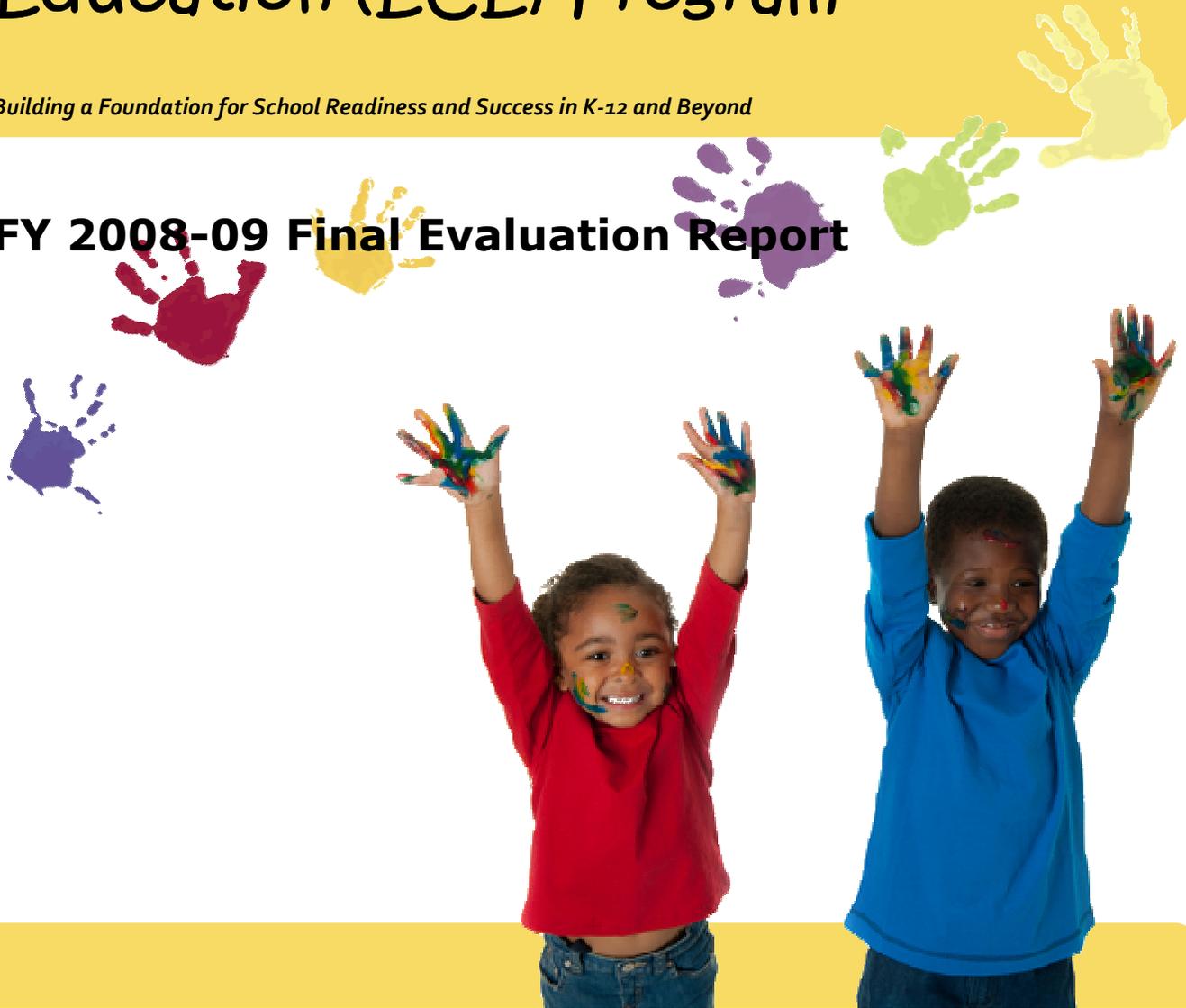


Assembly Bill 627

Nevada Early Childhood Education (ECE) Program

Building a Foundation for School Readiness and Success in K-12 and Beyond

FY 2008-09 Final Evaluation Report



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Report Overview

The Final Evaluation Report for FY 2008-09 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 of the 13 school districts and community-based organizations that applied 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 County. The remaining application was Great Basin College in Elko. Two of the 10 applications, Elko County and Nye County, had not previously received a Nevada ECE program award. Three applications were not funded.

During 2008-09, the 10 Nevada ECE projects provided services to 1,089 families, including 1,123 children and 1,130 adults. Of the 1,123 children served in Nevada ECE during the 2008-09 school year, 950 children were in the Nevada ECE program on December 15, 2008. Using the figure of 950 children as an average daily child count and the total award amount of \$3,338,875, the average cost of the Nevada ECE program per child in 2008-09 was \$3,515. 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

Table 1 shows the 10 early childhood education projects, the amount of funds each project received in 2008-09, and the number of early childhood education sites by project. Altogether, the 10 Nevada ECE projects funded under AB 627 supported 33 early childhood sites during the 2008-09 school year.

Table 1. The 2008-09 Funds Awarded and Number of Early Childhood Education Sites

Nevada ECE Projects	Amount Awarded	Number of Sites
Carson City School District	\$256,713	2
Churchill County School District	\$125,697	1
Clark County School District	\$1,469,441	10
Elko County School District	\$117,710	1
Great Basin College	\$123,354	1
Humboldt County School District	\$134,209	1
Nye County School District	\$138,616	1
Pershing County School District	\$135,599	1
Washoe County School District	\$714,694	14
White Pine County School District	\$122,842	1
Total	\$3,338,875	33

Report Structure

This report is divided into the following sections which address the required evaluation components from the legislation (cited on page 3).

Section I-III: Comprehensive overview of all the programs funded during FY 2008-09; Research Questions; 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: Project 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 2008 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. The sub-questions for each of the five primary research questions can be found in Appendix A.

1. How is the funding spent on the program?
2. Who is served by the program?
3. How do projects implement Early Childhood Education?
4. What are the annual outcomes of Early Childhood Education?
5. Does the Nevada Early Childhood Education Program have a longitudinal impact on the children and parents it serves?

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.

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.² 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 to 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 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 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). In other words, children who attend preschool have a more positive elementary school experience, helping them avoid many issues related to being at-risk academically.

² Preschool education programs that result in positive effects tend to serve children part day for one school year at age four (Barnett, 1995), as did the Nevada ECE projects in the longitudinal evaluation.

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. Four of the outcome indicators were developed in June 2001 and the fifth indicator (Outcome Indicator 2) was added in 2007-08 to better measure the size of the developmental gains made by children. NDE reviews the benchmarks annually based upon the performance results of the participants, as directed by AB 627. In fact, NDE raised the benchmarks for three indicators in 2008-09: Indicators 1, 3, and 4.

Indicator	Benchmarks	
	Original	2008-09
<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%	80%
<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	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%	92%
<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%	70%
<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, many 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.

In addition to the five measures described above to assess the developmental progress of children and parental involvement, the evaluation administered two classroom environmental rating scales to examine program delivery: Early Childhood Environmental Rating Scale (ECERS) and the Early Language and Literacy Classroom Observation Tool (ELLCO). These two instruments are described under Section XIII: Project Descriptions.

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 4 in 2008-09, and
- Cohort 3 — four-year-olds who participated in Nevada ECE during 2005-06 and entered grade 2 in 2008-09.

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 4 Study

The Cohort 1 Grade 4 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. Specifically, the evaluation compares the performance of Cohort 1 students on the Nevada Criterion Reference Tests (CRT) in reading and mathematics with a matched sample of classmates from the same schools.

Survey Research Methodology. The evaluation administered a survey to the grade 4 teachers of Cohort 1 children. The survey 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 2 Study

The Cohort 3 Grade 2 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 because 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, in spring 2008 when the children were in grade 1, and again in spring 2009 when the children were in grade 2.

The use of the PPVT and EOWPVT as the follow-up measures in kindergarten and grade 2 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, allowing the evaluation to compare the performance of students in the ECE program against the national norms.

Survey Research Methodology. The evaluation administered a survey to the grade 2 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

Variables (Instruments/Measures)	Cohort 1 in Grade 4	Cohort 3 in Grade 2
<i>Student Learning</i>		
◆ Peabody Picture Vocabulary Test		✓
◆ Expressive One Word Picture Vocabulary Test		✓
◆ Nevada Criterion Referenced Tests	✓	
<i>Parent Involvement</i>		
◆ Teacher Survey	✓	✓

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 CRTs 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 one-item survey for teachers of the Cohort 1 and Cohort 3 students. The survey measured parent involvement by asking whether the parents of the Nevada ECE children attended the fall 2008 parent teacher conference. Teachers completed the survey in April and May, 2009.

- *Parent Involvement.* A challenge the longitudinal evaluation faced to assess parent involvement is the selection of an appropriate measure that can be collected for the large number of children in the program.³ 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

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.

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, so it is impossible to create an appropriate, matched comparison group. Instead, the data from all students must be used as the comparison group. A second limitation is the data for the Nevada ECE children are from a single grade level while the data used for the comparison group are from all grade levels at the school. This can pose a problem for the interpretation of any comparisons between the two groups since parents of younger children (kindergarten and grade 1) tend to attend parent/teacher conferences at a higher rate than parents of older children (grade 4 and 5). In other words, it is reasonable to assume that parent/teacher conference attendance rate is higher for parents of kindergarten students than parents of grade 5 students. Consequently, the parent/teacher conference attendance rate for parents of kindergarten students is likely to be higher than the school parent/teacher conference attendance rate since the school rate includes all grade levels. Conversely, the parent/teacher conference attendance rate for parents of grade 5 students is likely to be lower than the school parent/teacher conference attendance rate.

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 1,089 families, including 1,123 children and 1,130 adults from July 1, 2008 through June 30, 2009. The 1,123 program children represent 1.4 percent of the estimated 78,176 three to four year-old children in Nevada (2008 American Community Survey).

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	85	86	85	2	8%
Churchill	41	41	41	1	4%
Clark	355	341	337	10	31%
Elko	39	39	39	1	3%
Great Basin	33	32	31	1	3%
Humboldt	39	71	38	1	5%
Nye	53	52	50	1	5%
Pershing	42	41	41	1	4%
Washoe	414	407	407	14	36%
White Pine	22	20	20	1	2%
Total	1,123	1,130	1,089	33	100%

Family Characteristics

Family Structure	Number Families	Percent Families
Single Parent	174	16%
Couples	792	73%
Extended Families	113	10%
Other	10	1%
Total	1,089	100%

Family Income	Number Families	Percent Families
Over \$50,000	197	18%
\$40,000-\$49,999	107	10%
\$30,000-\$39,999	165	15%
\$20,000-\$29,999	245	22%
\$10,000-\$19,999	246	23%
Less than \$9,999	129	12%
Total	1,089	100%

The 10 projects reported they had a waiting list of 907 families. The projects with the largest numbers of families on waiting lists were Washoe County (379 families) and Clark County (299 families).

Adult Characteristics

Child Characteristics

Language Spoken at Home	Number	Percent	English Language Skills	Number	Percent
English	541	48%	English	490	44%
Spanish	530	47%	Limited English Skills	633	56%
Other	59	5%			
Age (as of 9/30/2008)			Age (as of 9/30/2008)		
50 and over	12	1%	2-3 years	11	1%
40-49	113	10%	3-4 years	234	21%
30-39	477	42%	4-5 years	878	78%
20-29	520	46%			
Under 20	7	1%			
Gender			Gender		
Male	160	14%	Male	542	48%
Female	970	86%	Female	581	52%
Race/Ethnicity			Race/Ethnicity		
Hispanic/Latino	656	58%	Hispanic/Latino	680	61%
Caucasian	340	30%	Caucasian	302	27%
African American	46	4%	African American	45	4%
Asian	55	5%	Asian	46	4%
Native American	14	1%	Native American	14	1%
Other	19	2%	Other	36	3%
Total	1,130	100%	Total	1,123	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 1,123 children, 78 percent (878 children) did not participate in any other educational program prior to Nevada ECE, and 85 percent (957 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	31	6
Even Start	19	29
Title I Preschool	9	11
Early Intervention, Early Childhood Special Education	58	49
Other Preschool or Infant/Toddler Program	100	44
Migrant Education	1	22
None	878	957
Other	49	17
Total	1,145	1,135

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 the possible choices shown in Table 4. Overall, about 79 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	120
b) Stay with grandparents or other adult family member	201
c) Stay at home with parents	724
d) Stay at home with siblings	85
e) Attend other preschool or infant/toddler program	132
f) Other (<i>specify</i>) _____	55

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	32	30.83	0
Aides (educational assistant)	33	26.75	0
Family Specialists (home-visitor/advocate)	2	1.75	0
Support Staff (secretary, clerk)	1	0.45	0
Others	4	2.65	0
Total Staff	75	64.63	0

Nevada ECE program funds purchased the services of 75 staff for 2008-09, many of whom are part-time or funded part-time with Nevada ECE funds. The 75 staff included three administrators⁶ who managed the program; 32 teachers who instructed in the early childhood education classes; 33 teacher aides who assisted in the early childhood classes; two family specialists who worked primarily on parenting activities, including home visits; one 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 an Associate's Degree. Of the 32 preschool teachers, two have a Ph.D., eight have a Master's degree, 20 have a Bachelor's degree, one has a Associate's Degree, and one has a High School Diploma.

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

	Administrators	Teachers	Aides	Family Specialists
Highest Level of Education				
Did not complete diploma/GED	0	0	1	0
High school diploma or GED	0	1	20	2
AA	1	1	10	2
BA/BS	0	20	2	0
MA/MS/M.Ed	2	8	0	0
Ph.D./Ed.D	0	2	0	0
Years of Experience in Primary Area				
Less than 1 year	1	1	1	0
1 to 5 years	0	9	19	2
5 to 10 years	0	8	6	2
More than 10 years	2	12	9	0

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.

Of the 35 aides, two have a Bachelor’s degree, 11 have an Associate’s degree, 21 have a high school diploma/GED, and one did not complete high school. There are four family specialists: two have an Associate’s Degree and two have a high school diploma/GED.

Table 6 also shows the experience level of the Nevada ECE staff. Overall, about half of the Nevada ECE staff are experienced early childhood educators having more than five years of experience in their respective position—the other half of project staff are not. That is, two of the administrators (67 percent); 20 of the 30 teachers (67 percent), two of the four family specialists (50 percent); and 15 of the 35 aides (43 percent) have more than five years of experience.

In terms of state requirements for teachers in early childhood education programs, all 32 teachers (100 percent) meet the requirements. The 32 teachers had either an early childhood education certificate, endorsement, or state early childhood education requirement endorsement. In other words, all teachers in the program have specific training and/or experience in early childhood education.

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., *Creative Curriculum*) 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 2008-09.

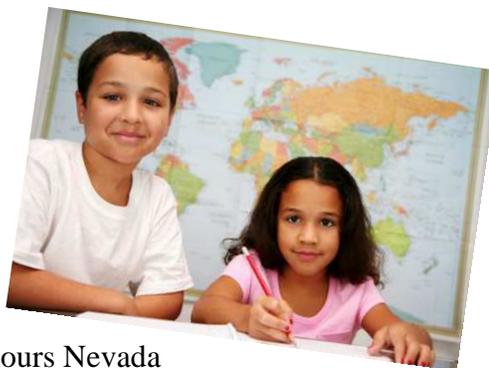
Table 7. Number of Projects That Provided Teachers and Aides Training by Hours

Inservice Topics	No hours	0 to 5 hours	6 to 10 hours	11 to 15 hours	Over 15 hours
a) Curriculum	0	4	1	2	3
b) Developmental areas	1	3	4	0	2
c) Learning environment	0	2	6	1	1
d) Children with special needs	1	9	0	0	0
e) Classroom or behavior management	1	3	3	1	2
f) Pedagogy-instructional strategies	1	3	2	2	2
g) Assessment	0	7	3	0	0
h) Involving parents	1	4	3	2	0

Overall, projects provided teachers and aides the most hours of training in *Curriculum*, *Pedagogy-Instructional Strategies*, and *Learning Environment* to help staff implement the early childhood programs and instructional strategies within effective learning environments. Staff received the least amount of training in *Children with Special Needs*, perhaps because most projects refer special needs children to other programs once they are identified.

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, since 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				
Age 3 and 4	10	49.0	9	438
Age 5, not eligible for kindergarten	10	52.0	8.9	465
Parenting Education				
Parent alone	9	1.9	7.7	14.2
Parent and child are involved together	10	4.8	8.5	41.1

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 438 hours of early childhood education (49 hours per month for 9.0 months) and five-year olds an average of 465 hours of early childhood education (52 hours per month for 8.9 months).

Parenting

According to the original legislation for Nevada ECE, projects were required to have a parenting component. All 10 project directors reported providing some parenting education services in 2008-09. 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 14.2 hours of *Parenting education alone*, 1.9 hours per month for 7.7 months. In addition, 10 projects offered an average of 41.1 hours of *Parent and child time together*, 4.8 hours per month for 8.5 months. In other words, most adults could receive about 55 hours of parenting education during 2008-09.

Types of Parenting Services

Ten project directors were asked to identify the degree to which (i.e., not provided, and provided to a few families, some families, and most families) 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.”

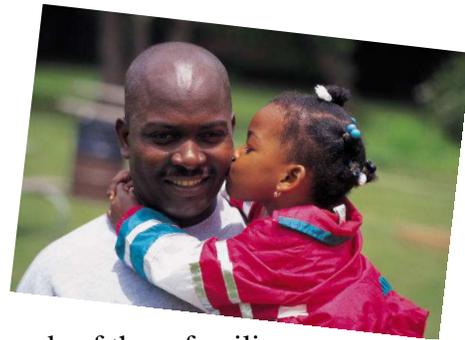
Table 9. The Number of Projects That Provided Various Parenting Services to Families

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

The most frequently conducted strategy was *Parent/teacher conferences* and *Parent and child together activities*, which all 10 projects conducted with “most families.” The next most frequently provided strategy was *Parenting classes/workshops* and having *Parents volunteer in the classroom*. *Home visits* was the least conducted strategy; three projects did not conduct 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 2009,
- ◆ 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 143 of the 1,089 families in Nevada ECE (13 percent) left the program during the 2008-09 school year. In other words, 87 percent of the families completed the program, similar to the percent of families who completed the program during the previous two years. That is, 86 percent of Nevada ECE families completed the program in 2007-08 and 85 percent completed the program in 2006-07.

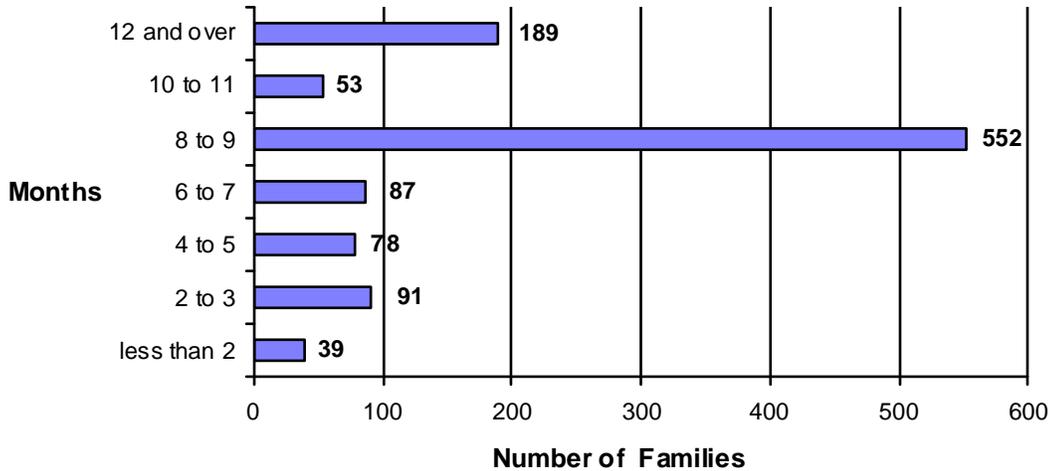
Length of Participation in Program.

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 in two month intervals. Data are available on all 1,089 families. The distribution shows that the majority of families (552 or 51 percent) stayed in the program for eight to nine 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. In fact, on average, Nevada ECE families were in the

program for 10.3 months between their initial enrollment date and the end of the 2008-09 school year or their exit date, about the same as the 10.1 months in 2007-08.

Figure 1. Number of Months Families Spent in ECE Program



Reason for Exiting Program.

Project staff reported a range of reasons why the 143 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 (62 families or 44 percent). The next most common reason given why families exited the program was that the parent or child switched to a different program (23 families or 16 percent).

