

ASSEMBLY BILL 627

NEVADA EARLY CHILDHOOD EDUCATION (ECE) PROGRAM



FY 2007-08 FINAL EVALUATION REPORT



NEVADA DEPARTMENT OF EDUCATION
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and School Improvement Programs
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EXECUTIVE SUMMARY

The 2007 Nevada State Legislature passed (AB) 627 that continued the funding of the Nevada Early Childhood Education (ECE) Program and appropriated \$3,251,671 in the 2007-08 fiscal year and \$3,338,875 in the 2008-2009 fiscal year. The purpose of the legislation is to initiate or expand pre-kindergarten education programs.

Nine school districts and one community-based organization operated an early childhood education program in 2007-08. The nine school districts are Carson City, Churchill County, Clark County, Elko County, Humboldt County, Nye County, Pershing County, Washoe County, and White Pine. The community-based organization is Great Basin Community College in Elko.

During 2007-08, the ten Nevada ECE projects provided services to 1,014 families at 33 different sites, including 1,039 children and 1,021 adults. Of the 1,039 children served in Nevada ECE during the 2007-08 school year, 929 children were in the Nevada ECE program on December 15, 2007. Using the figures of 929 children as an average daily count and the total award amount of \$3,251,671, the average cost of the Nevada ECE program per child in 2007-08 was \$3,500.

The Nevada Department of Education (NDE) conducted an annual and longitudinal evaluation of the Nevada ECE program in 2007-08, as directed by AB 627. The evaluations are guided by five general research questions. The primary focus of the research questions is to determine the effectiveness of the program on the developmental progress of children and parental involvement. A goal of the evaluation for the Nevada Department of Education is to determine if the short-term and long-term effects of the Nevada ECE program for participating children are consistent with national research on quality early childhood education programs.

Research on early childhood education has found that preschool education can improve the learning and development of young children. Many studies have investigated the short-term effects of preschool education for children. These studies have clearly shown that participation in quality preschool education programs have short-term effects on the cognitive, social, emotional, and physical development (Puma et al, 2005; Magnuson et al, 2004; Currie & Thomas, 1995). Some studies highlight the positive cognitive impact of preschool education for Hispanic children learning the English language and the preparation for success in their continued education (Gromley, 2008; Barnett & Jung, 2005).

Several meta-analyses on short-term effects calculated that preschool education programs produce an average gain of one-half (0.50) standard deviation on cognitive development. This is the equivalent of a move from the 30th to the 50th percentile for achievement test scores. In other words, a one-half standard deviation gain can reduce the school readiness gap between children in poverty and the national average by half.

Other studies have examined preschool education’s long-term effects, providing information on effects into elementary school and beyond (Sweinhart et al, 2005; Campbell et al, 2002; Reynolds et al, 2002; Oden et al, 2000). These studies found that preschool education has significant lasting effects on cognitive abilities, school progress (grade retention, special education placement, and high school graduation), and social behavior. While the estimated effects decline as students move from their immediate experience to elementary school, to adolescence, and to adulthood follow-up, the effects, including those on cognitive abilities, persist. These long-term effects help close the achievement gap and level the playing field for all children to achieve. Perhaps even more importantly for the Nevada ECE program which serves large numbers of non-English speaking Hispanic students, these long-term effects may be intensified for non-English speaking Hispanic children, which may reduce their need for special services later in elementary school.

The outcomes found in national longitudinal evaluations of preschool suggest that the positive long-term effects are primarily because preschool children had different experiences in elementary school due to the cognitive gains achieved in preschool. Increasing childrens’ cognitive abilities early helps them to transition into school and reduces the likelihood that they will be tracked into low ability groups, placed in special education, or retained in grade (Office of Educational Research and Improvement; US Dept. of Ed., 1989).

The remainder of the executive summary presents data on some of the key findings from the annual and longitudinal evaluation sections of the evaluation report. Many of the findings from 2007-08 are consistent with the findings from the previous evaluation reports. The findings are followed by the conclusions from the evaluation.

Findings from Annual Evaluation

The primary purpose of the annual evaluation is to investigate the performance of children and adults on five outcome indicators: two indicators on the developmental progress of children and three indicators on parental involvement. The results show that Nevada ECE children met the expected performance levels for all five indicators, as shown below.

Program Indicator	Actual	Status
Developmental Progress of Children		
<p><i>Indicator 1: Reading Readiness: Individual Student Gain</i></p> <p>Seventy-five percent (75%) of Early Childhood Education children from three years old until they enter kindergarten with a minimum of four months of participation will show improvement in auditory comprehension and expressive communication as measured by a standard score increase on the Peabody Picture Vocabulary Test (PPVT) and the Expressive One-Word Picture Vocabulary Test(EOWPVT).</p>	<p>PPVT- 86.7 % EOWPVT- 90.5 %</p>	<p><i>Met / Exceeded</i></p>

Program Indicator	Actual	Status
<p><i>Indicator 2: Reading Readiness: Average Gain</i></p> <p>Early Childhood Education children from birth until they enter kindergarten with a minimum of four months of participation will make an average gain of seven standard score points in auditory comprehension as measured by the Peabody Picture Vocabulary Test (PPVT) and of 10 standard score points in expressive communication as measured by the Expressive One-Word Picture Vocabulary Test (EOWPVT).</p>	<p>PPVT- 11.8 points</p> <p>EOWPVT- 15.2 points</p>	<p><i>Met / Exceeded</i></p>
Parental Involvement		
<p><i>Indicator 1: Individual Parenting Goals.</i></p> <p>Ninety percent (90%) of participating adults enrolled in Early Childhood Education for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year.</p>	<p>97.5 %</p>	<p><i>Met / Exceeded</i></p>
<p><i>Indicator 2: Time with Children</i></p> <p>Sixty-five percent (65%) of first-year Early Childhood Education parents will increase the amount of time they spend with their children weekly within a reporting year.</p>	<p>86.1 %</p>	<p><i>Met / Exceeded</i></p>
<p><i>Indicator 3: Reading with Children</i></p> <p>Seventy percent (70%) of first-year Early Childhood Education parents will increase the amount of time they spend reading with their children within a reporting year.</p>	<p>86.9 %</p>	<p><i>Met / Exceeded</i></p>

Perhaps even more importantly, the results show that a greater percentage of children learning the English language made gains and made larger gains than English speaking children in both receptive vocabulary (PPVT) and expressive communication (EOWPVT).

Findings from Longitudinal Evaluation

The longitudinal evaluation followed two cohorts of Nevada ECE children:

- Cohort 1 — four-year olds who participated in Nevada ECE during 2003-04 and entered grade 3 in 2007-08, and
- Cohort 3 — four-year olds who participated in Nevada ECE during 2005-06 and entered kindergarten in 2007-08.

The results show that Cohort 1 ECE students scored higher than non-ECE students on the Nevada CRT reading and math tests, and a larger percent of students were proficient. Perhaps more importantly, the differences between the two group means are significant in reading ($p \leq .05$) and math ($p \leq .01$). The evaluation used a stronger research design with Cohort 3, providing more conclusive evidence of program effects. Cohort 3 ECE students made large gains on the

PPVT (receptive vocabulary) and EOWPVT (expressive communication) while in preschool, and then continued to improve on the gains they achieved in preschool through the end of grade 1, ($p \leq .05$). The following table summarizes the related results including data collected, instruments used, and outcomes.

Cohort 1		
Developmental Progress	Instrument	Outcome
<i>Student Learning</i>		
▪ Achievement	Nevada CRT Reading and Math, Grade 3	Cohort 1 ECE students scored higher than non ECE students in reading ($p \leq .05$) and math ($p \leq .01$) and a larger percent of Cohort 1 students are proficient.
▪ Readiness	Teacher Survey	83 percent of kindergarten teachers in 2004-05 and 68 percent of grade 3 teachers in 2007-08 thought Cohort 1 children were 'as prepared' to 'better prepared' to start school as classmates.
▪ Performance	Teacher Survey	77 percent of kindergarten teachers in 2004-05 and 72 percent of grade 3 teachers in 2007-08 thought Cohort 1 children performed 'as well as' to 'better' than classmates.
<i>Student Attendance</i>	Days Attended/ Days Enrolled	Cohort 1 children increased their school attendance rate from kindergarten to grade 3 ($p \leq .01$) as did non-ECE students ($p \leq .01$).
Parental Involvement		
<i>Parent Involvement</i>	Teacher Survey	Parents attended parent/teacher conferences at an equivalent rate than parents of classmates in kindergarten during 2004-05 and in grade 3 during 2007-08.
Cohort 3		
Developmental Progress		
<i>Student Learning</i>		
▪ Achievement	PPVT/EOWPVT	Cohort 3 students made large gains on the PPVT and the EOWPVT while in preschool, and then improved on their level of performance through the end of grade 1, ($p \leq .05$).
▪ Readiness	Teacher Survey	85 percent of kindergarten teachers in 2006-07 and 80 percent of grade 1 teachers in 2007-08 thought Cohort 3 children were 'as prepared' to 'better prepared' to start school as classmates.
▪ Performance	Teacher Survey	87 percent of kindergarten teachers in 2006-07 and 83 percent of grade 1 teachers in 2007-08 thought Cohort 3 children performed 'as well as' to 'better' than classmates.
<i>Student Attendance</i>	Days Attended/ Days Enrolled	Cohort 3 children increased their school attendance rate from kindergarten to grade 1 ($p \leq .01$) as did non-ECE students ($p \leq .01$).
Parental Involvement		
<i>Parent Involvement</i>	Teacher Survey	Parents attended parent/teacher conferences at a higher rate than parents of classmates in kindergarten during 2006-07 and at an equal rate in grade 1 during 2007-08.

Conclusions

The results from the 2007-08 annual evaluation of the Nevada ECE program, as well as all previous annual evaluations, support the national research on the short-term effects of quality preschool education programs. Perhaps more importantly, the results from the longitudinal evaluation provide solid initial evidence that the impact of Nevada ECE is consistent with the national research on the long-term cognitive effects of quality preschool education programs.

Developmental Progress of Children.

- *Short-Term Effects.* The Nevada ECE Program had short-term effects on the developmental progress of children. Nevada ECE children made large cognitive gains in preschool and were clearly better prepared to enter kindergarten, academically and socio-emotionally, than a similar group of classmates. This is an important achievement for the largely at-risk student population served in the program because it closed some of the gap in school readiness with average students, avoiding some early obstacles that most at-risk student populations face and providing them a better chance at early school success.

It is especially important for the large number of English language learners in the program who, in fact, may have even benefited the most academically from the Nevada ECE program. These developmental gains during early learning help ease their transition into school, preparing them for future success.

- *Long-Term Effects.* After preschool, it appears Nevada ECE children continued to be better prepared to enter school in grade 1 and grade 3 than classmates. More importantly, it appears Nevada ECE children improved on the significant learning gains they achieved in preschool through grade 1, and, at a minimum, maintained the gains through grade 3. In other words, it appears Nevada ECE children continued to reduce the achievement gap between children in poverty and the national average, at least through grade 1.

Parent Involvement.

- *Short-Term Effects.* The parents of the children who participated in the Nevada ECE became more involved in the education of their children, spending more quality time with them, especially in terms of reading with their children. As research has learned, increased parent involvement leads to increased student achievement due, in part, to the value of education that parents convey to their children by their own actions.
- *Long-Term Effects.* After preschool, the parents of the children continued to be very involved in their children's learning. In fact, the parents of the Nevada ECE children were even more involved than their classmates' parents during kindergarten. After kindergarten, the parents of the Nevada ECE children continued to be very involved in their children's learning in grade 1 and 3 at a level commensurate with classmates' parents.

Report Overview

The Final Evaluation Report for FY 2007-08 presents a summary of the effectiveness of Nevada state funded pre-kindergarten programs to improve the opportunities for school readiness for young children and families in Nevada. The 2007 Nevada State Legislature passed Assembly Bill (AB) 627 that continued the funding of the Nevada Early Childhood Education (ECE) Program and appropriated \$3,251,671 in the 2007-08 fiscal year and \$3,338,875 in the 2008-2009 fiscal year.



The money must be used by the Nevada Department of Education (NDE) to award competitive grants to school districts and community-based organizations for early childhood education programs. According to AB 627, the grants are “to initiate or expand pre-kindergarten education programs.” In addition, the grants must have a parenting component, as specified in the original legislation for the Nevada ECE Program. Families are eligible for the program if they have a child up to the age the child is eligible to attend kindergarten.

In July 2007, NDE awarded a competitive grant to 10 school districts and community-based organizations to operate an early childhood education program based on the recommendations of peer reviewers. Nine of the successful applications are school districts, including Carson City, Churchill County, Clark County, Elko County, Humboldt County, Nye County, Pershing County, Washoe County, and White Pine. The remaining application was Great Basin Community College in Elko. Two of the 10 applications, Elko County and Nye County, had not previously received a Nevada ECE program award.

During 2007-08, the 10 Nevada ECE projects provided services to 1,014 families, including 1,039 children and 1,021 adults. Of the 1,039 children served in Nevada ECE during the 2007-08 school year, 929 children were in the Nevada ECE program on December 15, 2007. Using the figure of 929 children as an average daily child count and the total award amount of \$3,251,671, the average cost of the Nevada ECE program per child in 2007-08 was \$3,500. This per child cost underestimates the total cost of providing an early childhood education program to children since the calculation does not include the monies from all the funding streams that support Nevada ECE project sites. That is, some Nevada ECE projects are funded with Nevada ECE funds as well as other funds.

State Pre-Kindergarten Funding Overview

All grants are awarded on a competitive basis. NDE received 13 applications from school districts and community-based organizations. A panel of peer reviewers judged the 13 applications using criteria developed for the program. Ten out of the 13 applications were awarded. Table 1 shows all applications received and the amount of funds requested. The table also identifies the 10 early childhood education projects that were funded, the amount of funds each project received in 2007-08, and the number of early childhood education sites by project.

All together, the 10 Nevada ECE projects funded under AB 627 supported 33 early childhood sites that served 1,039 children during the 2007-08 school year.

Table 1. The 2007-08 Funds Requested and Awarded, and Number of Early Childhood Education Sites

Nevada Pre-K Applications	Amount Requested	Amount Awarded	Number of Sites
Carson City School District	\$261,589	\$250,000	2
Churchill County School District	\$152,953	\$122,410	1
Clark County School District	\$1,554,786	\$1,431,031	10
Elko County School District	\$191,438	\$114,638	1
Great Basin College	\$120,135	\$120,135	1
Humboldt County School District	\$183,605	\$130,700	1
Nye County School District	\$140,000	\$135,000	1
Pershing County School District	\$135,000	\$132,058	1
Washoe County School District	\$749,027	\$695,964	14
White Pine County School District	\$119,735	\$119,735	1
Douglas County School District	\$83,000	Not funded	
Christ Lutheran Preschool	\$40,143	Not funded	
Classroom on Wheels, Inc.	\$188,413	Not funded	
Total	\$3,919,824	\$3,251,671	33

Report Structure

This report is divided into the following sections which address the required evaluation components from the legislation (cited below).

Section I-III: Comprehensive overview of all the programs funded during FY 2007-08; Research Questions; and National Research

Sections IV: Evaluation Design: Annual and Longitudinal

Section V-VIII: Program & Participant Characteristics; Program Implementation and Services

Sections IX-X: Evaluation Analysis: Annual and Longitudinal

- This section addresses a key requirement of the AB 627 which states that the evaluation include “a summary of the data showing the effectiveness on indicators of early childhood education and parenting, and a longitudinal comparison of the data showing the effectiveness of different programs.”

Sections XI-XII: Testimonials; Conclusions and Recommendations

Section XIII: Program Descriptions

- This section presents a summary of each individual program including, a brief project description, funding, and individual program characteristics and goals and outcomes.

Evaluation Requirements from AB 627

Assembly Bill 627, Section 13 identifies specific evaluation requirements for early childhood education programs funded under the legislation. (See subsections 5, 6, and 7 of AB 627 in Appendix A.) Essentially, the three key components of the evaluation are:

- ♦ a description of the programs of early childhood education,
- ♦ a summary of the data showing the effectiveness on indicators of early childhood education and parenting, and
- ♦ a longitudinal comparison of the data showing the effectiveness of different programs.

As indicated in Assembly Bill 627, section 7, specific evaluation requirements contained in this report include:

- (a) The number of grants awarded;
- (b) An identification of each school district and community based organization that received a grant of money and the amount of each grant awarded;
- (c) For each school district and community-based organization that received a grant of money:
 - (1) The number of children who received services through a program funded by the grant for each year that the program received funding from the State for early childhood programs; and
 - (2) The average per child expenditure for the program for each year the program received funding from the State for early childhood educational programs;
- (d) A compilation of the evaluations reviewed pursuant to subsection 6 that includes, without limitation:
 - (1) A longitudinal comparison of the data showing the effectiveness of the different programs; and
 - (2) A description of the programs in this State that are the most effective;
- (e) Based upon the performance of children in the program on established performance and outcome indicators, a description of revised performance and outcome indicators, including any revised minimum performance levels and performance rates; and
- (f) Any recommendations for legislation.

Research Questions

The Nevada Department of Education established an Early Childhood Education Evaluation Design Team in summer 2007 to develop an evaluation design consistent with the evaluation requirements outlined in AB 627. The Evaluation Design Team identified five primary research questions to guide the annual and longitudinal evaluations.¹



The five research questions are based on information requested by the Nevada Legislature and questions of interest to NDE. The five primary research questions are restated below, followed by sub-questions.

Research Question # 1. *How is the funding spent on the program?*

This research question addresses the concern of how program dollars are used at the local level. It provides both program-level and project-level data on the amount of state expenditures on ECE. The specific sub-questions in this research area are listed below.

- ◆ How many ECE grants were awarded and to which organizations? What are the funding levels for ECE projects?
- ◆ How many ECE sites did each recipient operate?
- ◆ Were ECE grants used to initiate or expand early childhood education programs?
- ◆ What is the average cost of the program per participant?

Research Question # 2. *Who is served by the program?*

An interest of the Nevada Legislature is to describe the people who participate in ECE. This research question addresses the legislature's interest by focusing on the participants. Specific sub-questions under this primary research question are listed below.

- ◆ How many families, children, and adults participate in ECE? What are the characteristics of families participating in ECE, e.g., family structure, income level?
- ◆ What are the background characteristics of the children and their parents who participate in ECE, e.g., gender, age, race/ethnicity, and primary language?
- ◆ What is the educational history of ECE children?
- ◆ How long (how many months) do children and adults participate in ECE? How many families leave the ECE program before the end of the school year?

¹ In addition to the statewide evaluation, projects must also participate in program monitoring activities. Local projects must submit a mid-year and an end-of-year progress report to the state Early Childhood Education Coordinator to describe progress toward meeting program objectives and in implementing the strategies to meet the objectives as outlined in the project application. In addition, the state Early Childhood Education Coordinator conducted site visits to determine project compliance with program requirements.

Research Question # 3. *How do projects implement Early Childhood Education?*

This question focuses on a range of implementation issues. An important issue is to determine what services are provided in early childhood education and the quality of those services. The specific sub-questions in this research area are listed below.

- ◆ What is the nature of services in early childhood education and parenting education offered by the projects? What activities, if any, do projects offer for parents and children together?
- ◆ How do ECE projects implement key components of early childhood education and parenting education services?
- ◆ How well do projects implement quality indicators of program delivery for early childhood education programs based on *Nevada Family Literacy Programs—Quality Indicators for Program Delivery*?
- ◆ What is the educational background of ECE staff? What kinds of continued training have ECE staff received to implement the early childhood education project effectively?
- ◆ On average, what is the intensity (hours) of the services *provided* in early childhood education and parenting education?
- ◆ To what extent do children *participate* in early childhood education and to what extent do adults *participate* in parenting education services?

Research Question # 4. *What are the annual outcomes of Early Childhood Education?*

This set of research questions is designed to address the annual impact of the program on early childhood education and parent involvement measures. The specific sub-questions in this research area are listed below.

- ◆ What gains are observed for ECE children on measures of developmental progress?
- ◆ What gains are observed for ECE adults on measures of parenting skills, including parenting goals, parent and child together time, and reading time with the child?

Research Question # 5. *Does the Nevada Early Childhood Education Program have a longitudinal impact on the children and parents it serves?*

This set of research questions is designed to address the longitudinal impact of the program on children and adults. The specific sub-questions are listed below.

- ◆ What longitudinal gains are observed for ECE children on measures of developmental progress?
- ◆ What longitudinal gains are observed for ECE adults on measures of parent involvement?

National Research on Preschool Education Programs

A goal of the evaluation for the Nevada Department of Education is to determine if the effects of the Nevada ECE Program for participating children are consistent with national research on quality early childhood education programs. In general, the research on preschool education programs can be divided between studies that examined the short-term effects of preschool participation and studies that investigated the long-term effects.



Short-Term Effects

Many studies have investigated the short-term effects of preschool education for children. Research has found that preschool education can improve the learning and development of young children, having short-term effects on the cognitive, social, emotional, and physical development (Puma et al, 2005; Magnuson et al, 2004; Currie & Thomas, 1995).

While there is some variation in the results of populations served by preschool programs, most programs and studies have focused on economically disadvantaged populations, similar to the population served in the Nevada ECE Program. These disadvantaged children are often at-risk and typically start school substantially behind their peers. Without the preschool experience, these children would continue to perform behind classmates, perhaps falling even further behind.

Some studies highlight the positive cognitive impact of preschool education for specific populations of children (Barnett & Jung, 2005). For example, an evaluation of the Oklahoma Preschool Program (Gormley, 2008) analyzed the effects of the program by ethnic group, allowing an analysis of the program effects on Hispanic children, which is also the largest population served in the Nevada ECE program. The sample consisted of more than 3,000 children in Tulsa.

The study showed statistically significant effects of the preschool program for each subtest for each of four groups—Hispanic, African American, Native American, and White children. The gains for Hispanic children exceeded those of children from other backgrounds in letter-word identification, spelling and applied problem solving.

Several meta-analyses on short-term effects calculated that preschool education programs produce an average gain of one-half (0.50) standard deviation on cognitive development. This is the equivalent of a move from the 30th to the 50th percentile for achievement test scores. In other words, a one-half standard deviation gain can reduce the school readiness gap between children in poverty and the national average by half.

Long-Term Effects

Some studies have examined preschool education's long-term effects, providing information on effects into elementary school and beyond (Sweinhart et al, 2005; Campbell et al, 2002; Reynolds et al, 2002; Oden et al, 2000). These studies found that preschool education has significant lasting effects on cognitive abilities, school progress (grade retention, special education placement, and high school graduation), and social behavior. While the estimated effects decline as students move from their immediate experience to elementary school, to adolescence, and to adulthood follow-up, the effects, including those on cognitive abilities, persist. These long-term effects help close the achievement gap and level the playing field for all children to achieve. Perhaps even more importantly for the Nevada ECE program which serves large numbers of non-English speaking Hispanic students, these long-term effects may be intensified for non-English speaking Hispanic children, which may reduce their need for special services later in elementary school.

The landmark longitudinal study is the High/Scope Perry Preschool program that randomly assigned 128 disadvantaged minority children to either a half-day preschool program with home visits by the teachers or a control group. Children attended the preschool program for two school years. The short-term effects on language and general cognitive abilities were large, about 0.90 standard deviations.

The Perry study, then, followed 123 children from preschool well into adulthood. While there was no persistent effect on IQ, the study found a persistent effect on achievement tests through middle school, a finding consistent with results from meta-analyses of all relevant research literature. In addition, the preschool group had better classroom and personal behavior as reported by teachers, less involvement in delinquency and crime, fewer special education placements, and a higher high school graduation rate. Through age 40, the program was associated with increased employment and earnings, decreased welfare dependency, and reduced arrests. Long-term effect sizes are in the range from 0.30 to 0.50 standard deviations. High school graduation increased from half to two-thirds, the number of arrests by age 27 fell by half, and employment at age 40 showed an increase of 14 percentage points.

The outcomes found in national longitudinal evaluations of preschool suggests that the positive long-term effects are primarily because preschool children had different experiences in elementary school due to the cognitive gains achieved in preschool. Increasing children's cognitive abilities early helps them to transition into school and reduces the likelihood that they will be tracked into low ability groups, placed in special education, or retained in grade (Office of Educational Research and Improvement; US Dept. of Ed., 1989).

Program Evaluation Design

The evaluation of the Nevada ECE Program includes an annual and longitudinal design that focuses on program outcomes that assess the developmental progress of children and parental involvement.



Annual Evaluation

The annual evaluation design is based on five outcome indicators: two indicators measure the developmental progress of children and three indicators measure parental involvement. The outcome indicators were developed in June 2001 and the benchmarks are reviewed annually based upon the performance results of the participants, as directed by AB 627. In 2007-08, NDE added a new indicator (Outcome Indicator 2) and raised the benchmarks of two other indicators. In 2008-09, the benchmarks will be raised again for three indicators.

Indicator	Benchmarks	
	Original	2007-08
<i>Developmental Progress of Children</i>		
<i>Outcome Indicator 1. Reading Readiness: Individual Student Gain.</i> Percent of Early Childhood Education children with a minimum of four months of participation who show improvement in auditory comprehension and expressive communication—as measured by a standard score increase on the Peabody Picture Vocabulary Test (PPVT) and the Expressive One-Word Picture Vocabulary Test (EOWPVT) for children from three to five years old.	70%	75%
<i>Outcome Indicator 2. Reading Readiness: Average Program Gain.</i> Early Childhood Education children from birth until they enter kindergarten with a minimum of four months of participation will make a specific average gain of standard score points in auditory comprehension as measured by the PPVT and in expressive communication as measured by the EOWPVT.		PPVT 7.0 EOWPVT 10.0
<i>Parenting</i>		
<i>Outcome Indicator 3. Parenting Goals.</i> Percent of participating adults enrolled in Early Childhood Education for at least four months who meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year.	90%	90%
<i>Outcome Indicator 4. Time Spent With Children.</i> Percent of first-year Early Childhood Education parents who increase the amount of time they spend with their children weekly within a reporting year.	60%	65%
<i>Outcome Indicator 5. Time Spent Reading With Children.</i> Percent of first-year Early Childhood Education parents who increase the amount of time they spend reading with their children within a reporting year.	30%	70%

Methodology

The outcomes indicators require the use of two research designs: a *one group pretest/posttest design* for four indicators (Indicators 1, 2, 4 and 5) and a *one group posttest only design* for Indicator 4.

One group pretest/posttest. In a one-group pretest/posttest design, data are collected on participants prior to their participation in a program and again after the program to measure the program's impact on selected variable(s). In this case, the study collected data on four measures: Peabody Picture Vocabulary Test, Expressive One-Word Picture Vocabulary Test, the amount of time parents spend with children, and amount of time parents spend reading with children.

One group posttest only. In a one-group posttest only design, data are collected on participants at the end of the program. In this case, the study collected data on whether parents achieved at least one parenting goal that they had selected to complete.

Data Collection Instruments

The annual evaluation collected data on five measures described below.

