

Assembly Bill 563

Nevada Early Childhood Education (ECE) Program

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

**FY 2010-11
Evaluation
Report**



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NEVADA DEPARTMENT OF EDUCATION
Office of Special Education, Elementary and Secondary
Education, and School Improvement Programs

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Report Overview

The Final Evaluation Report for Fiscal Year (FY) 2010-11 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 2009 Nevada State Legislature passed Assembly Bill (AB) 563 that continued the funding of the Nevada Early Childhood Education (ECE) Program, and appropriated \$3,338,875 in the 2009-10 fiscal year and \$3,338,875 in the 2010-11 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 563, 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 of which that child is eligible to attend Kindergarten.

In July 2009, based on the recommendations of peer reviewers, NDE awarded a competitive grant to 11 of the 14 school districts and community-based organizations that applied to operate an early childhood education program for the 2009-2011 biennium. Over \$4 million was requested against the \$3.4 million available annually. Ten of the successful applications are school districts, including Carson City, Churchill County, Clark County, Elko County, Humboldt County, Mineral County, Nye County, Pershing County, Washoe County, and White Pine County. The remaining successful application was from Great Basin College in Elko. Three applications did not pass peer review, and were not funded.

As a result of the increased collaboration between Nevada ECE and Title I, the numbers of children served in Nevada ECE programs increased from 2009-10 to 2010-11, and the average per child expenditure of Nevada ECE funds decreased.

During 2010-11, the 11 Nevada ECE projects provided services to 1,331 families, including 1,353 children and 1,413 adults. Of the 1,353 children served in Nevada ECE during the 2010-11 school year, 1,136 children were enrolled in the Nevada ECE program on December 15, 2010. Using the figure of 1,136 children as an average daily child count and the total grant amount of \$3,338,875, the average cost of the Nevada ECE program per child in 2010-11 was \$2,939. 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. For example, three school districts allocated Title I funds from the No Child Left Behind Act to support Nevada ECE projects. As a result of this increased collaboration between Nevada ECE and Title I, the numbers of children served in Nevada ECE programs increased from 1,232 in 2009-10 to 1,351 children in 2010-11, and the average per child expenditure of Nevada ECE funds decreased from \$3,100 in 2009-10 to \$2,939 children in 2010-11.

State Pre-Kindergarten Funding Overview

Table 1 shows the 11 early childhood education projects, the amount of Nevada ECE funds awarded in 2010-11, and the number of early childhood education sites. Altogether, the 11 Nevada ECE projects funded under AB 563 supported 36 early childhood sites during the 2010-11 school year.

Table 1. The 2010-11 Funds Awarded and Number of Early Childhood Education Sites

Nevada ECE Projects	Amount Awarded	Number of Sites
Carson City School District	\$246,599	2
Churchill County School District	\$102,897	1
Clark County School District	\$1,446,937	10
Elko County School District	\$149,277	2
Great Basin College	\$123,354	1
Humboldt County School District	\$112,683	1
Mineral County	\$102,897	1
Nye County School District	\$123,375	1
Pershing County School District	\$120,809	1
Washoe County School District	\$708,902	15
White Pine County School District	\$101,145	1
Total	\$3,338,875	36

Evaluation Requirements from AB 563

Assembly Bill 563, Section 12 identifies specific evaluation requirements for early childhood education programs funded under the legislation. Essentially, the three key components of the evaluation are:

- ◆ a description of the early childhood education program,
- ◆ an annual evaluation of the effectiveness of the early childhood education programs on indicators of the developmental progress of children and parental involvement, and
- ◆ a longitudinal evaluation of the effectiveness of the early childhood education programs on indicators of the developmental progress of children and parental involvement.

As indicated in AB 563, the 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 2009 to develop an evaluation design consistent with the evaluation requirements outlined in AB 563. The Evaluation Design Team identified five primary research questions to guide the annual and longitudinal evaluations for the biennium.¹

The five research questions are based on information requested by the Nevada Legislature and questions of interest to NDE.

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 submit a mid-year and an end-of-year progress report to the Nevada ECE Project Coordinator to describe progress toward meeting program objectives and in implementing the strategies to meet the objectives as outlined in the project application. Additionally, the Nevada ECE Project Coordinator conducted site visits to determine project compliance with program requirements.

