

Nebraska Early Childhood Education..... A Programmatic Evaluation



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Evaluation vs. Research



- Use many of the same methodologies
- Differ in purpose
 - Provide data decision making and continuous program
 - Monitoring progress towards outcomes
- Based on program logic model
- Client-focused

What are the Nebraska Early Childhood Education (ECE) Programs ?



- Programs operated by NE school districts or Educational Service Units (ESUs)
- Supported across multiple funding sources
- Support children ages birth – 5 across home or center-based settings

Purpose

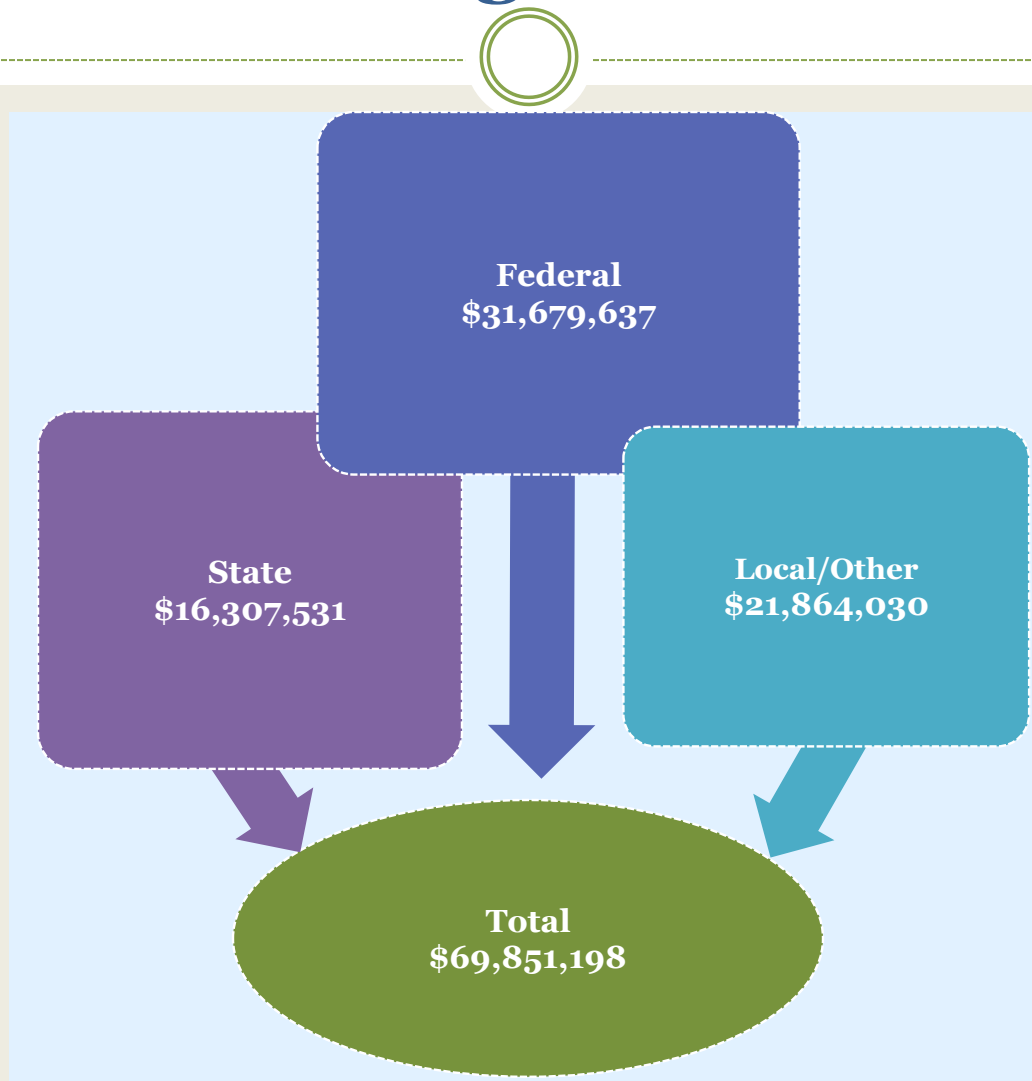


Provide high quality early childhood education program experiences

Assist children to reach their full potential and increase the likelihood of their later success in school



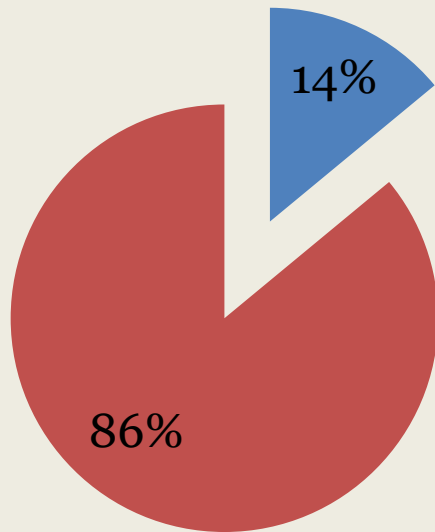
Integrated Funding Supports ECE Programs