Peabody Picture Vocabulary Test (PPVT). The PPVT is an individually administered norm-referenced test that measures receptive vocabulary (understanding/interpreting what is heard) for children between two and 18 years old. The PPVT data are expressed in standard scores with an average score of 100 and standard deviation of 15. There is no "maturation effect" for the PPVT. Therefore, our expectation is that the PPVT standard scores should not change in the absence of a "treatment." Thus, an increase in the standard score during the time a child participates in Nevada ECE is taken as an indication that Nevada ECE is helping increase the child's receptive vocabulary.

Expressive One-Word Picture Vocabulary Test (EOWPVT). The EOWPVT is a standardized, norm-referenced test designed to assess an individual's English speaking vocabulary, also for children between two and 18 years old. Like the PPVT, the EOWPVT data are expressed in standard scores with an average score of 100 and standard deviation of 15. Like the PPVT, our expectation is that the EOWPVT standard scores should not change in the absence of a "treatment."

Time Spent With Children and Time Spent Reading With Children. Nevada ECE projects are expected to collect these two data elements from parents when they enter the program and again at the end of the program year or when the family exits the program. Projects can conduct an interview to collect the data. Or, some projects have parents keep a log of the actual time that they spend with their child and the time they read with their child during a week at the beginning of the program and again at the end of the program.

Parenting Goals. Nevada ECE projects are expected to help parents establish annual goals in parenting (e.g., attend monthly parenting workshops, learn positive discipline techniques)

and criteria for determining whether the goals are met. The data are then reported for each parent at the end of the program or when they exit.

Longitudinal Evaluation

The longitudinal evaluation tracks the performance of two cohorts of children:

- Cohort 1 — four-year olds who participated in Nevada ECE during 2003-04 and entered grade 3 in 2007-08, and
- Cohort 3 — four-year olds who participated in Nevada ECE during 2005-06 and entered grade 1 in 2007-08.

The longitudinal study collected data on two ‘children variables’ (student learning and student attendance) and one ‘parent variable’ (parent/teacher conference attendance). The primary purpose of the study, however, is on student learning: to determine the effectiveness of the program on the developmental progress of children over time.

Methodology

The longitudinal evaluation includes two studies—for Cohort 1 and for Cohort 3. The methodology for Cohort 1, as well as the results, is presented first since Cohort 1 is the first group of students who participated in the Nevada ECE program and participated in the first longitudinal study in 2004-05.

Cohort 1—Grade 3 Study

The Cohort 1 Grade 3 study uses a comparison group posttest only design as well as survey research methodology.

Comparison group posttest only design. In a comparison group posttest only design, the performance of Cohort 1 students is evaluated against a comparison group, i.e., Cohort 1 classmates. The evaluation analyzes the data from two measures using this design. The first measure is student performance on the Nevada Criterion Reference Tests (CRT) in reading and mathematics, and the second measure is student attendance rate as measured by days enrolled and days attended. In both analyses, the evaluation compares the data from available Cohort 1 grade 3 students with matched samples of classmates from the same schools.

Survey Research. The evaluation administered a survey to the grade 3 teachers of Cohort 1 children, collecting data on three variables. The survey asked teachers to rate Cohort 1 children, compared to other children in the classroom, on their readiness skills when entering grade 3 and on their current level of performance in grade 3. The survey also asked teachers to report whether the parents of the Cohort 1 children participated in the fall parent/teacher conference. The results from this survey will be compared to the results of another survey administered to the teachers of the Cohort 1 students when they were in kindergarten.

Cohort 3—Grade 1 Study

The Cohort 3 Grade 1 Study uses a one group pretest/posttest design, a comparison group posttest only design, as well as survey research methodology. As mentioned previously, a one group pretest/posttest is the stronger research design: it provides a measure of performance prior to participating in a program, better controlling for other explanations of the results. It provides the best data to determine whether the Nevada ECE program children maintained the significant learning gains they achieved during preschool into their K-12 school career.

One group pretest/posttest. In a one-group pretest/posttest design, a group of students is tested prior to their participation in a program and tested again after the program. In this case, the study includes a random sample of 300 of the 944 four-year olds from Cohort 3. The evaluation administered the PPVT and the EOWPVT to the children initially when they entered the Nevada ECE program in 2005-06 and again at the end of the school year or when they exited the program. For the longitudinal study, the PPVT and EOWPVT were administered again in spring 2007 when the children were in kindergarten and again in spring 2008 when the children were in grade 1.

The use of the PPVT and EOWPVT as the follow-up measures in kindergarten and grade 1 facilitates more valid comparisons of children performance during their participation in the Nevada ECE program with their performance afterwards. In addition, both tests are norm-referenced tests, allowing the evaluation to compare the performance of students in the ECE program against the national norms.

Comparison group posttest only design. As mentioned previously, a comparison group posttest only design contrasts the performance of one group against a comparison group at the end of a program. In this case, Cohort 3 students are compared with grade 1 classmates on student attendance rate, measured by days enrolled and days attended.

Survey Research Methodology. The evaluation administered a survey to the grade 1 teachers of Cohort 3 children, similar to the survey administered to the teachers of Cohort 1 students. The results will be compared to the results of a similar survey administered to the teachers of the Cohort 3 students when in kindergarten.

Data Collection Instruments

Table 2 shows the variables and the instruments/measures used to assess the variables in the Cohort 1 and Cohort 3 studies. The descriptions of the data collection instruments for the two studies are combined and presented below; any differences for the two cohorts are noted in the descriptions.

Table 2. Data Collection Instruments Used in Cohort 1 and Cohort 3 Studies by Variable

Variables (Instruments/Measures)	Cohort 1 in Grade 3	Cohort 3 in Grade 1
<i>Student Learning</i>		
◆ Peabody Picture Vocabulary Test		✓
◆ Expressive One Word Picture Vocabulary Test		✓
◆ Nevada Criterion Referenced Tests	✓	
◆ Teacher Survey	✓	✓
<i>Parent Involvement</i>		
◆ Teacher Survey	✓	✓
<i>Student Attendance</i>		
◆ Days Enrolled/Days Attended	✓	✓

Peabody Picture Vocabulary Test-III (PPVT). This instrument was discussed previously under the data collection instruments for the annual evaluation.

Expressive One-Word Picture Vocabulary Test (EOWPVT). This instrument was discussed previously under the data collection instruments for the annual evaluation.

Nevada Criterion Referenced Tests (CRT). The Nevada CRTs in reading and math are standardized, criterion referenced tests designed to assess student performance on state content standards in reading and mathematics. The tests are administered to students from grade 3 to grade 8 in the spring annually. The Nevada CRT are expressed in scale scores that range from 100 to 500 and divided into four proficiency levels: Emergent/ Developing, Approaches Standard, Meets Standard, and Exceeds Standard. Unlike the PPVT and EOWPVT which are norm-referenced tests, the Nevada CRT scale scores increase as the student learns more content in a subject area.

Teacher Survey. The evaluator developed a survey² for teachers of the Cohort 1 and Cohort 3 students. The survey measured student learning and parent involvement. The survey asked teachers to respond to questions about three variables: student readiness to enter the grade, performance during the school year, and parent involvement. Teachers completed the survey in April and May, 2008.

² The Cohort 1 and Cohort 3 Teacher Surveys use a Likert item to measure student readiness to enter the grade level and a Likert scale to measure performance in grade level. A Likert scale is a type of psychometric response scale often used in questionnaires. When responding to an item in a Likert scale, respondents are asked to indicate his or her degree of agreement with the statement or any kind of subjective or objective evaluation of the statement. Traditionally, Likert items use a five-point scale where the response levels are anchored with consecutive integers (1 through 5), and the response levels are also anchored with verbal labels which connote more-or-less evenly-spaced gradations (strongly disagree, somewhat disagree, neither agree or disagree, somewhat agree, and strongly agree).

- *Student Readiness to Enter Grade Level.* The survey asked teachers to rate the ECE child(ren) in their classrooms, compared to other children in the classroom, on how prepared they were to enter the grade level: (1) substantially less prepared, (2) a little less prepared, (3) about the same, (4) a little better, and (5) substantially better than other children in the classroom.
- *Performance in Grade Level.* The survey asked teachers to rate the ECE child(ren) in their classrooms, compared to other classroom children, on the student's current level of performance on eight skills: (1) less than their peers, (2) a little less than their peers, (3) about the same as their peers, (4) a little more than their peers, and (5) more than their peers. Four of the eight skills are grade level (grade 1 and grade 3) benchmarks for the same four Nevada content standards. The other four skills are socio-emotional development skills taken from studies of teachers who identified these skills as important for early school success.
- *Parent Involvement.* A challenge the longitudinal evaluation faced to assess parent involvement is the selection of an appropriate measure.³ that can be collected for the large number of children in the program. The only parent involvement measure that Nevada schools currently collect and can be collected for program children is parent attendance at parent/teacher conferences. The evaluation decided to use parent/teacher conference attendance rate to measure parent involvement, comparing the parent/teacher conference attendance rate of Nevada ECE parents with the rates of all parents at the schools attended by the Nevada ECE children. A limitation of this comparison is that the data come from different sources. That is, the data for the parents of the Nevada ECE children will come from individual surveys completed by teachers and the data used for the comparison group are school percentages with no individual data available.

Student Attendance. A goal of any school is to have students attend school regularly so students have the opportunity to learn. In fact, student average daily attendance (ADA) is a criterion Nevada uses for school accountability. While this longitudinal study did not use the definition of student ADA as defined in Nevada State Statute, the study did collect data on the number of days students attended school compared to the days enrolled. The evaluation obtained the data from the Nevada Student Information System.

³ The evaluation did not use the measures that Nevada ECE projects employ to assess parent involvement (parenting goals, reading time, and meaningful time spent with children) in the annual evaluation because of the challenge of collecting these data from parents and because it would be difficult to separate the effects of elementary school parent involvement activities from those of the preschool program.

Program and Participant Characteristics

The characteristics of Nevada ECE programs, families, and adult and children participants are based on data from 10 projects that provided services to 1,014 families, including 1,039 children and 1,021 adults who participated in services from July 1, 2007 through June 30, 2008.



The profile of Nevada ECE families is that many have provided their children with limited formal educational experiences, are from minority ethnic backgrounds, are learning English as a second language, and a sizeable number of families are low-income. For many families, Nevada ECE gives them an important opportunity to better their lives by providing their children with developmentally supportive experiences to prepare them for school. Below are the key characteristics of the families, adults, and children served in the program.

Program Characteristics

Project	Number Children	Number Adults	Number Families	Number sites	Total Participants
Carson City	82	81	81	2	8%
Churchill	38	37	37	1	4%
Clark	330	321	321	10	32%
Elko	36	43	36	1	4%
Great Basin	35	34	34	1	3%
Humboldt	40	39	39	1	4%
Nye	41	37	37	1	3%
Pershing	40	40	40	1	4%
Washoe	375	367	367	14	36%
White Pine	22	22	22	1	2%
Total	1,039	1,021	1,014	33	100%

Family Characteristics

Family Structure	Number Families	Percent Families
Single Parent	140	14%
Couples	744	73%
Extended Families	111	11%
Other	19	2%
Total	1,014	100%

Family Income	Number Families	Percent Families
Over \$50,000	193	19%
\$40,000-\$49,999	125	12%
\$30,000-\$39,999	152	15%
\$20,000-\$29,999	241	24%
\$10,000-\$19,999	226	22%
Less than \$9,999	77	8%
Total	1,014	100%

The 10 projects reported they had a waiting list of 909 families. The projects with the largest numbers of families on waiting lists were Washoe County (377 families) and Clark County (328 families).

Adult Characteristics

Child Characteristics

Language Spoken at Home	Number	Percent	English Language Skills	Number	Percent
English	492	48%	English	590	57%
Spanish	482	47%	Limited English Skills	449	43%
Other	47	5%			
Age			Age		
50 and over	18	2%	3-4 years	210	20%
40-49	110	11%	4-5 years	829	80%
30-39	472	46%			
20-29	417	41%			
Under 20	3	<1%			
Gender			Gender		
Male	117	11%	Male	526	51%
Female	904	89%	Female	513	49%
Race/Ethnicity			Race/Ethnicity		
Hispanic/Latino	584	57%	Hispanic/Latino	617	60%
Caucasian	326	31%	Caucasian	295	28%
African American	34	3%	African American	39	4%
Asian	41	4%	Asian	34	3%
Native American	15	1%	Native American	18	2%
Other	21	2%	Other	36	3%
Total	1,021	100%	Total	1,039	100%

History of Participation in Non-Early Childhood Education Programs.

Nevada ECE plays an important role in the lives of children as reflected in their lack of participation in other educational programs. Of the 1,039 children, 76 percent (794 children) did not participate in any other educational program prior to Nevada ECE, and 92 percent (951 children) did not participate in any other educational program while in Nevada ECE, as shown in Table 3. Without Nevada ECE, many children may not have participated in any educational program before enrolling in school. For many children, Nevada ECE helped prepare them for school.

Table 3. Number of Children Participating in Non-Nevada ECE Programs Before and Simultaneous with Nevada ECE ⁴

Non-Nevada ECE Programs	Before Nevada ECE Program	Simultaneous with Nevada ECE Program
Head Start	19	13
Even Start	25	31
Title I Preschool	16	15
Early Intervention, Early Childhood Special Education	48	47
Other Preschool or Infant/Toddler Program	113	46
Migrant Education	3	46
None	794	951
Other	67	18

Status If Child Did Not Participate in Early Childhood Education Program

An important question is what would Nevada ECE children do if they did not participate in the early childhood education program? Project staff asked participating adults at enrollment to respond to this question—based on a list of possible choices shown in Table 4. Overall, about 75 percent of the children would not have attended any structured or semi-structured early childhood education program prior to entering kindergarten without Nevada ECE. Thus, the Nevada Early Childhood Education program provides many children with an important opportunity to be better prepared when they enter school so they are more likely to succeed.

Table 4. The Status of Children if They Did Not Participate in the Nevada ECE Program⁵

Status of child if not in the Nevada ECE program	Number of Children
a) Attend day care	104
b) Stay with grandparents or other adult family member	198
c) Stay at home with parents	687
d) Stay at home with siblings	73
e) Attend other preschool or infant/toddler program	131
f) Other (<i>specify</i>) _____	41

⁴ Children can participate in more than one option.

⁵ Children can participate in more than one option.

Program Implementation

This section presents a first look at the Nevada ECE projects and how they are implemented by examining their administrative and operational issues. The section examines staffing patterns, professional qualifications, and inservice training.



Staffing Patterns

Project directors were asked to report the number of paid Nevada ECE staff and their full-time equivalents (FTE) or whether they were paid on contract, as shown in Table 5. To avoid duplicating staff counts, we asked project directors to count each staff member only once according to his or her primary assignment area even though staff members may perform multiple roles and functions.

Table 5. The Number of Nevada ECE Staff by Position

Position	Number of Staff	FTE of Staff	Number on Contract
Administrators	3	1.35	0
Teachers	29	27.83	3
Aides (educational assistant)	34	28.15	3
Family Specialists (home-visitor/advocate)	3	2.75	0
Support Staff (secretary, clerk)	2	.5	0
Others	4	2.6	0
TOTAL STAFF	73	60.93	6

Nevada ECE program funds purchased the services of 73 staff for 2007-08, many of whom are part-time or funded part-time with Nevada ECE funds. The 73 staff included three administrators⁶ who managed the program; 29 teachers who instructed in the early childhood education classes; 34 teacher aides who assisted in the early childhood classes; three family specialists who worked primarily on parenting activities, including home visits; two support staff, such as a secretary or clerk; and four “other staff” which included a teacher on special assignment who helped coordinate a district level program, two early childhood specialists for staff development, and a bus driver.

⁶ Although all 10 projects have an administrator, Early Childhood Education funds were used to pay only a portion of the salary of three administrators at three projects, from as little as 10 percent up to 100 percent of their salary. Seven projects used other funds to support their administrators.

Professional Qualifications

Project directors reported the qualifications of their administrative and educational staff (teachers and aides) in terms of their highest level of education and years of professional experience in their position. For teachers, the evaluation also collected data on the type of teacher license/certificate and endorsement. Data on the type of certificate and endorsement held by the early childhood teachers are important because of state requirements regarding teachers in early childhood education programs. According to state law, a teacher must hold a special license or endorsement in early childhood education to teach in a program of instruction for pre-kindergarten children.⁷ The law does not apply to a teacher who holds an elementary license, is employed full-time in a pre-kindergarten program as of July 1, 2002, and continues to teach full-time in a pre-kindergarten program after July 1, 2002.

Table 6 shows the highest level of education attained for Nevada ECE administrators, teachers, aides or para-professionals, and family specialists. Although there is no specific required education level for administrators, two of the three administrators have a Master's degree and the third has a high school diploma. Of the 29 teachers, two have a Ph.D., 10 have a Master's degree, and 17 have a Bachelor's degree.

Table 6. Highest Level of Education and Experience of Nevada ECE Project Staff

	Administ rators	Teachers	Aides	Family Specialists
Highest Level of Education				
Did not complete diploma/GED	0	0	0	0
High school diploma or GED	1	0	20	2
AA	0	0	8	0
BA/BS	0	17	4	1
MA/MS/M.Ed	2	10	0	0
Ph.D./Ed.D	0	2	0	0
Years of Experience in Primary Area				
Less than 1 year	0	2	1	0
1 to 5 years	0	9	20	2
5 to 10 years	0	10	6	1
More than 10 years	3	8	7	0

Of the 34 aides, four have a Bachelor's degree, eight have an Associate's degree, and 22 have a high school diploma/GED. There are three family specialists: two have a high school diploma/GED and one has a Bachelor's degree.

⁷ See Nevada Revised Statutes 391.019 and Nevada Administrative Code (NAC) 391.087 for the complete list of qualifications, provisions, and exceptions for the revised law.

Table 6 also shows that Nevada administrators had more experience than other Nevada ECE staff. All three administrators (100 percent) have over 10 years experience. Of the 29 teachers, eight (28 percent) had more than 10 years of experience. Of the 34 aides and three family specialists, seven (21 percent) had more than 10 years of experience.

In terms of state requirements for teachers in early childhood education programs, 26 of the 29 teachers (90 percent) meet the requirements. The twenty-six teachers had either early childhood education certificate and/or endorsement. In other words, most teachers in the program have specific training and/or experience in early childhood education.

The three teachers who do not meet the criteria of the state requirements for instruction of pre-kindergarten children have elementary teaching certificates: one teacher has applied for the early childhood education endorsement, the second teacher is working on an early childhood endorsement, and the third teacher is a long-term teacher substitute. In the case of the third teacher, the school district was unable to hire a teacher who met state requirements, so filled the position temporarily with a long-term teacher substitute.

Inservice Training

Inservice training is a critical part of providing quality services to Nevada ECE families so that staff can learn about the best practices in early childhood education and receive training in the program models (e.g., *High Scope*) that projects adopt. Table 7 presents the number of projects that provided training to teachers and aides in eight inservice areas by specific hour ranges. The results show that project staff received substantial training in 2007-08.

Table 7. Number of Projects That Provided Teachers and Aides Training by Hours

Inservice Topics	No hours	0 to 5 hours	6 to 10 hours	11 to 15 hours	Over 15 hours
a) Curriculum	0	4	1	0	4
b) Developmental areas	0	3	4	0	2
c) Learning environment	1	1	3	2	3
d) Children with special needs	0	4	3	1	1
e) Classroom or behavior management	0	5	3	0	2
f) Pedagogy-instructional strategies	0	1	2	2	4
g) Assessment	0	6	2	1	1
h) Involving parents	1	2	4	0	3

Overall, projects provided teachers and aides the most hours of training in *Pedagogy-Instructional Strategies* and *Learning Environment* to help staff implement effective instructional strategies within effective learning environments. Staff received the least amount of training in *Assessment*, perhaps because most projects have used the same instruments for both formative and summative assessment for several years, and did not need much additional training on them, other than for new staff.

Early Childhood Education Services

Nevada ECE projects are required to provide services in early childhood education and parenting education. This section describes the intensity of services to children and parents and the types of parenting services.



Intensity of Services

A very important piece of information is the number of hours Nevada ECE projects offered participants in early childhood education and parenting education. Typically, research has found that the more hours participants spend in program activities, the larger the impact.

To determine the intensity of educational services, we asked directors to report the scheduled hours per month and duration of instruction in months for early childhood education and parenting education, as shown in Table 8. The number of projects that offered the service is shown as well: not all projects offer services in all areas.

Table 8. Average Scheduled Hours of Parenting and Early Childhood Services

Service Area	Number of Projects	Hours per Month	Duration of Instruction in Months	Total Average Hours
Early Childhood Education				
Under age 3	-	-	-	-
Age 3 and 4	10	45.1	9.0	405.6
Age 5	9	45.6	9.0	410.7
Parenting Education				
Parent alone	9	1.9	7.9	15.5
Parent and child are involved together	10	4.8	9.0	43.7

Early Childhood Education

The results show that 10 projects served three- and four-year old children as well as five-year old children, not eligible for kindergarten. No projects served children under three-years old.

The scheduled hours of early childhood education differed only slightly among children of different age groups. On average, the 10 projects scheduled three- to four-year olds an average of 406 hours of early childhood education (45.1 hours per month for 9.0 months) and five-year olds an average of 411 hours of early childhood education (45.6 hours per month for 9.0 months).

Parenting

According to the original legislation for Nevada ECE, projects had to have a parenting component. All 10 project directors reported providing some parenting education services in 2007-08. Nine projects provided parenting services to parents alone and 10 projects provided parent and child together (PACT) time. On average, nine projects offered an average of 15.5 hours of *Parenting education alone*, 1.9 hours per month for 7.9 months. In addition, 10 projects offered an average of 43.7 hours of *Parent and child time together*, 4.8 hours per month for 9.0 months. In other words, most adults could receive about 59 hours of parenting education during 2007-08.

Types of Parenting Services

Ten project directors were asked to identify the degree (not provided, and provided to a few families, some families, and most families) to which they provided five types of parenting services. Table 9 shows the number of projects that provided the five parenting services. The evaluation found that although some projects do not provide all five services, each project provides at least three services and six projects provide all five services to at least a “few families.”

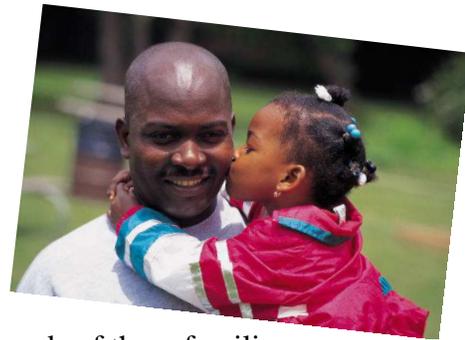
Table 9. The Number of Projects That Provided Various Parenting Services to Families

Type of Parenting Service	<i>Not provided</i>	<i>Few families</i>	<i>Some families</i>	<i>Most families</i>
a) Parenting classes/workshops	2	0	3	5
b) Parent and child together activities (<i>e.g., family literacy nights, field trips</i>)	0	0	2	8
c) Parent/Teacher Conferences	0	0	0	10
d) Home Visits	4	2	1	3
e) Parents volunteer in the classroom	0	1	3	6
f) Other	0	0	2	1

The most frequently conducted strategy was parent/teacher conferences: 10 projects conducted parent/teacher conferences with “most families.” The next most frequently provided strategy was parent and child activities together (PACT) time, followed by having parents volunteer in the classroom. Home visits was the least conducted strategy, four projects did not provide home visits.

Participation in Services

Previous information showed that many Nevada ECE families have multiple disadvantages, including limited educational experiences, poverty, and limited English proficiency. Other information showed the amount of services and types of services (for parenting education) that Nevada ECE projects offer to address the educational needs of these families.



This section presents the extent to which Nevada ECE families participated in the services.

For families, we examined—

- ◆ the percentage of families still participating in the program in June 2008,
- ◆ how many months families participated in the program, and
- ◆ the reasons they exited the program during the year.

For children, we examined—

- ◆ the number of hours children participated in early childhood education.

For adults, we examined—

- ◆ the number of hours adults participated in parenting education.

Family Participation

Program Completion Rate.

A requirement of AB 627 is to determine the percentage of participants who drop out of the program before completion. The results show that 142 of the 1,014 families in Nevada ECE (14 percent) left the program during the 2007-08 school year. In other words, 86 percent of the families completed the program, similar to the percent of families who completed the program during the previous two years. That is, 84 percent of Nevada ECE families completed the program in 2005-06 and 85 percent completed the program in 2006-07.

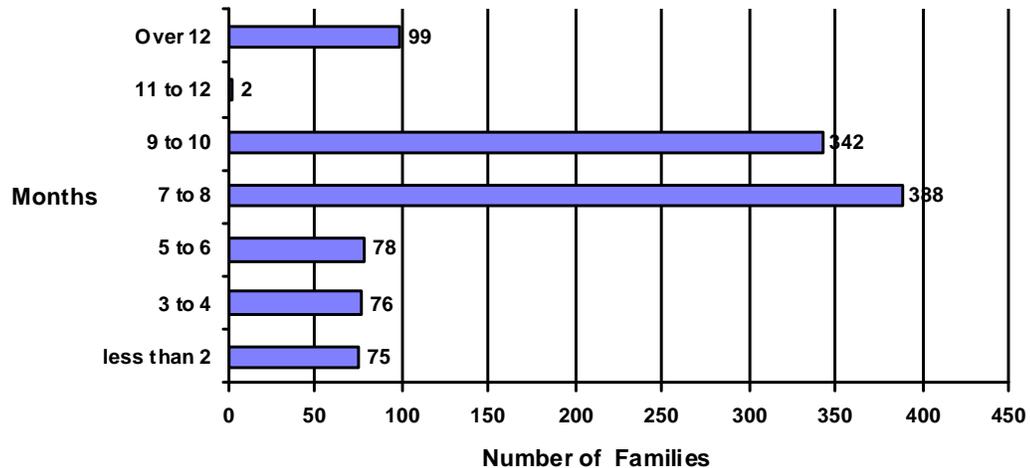
Length of Participation in Program.

Research has found that the length of time families participate in Early Childhood Education is positively correlated with the gains of adults in parenting skills and children in school readiness. Clearly, a primary purpose of the program is to retain children and adults in the program long enough so that they can reach program goals.

Figure 1 shows the number of families enrolled in Nevada ECE projects by months in the program. Data are available on all 1,014 families in the program. On average, Nevada ECE families were in the program for 10.1 months between their initial enrollment date and the end of the 2007-08 school year or their exit date, more than the 9.4 months in 2006-07. Figure 12 shows the average months of participation in two month intervals. The distribution shows that the majority of families (730 or 71 percent) stayed in the program for seven to 10 months. In

other words, most families started Nevada ECE at the beginning of the program year and stayed until the end of the program year.

Figure 1. Number of Months Families Spent in ECE Program



Reason for Exiting Program.