Highlights on Early Childhood Education in Nevada

This section of the report presents highlights from 2010-11 on early childhood education in Nevada. Some highlights focus on the Nevada ECE (State PreK) program and other highlights are about early childhood education in Nevada, in general.

Nevada ECE (State PreK) Program

Nevada was recognized in a recent article, Using Pre-K to Advance Education Reform (The Pew Center on the States, Research Series. October 2011). The article emphasized the importance of connecting public education leaders with school readiness programs, helping education leaders and practitioners understand the impact of high-quality pre-kindergarten programs on children, and presenting information on a range of early learning programs that support children's school readiness. The article recognized the Nevada State Early Childhood Advisory Council, created in 2010, for its efforts to encourage joint training for PreK-Grade 3 teachers, to support the development of PreK- Grade 3 structures, and to encourage school districts to use funds from Title I of the No Child Left Behind Act to support PreK programs.

In 2010-11, Washoe County School District (WCSD) was featured on two national panels for its efforts to increase collaboration between Title I and Nevada ECE (State PreK) program through aligned program quality standards, joint professional development, and a common evaluation system.

Early Childhood Education in Nevada

The number of school districts allocating Title I funds for early childhood education increased from three to six school districts over the last three years.

Nevada was invited to participate in the *PreK-Grade 3: Foundation for Educational Success Institute* at the Harvard Graduate School of Education. The purpose of the Institute was to bring together key decision makers to discuss how to create and implement PreK-Grade 3 systems. Nevada's team included representatives from Nevada Department of Education, Department of Health and Human Services, and Clark County and Washoe County School Districts.

Nevada is one of six states awarded the Striving Readers Comprehensive Literacy Grant: Birth to Grade 12. Nevada will receive approximately \$14 million a year for five years. The application emphasized a PreK-Grade 3 approach, consistent with the Nevada State Literacy Plan.

The Washoe County P-3 Council hosted two featured sessions and a strategic planning breakfast at the NevAEYC State Conference. The sessions were conducted by P-3 experts from Harvard Graduate School of Education and the State of Washington's Toppenish School District. The breakfast was facilitated by the WCSD Deputy Superintendent and the Dean of the College of Education at the University of Nevada, Reno. Participants included kindergarten teachers, school district and early childhood administrators, university faculty, and early childhood community partners. The planning and training sessions resulted in a WCSD P-3 pilot project, consistent with national PreK-Grade 3 efforts, to improve how children from ages 3 to 8 learn and develop in schools.

National Research on Preschool Education Programs

The research on preschool education 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 consistently found that preschool education has positive short-term effects on children's cognitive, social, emotional, and physical development (Puma, et al., 2005; Magnuson, et al., 2004). A recent meta-analysis of 123 studies of preschool education reports significant effects for cognitive outcomes, social skills, and school progress (Camill, Ryan, & Barrett, 2010). In fact, several meta-analyses calculated that preschool education programs produce a gain of one-half (0.50) standard deviation on cognitive development, the equivalent of a gain from the 30th to the 50th percentile on achievement tests. In other words, all children, especially disadvantaged children, can reap solid benefits from preschool by reducing the school readiness gap between children in poverty and the national average (Barrett, 2008).

An important finding of the research is that teacher effectiveness is among the most important factors on program effectiveness. Preschool teachers who hold a bachelor's degree and have specialized training in early childhood education, such as the certification and training required by Nevada statute, have a larger positive impact on children than programs administered by non-certified preschool teachers. In fact, requiring that early childhood education teachers have a bachelor's degree and specialized training/endorsement are two of the seven out of ten national quality benchmarks for early childhood education met by Nevada (National Institute for Early Education Research, 2010).

Long-Term Effects

A small but growing number of studies have examined preschool education's long-term effects (Campbell, et al., 2002; Reynolds, et al., 2002; Oden, et al., 2000). These studies found that preschool education has significant lasting effects on cognitive abilities, school progress (grade retention, special education placement and high school graduation), and social behavior. While the estimated effects decline as students move from their immediate experience to elementary school, to adolescence and to adulthood follow-up, the effects, including those on cognitive abilities, persist, and help close the achievement gap and level the playing field for all children.