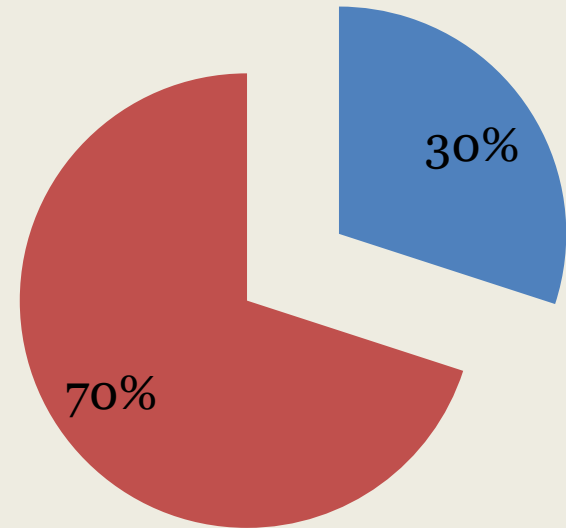
Children Serve: Total-11,704

Age

Children with
IEPS/IFSPs



■ Infants & Toddlers
■ Preschoolers

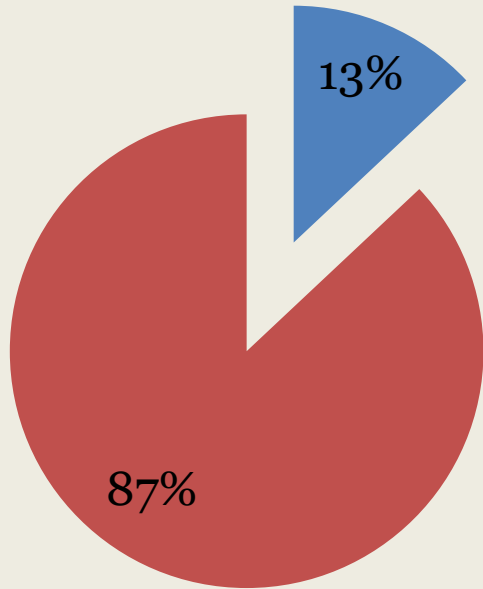


■ With IFSPs or IEPS ■ Peers



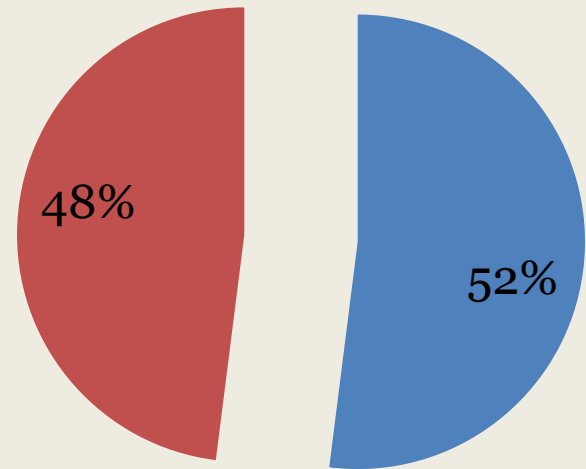
Children Served: Total-11,704

English Language Learners (ELL)



■ ELL ■ Peers

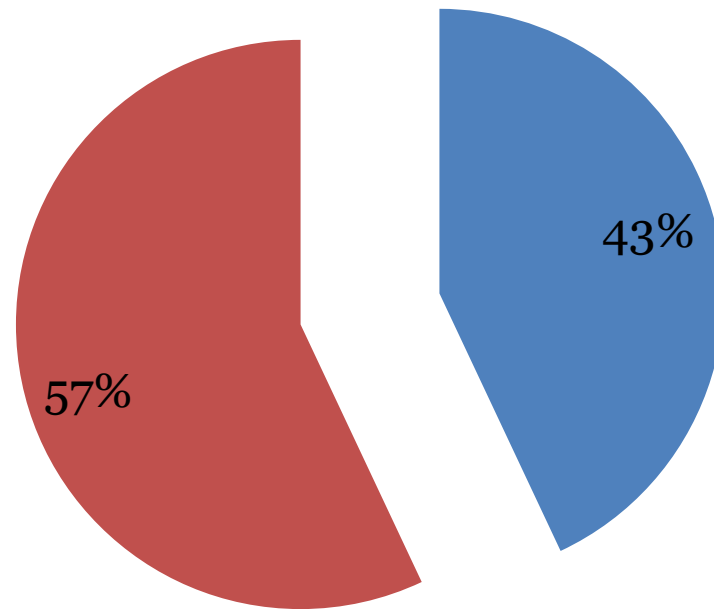
Eligible for Free/Reduced Lunch



■ FRL ■ Peers

**Children
Served:
Total-
11,704**

Minorities



■ Minorities ■ Peers





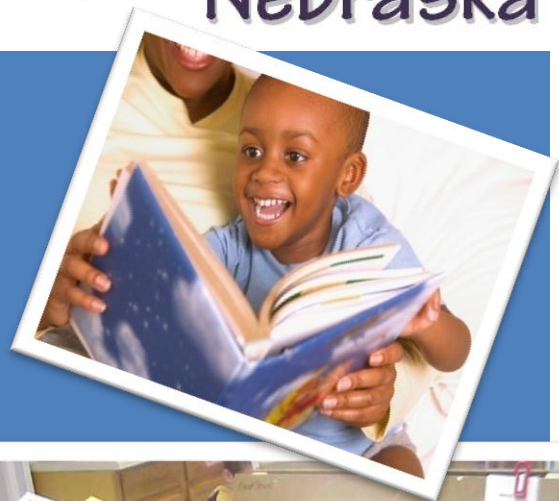
Results Matter
Nebraska

Child, family, and program outcomes measurement system

Accountability system



Improved Practices and Outcomes for Children/Families



Longitudinal Data System: Purpose



- Link data
 - Across the early childhood period
 - Across time
 - Across data sets

- Answer new questions
 - Classroom quality and child outcomes
 - Relationship with early childhood and academic outcomes

Measurement of Classroom Program Quality



ECERS

- Quality of the General Environment
 - 100% of Infant and 94% of preschool classrooms were of **high quality**
 - Classrooms had most difficulty meeting the state standard on the **Personal Care Routines** subscale

ELLCO

- Quality of the Literacy Environment
 - 90% of preschool classrooms **met state standard**



Measurement of Program Family Engagement Sessions:

HoVRS

- Family educators were effective in their practices:
 - High level of **family engagement**
 - score was 4.65
 - High quality **instructional practices**
 - score was 4.7*

***based on a 5 point scale**



Evaluation of Three Child Outcomes: Online Observational Assessment



Outcome A: Children have positive social skills including positive social relationships

Outcome B: Children acquire and use knowledge and skills including language/communication

Outcome C: Children take Appropriate action to meet their needs (e.g., self-help and initiative)



Analyzing Child Outcomes



NDE Reporting:

- % that met a state established performance goal
- % that made greater than expected gains