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

Reasons for Exiting Program	Families
Parent or child switched to a different program	23
Family moved out of the area served by the ECE program	62
Family stopped participating due to a lack of interest	5
Family was dropped due to incomplete participation or poor attendance	14
Family crisis prevents further participation	9
Conflicts or problems prevents continued participation	11
Other reason (specify) _____	9
Reason unknown	10
Total	143

Child Participation

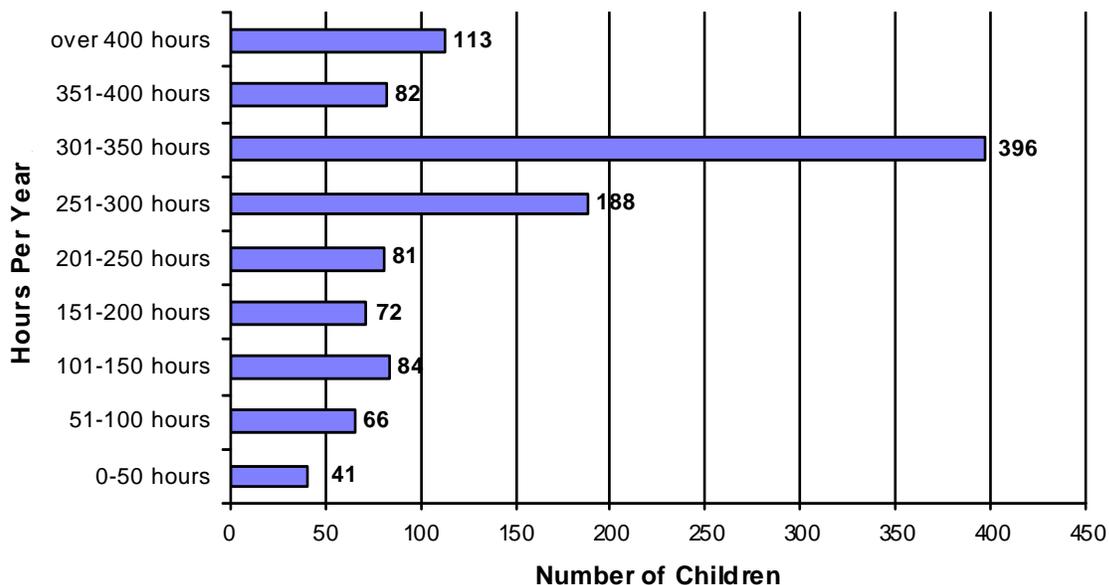
The primary component of Nevada ECE is early childhood education.

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 1,123 children. Overall, Nevada ECE children participated in early childhood education an average of 278 hours, which is the second highest average hours reported in any year, behind the 289 hours reported in 2007-08.

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 (396 children or 35 percent) attended an average of 301 to 350 hours of early childhood education during the school year, which means that individual children attended the program about nine to ten hours per week.

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.

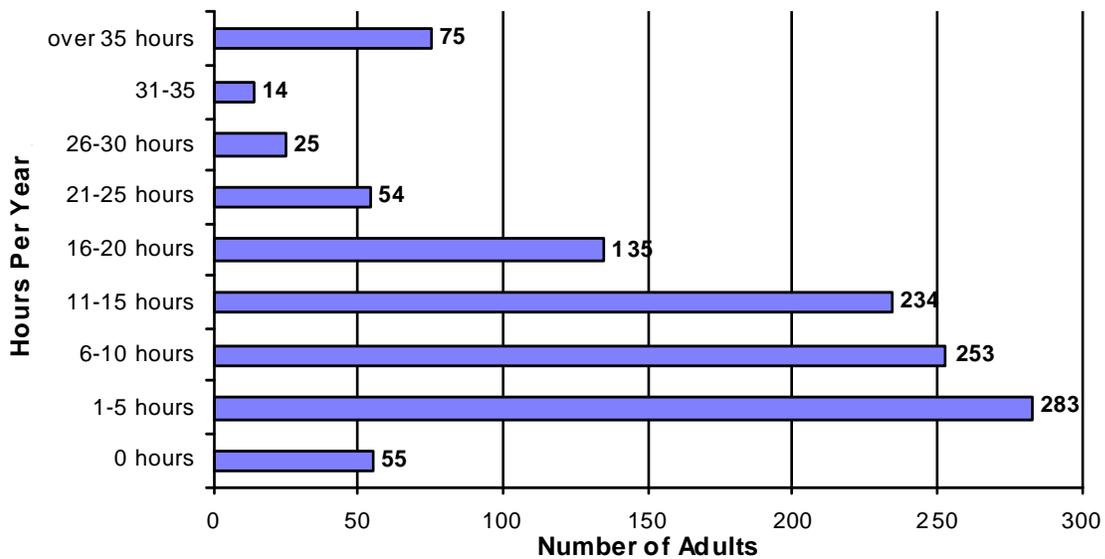
Hours of Parenting Education.

Data were available for 1,128 of the 1,130 adult participants. Projects reported that 55 parents (6 percent) had yet to participate in any parenting education services. While some of these parents had just enrolled their children in the program, most of these parents simply did not participate in parenting services. In these projects, staff could more closely monitor parent attendance in parenting education to fulfill the requirement of the grant. Three of these families were eventually dropped from the program because of incomplete participation.

Overall, the 1,028 adults participated in parenting education an average of 13.8 hours during the program, which is less than the average hours reported in the three previous years: 15.3 hours in 2007-08 and 15.8 hours in 2005-06 and 2006-07.

Figure 3 shows that the distribution in the total number of hours in parenting education is skewed. The largest number of adults (n=283) participated in “1 to 5 hours” of parenting education. In fact, most adults (591 adults or 57 percent) participated in “0 to 15 hours” of parenting education. A smaller group of parents (75 parents or 7 percent) participated in over 35 hours of parenting education, substantially increasing the average hours in parenting education for the entire group.

Figure 3. Total Hours Adults Spent in Parenting Education



Classroom Environment Program Quality Indicators

The evaluator visited all 10 Nevada ECE projects in spring 2009, making a total of 13 site visits since several projects operate multiple early childhood education sites.⁸ The evaluator collected information from each project based on the administration of two standardized early childhood environment ratings instruments: the Early Childhood Environmental Rating Scale, Revised Edition (ECERS-R) and the Early Language and Literacy Classroom Observation Tool (ELLCO). The evaluator also wrote a description of the program in five areas: curriculum, environment, developmentally appropriate practices, assessment and continuous progress, and the parenting program. This section presents the summarized data collected from the ECERS-R and ELLCO and Appendix B presents the 13 individual site descriptions.

The revised Early Childhood Environment Rating Scale, Revised Edition (ECERS-R) is a comprehensive observation instrument designed to measure the quality of early care and education environments. The ECERS-R process includes a short teacher interview and classroom observations to identify at which level quality indicators are being met in seven areas: Space and Furnishings, Personal Care Routines, Language-Reasoning Activities, Interaction, Program Structure, and Parents and Staff. Results from the ECERS are expressed in ratings from 1 (Inadequate) to 7 (Excellent).

The Early Language and Literacy Classroom Observation Tool (ELLCO) is a three-part classroom observation instrument that describes the extent to which classrooms provide children optimal support for their language and literacy development. The three parts of the observation include a Literacy Environment Checklist, a Classroom Observation and Teacher Interview, and a Literacy Activities Rating Scale. Together, they yield ratings in five areas: Classroom Structure, Curriculum, Language Environment, Books and Book Reading, and Print and Early Writing. In addition, scores can also be summarized into two subscales: Classroom Environment and Language and Literacy. The results from the ELLCO are expressed in ratings from 1 (Deficient) to 5 (Exemplary).

Figure 4 shows the ratings on the Early Childhood Environment Rating Scale for the 13 Nevada ECE project sites visited during 2008-09. The results show that the 13 project sites had a fairly wide range of average scores across the seven areas, from an average rating of 2.0 to 6.0, which may reflect the fact that school year 2008-09 represents the first time this instrument was conducted with the projects and project staff are learning what constitutes high and low ratings. Overall, most high ratings should be viewed as areas of strength and low ratings as areas for improvement. Some low ratings, however, may reflect, in part, limitations in facilities which are often out of the control of the project sites, such as bathrooms and/or sinks not located in preschool classrooms and playgrounds not appropriate for early childhood.

⁸ 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.

The 13 projects received the highest rating on Interaction, which reflects the supervision that staff provide children, discipline, and the quality of interactions between staff and children and among children. The 13 projects were also rated high on Parents and Staff, which primarily reflects personal provisions provided to staff and parents as well as professional provisions provided to staff in terms of collaboration, supervision, and professional development.

The 13 projects received the lowest rating on Personal Care Routines and Activities. While some of the low ratings that projects received in Personal Care Routines are due to limitations of facilities located in elementary/high school buildings not set up for early childhood programs, it is still an area for improvement. In all, there are six items that measure Personal Care Routines, including items on greeting and departing, snack/meals, nap/rest, toileting/diapering, health practices, and safety practices. In this case, the 13 projects received the lowest rating (i.e., “1”) on three items; snack/meals, toileting/diapering, and safety practices.

There are 10 items that measure Activities, including items on fine motor, art, music/movement, blocks, sand/water, dramatic play, nature/science, math/number, promoting acceptance of diversity, and use of TV, video, and/or computer. In this case, the 13 projects received lower ratings on three items; math/number, nature/science, and music/movement.

Figure 4. Nevada ECE Program Ratings on the Early Childhood Environmental Rating Scale (ECERS) (1 = inadequate, 7 = excellent)

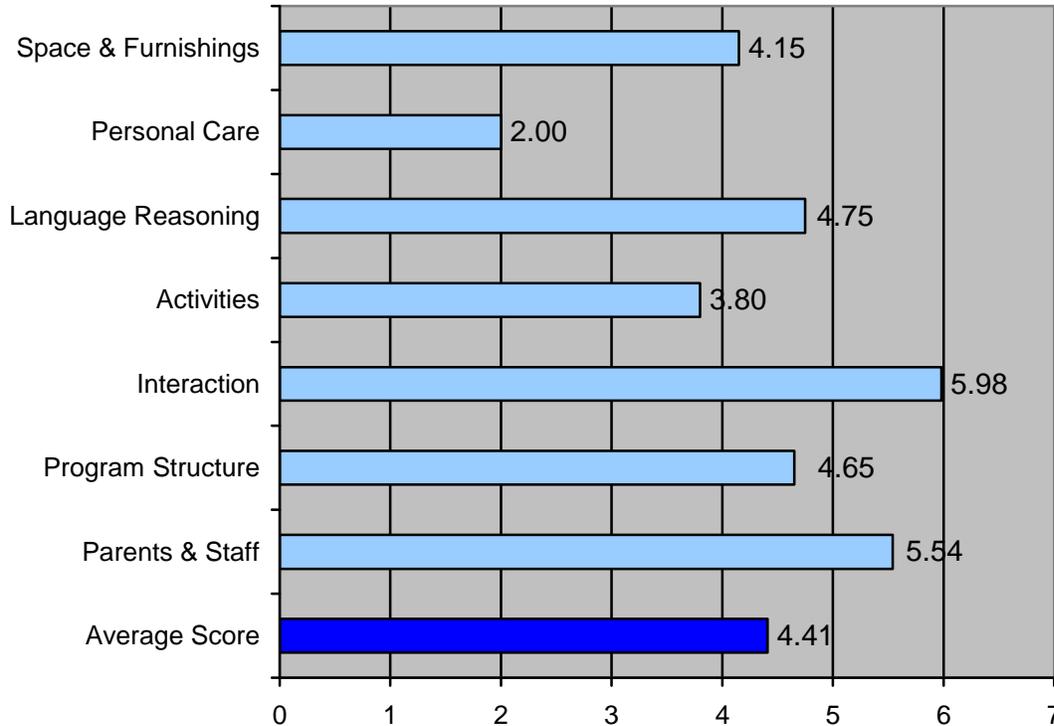
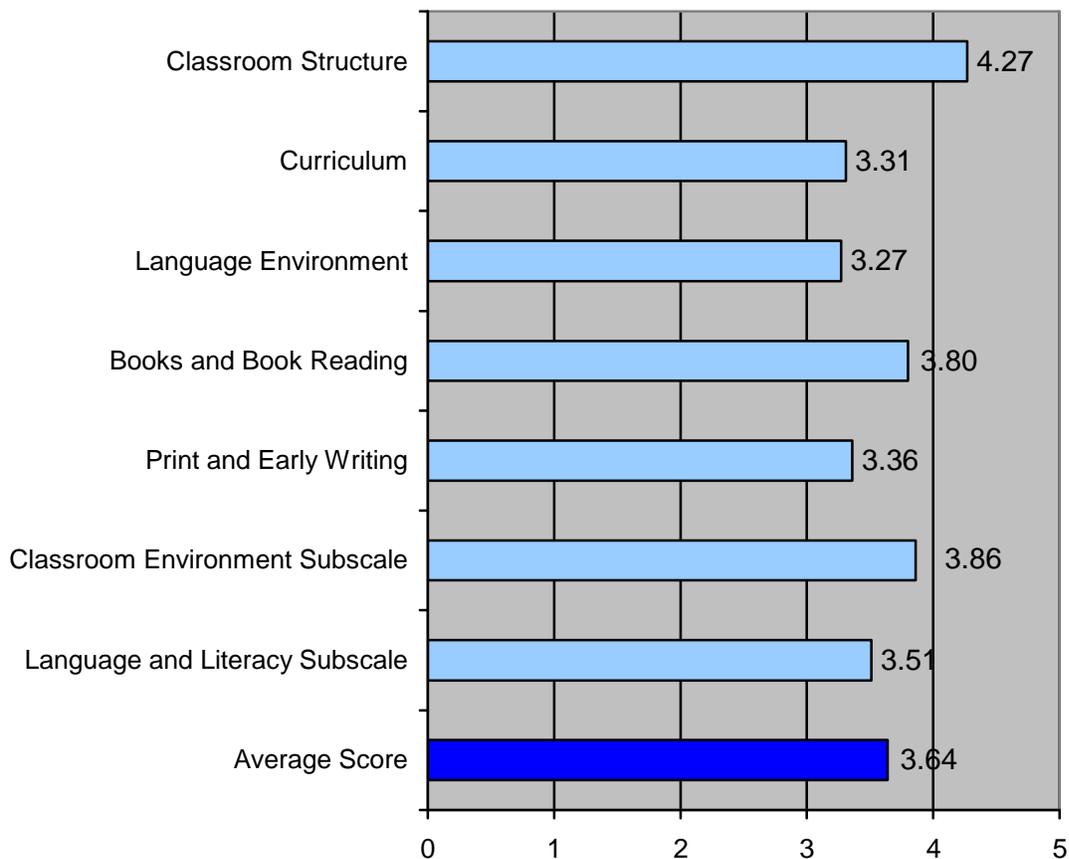


Figure 5 shows the ratings on the Early Language and Literacy Classroom Observation Tool for the 13 Nevada ECE project sites. The results show that the 13 project sites had a fairly narrow range of scores, from an average rating of 3.3 to 4.3. The 13 projects scored the highest on Classroom Structure, and scored lowest on Language Environment and Curriculum. There are four areas that measure Language Environment: discourse climate, opportunities for extended conversations, efforts to build vocabulary, and phonological awareness. In this case, the 13 projects received lower ratings in two areas: efforts to build vocabulary and phonological awareness. There are three areas that measure Curriculum: approaches to curriculum, opportunities for child choice and initiative, and recognizing diversity in the classroom. In this case, the 13 projects received a lower rating in one area: recognizing diversity in the classroom.

Figure 5. Nevada ECE Program Ratings on the Early Language and Literacy Classroom Observation Tool (ELLCO) (1 = deficient, 5 = exemplary)



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>Eighty percent (80%) 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- 87.6 % EOWPVT- 90.5 %</p>	<p>Met / Exceeded</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- 11.1 points EOWPVT- 14.3 points</p>	<p>Met / Exceeded</p>
Parental Involvement		
<p><i>Indicator 1: Individual Parenting Goals.</i></p> <p>Ninety-two percent (92%) 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>99.2 %</p>	<p>Met / Exceeded</p>
<p><i>Indicator 2: Time with Children</i></p> <p>Seventy percent (70%) 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>94.8 %</p>	<p>Met / Exceeded</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>94.4 %</p>	<p>Met / Exceeded</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 1,123 children age-eligible to take the PPVT. Out of these 1,123 children, 984 children were in the program at least four months in 2008-09. Out of these 984 children, 841 (PPVT) and 757 (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, 87.6% and 90.5% respectively made a standard score gain—above the expected performance level of 80 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, the Nevada ECE children made an average standard score gain of 11.1 and 14.3 points respectively on the PPVT and EOWPVT—above the expected performance level of 7.0 and 10.0 standards score points on the two measures for the outcome indicator, and the gains were statistically significant, $p \leq .01$.

Table 11. Peabody Picture Vocabulary Test Average Scores, $n = 841$; Expressive One-Word Picture Vocabulary Test Average Scores, $n = 757$

Test	Pretest Average	Posttest Average	Average Gain
PPVT (receptive vocabulary)	86.5	97.6	11.1
EOWPVT (expressive vocabulary)	85.0	99.4	14.3

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 20th and 16th 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 44th and 48th percentile in receptive and expressive vocabulary respectively, staying within the national average range and almost eliminating 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 or EOWPVT in English when the child enrolled into the program initially for 296 of the 1,123 children (26 percent). These children simply did not have sufficient English language skills to take the test. In these cases, project staff would wait to administer the PPVT and EOWPVT until the teacher determined the child had sufficient language skills to score within the valid range on the tests.

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. In other words, the large gains on the PPVT and EOWPVT are due to the impact of the early childhood program on the children's developmental skills as well as on helping a substantial number of 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,⁹ children who had the English skills to take the test at enrollment but were still learning English as a second language,¹⁰ 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 then by 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 their beginning English language skills. In addition, the results suggest that the Nevada ECE program helped a greater percentage of children learning the English language make a gain, and make larger gains, than English speaking children.

⁹ 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.

¹⁰ 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.

Table 12. PPVT and EOWPVT Average Scores and Gains by Level of English Skills

PPVT (Receptive) Group (841)	Pretest Average	Posttest Average	Average Gain	Percent Who Made Gain
No English Skills at Enrollment	66.8	80.6	13.7	(139) 93.3%
Some English Skills at Enrollment	82.6	94.4	11.8	(179) 88.7%
English Speaking	94.1	104.0	9.9	(419) 85.5%
EOWPVT (Expressive) Group (757)				
No English Skills at Enrollment	64.2	78.3	14.0	(71) 92.2%
Some English Skills at Enrollment	76.7	93.2	16.5	(186) 95.4%
English Speaking	91.7	105.3	13.6	(428) 88.2%

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. These results 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 the early childhood education program whether the activities impacted the children’s developmental skills, English language skills, or both.

Parental Involvement Outcome Indicators

Outcome Indicator 1. Individual Parenting Goals.

Of the 1,130 Nevada ECE adults, 994 adults were enrolled in ECE projects for at least four months. Of the 994 adults, 986 adults (99.2 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 1,128 adults who established goals made 3,607 of the 4,186 goals they set, or 86.2 percent.

Outcome Indicator 2. Time with Children.

Of the 1,123 children enrolled in Nevada ECE projects, 920 children were first-year participants. A total of 783 of these children were in Nevada ECE at least four months. Pretest and posttest data are available for all 783 children. Of the 783 parents, 710 (90.7 percent) reported spending more time with their children at the time of the posttest or when they exited the program, 44 parents (5.6 percent) reported spending the same amount of time, and 29 (3.7 percent) reported spending less time with their children. Thus, Nevada ECE projects met the expected performance level of 70 percent.

Outcome Indicator 3. 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 783 first-year children enrolled in Nevada ECE projects who were in the program at least four months. Pretest and posttest data were available for all 783 children. Of the 783 children, 706 (90.2 percent) of their parents reported spending more time reading with them at the end of the evaluation than when they began the program, 55 parents (7.0 percent) reported spending the same amount of time reading with their children, and 22 parents (2.8 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 985 children enrolled in the program at least four months. Table 13 shows that ECE parents spent an average of 97 more minutes per week reading to or with their child (a gain of over 200 percent) at the end of the program year.

Table 13. Parent and Child Reading Time in Minutes, n=985

Pretest Average	Posttest Average	Average Gain
28.6	125.9	97.3

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, and 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 2008-09
Cohort 1	2003-04	Grade 4
Cohort 3	2005-06	Grade 2

Cohort 1 (*Nevada ECE Children in 2003-04 now in Grade 4 during 2008-09*). 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 4 in 2008-09.

Cohort 3 (*Nevada ECE Children in 2005-06 now in Grade 2 during 2008-09*). 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 2 in 2008-09.

Cohort 1 Results in Grade 4

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 a sample of their grade 4 classmates on the Nevada Criterion Referenced Tests (CRTs).

The evaluation also administered a survey to the grade 4 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 2008-09 is their performance on the Nevada Criterion Referenced Tests (CRT) in reading and math. The evaluation located 599 of the 844 students (71 percent) who participated in the Nevada ECE program in 2003-04 and were in grade 4 during 2008-09. Nevada CRT test scores are available for 499 of the 599.

To help interpret the performance of the Nevada ECE students, the evaluation selected a matched sample of classmates as a comparison group based on school, Limited English Proficiency (LEP) status and gender. All but a few students were matched on all three characteristics. Thus, 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 grade 4 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 (499)				
Cohort 1 ECE	303.31**	55.1% (275)	309.78*	57.7% (288)
Non-ECE	294.21	49.1% (245)	297.52	52.7% (263)
English Speaking Students (344)				
Cohort 1 ECE	322.77**	68.6% (236)	325.18**	68.3% (235)
Non-ECE	311.39	59.9% (206)	313.10	61.3% (211)
Limited English Proficient (155)				
Cohort 1 ECE	260.13	25.2% (39)	275.61	34.2% (53)
Non-ECE	256.07	25.2% (39)	262.94	33.5% (52)

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

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 499 students in both the Cohort 1 ECE group and non-ECE group, 155 were identified as Limited English Proficient and 334 were English speaking.