Several researchers (Masse & Barnett, 2002 and Reynolds, et al., 2002) have conducted cost benefit analyses using data from three studies that have followed children from the preschool years into adulthood (Perry Preschool, Carolina Abecedarian, and Chicago Parent Child Centers). The studies found positive benefits, including increased long-term academic achievement and high school graduation rates, and lower percentages in special education and retained in grade. Researchers estimate that for every dollar spent on preschool, somewhere between four and eight dollars is saved in later social costs to society (Barnett, 2007; Karoly & Bigelow, 2005).

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 as shown in the table below: two indicators measure the developmental progress of children and three indicators measure parental involvement. NDE reviews the benchmarks annually based upon the performance results of the participants, as directed by AB 563. In fact, NDE has raised the benchmarks for all five indicators since they were developed. In 2010-11, NDE raised the benchmarks of three indicators: Indicators 2, 4 and 5.

Indicator	Benchmarks	
<i>Developmental Progress of Children</i>	Original	2010-11
Outcome Indicator 1: Reading Readiness– Individual Student Gain. Percent of ECE 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%
Outcome Indicator 2: Reading Readiness– Average Program Gain. With a minimum of four months of participation, ECE children from three to five years old 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 points EOWPVT 10.0 points	PPVT 8.0 points EOWPVT 10.0 points
<i>Parental Involvement</i>		
Outcome Indicator 3: Parenting Goals. Percent of participating adults enrolled in ECE 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%
Outcome Indicator 4: Time Spent With Children. Percent of first-year ECE parents who increase the amount of time they spend with their children weekly within a reporting year.	60%	80%
Outcome Indicator 5: Time Spent Reading With Children. Percent of first-year ECE parents who increase the amount of time they spend reading with their children within a reporting year.	30%	80%

Longitudinal Evaluation

As required in AB 563, a longitudinal evaluation must focus on:

- 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 evaluation tracks the performance of two cohorts of children and their parents:

- Cohort 1— four-year-olds who participated in Nevada ECE during 2003-04 and entered grade 6 in 2010-11;
- Cohort 3— four-year-olds who participated in Nevada ECE during 2005-06 and entered grade 4 in 2010-11.

Methodology

A brief description of the evaluation procedures used with the two cohorts of children and parents is presented below.

Cohort 1 (Grade 6)

The longitudinal evaluation of Cohort 1 (grade 6) includes one measure of the developmental progress of children in which the performance of Cohort 1 students is evaluated against a comparison group; i.e., 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 and grade.

Cohort 3 (Grade 4)

To measure the developmental progress of children, the longitudinal evaluation of Cohort 3 (Grade 4) uses a stronger research design than the evaluation procedures used with Cohort 1. That is, the study used a one group pretest/post-test design, which provides a measure of performance prior to participating in a program, and better control for other explanations of the results. It provides a stronger analysis to determine whether the Nevada ECE program children maintained the significant learning gains they achieved during preschool into their K-12 school career.

In this case, the annual evaluation initially administered the PPVT and the EOWPVT to the children 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 2011, when the children were in Grade 4.

The use of the PPVT and EOWPVT as the follow-up measures in Grade 4 facilitates a more valid comparison of children's performance during their participation in the Nevada ECE program with their performance afterward. In addition, both tests are norm-referenced, allowing

the evaluation to compare the performance of students in the ECE program against national norms.

The longitudinal evaluation of Cohort 3 also compares the performance of Cohort students on the Nevada Criterion Reference Tests (CRT) in reading and mathematics with a matched sample of classmates, as did the longitudinal evaluation of Cohort 1.

To measure parental involvement, the evaluation administered a survey to the current teachers of the Nevada ECE children in grade 4, and asked teachers to report whether the parents of the Cohort 3 children participated in the fall 2010 parent/teacher conference. The results from this survey will be compared to the results of another survey administered to the teachers of the Cohort 3 students when they were in Kindergarten, and compared to the overall parent/teacher conference rate at the schools attended by ECE students.

Data Collection Instruments

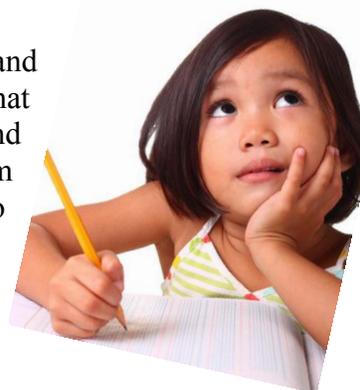
Table 2 shows the variables measured and the instruments used to assess the variables in the Cohort 1 and Cohort 3 studies.