Project staff reported a range of reasons why the 142 families left the program. Table 10 shows the number of families that exited the program for eight possible reasons. Overall, the most common reason why families exited the program was the family moved out of the area served by the ECE project (58 families or 41 percent). The next most common reason given why families exited the program was that conflicts or problems prevented continued participation (16 families or 11 percent). Projects indicated that 25 families exited the program for “Reason unknown.”

Table 10. The Number of Families Exiting the Program by Reason

Reasons for Exiting Program	Families
Parent or child switched to a different program	12
Family moved out of the area served by the ECE program	58
Family stopped participating due to a lack of interest	3
Family was dropped due to incomplete participation or poor attendance	8
Family crisis prevents further participation	9
Conflicts or problems prevents continued participation	16
Other reason (specify) _____	11
Reason unknown	25
Total	158

Child Participation

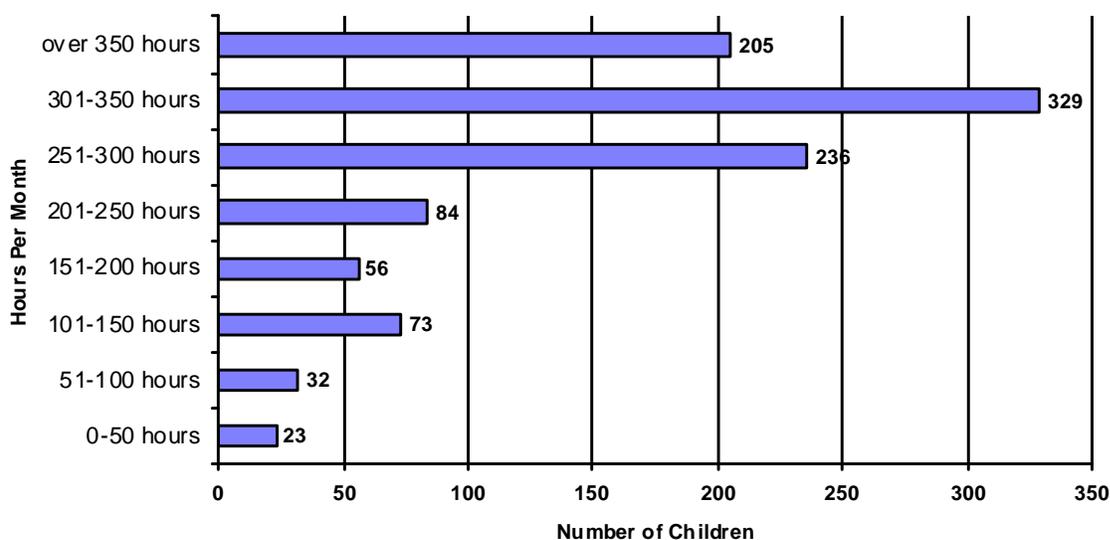
The primary component of Nevada ECE is early childhood education.

Hours of Participation in Early Childhood Education.

The amount of time Nevada ECE children participated in early childhood education should be a positive predictor of performance on early childhood measures. Data were available for all but one of the 1,039 children. Overall, Nevada ECE children participated in early childhood education an average of 289 hours, which is the most average hours reported in any previous year: the 276 hours in 2006-07 was the highest reported previously.

To obtain a better picture of the amount of time children spent in early childhood programs, the evaluator determined the total number of hours that children spent in early childhood education within several hour ranges, as shown in Figure 2. The largest number of children (329 children or 32 percent) attended an average of 301 to 350 hours of early childhood education, followed by those who attended 251 to 300 hours (236 children or 23 percent).

Figure 2. Total Hours Children Spent in ECE



Adult Participation

The evaluation collected data on adult participation in parenting education, the second required component for Nevada ECE participation. The component is intended to better equip parents to support their children's social, emotional, and academic development.

Hours of Parenting Education.

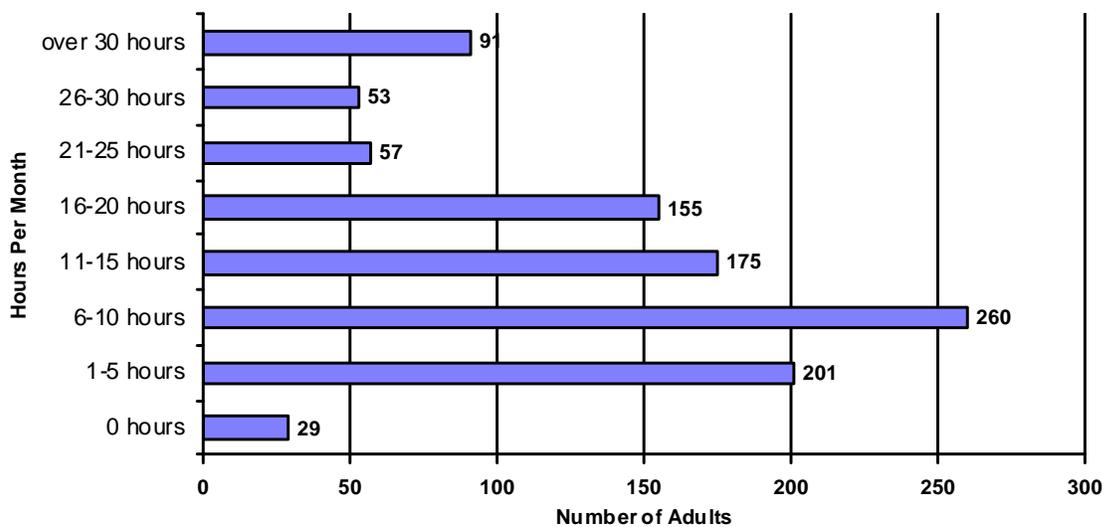
Data were available for all 1,021 adult participants. Projects reported that 29 parents (3 percent) had yet to participate in any parenting education services. While some of these parents had just enrolled their children in the program, other parents simply did not participate in parenting

services. Two of these families were eventually dropped from the program because of incomplete participation.

Overall, the 1,021 adults participated in parenting education an average of 15.3 hours during the program, which is similar to the average hours reported in the two previous years: 15.8 in 2005-06, and 15.8 hours in 2006-07.

Figure 3 shows that the distribution in the total number hours in parenting education is skewed. Most adults (636 adults or 62 percent) participated in one to 15 hours of parenting education. A smaller group of parents (91 parents or 9 percent), who participated in over 30 hours of parenting education, substantially increased the average hours in parenting education for the entire group.

Figure 3. Total Hours Adults Spent in Parenting Education



Annual Evaluation Analysis

This section includes “a summary of the data showing the effectiveness on indicators of early childhood education and parenting,” required under AB 627. The table below indicates that Nevada ECE programs “Met or Exceeded” all five of these indicators. The table is followed by additional analysis of these results.



Program Indicator	Actual	Status
Developmental Progress of Children		
<p><i>Indicator 1: Reading Readiness: Individual Student Gain</i></p> <p>Seventy-five percent (75%) of Early Childhood Education children from three years old until they enter kindergarten with a minimum of four months of participation will show improvement in auditory comprehension and expressive communication as measured by a standard score increase on the Peabody Picture Vocabulary Test (PPVT) and the Expressive One-Word Picture Vocabulary Test (EOWPVT).</p>	<p>PPVT- 86.7 % EOWPVT- 90.5 %</p>	<p><i>Met / Exceeded</i></p>
<p><i>Indicator 2: Reading Readiness: Average Gain</i></p> <p>Early Childhood Education children from birth until they enter kindergarten with a minimum of four months of participation will make an average gain of seven standard score points in auditory comprehension as measured by the Peabody Picture Vocabulary Test (PPVT) and of 10 standard score points in expressive communication as measured by the Expressive One-Word Picture Vocabulary Test (EOWPVT).</p>	<p>PPVT- 11.8 points EOWPVT- 15.2 points</p>	<p><i>Met / Exceeded</i></p>
Parental Involvement		
<p><i>Indicator 1: Individual Parenting Goals.</i></p> <p>Ninety percent (90%) of participating adults enrolled in Early Childhood Education for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year.</p>	<p>97.5 %</p>	<p><i>Met / Exceeded</i></p>
<p><i>Indicator 2: Time with Children</i></p> <p>Sixty-five percent (65%) of first-year Early Childhood Education parents will increase the amount of time they spend with their children weekly within a reporting year.</p>	<p>86.1 %</p>	<p><i>Met / Exceeded</i></p>
<p><i>Indicator 3: Reading with Children</i></p> <p>Seventy percent (70%) of first-year Early Childhood Education parents will increase the amount of time they spend reading with their children within a reporting year.</p>	<p>86.9 %</p>	<p><i>Met / Exceeded</i></p>

Developmental Progress of Children Outcome Indicators

Outcome Indicator 1. Reading Readiness: Individual Student Gain

- *Peabody Picture Vocabulary Test (PPVT).*
- *Expressive One-Word Picture Vocabulary Test (EOWPVT).*

Nevada ECE projects served 1,039 children age-eligible to take the PPVT. Out of these 1,039 children, 959 children were in the program at least four months in 2007-08. Out of these 959 children, 742 (PPVT) and 645 (EOWPVT) children had at least four months between the administration of their pretest and posttest and were included in this analysis. In terms of the expected level of performance on the PPVT and EOWPVT, 86.7% and 90.5% respectively made a standard score gain — above the expected performance level of 75 percent on this measure. Thus, Nevada ECE projects met the expected level of performance for this measure.

Outcome Indicator 2. Reading Readiness: Average Gain

- Peabody Picture Vocabulary Test (PPVT).
- Expressive One-Word Picture Vocabulary Test (EOWPVT).

The evaluation calculated the average gain scores on the PPVT and EOWPVT to help interpret the size of the impact of Nevada ECE on children’s receptive and expressive vocabulary, as shown in Table 11. In terms of the expected level of performance on the PPVT/EOWPVT, the 742/645 children made an average standard score gain of 11.8 and 15.2 points respectively on the PPVT and EOWPVT— above the expected performance level of 7.0 and 10.0 standards score points on this measure for the outcome indicator, and the gain was statistically significant, $p. \leq .01$.

Table 11. Peabody Picture Vocabulary Test Average Scores, n=742; Expressive One-Word Picture Vocabulary Test Average Scores, n = 645

Test	Pretest Average	Posttest Average	Average Gain
PPVT (receptive vocabulary)	88.5	100.3	11.8
EOWPVT (expressive vocabulary)	87.2	102.4	15.2

In fact, the results suggest that Nevada ECE projects had a large positive effect on the receptive and expressive vocabulary of program children. Overall, the pretest standard score average shows that children scored substantially below the national average before they entered the Nevada ECE program in fall 2007, at the 22nd and 20th percentile in receptive and expressive vocabulary respectively. In other words, these students’ scores are consistent with an “at risk” student population. By the end of the program in spring 2008, students made substantial gains, improving to the 50th and 56th percentile in receptive and expressive vocabulary respectively,

within the national average range, and decreased the achievement gap within the national norming sample.

The meaning of the results, however, must be interpreted in light of the large numbers of children learning English in the program. Projects could not administer the PPVT in English when the child enrolled into the program initially for 324 of the 1,039 children (31 percent). These children simply did not have sufficient English language skills to take the test. In these instances, Nevada ECE staff would wait to administer the PPVT and EOWPVT until the teacher determined the child had sufficient language skills.

In addition to the children who simply did not have sufficient English language skills to take the test at enrollment, many other children may have had enough English language skills to take the test, but they were still learning the English language. As a result, the large gains on the PPVT and EOWPVT are probably due to the impact of the early childhood program on the children's developmental skills as well as on helping many children learn English.

In an attempt to learn the effect of Nevada ECE on different groups of children, the PPVT and EOWPVT results were divided into three different groups: children learning English as a second language who did not have sufficient English language skills to take the PPVT and EOWPVT at enrollment,⁸ children who had the English skills to take the test at enrollment but were still learning English as a second language,⁹ and children who were English speaking and not learning English as a second language.

Table 12 shows the pretest and posttest averages for the three groups on the PPVT and EOWPVT and the percent of children that made a standard score gain. The results show that children in the three groups had different pretest averages, as expected. The children learning English as a second language and unable to take the PPVT and EOWPVT at enrollment had the lowest pretest average, followed by children learning English as a second language and able to take the PPVT or EOWPVT at enrollment, and the English speaking children.

The PPVT results also show that two groups of children who did not speak English as their native language (children learning English as a second language and either able or unable to take the PPVT at enrollment) made the largest average standard score gains and had the largest percents of children making a standard score gain. English speaking students had the smallest average standard score gain and the smallest percent of students making a standard score gain.

Even though there are differences among the three groups, the results suggest that all children benefited from the developmental activities in early childhood education program, regardless of English language skills. In addition, the results suggest that Nevada ECE program helped a

⁸ Project staff categorized these children as learning English as a second language when they enrolled in the program and determined that these children did not have sufficient English skills to obtain a valid score on the early childhood assessment for their age level at enrollment.

⁹ Project staff categorized these children as learning English as a second language when they enrolled in the program and determined that these children had sufficient English skills to obtain a valid score on the early childhood assessment for their age level at enrollment.

greater percentage of children learning the English language make a gain, and make larger gains, than English speaking children.

Table 12. Peabody Picture Vocabulary Test Average Scores and Gains, n=742

Group (n)	Pretest Average	Posttest Average	Average Gain	Percent Who Made Gain
No English Skills at Enrollment (159)	69.1	83.1	14.0	89.3%
Some English Skills at Enrollment (146)	80.8	95.8	15.0	93.8%
English Speaking (437)	98.1	108.0	9.9	83.3%
EOWPVT (expressive)				
No English Skills at Enrollment (69)	71.3	85.8	15.5	87.0%
Some English Skills at Enrollment (143)	76.6	94.9	18.3	95.1%
English Speaking (433)	93.2	107.5	14.3	89.6%

The EOWPVT results also show, in general, children with some English skills at enrollment had a larger average gain and a larger percent of children who made a standard score gain than children with no English skills at enrollment as well as the English speaking group. The results also suggest children with some English skills at enrollment may have performed better than other students in expressive vocabulary, perhaps gaining confidence in expressing some of the English that they already knew. However, all three groups of children, regardless of English language proficiency, benefited substantially from the activities in early childhood education program whether the activities impacted the children’s developmental skills or English language skills or both.

Parental Involvement Outcome Indicators

Outcome Indicator 1. Individual Parenting Goals.

Of the 1,021 Nevada ECE adults, 940 adults were enrolled in ECE projects for at least four months. Of the 940 adults, 920 adults (97.5 percent) met at least one parenting goal. Nevada ECE projects met the expected performance level of 90 percent for this indicator.

The evaluation also determined the number of parenting goals that adults met, regardless if they met the criteria of being in the program for four months. The 1,021 adults (that established goals) made 3,379 of the 3,862 goals they set, or 96.7 percent.

Outcome Indicator 2. Time with Children

Of the 1,039 children enrolled in Nevada ECE projects, 867 children were first-year participants. A total of 788 of these children were in Nevada ECE at least four months. Pretest and posttest data are available for 784 of the 788 children. Of the 784 parents, 675 (86.1 percent) reported spending more time with their children at the time of the posttest or when they exited the program, 23 parents (2.9 percent) reported spending the same amount of time, and 86 (11.0 percent) reported spending less time with their children. Thus, Nevada ECE projects met the expected performance level of 65 percent.

Outcome Indicator 3. Reading with Children

Reading With Children. An even more specific Nevada ECE goal is to increase the amount of time adults spend reading to or with their children. Reading together has many benefits. It provides parents with an opportunity to become more involved in their child’s education and increases the child’s readiness for school.

Nevada ECE staff asked parents to estimate the number of minutes each week they spent reading with or to their children when they enrolled in the program and again at the end of the program year. As mentioned previously, there were 788 first-year children enrolled in Nevada ECE projects who were in the program at least four months. Pretest and posttest data were available for 784 of the 788 children. Of the 784 children, 678 (86.9 percent) of their parents reported spending more time reading with them at the end of the evaluation than when they began the program, 34 parents (4.3 percent) reported spending the same amount of time reading with their children, and 72 parents (9.2 percent) reported a decrease in the amount of time. Nevada ECE projects exceeded the expected performance level of 70 percent for this outcome indicator.

Although the outcome indicator is for first-year parents, I think it is important to note the amount of time that parents of all children report spend reading with their children. Pretest and posttest data were available on 953 children enrolled in the program at least four months. Table 15 shows that ECE parents spent an average of 76 more minutes per week reading to or with their child (a gain of over 200 percent) at the end of the program year.

Table 15. Parent and Child Reading Time in Minutes, n=953

Pretest Average	Posttest Average	Average Gain
35.2	111.7	76.5

Longitudinal Evaluation Analysis

As required in AB 627, this section includes “a longitudinal comparison of the data showing the effectiveness of different programs,” and focuses on the two required components:

- Developmental progress of children before and after their completion in the program; and
- Parental involvement in the program before and after completion of the program.

The longitudinal analysis follows two groups or cohorts of four-year old children who participated in the Nevada ECE program and are now in public schools, as shown in Table 14. These two cohorts are further defined below.

Table 14. School Year in Nevada ECE Program and Current Year in School

Cohort	School Year in ECE Program	Current Grade in 2007-08
Cohort 1	2003-04	Grade 3
Cohort 3	2005-06	Grade 1

Cohort 1 (*Nevada ECE Children in 2003-04 now in Grade 3 during 2007-08*). The Nevada ECE program provided services to 1,027 families, including 1,054 children and 1,055 adults, from July 1, 2003 through June 30, 2004. Out of the 1,054 children in the program, the longitudinal study followed the 844 children who were four years old during 2003-04 and age-eligible to enter grade 3 in 2007-08.

Cohort 3 (*Nevada ECE Children in 2005-06 now in Grade 1 during 2007-08*). The Nevada ECE program provided services to 1,093 families, including 1,125 children and 1,128 adults, from July 1, 2005 through June 30, 2006. Out of the 1,125 children in the program, the longitudinal study followed the 944 children who were four years old during 2005-06 and age-eligible to enter grade 1 in 2007-08.

Cohort 1 Results in Grade 3

The evaluation of the Cohort 1 students relies primarily on the use of a *comparison group posttest only* research design, comparing the performance of Cohort 1 students to samples of their grade 3 classmates on the Nevada Criterion Referenced Tests (CRTs) and student attendance data.

The evaluation also administered a survey to the grade 3 teachers of Cohort 1 children, collecting descriptive data on student learning and parent involvement.

The results from the three measures are reported below.

Cohort 1 Nevada Criterion Referenced Test (CRT) Results

An important piece of data collected on Cohort 1 students in 2007-08 is their performance on the Nevada Criterion Referenced Tests (CRT) in reading and math. The evaluation located 441 of the 844 students (52 percent) who participated in the Nevada ECE program in 2003-04 and would be in grade 3 during 2007-08. Nevada CRT test scores are available for 417 of the 441.

To help interpret the performance of the Nevada ECE students, the evaluation selected a matched sample of classmates as a comparison group based on Limited English Proficiency (LEP) status, ethnicity, and student participation in the Free and Reduced Lunch and IEP programs. Although not shown, an analysis of the characteristics of the two groups shows that the ECE and non-ECE groups are comparable on all four variables. In other words, the two groups contain similar students.

The evaluation calculated the average score of the Cohort 1 ECE and non-ECE groups on each test as well as the percentage of proficient students, as shown in Table 15. The expectation is that the Cohort 1 students would perform better on the Nevada CRT in reading and math than the non-ECE group, due to the large gains they made when in the Nevada ECE program.

The results show that Cohort 1 ECE students scored higher than non-ECE students on the Nevada CRT reading and math tests, and a larger percent of students were proficient. Perhaps more importantly, the differences between the two group means are significant in reading ($p \leq .05$) and math ($p \leq .01$).

Table 15. Performance of Cohort 1 ECE and Non-ECE Groups on Nevada CRT

Group	Reading		Math	
	Average	Percent Proficient	Average	Percent Proficient
All Students (417)				
Cohort 1 ECE	304.6**	55 %	310.5*	59 %
Non-ECE	291.5	44 %	297.7	50 %
English Speaking Students (221)				
Cohort 1 ECE	323.0	67 %	320.3	66 %
Non-ECE	311.9	59 %	307.7	62 %
Limited English Proficient (196)				
Cohort 1 ECE	283.9*	42 %	299.4	53 %
Non-ECE	268.5	36 %	286.5	45 %

* $p \leq .01$, ** $p \leq .05$

English Speaking Students and Students with Limited English Proficiency. The evaluation conducted an analysis to determine the performance of Limited English Proficient students in the Cohort 1 ECE and non-ECE groups as well as English speaking students. Out of the 417 students in both the Cohort 1 ECE group and non-ECE group, 196 were identified as Limited English Proficient and 227 were English speaking.

Table 17 presents the average standard scores for the two groups. The results show that both groups of Cohort 1 ECE students (Limited English Proficient and English speaking) scored higher than their counterparts in the non-ECE group on the Nevada CRT reading and math tests, and a larger percent of Cohort 1 ECE students were proficient. In the case of LEP students, the differences between the means of the Cohort 1 ECE and non-ECE group was significant for reading ($p \leq .05$), and approached significance for math ($p \leq .10$). For English speaking students, the differences between the means of the Cohort 1 ECE and non-ECE group approached significance for reading and math ($p \leq .10$).

Cohort 1 Teacher Survey Results

A survey was administered to the teachers of a random sample of approximately 300 Cohort 1 children at the end of kindergarten during 2004-05: 256 teachers completed a survey. A similar survey was administered to the teachers of Cohort 1 children at the end of grade 3 during 2007-08: 425 teachers completed a survey. Matched survey data are available for 153 students whose teachers completed a survey for students when they were in kindergarten and grade 3. As mentioned previously, the data from the teacher survey are descriptive.

School Readiness. A purpose of the evaluation was to determine how well prepared the Cohort 1 children were to enter school compared to classmates. The expectation, given the significant learning gains Cohort 1 children made in preschool, is that the Cohort 1 children would be better prepared to enter kindergarten and grade 3 than classmates.¹⁰

As described under *Methodology*, the survey asked teachers to rate the performance of Cohort 1 children as compared to classmates on a five-point Likert item. Out of the 153 matched surveys, 133 children had teacher responses for this item in both kindergarten and grade 3.¹¹

Table 16 shows that, overall, most teachers rated the Cohort 1 children as prepared as to better prepared to start kindergarten and grade 3 than classmates.. That is, 83 percent of the kindergarten teachers in 2004-05 thought that the Cohort 1 children were “equally well prepared” to “better prepared” to start kindergarten than classmates. In 2007-08, about 68 percent of the teachers thought that the same 133 children were “equally well prepared” to

¹⁰ The expectation is based on the assumption that the Cohort 1 children attend schools with a similar “at risk” student population in terms of ethnicity, income, and English speaking ability, so that teachers who complete the survey compare the Cohort 3 students with “like” students who did not participate in a preschool program. However, because of the very large number of kindergarten and grade 3 classrooms that Cohort 1 children attended, the data were not available to confirm that assumption. In addition, no data were collected on whether any of the non-Cohort 1 children attended an early childhood program.

¹¹ Some teachers did not complete every item on the survey, so the number of matched responses for individual items differs.

“better prepared” to start grade 3 than classmates. Even though the percent of teachers who rated Cohort 1 students as “equally well prepared” to “better prepared” decreased from kindergarten to grade 3, the overall results are consistent with the evaluation expectation.

Table 16. Teacher Ratings of Cohort 1 Children on Kindergarten and Grade 3 Readiness

Number of teachers (percent)		Among children in your class this year, would you say that CHILD’S NAME was—
2004-05 Kindergarten	2007-08 Grade 3	
81 (60.9%)	56 (42.1%)	Better prepared to start school ready to succeed
30 (22.3%)	35 (26.3%)	Equally well prepared
22 (16.5%)	42 (31.6%)	Less prepared to start school ready to succeed
3.72	3.29	Average Rating

School Performance. Another purpose of the evaluation was to determine whether Cohort 1 children performed in kindergarten and grade 3 as well as classmates. Again, the expectation is that the Cohort 1 children would be rated as performing equal to or better than their kindergarten and grade 3 classmates because of the gains they made in preschool.

As shown in Table 17, the survey asked teachers to rate the Cohort 1 students’ current level of performance on eight skills compared to other classroom students, using a five-point Likert scale. As mentioned previously, four of the skills on the survey (items “a” through “d”) are academic skills and the other four items on the survey (items “e” through “h”) are socio-emotional development skills. The number of teachers who completed each item of this question ranged from 148 to 153 teachers.

The results show, overall, most teachers thought Cohort 1 children performed as well as to better than classmates during kindergarten and grade 3, even though the average rating decreased from kindergarten (3.43) to grade 3 (3.30). On average, teachers perceived that Cohort 1 children performed between a rating of “3” (about the same as their peers) to a rating of “4” or “5” (better than their peers) on all eight items in the survey in both years, with average scores ranging from a 3.11 to a 3.73. Cohort 1 children were rated higher on the social-emotional development items than on academic items in 2004-05 in kindergarten and in 2007-08 in grade 3.

Table 17. Teacher Ratings of Cohort 1 Children on Kindergarten and Grade 3 Skills

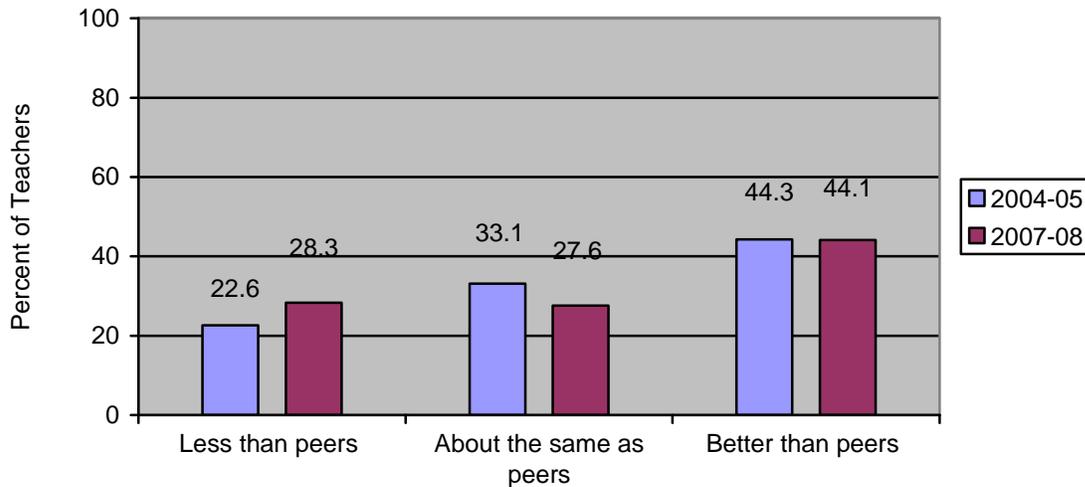
Survey Items (n)	Average Rating	
	2004-05 Kinder- garten	2007-08 Grade 3
Kindergarten Skills/Grade 3 Academic Skills		
a. Identify and use letter/sound relationships to identify some words./ Use knowledge of phonics and structural elements to read and to determine the meaning of unfamiliar words in context. (153)	3.27	3.16
b. Draw or write, with teacher assistance, stories about familiar experiences and events./ Write a narrative or story that moves through a logical sequence of events and includes details to develop the plot. (148)	3.22	2.75
c. Listen to and follow oral directions./ Follow three- and four-step oral directions to complete a simple task. (153)	3.45	3.25
d. Count to 20./ Model and explain multiplication, including as repeated addition. (149)	3.47	3.34
Subtotal Academic Skills	3.35	3.12
Socio-Emotional Skills		
e. Pays attention in class (152)	3.36	3.23
f. Is well-behaved in the class (153)	3.68	3.71
g. Gets along with other children (153)	3.68	3.73
h. Has problem-solving skills (150)	3.31	3.29
Subtotal Socio-Emotional Skills	3.51	3.49
Total Average Across All Skills	3.43	3.30

Figure 4 provides a little different look at the data by presenting the percent of teacher responses across all eight items in a graph, condensing the five categories into three categories, i.e., Cohort 1 children performed “less than peers”, “about the same as peers”, and “better than peers.”¹² The results show that 77 percent of teachers rated Cohort 1 children as performing ‘as well as’ or ‘better than’ their peers on the eight skills during kindergarten in 2004-05, compared to 72 percent during grade 3 in 2007-08. The survey results suggest that teachers thought Cohort 1

¹² For this analysis, the graph combines the percents of teachers who marked “less than peers” and “a little less than peers” as well as combining teachers who marked “a little better than peers” and “better than peers.”

children, while in kindergarten in 2004-05 and in grade 3 in 2007-08, maintained their improved level of performance they had achieved in preschool. The results are consistent with the evaluation expectations.