Table 15 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. The differences were significant for the English speaking students in reading and math ($p \leq .05$) and approached significance for LEP students in math ($p \leq .10$). The results also show that a larger percent of the English speaking Cohort 1 ECE group were proficient in reading and math than the English speaking non-ECE group. For LEP students, about the same percent of the Cohort 1 ECE and non-ECE groups were proficient in reading and math.

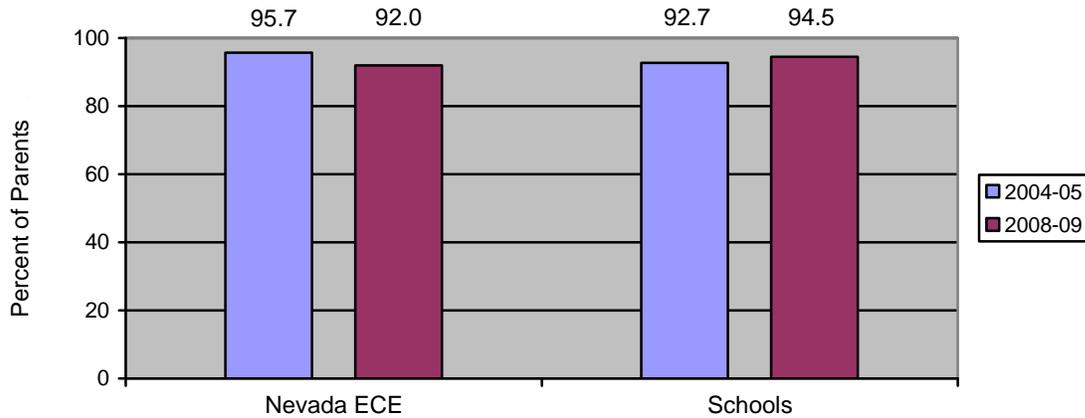
Parent Involvement.

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 other school 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 188 matched students in kindergarten and grade 4, 138 teachers responded to this item in both kindergarten and grade 4. As shown in Figure 6, out of the 138 teachers, 132 teachers (95.7 percent) reported that the parents of the Cohort 1 children attended the parent/teacher conference in 2004-05 during kindergarten, and 127 teachers (92.0 percent) reported that the parents of the Cohort 1 children attended the parent/teacher conference in 2008-09 during grade 4.

Figure 6. Parent/Teacher Conference Rate of Cohort 1 Children in Kindergarten and Grade 4 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 55 elementary schools in kindergarten and 73 elementary schools in grade 4; however, many schools enrolled just one or two Cohort 1 children. Instead of gathering data from all 55 and 73 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 kindergarten and for grade 4 as representative of the type of school attended by Nevada ECE children. The evaluation found that 24 schools enrolled at least two Cohort 1 students in kindergarten for 2004-05 and 23 schools enrolled at least two Cohort 1 students in grade 4 for 2008-09. In fact, these schools enrolled a total of 110 of the 138 students in kindergarten (80 percent) and 88 of the 138 students in grade 4 (64 percent).

The rates of attendance at parent/teacher conferences for the elementary schools ranged from 76 percent to 100 percent during kindergarten in 2004-05 with a weighted average of 92.7 percent, and ranged from 78 percent to 100 percent in 2008-09 with a weighted average of 94.5 percent in 2008-09. 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 students at the schools, but at a lower rate than parents of other students at the schools when the Cohort 1 children were in grade 4.

While the data show differences between the parent/teacher conference rates of the Cohort 1 students and the schools they attended in both kindergarten and grade 4, the results must be interpreted with caution because of differences in the type of data. The data for the Cohort 1 students are based on the individual students within a single grade level (either kindergarten or grade 4) while the school data are based on averages of schools across all grade levels. Since parents of younger children tend to attend parent/teacher conferences at a higher rate than parents of older children, then the parent/teacher conference rates of kindergarten children are likely to be greater than school rates which represent all grade levels, and the parent/teacher conference

rates of grade 4 children are likely to be less than school rates, as is the case in this analysis. While the parent/teacher conference rate of the Cohort 1 students decreased from when they were in kindergarten to grade 4, the decrease probably just mirrors the decrease of the parent/teacher conference rates for all students from kindergarten to grade 4. Suffice to say, based on the data, the results suggest that the parents of Cohort 3 students probably attended parent/teacher conferences at a similar rate to other parents at the same grade levels at the schools in both kindergarten and grade 4.

Cohort 3 Results in Grade 2

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, grade 1, and grade 2 to measure student learning.

The evaluation also administered a survey to the grade 2 teachers of Cohort 3 children, collecting data on 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, when they were in grade 1 during 2007-08, and again when they were in grade 2 during 2008-09.

A total of 294 and 295 children had test scores from the three administrations of the PPVT and EOWPVT used for the analyses, respectively—in fall 2005 and spring 2006, before and after their participation in Nevada ECE, and again in spring 2009 at the end of grade 2. Although not shown, the 295 students are representative of the larger population of 944 Cohort 3 students in terms of gender, ethnicity, and 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 7 and 8 show the average standard scores of the 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 2009 at the end of grade 2 as they had achieved in spring 2006 at the end of the Nevada ECE 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 2 in expressive vocabulary and maintained their relative performance in receptive vocabulary.

Figure 7. PPVT Standard Score Averages of Cohort 3 in Preschool and Grade 2, n=295¹¹

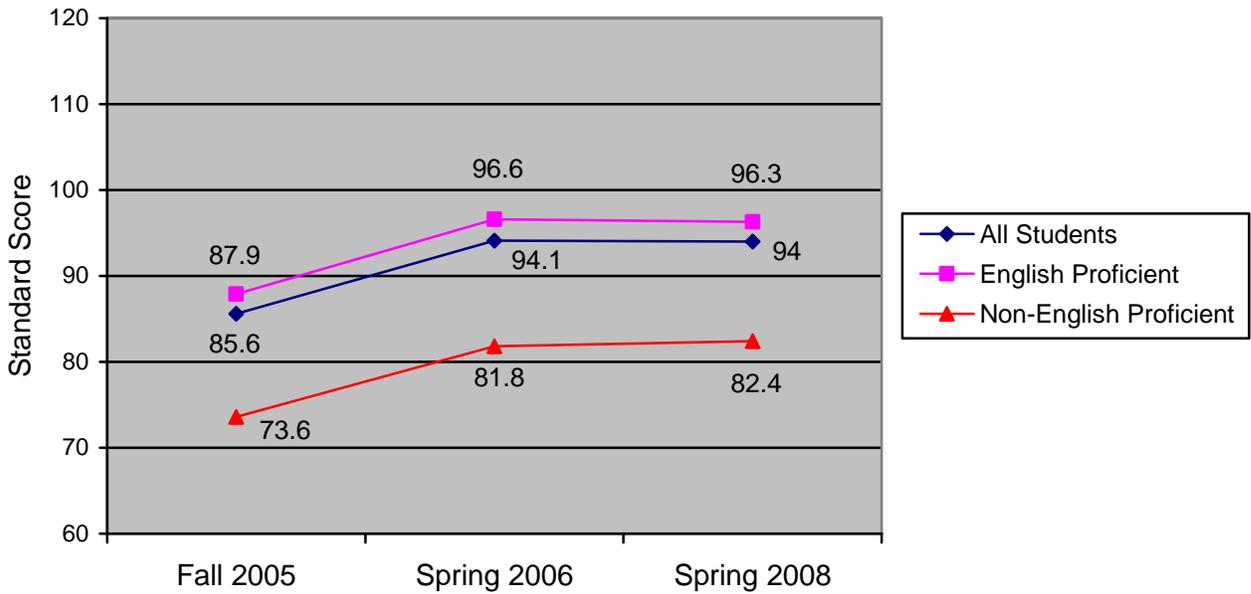


Figure 8. EOWPVT Standard Score Averages of Cohort 3 in Preschool and Grade 2, n=294

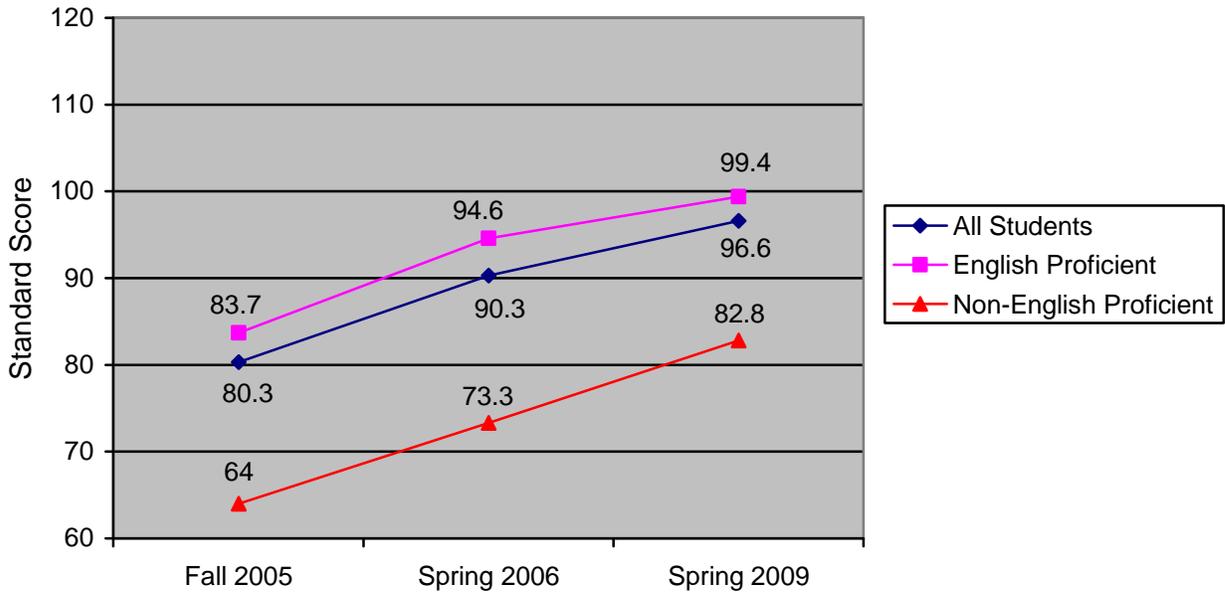


Table 16 presents the same average standard scores in Figures 6 and 7 as well as the standard score average gains for two time periods: from fall 2005 when Cohort 3 children enrolled into the Nevada ECE program until the end of the program year in spring 2006, and from the end of the Nevada ECE program in spring 2006 until the end of grade 2 in spring 2009.

¹¹ Standard scores have an average of 100 and a standard deviation of 15.

Table 16. PPVT and EOWPVT Standard Score Averages and Average Gains of Cohort 3 in Preschool and Grade 2 by English Skills

Group (n)/Subtest	Average Standard Scores			Average Gains	
	Fall 2005 Average	Spring 2006 Average	Spring 2009 Average	Fall 2005 to Spring 2006 Average Gain	Spring 2006 to Spring 2009 Average Gain
All Students					
▪ PPVT (Receptive) (n=294)	85.6	94.1	94.0	8.5*	-0.1
▪ EOWPVT (Expressive) (n=295)	80.3	90.3	96.6	10.0*	6.3*
English Speaking Students					
▪ PPVT (Receptive) (n=245)	87.8	96.6	96.3	8.8*	-0.3
▪ EOWPVT (Expressive) (n=244)	83.7	94.6	99.4	10.9*	4.8*
No English Skills at Enrollment Students					
▪ PPVT (Receptive) (n=49)	73.6	81.8	82.4	8.2*	0.6
▪ EOWPVT (Expressive) (n=51)	64.0	73.3	82.8	9.3*	9.5*

* $p \leq .01$

Fall 2005—Spring 2006.

The results show that Cohort 3 children¹² scored substantially below the national average before they entered the Nevada ECE program in fall 2005. That is, their average standard score of 85.6 on the PPVT represents the 16th percentile and their average standard score of 80.3 on the EOWPVT represents the 9th 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 94.1 on the PPVT, or about the 35th percentile, and to an average standard score of 90.3 on the EOWPVT, or about 26th 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 10.0 standard score points on the EOWPVT, $p \leq .01$.

Spring 2006—Spring 2009.

The results show that Cohort 3 children maintained or improved 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 2 in spring 2009. That is, Cohort 3 students maintained their standard score from 94.1 to 94.0 on the PPVT over that time period, and significantly increased their standard score from 90.3 to 96.6 on the EOWPVT, $p \leq .01$. These students are now at the 41st percentile. The results suggest that the ECE children maintained the large learning gains in receptive vocabulary they had achieved in preschool from kindergarten through grade 2, and made additional learning gains in expressive vocabulary during the same time period, benefiting more from kindergarten through grade 2 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.¹³ Out of the 295 Cohort 3 students in the analysis, 51 students did not have sufficient English to take the PPVT or EOWPVT at enrollment and 245 students had sufficient English.

Table 17 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 below the

¹² 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.

¹³ 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 expressive vocabulary (EOWPVT).

After preschool, both groups of students maintained their learning gains in receptive vocabulary with respect to the norming populations and made additional learning gains on the norming population in expressive vocabulary. That is, both the English speaking students 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 2 in spring 2009, $p < .01$. On the PPVT, both groups maintained their relative level of performance with respect to the norming group during the same time period.

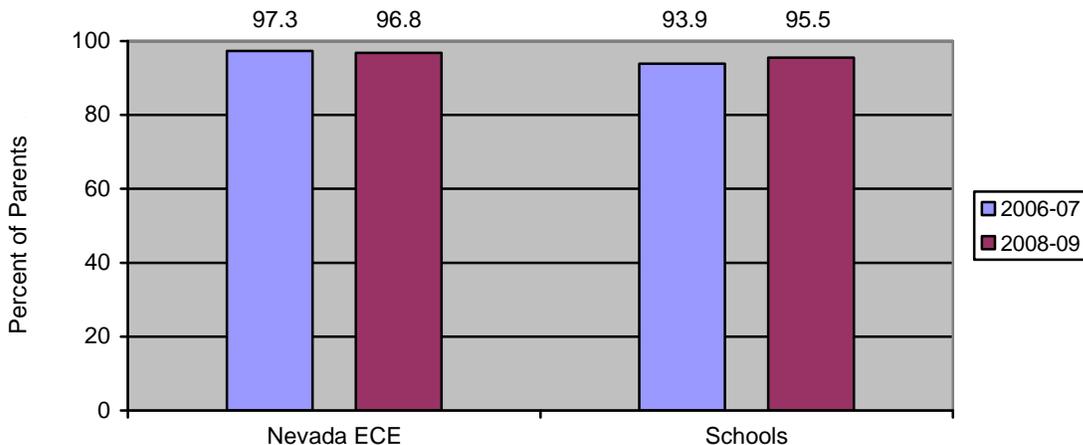
When the gains of the two groups are compared, the non-English speaking students made larger gains on the EOWPVT in expressive vocabulary ($p \leq .01$) and both groups made similar gains on the PPVT. These results suggest that students who did not speak English at enrollment in the Nevada ECE program improved more than English speaking students after leaving the preschool program through the end of grade 2.

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 the 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 295 matched children, 219 teachers responded to this item in both kindergarten and grade 2. As shown in Figure 9, out of the 219 teachers, 213 teachers (97.3 percent) reported that the parents of the Cohort 3 children attended the parent/teacher conference

Figure 9. Parent/Teacher Conference Rate of Cohort 3 Children in Kindergarten and Grade 2 Compared to Parent/Teacher Conference Rate of Schools They Attend



in 2006-07, and 212 teachers (96.8 percent) reported that the parents of the Cohort 3 children attended the parent/teacher conference in 2008-09. In other words, the parent/teacher conference attendance rate for the parents of Cohort 3 students remained essentially the same from kindergarten in 2006-07 to grade 2 in 2008-09.

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 83 elementary schools in kindergarten and 104 elementary schools in grade 2; however, many schools enrolled just one or two Cohort 3 children. Instead of gathering data from all 83 and 104 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 kindergarten or for grade 2 as representative of the type of school that Nevada ECE students attend. The evaluation found that 40 schools enrolled at least two Cohort 3 students in kindergarten for 2006-07 and 43 schools enrolled at least two Cohort 3 students in grade 2 for 2008-09. In fact, the 40 schools enrolled a total of 176 of the 219 students (80 percent) in kindergarten and the 43 schools enrolled 157 of the 219 students in grade 2, or 72 percent.

The rates of attendance at parent/teacher conferences for the elementary schools ranged from 83 percent to 100 percent during kindergarten in 2006-07 with a weighted average of 93.9 percent, and ranged from 78 percent to 100 percent in 2008-09 with a weighted average of 95.5 percent in 2008-09. 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 school students and equal to the rate of other school parents when in grade 2 during 2008-09.

In order to interpret the meaning of the differences between the Cohort 3 sample and the schools they attended in kindergarten and grade 2, 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 to large—a standard deviation of 0.81 for kindergarten, suggesting that the parents of Cohort 3 students attended parent/teacher conferences during kindergarten at a higher rate than other parents at the schools. In grade 2, the effect size was small. “0.33” indicating that Cohort 3 students attended parent/teacher conferences at the same rate of other school parents.

Testimonials

The complete impact of educational programs is sometimes difficult to describe because the assessment instruments, typically used in program evaluations, often describe a rather narrow domain of measurement. To provide a more complete picture of the impact of Nevada ECE, we asked two projects to submit testimonials from participating parents and from the kindergarten teachers who then teach the Nevada ECE children when they enter elementary school.¹⁴ The testimonials from parents are obviously important because parents can describe, in their own view and words, how the program changes their children. The testimonials from kindergarten teachers are also important because they can accurately describe how the Nevada ECE program prepares the children for school, as compared to if the children had not participated in the program. In requesting these testimonials, we asked for the participating adults 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 often missed by standardized children assessments.



Larisse—Participating Adult

Larisse is a 28-year old, Hispanic, married woman. Lucas, her four year-old, is enrolled in the Clark County School District Early Childhood Education project.

Larisse enrolled in the ECE program to better prepare her son for school and improve his chances of future success. She attended 33 hours of parenting education as part of the ECE program, while Lucas attended 230 hours of early childhood education.

Letter—

My family and I would like to take the time to make it known, to those who are behind this wonderful program, how special it is for us. This program has changed our children's lives in more ways than one.

Our oldest son, Michael, was 3 years old when he began the program at Gordon McCaw E.S. He did not speak at all in sentences. He would say some loose words here and there but that is all. His logic skills for his age were very, very, poor. He couldn't communicate with his peers and would not want to participate in certain activities due to this lack of communication. This program was just what the doctor ordered so to speak! By the time the children were out of school for the winter break, Michael was able to communicate using sentences and was able to participate in class activities with no emotional difficulties.

¹⁴ The last names of the participating family members have been withheld for confidentiality.

Michael is now 5 years old and is in kindergarten. He is a brilliant student. He loves math and puzzles. He can not get enough of reading time and loves to try to read on his own. He has evolved so much since he started in the ECCP [early childhood program]. We truly feel like he is a better student and child because of it. He not only learned his academic requirements prior to kindergarten, but he also learned behaviors that he would otherwise not have learned. We are certain that ECCP has helped Michael be much more manageable for his Kindergarten teacher to have one less child that she has to introduce proper in school behavior and pre-kindergarten requirements.

This year, our second son, Lucas, is in the program. We feel very fortunate to have this program available for him as well. We know that he will flourish academically and socially, just as much as Michael has. This program is very dear to our family and we are very thankful for it. We urge that it may continue on providing the benefit it has to our family as well as to other families.

Sincerely,

Larisse H

Kevin H

Jennifer—Participating Adult

Jennifer is a 28-year old, Caucasian, married woman. Her son, Alex, is four years old and attends the Churchill County School District Early Childhood Education program.

Jennifer enrolled in the Early Childhood Education (ECE) program to better prepare her son for school and improve his chances of future success. She attended 18 hours of parenting education as part of the ECE Program and Alex attended over 435 hours of early childhood education.



Letter—

The purpose of this letter is to explain my thoughts regarding my son's preschool experience at Northside Early Learning Center.

I hadn't even heard about this program until a friend had asked me if I was going to try to enroll my 4 year old, Alex. Upon checking into the screening processes, it became evident to me that this seemed to be a wonderful program for any young child. However, I had no idea of what to expect from this pre-school program. I was delighted to learn that my son had been accepted and was even more excited that part of the 'payment' requirement included parental involvement. I truly believe that parents should be actively involved in their children's lives. On a side note, had he not been accepted into the program, I would have taught my own preschool to a handful of kids just as I did when my oldest child was this age. However, being a person diagnosed with terminal cancer,

my energy level is unstable and I was quite pleased that he was accepted so that I could relax a bit knowing that I could still participate in his education and also get enough rest.

I believe that high quality preschool programs should offer a comprehensive array of child and family focused services which promote school readiness and other favorable outcomes. I was not disappointed in this program as it gave opportunities to fulfill this requirement of mine. I will list some of the positive topics I noted:

- *The staff-child ratio was better than 1:10*
- *Parents were encouraged to bring in healthy snacks*
- *Specific sub-domains of developmental competence i.e., social, self-help, motor, language, cognitive, academic, literacy were all addressed on a regular basis*
- *I believe that the students perceived themselves to be significantly more competent cognitively and socially by the end of the year*
- *Parental involvement is critical. I was pleased to learn that we had plenty of chances to learn specific ways to encourage the development of my child. This program fit very nicely with my own beliefs on how children should play (work).*
- *Each child was given ample opportunity to express themselves and were trained as to what types of comments are appropriate*
- *Something that I had not anticipated or expected, which was an added bonus, was that I, myself, gained several new friends.*

All in all I am very pleased that my son was accepted into the program. It is just him and me at home mostly and while I am a big part of his life, I don't want to be his everything. I don't want to home school, but I have valid fears about the public school system. Having said that, I believe that my son is much better prepared to be successful in his early learning as a result of attending this preschool program.