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

Variables(Instruments)	Cohort 1 in Grade 6	Cohort 3 in Grade 4
<i>Student Learning</i>		
◆ Peabody Picture Vocabulary Test		✓
◆ Expressive One-Word Picture Vocabulary Test		✓
◆ Nevada Criterion Referenced Tests	✓	✓
<i>Parent Involvement</i>		
◆ Teacher Survey		✓

Program and Participant Characteristics

The characteristics of Nevada ECE programs, families, and adult and children participants are based on data from 11 projects that provided services to 1,331 families, including 1,353 children and 1,413 adults during the 2010-11 school year. The 1,353 program children represent 1.6 percent of the estimated 83,181 three- to four-year-old children in Nevada (2009 American Community Survey). For comparison, nationally, 15.3 percent of three- to four-year-old children are enrolled in state pre-kindergarten programs (National Institute for Early Education Research, 2010).



The profile of Nevada ECE families is that many have provided their children with limited formal educational experiences. They are from minority ethnic backgrounds, are learning English as a second language, and a sizeable number of families have a low income. For many of these families, Nevada ECE provides 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.²

Program Characteristics

Project	Number Children	Number Adults	Number Families	Number Sites	Total Participants
Carson City	85	90	84	2	6.3%
Churchill	41	41	41	1	3.0%
Clark	474	470	468	10	34.0%
Elko	88	120	88	2	7.5%
Great Basin	32	33	32	1	2.3%
Humboldt	40	74	39	1	4.1%
Mineral	44	46	43	1	3.2%
Nye	43	42	40	1	3.1%
Pershing	43	41	41	1	3.0%
Washoe	440	433	432	15	30.4%
White Pine	23	23	23	1	1.7%
Total	1,353	1,413	1,331	36	100%

² The totals for several characteristics, e.g., family income, are less than the total numbers of all families, adults, and children because some projects were unable to collect data on all characteristics from all families and participants.

Family Characteristics

Family Structure	Number Families	Percent Families
Single Parent	218	16%
Couples	968	73%
Extended Families	122	9%
Other	23	2%
Total	1,331	100%

Family Income	Number Families	Percent Families
Over \$50,000	208	16%
\$40,000-\$49,999	120	9%
\$30,000-\$39,999	159	12%
\$20,000-\$29,999	289	22%
\$10,000-\$19,999	325	25%
Less than \$9,999	227	17%
Total	1,329	100%

Adult Characteristics

Language Spoken at Home	Number	Percent
English	681	48%
Spanish	674	48%
Other	58	4%
Age (as of 9/30/2011)		
50 and over	22	2%
40-49	156	11%
30-39	613	44%
20-29	608	43%
Under 20	8	1%
Gender		
Male	255	18%
Female	1,158	82%
Race/Ethnicity		
Hispanic/Latino	879	62%
Caucasian	387	27%
African-American	54	4%
Asian	46	3%
Native American	23	2%
Other	24	2%
Total	1,413	100%

Child Characteristics

English Language Skills	Number	Percent
English	679	50%
Limited English Skills	674	50%
Age (as of enrollment)		
3 years	285	21%
4 years	1,032	76%
5 years (not eligible for K)	36	3%
Gender		
Male	677	50%
Female	676	50%
Race/Ethnicity		
Hispanic/Latino	852	63%
Caucasian	323	24%
African-American	59	4%
Asian	42	3%
Native American	22	2%
Other	55	4%
Total	1,353	100%

The projects reported a waiting list of 1,002 families. The projects with the largest numbers of families on waiting lists were Washoe County (503 families) and Clark County (148 families).

History of Participation in Non-Early Childhood Education Programs

Nevada ECE plays an important role in the lives of children as evidenced by the children’s lack of participation in other educational programs. Of the 1,353 children, 79 percent (1,067 children) did not participate in any other educational program prior to Nevada ECE, as shown in Table 3. In addition, even more children (90 percent or 1,219 children) did not participate in any other educational program while participating in Nevada ECE, because Nevada ECE was available to the children. It is apparent that, without Nevada ECE, many children may not have participated in any educational program before enrolling in school and would have been less prepared to enter kindergarten. In other words, Nevada ECE helped prepare many children for school.