Figure 4. Teacher Ratings of Cohort 1 Children on Kindergarten and Grade 3 Skills



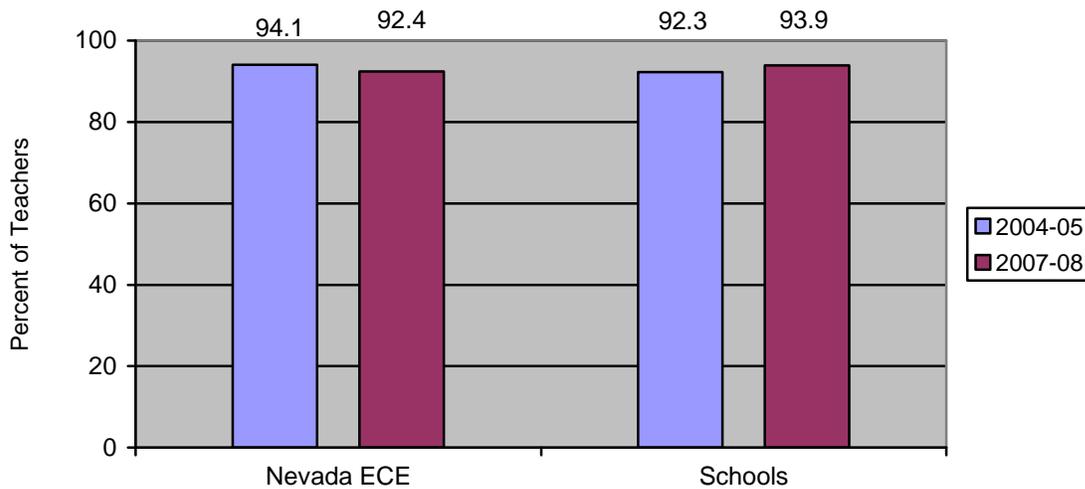
Parent Involvement.

Another purpose of the longitudinal evaluation is to determine the level of involvement of the parents of the Cohort 1 children in their child’s education, as measured by attendance at parent/teacher conferences.

The evaluation did not establish expectations for the parent/teacher conference attendance rate, because there is no existing research to set appropriate expectations on the relationship between preschool parent involvement activities and attendance at school parent/teacher conferences. However, the data from previous longitudinal evaluations of the Nevada ECE program have shown that the parents of Nevada ECE children attend parent/teacher conferences at a rate higher than did the parents of other students at the schools in kindergarten and at least commensurate with classmate parents after kindergarten. These previous results suggest that perhaps the activities that Nevada ECE projects conducted to promote parent involvement in their child’s preschool education carried over at least into kindergarten.

The survey asked teachers if the parents of Cohort 1 children participated in the fall parent/teacher conference. Out of 153 matched surveys, 118 teachers responded to this item in both kindergarten and grade 3. As shown in Figure 5, out of the 118 teachers, 111 teachers (94.1 percent) reported that the parents of the Cohort 1 children attended the parent/teacher conference in 2004-05, and 109 teachers (92.4 percent) reported that the parents of the Cohort 1 children attended the parent/teacher conference in 2007-08.

Figure 5. Parent/Teacher Conference Rate of Cohort 1 Children in Kindergarten and Grade 3 Compared to Parent/Teacher Conference Rate of Schools They Attend



For comparison, the evaluation calculated the average percent of parents who attended parent/teacher conferences at the same schools that the sample of Cohort 1 children attended. The Cohort 1 children attended 39 elementary schools in kindergarten and 58 elementary schools in grade 3; however, many schools enrolled just one or two Cohort 1 children. Instead of gathering data from all 39 and 58 schools for the two years, the evaluator elected to collect data on only schools that enrolled at least two students from the Cohort 1 sample for either kindergarten or grade 3 as representative of the type of school attended by Nevada ECE children. The evaluation found that 23 schools enrolled at least two Cohort 1 students in kindergarten for 2004-04 or in grade 3 for 2007-08. In fact, the 23 schools enrolled a total of 80 of the 118 students in kindergarten and 78 of the 118 students in grade 3, or 88 percent and 67 percent respectively.

The rates of attendance at parent/teacher conferences for the 23 elementary schools ranged from 76 percent to 100 percent, with a weighted average of 92.3 percent in 2004-05 and 93.9 percent in 2007-08. When compared to the results from the Cohort 1 parents, it appears that the parents of Cohort 1 children attended parent/teacher conferences in kindergarten at a rate higher than did the parents of other kindergarten students, but at a lower rate than parents of other grade 3 students.

In order to interpret the meaning of the differences between the Cohort 1 sample and the schools they attended in kindergarten and grade 3, the evaluation calculated an “effect size” which researchers sometimes use to estimate the “value” of a difference. In this case, the effect size was small—a standard deviation of 0.32 for kindergarten and 0.26 for grade 3 as compared to the effect of other programs, suggesting that the parents of Cohort 3 students attended parent/teacher conferences at a similar rate than other parents at the schools in both kindergarten and grade 3.

Cohort 1 Student Attendance Results

The third measure used a *comparison group posttest only design* to examine the performance of Cohort 1 students and a sample of classmates on student attendance rate. The evaluation did not specify an expectation for the student attendance rates of Cohort 3 students as compared to classmates. In fact, the results from the previous years of longitudinal data are mixed: Cohort 1 students had the same attendance rate as classmates in 2004-05 and in 2006-07 and a higher rate than classmates in 2005-06.

Attendance data are available for 615 Cohort 1 children when they were in kindergarten during 2004-05 and for 441 Cohort 1 children when they were grade 3 in 2007-08. A total of 389 Cohort 1 students had attendance data from both kindergarten and grade 3.¹³

To help interpret the performance of the Nevada ECE students, the evaluation selected a matched sample of 389 classmates as a control group and compared the two groups on LEP status, ethnicity, and participation in the Free and Reduced Lunch (FRL) and IEP programs. Although not shown, an analysis of the characteristics of the two groups shows that the Cohort 1 ECE and non-ECE groups are comparable on these four variables. In other words the two groups are similar students.

Table 18 shows the percent of “days attended” to “days enrolled” for Cohort 1 children and classmates. The results show that Cohort 1 children increased their school attendance rate from kindergarten to grade 3 ($p \leq .01$) as did the matched sample of non-ECE students ($p \leq .01$). When the two groups are compared at each grade level, Cohort 1 children attended school in kindergarten and grade 3 at about the same rate as classmates. In other words, the student attendance rates of the Cohort 1 ECE and non-ECE groups are the same.

Table 18. Attendance Rate of Cohort 1 Students and Classmates in Kindergarten and Grade 3

Group	Student Attendance Rate	
	2004-05 Kindergarten	2007-08 Grade 3
Cohort 1 ECE Students	93.8	97.9
Non-ECE Students	94.2	97.8

¹³ Given the large number of Cohort 1 children in the sample, they are fairly representative of the larger Cohort 1 population.

Cohort 3 Results in Grade 1

The evaluation of Cohort 3 students relies primarily on the use of *a one group pretest/posttest design and a comparison group posttest only design*. In the *one group pretest/posttest design*, the performance of Cohort 3 students on the PPVT and EOWPVT are compared before and after the program as well as in kindergarten and grade 1 to measure student learning.

The evaluation uses a *comparison group posttest only design* to compare attendance data of Cohort 3 students with classmates to measure student attendance rate.

The evaluation also administered a survey to the grade 1 teachers of Cohort 3 children, collecting data on student learning and parent involvement. The results from the four measures are reported below.

Cohort 3 PPVT and EOWPVT Results

The evaluation selected a stratified random sample of 300 of the 944 four-year old Cohort 3 children, based on the number of children in the 10 projects. The evaluation then conducted follow-up test administrations of the PPVT and EOWPVT with the 300 students when they were in kindergarten during 2006-07 and again when they were in grade 1 during 2007-08.

A total of 291 children had test scores from the three administrations of the PPVT and EOWPVT used for the analyses—in fall 2005 and spring 2006, before and after their participation in Nevada ECE, and again in spring 2008 at the end of grade 1. Although not shown, the 291 students are representative of the larger population of 944 Cohort 3 students in terms of gender, ethnicity, and the level of English language skills. The results show only minor variations between the two populations, suggesting that the results obtained from the sample of Cohort 3 students can be generalized to the larger Cohort 3 population.

Figures 6 and 7 show the average standard scores of the 291 Cohort 3 students for the three test administrations. The general expectation of the evaluation is that Cohort 3 students would maintain the significant learning gains they made in preschool into their K-12 school career. Specifically, the expectation is that the Cohort 3 children would obtain similar standard scores in spring 2008 at the end of grade 1 as they had achieved in spring 2006 at the end of the Nevada ECE Preschool Program.

Overall, the results presented in the two figures show that Cohort 3 students made large learning gains on the PPVT and the EOWPVT while in preschool. Then, Cohort 3 students improved on their level of performance that they had achieved in preschool through the end of grade 1.

Figure 6. PPVT Standard Score Averages of Cohort 3 in Preschool and Grade 1, n=29114

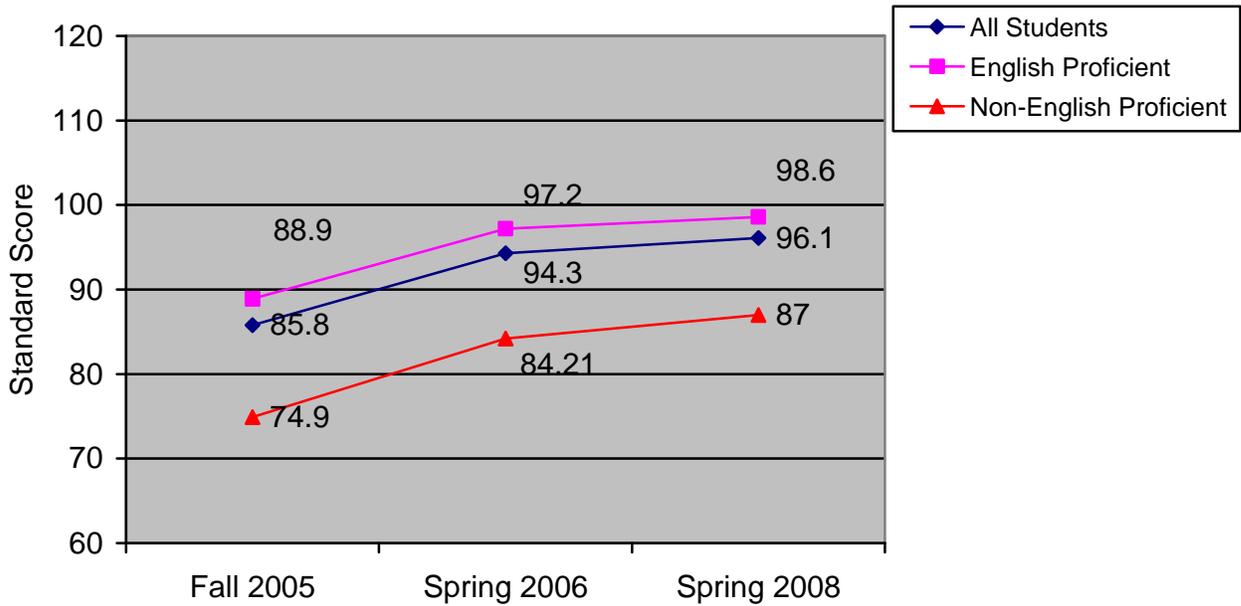


Figure 7. EOWPVT Standard Score Averages of Cohort 3 in Preschool and Grade 1, n=291

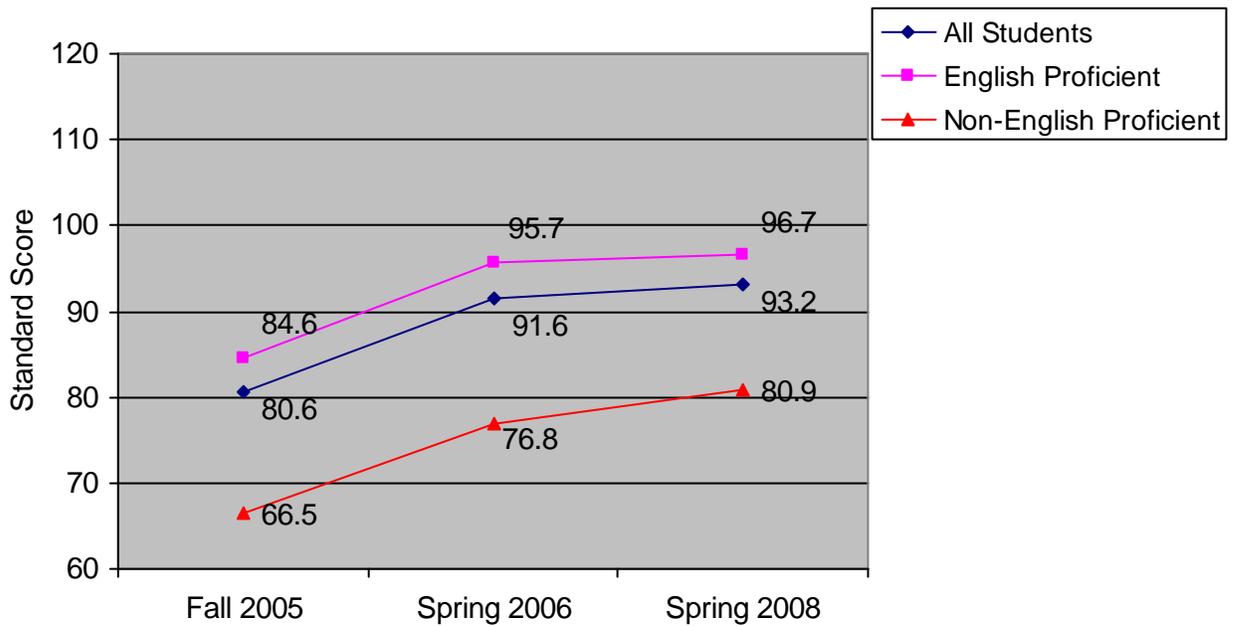


Table 19 presents the same average standard scores in Figures 6 and 7 as well as the standard score average gains for two time periods: from fall 2005 when Cohort 3 children enrolled into the Nevada ECE program until the end of the program year in spring 2006, and from the end of the Nevada ECE program in spring 2006 until the end of grade 1 in spring 2008.

14 Standard scores have an average of 100 and a standard deviation of 15.

Table 19. PPVT and EOWPVT Standard Score Averages and Average Gains of Cohort 3 in Preschool and Grade 1 by English Skills

Group (n)/Subtest	Average Standard Scores			Average Gains	
	Fall 2005 Average	Spring 2006 Average	Spring 2008 Average	Fall 2005 to Spring 2006 Average Gain	Spring 2006 to Spring 2008 Average Gain
All Students (n=291)					
▪ PPVT (Receptive)	85.8	94.3	96.1	8.5*	1.8**
▪ EOWPVT (Expressive)	80.6	91.6	93.3	11.0*	1.7**
English Speaking Students (n=227)					
▪ PPVT (Receptive)	88.9	97.2	98.6	8.3*	1.4**
▪ EOWPVT (Expressive)	84.6	95.7	96.7	11.1*	1.0
No English Skills at Enrollment Students (n=64)					
▪ PPVT (Receptive)	74.9	84.1	87.0	9.2*	2.9
▪ EOWPVT (Expressive)	66.5	76.8	80.9	10.3*	4.1**

* $p \leq .01$

** $p \leq .05$

Fall 2005—Spring 2006.

The results show that Cohort 3 children¹⁵ scored substantially below the national average before they entered the Nevada ECE program in fall 2005. That is, their average standard score of 85.8 on the PPVT represents the 17th percentile and their average standard score of 85.8 on the EOWPVT represents the 10th percentile. In other words, these students' scores were consistent with an "at risk" student population.

By the end of the Nevada ECE program in spring 2006, students made substantial gains, improving to an average standard score of 94.3 on the PPVT, or about the 35th percentile, and to an average standard score of 93.3 on the EOWPVT, or about 29th percentile. While the spring 2006 standard scores are still below the national average of the 50th percentile, these students closed much of the achievement gap with the national norming sample in the two areas, making significant learning gains during the time they participated in the preschool program: 8.8 standard score points on the PPVT and 11.0 standard score points on the EOWPVT, $p \leq .01$.

Spring 2006— Spring 2008.

The results show that Cohort 3 children continued to improve their relative position with the norming population from the time they exited the preschool program in spring 2006 to when they were administered a follow-up test during grade 1 in spring 2008. That is, Cohort 3 students made an average increase of 1.8 standard score points on the PPVT to 96.1, which represents the 40th percentile, and an average increase of 1.7 standard score points on the EOWPCT to 93.3, the 33rd percentile. Both gains are significant, $p \leq .05$. The results suggest that the ECE children improved upon the large learning gains they had achieved in preschool by making additional learning gains during kindergarten and grade 1, benefiting more from kindergarten and grade 1 than other children in the norming sample.

English Speaking Students and Students with No English Skills at Enrollment.

The evaluation conducted an analysis to determine the gains of children who did not have sufficient English to take the PPVT or EOWPVT when they entered the preschool program.¹⁶ Out of the 291 Cohort 3 students in the analysis, 64 students did not have sufficient English to take the PPVT or EOWPVT at enrollment and 227 students had sufficient English.

Table 19 presents the average standard scores and gains for these two groups of students. The results indicate that both groups of students made significant gains on the PPVT and EOWPVT during preschool, $p \leq .01$. The gains of the non-English speaking students are slightly above the

¹⁵ The gains of this Cohort 3 sample in preschool are similar to the gains that all Cohort 3 children made, reported in the *2005-06 Nevada ECE Annual Evaluation Report*. In other words, suggesting that other results from this Cohort 3 sample can be generalized to the larger Cohort 3 population.

¹⁶ In 2005-06, the evaluation of the Nevada ECE program determined that 214 of the 1,019 Cohort 3 Nevada ECE students (21 percent) did not have sufficient English language proficiency at enrollment into the program to take the PPVT and/or EOWPVT. In these cases, projects waited to test these children until project staff determined the child had sufficient English skills to take the PPVT and EOWPVT.

gains of the English speaking students in receptive vocabulary (PPVT) and slightly below the gains of English speaking students in expressive vocabulary (EOWPVT).

After preschool, both groups of students continued to make learning gains on the norming populations. The English speaking students made significant gains on the PPVT in receptive vocabulary and the students who were non-English speaking at enrollment into preschool made significant gains on the EOWPVT in expressive vocabulary from the time that they exited the preschool program in spring 2006 to the end of grade 1 in spring 2008. When the gains of the two groups are compared, the non-English speaking students made larger gains on the PPVT in receptive vocabulary ($p \leq .05$) and on the EOWPVT in expressive vocabulary ($p \leq .01$). These results suggest that students who did not speak English at enrollment in the Nevada ECE program may have improved more than English speaking students after leaving the preschool program through the end of grade 1.

Cohort 3 Teacher Survey Results

A teacher survey was administered to the Cohort 3 children administered the PPVT and EOWPVT in kindergarten during 2006-07 and in grade 1 during 2007-08. The survey assessed three variables: school readiness, school performance, and parent involvement. Out of the 297 kindergarten children tested in 2006-07, 296 kindergarten teachers completed a survey. Out of the 296 grade 1 children tested in 2007-08, 288 grade 1 teachers completed a survey. Matched survey data are available for 269 students whose teachers completed a survey when the students were in kindergarten and grade 1.¹⁷ As mentioned previously, the data from the teacher survey are descriptive.

School Readiness. A purpose of the evaluation was to determine how well prepared the Cohort 3 children were to enter school compared to their classmates. The expectation, given the significant learning gains that Cohort 3 children made in preschool, is that the Cohort 3 children would be better prepared to enter kindergarten and grade 1 therefore leveling the playing field with their classmates.¹⁸

As described in the Methodology section, the survey asked teachers to rate the performance of Cohort 3 children as compared to classmates on a five-point Likert item. Out of the 269 matched surveys, 196 teachers of the ECE students completed this item in both kindergarten and grade 1.

Table 20 shows that, overall, most teachers rated Cohort 3 children as well as prepared to better prepared to start kindergarten and grade 1 than their classmates. That is, 85 percent of the kindergarten teachers in 2006-07 thought that the Cohort 3 children were “equally well

¹⁷ Some teachers did not complete every item on the survey, so the number of matched responses for individual items differs.

¹⁸ The expectation is based on the assumption that the Cohort 3 children attend schools with a similar “at risk” student population in terms of ethnicity, income, and English speaking ability, so that teachers who complete the survey compare the Cohort 3 students with like students who did not participate in a preschool program. However, because of the very large number of kindergarten classrooms that Cohort 3 children attended, the data were not available to confirm that assumption. In addition, no data were collected on whether any of the non-Cohort 3 children attended an early childhood program.

prepared” to “better prepared” to start kindergarten than classmates. In 2007-08, about 80 percent of the grade 1 teachers thought that the same 196 children were “equally well prepared” to “better prepared” to start grade 1 than classmates. The results are consistent with the evaluation expectation.

Table 20. Teacher Ratings of Cohort 3 Children on Kindergarten and Grade 1 Readiness

Number of teachers (percent)		Among children in your class this year, would you say that CHILD’S NAME was—
2006-07 Kindergarten	2007-08 Grade 1	
126 (64.3%)	96 (48.9%)	Better prepared to start school ready to succeed
41 (20.9%)	61 (31.1%)	Equally well prepared
29 (14.8%)	39 (19.9%)	Less prepared to start school ready to succeed
3.78	3.53	Average Rating

School Performance. Another purpose of the evaluation was to determine whether Cohort 3 children performed in kindergarten and grade 1 as well as their classmates. Again, the expectation is that the Cohort 3 children would be rated as performing equal to or better than their kindergarten and grade 1 classmates.

As shown in Table 21, the survey asked teachers to rate the Cohort 3 students’ current level of performance on eight skills compared to classmates, using a five-point Likert scale. As mentioned previously, four of the skills on the survey (items “a” through “d”) are academic skills and the other four items (items “e” through “h”) are socio-emotional development skills. The number of teachers who completed each item of this question ranged from 267 to 269 teachers.

The results show, overall, most teachers rated Cohort 3 children as performing as well as to better than their classmates during kindergarten and grade 1. On average, teachers rated Cohort 3 children performed between a “3” (about the same as their peers) and a “4” or “5” (better than their peers) on all eight items in the surveys in both years, with average scores ranging from a 3.17 to a 3.84. Cohort 3 children performed equally well on the social-emotional and academic items in 2006-07 during kindergarten, but performed better on socio-emotional than academic items in 2007-08 during grade 1.

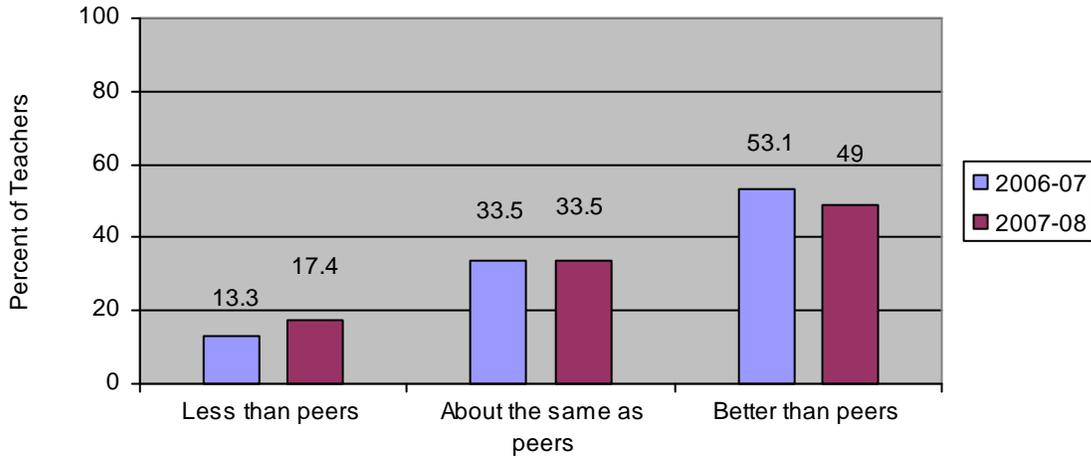
Table 21. Teacher Ratings of Cohort 3 Children on Kindergarten and Grade 1 Skills

Survey Items (n)	Average Rating	
	2006-07 Kinderg arten	2007-08 Grade 1
Kindergarten Skills/Grade 1 Academic Skills		
a. Identify and use letter/sound relationships to identify some words./ Use phonics and knowledge of word families to decode words in context. (269)	3.63	3.40
b. Draw or write, with teacher assistance, stories about familiar experiences and events./ Write simple stories. (267)	3.46	3.17
c. Listen to and follow oral directions./ Follows simple oral direction to complete a task. (268)	3.65	3.59
d. Count to 20./ Use the inherent patterns in numbers to skip count by 1's, 2's, 5's, and 10's to 100's. (267)	3.79	3.54
Subtotal Academic Skills	3.63	3.43
Socio-Emotional Skills		
e. Pays attention in class (268)	3.58	3.53
f. Is well-behaved in the class (269)	3.73	3.78
g. Gets along with other children (269)	3.78	3.84
h. Has problem-solving skills (267)	3.57	3.48
Subtotal Socio-Emotional Skills	3.66	3.66
Total Average Across All Skills	3.64	3.54

Figure 8 provides a little different look at the data by presenting the percent of teacher responses across all eight items in a graph, condensing the data into three categories—Cohort 3 children performed “less than peers”, “about the same as peers”, and “better than peers.”¹⁹ The results show that 87 percent of teachers rated Cohort 3 children as performing ‘about the same’ or ‘better than’ their peers on the eight skills during kindergarten in 2006-07, compared to 83 percent during grade 1 in 2007-08. The survey results suggest that teachers thought Cohort 3 children, while in kindergarten in 2006-07 and in grade 1 in 2007-08, maintained their improved level of performance they had achieved by the end of preschool. The results are consistent with the evaluation expectations.