Sincerely,

Jennifer J.

Michaela—Kindergarten Teacher

Michaela Falkis a kindergarten teacher in Clark County School District at Cunningham Elementary School, which houses one of the 10 Nevada ECE funded sites in Clark County. Ms. Falkis aught several of the Nevada ECE chidlren when they enter kindergarten in 2008-09. In the letter below, Ms. Falkis describes her experiences in teaching these students when they enter her classroom.

Letter—

November 5, 2008

To Whom It May Concern,

I have the pleasure and privilege of teaching three kindergarten students who are from Lisa Baker's Pre-K program. The benefits from this program are very apparent in the students, especially at the beginning of the school year.

These students demonstrate many skills at the start of the school year. They are able to cut properly and hold pencils and crayons with the correct grip. Students are able to recognize and write their own name as well as letters of the alphabet. These students know classroom behaviors such as how to sit on the floor, listen, share, play, and taking turns. After giving the first state test of the year the students' scores show that they are on or above grade level.

The students that start the kindergarten year knowing these skills are more likely to succeed and progress at a faster rate than their peers. Prior to the school year Ms. Baker gives teachers a folder for each student from her class. This folder contains test scores, handwriting samples, student drawings, and any other information that I, or any other kindergarten teacher, may need to pre-assess a student.

For anyone who is looking at the benefits of the Pre-K program, I have many to brag about. Ms. Baker instills a love and excitement in students about attending school and they always want to learn more. I applaud Ms. Baker and the Pre-K program for the advantage it gives our students.

Sincerely,

Michaela Falkis

Conclusions & Recommendations

The results from the 2008-09 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. The positive results of the Nevada ECE program can, in part, be attributed to the fact that Nevada state law requires prekindergarten teachers to be highly qualified, either by holding a special license or endorsement in early childhood education. While certified preschool teachers cost more than non-certified preschool teachers, the positive results from this program as well as from the research literature supports the requirements set by state law and justifies the funds required to hire highly qualified preschool teaching staff.



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 than if they had not participated in Nevada ECE. 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 and avoided some early obstacles that most at-risk student populations face, thus 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 improved on some of the significant learning gains they achieved in preschool through grade 2, and maintained the gains achieved in preschool through grade 4. In other words, it appears Nevada ECE children continued to reduce the achievement gap between children in poverty and the national average through grade 2.

Parent Involvement.

- *Short-Term Effects.* The parents of the children who participated in the Nevada ECE program became more involved in the education of their children, including 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 schoolmates’ parents during kindergarten. After kindergarten, the parents of the Nevada ECE children continued to be involved in their children’s learning in grade 2 and grade 4 at a level commensurate with schoolmates’ parents.

Recommendations

In these difficult economic times, it is important to fund programs that have proven their value. The Nevada ECE program has achieved this status 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 so that more than the current 1.4 percent of the estimated three and four year-old children in Nevada benefit from this effective program.

Even though Nevada ECE projects have established sound early childhood education programs, Nevada ECE projects can still improve the services they provide to families. Below are five 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. Assess current practices on providing services to children with special needs within the Nevada ECE classrooms. Train all early childhood education teachers to ensure they have the skills and strategies to serve children with special needs effectively.
3. Examine the project’s ratings on the Early Childhood Environmental Rating Scale (ECERS) and the Early Language and Literacy Classroom Observation Tool (ELLCO) and develop program improvement plans for indicators that received lower ratings, i.e., a rating of less than “5” on the ECERS and a rating less than “4” on the ELLCO.
4. Monitor parent’s attendance in the parenting program and develop policies to replace those families whose parents are unable to attend the required parenting program with other families.
5. 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 four 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 and serving children with special needs in the Nevada ECE classrooms.
2. Continue to monitor project activities to ensure high-quality early childhood education projects based on the results of the Early Childhood Environmental Rating Scale

(ECERS) and the Early Language and Literacy Classroom Observation Tool (ELLCO). Provide training to all projects on the indicators that received the lowest ratings in 2008-09, i.e., *Personal Care Routines* and *Activities* from the ECERS and *Language Environment* and *Curriculum* from the ELLCO.

3. Continue to work with projects to improve services in the early childhood education indicators assessed in the ECERS and ELLCO by having projects develop improvement plans for those indicators in which projects were rated low, i.e., a rating of less than “5” on the ECERS and a rating less than “4” on the ELLCO.
4. Develop a framework and provide guidance to Nevada ECE projects on how and in which areas to collaborate with other early childhood education programs, such as Title 1 and Head Start, to improve services to preschool children.
5. Continue to monitor data collection for the statewide evaluation.

Appendix A

Research Questions and Sub-Questions

1. How is the funding spent on the program?

- ◆ 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?
- ◆ What is the average cost of the program per participant?

2. Who is served by the program?

- ◆ 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?

3. How do projects implement Early Childhood Education?

- ◆ 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 for early childhood education environments based on the Early Childhood Environmental Rating Scale (ECERS) and the Early Language and Literacy Classroom Observation Tool (ELLCO)?
- ◆ 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?

4. What are the annual outcomes of Early Childhood Education?

- ◆ 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?

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

- ◆ 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?

Appendix B

Project Site Descriptions

Appendix B presents descriptions of the Nevada ECE projects. As reported previously, the evaluator visited all 10 Nevada ECE projects in spring 2009, making a total of 13 site visits since several projects operate multiple early childhood education sites with different program models. Table 17 presents a list of the early childhood education sites observed in spring 2009.

Table 17. Nevada ECE Sites Observed in 2008-09

Nevada ECE Projects	Project Sites Observed
Carson City School District	Mark Twain Elementary School
Churchill County School District	Northside Elementary School
Clark County School District	<ul style="list-style-type: none"> • J.T. McWilliams Elementary School • Creative Kids Learning Center at Rainbow
Elko County School District	Southside Elementary School
Great Basin College	Firefly Preschool Program at Mark H. Dawson Child & Family Center
Humboldt County School District	Grass Valley Elementary School
Nye County School District	Nye County Pre-Kindergarten Program
Pershing County School District	Lovelock Elementary School
Washoe County School District	<ul style="list-style-type: none"> • Veterans Memorial Elementary School • Classroom on Wheels Program at Kate Smith Elementary school • Sparks High School Learning Center
White Pine County School District	McGill Elementary School

The evaluator collected information from each project based on the administration of two standardized early childhood environment ratings instruments: the Early Childhood Environmental Rating Scale (ECERS) and the Early Language and Literacy Classroom Observation Tool (ELLCO). The evaluator also wrote a description of the program in five areas: curriculum, environment, developmentally appropriate practices, assessment and continuous progress, and the parenting program. Each site description also includes the number of participants, staff and qualifications, and outcomes for the project overall.

Carson City School District

Initially Funded: FY 2001-2002

FY 2008-09 Funding: \$256,713

Carson City School District (CCSD) used Nevada ECE funds to initiate early childhood education programs at two sites: Empire Elementary School and Mark Twain Elementary School. 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: Carson City ECE

Participants	Number Served
Number of Children	85
Number of Adults	86
Number of Families	85
Number of Sites	2

Staff and Qualifications: Carson City ECE

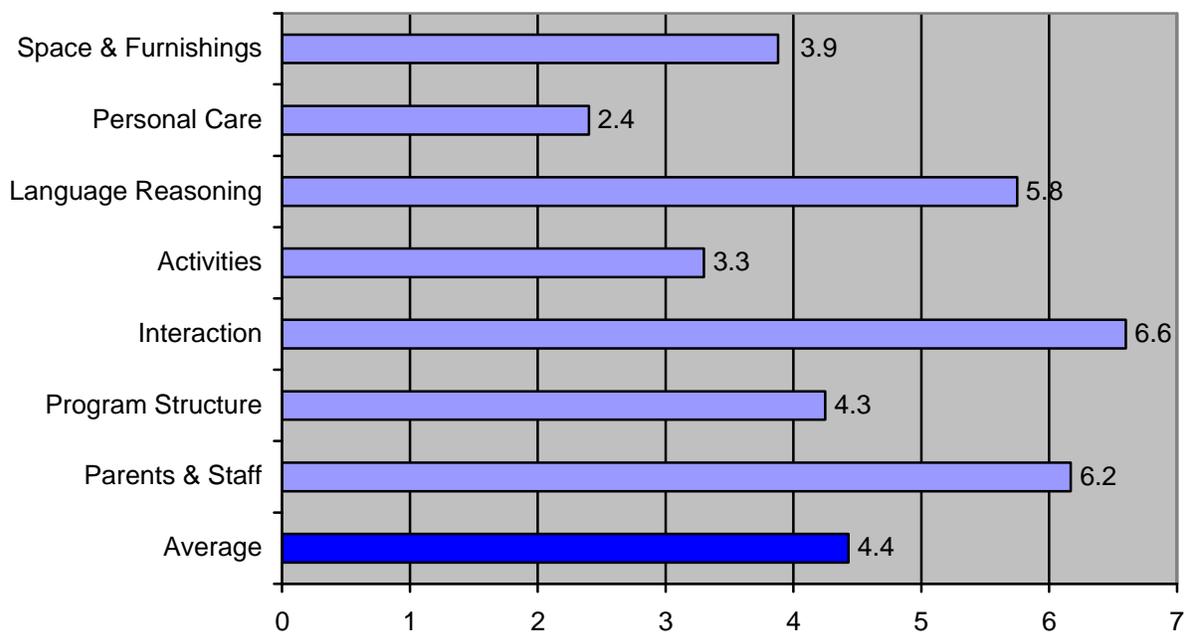
Staff Position	FTE	Qualifications/Endorsement
Teacher	2 FTE	Two K-8 Certifications, One ECE Special Education Certification, Two ECE Endorsements
Aide	4 FTE	One B.A. Degree, One A.A. Degree, Two H.S. Degree/GED

Program Outcomes: Carson City ECE

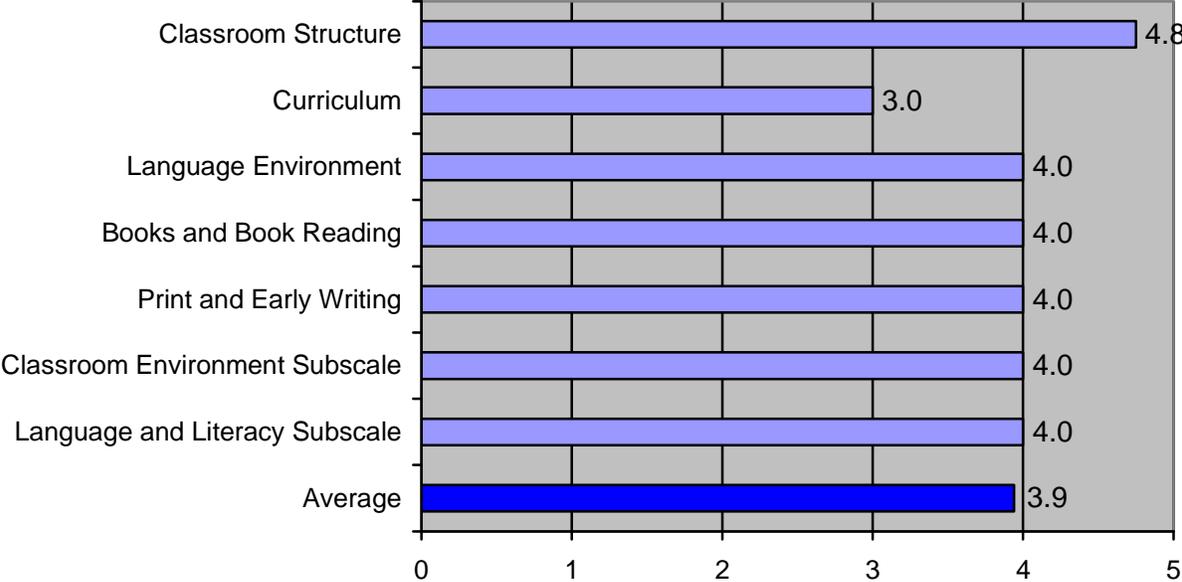
Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT- 96.3% EOWPVT- 97.4%	Met/Exceeded
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 11.9 pts. EOWPVT- 13.6 pts.	Met/Exceeded
Individual Parenting Goals (92%)	96.3%	Met/Exceeded
Increase in Time Spent with Children (70%)	83.8%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	90.0%	Met/Exceeded

Program Delivery Indicators: Mark Twain Elementary School

Early Childhood Environmental Rating Scale (ECERS) 1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO) 1= Deficient; 5= Exemplary



Project Description: Mark Twain Elementary School

Area	Description
Curriculum	<p>The Mark Twain Elementary School Pre-K program uses <i>Curiosity Corner</i> as the early childhood curriculum. <i>Curiosity Corner</i> is the preschool component of <i>Success for All</i>, the curriculum implemented in kindergarten through grade 5.</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.</p> <p>The program 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, Fun With Families, Here We Go...Transportation, To Market to Market, and Art and Artists.</p> <p>The teacher uses the Peabody Language Development Kit for additional materials and activities in language development as well as curriculum materials from her 30 years of experience in early childhood education.</p>

Environment

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 well-equipped learning centers, including blocks, dramatic play, manipulatives, art, science, writing, language arts, computers, and sensory play. The materials in the learning centers change to correspond with the unit themes...one week a farm, another week a grocery store.

The classroom also includes a very large children's library and staff encourage children to take books out daily.

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 with additional gym bar climbers and swings. A second smaller playground includes a large sand area with age-appropriate toys and a tricycle trail.

Developmentally Appropriate Practices

The program provides both a teacher-led group time and a large block of time for active exploration in the learning "labs." For example, on the day of the visit, most activities related to the topic of "farm animals." Pictures of adult and baby farm animals were shown to introduce the vocabulary words to be used during the theme.

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.

The teacher provides the leadership for most activities while one aide works closely with the bilingual children, making sure they understand and participate with the rest of the class.

The aides often question the children to further their learning. Program staff also continued to use the concept of Key Vocabulary, highlighting key words each week to make sure all the children know and understand their meaning.

Assessment and Continuous Improvement¹⁵

The program keeps a file for each child with his/her work samples. Program staff keep notes on daily observational forms to track the developing skills of the children, which they review on Fridays to plan classroom activities.

Staff also spend time at the end of each day discussing specific children and which learning activities seemed most effective.

¹⁵ All projects are required to administer the Peabody Picture Vocabulary Test and the Expressive One-Word Picture Vocabulary Test to children at the beginning and end of the year as part of the statewide evaluation. So, the instruments are not included as part of each site's description of Assessment and Continuous Improvement.

Parenting Program

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.

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.

The teacher conducted three Family Storyteller sessions, helping parents learn specific techniques on reading with their children. Parents regularly volunteer in the classroom and many assisted with field trips, such as to the public library. Parents can check books or tapes out from the classroom library as well as Parent Backpacks, which contain a variety of parent-child activities.

Churchill County School District

Initially Funded: FY 2001-2002

FY 2008-09 Funding: \$125,697

Churchill County School District (CCSD) used Nevada ECE funds to initiate early childhood education programs at one project site: Northside Early Learning Center.

Program Location

Northside Early Learning Center, Fallon, Nevada

Intensity and Duration of Early Childhood Services

Churchill County School District operates two half-day early childhood classes, Monday-Thursday from 8:30 to 11:30 a.m. and from 12:30 p.m. to 3:30 p.m. The children receive an average of 12 hours of early childhood education per week. The Churchill County Pre-Kindergarten Program can serve 18 children per session for a child/adult ratio of 6 to 1 when the teacher and both assistants are present, and 9 to 1 when the teacher and one assistant serve the program.

Participants

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

Staff and Qualifications

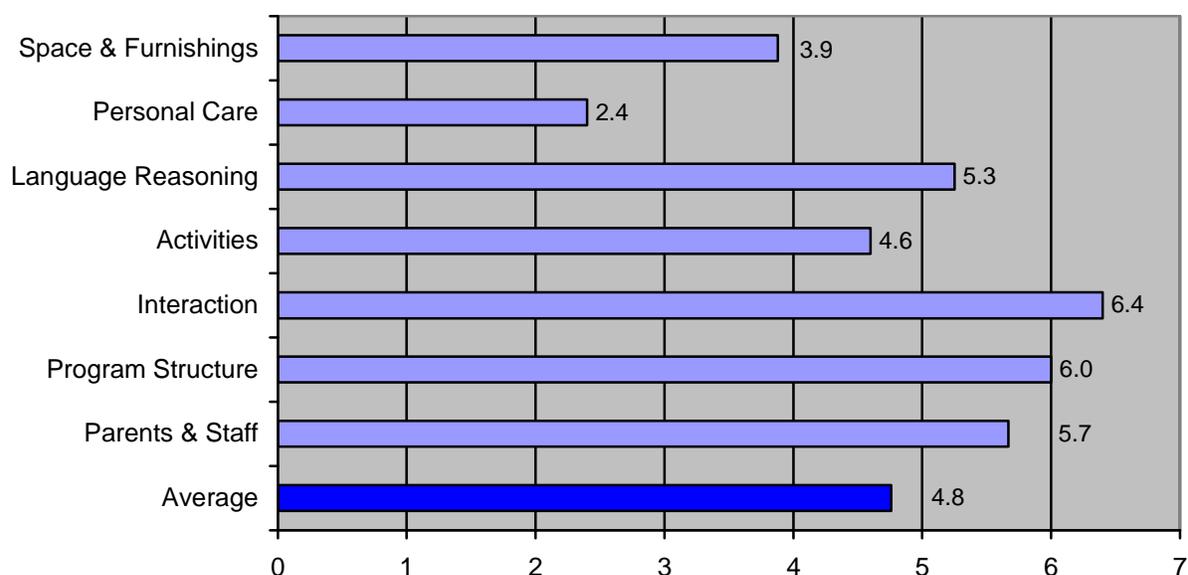
Staff Position	FTE	Qualifications/Endorsement
Teacher	1 FTE	K-8 Certification, ECE Certification, ECE Endorsement
Aide	1.5 FTE	One A.A. Degree, One H.S. Degree/GED
Other	0.15 FTE	

Program Outcomes

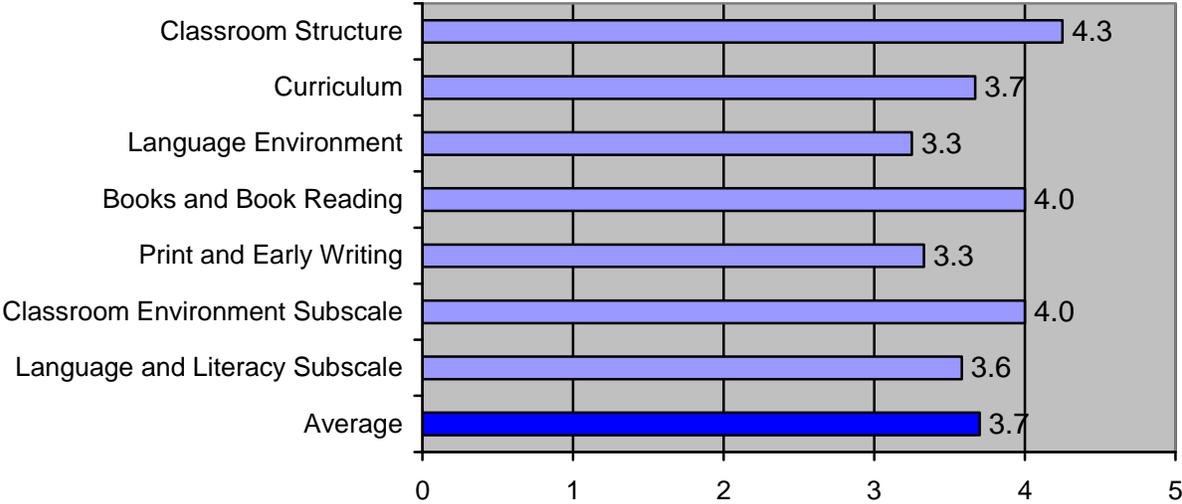
Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT- 86.7% EOWPVT- 93.3%	Met/Exceeded
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 10.8 pts. EOWPVT- 20.8 pts.	Met/Exceeded
Individual Parenting Goals (92%)	100%	Met/Exceeded
Increase in Time Spent with Children (70%)	100%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	87.5%	Met/Exceeded

Program Delivery Indicators

Early Childhood Environmental Rating Scale (ECERS) 1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO) 1= Deficient; 5= Exemplary



Project Description:

Area—Description
Curriculum
<p>This teacher uses strategies from the <i>Reggio Emilia Approach</i>. In that approach, teachers are seen as researchers, observing and documenting what the child is working on, and then facilitating the learning through carefully selected materials and questions. To implement the <i>Reggio Emilia Approach</i>, the teacher used extended projects based on children’s interests and an in-depth system of documentation to make the level of learning visible for the children, teachers, and parents. The teacher incorporates the Nevada Pre-K-K Standards into her lesson plans and themes.</p>
Environment
<p>The program is located in a classroom at the elementary school. The classroom is equipped with child-sized tables and chairs, and the bathroom is located down three short hallways. The classroom contains many well-developed and well-equipped learning centers, which include blocks, dramatic play, manipulatives, art, science, writing, language arts, computers, and water play. The materials in the learning centers change as themes change.</p> <p>When weather permits, the teacher encourages outdoor centers, such as water play, large blocks, and chalk. The children use a shared outdoor space for gross motor activities. The equipment is primarily for older children, but the teacher provides age-appropriate balls, bubbles, and other gross motor equipment. The playground is not directly accessible to the classroom and doubles as a bus loading area to pick up children after school.</p>

Developmentally Appropriate Practices

A significant amount of time is provided for self-directed indoor activities, and some time is provided for outdoor activities. Children are free to move between centers and make choices. The teachers support them in the centers.

