than	SES 4 Students
Odds of SES 2 students scoring at or above benchmark	30.8% higher than	SES 1 Students
	14.9% lower than	SES 3 Students
	51.9% lower than	SES 4 Students
Odds of SES 3 students scoring at or above benchmark	53.7% higher than	SES 1 Students
	17.5% higher than	SES 2 Students
	43.5% lower than	SES 4 Students
Odds of SES 4 students scoring at or above benchmark	171.9% higher than	SES 1 Students
	107.9% higher than	SES 2 Students
	77.0% higher than	SES 3 Students

Additional Acadience Reading Outcomes for CPP Students

Additional Acadience Reading analyses were conducted on a cohort of 265 CPP preschoolers with parental consent using data variables for collected from the SugarCRM database owned by MetrixIQ. SugarCRM is the database that stores information collected by CPP. Relationships were examined between Acadience Reading and student attendance, eligibility tier, parent/guardian employment status, Provider quality rating, and Provider pandemic site status.

Attendance rates (total days attended/total days scheduled) were calculated using each student's most recent year of preschool before kindergarten. Figure 6 illustrates that students with preschool attendance rates of 90 percent or more scored at or above benchmark more frequently (58.3%) than those with attendance rates below 90 percent (47.2%).

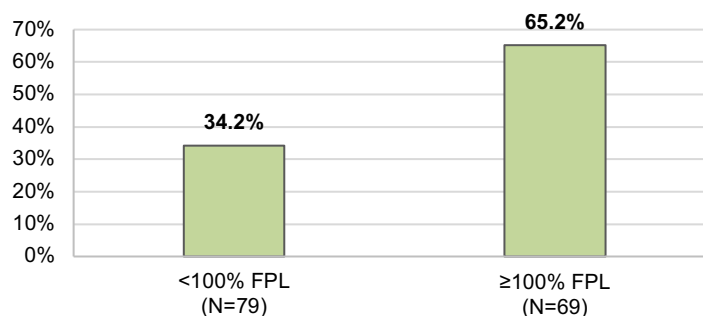
Figure 6. CPP Students At or Above Reading Benchmark by Attendance*



*Comprised of student data collected from the SugarCRM database owned by MetrixIQ.

Eligibility tiers were calculated using family income data collected by Preschool Promise. In Figure 7, 65.2% of students of families greater than or equal to 100% FPL were at or above the Acadience Reading benchmark compared to 34.2% of students of families less than 100% FPL.

Figure 7. CPP Students At or Above Reading Benchmark by Eligibility Tier*

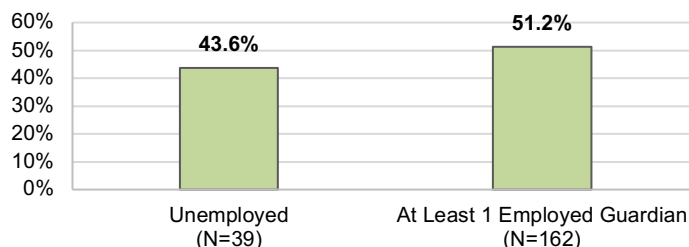


*Comprised of student data collected from the SugarCRM database owned by MetrixIQ.

Employment data were examined to determine the work status of parents and guardians. It was found that students with at least one employed guardian scored at or above the Acadience

Reading benchmark at a rate of 51.2% compared to 43.6% of those with unemployed guardians (Figure 8).

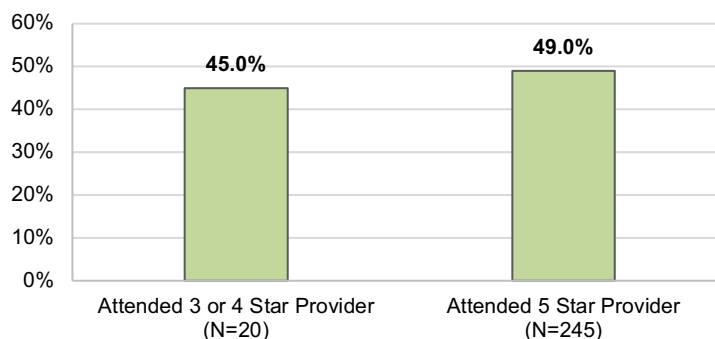
Figure 8. CPP Students At or Above Reading Benchmark by Guardian Employment Status*



*Comprised of student data collected from the SugarCRM database owned by MetrixIQ.

All TA Providers have obtained SUTQ ratings between 3 and 5 stars. Acadience Reading benchmarks were compared between preschoolers by the star rating of their most recently attended CPP Provider. Due to small sample sizes, 3 and 4-star providers were combined into one group (N=20). Results indicated that performance on the Acadience Reading assessment differed very little between preschoolers at 5-star Providers (49.0% at or above benchmark) versus preschoolers that attended 3 or 4-star Providers (45.0% at or above benchmark; Figure 9). The sample examined below was extremely homogeneous with 92.4% most recently attending a 5-star Provider. Thus, these findings should be interpreted with caution.

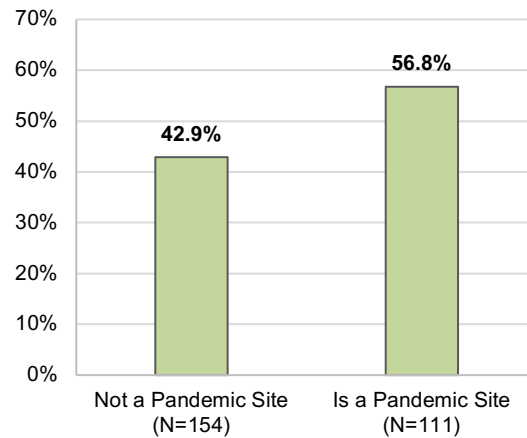
Figure 9. CPP Students At or Above Reading Benchmark by Star Rating*



*Comprised of student data collected from the SugarCRM database owned by MetrixIQ.

There were 45 TA Providers that provided instruction without extended closure during the pandemic (i.e., pandemic sites). Pandemic sites were required to obtain a special state license, maintain a reduced classroom size, and extended cleaning protocols, etc. CPP preschoolers that attended a pandemic site performed better (56.8% at or above benchmark) than preschoolers that did not attend a pandemic site (42.9% at or above benchmark) (Figure 10). These findings illustrate the impact of the COVID-19 pandemic on 2019-20 preschoolers whose instruction was interrupted, consequently affecting their assessment scores upon entry into kindergarten in 2020-21. Additional Acadience Reading findings can be viewed in Appendix B.

Figure 10. CPP Students At or Above Reading Benchmark by Pandemic Site Status*



*Comprised of student data collected from the SugarCRM database owned by MetrixIQ.

Quality Improvement Preschoolers

This year, *INNOVATIONS* worked collaboratively with Quality Improvement Providers to create a warehouse of consent forms for preschoolers at their sites. To-date, 61 consent forms were collected from 19 unique Providers and this process will continue year-round so that in future years, those kindergarten students who had previously attended Quality Improvement sites will be included in the Kindergarten Readiness Analysis. This additional set of outcomes will allow for further examination of Cincinnati Preschool Promise's impact.

Preschooler Progress

Evidence of the progress that preschoolers enrolled in Cincinnati Preschool Promise are making can be observed during their first years of early education. New this year, two evidence-based preschool progress measures administered most frequently to CPP preschoolers receiving Tuition Assistance were incorporated into the evaluation to understand the impact of high-quality preschool experience. *INNOVATIONS* examined the overall pre- (fall) and post-assessment (spring) scores of CPP preschoolers taking the Early Learning Assessment (ELA)⁶ and the Teaching Strategies GOLD® (TS GOLD®)⁷.

ELA and TS GOLD® are formative assessments administered multiple times per year where teachers document observations of a child's developmental level and growth along multiple domains of learning. These two assessments were chosen due to their similarity and availability among TA preschoolers that attended CPS and Head Start providers. ELA documents a child's learning progressions (skills, knowledge, and behaviors) as measured by nine level descriptors levels (from lowest to highest: A, B, C, D, 1, 2, 3, 4, 5) along seven domains: Social Foundations, Language and Literacy, Mathematics, Physical Well-Being and Motor Development, Science, Social Studies, and Fine Arts. TS GOLD® documents a child's development as below, meeting, or exceeding expectations along six domains: Social-Emotional, Physical, Language, Cognitive, Literacy, and Mathematics.

Deidentified TS GOLD® and ELA scores were acquired for 2019-20 and 2020-21 preschoolers. The TS GOLD® cohort included preschoolers that attended CPP participating Head Start agencies (i.e., self-operating Community Action Agency preschools and participating Head Start CPS preschools). The ELA cohort was comprised entirely of CPS preschoolers.

Results of the two assessments were combined by relative domain (Social Emotional, Physical, Math, Language and Literacy). Preschool progress was defined as when a preschooler maintained or exceeded expectations on TS GOLD® subtest(s) within the domain or improved on either the TS GOLD® or ELA from Fall to Spring. Measures of preschool progress are summarized below:

- **Social Emotional:** Maintained/exceeded expectations or improved on the TS GOLD® subtest (Social-Emotional) or improved on at least one of the ELA learning progressions (awareness and expression of emotion, cooperation with peers, relationships with adults) from Fall to Spring.
- **Physical:** Maintained/exceeded expectations or improved on the TS GOLD® subtest (Physical) or improved on at least one of the ELA learning progressions (coordination of small motor skills, safety and injury prevention, personal care tasks) from Fall to Spring.
- **Math:** Maintained/exceeded expectations or improved on the TS GOLD® subtest (Mathematics) or improved on the ELA learning progressions (Number Sense) from Fall to Spring.
- **Language and Literacy:** Maintained/exceeded expectations or improved on at least one of the TS GOLD® subtests (Language, Literacy), or improved on at least one of the ELA

⁶ https://education.ohio.gov/getattachment/Topics/Early-Learning/Kindergarten/Early-Learning-Assessment/Early-Learning-Assessment-for-Administrators/ELA-Development-Report_Final.pdf.aspx

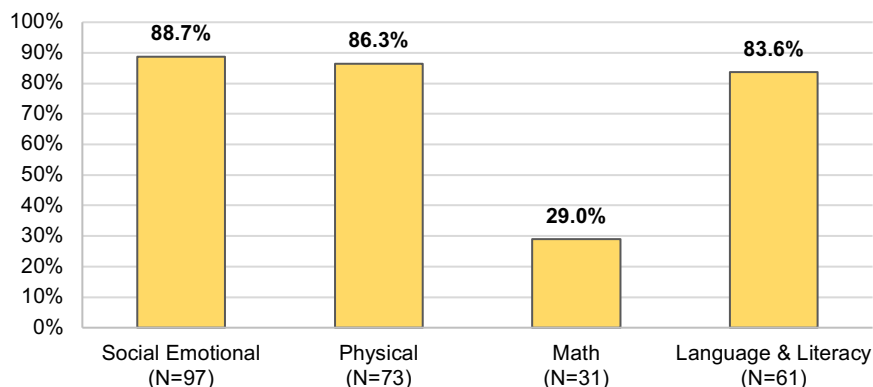
⁷ https://teachingstrategies.com/wp-content/uploads/2020/10/2020-Tech-Manual_GOLD.pdf

learning progressions (communication, phonological awareness, or vocabulary) from Fall to Spring.

Preschool Assessment Scores for 2019-20

Results for 2019-20 were limited due to reduced enrollment and testing in 2020 during the COVID-19 pandemic. Given the data available, preschoolers assessed showed preschool progress at high frequency within the Social Emotional (88.7%), Physical (86.3%), and Language and Literacy (83.6%) domains, but less frequently for Math (29.0%; Figure 11).

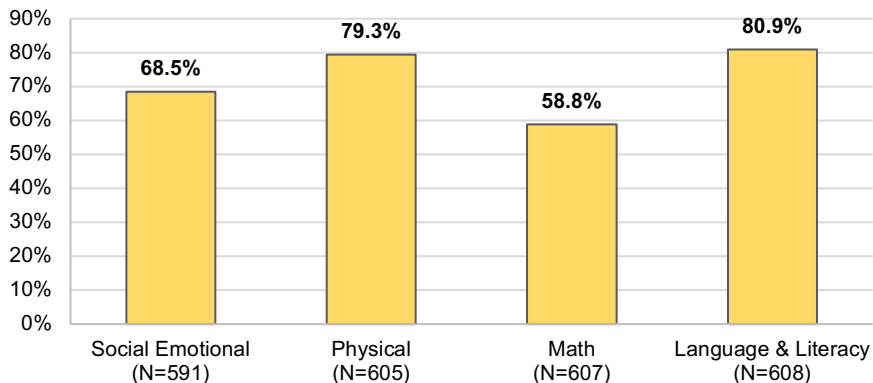
Figure 11. Percent of Preschoolers Maintaining Proficiency or Improving from Fall to Spring 2019-20



Preschool Assessment Scores for 2020-21

Preschool assessment data collection was more consistent from fall to spring in 2020-21, thus the sample sizes improved. As seen in Figure 12, preschoolers assessed showed preschool progress most frequently within the Physical (79.3%), and Language and Literacy (80.9%) domains, and at moderate frequency within the Social Emotional (68.5%) and Math (58.8%) domains.