¹⁹ For the analysis, the graph combines the percents of teachers who marked “less than peers” and “a little less than peers” and combines the percent of teachers who marked “a little better than peers” and “better than peers.”

Figure 8. Teacher Ratings of Cohort 3 Children on Kindergarten and Grade 1 Skills

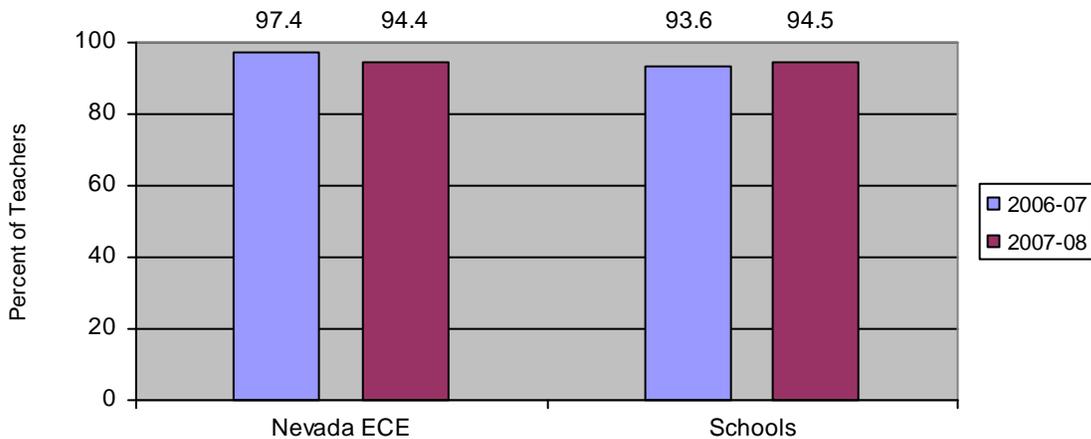


Parent Involvement.

Another purpose of the longitudinal evaluation is to determine the level of involvement of the parents of the Cohort 3 children in their child’s education. As explained earlier, the evaluation used parent/teacher conference attendance rate to measure parent involvement.

The survey asked teachers if the parents of Cohort 3 children participated in the fall parent/teacher conference. Out of 269 matched surveys, 232 teachers responded to this item. As shown in Figure 9, out of the 232 teachers, 226 teachers (97.4 percent) reported that the parents of the Cohort 3 children attended the parent/teacher conference in 2006-07, and 219 teachers (94.4 percent) reported that the parents of the Cohort 3 children attended the parent/teacher conference in 2007-08. In other words, the parent/teacher conference attendance rate for the parents of Cohort 3 students decreased from kindergarten in 2006-07 to grade 1 in 2007-08.

Figure 9. Parent/Teacher Conference Rate of Cohort 3 Children in Kindergarten and Grade 1 Compared to Parent/Teacher Conference Rate of Schools They Attend



For comparison, the evaluation calculated the average percent of parents who attended parent/teacher conferences at the same schools that the sample of Cohort 3 children attended. The Cohort 3 children attended 85 elementary schools in kindergarten and 93 elementary schools in grade; however, many schools enrolled just one or two Cohort 3 children. Instead of gathering data from all 85 and 93 schools for the two years, the evaluator elected to collect data on only schools that enrolled at least two students from the Cohort 3 sample for either kindergarten or grade 1 as representative of the type of school ECE students attend. The evaluation found that 50 schools enrolled at least two Cohort 3 students in kindergarten for 2006-07 or in grade 1 for 2007-08. In fact, the 50 schools enrolled a total of 196 of the 232 students in kindergarten and 187 of the 232 students in grade 1, or 84 percent and 81 percent respectively.

The rates of attendance at parent/teacher conferences for the 50 elementary schools ranged from 55 percent to 100 percent, with a weighted average of 93.6 percent in 2006-07 and 94.5 percent in 2007-08. When compared to the results from the Cohort 3 parents, the parents of Cohort 3 children attended parent/teacher conferences in kindergarten at a rate higher than did the parents of other kindergarten students and equal to the rate of parents of other grade 1 students.

In order to interpret the meaning of the differences between the Cohort 3 sample and the schools they attended in kindergarten and grade 1, the evaluation calculated an “effect size” which researchers sometimes use to estimate the “value” of a difference. In this case, the effect size was medium—a standard deviation of 0.60 for kindergarten, suggesting that the parents of Cohort 3 students attended parent/teacher conferences at a higher rate than other parents at the schools in kindergarten. In grade 1, the effect size was “0.0” indicating that Cohort 3 students attended parent/teacher conferences at the same rate of other parents in grade 1.

Cohort 3 Student Attendance Results

The fourth analysis examines the performance of Cohort 3 students and a sample of classmates on student attendance rate, using a *comparison group posttest only design*. The evaluation did not specify an expectation for the student attendance rates of Nevada ECE students as compared to classmates, as mentioned previously.

Attendance data are available for 647 Cohort 3 children when they were 08. A total of 489 Cohort 1 students had attendance data from both kindergarten and grade 1 in kindergarten during 2006-07 and for 642 Cohort 3 children when they were grade 1 in 2007-²⁰

To help interpret the performance of the Nevada ECE students, the evaluation selected a matched sample of 489 classmates as a control group based on LEP status and ethnicity. Although not shown, an analysis of the characteristics of the two groups show that the ECE group and non-ECE group are comparable in terms of LEP status and ethnicity, as well as participation in the Free and Reduced Lunch (FRL) and IEP programs. In other words the two groups contain similar students.

²⁰ Given the large number of Cohort 1 children in the sample, they are fairly representative of the larger Cohort 1 population.

Table 22 shows the percent of “days attended” to “days enrolled” for Cohort 3 children and their classmates. The results show that Cohort 3 children increased their school attendance rate from kindergarten to grade 1 ($p \leq .01$) as did the matched sample of non-ECE students ($p \leq .01$). When the two groups are compared, Cohort 3 children attended school in kindergarten and grade 1 at about the same rate than their classmates.

Table 22. Attendance Rate of Cohort 3 Students and Classmates

Group	Student Attendance Rate	
	2006-07 Kindergarten	2007-08 Grade 1
Cohort 3 ECE Students	95.1 %	97.5 %
Non ECE Students	95.4 %	97.3 %

Testimonials

The impact of educational programs is sometimes difficult to measure because of the imprecise assessment instruments, such as for early childhood education. To provide a more complete picture of the impact of Nevada ECE on families, we asked two projects to submit testimonials from participating families.²¹ We asked, if possible, the participating adult to write the testimonial. While anecdotal, testimonials can be a powerful medium to convey the impact of a program on the lives of participants, which is sometimes missed by tests.



Rosa—Participating Adult

Rosa is a 25-year old Hispanic, married mother of Jesus who attends the Nye County School District Early Childhood Education (ECE) program in Pahrump, Nevada. Jesus is four years old. Rosa enrolled in the Early Childhood Education program to improve Jesus' chances for future school success. Rosa attended 70 hours of parenting education as part of the ECE Program and Jesus attended almost 430 hours of early childhood education.

Letter—

First of all I would like to thank all individuals who made the Pre-K program possible. It has been a wonderful learning environment: building self confidence, self awareness, empowering independence, teaching responsibility and participation. My son will become a good citizen with the skills he has learned in class.

We parents learn skills from the teachers, so that we can motivate and guide our children to thrive. Our children can go into kindergarten with self-confidence and looking forward to a successful future.

My son's personality has grown tremendously, he has grown so much. His vocabulary in English is wonderful; he even interprets things for us at home. I welcomed the use of PACT (parent and child together) sheets because it makes parents realize how important it is to dedicate quality time to our children. We need to nurture our children daily to help them grow and feel good about themselves.

Sincerely,

Rosa

²¹ The names of the participating family members have been changed for confidentiality.

Jane—Participating Adult

Jane is a 32-year old Caucasian married woman with one son in the program. Her son is three years old and attends the White Pine County School District (WPCSD) Early Childhood Education program.

Jane enrolled in the Early Childhood Education (ECE) program to better prepare her son for school. Jane attended 33 hours of parenting education as part of the ECE Program and her son attended over 390 hours of early childhood education.

Letter—

To whom it may concern:

I am writing this letter in regards to the outstanding opportunity my son Ed had to attend the McGill Elementary Preschool. This was a rewarding opportunity in many ways. My son was able to learn many skills while attending preschool. He can write his name, recite our home phone number, and his vocabulary has increased tremendously. Although academics was a huge part of his success, as a mother I am very happy with the social aspect of the school. Miss Jenny and her staff have allowed/persuaded Ed to become more social. When he entered the preschool program, he was extremely shy and would not do or even attempt many activities on his own. The safe environment provided by the hard working educators allowed my son to take chances without feeling as if he would be chastised should he fail. Ed learned it was fun to attend school, eat lunch with the big kids, attend assemblies, and take part in school programs. There is no doubt this program is critical in preparing young students to have a successful transition into one of the most important parts of their life for the next twelve years. I hope my young daughter will have the opportunity to attend McGill preschool as well. I am a believer in the importance of preparing young children to become willing independent learners. I know the preschool experience will prepare all children to become successful students.

Thank you for your time,

Sincerely,

Jane

Conclusions & Recommendations

The results from the 2007-08 annual evaluation of the Nevada ECE program, as well as all previous annual evaluations, support the national research on the short-term effects of quality preschool education programs. Perhaps more importantly, the results from the longitudinal evaluation provide solid initial evidence that the impact of Nevada ECE is consistent with the national research on the long-term cognitive effects of quality preschool education programs.

Developmental Progress of Children.

- *Short-Term Effects.* The Nevada ECE Program had short-term effects on the developmental progress of children. Nevada ECE children made large cognitive gains in preschool and were clearly better prepared to enter kindergarten, academically and socio-emotionally, than a similar group of classmates. This is an important achievement for the largely at-risk student population served in the program because it closed some of the gap in school readiness with average students, avoiding some early obstacles that most at-risk student populations face and providing them a better chance at early school success.

It is especially important for the large number of English language learners in the program who, in fact, may have even benefited the most academically from the Nevada ECE program. These developmental gains during early learning help ease their transition into school preparing them for future success.

- *Long-Term Effects.* After preschool, it appears Nevada ECE children continued to be better prepared to enter school in grade 1 and grade 3 than classmates. More importantly, it appears Nevada ECE children improved on the significant learning gains they achieved in preschool through grade 1, and, at a minimum, maintained the gains through grade 3. In other words, it appears Nevada ECE children continued to reduce the achievement gap between children in poverty and the national average, at least through grade 1.



Parent Involvement.

- *Short-Term Effects.* The parents of the children who participated in the Nevada ECE were clearly more involved in the education of their children, spending more quality time with them, especially in terms of reading with their children. As research indicates, increased parent involvement leads to increased student achievement due, in part, to the value of education that parents convey to their children by their own actions.

- *Long-Term Effects.* After preschool, the parents of the children continued to be very involved in their children's learning. In fact, the parents of the Nevada ECE children were even more involved than their classmates' parents during kindergarten. After kindergarten, the parents of the Nevada ECE children continued to be very involved in their children's learning in grade 1 and 3 at a level commensurate with classmates' parents.

Recommendations

In these difficult economic times, it is important to fund programs that have obtained the hard evidence of success. The Nevada ECE program has achieved this by showing it has both positive short-term and continued effects on participating children, and has the potential to reduce the need for future services for many children. The results from the evaluation suggest that the Nevada State Legislature continue the funding of the Nevada ECE program and consider increasing the funds to expand the program to the many more children that need this valued service and who have been on the program's waiting lists.

Although Nevada ECE projects have established sound early childhood education programs, Nevada ECE projects can still improve the services they provide to families. Below are four recommendations for improvement.

1. Continue to adopt, implement, and provide training to staff in high-quality, research-based early childhood programs and practices. Train all new staff in Nevada Pre-Kindergarten Content Standards.
2. Examine the project's ratings on the 17 program delivery indicators of effective early childhood education programs and develop program improvement plans for indicators that received a lower rating of "2" or "3."
3. Monitor children's attendance in the early childhood education program and develop policies to replace those children who are unable to attend frequently with children who are more likely to attend.
4. In classes that include large numbers of children with little or no English language skills, research and implement practices that are a good fit with program and children characteristics to facilitate the learning of English.

The Nevada Department of Education can help projects meet their goals by considering six recommendations.

1. Continue to locate and provide technical assistance and training in high-quality early childhood education programs and practices, including information and training in the Nevada Pre-Kindergarten Content Standards.
2. Continue to monitor project activities to ensure high-quality early childhood education projects based on the 17 program delivery indicators for effective early childhood education programs. Provide training to all projects on the indicator that received the lowest rating in 2007-08, i.e., *Problem Solving*,
3. Closely monitor projects new to the Nevada ECE program as well as existing projects who have hired new early childhood education teachers.

4. Continue to work with projects to improve services in the 17 program delivery indicators by having projects develop improvement plans for those indicators in which projects were rated low, i.e., a “2” or “3.” Provide technical assistance to the three projects that received the lowest total average ratings on the 17 indicators in 2007-08.
5. Develop procedures to measure the gains of the large English Language Learner population in acquiring the English language.
6. Continue to monitor data collection for the statewide evaluation.

Project Descriptions

This section presents the project descriptions. The evaluator visited all 10 projects in spring 2008, making a total of 13 site visits since several projects operate multiple early childhood education sites with different program models.²²

The evaluator collected information from each project based on a common set of 17 program delivery indicators for effective early childhood education programs. The program delivery indicators were developed in June 2001 by the Nevada Even Start Statewide Family Literacy Initiative. The 17 sub-indicators are placed on a 5-point rubric, in which “1” is “not at all descriptive” of the program and “5” is “very descriptive” of the program. Higher ratings indicate that program activities are more consistent with effective early childhood education settings.

Figure 10 shows the Nevada ECE program ratings on the 17 sub-indicators of Early Childhood Programs across the project sites visited for the first year of the Nevada ECE program in 2001-02, the sixth year in 2006-07, and the seventh year in 2007-08.²³

In 2007-08, projects continued to score relatively high on all sub-indicators—ranging from an average of 3.7 to 4.9. Projects scored the highest on *Initial Assessment* and *Children with Special Needs*, each with an average rating of 4.9. On the other hand, projects scored the lowest on *Problem Solving*—a mean rating of 3.7. *Problem Solving* refers to whether staff encourage development of reasoning and problem-solving by providing challenging learning experiences and encouraging children’s development through skillful questioning and expanding activities.

The evaluation also compared ratings from 2007-08 with ratings from the first (2001-02) and sixth year (2006-07) of the program. When comparing 2001-02 and 2007-08 ratings, the data shows that Nevada ECE projects showed an increase in the total average ratings across indicators from 4.2 to 4.4. When comparing 2006-07 and 2007-08 ratings, the results show that the ratings of 13 of the 17 indicators decreased.

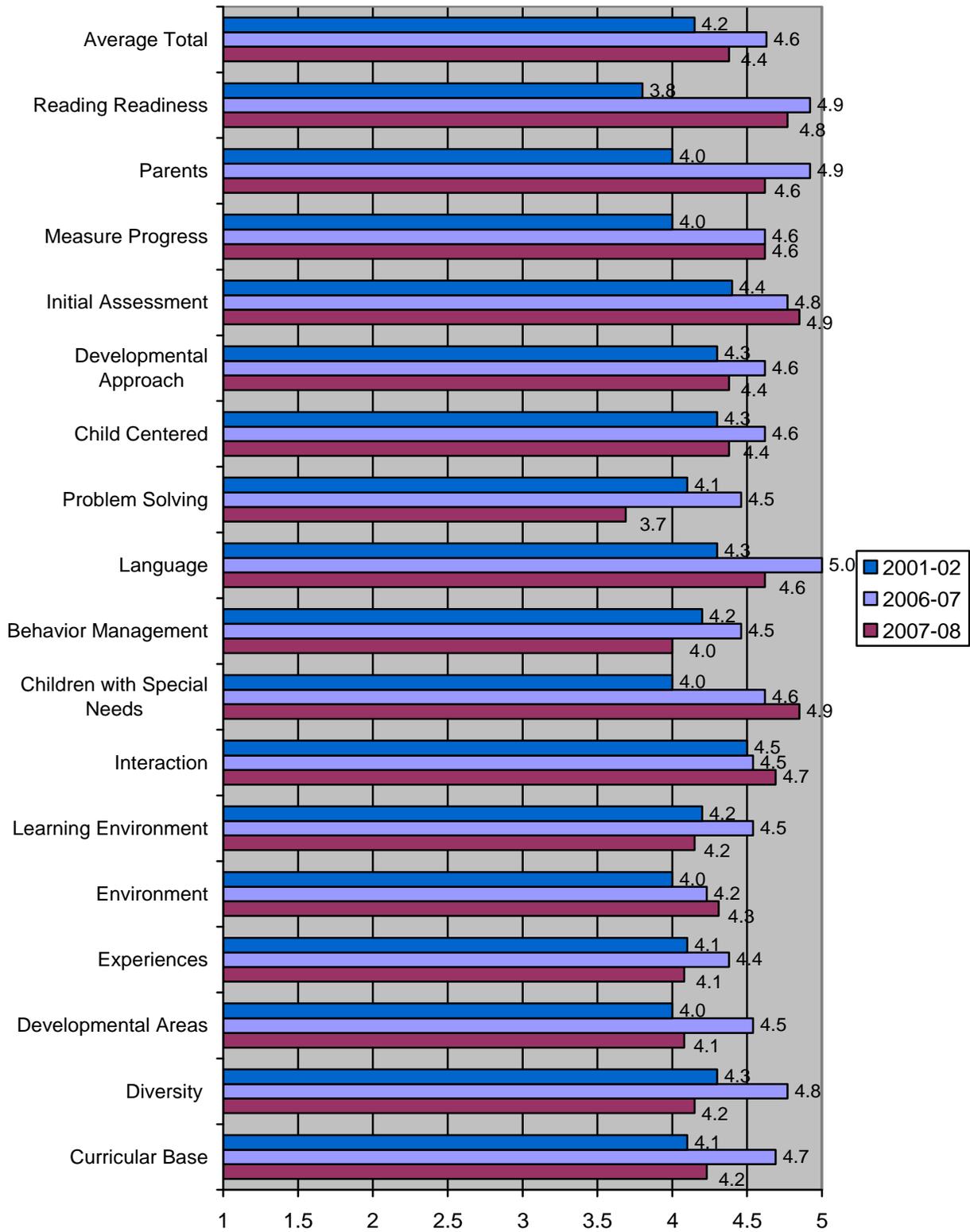
There are two explanations for the decreased ratings from 2006-07 to 2007-08. The primary explanation is that the Nevada ECE Program implemented two new projects in 2007-08. These two projects had the lowest (3.53) and the third lowest (3.71) average project ratings.

A second explanation is that two other programs hired new teachers in 2007-08 for their early childhood education classrooms. One teacher was a long-term substitute and the second teacher was working on her ECE endorsement. In other words, these two teachers did not have the same level of training and experience that other Nevada ECE teachers had. These two projects had the second lowest (3.59) and the six lowest (4.41) average ratings.

²² Three Nevada ECE projects have multiple sites: Carson City, Clark County, and Washoe County School Districts. Carson City has two sites, Clark County has 10 sites, and Washoe has 14 sites. The evaluator did not visit all the Nevada ECE sites in these three projects because of time and resource constraints. Instead, the evaluators visited one of two sites in Carson City, two of 10 sites in Clark County, and three of the 14 sites in Washoe County which were representative of types of early childhood education models offered at these projects.

²³ The evaluator visited 10 project sites in 2001-02 and 13 project sites in 2006-07 and 2007-08. Seven of the project sites are the same for the three years. Two projects are new for 2007-08.

Figure 10. Nevada ECE Program Ratings on ECE Indicators (1=low, 5=high)



Carson City School District

Initially Funded: FY 2001-2002

FY 2007-08 Funding: \$250,000

Carson City School District (CCSD) used Nevada ECE funds to initiate early childhood education programs at two project sites: Empire and Mark Twain Elementary Schools. The evaluator visited Mark Twain Elementary School as representative of the CCSD Early Childhood Education Program.

Program Location

Mark Twain Elementary School, Carson City, Nevada

Intensity and Duration of Early Childhood Services

The Mark Twain Elementary School Pre-Kindergarten Program operates two half-day early childhood classes: 8:25 to 11:15 a.m. and 12:10 to 3:00 p.m., Monday through Thursday. Children receive 11 hours per week of early childhood education. The program serves 20 children in each the morning and afternoon classes for a child/adult ratio of about 6.5 to 1.

Participants

Participants	Number Served
Number of Children	82
Number of Adults	81
Number of Families	81
Number of Sites	2

Staff and Qualifications

Teacher	Position	Qualifications/Endorsement
1 FTE Teacher – Mark Twain	Lead Teacher	K-8 Certification; ECE Endorsement
1 FTE Aide – Mark Twain	Aide	Bilingual
1 FTE Aide – Mark Twain	Aide	

Program Outcomes

Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (75%) B. Expressive Comprehension (75%)	PPVT- 94.5% EOWPVT- 98.4%	Met/Exceeded
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 12.4 pts. EOWPVT- 19.4 pts.	Met/Exceeded
Individual Parenting Goals (90%)	91%	Met/Exceeded
Increase in Time Spent with Children (65%)	90.4%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	89%	Met/Exceeded

Program Delivery Indicators

Indicators	Rating (1 = low; 5 = high)
Curricular Base	5
Diversity	5
Developmental Areas	5
Experiences	5
Environment	5
Learning Environment	5
Interaction	5
Children with Special Needs	5
Behavior Management	5
Language	5
Problem Solving	4
Child Centered	5
Developmental Approach	5
Initial Assessment	5
Measure Progress	5
Parents	5
Reading Readiness	5

Project Description

Area	Description
<p>Curriculum</p>	<p>Mark Twain and Empire Elementary Schools use Curiosity Corner as the early childhood curriculum. Curiosity Corner is the preschool component of Success for All which is the curriculum that is implemented in kindergarten through grade 5 in these schools. Developed by John Hopkins University, Success for All is a research based, comprehensive school reform program that aims to restructure schools to ensure the success of every child. Success for All provides the school with research-based curriculum materials, extensive professional development in proven strategies for assessment, instruction, classroom management, and active family support approaches. <i>Curiosity Corner</i> provides the teacher with a kit of learning activities and materials that are theme-based for each week. Some themes covered throughout the year include <i>Fun With Families</i>, <i>Sensational Senses</i>, <i>Here We Go...Transportation</i>, <i>To Market to Market</i>, and <i>Art and Artists</i>. The teacher decides how long to spend on a given theme and may modify the units to meet student needs and interests. The teacher also uses curriculum materials from her 30 years of experience in early childhood education.</p> <p><i>Curiosity Corner</i> emphasizes oral language development using thematic units, children’s literature, oral and written expression, and learning centers, called “labs.” Pre-reading activities promote the development of concepts about print, alphabet familiarity, and phonemic awareness. The teacher uses the Peabody Language Development Kit for additional materials and activities in language development.</p> <p>The program accommodates 35 Hispanic children in the two classes who are learning English as a second language. The class has two educational assistants: one assistant is bilingual and translates for children as needed, reads books in Spanish, interacts with the Spanish-speaking parents, and translates written materials. At the time of the visit in late spring, most of the children spoke English during class. The classroom contains many bilingual books and other bilingual curriculum materials.</p>

<p>Learning Environment</p>	<p>The program is located in a large modular classroom: one-half is used for classroom space and the other half for equipment storage, teacher planning and preparation, and parent trainings. The classroom is equipped with child-sized tables and chairs as well as a child-sized bathroom. The classroom contains well-developed and very well-equipped learning centers, which include blocks, dramatic play, manipulatives, art, science, writing, language arts, computers, and water play. The materials in the dramatic play area changes as themes change...one week a farm, another week a grocery store, and another week a greenhouse. On the day of the visit, the theme for the week was on zoo animals and where they lived, which gave children the opportunity to explore and pretend to be in a variety of habitats. There was a polar habitat, a jungle, a desert, and an ocean, with fake trees, rocks, and caves made from paper. Children had veterinary kits, food, “feeding schedules” on clipboards, and veterinary coats. The materials in the library area and listening centers also change with the themes. The classroom also includes a very large children’s library and staff encourage children to take books out daily. A parent library of books and resource materials are available in an adjacent room.</p> <p>The school has two early childhood playgrounds for the children. One is shared with children in kindergarten through grade 3 and includes a large multi-center climbing apparatus plus additional gym bar climbers and swings. A second smaller playground includes a large sand area with appropriate toys and a tricycle trail.</p>
<p>Pedagogy</p>	<p>The program provides both a teacher-led group time and a large block of time for active exploration in the learning “labs.” On the day of the visit, most activities related to the topic of “zoo animals.” In the Opening Circle, the teacher and the children recalled their recent field trip to “farm days,” a local community festival. The teacher showed pictures of animals, and the children named them and then showed thumbs up or down if they saw that animal at the farm trip. A lively discussion ensued.</p> <p>The aide then introduced the various activities available in the Learning Labs: honey with bread at the snack lab; bee patterns and insect painting in the art area; a camping experience in dramatic play; and insects and magnifiers in the science area. For the next hour children actively explored the labs, fishing and cooking in the camp area, experiencing and talking about the taste of honey in the snack area, reading and working puzzles, and watering their garden on the deck.</p> <p>The teacher and aides use frequent positive reinforcement and carefully listen to and talk with the children. Staff often help children solve their own problems, encouraging children to talk and resolve issues among themselves.</p>

Pedagogy (cont.)	<p>The three-member teaching team is well balanced and works well together. The teacher provides the leadership for most activities while one aide works closely with the bilingual children, making sure they understand and participate in the activities. The other aide works in depth with other children, often writing anecdotal observations of individual children to monitor their progress.</p> <p>The assistants often questioned students this year to further the children’s learning. Program staff also continued to use the concept of Key Vocabulary this year; highlighting key words each week to make sure all the children know and understand their meaning.</p>
Assessment and Continuous Improvement	<p>One of the teacher assistants administers the Peabody Picture Vocabulary Test-III and the Expressive One-Word Picture Vocabulary Test to all the children at the beginning and end of the year. All staff keep notes on daily observational forms to track the developing skills of the children, which they review on Fridays to plan classroom activities. The program keeps a file for each child with his/her work samples. Staff spend time at the end of each day discussing specific children and which learning activities seemed most effective.</p>
Parenting Program	<p>Parents are required to sign a Commitment List that details their commitment to the program. This includes providing transportation, ensuring excellent attendance, participating in six school-related activities, and spending time each day with their child reading, playing, and talking.</p> <p>The teacher conducts a home visit at the beginning of the year to discuss the program and identify parenting goals. The teacher also holds a parent conference in November and at the end of the year to review each child’s “report card” with the parent. Parents receive a weekly newsletter, written in English and Spanish, which informs them of classroom activities, upcoming field trips, etc.</p> <p>The head teacher conducted three Family Storyteller sessions, helping parents learn specific techniques to read with their child. Parents regularly volunteer in the classroom or make things at home for the classroom. Many parents assisted with field trips, such as to the public library and the Farm Day at the Park. Parents can check books or tapes out from the classroom library as well as Parent Backpacks which include specific books and activities for the parent and child to do together. Teachers keep a parent phone log and record incoming and outgoing calls. Parents are encouraged to contact teachers to facilitate communication about their child.</p>

Churchill County School District

Initially Funded: FY 2001-2002

FY 2007-08 Funding: \$122,410

Program Location

E.C. Best Elementary School; Fallon, Nevada.