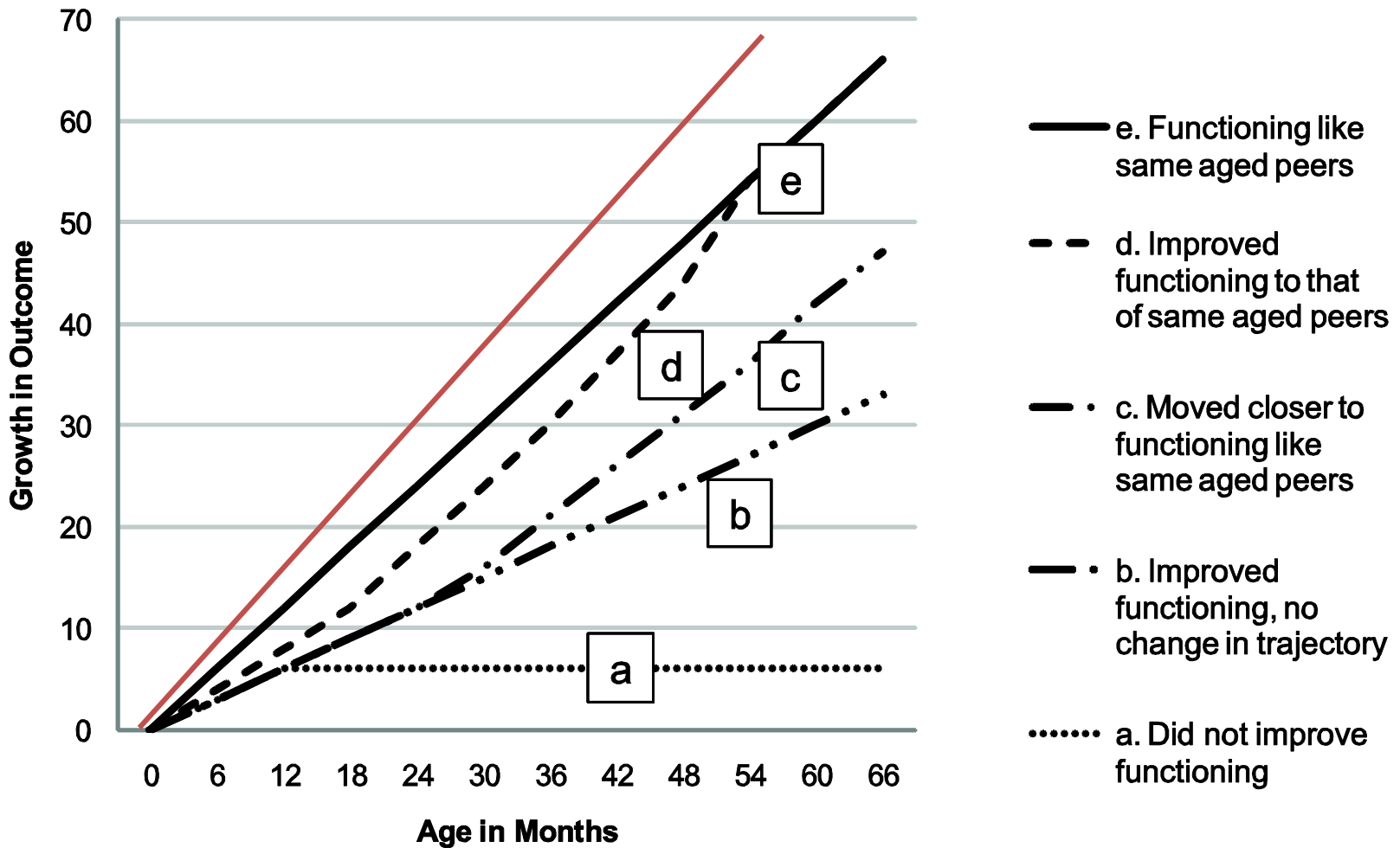
Data Collection

Fall



Spring

OSEP Progress Categories as Developmental Trajectories



Outcome A: Positive Social Relationships

What does “Positive Social Relationships” mean?

- Attachment
- Expressing emotions
- Learning rules
- Social Interactions
- Relationships

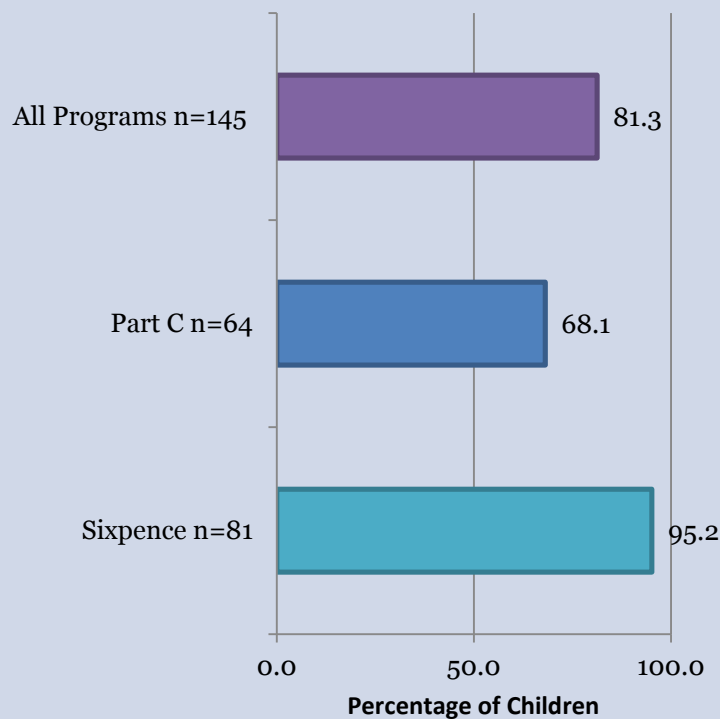
What does research say?