Figure 12. Percent of Preschoolers Maintaining Proficiency or Improving from Fall to Spring 2020-21



Reach and Access

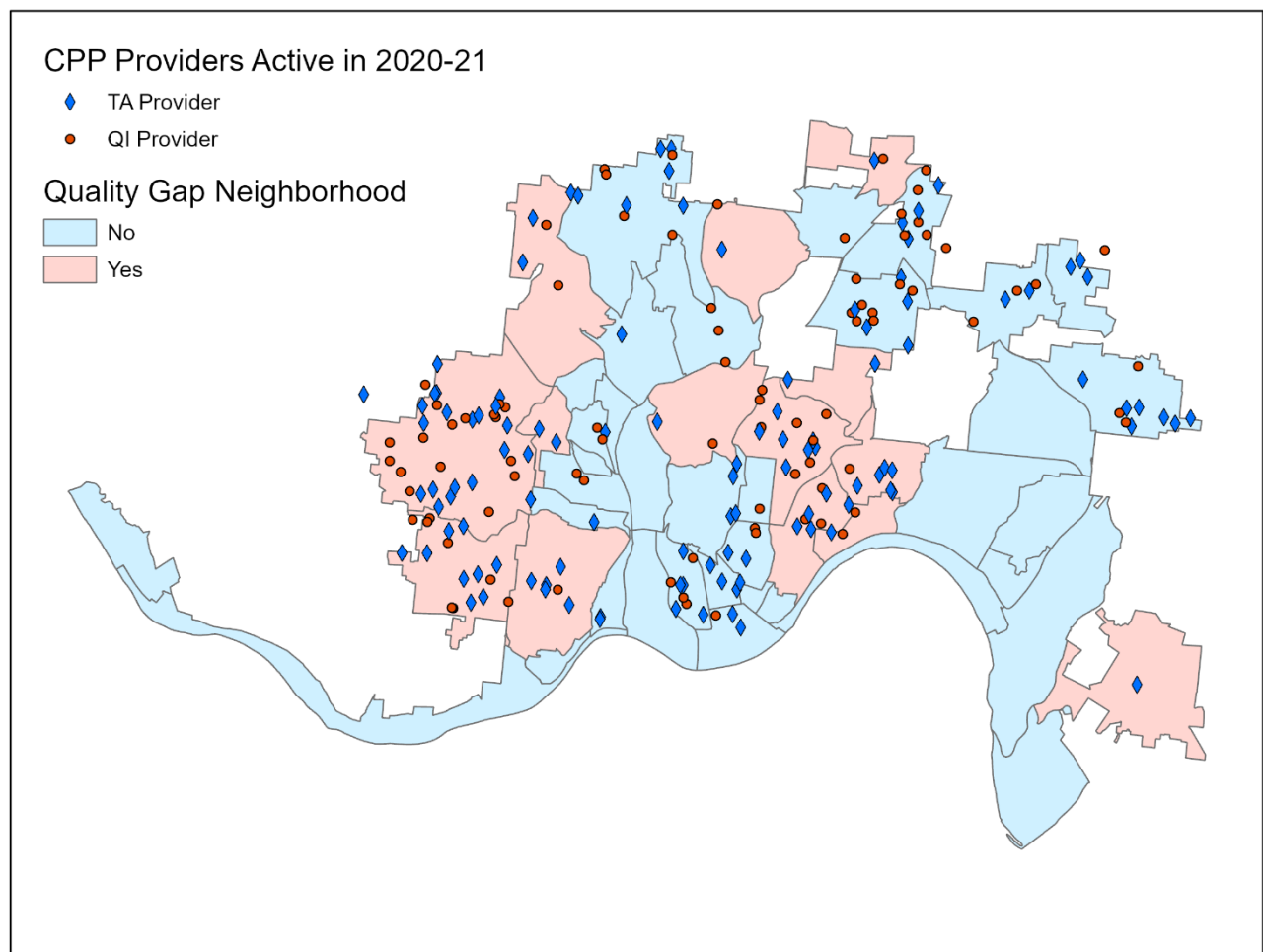
Cincinnati Preschool Promise Providers are located throughout the Cincinnati area with representation in the quality gap neighborhoods. As of June 30, 2021, there were 203 Providers being served by CPP representing 3,727 quality and high-quality seats⁸ (Figure 13). There are a total of 108 Providers in quality gap neighborhoods (Table 5).

Table 5. Total CPP Providers and Seats

Funding Type	Current Number of Providers	Number of Providers in Quality Gap Neighborhoods	Total Seats Reserved for Preschoolers
QI	89*	45	796
TA	114	63	2,931
Total	203	108	3,727

*Excludes QI Providers that converted to TA.

Figure 13. CPP Tuition Assistance (TA) and Quality Improvement (QI) Preschools in 2020-21

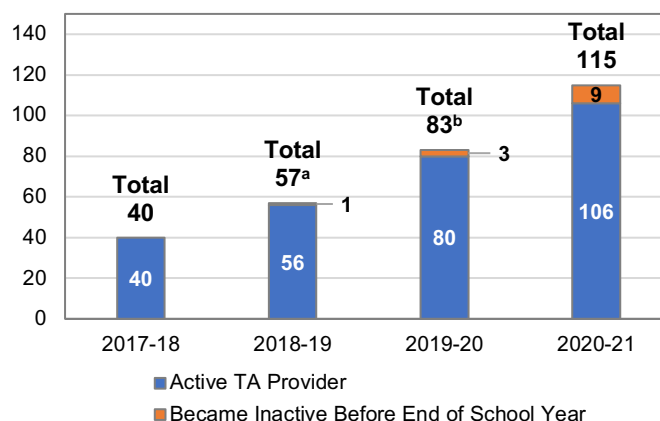


⁸ High-quality seats are seats in preschools that have a 3, 4, or 5 Ohio SUTQ star-rating. Quality seats are seats in preschools that are either unrated or have a 1 or 2 Ohio SUTQ star-rating.

Tuition Assistance and Enrollment

Tuition Assistance (TA) preschools are approved to receive Tuition Assistance reimbursements if they are 3, 4, or 5 star rated by Ohio's Step Up To Quality Star Rating System (SUTQ). The number of Cincinnati Preschool Promise Providers that have been approved to receive Tuition Assistance reimbursements has increased each year of the program (Figure 14).

Figure 14. Number of Approved CPP TA Providers per Year



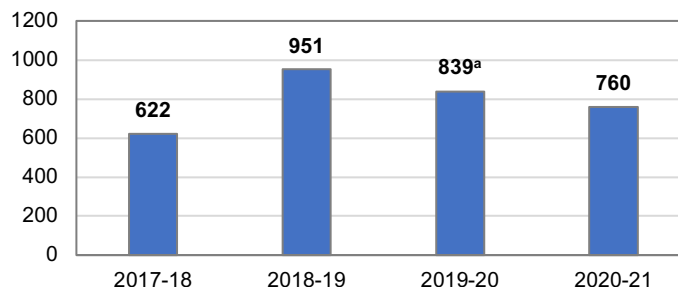
^a Previously 58 TA providers in 2018-19. One site was removed because the provider was not TA Approved before the end of 2018-19.

^b Previously 87 TA providers in 2019-20. Four sites were removed because the providers became inactive before the start of the 2019-20.

Preschoolers Receiving Tuition Assistance

The number of children enrolled in preschools receiving CPP Tuition Assistance reimbursements decreased from 2019-20 to 2020-21 by 9.4% (Figure 15). Enrollment may have been affected by COVID-19 during the 2019-20 and 2020-21 school years.

Figure 15. Number of Preschoolers Enrolled in CPP TA Preschools



Note. Students included in count if enrolled with at least 1 day of attendance. Enrollment may have been affected by COVID-19 during the 2019-20 and 2020-21 school-years.

^a The 2019-20 report indicated that there were 841 students enrolled in TA community preschools in 2019-20. After re-evaluating the data, two students were removed because they were enrolled, but never attended.

Preschooler Demographics

Preschoolers enrolled in Tuition Assistance preschools were 52.0% female, mostly African American/Black (72.5%), and typically come from homes where English is the primary language (70.0%). Most of these preschoolers reside in a permanent residence (94.2%) with a total of 4 or fewer household members (68.2%). The majority (42.5%) of preschoolers had their income requirement waived. Of the 437 that did not have their income requirement waived, 274 (62.7%) are from households with an income that is less than 100% of the Federal Poverty Level (Table 6). Additional demographic data for prior years can be viewed in Appendix C.

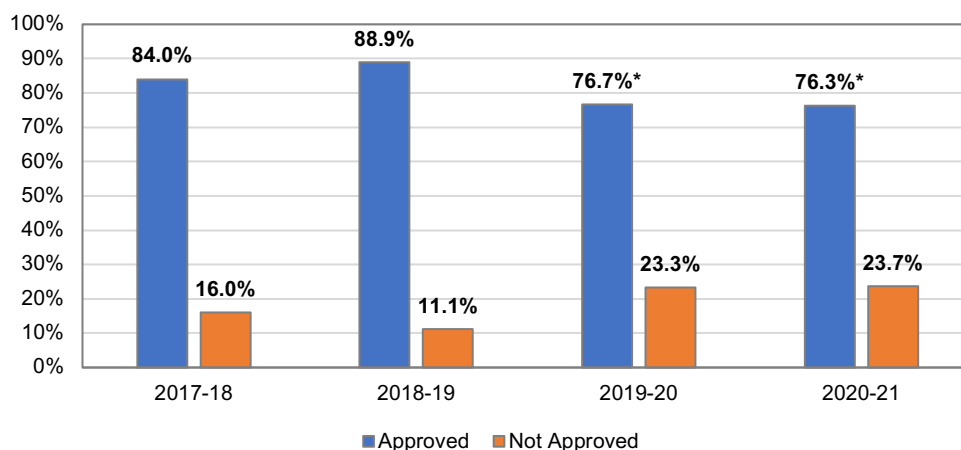
Table 6. Demographics of Preschoolers Enrolled in CPP TA Preschools for 2020-21

Demographic	Group	Count	Percent
Gender	Female	395	52.0%
	Male	364	47.9%
	Gender Unknown	1	0.1%
Race	African American/Black	551	72.5%
	White	54	7.1%
	Hispanic	90	11.8%
	American Indian/Alaskan Native	4	0.5%
	Asian or Pacific Islander	5	0.7%
	Other	48	6.3%
	Race Unknown	8	1.1%
Language Spoken at Home	English	532	70.0%
	Spanish	81	10.7%
	Other	22	2.9%
	Language Unknown	124	16.3%
Housing Status	Lives in a Permanent Residence	716	94.2%
	Foster Care	9	1.2%
	Homeless	9	1.2%
	Unaccompanied Youth	0	0.0%
	Other	25	3.3%
	Housing Status Unknown	1	0.1%
Household Size	2 Residents	133	17.5%
	3 Residents	205	27.0%
	4 Residents	180	23.7%
	5 Residents	121	15.9%
	More than 5 in Household	121	15.9%
	Household size Unknown	0	0.0%
Eligibility Tier	<100	274	36.1%
	100-130	41	5.4%
	131-200	93	12.2%
	201-250	17	2.2%
	251-300	12	1.6%
	Income Requirement Waived	323	42.5%

Applications for Tuition Assistance

The percent of approvals for 2020-21 was very similar to that of 2019-20, but a smaller proportion of the applications were approved for Tuition Assistance in preschools over the past two years (Figure 16). Both years should be examined within the context of the COVID-19 pandemic. The reasons for application denial are presented in Figure 17. Compared to previous years, there was a significantly higher percentage of denials in 2020-21 due to “young age”.