Intensity and Duration of Early Childhood Services

Churchill County School District operates two half-day early childhood classes, Monday-Thursday from 7:45 to 10:45 a.m. and from 11:45 a.m. to 2:45 p.m. The children receive an average of 12 hours of early childhood education per week. The Churchill County Pre-Kindergarten Program serves 18 children per session for a child/adult ratio of 6 to 1 when teacher and both assistants are present, and 9 to 1 when teacher and one assistant serve the program. However, the ratio is much lower because several parents are in the classroom daily.

Participants

Participants	Number Served
Number of Children	38
Number of Adults	37
Number of Families	37
Number of Sites	1

Staff and Qualifications

Teacher	Position	Qualifications/Endorsement
1 FTE Teacher	Lead Teacher	ECE Certification
1 FTE Aide	Aide	
.5 FTE Aide	Aide	Bilingual

Program Outcomes

Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (75%) B. Expressive Comprehension (75%)	PPVT- 100% EOWPVT- 97.1%	Met/Exceeded
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 20.6 pts. EOWPVT- 22.9 pts.	Met/Exceeded
Individual Parenting Goals (90%)	100%	Met/Exceeded
Increase in Time Spent with Children (65%)	97.1%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	100%	Met/Exceeded

Program Delivery Indicators

Indicators	Rating (1 = low; 5 = high)
Curricular Base	4
Diversity	4
Developmental Areas	4
Experiences	3
Environment	4
Learning Environment	4
Interaction	5
Children with Special Needs	5
Behavior Management	3
Language	4
Problem Solving	3
Child Centered	3
Developmental Approach	3
Initial Assessment	5
Measure Progress	5
Parents	5
Reading Readiness	5

Project Description

Area	Description
Curriculum	<p>The program uses <i>High Scope</i>, a research-based program that addresses all aspects of early childhood education. Based on the child development ideas of Jean Piaget, the High/Scope Preschool Curriculum views children as active learners, who learn best from activities that they themselves plan, carry out, and reflect upon. The children are encouraged to engage in a variety of key experiences that help them to make choices, solve problems, and actively contribute to their own development. The teacher is exploring the Reggio approach to early childhood education and has begun to provide natural and recycled materials for the children to use as well as to provide an extensive array of open-ended collage materials for children.</p> <p>The teacher also uses the <i>Parents Are Teachers</i> program, which includes developmental materials for parents and parent/child activities that the teacher distributes to parents for use at home.</p>
Learning Environment	<p>The classroom, located in the elementary school, contains several large learning centers (dramatic play, blocks, art, computers, a library, manipulatives, a water table), all equipped with a variety of learning materials. The classroom has four computers, which were not working on the day of the visit. A new science center had just been added to the classroom with extensive tools and materials for exploration. This was a popular center on the day of the visit. The classroom does not have separate bathroom facilities. Instead, the children use the school's bathroom facilities across the hall.</p> <p>The program uses an outdoor play area, which is fenced to protect the area from the wind and the noise of the highway. The play area includes a multi-use climbing apparatus, swings, balance beams, and large tires. Volunteers from the nearby Fallon Naval Air Base built a large storage shed to house the outdoor equipment. The shed stores a wide variety of toys, including sand toys, balls, trucks, chalk, plastic baseball bats, kites, walking stilts, bubbles and bug catchers.</p> <p>The class is culturally diverse, including Hispanic, Filipino, and Native American children. A couple of these parents worked in the classroom on the day of the visit. Some children have Individualized Educational Programs (IEPs) and receive the assistance of school district staff.</p>
Pedagogy	<p>The classroom can be described as a "Child & Family Center" because many parents and other siblings are involved in classroom activities daily. On the day of the visit, one parent stayed in the morning and two parents stayed in the afternoon. Parents helped prepare the learning centers, brought in and assisted with snack, entered data on the computer, and read to the children.</p>

<p>Pedagogy (cont.)</p>	<p>In developing her lesson plans, the teacher incorporates the Nevada Pre-K Standards as a general guide for daily activities in conjunction with her ongoing theme. On the day of the visit, the theme was transportation. The children strung beads during arrival in the morning. In circle time, the teacher read “<i>Wheels on the Racecar</i>” and the teacher demonstrated her questioning skills. Most of her questions were comprehension and knowledge based, but a few higher level questions were asked like, “Is this a good idea?” Later, some of the children constructed cars from toilet paper tubes and collage materials.</p> <p>Learning experiences were developmentally appropriate to age group, hands-on, and interactive, but were often dictated by the teacher instead of given as a choice for the children. Children’s learning experiences did not on the day of the visit reflect a balance between activities; 65 minutes of each session were set aside for child-directed indoor and outdoor activities, allowing for expression and creativity. 80 minutes were used for whole group teacher directed time and 15 minutes used for small group snack time; the rest was spent in transitions.</p> <p>The teacher calls children to participate during the Question of the Day and calendar activities. The teacher incorporates music into many aspects of the program.</p>
<p>Assessment and Continuous Improvement</p>	<p>The teacher administered the Peabody Picture Vocabulary Test and the Expressive One-Word Picture Vocabulary Test at the beginning and end of the year to all children. In addition, she used the High Scope Literacy Assessment, STAR early literacy diagnostic assessment, as well as the Speed DIAL, a shortened version of Developmental Indicators for the Assessment of Learning. The teacher also administers a Pre-Kindergarten skills assessment monthly to assess children on specific skills needed for kindergarten and completes an Exit Skills assessment at the end of the school year. The teacher keeps individual children’s portfolios with ongoing samples of the children’s work and test results. Children who show evidence of having special needs are referred to the Early Childhood Special Education program for further assessment and placement.</p>
<p>Parenting Program</p>	<p>Parents are required to sign a Parent-Teacher Contract in which they agree to participate in several activities, including two school-wide Family Activity Nights (e.g. <i>Reading Night and Multi-Cultural Night</i>), four parenting classes, three parent-teacher conferences, at least three classroom volunteer visits per month, and complete one reading log per month.</p> <p>The teacher conducted a number of workshops for the parents and children together. The parents planned a number of in-class festivals, including a picnic in the park with children’s activities and an end-of-year celebration. The program provides books, games, and other resources the parents can check out to use in their homes.</p>

Clark County School District: Early Literacy Program

Initially Funded: FY 2001-2002

FY 2007-08 Funding: \$1,431,031

Clark County School District (CCSD) used Nevada ECE funds for early childhood education programs at 10 project sites. The 10 project sites represent two models of providing early childhood education services: Early Literacy and Community-Based Child Care. There were seven Early Literacy sites: Bracken, Cunningham, Dondero, G.E. Harris, McCaw, McWilliams, and Warren Elementary Schools; and three Community-Based Child Care sites: Lone Mountain Creative Learning Center, Creative Kids Learning Center in Henderson, and Variety Day Home.

The evaluator visited J.T. McWilliams Elementary School as representative of an early literacy model. The evaluator visited Lone Mountain Learning Center as representative of a community-based child care model.

Program Location #1

J.T. McWilliams Elementary School

Intensity and Duration of Early Childhood Services

J.T. McWilliams operates two half-day classes, Monday-Thursday from 9:00 to 11:30 a.m. and from 12:35 to 3:06 p.m. Children receive approximately 10 hours/week of ECE services. The Early Literacy program serves 16 children in the morning and 16 in the afternoon, plus several children transitioning from Early Childhood Special Education, for a child/adult ratio of 9 to 1.

Participants (for all 10 CCSD sites)

Participants	Number Served
Number of Children	330
Number of Adults	321
Number of Families	321
Number of Sites	10

Staff and Qualifications

Teacher	Position	Qualifications/Endorsement
1 FTE Teacher	Lead Teacher	Elementary and ECE Certification
1 FTE Aide	Aide	Bilingual

Program Outcomes (for all 10 CCSD sites)

Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (75%) B. Expressive Comprehension (75%)	PPVT- 79.8% EOWPVT- 90.7%	Met/Exceeded
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 7.2 pts. EOWPVT- 12.0 pts.	Met/Exceeded
Individual Parenting Goals (90%)	98.4%	Met/Exceeded
Increase in Time Spent with Children (65%)	98.5%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	98.5%	Met/Exceeded

Program Delivery Indicators

Indicators	Rating (1 = low; 5 = high)
Curricular Base	5
Diversity	4
Developmental Areas	5
Experiences	5
Environment	4
Learning Environment	4
Interaction	5
Children with Special Needs	4
Behavior Management	5
Language	5
Problem Solving	5
Child Centered	5
Developmental Approach	5
Initial Assessment	5
Measure Progress	5
Parents	5
Reading Readiness	5

Project Description

Area	Description
Curriculum	<p>The McWilliams Early Childhood Literacy Program uses the <i>Creative Curriculum</i> as the primary early childhood curriculum. <i>Creative Curriculum</i> is a research-based program that includes well-developed learning centers and extensive time periods for children to actively explore and interact with their environment. The program includes seven literacy components: literacy as a source of enjoyment, vocabulary and language, phonological awareness, knowledge of print, letters and words, comprehension, and books and other texts. The curriculum is linked to Nevada Pre-K Standards.</p> <p>The teacher also uses the <i>Ready, Set, LEAP! Program</i>, which is an interactive, multi-sensory literacy program using different technological tools. For example, the <i>LeapPad</i> is an interactive technology platform which allows children to listen to different stories, learn vocabulary and concepts, and engage in activities alone or in small groups. The <i>LeapDesk Workstation</i> is a computer software program that speaks the names of letters of the alphabet and pronounces them in the context of specific words. Children can manipulate the plastic letters, numbers, or shapes to begin writing words and simple sentences.</p> <p>The program serves primarily Hispanic children. The aide is Hispanic and frequently uses Spanish in the classroom and in working with the parents. The teacher speaks some Spanish and repeats instructions in Spanish, if needed.</p>
Learning Environment	<p>The classroom is located in a wing of the school and contains several learning centers (blocks, dramatic play, manipulatives, art, language arts, science and computer center) geared to the developmental needs of the children. The bathroom facility is adjacent to the classroom.</p> <p>The early childhood program uses the regular school playground that accommodates the younger elementary children. The playground is located on the other side of the school, a considerable distance from the preschool classroom, making opportunities for indoor-outdoor classroom activities difficult. The teacher reported that some play equipment, such as a tricycle and balls, are brought in for use in assessment of gross motor skills, but are not a regular part of the outdoor activities. The teacher adds gross motor games, such as “Red Light, Green Light” to their outside time.</p> <p>The classroom is relatively small and contains many materials: most walls and shelves are covered with children’s artwork and past projects. The classroom appeared well organized and the children are actively involved in all centers around the room. The classroom contains some materials reflecting diverse cultures, including a few books, some dolls, and clothing in the dramatic play area.</p>

Pedagogy

The teacher incorporated the new State Preschool Standards into the daily lesson plans. On the day of the visit, the children learned about the concept of sinking and floating, and reviewed their transportation theme as well as their favorite books from the year. The teacher read student dictated and illustrated car and sailboat books, recognizing the authors. The classroom routines reinforced English greetings and directions, i.e., the teacher asks, “What’s your plan?” before the children may move to centers, and the children respond, “My plan is ____.”

The water table included a variety of common objects for the students to put in the water and explore the concept of sink/float. Both the teacher and the assistant engaged children in the center, asking the children about their discoveries. The teacher often challenged his older students by asking them to find three objects that sink and three that float. He made sure that all children had a turn at the popular center.

The teacher used songs and chants frequently on the day of the visit. Many of the songs were written by the children. The songs were well-known and loved as evidenced by student participation and requests. All were good opportunities for reinforcement of the English language.

The activities planned for the children were appropriate for their ages, which in this classroom, included three, four, and five year-olds. The activities are open-ended, allowing children from a range of developmental levels and language abilities to experience success. Evidence of differentiated instruction was noted in the variety of responsibilities and/or expectations of children during the day; i.e., older children were expected to write their names, younger children were given more time to explore. Routines are followed carefully and kept simple.

The program focuses on literacy and language development. The teacher talks with the children throughout the day, carefully pronouncing and reinforcing word recognition and vocabulary development. During activity time, the teacher moves between centers, helping children acquire and understand new vocabulary related to the activity. On the day of the visit, staff and children used Spanish very little. The children were engaged with the teacher and understood his directions in English.

Behavior expectations were consistent of all the children, and modeled and reinforced by the teacher frequently.

<p>Assessment and Continuous Improvement</p>	<p>The teacher administered the Peabody Picture Vocabulary Test and the Expressive One-Word Picture Vocabulary Test to the children at the beginning and end of the year. In addition, he completes a Developmental Continuum Assessment from <i>Creative Curriculum</i> three times a year (November, February and May) and keeps a Child Progress and Planning Report on each child that includes work samples and extensive anecdotal notes. He shares this data with the families at the end of the year during parent conferences.</p> <p>This teacher used a unique approach to lesson plans, individualizing them for all children across skill levels and domains. The teacher maintains an individualized math assessment form and a differentiated instruction form, including levels of mastery, for all children in each session.</p>
<p>Parenting Program</p>	<p>The parenting program offers a variety of training opportunities for parents. Parents are invited to participate in the parenting activities that all the Clark County early childhood education programs are invited to attend. For example, Cooperative Extension provided four half-day parenting trainings throughout the year for Clark County early childhood programs and the PBS Station (KLVX) offered workshops to the families twice a year.</p> <p>The preschool teacher also provided training to parents. The teacher trained parents on how to use the Virtual Pre-K materials, sending materials home regularly for parents and children to enjoy together. In addition, the teacher provided opportunities for the parents to participate in trainings about the preschool curriculum. Other parents have helped build, repair, sew, or clean equipment in the classroom.</p> <p>Parents receive a <i>STAR</i> book monthly with interactive activities for the parent and child to do daily. The teacher has parents record daily the amount of PACT time and reading time they spend with their children when they drop off his/her child for the program.</p>

Clark County School District: Community-Based Child Care (Cont.)

The evaluator visited Lone Mountain Learning Center as representative of a Community-Based Child Care model. These early childhood education projects are provided through a partnership with the Community-Based Child Care centers where they are located. Under this model, children with special needs who have an IEP are placed in childcare centers that primarily serve typically developing children. CCSD places a Special Education early childhood teacher and an instructional aide at the community-based centers to work with these children. The Special Education teachers serve as teacher-mentors who provide training in early childhood education to the entire child care center's staff. As a result, these teachers help to improve the overall quality of the early childhood activities conducted at these centers, benefiting all the children.

Program Location #2

Lone Mountain Creative Learning Center
6863 W Lone Mountain Rd.
Las Vegas, NV 89108

Intensity and Duration of Early Childhood Services

This program provides services to 154 children: 32 children (2 classes) participate in the Nevada ECE program. Of these, 22 children have special needs with Individualized Educational Programs and 10 children are typically developing peers. The ECE program is integrated into two classrooms (Yellow Room and Purple Room). The Yellow Room serves children who are predominantly three years old turning four, and the Purple Room serves mostly children eligible for kindergarten in the fall, 2008. Because the 32 children are in two separate classrooms in the morning session, each with different numbers of children, it is difficult to identify a specific child/adult ratio for the morning classes, though the ratio would never exceed 9 to 1. On the day of the visit, 29 children attended in the Yellow Room and 27 children in the Purple Room (8 to 1 and 7 to 1 ratio, respectively). One class meets Monday-Wednesday from 8 a.m. to 1 p.m., and one class meets Tuesday-Thursday from 8 a.m. to 1 p.m. Fridays are reserved for parent trainings and activities and teacher in-service. Children receive 10 hours/week of ECE services.

Staff and Qualifications

Teacher	Position	Qualifications/Endorsement
1 FTE Teacher	Lead Teacher	ECSE Certification
2 FTE Aides – 1 per classroom	Aide	Enrolled in Elementary Education

In addition to the ECE staff, 4 teachers (2/classroom) are employed and supervised by the community-based center. All teachers assigned to these classrooms are experienced and one teacher has a Child Development Associate (CDA) credential. A speech therapist serves children daily, an occupational therapist serves children every other week, and a physical therapist serves children every week: all are from CCSD.

Program Delivery Indicators

Indicators	Rating (1 = low; 5 = high)
Curricular Base	5
Diversity	4
Developmental Areas	4
Experiences	4
Environment	5
Learning Environment	4
Interaction	4
Children with Special Needs	4
Behavior Management	3
Language	5
Problem Solving	3
Child Centered	5
Developmental Approach	4
Initial Assessment	5
Measure Progress	5
Parents	4
Reading Readiness	5

Project Description

Area	Description
Curriculum	The Lone Mountain Creative Learning Center Pre-Kindergarten program uses <i>Creative Curriculum</i> as the primary early childhood curriculum. This model emphasizes interactive learning through exploration in carefully designed learning centers. The Nevada Pre-Kindergarten Standards are used to guide the lesson plans. The program also contains literacy activities that emphasize books as a source of enjoyment, vocabulary and language, phonological awareness, knowledge of print, letters and words, and basic comprehension. The teacher also uses the <i>Macmillan/McGraw-Hill Curriculum</i> for thematic units.

Curriculum (Cont.)	<p>Staff also use activities and materials, e.g., posters and puppets, from the <i>Peace Begins in the Preschool</i>, a conflict resolution violence prevention curriculum developed by the Clark County Neighborhood Justice Center. In addition, the Lone Mountain Center teaches all children some sign language. All teachers receive workshops in teaching American Sign Language and utilize the <i>Wee Can Sign</i> curriculum throughout the year.</p>
Learning Environment	<p>Each classroom is large, well lit, and equipped with child-sized tables and chairs and a wide array of learning materials appropriate for the age range in the classroom. The very high ceilings in the classrooms, however, can cause the noise level to become very loud. The noise in both classrooms seemed excessive, though the children were engaged appropriately in activities most of the time. In order to be heard in the large classroom, children and teachers must raise their voice to be heard. The learning centers are labeled and indicate the number of children for each center. Child-sized bathroom facilities are adjacent to each classroom.</p> <p>The Center has a beautiful, carefully planned outdoor playground area appropriate for different age groups. The playground includes a multi-use climbing apparatus and a second smaller climber, tricycle trails, swings, shaded sand play areas, and a children’s garden, allowing the children to plant vegetables and flowers.</p> <p>The three- and four-year old classrooms are very large and well equipped, containing a wide variety of learning materials and are particularly language-rich with books, signs, labels, puppets, computers, etc. These larger classrooms have 30 children, beyond the group size limit recommended by National Association for the Education of Young Children (NAEYC), especially for three-year olds, but within the licensing standards for Clark County.</p> <p>Staff used a wide variety of behavior management techniques which may have contributed to some inconsistent responses from children. For example, when one child did not go to the circle but insisted on working a puzzle, four teachers spoke to him with four different directions; only the last teacher resolved the issue and brought him back to the group.</p> <p>The classrooms include children from several ethnic groups, including Caucasian, Black, Asian, and Hispanic. The classrooms contain a small number of diversity-oriented books, dolls, and other learning materials. The program serves children with special needs as determined by the Clark County School District. Their integration into the classroom supports the growth and development of all children placed in this program.</p>

Pedagogy

This early childhood project is different from other models funded under Nevada ECE in that the early childhood special education teacher does not have her own classroom but rather acts as a trainer and mentor for the Center's preschool classroom teachers. The Nevada ECE children, most of whom have Individualized Educational Programs, are mainstreamed into the two regular classrooms. Program staff work with both their own children and the Center's other children in these different classrooms.

The program is literacy-rich. On the day of the visit, children in the Yellow Room followed the *McGraw-Hill Bank Street* program with the morning message, calendar, and circle time songs, and reviewed the number, color and shape of the day. The Special Education teacher led a tasting lesson on sour, bitter, sweet, and salty. Students got to taste a lemon, grapefruit, potato chip, and M & M, then vote on the answer and teacher graphed their answers. The teacher read to children many times in a whole group setting.

The children worked in center-based activities using *Creative Curriculum* and were free to make choices using a classroom management system where they posted their names in the centers according to the number of children allowed in each center. Children were guided and questioned about their work and thinking. Centers included literacy options, like tracing their names, making a collage on the letter N, and math options, like number stamping.

Children were free to manage personal needs (e.g., bathroom, hand-washing) and make personal choices for participation. For example, during snack-time, one child was allowed to choose to sleep instead of participating with the group because he arrives so early in the program.

The Purple Room activities focused on numbers and counting activities and followed similar routines as the Yellow Room.

The outdoor classroom is an extension of the indoor classroom. Each area of the playground had activities set up and the children are able to freely move through these activities as they would in classroom centers. On the day of the visit, the children participated with bubbles, buckets, paintbrushes and water, and music activities as well as playing on the equipment and riding bikes.

On Fridays, the ECSE teacher meets with the staff from the two rooms to discuss classroom procedures, techniques for working with the children with special needs, and teaching strategies. The teacher also closely coordinates with the School District speech therapist and occupational therapist that see many of the children during the week.

Assessment and Continuous Improvement	<p>The teacher administered the Peabody Picture Vocabulary Test and the Expressive One-Word Picture Vocabulary Test to the program children at the beginning and end of the program year. Program staff also completed the Creative Curriculum Developmental Continuum Individual Child Profile three times during the year. Staff maintain a portfolio assessment on each child in accordance with the school district expectations.</p> <p>Staff keep communication notebooks for new children or children with behavior plans. The notebooks travel back and forth to school to keep parents informed of progress in behavior.</p>
Parenting Program	<p>In September, the teacher met with each family to explain the program requirements and the various early childhood curricula. The teacher holds IEP meetings with the family for those children with special needs to determine their individual goals at least twice during the year. The teacher maintains regular contact with parents through notes, letters, flyers, phone calls and at school pickup. Nevada ECE families also participate in the many Lone Mountain Learning Center events, including the <i>Fall Festival</i>, the <i>Outdoor Thanksgiving Feast</i>, the <i>Dinner with Santa</i> and the <i>Spring Fling Carnival</i>. On the day of the visit, students were having their graduation pictures as part of the school-wide graduation ceremony for students and parents.</p> <p>Program staff also encourages parents to participate in the different CCSD parenting programs, including the <i>Nurturing Families</i>, <i>Family Storyteller</i>, and PBS literacy workshops. The teacher sends <i>Star</i> booklets home regularly with each child as well as Activity Backpacks that she sends home monthly. The teacher carefully tracks family participation in the literacy activities to make sure that the forms are accurate and that the parents meet their commitment to the ECE program by interacting with the children at home. Teacher keeps weekly PACT and reading logs.</p>

Elko County School District

Initially Funded: FY 2007-2008

FY 2007-08 Funding: \$114,638

Program Location

Southside Elementary School; Elko, Nevada.

Intensity and Duration of Early Childhood Services

This program serves 18 children in the morning and 18 children in the afternoon for a child/adult ratio of 9 to 1. The program operates two half-day early childhood sessions; Monday-Thursday from 8:00 to 11:30 a.m. and 12:30 to 3:00 p.m. Children receive 10 hours per week of early childhood education.

Participants

Participants	Number Served
Number of Children	36
Number of Adults	43
Number of Families	36
Number of Sites	1

Staff and Qualifications

Teacher	Position	Qualifications/Endorsement
1 FTE Teacher	Lead Teacher	Elementary Certification; ECE Endorsement
1 FTE Aide	Aide	Bilingual; Highly qualified paraprofessional with AA degree

Program Outcomes

Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (75%) B. Expressive Comprehension (75%)	PPVT- 71% EOWPVT- 53.6%	Not Met
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 5.0 pts. EOWPVT- 4.6 pts.	Not Met
Individual Parenting Goals (90%)	100%	Met/Exceeded
Increase in Time Spent with Children (65%)	66.7%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	47.2%	Not Met

Program Delivery Indicators

Indicators	Rating (1 = low; 5 = high)
Curricular Base	2
Diversity	3
Developmental Areas	3
Experiences	3
Environment	3
Learning Environment	3
Interaction	4
Children with Special Needs	5
Behavior Management	4
Language	4
Problem Solving	3
Child Centered	4
Developmental Approach	4
Initial Assessment	5
Measure Progress	5
Parents	2
Reading Readiness	3

Project Description

Area	Description
Curriculum	<p>As a new Nevada ECE site, program staff are still selecting the early childhood education curriculum for the project. The teacher uses activities and materials from two commercial early childhood programs, <i>Creative Curriculum</i> and <i>High Scope</i>, but was unable to obtain training in either program for 2007-08. The <i>Creative Curriculum</i>, developed by Teaching Strategies Inc., focuses on developing an experientially rich, developmentally appropriate environment that responds to the creativity of children and teachers. <i>Creative Curriculum</i> includes well-planned learning centers that allow for child choice and self-directed play, small groups, and supportive teaching designed to ensure future academic success. <i>High Scope</i> is a research-based early childhood program in which children plan their activities, actively participate in learning centers, and complete the cycle by reviewing what they did during the day's session.</p> <p>The teacher incorporates the Nevada Pre-K content standards in many lessons and often aligns her lessons to the elementary school curriculum when possible.</p>
Learning Environment	<p>The classroom is located in the main elementary school building. The classroom contains many learning centers, including reading, writing, blocks, computers, art, sand/water, math manipulatives, science, and dramatic play. Bathrooms are located adjacent to the classroom in a contained storage area where kids can go on their own to use the bathroom or sink. The playground is a shared space with the younger elementary school students and includes multiple climbers and a blacktop for running space. In the morning on the day of the visit it rained and hailed, so staff took children to a multi-purpose room to play Duck, Duck, Goose for large motor skills. The teacher is exploring ways to include bikes, balls, and other age-appropriate materials on a shared playground.</p> <p>The program provides services to primarily Hispanic children learning English as a second language. The aide is bilingual and uses Spanish and English in the classroom and acts as the "bridge" for both parents and the children at the beginning of the year. Both teachers celebrate and respect the two cultures in the class. The classroom contains books, songs, and videos in both English and Spanish.</p>

<p>Pedagogy</p>	<p>The classroom schedule allows about 30 minutes of self-selected activity time, 15 minutes of small group time, a significant amount of large group time, and outdoor time. Activities to meet the Nevada Pre-K standards were often used as transitions, e.g., name tracing or writing when the children arrived and were waiting for others, and choosing small, medium, or large yarn balls before leaving the circle. Whole group circle time included movement and sharing between children, as well as a lesson on the letter “y” presented on a smart board. Each child has a “special day” each month; today’s child brought snacks and was asked to dictate a story and illustrate it for the class. These stories were posted on the wall of the classroom. The teacher read <i>From Head to Toe</i> by Eric Carle, encouraging the children to act out the animal motions.</p> <p>During center time, the children worked with assistants on a writing activity of matching letters with picture cards, built in the block center, painted (Y for yellow), used play dough, made yarn collages (Y for yarn), used the water table, or played in the dramatic play center. Children asked for permission when they wanted to move or when they completed activities, and were allowed to choose a new center.</p>
<p>Assessment and Continuous Improvement</p>	<p>The teacher completed the Peabody Picture Vocabulary Test and the Expressive One-Word Picture Vocabulary Test on all children two times per year. The teacher also uses the Pre-Kindergarten Portfolio Assessment developed by the School District, which tracks skill development in various areas, including Language Arts, Book Handling/Concepts of Print, Math, Social/Emotional Development, and Personal Data.</p> <p>The teacher maintains a portfolio for each child that contains work samples, art samples, photos, etc. The teacher shares these portfolios with parents at end-of-year conferences. This program serves children on IEPs receiving services from a School District speech therapist or ELL teacher during the week.</p>
<p>Parenting Program</p>	<p>Program staff have concentrated on developing and implementing the early childhood education program in this first year of the project and have not yet developed a comprehensive parenting program. Staff have begun to develop parenting workshops, and have offered a couple this year. Parents are invited to volunteer in the classroom, but few have done so. Parents do provide snacks for the children. The teacher has begun keeping records of family literacy time and reading time.</p> <p>The teacher holds parent/teacher conferences twice during the year to report on progress and encourage parents to be actively involved in their child’s learning. Preschool families are included in all school-wide parent events.</p>

Great Basin Community College

Initially Funded: FY 2001-2002

FY 2007-08 Funding: \$120,135

Program Location

Great Basin College, Mark H. Dawson Child and Family Center; Elko, Nevada.