- Children who have opportunities to **develop socially and emotionally** are more likely to succeed in school (Raver, 2002)

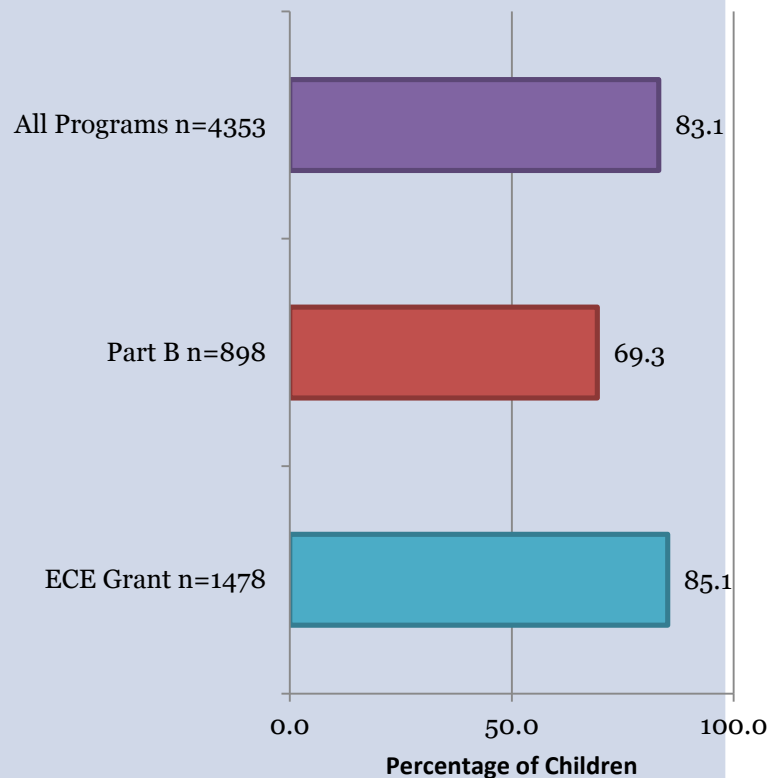


Social Relationships: Percent of Children Making Substantial Gains

Infant and Toddler Programs

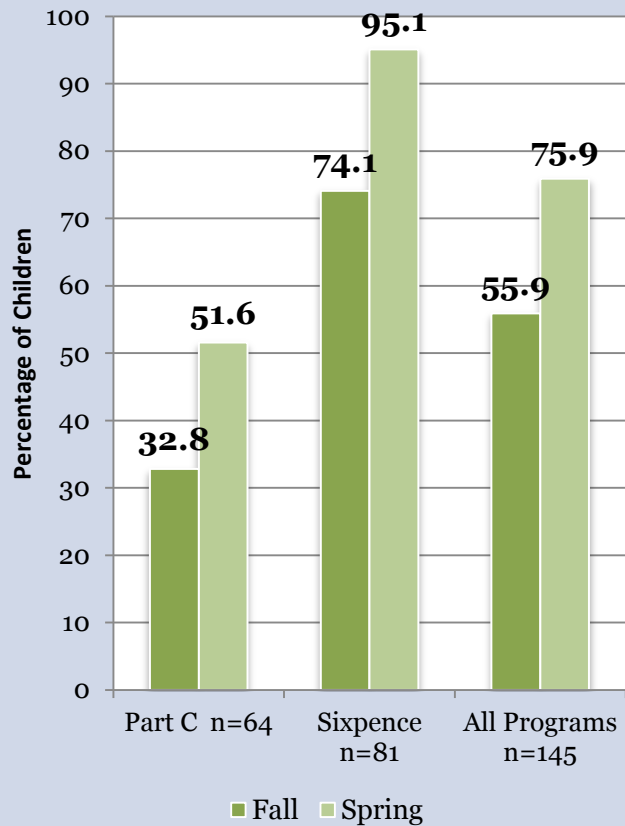


Preschool Programs

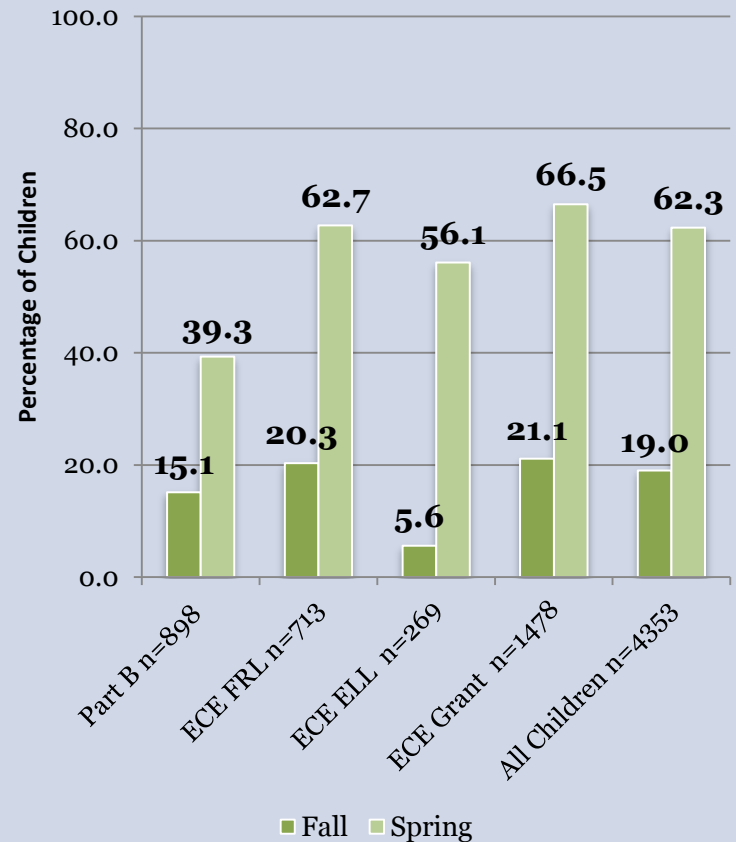


Social Relationships: Percent of the Children Meeting the NDE Performance Goal

Infant and Toddler Programs



Preschool Programs



Outcome B: Knowledge and Skills

What does
“Knowledge and Skills” mean?