Children visit the school library once per week to check out books and hear new stories. Circle times are both appropriate in length and engaging, involving music, books, vocabulary, and discussion.

Parents are welcomed to join the class and frequently volunteer in the classroom, prepare and bring snacks, and chaperone field trips.

Assessment and Continuous Improvement

The teacher 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.

Parenting Program

Parents are required to sign a Parent-Teacher Contract in which they agree to participate in several activities, including attend parenting classes (held twice a month) and parent/teacher conferences, volunteer in the classroom once per month, and complete one reading log per month.

The teacher conducted a number of workshops for the parents and children to attend together. The parents planned a number of in-class festivals, including a picnic in the park and an end-of-year celebration.

The teacher also uses the *Parents Are Teachers* program, which includes developmental materials for parents and parent/child activities. The teacher distributes these resources to parents for use at home.

Clark County School District

Initially Funded: FY 2001-2002

FY 2008-09 Funding: \$1,469,441

Clark County School District (CCSD) used Nevada ECE funds for early childhood education programs at 10 sites. The 10 sites represent two models of early childhood education: 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 at Rainbow, and Variety Day Home).

The evaluator visited McWilliams Elementary School as representative of Early Literacy.

Program Location #1—Early Literacy

J.T. McWilliams Elementary School, Las Vegas, Nevada

Intensity and Duration of Early Childhood Services

The J.T. McWilliams Elementary School Pre-Kindergarten Program operates two half-day early childhood classes: 9:00 to 11:30 a.m. and 12:30 to 3:00 p.m., Monday through Thursday. Children receive 10 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 10 to 1.

Participants: Clark ECE

Participants	Number Served
Number of Children	355
Number of Adults	341
Number of Families	337
Number of Sites	10

Staff and Qualifications: Clark ECE

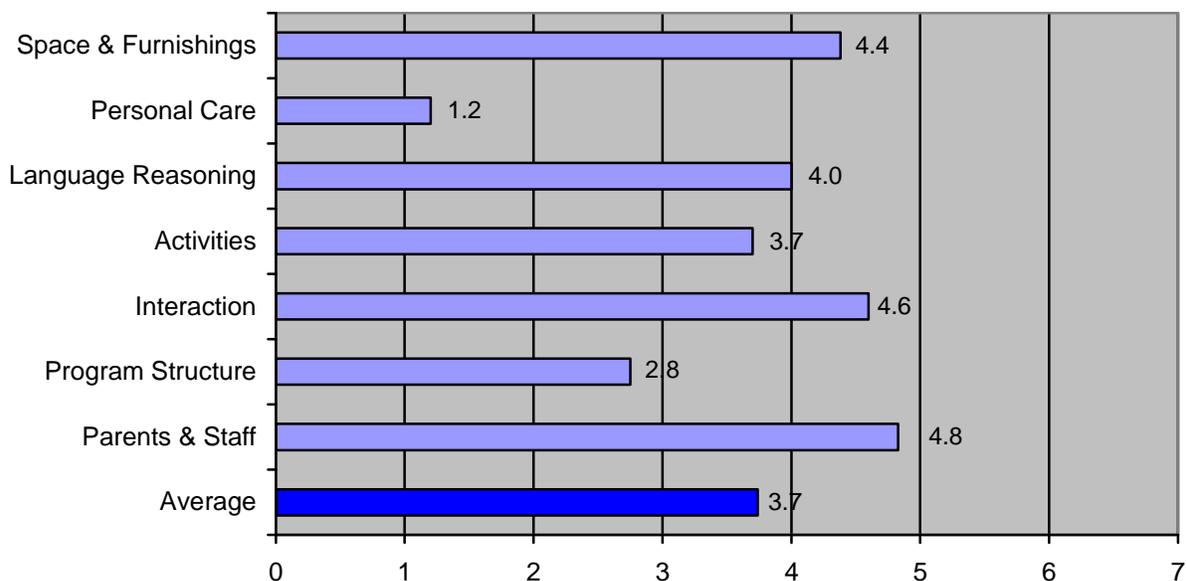
Staff Position	FTE	Qualifications/Endorsement
Teacher	11 FTE	Six K-8 Certification, Four ECE Certification; One Secondary Certification, and One K-12 Certification: Six ECE Endorsements and Five Special Education ECE Endorsements
Aide	12 FTE	One A.A. Degree, Eleven H.S. Degree/GED
Administrator	1 FTE	
Family Specialist	1 FTE	
Support Staff	1 FTE	

Program Outcomes: Clark ECE

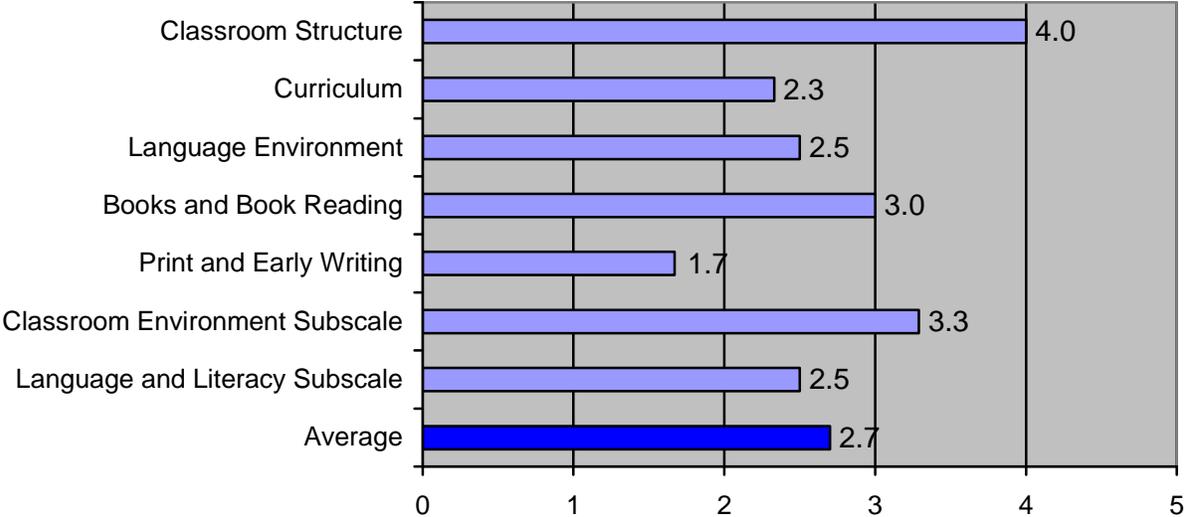
Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT- 88.3% EOWPVT- 92%	Met/Exceeded
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 11.3 pts. EOWPVT- 14.9 pts.	Met/Exceeded
Individual Parenting Goals (92%)	99.7%	Met/Exceeded
Increase in Time Spent with Children (70%)	97%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	98.7%	Met/Exceeded

Program Delivery Indicators: J.T. McWilliams Elementary School

Early Childhood Environmental Rating Scale (ECERS) 1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO) 1= Deficient; 5= Exemplary



Project Description: J.T. McWilliams Elementary School

Area—Description
Curriculum
<p>The J.T. McWilliams Early Childhood Literacy Program uses the <i>Creative Curriculum</i> program 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>
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, writing, sensory, library, listening, and computer center) geared to the developmental needs of the children.</p> <p>The classroom is orderly and contains many materials: most walls and shelves are covered with children’s artwork and past projects. The children are actively involved in centers around the room.</p> <p>The bathroom facilities are located either in the next classroom and are shared with an Early Childhood Special Education Program, or located around the corner from the classroom and shared with children in grades 1 through 3.</p>

The early childhood program typically uses the regular school playground for the younger elementary school children. However, the early childhood children only use the field, as the playground equipment is too high. The early childhood playground is located on the other side of the school, a considerable distance from the preschool classroom. Although this makes opportunities for indoor-outdoor classroom activities difficult, this playground is occasionally used. The teacher reported that some play equipment, such as a tricycle and balls, are brought outside both for play and in the assessment of gross motor skills as a regular part of the outdoor activities. The teacher adds gross motor games, such as “Red Light, Green Light” to the outside time.

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. The classroom contains some materials reflecting diverse cultures, including a few books, some dolls, and clothing in the dramatic play area.

Developmentally Appropriate Practices

During the initial circle time, routines designed to develop social and language skills are practiced (greetings, counting) and the teacher introduces books with vocabulary words. The children then move books to the library center for further exploration. This circle time also includes singing familiar songs to reinforce language development.

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. Routines are primarily teacher-directed and followed carefully by the children.

The teacher talks with the children throughout the day, carefully pronouncing words, reinforcing word recognition, and developing vocabulary. During activity time, the teacher and assistant move between centers, helping children acquire and understand new vocabulary related to the activity.

Behavior expectations are consistent for all the children, and modeled and reinforced by the teacher frequently.

Assessment and Continuous Improvement

The teacher completes a Developmental Continuum Assessment from *Creative Curriculum* 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 parents at the end of the year during parent/teacher conferences.

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.

Parenting Program

The parenting program offers a variety of training opportunities for parents, including Virtual Pre-K, school orientation, and parent nights. Parents provide snacks and support the program by cleaning the classroom and washing toys. Parents set a literacy goal to complete by the end of the year.

Parents receive a monthly *STAR* book with interactive activities for the parent and child to do daily. The teacher has the parents record the amount of PACT time and reading time they spend with their children daily when they drop off his/her child for the program.

Clark County School District: (Cont.)

The evaluator visited Creative Kids Learning Center at Rainbow as representative of a Community-Based Child Care model. These early childhood projects are provided through a partnership with the community-based child care centers. Under this model, children with special needs who have an Individualized Educational Program (IEP) are placed in childcare centers that primarily serve typically developing children. CCSD places an Early Childhood Special Education (ECSE) teacher and an instructional aide at the community-based centers to work with these children. The Special Education teachers also 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 of the children.

Program Location #2—Community-Based Child Care

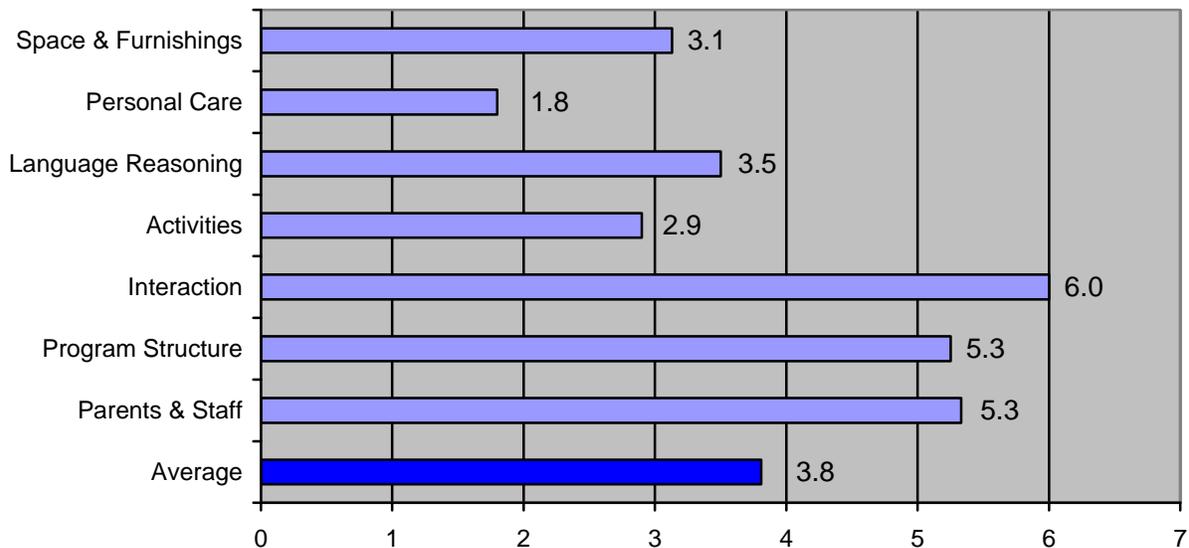
Creative Kids Learning Center at Rainbow, Las Vegas, Nevada

Intensity and Duration of Early Childhood Services

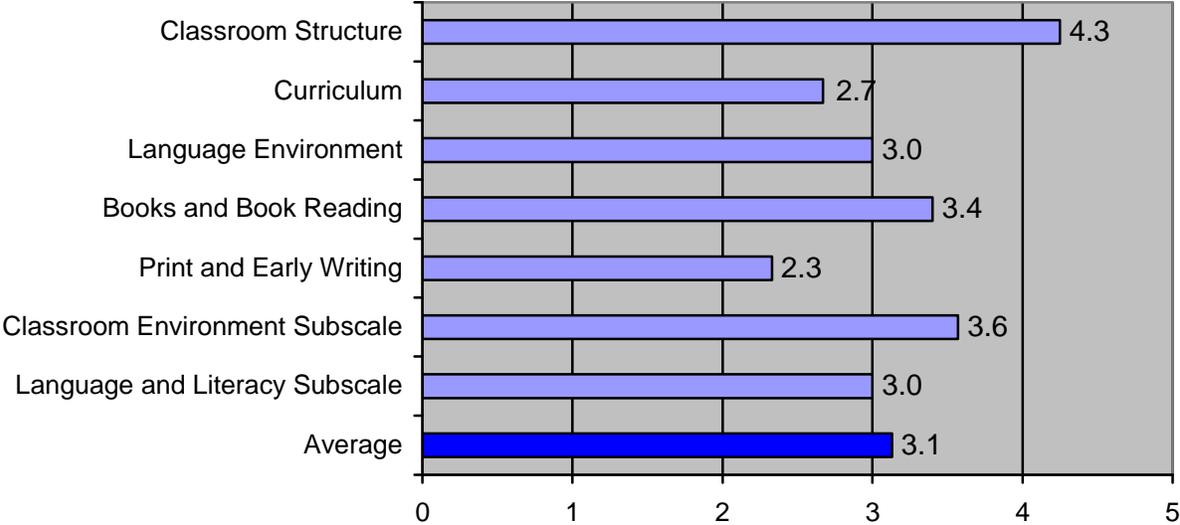
The Creative Kids, Rainbow Pre-Kindergarten Program operates two half-day early childhood classes: 9:00 to 11:30 a.m. and 12:30 to 3:00 p.m., Monday through Thursday. Children receive 10 hours per week of early childhood education. The program serves 20 children in each the morning and afternoon classes for a child/adult ratio of about 6.5 to 1.

Program Delivery Indicators: Creative Kids Learning Center at Rainbow

Early Childhood Environmental Rating Scale (ECERS) 1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO) 1= Deficient; 5= Exemplary



Project Description: Creative Kids Learning Center at Rainbow

Area	Description
Curriculum	<p>The Creative Kids, Rainbow Pre-Kindergarten program uses <i>Creative Curriculum</i> as the primary early childhood curriculum. This program 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.</p> <p>The teacher also uses the <i>Macmillan/McGraw-Hill Curriculum</i> for thematic units.</p>
Environment	<p>The 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 learning centers are labeled and indicate the number of children intended for each center. Child-sized bathroom facilities are adjacent to the classroom.</p> <p>The center has a variety of playgrounds available to the children, and the classes rotate throughout the day and week to use each one. One is larger and has cars, tricycles, and a tricycle path; others have climbers and sand toys.</p> <p>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 in this program.</p>

Developmentally Appropriate Practices

This early childhood project is different from other models funded under Nevada ECE in that the ECSE teacher funded by the Nevada ECE program does not have her own classroom. The Nevada ECE children, most of whom have Individualized Educational Programs, are placed into existing classrooms with typically developing children. The Nevada ECE program staff work alongside Center staff, assisting both the Nevada ECE children as well as the other children in the classroom.

The program is literacy-rich. Teachers offer a written morning message, support the learning of letters and sounds through books and flashcards and name cards, sing with the children, and play learning games with them in small groups. Children are read to daily.

The children work in center-based activities using *Creative Curriculum* and are free to make choices using a classroom management system where they post their names in the centers according to the number of children allowed at each location.

Children are free to manage personal needs (e.g., bathroom, hand-washing) and make personal choices for participation.

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

Program staff complete the Creative Curriculum Developmental Continuum Individual Child Profile three times during the year and maintain a portfolio assessment on each child in accordance with the school district expectations.

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.

Parenting Program

In September, the teacher met with each family to explain the program requirements and the various early childhood curricula. The teacher holds meetings with the family of those children with special needs at least twice during the year to determine their individual goals. The teacher maintains regular contact with parents through notes, letters, flyers, phone calls, and at-school pickup.

Program staff also encourage parents to participate in the different CCSD parenting programs, including the *Nurturing Families*, *Family Storyteller*, and PBS literacy workshops. The teacher carefully tracks family participation in the literacy activities to ensure that the forms are accurate and that the parents fulfill their commitment to the ECE program by interacting with the children at home. The teacher keeps weekly PACT and reading logs.

Elko County School District

Initially Funded: FY 2007-2008

FY 2008-09 Funding: \$117,710

Elko County School District (ECSD) used Nevada ECE funds to initiate early childhood education programs at one project site: Southside Elementary School.

Program Location

Southside Elementary School, Elko, Nevada

Intensity and Duration of Early Childhood Services

The Southside Elementary School Pre-K program operates two half-day early childhood sessions; Monday-Thursday from 8:00 to 10:30 a.m. and 12:15 to 2:45 p.m. The program serves 18 children in both the morning and afternoon sessions for a child/adult ratio of 9 to 1. Children receive 10 hours per week of early childhood education.

Participants

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

Staff and Qualifications

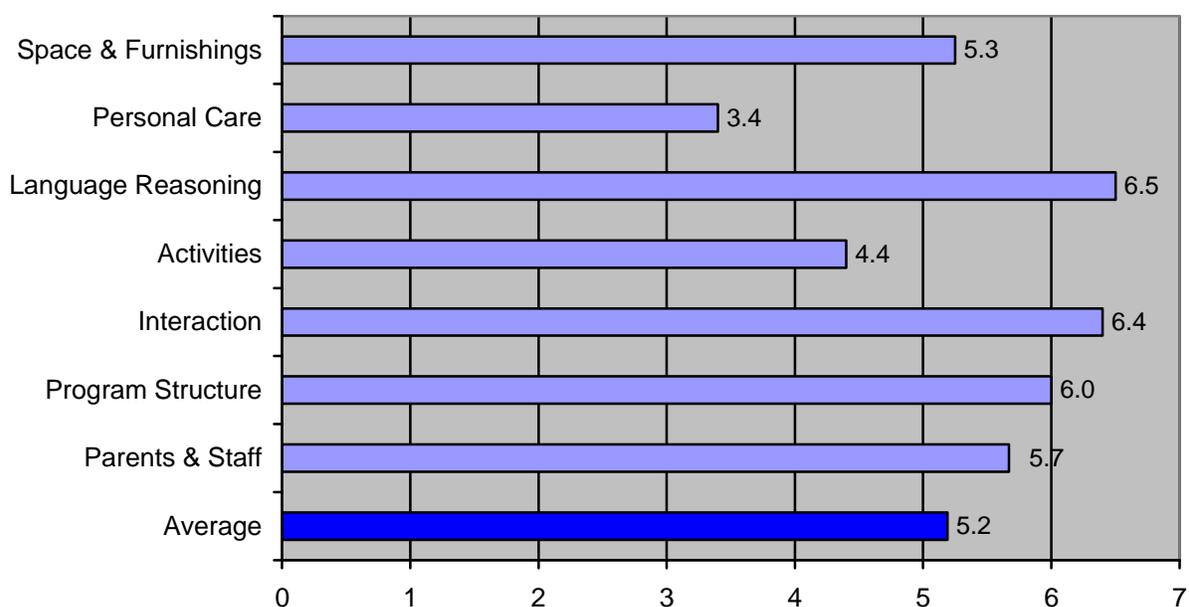
Staff Position	FTE	Qualifications/Endorsement
Teacher	1 FTE	K-8 Certification, ECE Certificate
Aide	2 FTE	Three HS Degree/GED

Program Outcomes

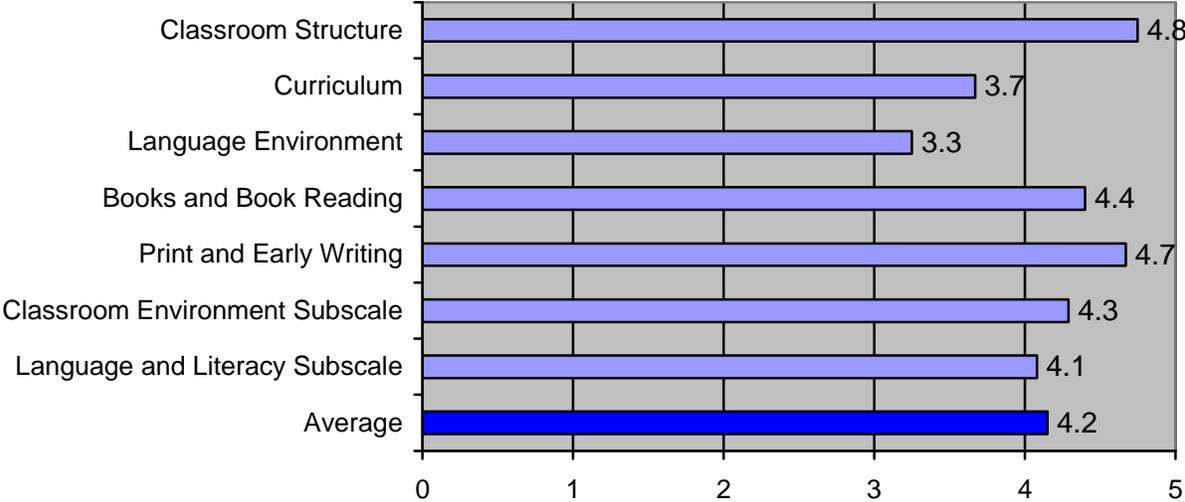
Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT- 88.9% EOWPVT- 94.1%	Met/Exceeded
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 13.9 pts. EOWPVT- 25.2 pts.	Met/Exceeded
Individual Parenting Goals (92%)	100%	Met/Exceeded
Increase in Time Spent with Children (70%)	100%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	100%	Met/Exceeded

Program Delivery Indicators

Early Childhood Environmental Rating Scale (ECERS) 1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO) 1= Deficient; 5= Exemplary



Project Description

Area—Description
Curriculum
<p>The teacher uses activities and materials from the <i>Creative Curriculum</i> program and incorporates the Nevada Pre-K content standards into her lessons. 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.</p> <p>The teacher has been involved in this year’s schoolwide efforts to align reading and writing curriculum, in addition to working with a collaborative team on revising the Pre-K curriculum to support the elementary program.</p>
Environment
<p>The classroom is located in the main elementary school building. It 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 storage area where kids can independently go to use the bathroom or a second sink. The playground is shared with kindergarten students and includes multiple climbers and a blacktop for running space. An outdoor storage space housed tricycles for the tricycle path, balls, large blocks, a sand table, and jump ropes.</p>

The program serves primarily Hispanic children learning English as a second language. The aide is bilingual and uses Spanish and English in the classroom, in addition to acting 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.