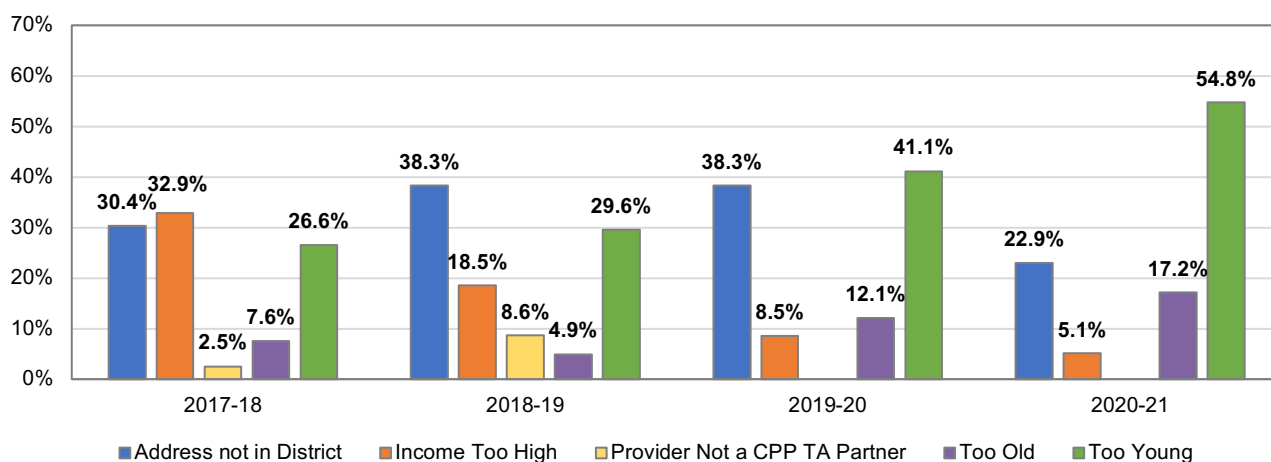
Figure 16. Number of Approved CPP TA Applications per Year



Note. Applications that are “Not Approved” can refer to those that are denied, inactive, pending or referred to Cincinnati Public Schools.

*Application approval rate may have been affected by COVID-19.

Figure 17. Reason for Denied CPP TA Applications per Year



Tuition Assistance Spending

The total amount of Tuition Assistance reimbursed to families in 2020-21 was \$3.71 million (Figure 18). Average annual Tuition Assistance reimbursement per student was \$3,562 (Figure 19) and average monthly Tuition Assistance reimbursement per preschooler was \$528 (Figure 20).

Figure 18. Total CPP TA Dollars/Year (per School Year)

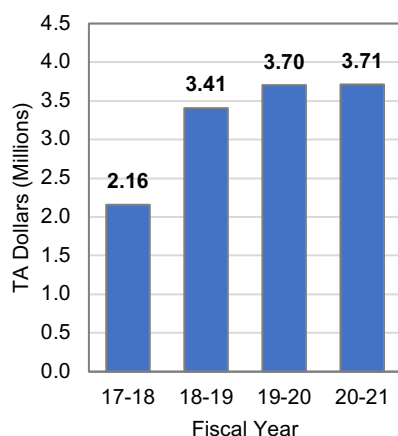


Figure 19. Avg Annual CPP TA Dollars (per Student)

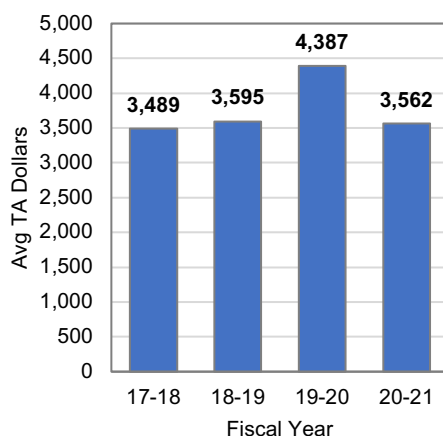
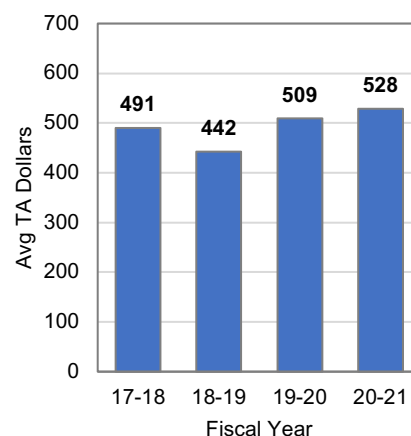


Figure 20. Avg Monthly CPP TA Dollars (per Student)



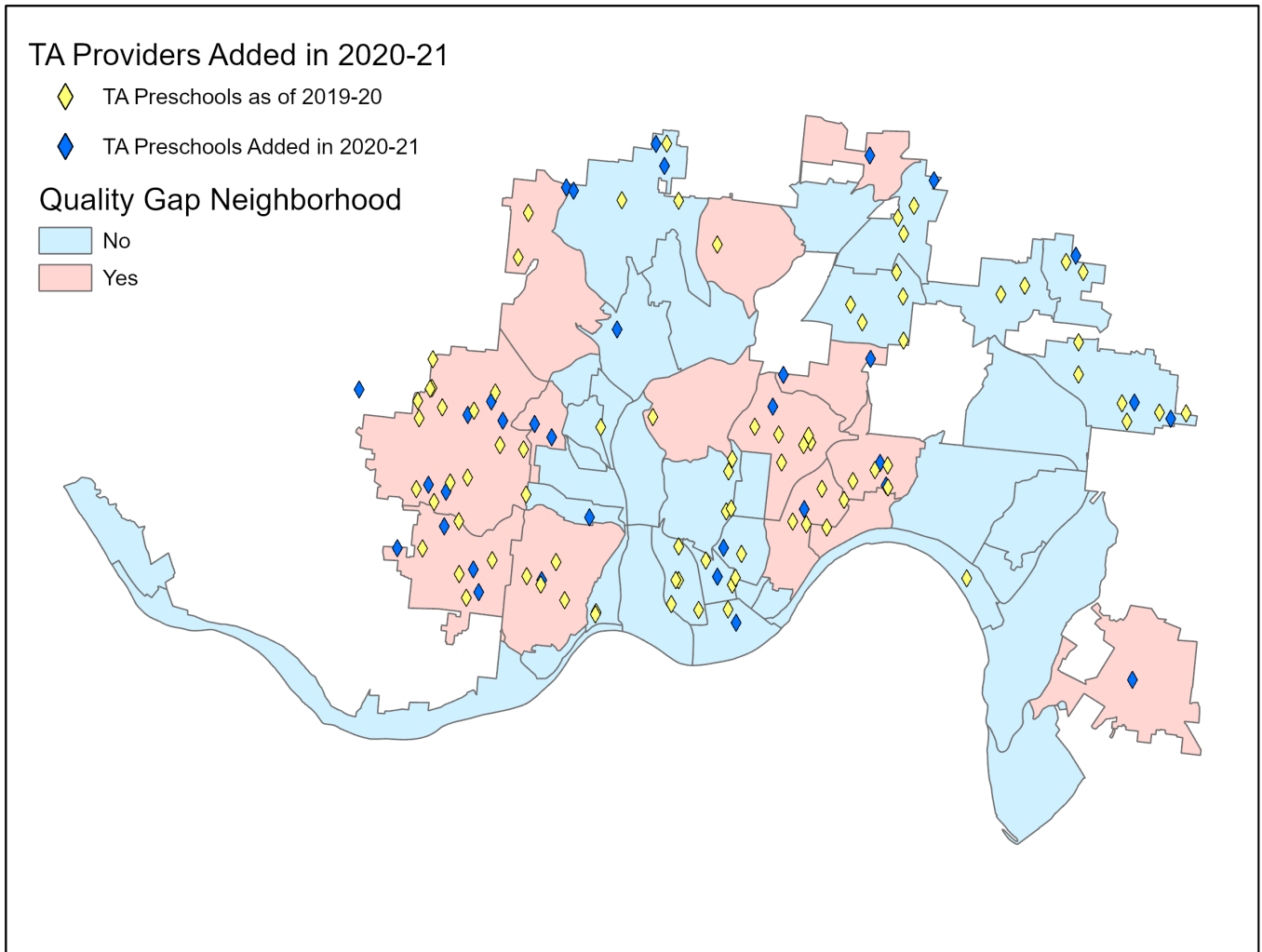
Geography and Reach

Tuition Assistance Providers are located throughout the Cincinnati area with representation in quality gap areas. There were 83 Tuition Assistance Provider locations in 2019-20 and 114 in 2020-21, which is an increase of 31 additional high-quality Providers added since last year (Table 7). There are now 63 Providers in quality gap areas (Figure 21).

Table 7. CPP TA Providers

Program Year	Total Number of TA Providers	TA Providers in Quality Gap Neighborhoods	Providers Added
Number of TA Providers as of 2017-18	40	16	-
Number of TA Providers as of 2018-19	57	26	17
Number of TA Providers as of 2019-20	83	42	26
Number of TA Providers as of 2020-21	114	63	31

Figure 21. CPP Tuition Assistance (TA) Preschools Added in 2020-21



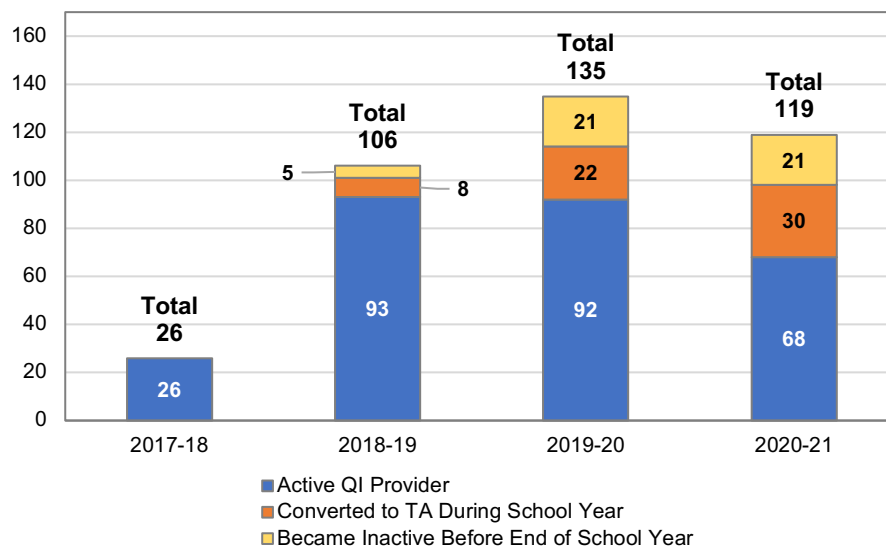
Quality Improvement

Quality Improvement (QI) Providers are either unrated or have a 1 or 2 SUTQ star-rating. Through Cincinnati Preschool Promise, approved QI Providers received tangible support and coaching to improve quality and increase the number of quality preschool seats.

Quality Improvement Provider Network Growth

CPP's network of approved Quality Improvement Providers included 119 preschools during the 2020-21 academic year (Figure 22). Of which, 21 became inactive before the end of the school year.

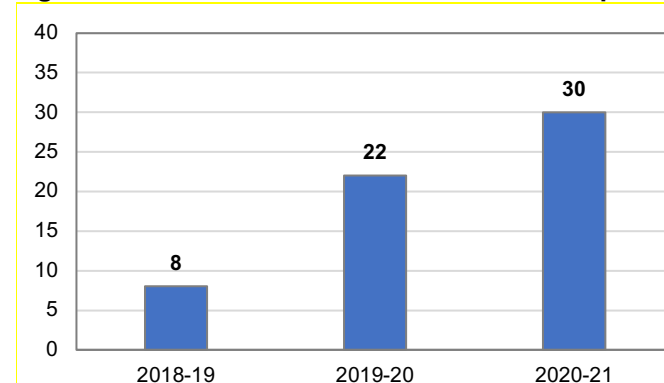
Figure 22. Number of CPP QI Approved Providers per Year



Quality Improvement to Tuition Assistance Conversions

In 2020-21, CPP staff converted 30 Providers from Quality Improvement preschools to Tuition Assistance preschools, which represents a 36% increase from the previous academic year (Figure 23).

Figure 23. Number of CPP QI Converted to TA per Year



Note. To date, 60 QI providers have converted to TA providers. Names of converted providers are listed in the appendix.