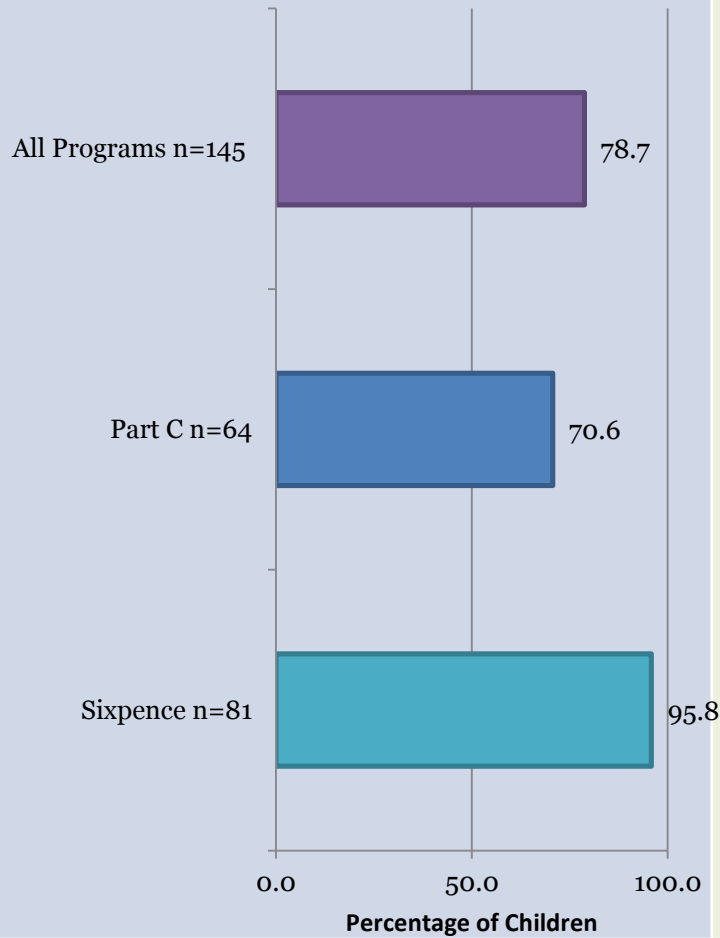
- Thinking
- Reasoning
- Remembering
- Problem Solving
- Symbols & language

What does research
say?

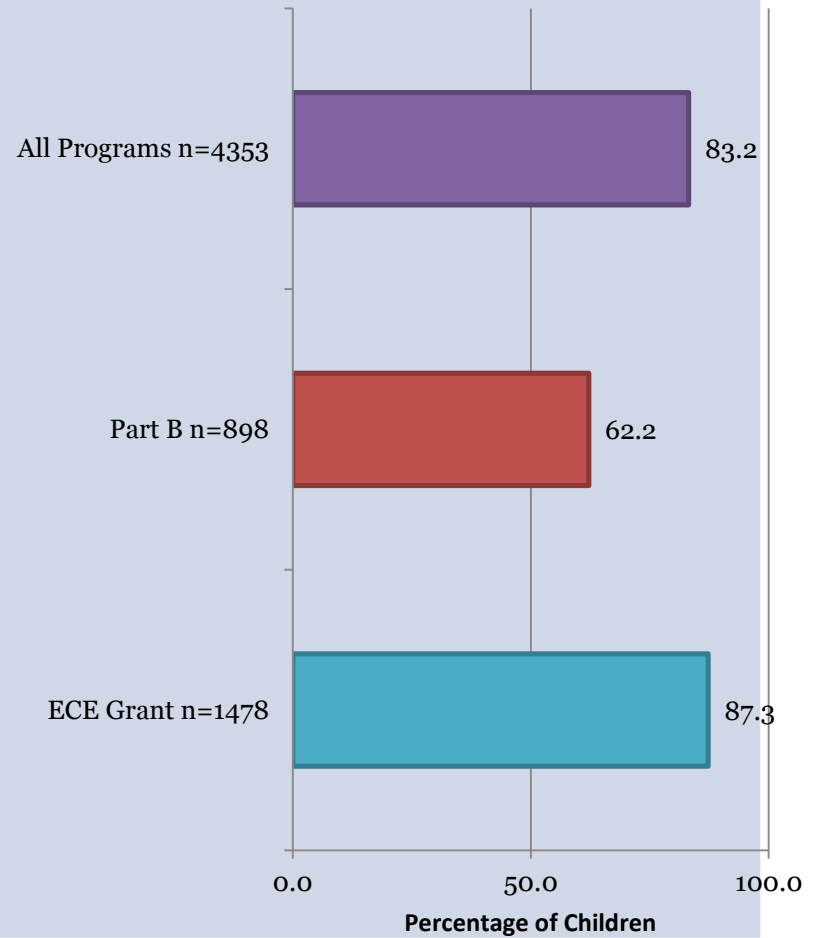
- Experience in these conceptual areas is key for children from poverty who will benefit from **content-rich instruction** (Neuman, 2006)