Intensity and Duration of Early Childhood Services

Great Basin College operates two half-day early childhood literacy classes Monday-Thursday from 9:00 to 11:30 a.m. and from 1:00 to 3:30 p.m. Children receive 10 hours per week of early childhood education. The program serves 16 children per session with 3 adults for a child/adult ratio of about 5 to 1, which is lower when student interns are also present. There were 15 students in the morning class and 11 students present in the afternoon on the day of the visit. The program received Accreditation from the National Association for the Education of Young Children (NAEYC) in 2005. Since then, staff complete a self-assessment of the program annually using a NAEYC Checklist to renew their Accreditation Certificate.

Participants

Participants	Number Served
Number of Children	35
Number of Adults	34
Number of Families	34
Number of Sites	1

Staff and Qualifications

Teacher	Position	Qualifications/Endorsement
1 FTE Teacher	Lead Teacher	Teaching Certification; ECE Endorsement
.5 FTE (4) Aides – 2 per session	Aides	
Various student interns throughout the year.		

Program Outcomes

Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (75%) B. Expressive Comprehension (75%)	PPVT- 93.1% EOWPVT- 100%	Met/Exceeded
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 14.4 pts. EOWPVT- 19.9 pts.	Met/Exceeded
Individual Parenting Goals (90%)	100%	Met/Exceeded
Increase in Time Spent with Children (65%)	85.7%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	96.4%	Met/Exceeded

Program Delivery Indicators

Indicators	Rating (1 = low; 5 = high)
Curricular Base	5
Diversity	5
Developmental Areas	5
Experiences	5
Environment	5
Learning Environment	5
Interaction	5
Children with Special Needs	5
Behavior Management	5
Language	5
Problem Solving	4
Child Centered	5
Developmental Approach	5
Initial Assessment	5
Measure Progress	5
Parents	5
Reading Readiness	5

Project Description

Area	Description
<p>Curriculum</p>	<p>As in previous years, the Nevada ECE classroom follows a master curriculum plan outlined for all the Center’s preschool classrooms. This Center has 10 preschool classrooms with about 150 children. The past Director and Preschool Coordinator developed a literacy-based curriculum, called <i>Light Up for Literacy</i>, drawing strategies and materials from several sources. This curriculum incorporates the <i>Creative Curriculum</i>, the <i>Self-Concept Curriculum</i>, and the <i>Anti Bias Curriculum</i>. The <i>Creative Curriculum</i> is a research-based curriculum that emphasizes interactive learning in carefully designed learning centers, using the classroom environment as an effective teaching tool. The <i>Self-Concept Curriculum</i>, developed at the University of Nevada, Reno, focuses on the development of the child’s self-concept with units that follow the development of the child in a natural, logical, and sequential process. This model places the child at the heart of the curriculum, focusing on experiences that will enhance the child’s development and that are based on what is relevant to his or her life, such as family, school, and community. The <i>Anti-Bias Curriculum</i> promotes projects that emphasize acceptance, respect, and cooperation in the classroom and in the community.</p> <p>The Child & Family Center operates as a lab school for college students enrolled in the Early Childhood Education program at Great Basin College.</p> <p>The teaching team carefully develops lesson plans incorporating the new Nevada Pre-Kindergarten Content Standards. All the classrooms at the Child and Family Center focus on general themes with theme-related books, videos, prop boxes for dramatic play and other resource materials available through their library; however, each class moves at its own pace, based on children’s interest levels. For instance, though the current theme was dinosaurs, teacher placed insects in the science center and included bug catchers during the outside playtime because the children’s interest on this previous theme remained high.</p> <p>One aide in each session speaks Spanish, assisting several children learning English, speaking with Spanish speaking parents, and translating any English forms into Spanish. Lessons are presented in English all year long, with questions and directions translated into Spanish when needed. Some materials have both English and Spanish labels.</p>

<p>Learning Environment</p>	<p>The classroom contains exceptionally well-developed and well-equipped learning centers (blocks, dramatic play, manipulatives, art, writing, science, language arts, and computer centers) geared to the developmental needs of the children between three and five years old. Child-sized bathroom facilities are adjacent to the classroom and shared with an adjoining classroom. The classroom also shares a kitchen with the classroom, allowing for many cooking activities.</p> <p>The outdoor playground is very large and well equipped with two extensive multi-unit play stations and many other early childhood climbing units. The playground includes a large sand box with child-sized dump trucks and backhoes, a tricycle path with many tricycles and wagons, and an expansive grassy area with trees.</p> <p>The Child and Family Center contains a Family Literacy Library with walls lined with early childhood books, flannel board stories, video materials, puppets, and dramatic play prop boxes. The Library contains over 3,000 items available for checkout. The Library contains large sofas, chairs and a rug. Staff encourages families to stay before and after class to read with their children, play with a puppet, or check out a book.</p>
<p>Pedagogy</p>	<p>The classroom uses a thematic approach, beginning each week with a story and following up with activities related to the story during the week. The classroom schedule and activities allow for large group time, small group time, and a long self-selected activity time; for teacher-directed and child-choice activities; for indoor and extensive outdoor activities; and for age-appropriate activities for different age levels of children. On the day of the visit, the central theme focused on dinosaurs. During the arrival activities and the opening Circle Time, the teacher involved the children in reading a book on dinosaurs, <i>Dinosaurumpus</i>, by asking the children questions and helping them make connections between the book and their experiences.</p> <p>The children then moved to centers, working on various activities most of which were related to the theme of dinosaurs, such as using playdough and dinosaur cookie cutters, tracing dinosaurs, and cutting and adding macaroni “bones.” Most learning areas contained books related to dinosaurs as well as writing materials. Other centers were open-ended and available for use, including computers, art, writing, library, blocks, and science.</p> <p>Staff uses transition time from one activity time to another to introduce or reinforce specific information needed to prepare children for kindergarten, such as names, telephone numbers, etc. For example, students were seated on their “special spot” which was on a card with their address on it. Other transitions included counting out dinosaurs, recognizing their address from a card, and choosing between big, medium, and small. Songs and finger plays are embedded during the day as transition activities as well as at each whole group gathering time.</p>

<p>Assessment and Continuous Improvement</p>	<p>The teacher administered the Peabody Picture Vocabulary Test, Expressive One Word Picture Vocabulary Test, as well as the Brigance Screening Inventory to the children at the beginning and end of the school year. The teacher also keeps an oral language checklist on the children. In addition, the teacher uses a Preschool Portfolio Assessment to track child progress three times each year based on the Nevada Preschool Standards. The checklist includes basic information about self and social and emotional development, language, early literacy and writing, mathematics, and physical development.</p> <p>The program served children on Individualized Educational Programs. The early interventionist and the speech therapist from the Elko County School District work with these children at least once weekly. On the day of the visit, the speech therapist attended both sessions; however her students were absent.</p> <p>Staff also complete the Early Language and Literacy Classroom Observation (ELLCO) which examines literacy and language practices and materials in early childhood classrooms.</p>
<p>Parenting Program</p>	<p>Program staff encourage parents to participate in the early childhood education program. Parents often visit and volunteer in the classroom and provide snacks for each session.</p> <p>An important part of the parenting program is to involve parents in their child’s learning at home. The program developed a “Homework on Wheels” Program. Once a month, children take home a lightweight, child-sized suitcase on wheels that contains a literacy activity and book for children to complete with their parents. As mentioned previously, staff encourage parents to checkout books from the Family Literacy Library.</p> <p>The school holds monthly parent participation events, such as the upcoming end-of-year BBQ, pancake breakfast day, or a field trip to the post office. The teacher holds Parent/Teacher Conferences three times annually to review the child’s progress and she sends home a monthly newsletter in English and Spanish which includes activities as well as curriculum notes.</p>

Humboldt County School District

Initially Funded: FY 2001-2002

FY 2007-08 Funding: \$130,700

Program Location

Grass Valley Elementary School; Winnemucca, Nevada.

Intensity and Duration of Early Childhood Services

Humboldt County School District operates a morning and afternoon Pre-Kindergarten class, Monday through Thursday from 8:30 to 11:00 a.m. and 12:15 to 2:45 p.m. Children receive 10 hours per week of early childhood education. The program serves 20 children in each session for a child/adult ratio of about 7 to 1.

Participants

Participants	Number Served
Number of Children	40
Number of Adults	39
Number of Families	39
Number of Sites	1

Staff and Qualifications

Teacher	Position	Qualifications/Endorsement
1 FTE Teacher	Lead Teacher	K-8 Certification; ECE Endorsement
2 FTE Aides	Aide	Bilingual
Parents are required and are trained to serve in the classroom one session per month.		

Program Outcomes

Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (75%) B. Expressive Comprehension (75%)	PPVT- 77.5% EOWPVT- 82.5%	Met/Exceeded
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts) B. Expressive Comprehension (10 pts)	PPVT- 9.7 pts. EOWPVT- 13.3 pts.	Met/Exceeded
Individual Parenting Goals (90%)	100%	Met/Exceeded
Increase in Time Spent with Children (65%)	95%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	87.5%	Met/Exceeded

Program Delivery Indicators

Indicators	Rating (1 = low; 5 = high)
Curricular Base	3
Diversity	3
Developmental Areas	3
Experiences	3
Environment	4
Learning Environment	4
Interaction	4
Children with Special Needs	5
Behavior Management	3
Language	4
Problem Solving	3
Child Centered	3
Developmental Approach	4
Initial Assessment	3
Measure Progress	3
Parents	5
Reading Readiness	4

Project Description

Area	Description
Curriculum	<p>The Humboldt County Pre-Kindergarten program offers a literacy-based, family oriented program. <i>Creative Curriculum</i> is available as the primary curriculum; however, the teacher has not been trained in the program or program assessments to make full use of this program. The <i>Creative Curriculum</i>, developed by Teaching Strategies Inc., focuses on developing an experientially rich, developmentally appropriate environment that responds to the creativity of children and teachers. <i>Creative Curriculum</i> includes well-planned learning centers that allow for child choice and self-directed play, small groups, and supportive teaching designed to ensure future academic success. The development of language, mathematical reasoning, and scientific thought are emphasized throughout the centers.</p> <p>The assistant teacher who has been with the program since its inception continues to use the <i>Zoo Phonics</i> program, which introduces the alphabet to children through animal puppets and interactive activities.</p>
Learning Environment	<p>The Grass Valley Pre-K Program has had many transitions this year. One transition has been the location of the classroom. The program moved from the new portable unit back to the main building for most of the instruction because the school's plans to build a bathroom in the portable were denied by the building authorities. The portable is used daily for pick up and drop off and one or two mornings per week for center time. Centers in the portable include art, library, math/manipulatives, a large dramatic play center, a listening center, puzzles, blocks, a dollhouse, woodworking, a tent, science center, a flannel board center, computers with printers, and a writing center.</p> <p>Program staff use the classroom in the main building, located at the end of a hall of a new wing of the school, for whole and small group activities. Bathroom facilities are adjacent. It is well organized and includes a language arts and listening center, an area for manipulative toys (puzzles, Legos, games, etc.), a science area, a writing area, a puppet show space, and a dramatic play area. The program has a pre-kindergarten outdoor play area with slides and a multi-structure climber. The school also created a fenced area for the preschool program. It contains a large sand area, a large concrete-surfaced area for bike riding, and an outdoor easel.</p>
Pedagogy	<p>Classroom learning centers and activities reflect developmentally appropriate practice, but tended to be teacher-directed with little time for children choice. Lesson plans did not reflect awareness of need to meet children's varying developmental needs or include all areas of development. All students were asked to do the same tasks; though some students responded differently (choose different books to read, etc.) the teachers did not adjust much between children.</p>

<p>Pedagogy (cont.)</p>	<p>On the day of the visit, the theme was oceans. Students started at tables completing an ABC, a 123 dot-to-dot with assistance from adults, then moved to the floor to use manipulatives until all children had completed the worksheet. Morning routine included weather bear, pledge, morning message, and sharing by the students. The teacher read a book about the ocean, and asked children questions about it. After a short music activity during which children were walked to the bathroom, students went outside to do the crab walk as discussed in the ocean book. Children came back inside and were directed from the floor to three tables with activities related to the theme: an ocean flannel board activity with the teacher, an exploration center with shells and magnifying lenses, and an exploration center with books and ocean puppets.</p> <p>Children are aware of the classroom routines but needed frequent reminders to follow these routines. The class uses a behavior chart with clothespins with the children’s names as a behavior management technique. The child’s name is called when misbehaving and the clothespin moved down from “Very Good” to “Satisfactory,” “Needs Improvement,” or “Needs Conference.” Students can be moved up to “Terrific.” The teacher uses this technique to help the child to be aware of inappropriate behaviors and change the behavior within the class period. The child has every opportunity and is expected to move the clothespin back up to the acceptable level within the class period. In addition to regular classroom activities, the school counselor read with the children every other week during the first half of the year, using a story to illustrate and discuss a social-emotional issue.</p>
<p>Assessment and Continuous Improvement</p>	<p>The teacher administered the Peabody Picture Vocabulary Test and the Expressive One-Word Vocabulary Test to all the children as pre- and post-tests. Staff keep work samples in the children’s individual folders to show parents the child’s progress.</p>
<p>Parenting Program</p>	<p>Parents sign a contract that requires they be involved in the early childhood program six hours per month, including volunteering in the classroom once a month. Parents receive training and direction in how to support the children’s learning in the classroom. The school literacy coordinator conducts some workshops for parents. On the day of the visit, a parent stayed for the afternoon session, and assisted with small group work.</p> <p>Parents are also encouraged to attend monthly Parent Nights, conducted by community resources and staff. A monthly calendar is sent home to keep parents informed of school and classroom activities.</p> <p>Parents are required to conduct monthly activities with their children, using activities contained in the Literacy Backpack program. The Literacy Backpacks include the materials and descriptions of activities for the parent and child to do together.</p>

Nye County School District

Initially Funded: FY 2007-2008

FY 2007-08 Funding: \$135,000

Program Location

Nye County School District; Pahrump, Nevada.

Intensity and Duration of Early Childhood Services

Nye County School District Pre-Kindergarten program operates two half-day early childhood sessions, Monday-Thursday from 9:00 to 11:30 a.m. and 12:30 to 3:00 p.m. Children receive 10 hours per week of early childhood education. The program serves 16 children in the morning and 17 children in the afternoon for a child/adult ratio of about 8 to 1.

Participants

Participants	Number Served
Number of Children	41
Number of Adults	37
Number of Families	37
Number of Sites	1

Staff and Qualifications

Teacher	Position	Qualifications/Endorsement
1 FTE Teacher	Lead Teacher	Elementary Education Certification; waiting for her ECE Endorsement
.5 FTE Aide	Aide	Bilingual; 12 years experience in Pre-K and Kindergarten
.5 FTE Aide	Aide	15 years experience with preschool children

Program Outcomes

Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (75%) B. Expressive Comprehension (75%)	PPVT- 84.4% EOWPVT- 95.7%	Met/Exceeded
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 10.4 pts. EOWPVT- 10.2 pts.	Met/Exceeded
Individual Parenting Goals (90%)	100%	Met/Exceeded
Increase in Time Spent with Children (65%)	100%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	79.4%	Met/Exceeded

Program Delivery Indicators

Indicators	Rating (1 = low; 5 = high)
Curricular Base	4
Diversity	3
Developmental Areas	2
Experiences	2
Environment	4
Learning Environment	3
Interaction	5
Children with Special Needs	5
Behavior Management	3
Language	4
Problem Solving	3
Child Centered	3
Developmental Approach	3
Initial Assessment	5
Measure Progress	4
Parents	5
Reading Readiness	5

Project Description

Area	Description
Curriculum	<p>The Pre-Kindergarten program uses <i>Scholastic's Building Language for Literacy</i> as the primary early childhood curriculum. It is a research-based program with an emphasis on helping children learn to read. The curriculum emphasizes oral language, phonological awareness, letter knowledge, and concepts of print. Staff has developed many quiet, whole-group, teacher-directed experiences from the curriculum including reading and language activities during whole group time.</p>
Learning Environment	<p>The classroom is located in a modular building. The classroom contains many learning centers, including reading, writing, blocks, puzzles, listening, computers, science, and dramatic play. Centers are not yet well developed but provide a foundation for further enrichment. The block center had very few choices and there was no open art area for open-ended art study by the children. Plans are in place to add a mini-studio for the children for the next year. Bathrooms are located adjacent to the classroom in a contained storage area where kids can go on their own to use the bathroom or sink. The playground is a large, open shared space and includes multiple climbers, a space to ride bikes and push wagons, and some grass.</p> <p>The program provides services to primarily Hispanic children learning English as a second language. The morning aide is bilingual and uses Spanish and English in the classroom and acts as the “bridge” for both parents and the children at the beginning of the year. Both teachers celebrate and respect the two cultures in the class.</p>
Pedagogy	<p>The classroom schedule allows about 30 minutes of self-selected indoor and outdoor activity time, 15 minutes of small group time, and a significant amount of large group time. Whole group circle time included movement, songs, and chants as well as a lesson on the letter “c.” The teacher read <i>Our Visit to the Aquarium</i> to support the weekly theme, “Exploring Aquariums.” The teacher prompted children to make connections to the movie <i>Finding Nemo</i>, the television program <i>Spongebob Squarepants</i>, and the Las Vegas Shark Reef. After snack, children traced and practiced writing the letter “c” on worksheets and glued colored macaroni (“coral”) on cardboard squares.</p>

Pedagogy (cont.)	<p>During center time, the children were directed to the center with their picture on it. They were required to stay in that center for 20 minutes. Children were then evenly distributed among the centers and engaged in reading, writing on the white board, dramatic play, legos, and computers.</p> <p>Children were allowed five minutes of outdoor time in the morning session, and 15 minutes in the afternoon session. Meaningful choices are not yet a significant part of this program, but staff are exploring more options for creative expression through an open-ended art center. Staff is ready to develop more individualized and child-directed experiences.</p>
Assessment and Continuous Improvement	<p>The teacher completed the Peabody Picture Vocabulary Test and the Expressive One-Word Picture Vocabulary Test on all children as pre-and post-tests. The teacher also uses the Pre-Kindergarten Portfolio Assessment developed by the School District, which tracks skill development in various areas, including Language Arts, Book Handling/Concepts of Print, Math, Social/Emotional Development, and Personal Data.</p> <p>The teacher maintains a portfolio for each child that contains work samples, art samples, photos, etc. The teacher shares these portfolios with parents at end-of-year conferences. This program serves children on IEPs receiving services in a separate ECSE classroom either in the morning or the afternoon.</p>
Parenting Program	<p>The parents are asked to attend an orientation meeting at the beginning of the year, two parent-teacher conferences, and four or more parenting workshops and/or literacy events. Parents set literacy goals with the teacher and work to attain those goals throughout the year. Parents are welcome and encouraged to volunteer in the classroom at least once a month and receive a library card for themselves to use with their child.</p> <p>Parenting workshops and literacy events are offered in English and Spanish. Parents can attend the workshops at the Even Start program in an adjacent classroom. Monthly newsletters are sent home with curricular activities in Spanish and English.</p>

Pershing County School District

Initially Funded: FY 2001-2002

FY 2007-08 Funding: \$132,058

Program Location

Lovelock Elementary School; Lovelock, Nevada.

Intensity and Duration of Early Childhood Services

The Pershing County School District Pre-Kindergarten Program operates two half-day early childhood classes, Monday-Thursday from 8:15 to 10:45 a.m. and from 12:15 to 2:45 p.m. Children receive about 10 hours per week of early childhood education. Both morning and afternoon sessions serve 18 children; the ECSE classroom serves seven children in the morning and ten children in the afternoon. The integrated classroom, with between 12-13 children normally, has a child/teacher ratio of around 4 to 1. The program received accreditation from the National Association for the Education of Young Children in 2005-06. Program staff are currently working on maintaining the accreditation as well as becoming familiar with the new standards for re-accreditation.

Participants

Participants	Number Served
Number of Children	40
Number of Adults	40
Number of Families	40
Number of Sites	1

Staff and Qualifications

Teacher	Position	Qualifications/Endorsement
1 FTE Teacher	Lead Teacher	Elementary Education Certification; working on her ECE Endorsement
2 FTE Aides	Aides	

Program Outcomes

Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (75%) B. Expressive Comprehension (75%)	PPVT- 82.9% EOWPVT- 80%	Met/Exceeded
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 8.0 pts. EOWPVT- 5.6 pts.	Met/Not Met
Individual Parenting Goals (90%)	91.9%	Met/Exceeded
Increase in Time Spent with Children (65%)	70.8%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	83.3%	Met/Exceeded

Program Delivery Indicators

Indicators	Rating (1 = low; 5 = high)
Curricular Base	4
Diversity	4
Developmental Areas	4
Experiences	4
Environment	5
Learning Environment	4
Interaction	5
Children with Special Needs	5
Behavior Management	3
Language	4
Problem Solving	3
Child Centered	5
Developmental Approach	5
Initial Assessment	5
Measure Progress	5
Parents	5
Reading Readiness	5

Project Description

Area	Description
Curriculum	<p>The class uses the Pre-K portion of the <i>Houghton Mifflin Reading Program</i> which Lovelock Elementary School implements. The teacher uses the <i>Alpha Friends</i> Big Book each day to expose the children to the letters of the alphabet. This program emphasizes alphabet recognition, oral language and vocabulary development, and print awareness and beginning phonics. Nevada Pre-K Standards are integrated into the curriculum and other activities are pulled from a variety of theme-based resources.</p>
Learning Environment	<p>The Pershing Pre-Kindergarten program is unique in that it provides an “inclusive” environment, combining children from the Nevada ECE classroom with the school district’s early childhood special education classroom daily. All the children from both classes spend time in each room and are engaged with staff from both programs. Before the opening circle time, the children in each classroom are divided and spend the rest of the session in the other classroom. The outdoor play area is shared at the end of each session by both classes.</p> <p>The two classrooms are adjacent to each other. Both classrooms are clean, well lit, well organized and equipped with child-sized tables and chairs. Child-sized bathroom facilities are adjacent to the classroom. Each classroom has several learning centers (blocks, dramatic play, manipulatives, art, writing, science, library and computers) as well as a loft for quiet activities. Adaptive equipment is kept primarily in the ECSE room, but can be moved to the other classroom if needed.</p> <p>The outside playground area accommodates the two early childhood classrooms. The playground includes a large and small outdoor climbing apparatus, a sand box, tricycles, wagons, appropriate adaptive outdoor play equipment, swings, and a narrow tricycle trail alongside the building.</p> <p>The learning centers contain a variety of learning materials appropriate for the wide age range and developmental levels of all the children, many of whom have special needs. Children in this program are between three and five years old.</p>
Pedagogy	<p>The ECE teacher and the ECSE teacher plan their curricula together on Fridays, using IEP goals and daily observations of skill levels as guideposts. The two teachers conduct different but complementary activities for the two classrooms based on selected themes (e.g., farm life, weather, dinosaurs).</p>

<p>Pedagogy (cont.)</p>	<p>The program emphasizes literacy activities, incorporating many classroom writing experiences, teacher and child-made books, and poems. The child-made books include the children’s own words, drawings, and photos. Children frequently read their own books. The children also visit the school library once a week and have taken walking field trips to the park and the senior center.</p> <p>The teacher involved the children in calendar activities and opening songs. The theme for the week was the letter “z” so the teacher introduced Zelda Zebra, and children discussed “z” words such as zoo and zipper. Children dictated their prior knowledge about zoos to the teacher who put it on a chart. Teacher read <i>Busy Busy Bees</i> and then sang Zippety-do-dah. Children used ribbons to dance and make zigzags.</p> <p>In the ECE classroom, the teacher then asked each child where he/she planned to work and the child moved into active exploration of one of the learning centers: painting at the easel in the art area, putting puzzles together on the floor, using computers, etc. The teacher and aides worked with children at the various learning centers, individually and in small groups.</p> <p>After the open activity time, the children in the ECE classroom came together and the teacher read, <i>There was an old lady who swallowed a fly</i>. The teacher directed children into small groups to be with the teacher or assistant to look at seed sprouts growing. Then, the children dictated sentences to the adult who wrote them in their plant journal as the children drew a picture of a plant to match the dictation.</p> <p>In the ECSE classroom, the theme was flowers and planting. The class read <i>The Surprise Garden</i> and then they went on a walking field trip to choose a plant. Each child picked a few plants to take back to the classroom.</p>
<p>Assessment and Continuous Improvement</p>	<p>Staff administered the Peabody Picture Vocabulary Test and the Expressive One-Word Picture Vocabulary Test at the beginning of the year and will again at the end of the year. The school also administered the Phonological Awareness Literacy Screening Test to all children.</p>
<p>Parenting Program</p>	<p>The teachers require parents to sign a contract at the beginning of the program. In the contract, parents agree to complete one goal at home with their child, participate in the preschool program at least two hours per month, and attend any required trainings or meetings.</p> <p>Parents are also encouraged to attend Developmental Preschool nights held monthly. For example, Preschool night activities this year included math night, art night, movement night, child CPR night, literacy night, game night, and a family picnic.</p> <p>A monthly newsletter is distributed in English and Spanish, which discusses the children’s activities, planned field trips, trainings, etc.</p>

Washoe County School District: Early Literacy Program

Initially Funded: FY 2001-2002

FY 2007-08 Funding: \$695,964

Washoe County School District (WCSD) used Nevada ECE funds to initiate and expand early childhood education programs at 14 sites, representing three models of providing early childhood education services: Early Literacy, High School Early Childhood Centers, and Classroom on Wheels (COW) program. The evaluator visited three sites, one site from each model.