Geography and Reach

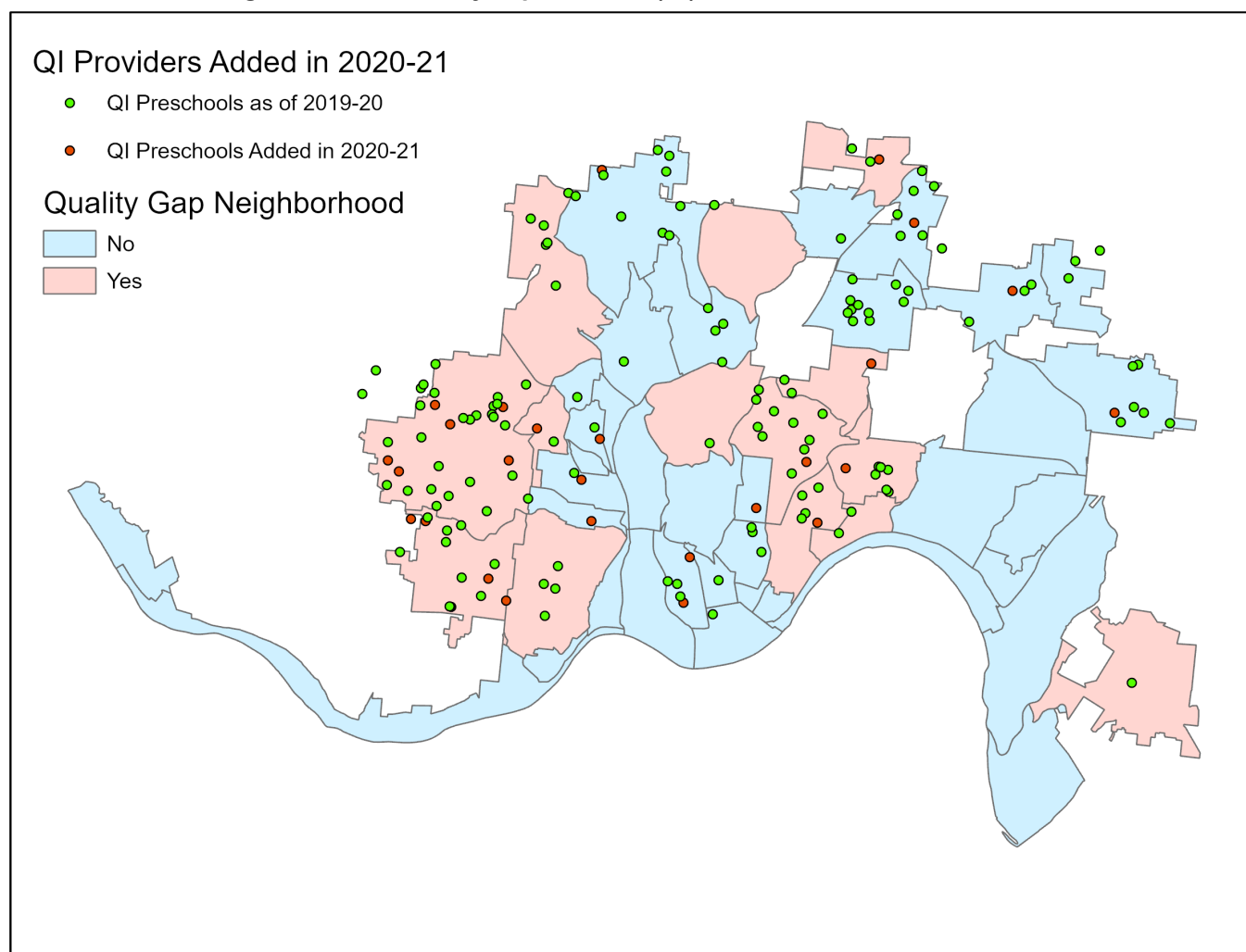
Quality Improvement (QI) Providers are located throughout the Cincinnati area with representation in quality gap neighborhoods. There were 135 QI Providers in 2019-20 and 119 as of 2020-21. Note that these totals include the Providers that converted to TA during the school-year. Excluding Providers that converted to TA, there were 45 QI Providers in quality gap neighborhoods as of June 30, 2021 (Table 8 and Figure 24).

Table 8. CPP QI Providers

Program Year	Total Number of QI Providers	Non-Converted QI Providers in Quality Gap Neighborhoods	Number Converted to TA
Number of QI Providers as of 2017-18	26	13	-
Number of QI Providers as of 2018-19	106	53	8
Number of QI Providers as of 2019-20	135	60	22
Number of QI Providers as of 2020-21	119	45	30

*Total number include QI preschools that converted to TA.

Figure 24. CPP Quality Improvement (QI) Preschools Added in 2020-21



Note. Provider locations include QI preschools that converted to TA during the 2020-21 school-year.

Teacher and Provider Wage Analysis

Cincinnati Preschool Promise (CPP), with the mission to expand and improve access to quality preschool, sought to understand the factors that impact teacher recruitment, retention and pay nationally, locally, and in the CPP network as well as how preschool quality is associated with these topics. INNOVATIONS in Community Research and Program Evaluation (INNOVATIONS), the external research and evaluation consultant, examined these factors in addition to Teacher Promise Grant (TPG) and Staff Support Fund (SSF) utilization by teachers and Providers. This analysis expands on work conducted by The Crane Center for Early Childhood Research and Policy. Findings from the evaluation supported opportunities for actions and policies as follows:

- **Consider Expansion of the Teacher Promise Grant:** Expanding the Teacher Promise Grant to include direct payments to lead teachers at Quality Improvement sites would support QI lead teacher and their families and facilitate quality instruction for preschoolers.
- **Address Teacher Shortages:** Consider a one-time incentive to address teacher shortages due to COVID-19. There is a need for a broader understanding of how wage incentives can be used to support teachers and Providers.
- **Develop Preschool Teacher Pipeline:** Support development of a pipeline into the early childhood education field by conducting outreach to high school and college students.
- **Assist Recruitment and Retention of Quality Staff:** Teachers and Providers agreed that offering higher wages could reduce employee turnover which impacts quality programming.
- **Support Paying Teachers and Providers a Living Wage:** Protect the health and wellbeing of Providers, teachers, and their families by endorsing wages that match the cost of living.
- **Advocate for a Comprehensive Benefits Package for Staff:** Lack of benefits such as health insurance, tuition reimbursement, paid vacations, sick days were identified as barriers to attracting and retaining teachers and Providers.
- **Ensure that Teachers and Providers Have Adequate Support.** Teachers and Providers reported that stressful environments including excessive paperwork, dealing with difficult situations with children, not receiving breaks during the day, and having to spend their own money to purchase materials for the classroom affected job satisfaction.
- **Support Providers in Paying Teachers a Living Wage.** Some Providers reported difficulty in hiring staff even at \$15.00 an hour.

Teacher and Provider Supports

Teacher Promise Grants

Feedback from Lead Preschool teachers revealed that they were enticed by job opportunities at larger Providers, school districts, and Providers owned by corporations that offered higher wages, nine-month contracts and lucrative benefits packages. As a method to supplement teacher wages and support retention and recruitment, Cincinnati Preschool Promise provided Teacher Promise Grants (TPG) of up to \$4,000 (up from a maximum of \$2,000 last year) for lead teachers at Tuition Assistance Providers located within the Cincinnati Public Schools District boundaries. In the 2020-21 school year, 54 new Lead Preschool teachers from 36 Sites received Teacher Promise Grants. Additionally, 33 Teacher Promise Grant recipients continued to receive support through 2020-2021 (Table 9).

Table 9. CPP Teacher Promise Grant Distribution

Provider Type	Number of Sites	Number of Teachers
Family Child Care	21	21
Single Site	10	24
Multi-Site	5	10
Total	36	54

Teacher Promise Grant Fund Impact on Retention

Of the 54 new Lead Preschool teachers receiving TPG in 2020-21, 23 recipients had the opportunity to complete 12 months of service. Four (4) recipients were excluded due to their sites closing. Two (2) of those closings were due to COVID-19 related issues and two (2) site closings were due to non-COVID-19 related issues. Of the remaining 19 participants, 15 completed 12 months of service for a retention rate of 79%.

Survey Results

A total of 31 TA teacher survey respondents identified as lead teachers. Of this total, 13 (41.9%) reported having received a CPP Teacher Promise Grant while 9 (29.0%) had not and another 9 (29.0%) were unsure. TA teachers who reported “no” were asked, “What prevented you from applying for a Teacher Promise Grant?” and reasons included “didn’t think I qualified to get it”, “too busy”, “I didn’t know about the grant”, and “unsure”. Also, 55.6% of TA Providers reported that their teachers received a TPG. Teacher Promise Grant recipients rated their agreement with the statement, “Receiving the Teacher Promise Grant impacted my decision to stay with my employer”. Four of the thirteen (30.8%) respondents agreed or strongly agreed that receiving the TPG had a positive impact on their retention (Table10).

Table 10. TPG Recipient Rating of TPG Impact on Retention

Receiving the TPG impacted my decision to stay with my employer	Number of Respondents	Percent of Respondents
Strongly Agree	1	7.7%
Agree	3	23.1%
Neither Agree nor Disagree	3	23.1%
Disagree	4	30.8%
Strongly Disagree	2	15.4%*
Totals	13	100%

Staff Support Funds

Cincinnati Preschool Promise supported Quality Improvement preschools by offering a Staff Support Fund (SSF). In the 2020-21 school year, 33 Quality Improvement Providers were awarded a SSF which provided support to 50 Lead and Assistant Preschool Teachers. Sites were awarded grants up to \$3,000 per Lead teacher not to exceed \$18,000 per site (Table 11).

Table 11. CPP Staff Support Fund Distribution

Provider Type	Number of Sites	Number of Teachers
Family Child Care	23	30
Single Site	8	16
Multi-Site	2	4
Total	33	50

Staff Support Fund Impact

Quality Improvement Providers who received Staff Support Funds (SSF) from CPP were asked to share how the funds were utilized for their centers during a focus group. Providers responded that they used the funds in the following ways:

- Maintained or repaired their facility
- Funded professional development for staff
- Ensured staff with similar titles received equivalent pay
- Increased wages for staff
- Provided Staff benefits

Extended Learning Session

Cincinnati Preschool Promise offered an Extended Learning Session (ELS) to parents of children aged 3-5 years old during the months of June 2020-August 2020. This session was offered to assist families in engagement and continued learning due to the disruption of the COVID-19 pandemic. CPP also recognized the importance of ELS in response to parent feedback that having continuous learning opportunities was of critical importance. A total of 360 children enrolled in an ELS program in the inaugural cohort (2019-20). On average, ELS students attended 84.4% of their scheduled school days, with 50.6% having an attendance of 90% or higher. Demographic characteristics of the ELS cohort were in line with those of the general sample (Table 12).

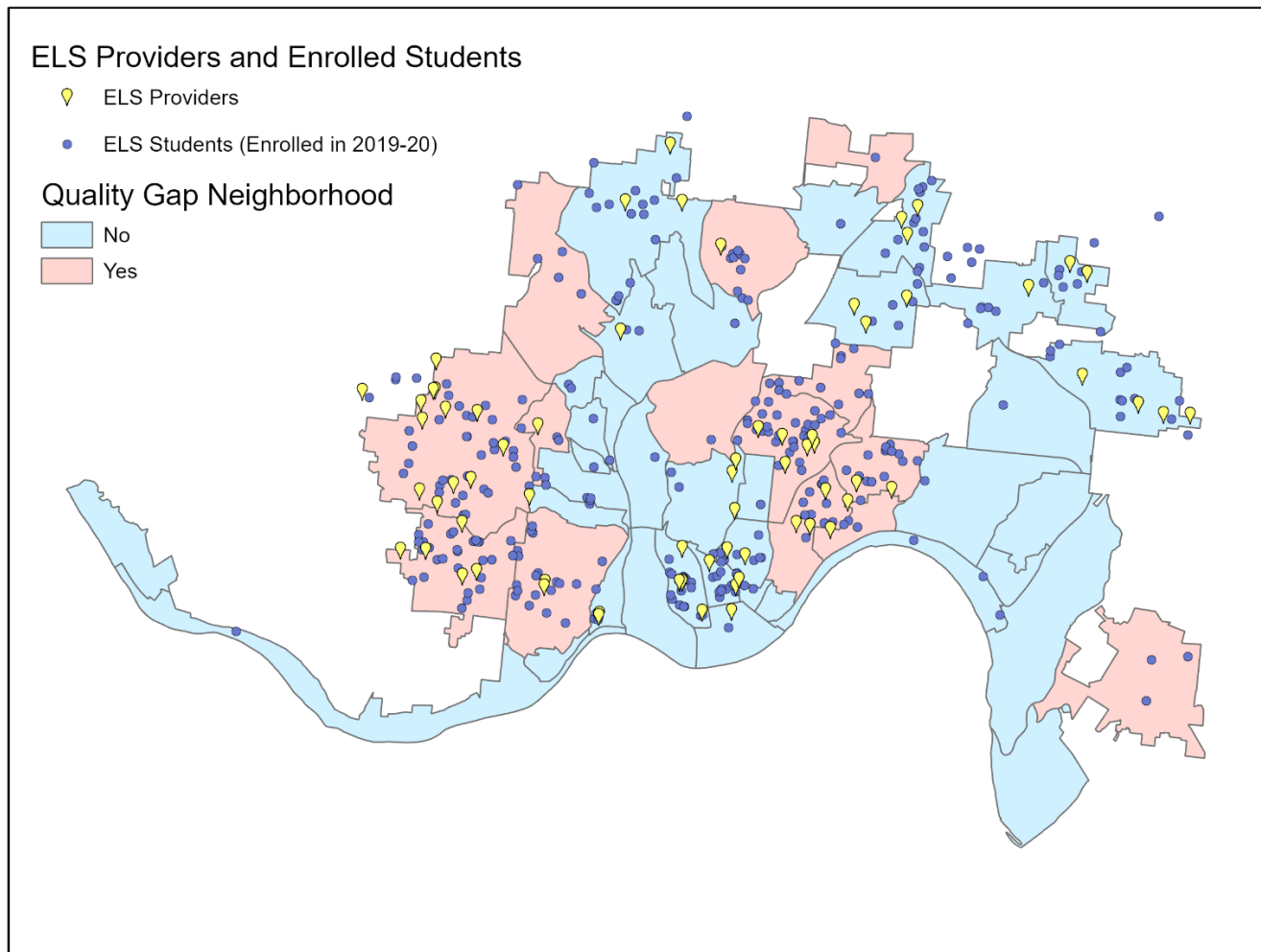
Table 12. Demographics of Preschoolers Enrolled in ELS Preschools for 2019-20