Knowledge and Skills: Percent of Children Making Substantial Gains

Infant and Toddler Programs

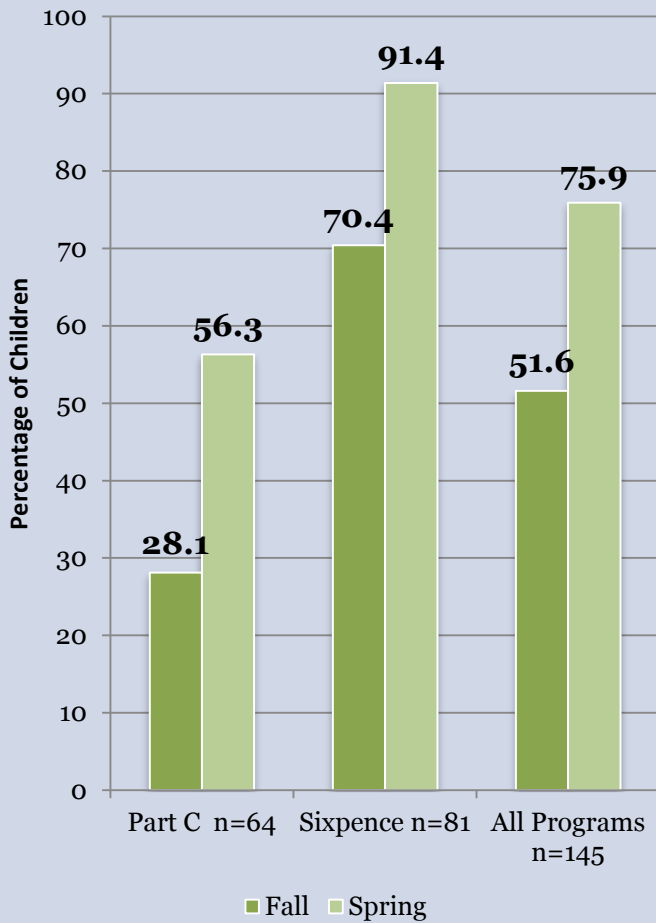


Preschool Programs

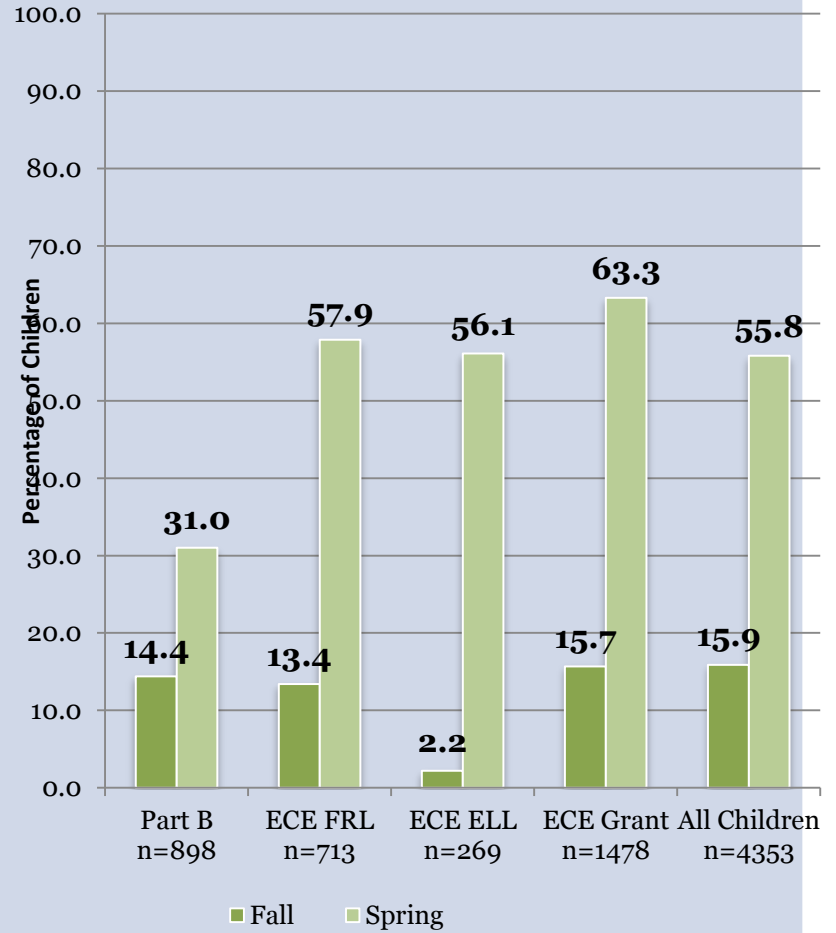


Knowledge and Skills: Percent of Children meeting the NDE performance Goal

Infant and Toddler Programs



Preschool Programs



Outcome C: Children Take Appropriate Action to Meet their Needs

What does “Take appropriate action to meet needs“ mean?

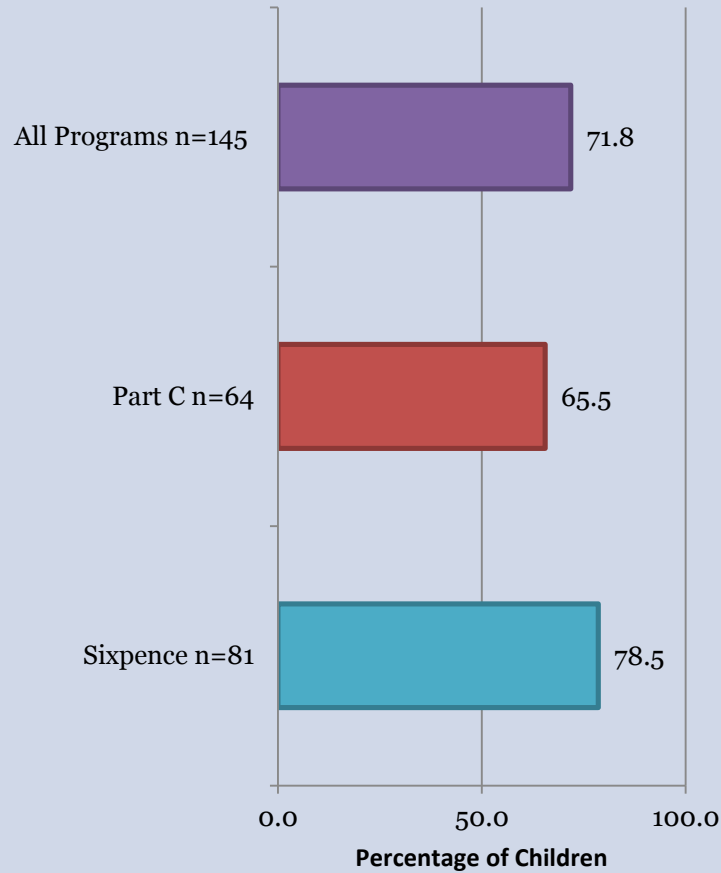
- Takes care of basic needs
- Gets from place to place
- Uses tools
- Contributes to own health & safety
- Completes self-help skills

What does research say?