The Nevada ECE program supported six Early Literacy sites: Anderson, Desert Heights, Incline, Johnson, and Veteran’s Memorial Elementary Schools and at the Sparks Early Learning Center. The evaluator visited Veteran’s Memorial as representative of an Early Literacy model.

Program Location #1

Veteran’s Memorial Elementary School, Sparks, Nevada

Intensity and Duration of Early Childhood Services

Veteran’s Memorial Elementary School Pre-Kindergarten Program operates two half-day early childhood sessions, Monday through Thursday from 8:45 to 11:15 a.m. and from 12:20 to 2:50 p.m. Children receive 10 hours per week of early childhood education. The program has space for 16 children in each half-day program and currently serves 15 children in the morning and 13 children in the afternoon for a child/adult ratio of at least 8 to 1.

Participants (for all 14 sites)

Participants	Number Served
Number of Children	375
Number of Adults	367
Number of Families	367
Number of Sites	14

Staff and Qualifications

Teacher	Position	Qualifications/Endorsement
1 FTE Teacher	Lead Teacher	Bachelors Degree in Child Development; ECE Endorsement; Bilingual
1 FTE Aide	Aide	AA in ECE; Bachelors Degree in HDFS

Program Outcomes (for all 14 sites)

Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (75%) B. Expressive Comprehension (75%)	PPVT- 88.2% EOWPVT- 91.9%	Met/Exceeded
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 13.2 pts. EOWPVT- 14.9 pts.	Met/Exceeded
Individual Parenting Goals (90%)	96.9%	Met/Exceeded
Increase in Time Spent with Children (65%)	75.1%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	79.6%	Met/Exceeded

Program Delivery Indicators

Indicators	Rating (1 = low; 5 = high)
Curricular Base	3
Diversity	5
Developmental Areas	4
Experiences	4
Environment	4
Learning Environment	4
Interaction	5
Children with Special Needs	5
Behavior Management	4
Language	5
Problem Solving	4
Child Centered	5
Developmental Approach	5
Initial Assessment	5
Measure Progress	4
Parents	4
Reading Readiness	5

Project Description

Area	Description
Curriculum	<p>The class uses the Nevada Pre-K Standards as the primary early childhood curriculum, choosing themes from within that structure. Scholastic's <i>Building Language for Literacy</i> is used as a resource. The teacher also uses the <i>Reggio Emilia Approach</i> which emphasizes respecting children's inherent interests and competence, working on long term projects often based on children's ideas, and documentation of the children's ongoing learning via photos, the children's words, their works of art, etc. The teacher is flexible within her themes, shortening them or lengthening them based on the students' engagement. Within activities there is a high degree of flexibility.</p>
Learning Environment	<p>The class is located in a modular classroom placed behind the school. The classroom contains many learning centers, including a language arts center adjacent to the listening center and computer, a combined home/store dramatic play space, a block area, a science shelf, an art table and sensory table, and a math/manipulative area. Bathrooms for the boys and girls are located off the room, in a small hallway and shared by the elementary music department.</p> <p>The early childhood program uses the older children's playground, which is adjacent to the portable, located in the front of the building. It does not contain early childhood playground equipment or fencing. It includes one large elementary climber, tables, swings, and space to run. The teacher brings out learning materials for activities (bikes, water table, animals, buckets). An alternate playground is available, shared with kindergarten children, across the blacktop, which includes smaller swings, age-appropriate climbing structure, slides, and a climbing wall.</p> <p>The program serves primarily Hispanic children learning English as a second language. The teacher is bilingual and uses Spanish and English in the classroom and acts as the "bridge" for the parents and children at the beginning of the year. Both teachers primarily speak English with the children. English is requested and expected of the children most of the time. The classroom contains books, songs, and videos in both English and Spanish.</p>
Pedagogy	<p>The classroom schedule allows for an extensive self-selected activity time, small group and large group time, and outdoor time. The schedule is posted. The teacher read <i>It's a Good Thing There Are Insects</i> as part of the current unit on insects. The teacher encouraged the children to use motions and their body to rehearse how insect body parts move. Plastic insects and magnifiers were on display in the science center, butterfly wings in the dramatic play center, and an insect patterning game and picture cards available. During arrival/free-choice time, the assistant showed children how to make insects with wire.</p>

<p>Pedagogy (cont.)</p>	<p>During center time, the children worked throughout the class, some in the dramatic play area wearing butterfly wings and others at the clay table. Some children drew and wrote stories, dictated words to teachers who wrote them in Spanish or English, and others fed turtles, built with blocks, or added cars to ramps. Children had snack time as part of center time and followed a rebus chart to know how many vegetables they could eat.</p> <p>During outside time, the staff brought out equipment and materials to augment the limited playground. Some children rode tricycles. Many children played at the water table or fishing bucket or used the swings. Teacher read to a few students per their request and supported the water play. Assistant participated in a lengthy game of dramatic play with a small group of children.</p> <p>The teachers are attentive to the children’s needs, speak slowly and carefully, providing them with new words in English. Staff used positive reinforcement and redirection as guidance techniques.</p>
<p>Assessment and Continuous Improvement</p>	<p>The teacher completed the Peabody Picture Vocabulary Test and the Expressive One-Word Picture Vocabulary Test as a pre- and post-test on all children and administered the Pre Language Assessment Scale (Pre-LAS) to children with limited English skills. The teacher also uses the Pre-Kindergarten Portfolio Assessment developed by the School District, which tracks skill development in various areas, including Language Arts, Book Handling/Concepts of Print, Math, Social/Emotional Development, and Personal Data.</p> <p>The teacher maintains a portfolio for each child that contains work samples, art samples, photos, etc. The teacher shares these portfolios with parents at end-of-year conferences. This program serves a child with a speech IEP who receiving services from a School District speech therapist once a week.</p>
<p>Parenting Program</p>	<p>The parents are required to sign an Adult Participation Contract where they agree to attend workshops conducted by the <i>CALF</i> Van and by the classroom teachers. Most parents attended the four-session <i>Family Storyteller Program</i> and the four workshops put on by the teacher: <i>Classroom Orientation Workshop, Music and Literacy Workshop, Homework Activities Workshop</i> and the <i>Virtual Pre-K Curriculum</i>. Some parents volunteered in the classroom and other parents prepared snacks for the children.</p> <p>The program sends home bi-weekly Virtual Pre-K Activities, which includes journals, and specific activities for parents to complete with their child. On the day of the visit, the children returned a coloring/food activity they had completed with their families. The teacher keeps an ongoing record of PACT time and reading time by each family.</p> <p>The teacher holds parent/teacher conferences twice during the year to report on progress and encourage parents to be actively involved in their child’s learning.</p>

Washoe County School District: High School Early Childhood Center

The Nevada ECE program supported four high school early childhood education projects: Hug, Reed, Sparks, and Wooster High Schools. The high schools benefit by providing students in Child Development classes with a practicum to learn about early childhood education and Nevada ECE benefits by receiving extra assistance in the classroom with the children. The evaluator visited the Sparks High Early Childhood Education Center as representative of a High School Early Childhood Center model.

Program Location #2

Sparks High Early Childhood Education Center
Sparks High School, Sparks Nevada

Intensity and Duration of Early Childhood Services

Sparks High School operates two half-day Pre-Kindergarten classes, Monday through Thursday from 9:00 to 11:30 a.m. and from 12:30 to 3:00 p.m. Children receive 10 hours per week of early childhood education. The program serves 18 children per session for a child/adult ratio of 9:1; it is lower when the Child Development high school students are present.

Staff and Qualifications

Teacher	Position	Qualifications/Endorsement
1 FTE Teacher	Lead Teacher	Bachelors Degree in ECE
1 FTE Aide	Aide	Former parent volunteer

Program Delivery Indicators

Indicators	Rating (1 = low; 5 = high)
Curricular Base	5
Diversity	5
Developmental Areas	4
Experiences	5
Environment	5
Learning Environment	4
Interaction	5
Children with Special Needs	5
Behavior Management	4
Language	5
Problem Solving	3
Child Centered	5
Developmental Approach	4
Initial Assessment	5
Measure Progress	4
Parents	5
Reading Readiness	5

Project Description

Area	Description
Curriculum	<p>The Pre-Kindergarten program uses the <i>Houghton Mifflin Pre-K Program</i>, which includes thematic kits and materials, in conjunction with the school wide literacy program as the primary curriculum. It is a research-based program on how children best learn to read. The curriculum emphasizes oral language, phonological awareness, letter knowledge, and concepts of print. <i>Scholastic's Building Language for Literacy</i> is used as a resource.</p> <p>The program serves many children learning English, primarily Hispanic children as well as some children from other cultures. The teacher aide is Hispanic and frequently speaks Spanish in the class, assisting those children who need translation, and with the many parents who speak Spanish only. The teacher is learning Spanish and practiced it with the children throughout the day of the visit. The classroom contains many materials reflecting diverse cultures. Staff sends all communications home to the families in English or Spanish, as needed.</p>

<p>Learning Environment</p>	<p>The classroom is located at the end of a wing of the high school with its own separate entrance for the pre-kindergarten families. Bathrooms are located across the hall and there is a sink in the classroom. The children walk across the parking lot to a playground, adjacent to and shared with the Sparks Community Learning Center. The playground includes climbing equipment and a slide, an outdoor art easel, and a balance beam. The teacher provides outdoor classroom equipment, such as water tables, balls, bikes, and chalk, etc, for activities. On the day of the visit the teacher brought out art materials for drawing and books for reading.</p> <p>The large classroom contains 11 well-equipped learning centers (science, blocks, dramatic play, math/manipulatives, art, writing, language arts, listening, woodworking, music, and computer centers). The classroom includes a loft area housing a library, puppets, a dollhouse, and an enclosed housekeeping area.</p>
<p>Pedagogy</p>	<p>The teacher uses a theme-based approach, working on topics for a week or longer. On the day of the visit, the children prepared for the Cinco de Mayo celebration. The teacher read a book, <i>Living in Mexico</i>, drawing on the prior experiences of the children on how their families prepare for the holiday. After some outside exploration, the children returned to the classroom and the teacher played a book on tape, <i>The Little Animals of Oxaca.</i>”</p> <p>During the outside exploration time, children were engaged in a variety of free choice activities. The teacher aide played freeze tag; and the teacher moved between the sand box, the art materials, and reading books with interested students. Bathrooms were available for use in the adjacent Community Learning Center, and the teacher brought water outside.</p> <p>The classroom schedule allows for a balance between teacher-directed and child-choice activities. On the day of the visit, during children’s choice time, children were busy making quesadillas with the assistant, playing vocabulary bingo with the parent volunteer, making paper collage tacos, using play dough, using computers, and exploring in the writing center. Available but not used on the day of the visit were well-developed centers such as science, manipulatives, blocks, library, and dramatic play. Children were allowed to choose these centers in the morning at drop off or during center time when other activities were completed. All staff engage the children in their “play” in the different learning centers, use positive language and redirection if needed, and are effective role models for the high school students.</p> <p>A speech therapist works in the classroom, as needed, assisting the children with speech and language needs.</p>

Assessment and Continuous Improvement	The teacher administered the Peabody Picture Vocabulary Test and the Expressive One-Word Picture Vocabulary Test. She also conducts ongoing assessments of each child using the Pre-Kindergarten Portfolio Assessment developed by the WCSD ECE Office three times per year. At the end of the school year, the teachers give the portfolios, which include work samples of art, writing, etc., to the children’s next year kindergarten teachers.
Parenting Program	<p>Staff encourages parents to read with their children at home and have established a classroom library for parents to checkout books and learning games. Parents are asked to keep monthly reading logs and families receive a children’s book when they return the log at the end of the month.</p> <p>Parents are required to attend monthly workshops on a variety of programs, such as <i>Family Storyteller</i>, <i>Read, View and Do</i>, or <i>Nevada Virtual Pre-K</i>, which promote parent and child together time (PACT) activities.</p> <p>Staff sends home weekly “homework” for the children and their parents, using the <i>On Track for Kindergarten Program</i> and <i>STAR</i> booklets (<i>Sitting Together and Reading</i>).</p>

Washoe County School District: COW Bus Program (Cont.)

The COW Bus model is unique in that the early childhood education project is located on a school bus converted into a mini-early childhood classroom. Another unique feature of this model is that it also supports adult literacy and parenting education. While children attend the program in one bus, parents can attend adult literacy, computer literacy, or parenting education classes in another bus that accompanies the early childhood bus.

The Washoe County School District ECE project supported four COW sites at Echo Loder and Kate Smith Elementary Schools in Washoe County, Stage Coach in Lyon County, and Mark Twain in Storey County. The evaluator visited the COW bus that stops at Echo Loder and Kate Smith Elementary Schools as representative of a Classroom on Wheels model.

Program Location #3

Echo Loder and Kate Smith Elementary Schools, Sparks, Nevada

Intensity and Duration of Early Childhood Services

This Classroom on Wheels program operates two sessions a day, four days a week, Monday through Thursday. The morning class is from 9:00 to 11:30 a.m. at one school. The staff then drives the bus to the second school site, where the afternoon class operates from 12:30 to 3:00 p.m. Children receive 10 hours per week of early childhood education. The program serves 15 children in both morning and afternoon sessions for a child/adult ratio of approximately 7.5 to 1. Parents volunteer in the classroom on the day they provide snack. On the day of the visit, a mom helped in the classroom for most of the morning, reading and interacting with her son and the class.

Staff and Qualifications

Teacher	Position	Qualifications/Endorsement
1 FTE Teacher – Echo Loder and Kate Smith (4 sites)	Lead Teacher	ECE Endorsement; Bilingual
1 FTE Aide – Echo Loder and Kate Smith (4 sites)	Aide	Bilingual

Program Delivery Indicators

Indicators	Rating (1 = low; 5 = high)
Curricular Base	5
Diversity	5
Developmental Areas	5
Experiences	5
Environment	3
Learning Environment	5
Interaction	5
Children with Special Needs	5
Behavior Management	5
Language	5
Problem Solving	5
Child Centered	5
Developmental Approach	5
Initial Assessment	5
Measure Progress	5
Parents	5
Reading Readiness	5

Project Description

Area	Description
Curriculum	<p>The Pre-K program uses <i>Scholastic's Building Language for Literacy</i> as the primary early childhood curriculum. It is a research-based program with emphasis on helping children learn to read. The curriculum emphasizes oral language, phonological awareness, letter knowledge, and concepts of print. The teacher supplements the program with the <i>Ready, Set, Leap!</i> using the <i>LeapPad</i> and the <i>LeapSchool Desk</i> for literacy-based activities.</p> <p>This teacher also uses strategies from the <i>ReggioEmilia Approach</i>, which involve extended projects based on children's interests and an in-depth system of documentation to "make the learning visible" for the children, teachers, and parents. In the <i>Reggio Emilia Approach</i> teachers are seen as researchers, always observing and documenting what the child is working on, and then facilitating the learning through carefully selected materials and provocative questions.</p>

Curriculum (cont)	<p>Almost all the children in the program are Hispanic. The teacher and assistant are both Hispanic and speak Spanish and English interchangeably during class. Greetings and directions are given in English, and when children ask questions in Spanish the adults typically respond in English. The class sings songs mostly in English but read books in Spanish first and then in English later in the session. At the time of the visit in late spring, the evaluator observed children speaking mostly English.</p>
Learning Environment	<p>The Classroom on Wheels bus is a mobile early childhood education classroom—equipped with folding panels that fold out into learning centers when the classroom is in session. The bus contains a child-sized bathroom facility but has no hot, running water. Staff uses an antibacterial solution for hand washing. The COW bus contains unique, mini-learning centers (blocks, dramatic play, manipulatives, art, sand and water play, reading area, quiet area, and a computer area) geared to the developmental needs of the children. The learning centers contain a wide variety of learning materials considering the limited space on the bus (8 feet by 39 feet). When the weather is good, staff take easels, art materials, and the sand and water table outside in front of the school for expanded learning centers.</p> <p>The last part of each session is spent outdoors. The morning class uses the playground space at Echo Loder Elementary School and then walks to the Community Services Agency Head Start Program to use their well-developed early childhood playground with a tricycle trail and many tricycles, a large shaded multi-use climber, a sand box, and many outdoor toys (balls, bouncers, plastic trucks, shovels and pails, etc.) The afternoon class, located at Kate Smith Elementary School, has access to the school playground but it was not used on the day of the visit due to extreme wind conditions.</p>
Pedagogy	<p>The class uses the <i>Reggio Emilia</i> philosophy of extended projects based on children’s interests, of collaborative work in small groups, and of documenting children’s work through their drawings and words. For example, the walls of the bus had several collaborative group murals of past activities. The teachers had also documented various investigations with pictures and narratives and had posted them around the bus.</p> <p>On the day of the visit, the teacher began a large circle time with songs for greetings and movement. The assistant read <i>The Three Little Pigs</i> in English and Spanish, translating each page for the children. The children participated with choral response and there was some discussion while the assistant read about the characters. Teacher modeled the writing of the characters’ names for the children to write on their collage masks in the art center.</p>

<p>Pedagogy</p>	<p>During Center Time, children made collage masks and added the names of the story characters. The teacher-assistant helped the children with the collage so that each mask was unique and children had a personal investment in the creation. Snack was a choice. Free painting was an option, and the teacher reminded them to add their name and then took dictation on the paper after asking, “What’s your story?”</p> <p>The water table was very popular on the day of the visit and the teacher supported their exploration with open-ended questions like, “Do you think it will fit in here? Why? Why is it not going down anymore? What’s happening with the hole on the side?” Other children explored the dramatic play center, which included a flower shop, a quiet space for a listening center, a block center, books center, manipulatives, science center, and art center. The teacher provided over an hour for free choice exploration and investigation.</p>
<p>Assessment and Continuous Improvement</p>	<p>The staff administered the Peabody Picture Vocabulary Test and the Expressive One-Word Picture Vocabulary Test to all the children at the beginning and end of the year. Staff also administered the Pre-K Portfolio Assessment developed by the WCSD Early Childhood Office to assess specific developmental areas and literacy awareness. The teacher keeps a file on each child that contains the assessments, drawing and writing samples, and documentation photos of activities in progress.</p> <p>The teacher refers children to Child Find when appropriate. The teacher does not become involved in the Individualized Education Plans (IEP) process for those children identified with special needs. The school district ECE office encourages teachers to attend IEP meetings and will provide a substitute, if needed.</p>
<p>Parenting Program</p>	<p>Parents are involved in the program in several ways. They bring in snacks regularly and volunteer in the classroom one day each month. (A mother with two young children helped out in the morning session.) Parents are required to attend various workshops, offered in English and Spanish, in the CALF Resource Van which travels to their site during certain weeks in the school year. (See WCSD workshops above.) Parents are encouraged to check out materials from the CALF Van which includes a lending library of educational toys, child and adult books, preschool art materials, and craft kits.</p> <p>The staff of this COW bus also offered monthly workshops, usually conducted in the school building. In addition, the teacher holds parent/teacher conferences in November and June during the school year to report on progress and show parents how they can help their child at home.</p> <p>Staff send out homework sheets every Thursday and expect the homework back the following week along with records of PACT time and reading times.</p>

White Pine County School District

Initially Funded: FY 2001-2002

FY 2007-08 Funding: \$119,735

Program Location

McGill Elementary School; McGill, Nevada.

Intensity and Duration of Early Childhood Services

White Pine County School District operates a half-day early childhood program, Monday through Friday from 8:00 to 11:00 p.m. Children receive 15 hours per week of early childhood education. Parents can choose to have their child stay for lunch.

Participants

Participants	Number Served
Number of Children	22
Number of Adults	22
Number of Families	22
Number of Sites	1

Staff and Qualifications

Teacher	Position	Qualifications/Endorsement
1 FTE Teacher	Lead Teacher	Elementary Education Certification; ECE Endorsement
.75 FTE Aide	Aide	
.75 FTE Aide	Parent Outreach Coordinator	

Program Outcomes

Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (75%) B. Expressive Comprehension (75%)	PPVT- 100% EOWPVT- 100%	Met/Exceeded
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 10.6 pts. EOWPVT- 23.2 pts.	Met/Exceeded
Individual Parenting Goals (90%)	100%	Met/Exceeded
Increase in Time Spent with Children (65%)	85.7%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	100%	Met/Exceeded

Program Delivery Indicators

Indicators	Rating (1 = low; 5 = high)
Curricular Base	5
Diversity	4
Developmental Areas	5
Experiences	5
Environment	5
Learning Environment	5
Interaction	4
Children with Special Needs	5
Behavior Management	5
Language	5
Problem Solving	5
Child Centered	4
Developmental Approach	5
Initial Assessment	5
Measure Progress	5
Parents	5
Reading Readiness	5

Project Description

Area	Description
Curriculum	<p>The White Pine County Pre-Kindergarten program uses the Core Knowledge Program-Preschool as the primary early childhood education curriculum and supplements it with the California Early Literacy Learning (CELL) Program. Both programs are research-based programs, which are also used by the other grades in McGill Elementary School. The early childhood education teacher linked the Core Knowledge Program with the Nevada PreK Standards to ensure that program activities support state standards.</p> <p>The Core Knowledge Program is based on research in cognitive psychology that supports the premise that children must learn a grade-by-grade core of common material to ensure a sound preschool and elementary school education. In other words, the curriculum focuses on a set of fundamental competencies and specific knowledge appropriate for the age group. The competency areas include Movement, Oral Language, Autonomy/ Social Skills, Nursery Rhymes, Fingerplays and Songs, Storybook Reading and Storytelling, Emerging Literacy Skills in Reading and Writing, and Mathematical Reasoning to name a few. The CELL Program includes a basic framework for daily literacy activities that includes oral language activities, phonological skills, reading aloud, shared reading, guided reading, independent reading, interactive writing, and independent writing.</p>
Learning Environment	<p>The White Pine County Pre-Kindergarten program is housed in two large, connecting classrooms. One classroom is used primarily for large group activities, such as circle time at the beginning of the day, story time at the end of the day as well as free playtime before the program begins for the day. The second classroom contains the various learning centers, including a library and listening area, a writing area, blocks, dramatic play, math, art area, science area, pets, etc. The teacher ensures that all the centers contain materials that support state standards and will rotate the centers depending on the theme being presented.</p> <p>The early childhood education teacher expands the learning environment beyond the classroom by using the local town environment for experiences, going on several field trips during the year. This year, the class made several field trips, including a student's house to see his lambs, the post office, walking field trips around the school to look for seasonal changes, the sheriff's office, and the fire station. All the field trips become curricula for class-made stories, writing and art activities, and other projects. Guest speakers are also welcome into the class. This year they had a visit from an archeologist and during the week of the visit, Smokey the Bear visited the classroom. Students had written "letters" to him the previous day.</p>

<p>Learning Environment (cont.)</p>	<p>The program uses two adjacent playground areas: a fenced-in smaller playground area developed exclusively for the Pre-K program, which community volunteers constructed. It contains a tricycle trail and a central gravel area with animal climbers and a beam walker. The lower, main playground used by the other elementary children has swings and a multi-use climber with slides, forts, etc. Program staff expanded the pre-k playground area this year to include a sandbox. Child-size facilities are directly across the school hall from one of the classrooms. A shed on the playground holds wagons, bikes, traffic signs, buckets and shovels.</p>
<p>Pedagogy</p>	<p>The classroom focuses on literacy and cognitive activities, offering the children many opportunities for hands-on exploration and verbal interaction. On the day of the visit, the teacher opened the first Circle Time with the active song, <i>Animal Action</i> with the children acting out various animal movements. They then sang about the days of the week, and heard a weather report from one of the children. The children also added to their weather graph on numbers of sunny days, cloudy days, rainy days, and snowy days. The teacher read the big book, <i>Is Your Mama a Llama?</i> The teacher reviewed the schedule of the day (which included pictures of the children doing each activity) and then dismissed children to get their coats and get in line to go outside after they answered a question about a class graph.</p> <p>The children went outside to their playground where they rode tricycles around the trail, played in the sandbox, and interacted with staff in play. The children then returned to the classroom where they had snack time, cleaning up their tables when they were done.</p> <p>Children had a 30-minute center-time where they chose which of the many centers they wanted to explore. Three children chose play dough, four children went to the block center, four children wrote stories at the literacy center with a teacher, four played with animals at the science center, and two children played in the dramatic play center. Children rotated between centers as they finished by moving their necklace to an empty hook at a new center. Children chose their own centers about half of the days; on the other days, the teacher sets out “jobs” for them to rotate through. Usually on Mondays they have “reading buddies” with the kindergarten children.</p> <p>After center time, children returned to the for large group activity classroom where the teacher read a story, asking children questions about the book as she read.</p>

<p>Assessment and Continuous Improvement</p>	<p>The teacher administers the Peabody Picture Vocabulary Test and the Expressive One-Word Picture Vocabulary Test at the beginning and end of the school year. Staff also complete the Brigance Developmental Inventory for all children. Staff use this initial information to develop an Individualized Learning Plan for each child.</p> <p>The teachers develop portfolios for all the children. They contain work samples, artwork, photographs with documentation, and assessment data, which are given to the parents at the end of the year. Program staff uses a variety of checklists to record student progress. The teacher also provides parents with children report cards, based on state standards, three times each year.</p> <p>The program serves special needs children, who receive additional services from the school district’s speech therapist twice a week within the classroom.</p>
<p>Parenting Program</p>	<p>The Parent Outreach Coordinator works directly with families to implement the parenting program. The parents sign a Home/School Involvement Compact in which the parents agree to volunteer in the classroom one day a month and participate in at least one family literacy night per year. They also agree to a monthly visit to monitor their goals. She makes home visits with individual families or meets with them in the classroom once a month to review their goals for themselves and their child. The Coordinator collects data on parent involvement, PACT time, and time parents spent reading with their children.</p> <p>The Parent Outreach Coordinator also holds a monthly “Family Hour” where she discusses parenting topics from the Love and Logic Program, models the reading of a book for families, conducts a follow-up activity, and provides a snack related to the book. The Parent Coordinator also sends out homework bags once a month with activities for the parent and child to do together.</p>