This program serves children with an Individualized Educational Plan who receive services from a School District speech therapist or English as a Second Language teacher during the week.

Developmentally Appropriate Practices

The program provides two appropriate whole group circle times which include music, movement, formal book reading sessions, dictated writing, weather discussions, and an opportunity for children to share home projects or news. There is a large block of time for center activities and the children move freely between the centers. Many routines are done individually or in small groups, e.g., getting drinks, using the bathroom, going outside and coming inside, and eating snack. A student worker from the High School works with the morning class and generally does a small group activity, as does the assistant, while the teacher roams and supports the children in centers. Children are supported in their writing and use of books for learning and enjoyment throughout the day.

The teacher provides a significant block of time for children to make choices during outdoor time each day.

Assessment and Continuous Improvement

The teacher 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.

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.

Parenting Program

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. Parents are asked to attend an orientation and subsequent family gatherings and trainings, as well as keep track of their reading and PACT time, which the teacher monitors. Parents are encouraged to participate in a variety of activities, including volunteering in the classroom, preparing classroom materials for the teacher, bringing in snack, and planning parties. The teacher regularly sends home family literacy activities which parents are expected to return.

Preschool families are also included in all schoolwide parent events.

Great Basin College

Initially Funded: FY 2001-2002

FY 2008-09 Funding: \$123,354

Great Basin College (GBC) operates the Mark H. Dawson Child & Family Center, a preschool early childhood program. The Child and Family Center uses Nevada ECE funds to expand the early childhood education program at the Center, calling the classroom program the Firefly Preschool Program.

Program Location

Firefly Preschool Program at the Mark H. Dawson Child & Family Center, Great Basin College, 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. The ratio is lower when student interns from Great Basin College are also present.¹⁶

Participants

Participants	Number Served
Number of Children	33
Number of Adults	32
Number of Families	31
Number of Sites	1

Staff and Qualifications

Staff Position	FTE	Qualifications/Endorsement
Teacher	1 FTE	K-8 Certification, ECE Endorsement
Aide	2 FTE	Two A.A. Degree, One H.S. Degree/GED, One in HS
Administrator	0.1 FTE	
Support Staff	0.45 FTE	

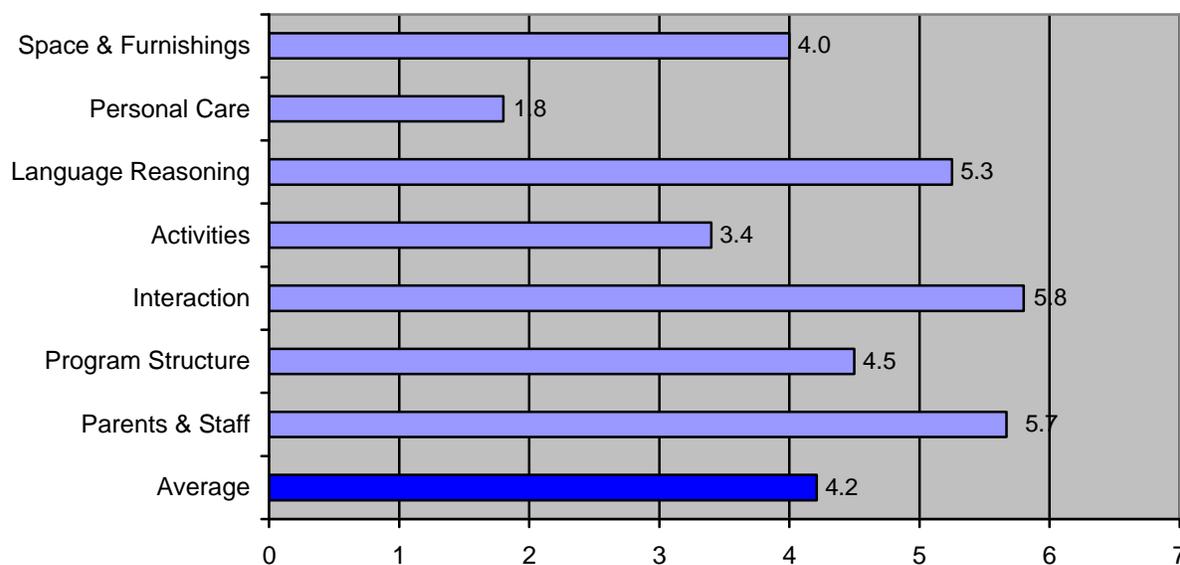
¹⁶ The Child & Family Center operates as a lab school for students enrolled in the Early Childhood Education program at Great Basin College. These students often assist in the classroom during the day.

Program Outcomes

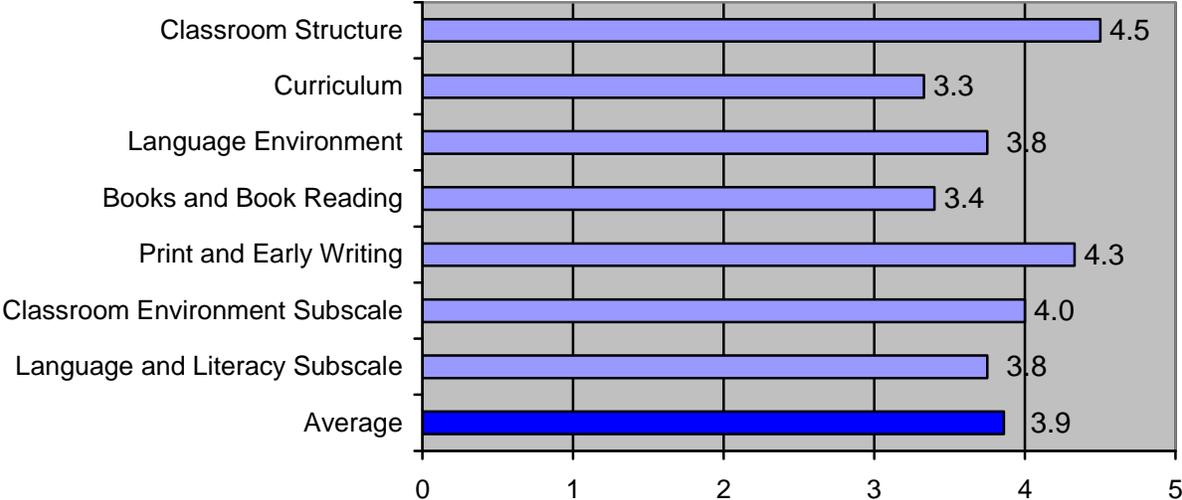
Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT- 89.7% EOWPVT- 80.0%	Met/Exceeded
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 5.3 pts. EOWPVT- 11.6 pts.	Not Met
Individual Parenting Goals (92%)	100%	Met/Exceeded
Increase in Time Spent with Children (70%)	100%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	100%	Met/Exceeded

Program Delivery Indicators

Early Childhood Environmental Rating Scale (ECERS) 1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO) 1= Deficient; 5= Exemplary



Project Description

Area	Description
Curriculum	<p>The program uses a literacy-based curriculum called <i>Light Up for Literacy</i> which draws 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> was developed at the University of Nevada, Reno, and 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 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.</p>

Environment

The classroom contains a variety of learning centers (blocks, dramatic play, manipulatives, art, writing, science, language arts, and computer) 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 a neighboring classroom. The classroom also shares a kitchen with an adjacent classroom, allowing for many cooking activities. In order to provide seating for all children during snack time, tables are crowded onto the tile space, making it difficult for teachers to move between tables to assist the children.

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.

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 and 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.

One aide in each session speaks Spanish, each 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.

Developmentally Appropriate Practices

The classroom uses a thematic approach, beginning each week with a story and followed by activities related to the story during the week. The classroom schedule and activities allow for large group time, small group time, and a 35-minute self-selected activity time. Materials are rotated into centers to support the theme, but this limits the choices available for children. Children can choose to participate in small group work.

The outdoor playground is appropriate and safe. Children have 25 minutes of outdoor time.

Staff uses transition time between activities to introduce or reinforce specific information needed to prepare children for kindergarten, such as names, telephone numbers, etc. For example, students sit on their “special spot,” which is on a card with their address on it. Songs and finger plays are embedded throughout the day as transition activities as well as at each whole group gathering time.

Assessment and Continuous Improvement

The teacher administers 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. The checklist includes basic information about social and emotional development, language, early literacy and writing, mathematics, and physical development.

The teacher also uses a Preschool Portfolio Assessment to track child progress three times each year based on the Nevada Preschool Standards. The portfolios contain work samples, artwork, photographs with documentation, and assessment data. The teacher gives the portfolios to the parents at the end of the year.

The teacher also provides parents with children report cards, based on state standards, three times each year.

Parenting Program

The Parent Outreach Coordinator at the Child and Family Center 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.

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 the time that parents spend reading with their children.

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.

Humboldt County School District

Initially Funded: FY 2001-2002

FY 2008-09 Funding: \$134,209

Humboldt County School District (HCSD) used Nevada ECE funds to initiate early childhood education programs at one project site: Grass Valley Elementary School.

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 8:45 to 11:15 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	39
Number of Adults	71
Number of Families	38
Number of Sites	1

Staff and Qualifications

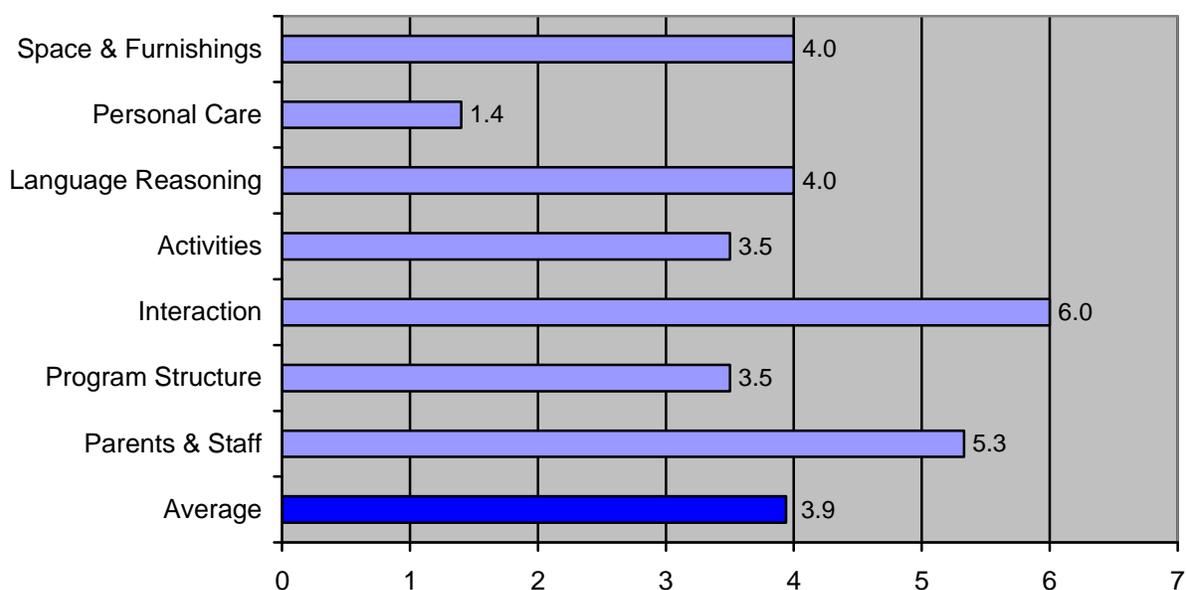
Staff Position	FTE	Qualifications/Endorsement
Teacher	1 FTE	One K-8 Certification, ECE Endorsement
Aide	1 FTE	One A.A. Degree

Program Outcomes

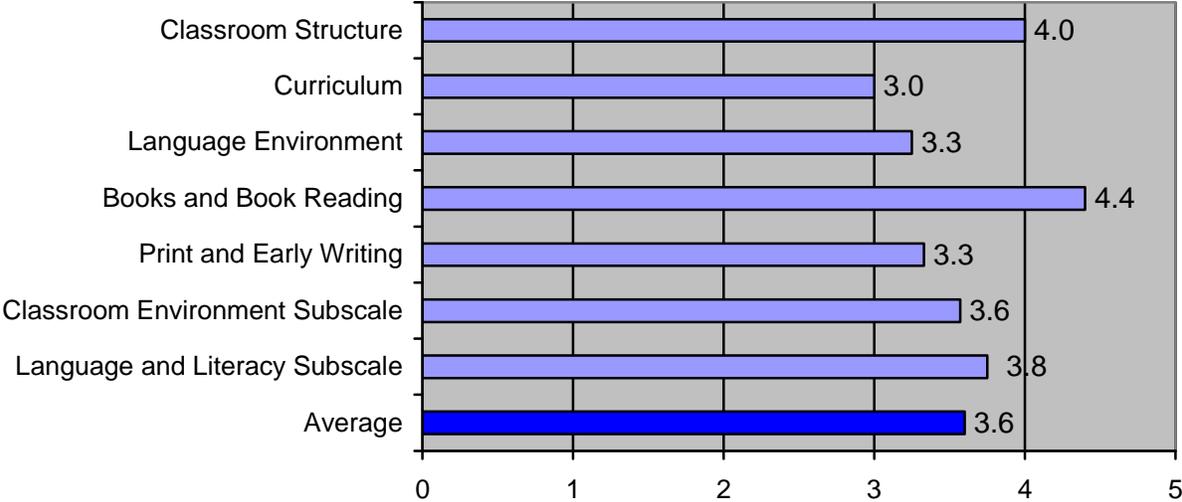
Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT- 82.1% EOWPVT- 100%	Met/Exceeded
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 9.4 pts. EOWPVT- 20.3 pts.	Met/Exceeded
Individual Parenting Goals (92%)	100%	Met/Exceeded
Increase in Time Spent with Children (70%)	100%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	95.5%	Met/Exceeded

Program Delivery Indicators

Early Childhood Environmental Rating Scale (ECERS) 1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO) 1= Deficient; 5= Exemplary



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. The teacher, who was hired at the beginning of the school year, had not yet received training in the program at the time of the observation. The <i>Creative Curriculum</i> focuses on developing an experientially rich, developmentally appropriate environment that responds to the creativity of children and teachers. It 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>
Environment
<p>The Grass Valley Pre-K Program has two classrooms for use by the children. The first classroom is located in the elementary school near the playground and bathrooms. This room is used daily for parents to drop-off and pick-up the children, snack, meeting times, bathroom use, and some center time. The room 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 theatre, and a dramatic play area.</p>

The second classroom is a portable classroom on school grounds, across the campus. It is used primarily for center time. Centers in the portable include art, library, math/manipulatives, dramatic play, listening, puzzles, blocks, woodworking, science, flannel boards, computers with printers, and writing. Bathroom facilities are adjacent.

The program has a pre-kindergarten outdoor play area with slides, swings, an arch climber, and a multi-structure climber. Balls and dramatic play props are brought outside.

Developmentally Appropriate Practices

Classroom learning centers and activities reflect developmentally appropriate practices. Circle times are of appropriate length and include activities such as formal book reading sessions, comprehension discussions, morning message, and either group discussions of the theme or sharing time.

Children are aware of the classroom routines, which helps result in few conflicts. The teacher uses stickers as reinforcement tokens for good behavior, which are exchanged at the end of a day (though it was not witnessed during the observation). Teachers roam through center times and work well together to support the children.

While the program has developed smooth, whole group transitions between the two classrooms, the transitions nonetheless take up valuable choice and center time.

Assessment and Continuous Improvement

Staff keep work samples in the children's individual folders to show parents the child's progress.

Parenting Program

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 and attending a monthly parent night. Parents receive training and direction in how to support the children's learning in the classroom. Parents also provide the classroom with snacks, record reading and PACT time on a monthly log, prepare materials for the teacher, and chaperone field trips, such as to the farm, a play, the library, and the fire station.

The teacher sends home a monthly calendar to keep parents informed of school and classroom activities.

Nye County School District

Initially Funded: FY 2007-2008

FY 2008-09 Funding: \$138,616

Nye County School District (NCSD) used Nevada ECE funds to initiate early childhood education programs at one project site: Nye County Pre-K.

Program Location

Nye County Pre-Kindergarten Program, Pahrump, Nevada

Intensity and Duration of Early Childhood Services

The 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 17 children in the morning and 15 children in the afternoon for a child/adult ratio of about 8 to 1.