“I strongly believe that this program not only prepares children for kindergarten, but also teaches valuable skills to the children and their parents, that could make a difference in their school performance for years to come.”

Testimonial from Parent at Churchill County School District ECE Program.

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

Non-Nevada ECE Programs	Before Nevada ECE Program	Simultaneous with Nevada ECE Program
Head Start	63	16
Even Start	11	4
Title I Preschool	15	5
Early Intervention, Early Childhood Special Education	69	51
Other Preschool or Infant/Toddler Program	109	23
Migrant Education	4	17
None	1,067	1,219
Other	34	22

Status If Child Did Not Participate in Early Childhood Education Program

An important question to ask 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

³ Children can participate in more than one option.

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 Program⁴

Status of Child If Not Enrolled in the Nevada ECE Program	Number of Children
Attend day care	123
Stay with grandparents or other adult family member	292
Stay at home with parents	850
Stay at home with siblings	86
Attend other preschool or infant/toddler program	160
Other (<i>specify</i>) _____	32

⁴ 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 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), as shown in Table 5.

Table 5. The Number of Nevada ECE Staff by Position

Position	Number of Staff	FTE of Staff
Administrators	3 ⁵	1.35
Teachers	33	31.83
Aides (educational assistant)	28	24.82
Family Specialists (home-visitor/advocate)	3	2.475
Support Staff (secretary, clerk)	1	0.45
Others	2	1.5
Total Staff	70	62.425

Nevada ECE program funds purchased the services of 70 staff for 2010-11, some of whom are part-time or funded part-time with Nevada ECE funds.

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-

⁵ Although all 11 projects have an administrator, ECE funds were used to pay only a portion of the salary of three administrators at three of the projects, which ranged from 10 percent to 100 percent of their salary.

Kindergarten children.⁶ This is in contrast to many states which do not require that level of specialized training for early childhood education teachers (Bueno, Darling-Hammond, and Gonzales, 2010).⁷ The law does not apply to a teacher who held an elementary license, was employed full-time in a pre-kindergarten program as of July 1, 2002, and continued to teach full-time in a pre-kindergarten program after July 1, 2002.

Table 6 shows the highest level of education attained as well as the experience level for Nevada ECE administrators, teachers, aides or para-professionals, and family specialists.

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

	Administrators	Teachers	Aides	Family Specialists
Highest Level of Education				
High school diploma or GED	--	--	--	--
AA	1	2	20	1
BA/BS	--	17	6	2
MA/MS/M.Ed.	2	13	2	--
Ph.D./Ed.D.	--	1	--	--
Years of Experience in Primary Area				
Less than 1 year	--	2	2	--
1 to 5 years	--	7	13	1
5 to 10 years	--	13	10	2
More than 10 years	3	11	3	--

In terms of state requirements for teachers in early childhood education programs, 31 of the 33 teachers (94 percent) had an early childhood education license, early childhood education endorsement, or state early childhood education requirement endorsement. Of the two teachers who did not meet the state requirement, one teacher is currently working toward her early childhood education endorsement and the second is a long-term teacher substitute.

In-Service Training

In-service 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 curriculum models (e.g., *Creative Curriculum*) that projects adopt. Table 7 presents the number

⁶ See Nevada Revised Statutes (NRS) 391.019 and Nevada Administrative Code (NAC) 391.087 for the complete list of qualifications, provisions, and exceptions for the law.

⁷ Teacher effectiveness is among the most important factors impacting the quality of pre-kindergarten programs. When teachers hold a Bachelor's Degree and have specialized training in early childhood education, they are better able to support children's healthy development and school readiness.

of projects that provided training to teachers and aides in eight in-service areas by specific hour ranges. The results show that project staff received substantial training in 2010-11.