Demographic	Group	Count	Percent
Gender	Female	192	53.3%
	Male	164	45.6%
	Gender Unknown	4	1.1%
Race	African American/Black	288	80.0%
	American Indian/Alaskan Native	1	0.3%
	Asian or Pacific Islander	4	1.1%
	Hispanic	19	5.3%
	Other	22	6.1%
	White	23	6.4%
	Race Unknown	3	0.8%
Language Spoken at Home	English	308	85.6%
	Spanish	20	5.6%
	Other	5	1.4%
	Language Unknown	27	7.5%
Housing Status	Lives in a Permanent Residence	342	95.0%
	Foster Care	4	1.1%
	Homeless	1	0.3%
	Unaccompanied Youth	0	0.0%
	Other	12	3.3%
	Housing Status Unknown	1	0.3%
Household Size	2 Residents	61	16.9%
	3 Residents	103	28.6%
	4 Residents	70	19.4%
	5 Residents	74	20.6%
	More than 5 in Household	50	13.9%
	Household size Unknown	2	0.6%
Eligibility Tier	<100	89	24.7%
	100-130	14	3.9%
	131-200	45	12.5%

Demographic	Group	Count	Percent
	201-250	12	3.3%
	251-300	4	1.1%
	Income Requirement Waived	196	54.4%

Total Tuition Assistance reimbursement paid to Providers between June 2020 and August 2020 was \$288,052. From June through August 2020, the average Tuition Assistance reimbursement per student was \$1,256 and the average monthly Tuition Assistance reimbursement per preschooler was \$481. To-date, there are 68 ELS Providers, as highlighted in the map below (Figure 25).

Figure 25. CPP Extended Learning Session (ELS) Preschools as of July 31, 2021



Based on the demand for ELS and positive feedback received from parents, CPP is offering another Extended Learning Session to run from June 2021-August 2021 and to-date has 498 preschoolers enrolled at 75 preschool sites.

CPP Plus: Virtual and Interactive Learning

Late in the 2020-21 academic year, Cincinnati Preschool Promise piloted three new programs with preschool parents and Providers: ReadyRosie, ABCmouse, and Books Alive. These programs were offered with the goals of 1) Enriching and supporting preschooler learning during the COVID-19 pandemic; 2) Enhancing Provider learning objectives by including parent participation; and 3) Supporting parent engagement with their children around learning objectives.

ReadyRosie

ReadyRosie uses video modeling and mobile technology to build partnerships between families and educators to promote school readiness. ReadyRosie provides: 1) Highly interactive family workshops; 2) Home learning videos delivered weekly from a library of over 1000 modeled learning moments; 3) A SHARE system that allows two-way communication so educators can curate and send tailored, home-learning content to families and families can use the ReadyRosie app to find topics they are interested in; and 4) Ongoing professional development opportunities for Providers.

ABCMouse Early Learning Academy

ABCMouse Early Learning Academy is a subscription-based digital education program for children ages 2–8, created by Age of Learning, Inc. Subscribers can access learning activities on the ABCmouse.com website or mobile app. Subjects covered include reading and language arts, math, science, health, social studies, music, and art.

Books Alive

Books Alive is a monthly subscription service that delivers an age-appropriate learning kit to Providers and parents. The learning kit includes a book, a list of sight words, links to YouTube videos, an arts and crafts project, and other activities connect to the book's topic.

Community Stakeholder Experiences

Data that encompass the perspectives and insights of parents, teachers, and Providers are essential to ensuring our youngest learners' early childhood education needs are addressed and that taxpayers and local stakeholders are aware of the importance of expanded access to quality preschool education. To better understand our region's early childhood education landscape and to inform program decision making, *INNOVATIONS* conducted focus groups with 12 parents, 10 teachers, and nine Providers receiving tuition assistance (TA) from CPP and three parent, four teacher, and 10 Providers from quality improvement (QI) preschools. *INNOVATIONS* also collected surveys from 48 TA parents, 41 TA teachers, 18 TA Providers, seven QI parents, six QI teachers, and 11 QI Providers. These stakeholders represented more than 75 unique preschool Providers.

Participants were asked to share their experiences with early learning and preschool, barriers to preschool enrollment, facets of high-quality early learning and preschool, and ways in which CPP could further support early learning within their family or preschool. Other topics addressed by the survey included satisfaction with CPP, effectiveness of CPP as a partner to preschool Providers, the importance of daily preschool attendance, and the impact of COVID-19. Through qualitative and quantitative analyses, the focus groups and survey results provide useful information for CPP, as well the Greater Cincinnati community, as they work to ensure that every child has quality preschool options. The results of the focus groups and surveys are summarized below.

General Demographics

TA Stakeholders:

- All TA Participants: 52.8% Black/African American; 37.7% white
- TA Parents: 87.5% had one preschool aged child with an average of 3.8 years across the group
- TA Teachers and Providers: 72.9% obtained an associate degree or higher

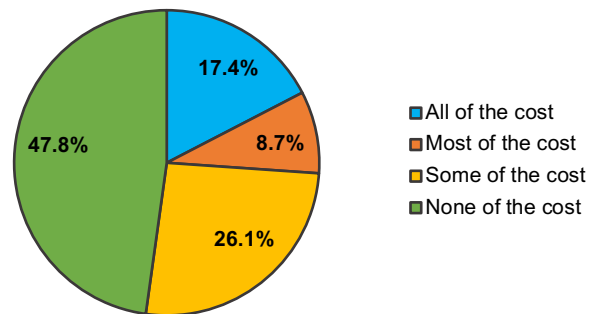
QI Stakeholders:

- All QI Participants: 87.0% Black/African American; 8.7% white
- QI Parents: 57.1% had one preschool aged child with an average of 3.8 years across the group
- QI Teachers and Providers: 76.5% completed some college or obtained an associate degree or bachelor's degree

Results

Tuition Assistance Allows Families to Access and Afford Preschool: Of parents receiving tuition assistance, 47.8% could not have afforded the cost of preschool and 26.1% could only have afforded some of the cost without tuition assistance (Figure 26). "Financial/cost of tuition" was also identified as a top barrier to preschool enrollment by parents and Providers.

Figure 26. Would You Have Been Able To Afford Preschool If You Had Not Received CPP Tuition Assistance? (N = 46)



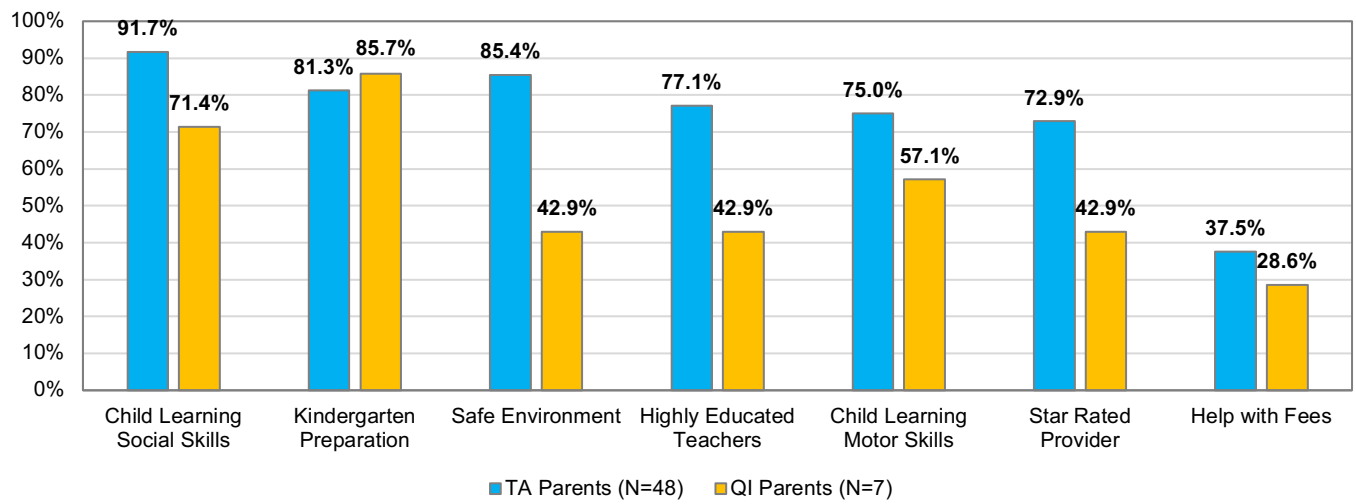
The following feedback about the impact of TA was provided by parents, teachers, and Providers during focus groups.

- “For my family, childcare is the highest bill there could possibly be. I’m not eligible for vouchers, so it was a lifesaver for me. Without tuition assistance, childcare is \$185 per week. Preschool Promise was the savior for my family.” – TA Parent
- “It made it affordable. I was laid off work and it helped a lot.” – TA Parent
- “It has helped with attendance. Parents couldn’t bring them every day and with CPP they can afford to bring them every day.” – TA Teacher
- “Everything comes out of our pocket and the extra income helps supplement the things we do.” – TA Provider
- “For families that are struggling, having the assistance allows families to continue having quality care.” – TA Provider

Parents Value Quality Preschools: Almost all TA (98.0%) and QI (100.0%) parents reported that a quality early educational experience was “important” or “very important” for their child. Kindergarten preparation and social skill development were the top two aspects of quality preschool as identified by both TA and QI parents (Figure 27). The following comments about quality preschool and kindergarten readiness were made by parents and teachers during focus groups.

- “Initially, I only thought of preschool as daycare and getting ready for kindergarten academically. Now I understand the social-emotional development pieces is just as important.” – TA Parent
- “Teaching the fundamentals for kindergarten.” – QI Parent
- “Parents are aware of the 5-star rating and the level of quality that comes with that.” – TA Teacher
- “Happy child that’s excited about school. Parents see changes in the child’s development.” – QI Teacher

Figure 27. TA and QI Parents Perspectives on Quality Preschool



Prospective Provider and Parent Engagement

Cincinnati Preschool Promise also wanted to understand the perspectives and challenges of parents with children who are not currently enrolled in a CPP preschool or any preschool and Providers who are not part of the CPP network (Prospective Parents and Providers). To achieve this, *INNOVATIONS* conducted focus groups with 14 preschool parents, nine Providers, and collected surveys from 110 preschool parents and 14 Providers. Results are summarized below.

General Demographics

Prospective Stakeholders:

- All Prospective Participants: 46.8% Black/African American; 44.0% white
- Prospective Parents: 84.1% had one or two preschool aged child with an average of 3.8 years; 53.7% reported a household income below \$50,000
- Prospective Providers: 28.6% were not SUTQ rated; 85.7% reported 10 or more years of experience teaching

Results

Prospective Parents and Providers Need More Information about CPP: Parents and Providers were asked multiple questions to better understand their awareness of CPP. Less than half (47.3%) of parents had heard of CPP prior to completing the survey. Parents who were familiar with CPP first learned about the initiative through “family and friends” (12.2%) or a “CPP staff member or other Provider” (10.0%).