Participants

Participants	Number Served
Number of Children	53
Number of Adults	52
Number of Families	50
Number of Sites	1

Staff and Qualifications

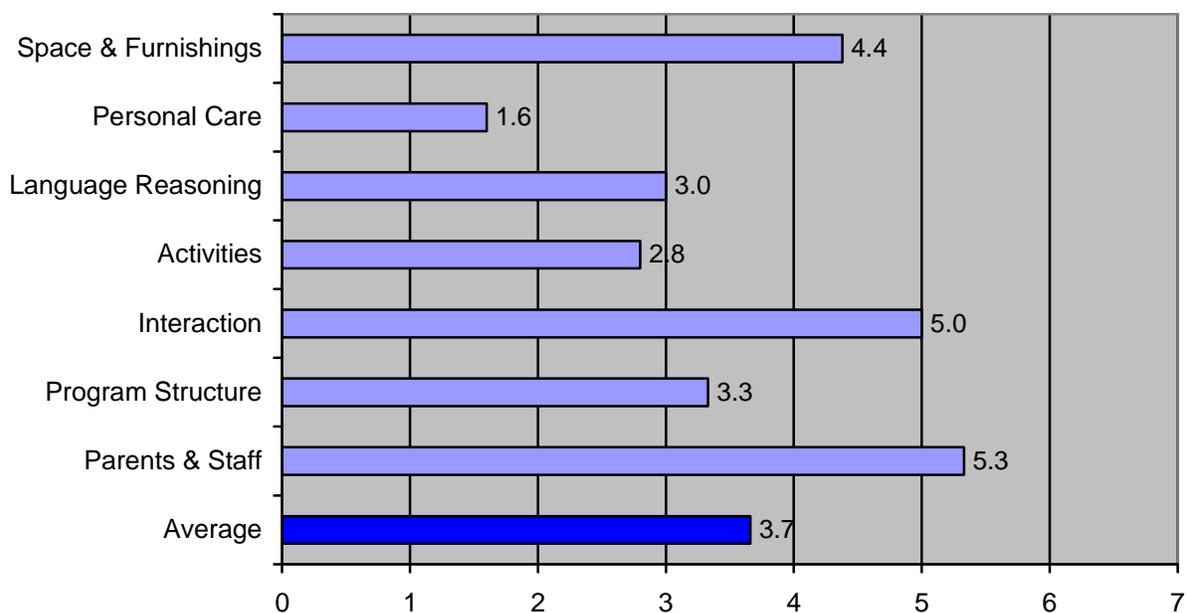
Staff Position	FTE	Qualifications/Endorsement
Teacher	1 FTE	K-8 Certification. ECE Endorsement
Aide	0.5 FTE	One A.A. Degree, One H.S. Degree/GED
Administrator	0.25 FTE	

Program Outcomes

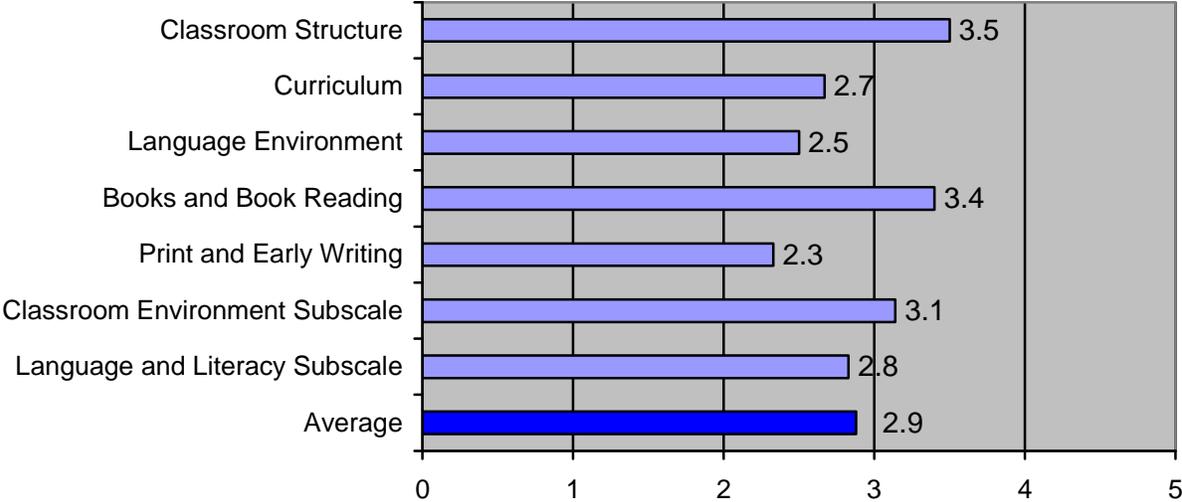
Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT- 94.1% EOWPVT- 82.4%	Met/Exceeded
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 12.4 pts. EOWPVT- 9.5 pts.	Not Met
Individual Parenting Goals (92%)	100%	Met/Exceeded
Increase in Time Spent with Children (70%)	100%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	90.9%	Met/Exceeded

Program Delivery Indicators

Early Childhood Environmental Rating Scale (ECERS) 1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO) 1= Deficient; 5= Exemplary



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 whole-group and teacher-directed experiences based on the curriculum program, including reading and language activities during whole group time.</p>
Environment
<p>The classroom, located in a modular building, contains many learning centers, including reading, blocks, puzzles, listening, computers, science, and dramatic play. As it is a second year program, the centers are still being developed. For example, the block center had very few choices and there was no art area for open-ended art study by the children. Nevertheless, the centers provide a good foundation, which can be enriched over time.</p> <p>Bathrooms are located adjacent to the classroom. The playground is accessible from the classroom and includes climbers, space to ride bikes and push wagons, and grass. Most of the gross motor equipment is toddler-sized. Outdoor time is limited to six minutes daily.</p>

The program serves 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 diverse cultures present in the classroom.

This program serves children on Individualized Education Programs, who receive services in a separate special education classroom either in the morning or in the afternoon.

Developmentally Appropriate Practices

The classroom schedule allows about 40 minutes of self-selected indoor activity time and 60 minutes of large group time. Whole-group circle time includes movement, songs, and chants as well as a lesson on the letter and color of the week. A formal book reading session occurs during circle time. Snack is conducted as a whole-group activity.

During center time, the children are directed to the center with their picture on it. They are required to stay in that center until the teacher blows the whistle, which ranged from 10 to 25 minutes. Children then engaged in reading, writing on the white board, dramatic play, Legos, and computers. Meaningful choices are not yet a significant part of this program.

Assessment and Continuous Improvement

The teacher 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. The portfolio contains work samples, art samples, photos, etc, which the teacher shares with parents at end-of-year conferences.

Parenting Program

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 welcomed and encouraged to volunteer in the classroom at least once a month, and receive a library card to use with their child.

Parenting workshops and literacy events are offered in English and Spanish. Parents can attend the workshops at the Even Start Family Literacy program in an adjacent classroom. Program staff send home monthly newsletters in Spanish and English which contain suggestions for parent-child activities.

Pershing County School District

Initially Funded: FY 2001-2002

FY 2008-09 Funding: \$135,599

Pershing County School District (PCSD) used Nevada ECE funds to initiate early childhood education programs at one project site: Lovelock Elementary School.

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 10 hours per week of early childhood education. Both morning and afternoon sessions serve 18 children. The child/teacher ratio is 6 to 1.

Participants

Participants	Number Served
Number of Children	42
Number of Adults	41
Number of Families	41
Number of Sites	1

Staff and Qualifications

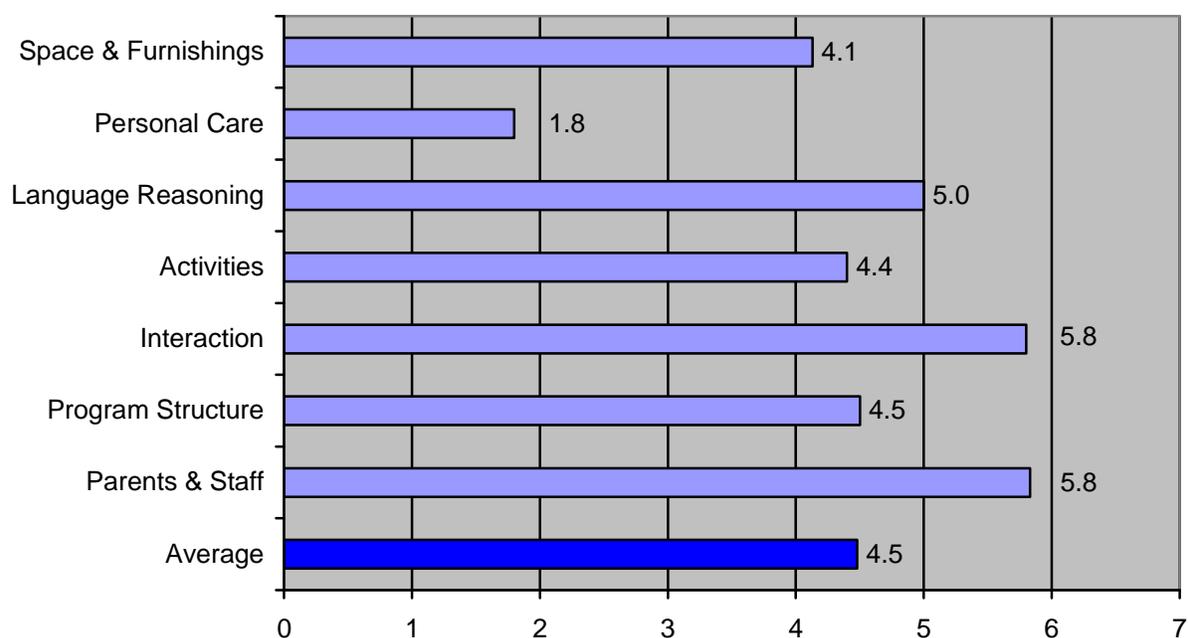
Staff Position	FTE	Qualifications/Endorsement
Teacher	1 FTE	One K-8 Certification, ECE Endorsement
Aide	2 FTE	One A.A. Degree, One H.S. Degree/GED

Program Outcomes

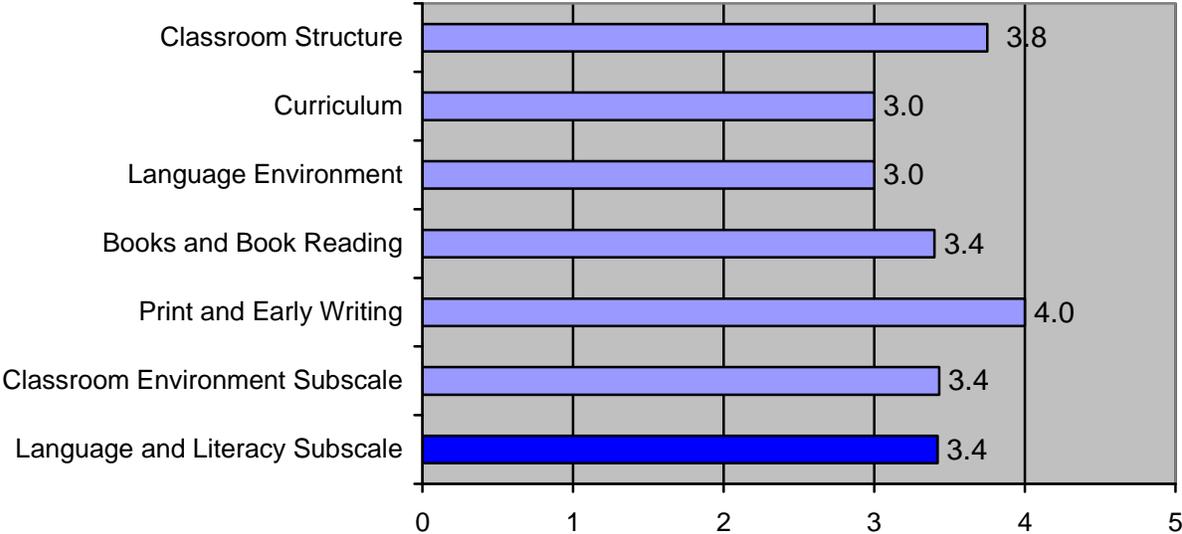
Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT- 84.2% EOWPVT- 78.9%	Not Met
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 6.0 pts. EOWPVT- 6.5 pts.	Not Met
Individual Parenting Goals (92%)	94.9%	Met/Exceeded
Increase in Time Spent with Children (70%)	100%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	92.9%	Met/Exceeded

Program Delivery Indicators

Early Childhood Environmental Rating Scale (ECERS) 1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO) 1= Deficient; 5= Exemplary



Project Description

Area—Description
Curriculum
<p>The class uses the Pre-Kindergarten program from the <i>Houghton Mifflin Reading Program</i>, which Lovelock Elementary School implements, so that the preschool curriculum is aligned to the children’s future elementary school experiences.</p> <p>The teacher also 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, print awareness, and beginning phonics.</p> <p>Nevada Pre-K Standards are integrated into the curriculum and other activities are pulled from a variety of theme-based resources.</p>
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 (ECSE) classroom daily. All the children from both classes experience each room during the week 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 their assigned classroom.</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 classrooms. Each classroom has several learning centers (blocks,</p>

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.

The outside playground accommodates the two early childhood classrooms. It 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.

The learning centers contain a variety of learning materials appropriate for the wide age range and developmental levels of all the children, including the ones with special needs. Children in this program are between three and five years old.

Developmentally Appropriate Practices

The ECE classroom 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 nearby.

The teacher involves the children in calendar activities and opening songs. Morning circle time includes a formal book reading session and experiences with the letter of the week. The children choose their centers and move freely between them. The teacher and aides work with children at the various learning centers, both individually and in small groups.

After center and snack time, there is a second formal book reading session with the whole group, followed by small group work with the teacher and assistants each taking an activity, such as project art, writing, or matching games). A short period is then spent outdoors as parents pick up their children.

Assessment and Continuous Improvement

Staff administer the Phonological Awareness Literacy Screening Test to all children.

Parenting Program

The teachers require parents to sign a program contract. In the contract, parents agree to complete one goal at home with their child, volunteer in the preschool program at least two hours per month, and attend any required trainings or meetings.

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.

A monthly newsletter is distributed in English and Spanish which discusses topics, such as the children's activities, planned field trips, trainings, etc.

Washoe County School District

Initially Funded: FY 2001-2002

FY 2008-09 Funding: \$714,694

Washoe County School District (WCSD) used Nevada ECE funds to initiate 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) Bus 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, Veterans Memorial Elementary Schools, and the Sparks Early Learning Center. The evaluator visited Veterans Memorial as representative of an Early Literacy model.

Program Location #1: Early Literacy

Veterans Memorial Elementary School, Reno, Nevada

Intensity and Duration of Early Childhood Services:

The Veterans Memorial Elementary School Pre-Kindergarten Program operates two half-day early childhood sessions, Monday through Thursday from 9:00 to 11:30 a.m. and from 12:20 to 2:50 p.m. Children receive 10 hours per week of early childhood education. Each half-day session has space for 16 children for a child/adult ratio of at least 8 to 1.

Participants: Washoe ECE

Participants	Number Served
Number of Children	414
Number of Adults	407
Number of Families	407
Number of Sites	14

Staff and Qualifications: Washoe ECE

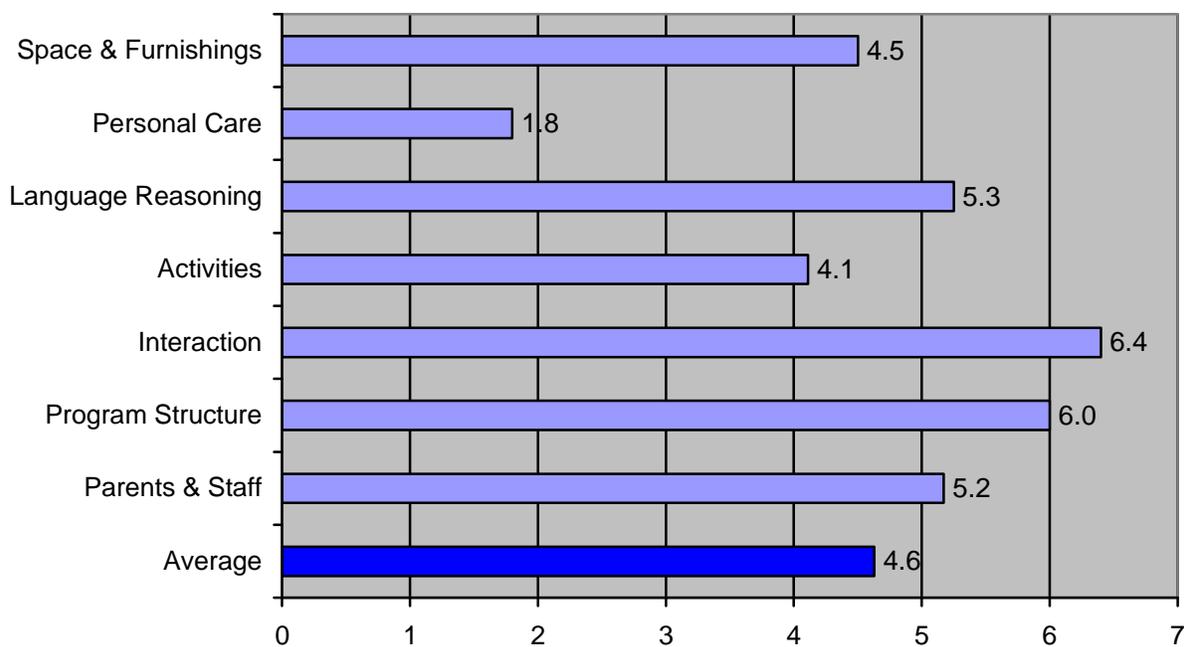
Staff Position	FTE	Qualifications/Endorsement
Teacher	11 FTE	Nine ECE Certifications, Nine ECE Endorsements, Two State ECE Requirement Endorsements
Aide	1 FTE	One B.A. Degree, One A.A. Degree
Other Staff	1.5 FTE	

Program Outcomes: Washoe ECE

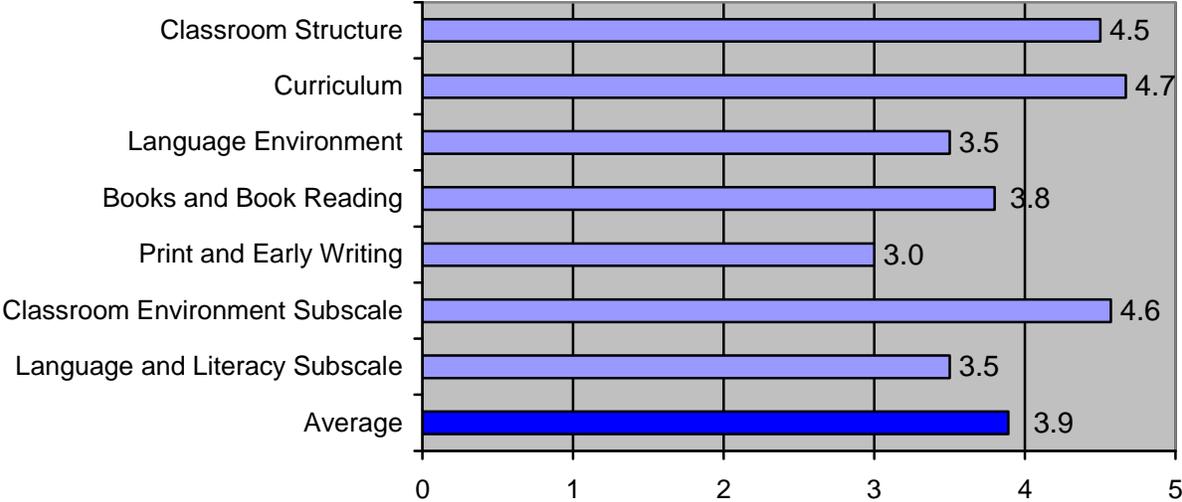
Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT- 84.7% EOWPVT- 85.9%	Met/Exceeded
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 11.7 pts. EOWPVT- 11.9 pts.	Met/Exceeded
Individual Parenting Goals (92%)	99.4%	Met/Exceeded
Increase in Time Spent with Children (70%)	93.3%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	92.3%	Met/Exceeded

Program Delivery Indicators: Veterans Memorial Elementary School

Early Childhood Environmental Rating Scale (ECERS) 1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO) 1= Deficient; 5= Exemplary



Project Description: Veterans Memorial Elementary School

Area—Description
Curriculum
<p>The staff at this site use 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 documenting the children’s ongoing learning via photos, the children’s words, their works of art, etc. The teacher is flexible within the themes, shortening or lengthening the themes based on the students’ engagement.</p>
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, a combined home/store dramatic play space, a blocks area, a science shelf, an art table and sensory table, and a math/manipulative area. Bathrooms are located off the room, in a small hallway and shared by the school music room.</p> <p>The early childhood program uses the older children’s playground, adjacent to the portable and 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.</p>

An alternate playground is available and shared with kindergarten children, which includes smaller swings, an age-appropriate climbing structure, slides, and a climbing wall. This playground is across the blacktop, so the ECE classroom does not use it frequently.

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 speak primarily 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.

Developmentally Appropriate Practices

The classroom schedule, which is posted, allows for an extensive self-selected activity time, small and large group time, and outdoor time. Large group time includes welcome songs, rhyming songs, formal book reading sessions, and discussions of vocabulary and theme. For example, the teacher shared photos from her recent vacation that the children had requested, pointing out new vocabulary words, such as pelican and manatee. During small group time, the teacher and her assistant work with the children, supporting their investigations.

During outdoor time, the staff take out equipment and materials to augment the limited playground. Children can ride tricycles, paint on the easel or use the outside toys in dramatic play (trucks, etc.).

The teachers are attentive to the children’s needs, speaking slowly and carefully to provide them with new words in English. Staff used positive reinforcement and redirection as guidance techniques.

Assessment and Continuous Improvement

The teacher 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. The portfolio contains work samples, art samples, photos, etc. The teacher shares these portfolios with parents at end-of-year conferences.

Parenting Program

The parents are required to sign an Adult Participation Contract, in which they agree to attend parenting workshops. Parents are required to attend one of two four-session trainings on literacy. Parents are encouraged to attend monthly meetings. Some parents volunteer in the classroom and other parents prepare snacks for the children.

The program sends home monthly Virtual Pre-K Activities, which includes journals, and specific activities for parents to complete with their child. The teacher keeps an ongoing record of PACT time and reading time by each family.

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.

Washoe County School District: High School Early Childhood Center (Cont.)