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

In-Service Topics	No hours	0 to 5 hours	6 to 10 hours	11 to 15 hours	Over 15 hours
Curriculum	0	4	4	2	1
Developmental Areas	0	7	1	2	1
Learning Environment	0	4	4	2	1
Children with Special Needs	4	4	2	1	0
Classroom or Behavior Management	2	4	2	1	2
Pedagogy-Instructional Strategies	0	3	4	3	1
Assessment	0	6	5	0	0
Involving Parents	2	5	2	1	1

Overall, projects provided teachers and aides the most hours of training in *Learning Environment* and *Pedagogy-Instructional Strategies*, which are important foundational topic areas for establishing quality early childhood environments. Staff received the least amount of training in *Children with Special Needs*, perhaps because the Nevada ECE projects collaborate with Early Childhood Special Education staff to provide services to the children with special needs while in the Nevada ECE projects.

Early Childhood and Parenting Education Services

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



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, project directors reported 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 to 5; not eligible for Kindergarten	11	48.3	9.2	443.6
Parenting Education				
Parent alone	9	3.2	7.8	24.6
Parent and child are involved together	11	4.5	8.8	39.7

Early Childhood Education

The results show that 11 projects scheduled three- to five-year-olds an average of 444 hours of early childhood education (45.1 hours per month for 9.0 months), which was more than the 406 hours offered to children in 2009-10.

Parenting Education

According to the original legislation for Nevada ECE, projects were required to have a parenting component. All 11 project directors reported providing some parenting education services in 2010-11. Nine projects provided parenting services to parents alone and 11 projects provided

parent and child together (PACT) time. On average, nine projects offered 25 hours of *Parenting education alone* (3.2 hours per month for 7.8 months). In addition, 11 projects offered an average of 39.7 hours of *Parent and child time together* (4.5 hours per month for 8.8 months). In other words, on average, adults could receive about 65 hours of parenting education during 2010-11, the same as the 65 hours offered in 2009-10.

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

“It is probably impossible to measure just how many ways that the CCSD Pre-K program has helped improve the lives of the children and families involved, but I am certain that maintaining funding of this excellent program is a definite benefit to the State of Nevada, the Churchill County School District, and our local community.”

Testimonial from Parent at Churchill County School District ECE Program.

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
Parenting Classes/Workshops	1	1	4	5
Parent and Child Together Activities (<i>e.g., family literacy nights, field trips</i>)	0	0	3	8
Parent/Teacher Conferences	0	0	1	10
Home Visits	6	2	1	2
Parents Volunteer in the Classroom	0	1	4	6
Other	0	0	0	4

The most frequently conducted strategy was *Parent/Teacher Conferences*, which 10 projects conducted with “most families.” *Home Visits* was the least conducted strategy; six projects did not conduct home visits. Four projects offered “other” parenting services, primarily parent-child take-home educational activities.

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 needs of families. This section presents the extent to which Nevada ECE children, adults, and families participated in the services.



Child Participation

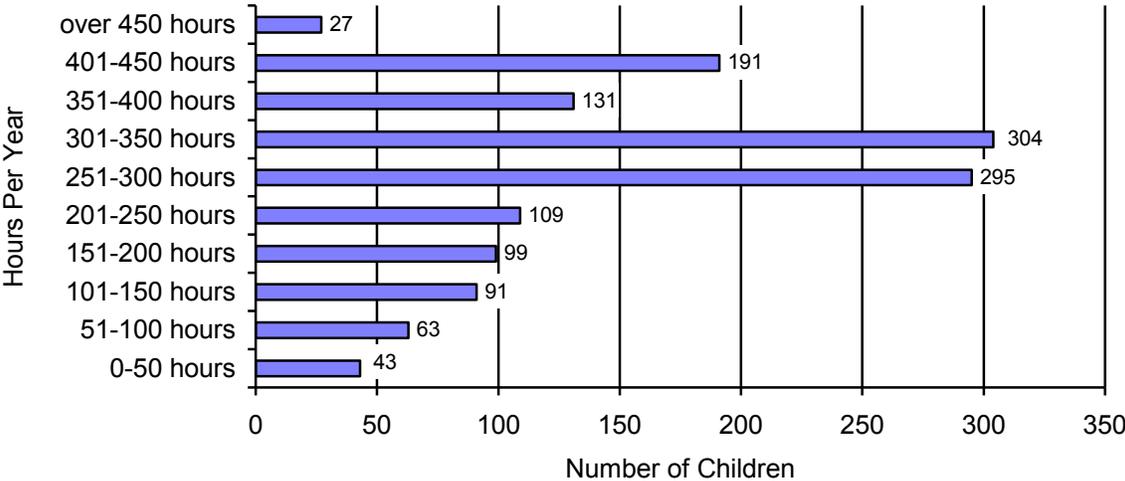
The primary component of Nevada ECE is early childhood education.