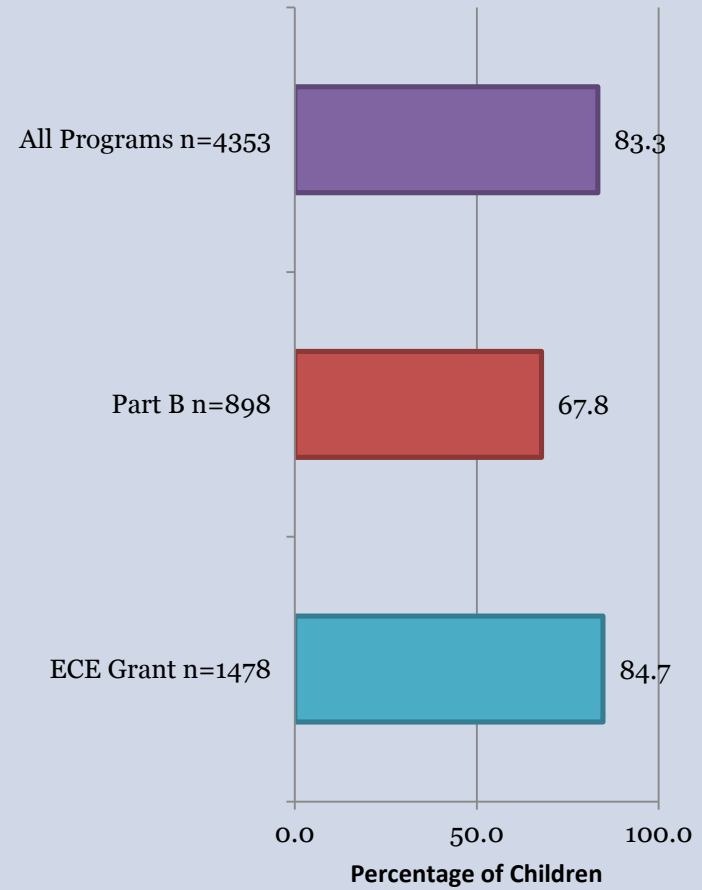
- A child’s physical well-being can affect the ability to **actively engage in learning opportunities** (Pica, 2006)

Taking Actions to Meet Needs: Percent of Children Making Substantial Gains

Infant and Toddler Programs

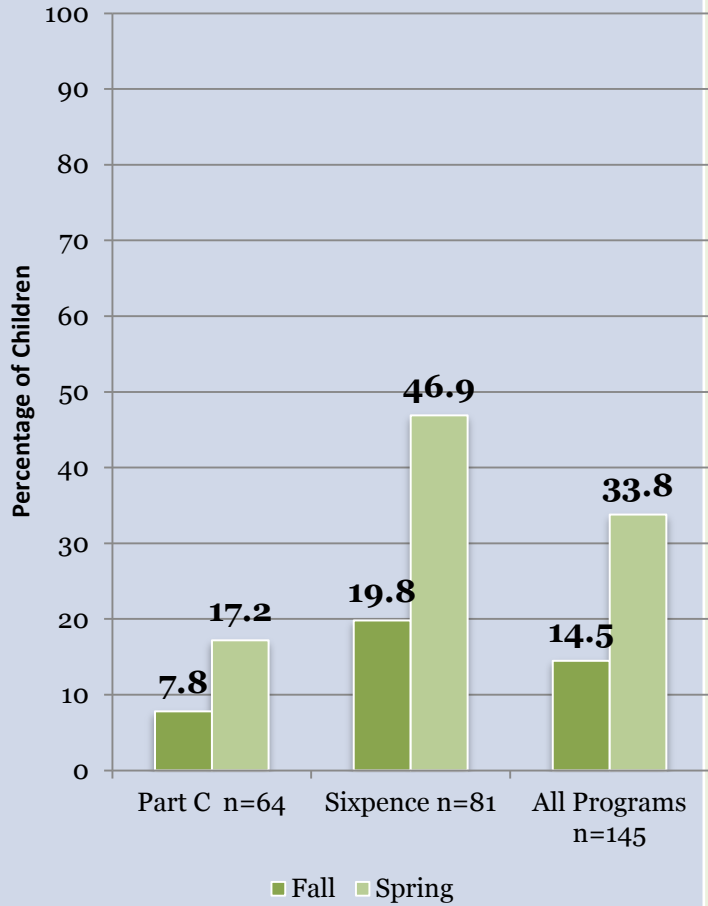


Preschool Programs

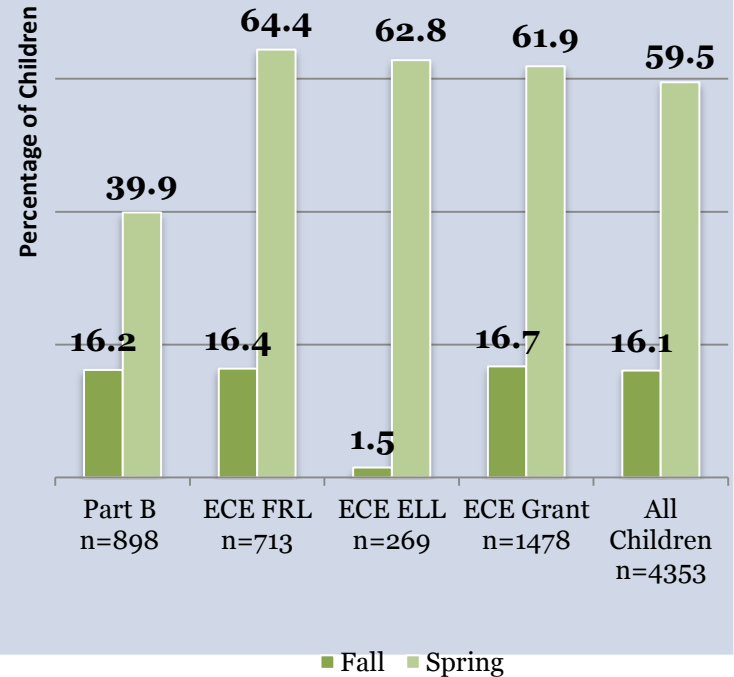


Taking Actions to Meet their Needs : Percent of Children Meeting the NDE Performance Goal

Infant and Toddler Programs



Preschool Programs



Analyzing Child Outcomes

OSEP Reporting:

- % that demonstrated skills comparable to same aged peers (based on widely held age expectations)
- % that made greater than expected gains

Data Reporting:



OSEP Findings: Part C (Birth to 2) (n=566)



Made Substantial Gains

- Met the State Targets
 - Social - 74.0%
 - Knowledge – 63.0%
 - Independence – 74.2%