The Nevada ECE program supported four high school early childhood education sites: 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: High School Early Childhood Center

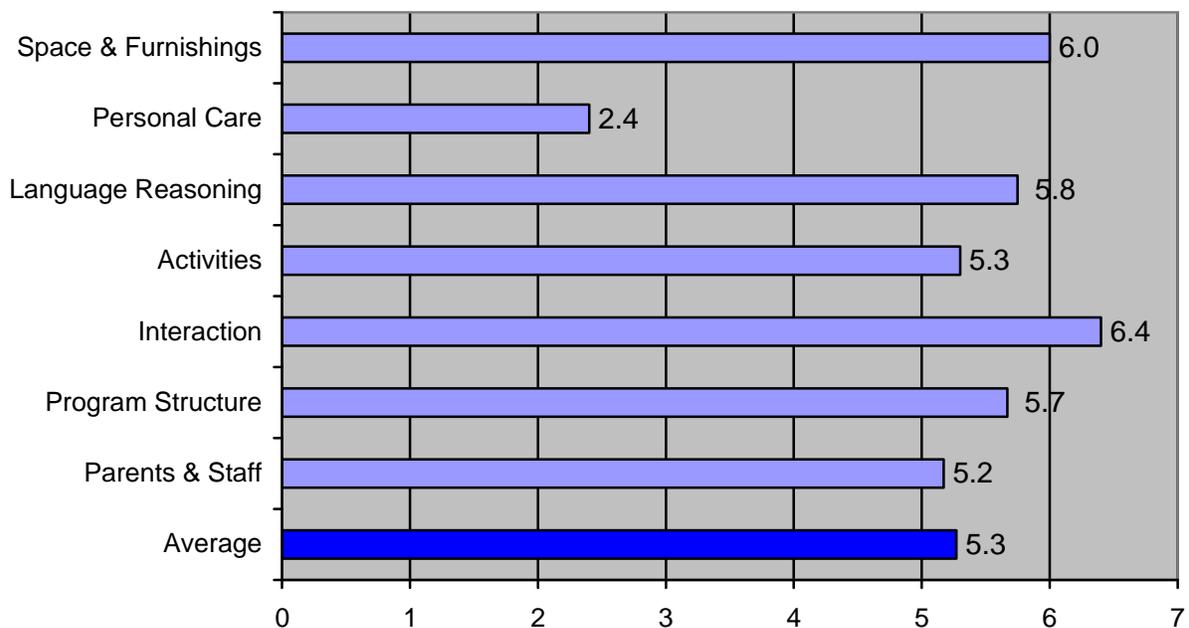
Sparks High School Early Childhood Education Center, Sparks, Nevada

Intensity and Duration of Early Childhood Services

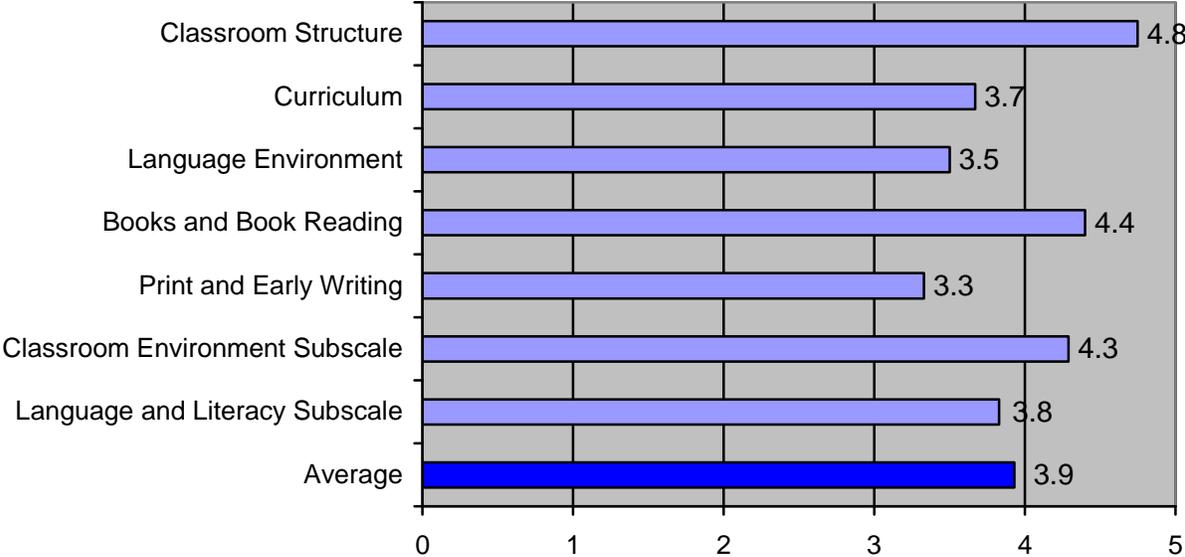
The Sparks Early Childhood Education Center Pre-Kindergarten Program operates two early childhood classes. One class meets Monday and Wednesdays and the second class meets Tuesday and Thursdays. Both classes meet from 9:00 a.m. to 2:00 p.m. Children receive 10 hours per week of early childhood education. The program serves 20 children in each class and has a child/adult ratio of 10 to 1.

Program Delivery Indicators

Early Childhood Environmental Rating Scale (ECERS) 1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO) 1= Deficient; 5= Exemplary



Project Description: Sparks High School Early Childhood Education Center

Area—Description
Curriculum
<p>This teacher uses strategies from the <i>Reggio Emilia 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, observing and documenting what the child is working on, and then facilitating the learning through carefully selected materials and provocative questions. Projects extend between the classrooms and over longer periods of time than typical pre-k projects. Projects are generally more open-ended and the teacher allows and encourages the children’s suggestions.</p>
Environment
<p>The classroom is in a large, well-lit modular building with teacher offices off a small kitchen. Two bathrooms are adjacent to the classroom. The classroom is designed with well-spaced centers so that children can easily move between them and have room to work in each area (writing, library, art, manipulatives, science, blocks, computer, dramatic play). Each center has a good supply of materials for use and is accessible to the children. The environment is homelike and welcoming with curtains, a couch, lamps, and plants. Children’s artwork is framed and posted in some areas and there are no commercial posters displayed.</p>

The playground is next to the classroom and includes climbing equipment with a slide, an outdoor art easel, a sand box, dramatic play props (costumes), and a balance beam. The teacher provides outdoor classroom equipment, such as water tables, balls, bikes, and chalk for activities. The teacher brings a pitcher of water and cups from the classroom since drinking water is not available outside.

Almost all children in the program are Hispanic and learning English as a second language. The assistant is Hispanic and speaks Spanish and English interchangeably during class. The teacher and aide greet the families in the child's native language while directions are given primarily in English.

Developmentally Appropriate Practices

The program has short whole-group sessions for book reading, morning message, counting attendance together, and sharing information on projects between the morning and afternoon sessions. For example, the previous day's morning class had begun making a robot out of recycled materials and left it for the afternoon class to build upon. The teacher had written down the morning class's dictated list of ideas that she read to the afternoon class, and then added their ideas before they went to work on the robot.

Children move between centers for a significant part of the day. The teacher and assistant circulate between centers to extend learning and encourage problem solving. Parents often volunteer in the classroom, helping the children to make snack or supporting them in center activities.

Assessment and Continuous Improvement

Program staff administer the Pre-K Portfolio Assessment developed by the WCSD Early Childhood Office to assess specific developmental areas and literacy awareness. The portfolio contains assessments, drawing and writing samples, and documentation photos of activities in progress.

Parenting Program

Parents participate in a variety of ways. Teacher has strong positive relationships with the parents and works to find the best way for each parent to be involved. Some parents help in the classroom, such as writing with children or making books and snacks. Other parents help set up chairs for parent meetings. Parents have good attendance at monthly workshops and meetings held by the teacher, in addition to signing in and recording their reading and PACT time each day. After trainings, the teacher sends Virtual Pre-K activities home for the parents to complete with their child, after which the projects are displayed in the classroom.

Washoe County School District: Classroom On Wheels (COW) (Cont.)

The Classroom on Wheels (COW) model is unique in that the early childhood education program is located on a school bus converted into a mini-early childhood classroom. The COW model 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: Classroom On Wheels (COW)

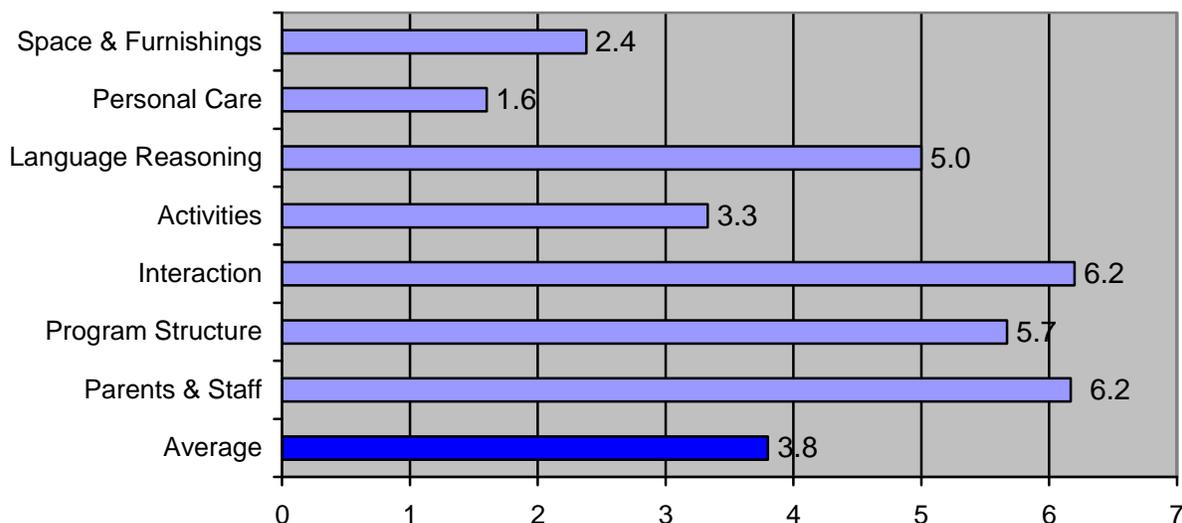
Echo Loder and Kate Smith Elementary School, Sparks, Nevada

Intensity and Duration of Early Childhood Services

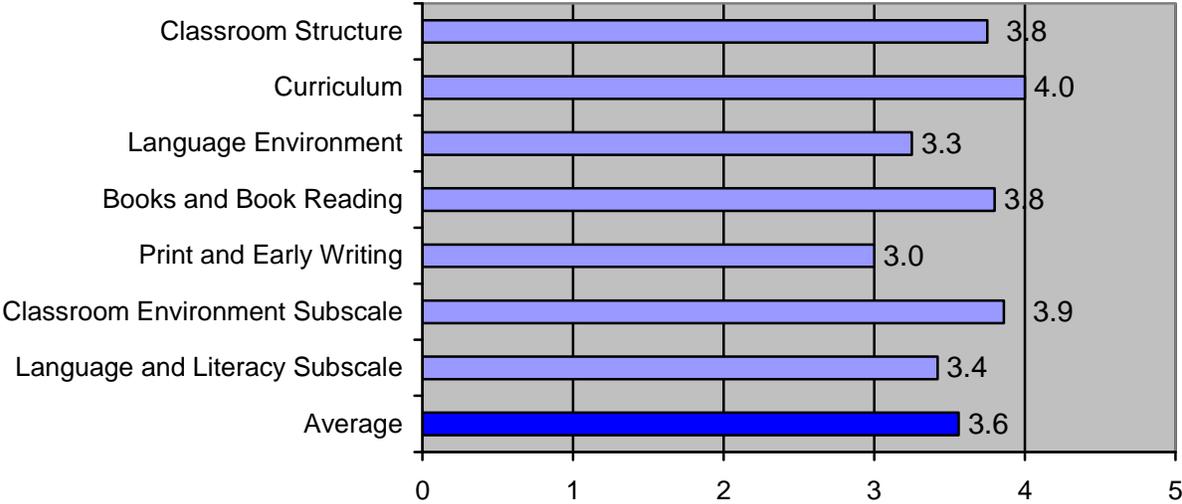
This Classroom on Wheels program operates one class on Mondays and Wednesdays, and another class on Tuesday and Thursdays, each at different elementary schools. The sessions run from 9:00 a.m. to 2:00 p.m. Children receive 10 hours per week of early childhood education. The program serves 16 children in both morning and afternoon sessions for a child/adult ratio of 8 to 1.

Program Delivery Indicators

Early Childhood Environmental Rating Scale (ECERS) 1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO) 1= Deficient; 5= Exemplary



Project Description: Classroom on Wheels

Area—Description
<p>Curriculum</p> <p>This teacher uses strategies from the <i>Reggio Emilia 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, observing and documenting what the child is working on, and then facilitating the learning through carefully selected materials and questions.</p>
<p>Environment</p> <p>The Classroom on Wheels (COW) bus is a mobile early childhood education classroom equipped with panels that fold out from the sides of the bus into learning centers when the classroom is in session. The bus contains a child-sized bathroom facility but has no hot running water. Staff use a bucket of water and soap for hand washing and changes the bucket of water several times during the day. 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 materials, considering the limited space on the bus (8 feet by 39 feet).</p> <p>A significant portion of each day is spent outdoors in the primary playground at the elementary school. At the Kate Smith Elementary School stop, the children have a variety of climbing equipment as well as a sand box. When the weather is good, staff take art, music materials, and the sand and water table outside for expanded learning centers.</p>

Almost all children in the program are Hispanic. The teacher is also Hispanic and speaks Spanish and English interchangeably. 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 reads books in Spanish first and then in English later. At the time of the visit in late spring, the evaluator observed children speaking mostly English.

Developmentally Appropriate Practices

The class uses the *Reggio Emilia* 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 display panels of past activities.

Morning circle times include formal book reading sessions, songs, movement activities, and discussions about the theme or plan for the day.

Center time is a large block of time during which children move freely from one center to another with support from the teachers. Snack and bathroom are independent routines.

Children often move through transitions in small groups, e.g., one teacher takes the first group of children who are ready to the lunchroom and the other teacher follows with the remaining children, thereby limiting wait-time for students.

Assessment and Continuous Improvement

Staff administer 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.

Parenting Program

Parents are required to attend various workshops offered by the school district, and are encouraged to check out materials from a lending library of educational toys, child and adult books, preschool art materials, and craft kits. They bring in snacks regularly and volunteer in the classroom one day each month.

The staff also offer monthly workshops, usually conducted at the school building. The teacher holds parent-teacher conferences in November and June of the school year to report on progress and show parents how they can help their child at home.

Staff send out homework sheets every Thursday that is expected back the following week, along with records of PACT time and reading times.

White Pine County School District

Initially Funded: FY 2001-2002

FY 2008-09 Funding: \$122,842

White Pine County School District (WPCSD) used Nevada ECE funds to initiate early childhood education programs at one project site: McGill Elementary School.

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	20
Number of Families	20
Number of Sites	1

Staff and Qualifications

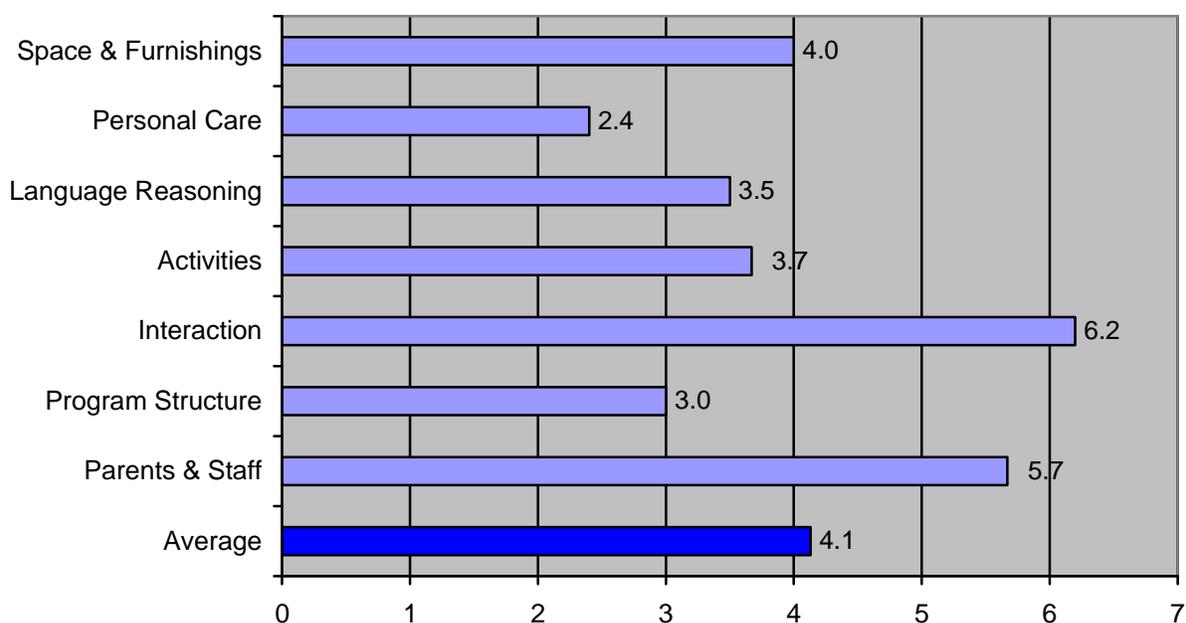
Staff Position	FTE	Qualifications/Endorsement
Teacher	0.83 FTE	K-8 Certification, ECE Endorsement
Aide	0.75 FTE	One A.A. Degree
Family Specialist	0.75 FTE	

Program Outcomes

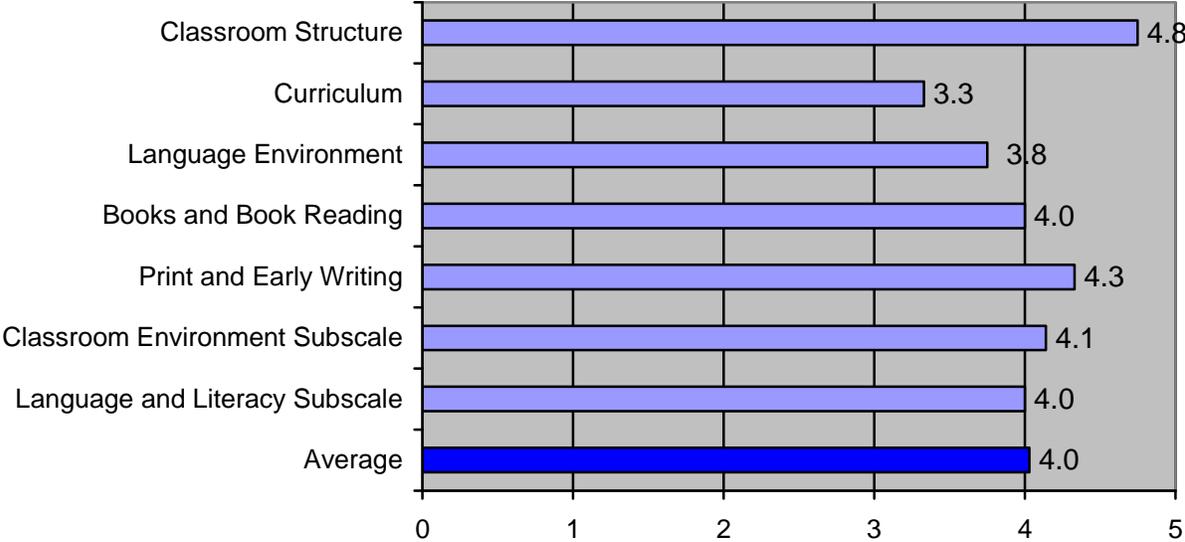
Outcome Indicators (Expectation)	Actual Program Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT- 100% EOWPVT- 100%	Met/Exceeded
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 11.1 pts. EOWPVT- 17.7 pts.	Met/Exceeded
Individual Parenting Goals (92%)	100%	Met/Exceeded
Increase in Time Spent with Children (70%)	87.5%	Met/Exceeded
Increase in Time Spent Reading With Children (70%)	87.5%	Met/Exceeded

Program Delivery Indicators

Early Childhood Environmental Rating Scale (ECERS) 1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO) 1= Deficient; 5= Exemplary



Project Description

Area	Description
Curriculum	<p>The White Pine County Pre-Kindergarten program uses the <i>Core Knowledge Program-Preschool</i> as the primary early childhood education curriculum, and supplements it with the <i>California Early Literacy Learning (CELL) Program</i>. Both are research-based programs and used in McGill Elementary School. The early childhood education teacher linked the <i>Core Knowledge Program</i> with the Nevada Pre-K Standards to ensure that program activities support state standards.</p> <p>The <i>Core Knowledge Program</i> 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. The curriculum focuses on a set of fundamental competencies and specific knowledge appropriate for the age group. Some of 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. 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>

Environment

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, and free-play time before the program starts. The second classroom contains the various learning centers, including library and listening, writing, 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.

The early childhood education teacher expands the learning environment beyond the classroom by using the local town environment for experiences, taking several field trips during the year. All of the field trips become curricula for class-made stories, writing and art activities, and other projects. Guest speakers are also welcome into the class.

The program uses two adjacent playground areas: a fenced-in smaller playground area developed exclusively for the Pre-K program and built by community volunteers. It contains a tricycle trail and a central gravel area with animal climbers and a beam walker. A shed on the playground holds wagons, bikes, traffic signs, buckets and shovels. The lower, main elementary school playground has swings and a multi-use climber with slides, forts, a sand box, etc.

Child-size bathroom facilities are directly across the school hall from one of the classrooms.

Developmentally Appropriate Practices

The classroom focuses on literacy and cognitive activities, offering the children many opportunities for hands-on exploration and verbal interaction. The schedule provides appropriate whole group times, which include songs, movement, weather and calendar review, a formal book reading session, and discussion. A 25-minute outdoor time allows for gross motor activities with teacher support.

Children have a 35-minute center time where they independently choose which of the many centers to explore. The teacher uses this opportunity to work with small groups on supported writing activities. The assistant roams the room, reading informally with children, asking questions, and participating where appropriate.

Assessment and Continuous Improvement

The teacher completes the Brigance Developmental Inventory for all children. Staff use this initial information to develop an Individualized Learning Plan for each child.

The teachers develop portfolios that contain work samples, artwork, photographs with documentation, and program evaluation assessment data. The portfolios are given to the parents at the end of the year. Program staff use a variety of checklists to record student progress, and the teacher provides parents with children report cards, based on state standards, three times each year.

Parenting Program

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 parent and child goals, either through a home visit from the Coordinator or a classroom meeting. The Coordinator collects data on parent involvement, PACT time, and the time parents spend reading with their children.

The Parent Outreach Coordinator also holds a monthly “Family Hour” during which she presents 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.