Hours of Participation in Early Childhood Education

The amount of time children participate in early childhood education should be a positive predictor of performance on early childhood measures. Overall, Nevada ECE children participated in early childhood education an average of 285 hours in 2010-11, or about nine to ten hours per week, slightly more than the 276 average hours reported in 2009-10.

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 1. The largest number of children (304 children, or 22 percent) attended an average of 301 to 350 hours of early childhood education during the school year, followed closely by 295 children (22 percent) who attended 251 to 300 hours. In both cases, the hours are sufficient to make a meaningful impact on child development.

Figure 1. Total Hours Children Spent in ECE



Adult Participation

The evaluation collected data on adult participation in parenting education, which is intended to better equip parents to support their children’s social, emotional, and academic development.

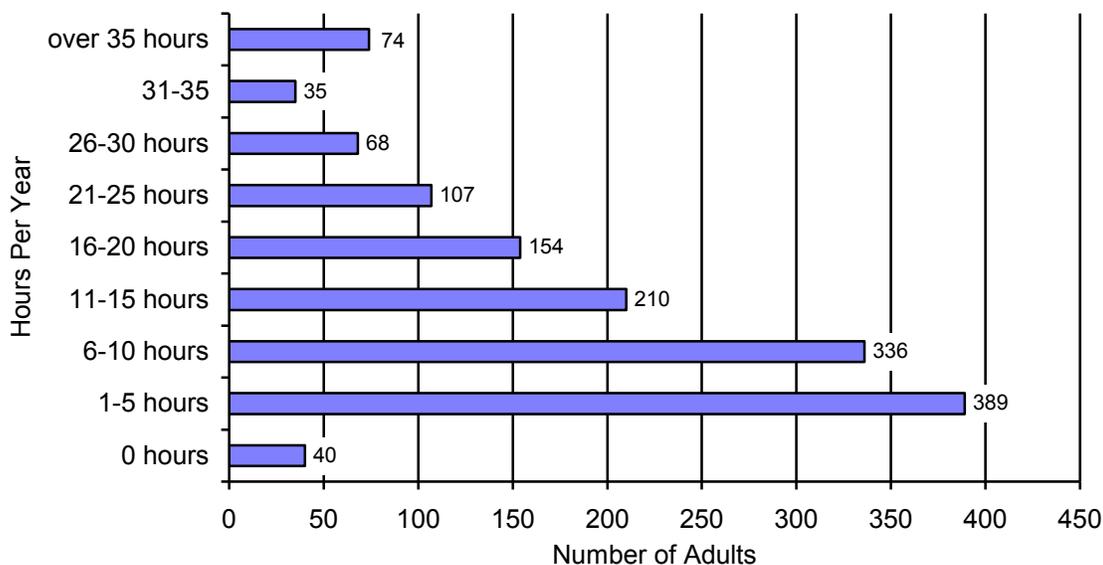
Hours of Parenting Education

There were 1,413 adult participants in this evaluation, and data was available for all. Projects reported that 40 parents (3 percent) had yet to participate in any parenting education services. While some of these 40 parents had just enrolled their children in the program, most of these parents 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.

Overall, the 1,413 adults participated in parenting education an average of 13.2 hours during the program, which is slightly less than the average hours reported in three previous years: 15.5 in 2009-10, 13.8 hours in 2008-09, and 15.3 in hours in 2007-08.

Figure 2 shows that the distribution in the total number of hours in parenting education is skewed. The largest number of adults (n=389) participated in “1 to 5 hours” of parenting education. In fact, most adults (975 adults, or 69 percent) participated in “0 to 15 hours” of parenting education. A smaller group of parents (74 parents, or 5 percent) participated in over 35 hours of parenting education, substantially increasing the average hours in parenting education for the entire group. Overall, the majority of parents (894 adults or 63 percent) participated in less than the average number of hours (13.2), and in less than 25 percent of the 65 average hours of parenting services offered to parents during the school year, as shown in Table 8 on Page 19.