During focus groups, parents were asked, “What should CPP do to inform parents about CPP preschools and encourage them to consider a CPP Provider for their child?” and provided the comments below. Additional survey results are reported in Table 13.

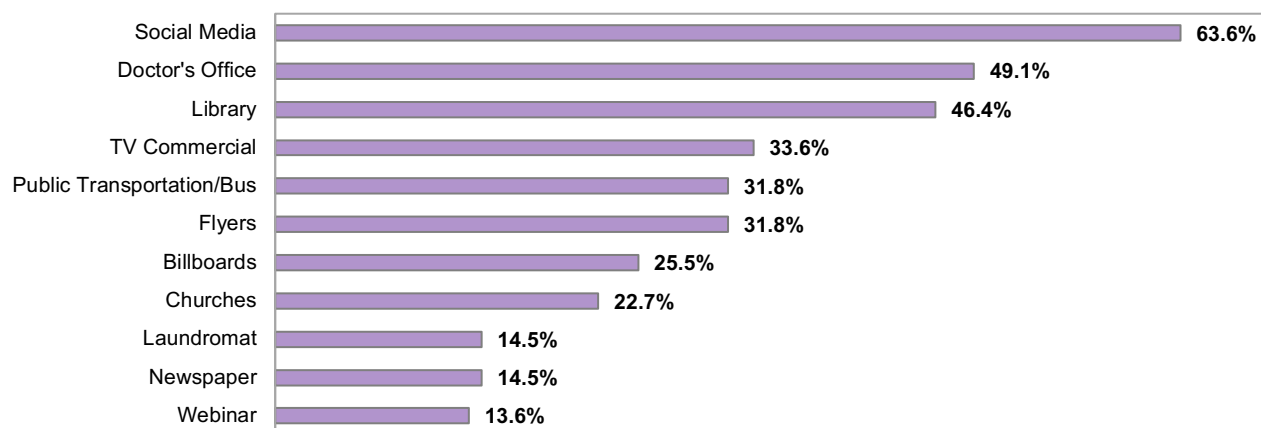
- “Use family stories to help promote CPP. Interview current families and use that to help inform other families about what went into their decisions and their experience with the school.”
- “Data on the differences between young learners who attend preschools for 1 year v. 2 years and certified teachers v. non-certified teachers.”
- “Look at current marketing trends to share information through Facebook, radio, and those different mediums people have more access to.”
- “It’s hard for me to get away, so an online session after 8pm where I could ask questions would be enticing.”

Table 13. What Should CPP Do to Inform Parents About CPP Preschools and Encourage Them to Consider a CPP Provider For Their Child? (N = 110)

Item	Percent
Information Session About Tuition Assistance	58.2%
Offer Preschool Site Visits During School Hours	58.2%
Meet Teachers and Other Staff	56.4%
Meet Families Current Enrolled in a CPP Preschool	43.6%
Opportunity to Review Curriculum	41.8%

When asked, “Where should CPP share information to reach more families with young children who are not currently enrolled in preschool?” parents reported “social media” (63.6%), “doctor’s office” (49.1%), and “library” (46.4%) (Figure 28).

Figure 28. Where Should CPP Share Information to Reach More Families (N = 110)



Most (85.7%) Providers had heard about CPP prior to completing the survey. The top two ways Providers first heard about CPP were by “word of mouth” (30.8%) and “CPP staff member” (15.4%). Providers reported a variety of challenges that may influence their level of engagement with CPP including challenges with “enrollment targets” (57.1%), “staffing capacity” (21.4%), and “ability to meet SUTQ criteria” (21.4%). Challenges with “staff training and education” (28.6%) were also reported which aligns with the top two areas Providers indicated CPP supports would be most helpful (Figures 29 and 30).

Figure 29. Prospective Provider Challenges (N=14)

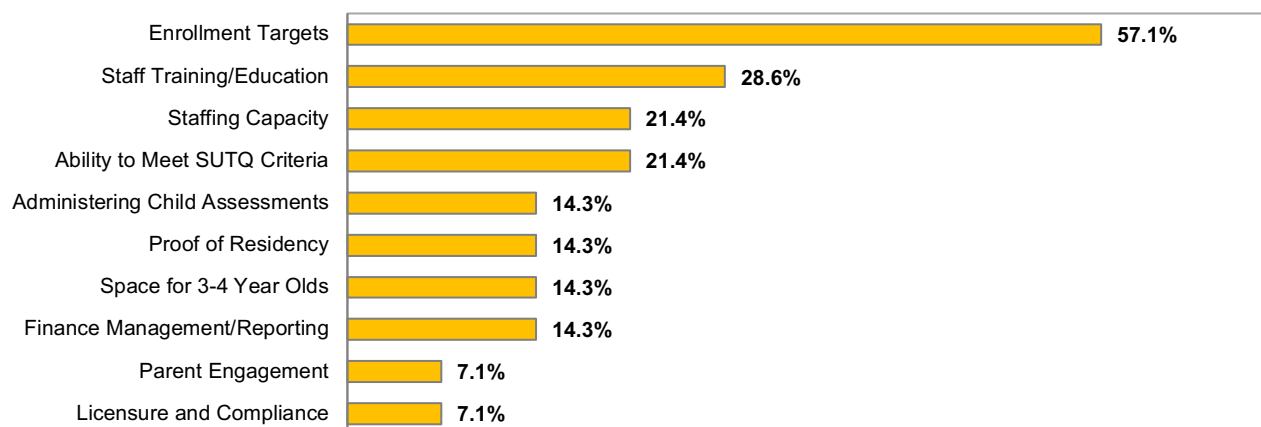
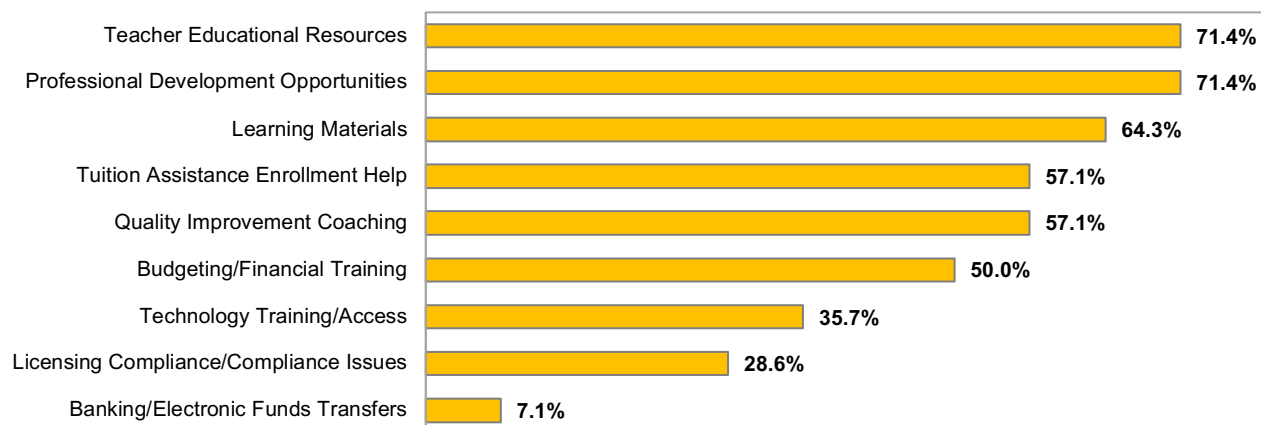


Figure 30. CPP Supports Helpful in Meeting Prospective Providers' Needs (N=14)



Providers were asked, “What can CPP do to promote and connect you with the supports and programs they offer?” and the top response was “virtual information sessions about CPP” (71.4%) (Table 14). Providers also reported “flyers” (71.4%) and “churches” (57.1%) as the top two places where CPP should share information to reach more Providers not currently involved with CPP.

Table 14. What Can CPP Do to Promote and Connect You with the Supports and Programs They Offer? (N=14)

Item	Percent
Virtual Information Sessions about CPP	71.4%
Virtual Trainings	57.1%
Information about Grant Opportunities	57.1%
Coaching/Mentoring	57.1%
Support to Maintain SUTQ Rating	42.9%
Opportunity to Meet CPP Staff	35.7%
Opportunity to Meet CPP Providers	28.6%
Support Applying for Licensing	28.6%

CPP Evaluation Advisory Panel

An Evaluation Advisory Panel was established by *INNOVATIONS* to receive input from CPP stakeholders on the external evaluation process. The diverse panel represented both TA and QI stakeholders, specifically two Providers, two teachers, two parents, two community consultants, and CPP's Data and Evaluation Manager. Participants were compensated for their time and expertise. The panel was led by two members of the *INNOVATIONS* team. Virtual monthly meetings were held from January 2021 through July 2021.

A variety of topics were discussed including the previous year's evaluation report, the current year's evaluation plan, CPP Pitch Night, and the impact of COVID-19 on panel members. During discussions about preschool enrollment, barriers to enrollment, and parent engagement, panel members shared that the following were challenges impacting preschool enrollment:

- voucher process
- voucher coverage
- classroom-size
- children's disabilities
- scheduling
- transportation
- parents' perception of the value of early education

Panel members suggested that non-engaged families could be reached through:

- social media
- flyers
- parent testimonials
- local businesses

Panel members also reviewed evaluation materials such as parent survey items and provided feedback regarding their readability, comprehensiveness, and distribution. The unique experiences and information learned from the Evaluation Advisory Panel strengthened evaluation efforts and engagement with parents, teachers, and Providers involved with CPP and within the community.

Looking Forward: Next Steps and Opportunities

INNOVATIONS recommends that CPP consider the following next steps and opportunities to continue to ensure equitable access to quality preschool education in Cincinnati. Note that some of the recommendations and next steps may be implemented with existing resources and capacity while others will require long-term planning, funding strategies, and partnerships.

Next Steps for Cincinnati Preschool Promise:

- **Inform and Engage Prospective Parents:** Less than half (**47.3%**) of prospective parents had heard of CPP prior to completing a survey. CPP might consider a referral incentive program as **12.2%** of parents who were familiar with CPP first learned about the initiative through family and friends and **10.0%** were informed by a CPP staff member or Provider.
- **Engage and Enroll Prospective Providers:** CPP should continue outreach to Prospective Providers and offer desired supports such as 1) Virtual Information Sessions to share information about CPP, 2) Virtual Trainings (Professional Development), 3) Information about Grant Opportunities, and 4) Coaching/Mentoring.
- **Assist Providers with Preschool Enrollment Challenges:** Providers expressed that voucher coverage, classroom-size, transportation, parents' perception of the value of early education and other issues were challenges impacting preschool enrollment. CPP should assist with these barriers where feasible.
- **Reach TA Eligible Preschoolers and Parents:** CPP is strongly committed to ensuring preschoolers, especially those with fewest resources and in gap areas, benefit from Cincinnati Preschool Promise. Tuition Assistance continues to make a significant impact on the lives of Cincinnati's families. Continue to engage and encourage a broad population to apply as many parents expressed surprise that they qualified for Tuition Assistance.
- **Support Providers During Uncertainty:** CPP staff should continue to be responsive to Providers' needs by providing supplies and resources to support through closures, shifts in teacher-student ratios, reopening, continuing SUTQ movement and maintenance, and other disruptions and challenges due to COVID-19.

Additional Considerations for CPP and Early Education Partners

- **Consider Kindergarten Readiness to Include the Whole Child:** Social Emotional, Physical, and Cognitive domains are critical to a child's kindergarten readiness as well as academic preparedness. CPP should continue to examine preschool outcomes that address these domains to gauge program effectiveness.
- **Extend Learning to Prevent Learning Loss:** CPP should continue offering an extended learning session to ensure that preschoolers are learning year-round. Extended learning will also help to close any learning gaps that resulted from preschoolers missing school during COVID-19.
- **Advocate for Increases in Teacher Wages:** CPP should continue to support teachers and Providers through Teacher Promise Grants and Staff Support Funds and be an advocate for teachers and Providers receiving an adequate wage. Preschoolers will also benefit from the resulting improvement in teaching quality.
- **Explore Expansion of Tuition Assistance Beyond City Boundaries:** As demonstrated by the movement of families from preschool addresses within the city to nearby kindergarten addresses outside of the city; mobility of families impacts access to high-quality preschool.

Investment in preschoolers beyond the current service area may create opportunities to support students who may later attend school within the Cincinnati Public School District.