Met Age Expectations

- Met the State Targets
 - Social - 75.4%
 - Knowledge - 68.6%
 - Independence – 72.9%

OSEP Findings: Part B 619 (3 to 5) (n=1649)



Made Substantial Gains

- Met the State Targets
 - Social - 76.3%
 - Knowledge – 70.8%
 - Independence – 80.4%

Met Age Expectations

- Met the State Targets
 - Social - 77.1%
 - Knowledge - 67.4%
 - Independence – 81.3%

Evaluation of Long Term Child Outcomes



Percent of Children Who Met or Exceeded Standards in *Reading, Math Writing*:



- Majority of children in ECEG classrooms met or exceeded the standards in reading, math, and writing
 - ECEG children (FRL) out-performed their peers in 6th and 11th grades in reading
 - ECEG children (All) out-performed their peers in 8th and 11th grades in math
 - ECEG children (FRL) out-performed their peers in 4th grade

Family Outcomes



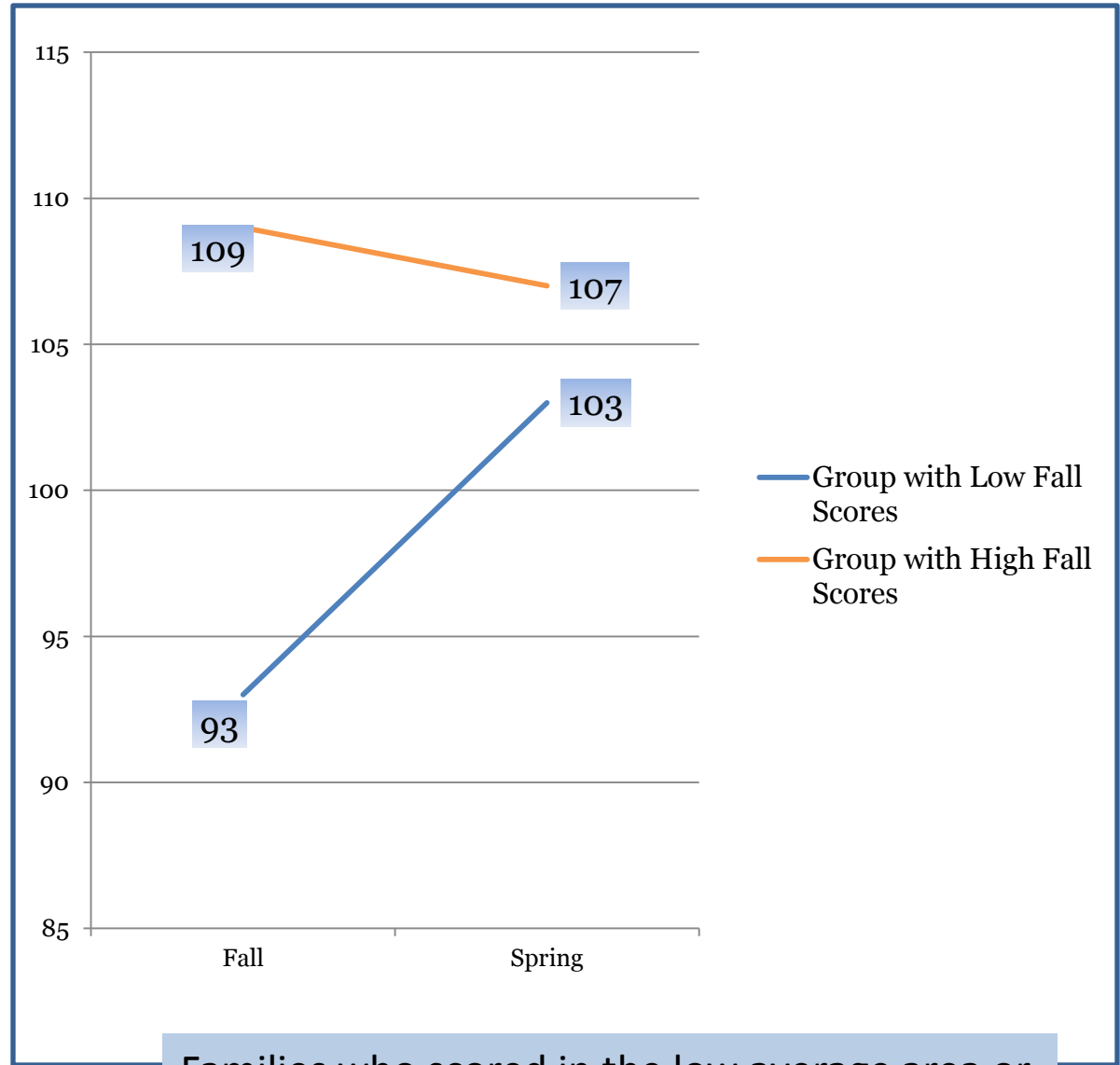
Part C Programs



Met all targets in all outcomes: Knows rights, Communicates needs, & support child's development [Survey]

Does participation in Sixpence improve the home environment?

Home Inventory (Short Form) Mean Standard Score (n=92)



Families who scored in the low average area or below in the Fall, achieved significant positive gains by Spring (n=92, $p=.000$, paired t-test).

Does participation in Sixpence improve the home environment?

Kips Mean Score based on a 5 point Likert Scale

(n=21)



Families achieved significant positive gains by Spring (n=21, p=.001, paired t-test.)

ECE Programs make a difference...



Participation in high quality experiences for young children resulted in:

- immediate short-term benefits that help to **narrow the gap in skills**

Participation in high quality family engagement programs resulted in:

- Parents in **knowing their rights** and **advocating** for their child
- **Improved parent-child interaction** to support their
- child's development



Relevance to Practice and Policy Contexts



- Program evaluation is important aspect of a service delivery model as it provides time information
 - Programmatic decision making
 - Continuous program improvement

- Important to develop integrated longitudinal data systems
 - Expand data available to answer practice and policy issues

Questions? Comments?



Acknowledgements:

NDE Early Childhood Team
Kathleen Feller, Sixpence
Sixpence Board