Appendices

Appendix A

Academic Outcomes: Kindergarten Readiness Assessment Results for 2019-20

Sample

For reporting kindergarten readiness, CPP community and CPS preschool participants funded by CPP Tuition Assistance were combined, consistent with reporting from the previous year. The combined Providers (hereafter referred to as CPP TA) served a total of 1,728 preschoolers during 2018-19. Among these preschoolers, 1,063 met the age cutoff for the 2019-20 kindergarten class (i.e., were at least five years of age by September 30, 2019). Of this group of kindergarten eligible participants, 600 CPP TA participants were matched to CPS Kindergarten Readiness Assessment (KRA) scores. This linkage with CPS records allowed for additional demographic data to be acquired and carefully examined including gender and race/ethnicity. In addition, socioeconomic characteristics were estimated for all CPP TA participants through a partnership with the Community Building Institute (CBI) at Xavier University. Five CPP TA scores were excluded because suitable comparison records from a pool of CPS kindergartners that did not participate in CPP TA were unavailable, leaving a sample of 595 for all subsequent analyses.

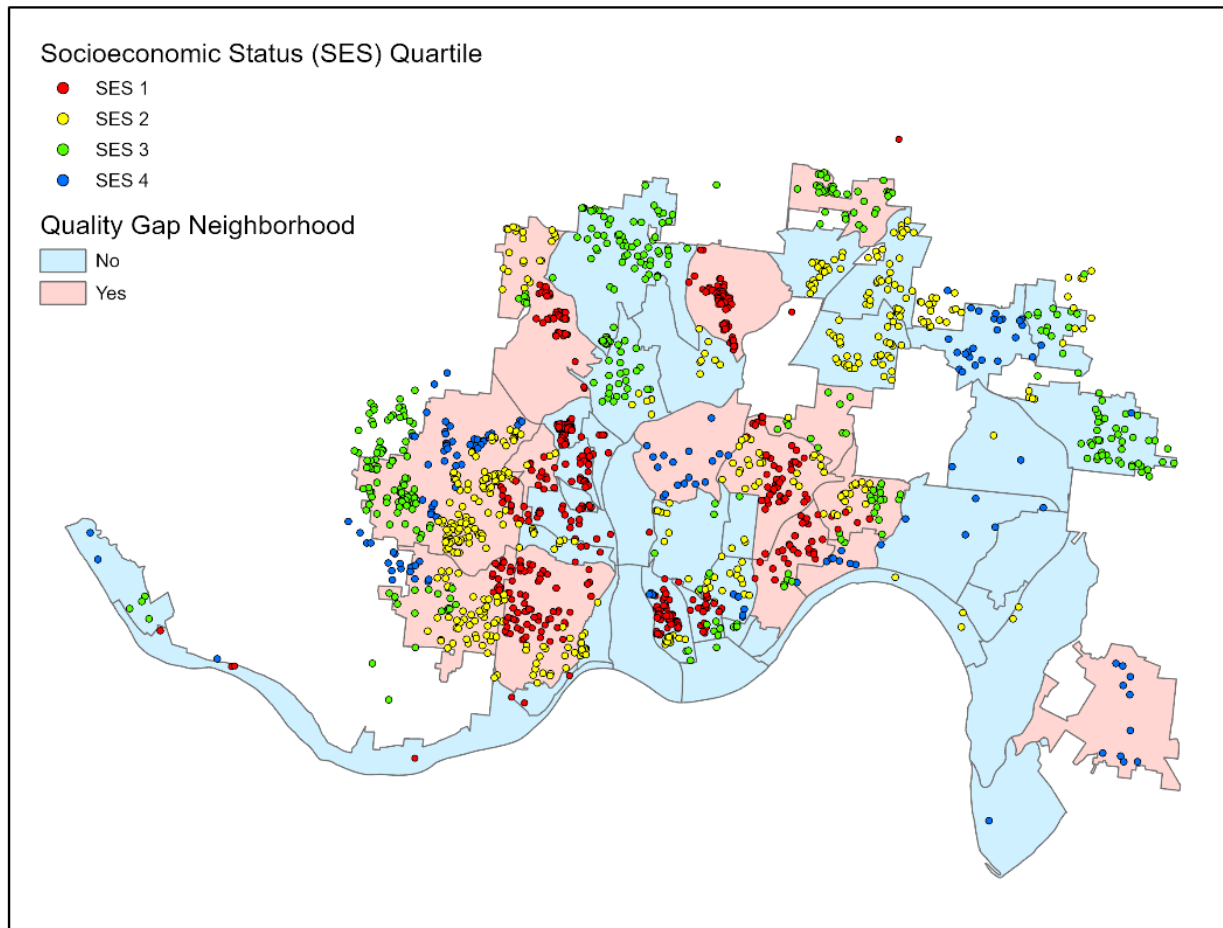
SES Quartiles – The Geocoding Process

Socioeconomic characteristics were provided by CBI for all recipients of the KRA in CPS in 2019-20, including the CPP TA participants. CBI geocoded deidentified student home addresses at the time of kindergarten enrollment to determine their neighborhood of residence. Neighborhoods were categorized by CBI into socioeconomic status (SES) quartiles ranking from 1 to 4, where lower ranked neighborhoods have a larger concentration of families with socioeconomic risk factors as measured by the American Community Survey. The quartiles are described as follows by the accompanying literature (The Social Areas of Cincinnati, An Analysis of Social Needs, 5th Edition by Michael Maloney and Christopher Auffrey): SES 1 (High Problem Areas), SES 2 (Second Stage Neighborhoods), SES 3 (Where Front Yards Begin), and SES 4 (The Upper Quartile). The risk indicators used to rank neighborhoods are based on median family income, percent of population 25 years of age or older with less than a high school diploma, percent of workers in unskilled/semi-skilled occupations, percent of students living in married-couple family households, and percent of housing units with more than one person per room. Though SES quartiles are a strong proxy for socioeconomic and social factors, experiences may still differ between students who live within the same quartile. SES quartiles represent the general socioeconomic makeup of the neighborhood of residence, rather than the individual socioeconomic circumstances of each student. Therefore, caution is necessary when interpreting SES quartiles.

Figure 1 contains 1,728 geocoded CPP TA community and CPS preschool participants in 2018-19. Participants are plotted and color-coded by SES quartile.

Appendix A (continued)

Figure A1. Geocoded CPP TA Community and CPS Expansion 2018-19 Preschool Participants by SES Quartile



CPS Kindergarten Comparison Group

To assess the impact of CPP TA on academic performance in kindergarten, a comparison group was selected from a pool of CPS kindergarteners who were administered the KRA in 2019-20 and had no documented participation in CPP TA (Table A1). Kindergarteners who did not participate in CPP TA, but did have other documented CPS preschool experience were excluded from the selection pool. The comparison group comprised of 595 CPS kindergarteners without CPP TA from the selection pool who were matched to 595 CPP TA participants on gender, race/ethnicity, and SES quartile. The method used was a proportionate stratified random sample where the demographics of the comparison group are identical in proportion to that of the CPP TA participants. For every one CPP participant, there is one individual with identical demographic characteristics selected randomly from the comparison group (a 1:1 match). For instance, if a CPP participant is female, African-American/Black, and in the third SES quartile, then two individuals with identical gender, race/ethnicity, and SES quartiles are randomly selected from the selection pool and placed into the comparison group.

Appendix A (continued)

Table A1. Demographics Characteristics of CPP TA KRA Cohort and Comparison Group

Demographic Category		CPP TA Participants (N=595)	Comparison Group (N=595)
Gender	Female	53.6%	53.6%
	Male	46.4%	46.4%
Race	African-American/Black	76.3%	76.3%
	White	10.4%	10.4%
	Hispanic	4.9%	4.9%
	Asian	1.2%	1.2%
	Multi-Racial	7.2%	7.2%
SES Quartile	SES 1	31.6%	31.6%
	SES 2	32.9%	32.9%
	SES 3	26.1%	26.1%
	SES 4	9.4%	9.4%

Overview of 2019-20 KRA Performance

In 2019-20, CPP TA participants scored higher on average on the overall KRA and language and literacy subtest, with 78.4% of CPP TA participants scoring either within the approaching or demonstrating performance level on the KRA as opposed to 69.8% of the comparison group – an 8.6 point difference (Figure A2). The KRA was administered to participants in kindergarten after leaving their CPP preschool experience. Likewise, 61.3% of CPP TA participants met the “on-track” status on the Language and Literacy subtest (i.e., scoring at or above a scaled score of 263; Figure A3). This percentage is greater than the comparison group’s (51.4%) by 9.9 points. As of 2019-20, CPP TA exhibited measurable benefits to participants entering CPS kindergarten compared to their peers. These findings are also heightened by the controls put in place to reduce biases introduced by gender, race/ethnicity, and socioeconomic factors.

Figure A2. Overall KRA Performance Levels by Group (2019-20)

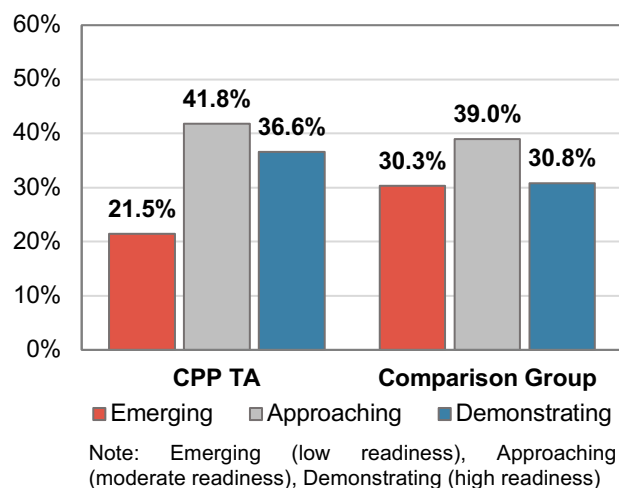
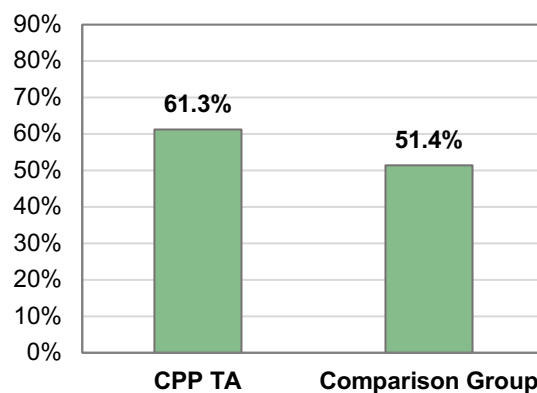


Figure A3. Percent “On-Track” on Language and Literacy Subtest by Group (2019-20)



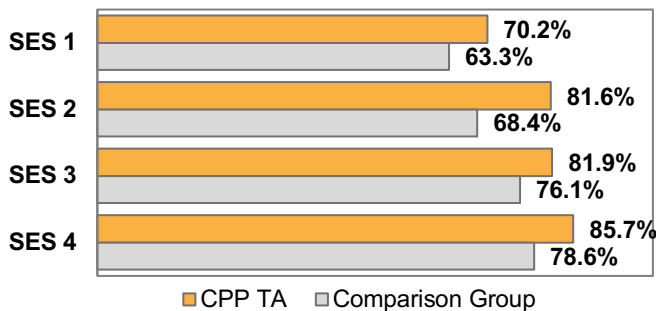
Note: Language and Literacy scaled scores at or above 263 indicate a student is on-track for reading on grade level.

Appendix A (continued)

CPP Impact by Socioeconomic and Social Factors

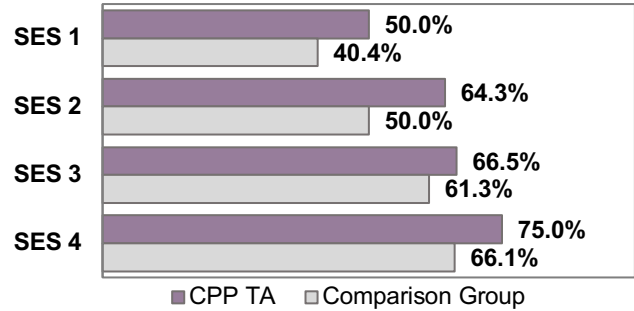
Figures A4 and A5 illustrate academic benefits as measured by the KRA within all SES quartiles. CPP TA participants scored within either the approaching or demonstrating performance level on the overall KRA at greater frequency than the comparison group by 6.9 points for SES 1, 13.2 points for SES 2, 5.8 points for SES 3, and 7.1 points for SES 4. Similarly, CPP TA participants were “on-track” on the Language and Literacy subtest more frequently by 9.6 points for SES 1, 14.3 points for SES 2, 5.2 points for SES 3, and 8.9 points for SES 4. In the 2018-19 analysis, KRA performance varied very little between groups within SES 4, but academic benefits of CPP TA have extended to SES 4 in 2019-20. Another interesting finding is that CPP TA at each SES quartile performed comparably or better than the comparison group of the next highest SES quartile. For example, SES 1 CPP TA students performed comparably to SES 2 comparison students, and SES 2 CPP TA students performed comparably to SES 3 comparison students.

Figure A4. Percent Approaching or Demonstrating Readiness by SES and Group (2019-20)



Note: Emerging (low readiness), Approaching (moderate readiness), Demonstrating (high readiness).

Figure A5. Percent “On-Track” on Language and Literacy Subtest by SES and Group (2019-20)



Note: Language and Literacy scaled scores at or above 263 indicate a student is on-track for reading on grade level.

2019-20 CPP and Kindergarten Readiness

KRA scores for 595 CPP TA participants were compared to a comparison group (proportionate stratified random sample) of 595 non-CPP TA participating peers matched on gender, race/ethnicity, and socioeconomic characteristics:

- CPP TA participants showed stronger academic readiness in kindergarten than non-participating peers.
- CPP TA programs have improved school readiness in students living in SES 1-4 neighborhoods.
- CPP TA participants at each SES quartile performed comparably or better than the comparison group of the next highest SES quartile (e.g., SES 1 CPP TA participants performed comparably to SES 2 non-participants).
- Differences in KRA results between CPP TA participants and the comparison group are consistent with trends identified last year (refer to the CPP-KRA report from 2018-2019).
- CPP has demonstrated the impact that quality preschool has on school readiness throughout the CPS district.

Appendix B

Table B1. Acadience Reading Assessment Outcomes by Selected Characteristics for 2020-21

Group	Number of Students	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark	At or Above Benchmark	Composite Score ³ (Average)	Composite Score (STDEV)
Overall								
CPP TA ¹	665	29.3%	19.2%	17.4%	34.0%	51.4%	30.8	25.3
Non-CPP ²	1,581	31.2%	18.7%	12.9%	37.2%	50.1%	31.8	27.1
CPP TA by Race								
Black/African-American	257	29.1%	18.8%	18.4%	33.6%	52.0%	30.1	24.3
White	37	19.0%	22.2%	22.2%	36.5%	58.7%	39.8	31.1
Hispanic	12	49.0%	27.5%	5.9%	17.6%	23.5%	18.9	19.2
Multi-Racial/Other	36	24.6%	12.3%	14.0%	49.1%	63.2%	37.1	26.0
Non-CPP by Race								
Black/African-American	791	35.8%	21.1%	15.5%	27.6%	43.1%	26.1	23.0
White	482	13.7%	15.1%	11.4%	59.8%	71.2%	46.0	28.3
Hispanic	148	66.2%	15.5%	6.8%	11.5%	18.2%	13.3	20.4
Multi-Racial/Other	160	28.7%	20.6%	10.0%	40.6%	50.6%	33.9	27.5
CPP TA by SES								
SES 1	206	32.0%	15.0%	21.8%	31.1%	52.9%	28.8	23.6
SES 2	208	31.7%	23.6%	11.5%	33.2%	44.7%	28.9	25.6
SES 3	168	25.0%	17.9%	22.0%	35.1%	57.1%	33.1	24.4
SES 4	81	24.7%	22.2%	11.1%	42.0%	53.1%	36.3	29.2
Non-CPP by SES								
SES 1	390	48.5%	22.1%	10.0%	19.5%	29.5%	19.9	21.5
SES 2	391	36.1%	18.4%	15.1%	30.4%	45.5%	27.6	25.3
SES 3	396	28.8%	19.7%	14.1%	37.4%	51.5%	32.3	26.4
SES 4	397	11.3%	14.9%	12.3%	61.5%	73.8%	47.2	27.3
CPP TA by Preschool Attendance⁴								
Preschool Attendance ≥ 90%	36	22.2%	19.4%	16.7%	41.7%	58.3%	35.7	25.8
Preschool Attendance < 90%	229	34.5%	18.3%	17.9%	29.3%	47.2%	27.0	23.9
CPP TA by Federal Poverty Level⁴								
FPL < 100%	79	40.5%	25.3%	16.5%	17.7%	34.2%	21.7	21.3
FPL ≥ 100%	69	18.8%	15.9%	10.1%	55.1%	65.2%	38.7	26.6
Income Requirement Waived	115	35.7%	15.7%	23.5%	25.2%	48.7%	26.4	23.1
CPP TA by Guardian Employment Status⁴								
Unemployed	39	41.0%	15.4%	23.1%	20.5%	43.6%	23.8	24.7
At Least 1 Employed Guardian	162	30.9%	17.9%	16.0%	35.2%	51.2%	30.4	25.6
CPP TA by Rating of Provider⁴								
Attended 3 or 4 Star Provider	20	40.0%	15.0%	15.0%	30.0%	45.0%	25.9	19.4
Attended 5 Star Provider	245	32.2%	18.8%	18.0%	31.0%	49.0%	28.4	24.7
CPP TA by Pandemic Site Status⁴								
Did Not Attend Pandemic Site	154	33.8%	23.4%	17.5%	25.3%	42.9%	26.2	23.5
Attended Pandemic Site	111	31.5%	11.7%	18.0%	38.7%	56.8%	31.0	25.3

Appendix B (continued)

Table B1. Acadience Reading Assessment Outcomes by Selected Characteristics for 2020-21

Group		Number of Students	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark	At or Above Benchmark	Composite Score (Mean) ³	Composite Score(SD)
CPP TA by Race and SES									
Black/African-American	SES 1	169	30.2%	14.2%	24.3%	31.4%	55.6%	29.8	23.9
	SES 2	152	32.9%	23.7%	11.8%	31.6%	43.4%	27.6	25.0
	SES 3	126	22.2%	19.0%	20.6%	38.1%	58.7%	33.9	24.5
	SES 4	45	31.1%	20.0%	11.1%	37.8%	48.9%	29.7	22.8
White	SES 1	4	-	-	-	-	-	-	-
	SES 2	16	12.5%	25.0%	18.8%	43.8%	62.5%	41.7	27.8
	SES 3	23	21.7%	21.7%	34.8%	21.7%	56.5%	30.7	22.1
	SES 4	20	15.0%	25.0%	15.0%	45.0%	60.0%	51.4	39.7
Hispanic	SES 1	21	47.6%	23.8%	9.5%	19.0%	28.6%	20.0	20.4
	SES 2	19	57.9%	26.3%	5.3%	10.5%	15.8%	13.7	12.2
	SES 3	6	-	-	-	-	-	-	-
	SES 4	5	-	-	-	-	-	-	-
Multi-Racial/Other	SES 1	12	25.0%	16.7%	16.7%	41.7%	58.3%	30.7	21.3
	SES 2	21	14.3%	19.0%	9.5%	57.1%	66.7%	42.0	28.5
	SES 3	13	38.5%	7.7%	23.1%	30.8%	53.8%	32.0	26.7
	SES 4	11	27.3%	0.0%	9.1%	63.6%	72.7%	40.8	25.6
Non-CPP by Race and SES									
Black/African-American	SES 1	254	42.5%	21.7%	11.8%	24.0%	35.8%	22.8	21.6
	SES 2	248	35.1%	18.5%	17.3%	29.0%	46.4%	26.9	24.3
	SES 3	201	32.3%	23.4%	15.9%	28.4%	44.3%	27.5	23.4
	SES 4	84	26.2%	21.4%	20.2%	32.1%	52.4%	30.1	22.0
White	SES 1	37	37.8%	29.7%	13.5%	18.9%	32.4%	25.3	27.4
	SES 2	58	22.4%	13.8%	15.5%	48.3%	63.8%	38.8	28.3
	SES 3	139	20.1%	18.0%	9.4%	52.5%	61.9%	40.6	29.2
	SES 4	248	4.4%	11.7%	11.3%	72.6%	83.9%	53.8	25.2
Hispanic	SES 1	68	77.9%	14.7%	1.5%	5.9%	7.4%	7.5	14.0
	SES 2	44	54.5%	27.3%	6.8%	11.4%	18.2%	15.7	17.5
	SES 3	23	60.9%	0.0%	21.7%	17.4%	39.1%	15.9	19.1
	SES 4	11	45.5%	9.1%	9.1%	36.4%	45.5%	36.5	42.3
Multi-Racial/Other	SES 1	31	45.2%	32.3%	9.7%	12.9%	22.6%	17.6	16.3
	SES 2	41	41.5%	14.6%	9.8%	34.1%	43.9%	28.6	28.5
	SES 3	33	21.2%	18.2%	18.2%	42.4%	60.6%	37.2	24.9
	SES 4	54	13.0%	20.4%	5.6%	61.1%	66.7%	45.8	28.1

Note: Assessment scores were not summarized for samples less than 10.

¹ Comprised of preschoolers that attended a CPP Community or CPS Expansion Provider in 2018-19 and/or 2019-20. Excludes students whose parents did not provide parental consent to match preschool records to kindergarten assessment scores.

² Comprised of 2020-21 CPS kindergarteners who did not attend a CPP TA preschool prior to kindergarten enrollment.

³ Acadience Reading composite scores of 26 or higher indicate that a kindergartner is at or above the reading benchmark at the beginning of the school-year.

⁴ Comprised of student data available in the SugarCRM database owned by MetrixIQ.

Appendix C

Table C1. Demographics of Participants Enrolled in CPP TA Preschools (Prior Years)

Group	2017-18 (N=622)		2018-19 (N=951)		2019-20 (N=839)		2020-21 (N=760)	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Gender								
Female	294	47.3%	464	48.8%	436	52.0%	395	52.0%
Male	328	52.7%	479	50.4%	395	47.1%	364	47.9%
Gender Unknown	0	0.0%	8	0.8%	8	1.0%	1	0.1%
Race								
African American/Black	398	64.0%	691	72.7%	612	72.9%	551	72.5%
American Indian/Alaskan Native	12	1.9%	9	0.9%	4	0.5%	4	0.5%
Asian or Pacific Islander	7	1.1%	11	1.2%	12	1.4%	5	0.7%
Hispanic	70	11.3%	94	9.9%	92	11.0%	90	11.8%
Other	56	9.0%	62	6.5%	47	5.6%	48	6.3%
White	68	10.9%	73	7.7%	62	7.4%	54	7.1%
Race Unknown	11	1.8%	11	1.2%	10	1.2%	8	1.1%
Language Spoken at Home								
English	527	84.7%	818	86.0%	684	81.5%	532	70.0%
Spanish	66	10.6%	87	9.1%	91	10.8%	81	10.7%
Other	21	3.4%	34	3.6%	28	3.3%	22	2.9%
Language Unknown	8	1.3%	12	1.3%	36	4.3%	124	16.3%
Housing Status								
Lives in a Permanent Residence	595	95.7%	911	95.8%	802	95.6%	716	94.2%
Foster Care	8	1.3%	6	0.6%	3	0.4%	9	1.2%
Homeless	6	1.0%	7	0.7%	6	0.7%	9	1.2%
Unaccompanied Youth	1	0.2%	2	0.2%	1	0.1%	0	0.0%
Other	10	1.6%	24	2.5%	25	3.0%	25	3.3%
Housing Status Unknown	2	0.3%	1	0.1%	2	0.2%	1	0.1%
Household Size								
2 Residents	131	21.1%	183	19.2%	136	16.2%	133	17.5%
3 Residents	157	25.2%	266	28.0%	226	26.9%	205	27.0%
4 Residents	123	19.8%	226	23.8%	187	22.3%	180	23.7%
5 Residents	124	19.9%	139	14.6%	148	17.6%	121	15.9%
More than 5 in Household	78	12.5%	127	13.4%	133	15.9%	121	15.9%
Household size Unknown	9	1.4%	10	1.1%	9	1.1%	0	0.0%
Income Eligibility Tier								
< 100	141	22.7%	245	25.8%	174	20.7%	274	36.1%
100-130	33	5.3%	41	4.3%	42	5.0%	41	5.4%
131-200	46	7.4%	73	7.7%	82	9.8%	93	12.2%
201-250	0	0.0%	12	1.3%	27	3.2%	17	2.2%
251-300	0	0.0%	0	0.0%	10	1.2%	12	1.6%
Income Requirement Waived	202	32.5%	310	32.6%	282	33.6%	323	42.5%
Income Unknown	200	32.2%	270	28.4%	222	26.5%	0	0.0%