Figure 2. Total Hours Adults Spent in Parenting Education



Family Participation

Program Completion Rate

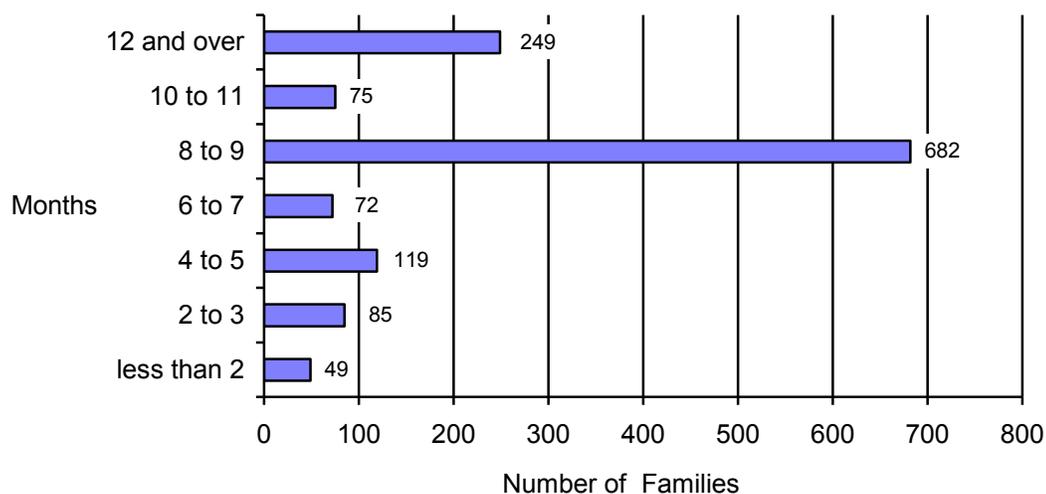
A requirement of AB 563 is to determine the percentage of participants who drop out of the program before completion, defined as before the end of the program year. The results show that 198 of the 1,331 families in Nevada ECE (15 percent) left the program during the 2010-11 school year. In other words, 85 percent of the families completed the program, similar to the percent of families who completed the program during the previous two years: 85 percent in 2009-10 and 87 percent in 2008-09. The results suggest that the projects do a good job in retaining families in the program, due, in part, to the quality of the program provided to families.

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 3 shows the number of families enrolled in Nevada ECE projects by months in the program in two-month intervals. Data are available on all 1,331 families. The distribution shows that half of the families (682, or 51 percent) stayed in the program for eight to nine months. In other words, half of the families started Nevada ECE at the beginning of the program year and stayed until the end of the program year. All of the 249 families who were in the program for over 12 months are families who were in the program in previous years for the current child or for other children in the family. In fact, several families have had three or four of their children attend the Nevada ECE program since 2001-02, the first year of the program.

Figure 3. Number of Months Families Spent in ECE Program



Reason for Exiting Program

Project staff reported a range of reasons why 198 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 that the “family moved out of the area served by the ECE program” (98 families, or 50 percent), consistent with previous years. The next most common reasons given why families exited the program were that the “child switched to a different program” or for “reason unknown or unidentified” (20 families each, or 12 percent). In the case where the child switched to another program, the children were typically referred to early childhood special education services.

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

Reasons for Exiting the Program	Families
Family moved out of the area served by the ECE program	98
Child switched to a different program	20
Reason unknown or unidentified	20
Family stopped participating due to a lack of interest	17
Conflicts or problems prevents continued participation	16
Family was dropped due to incomplete participation or poor attendance	9
Family crisis prevents further participation	7
Other reason (specify) _____	11
Total	198

Classroom Environment Program Quality Indicators



The evaluator visited the 11 Nevada ECE projects in spring 2011. Two of the projects operate multiple early childhood education delivery models, making a total of 14 site visits.⁸ The evaluator collected information about each site based on the administration of two standardized early childhood environment rating 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 four areas: curriculum and program design, learning environment, assessment and continuous progress, and parent engagement. This section presents the data collected from the ECERS-R and ELLCO and Appendix A presents the 14 individual site descriptions.

Early Childhood Environment Rating Scale, Revised Edition (ECERS-R). The ECERS-R is a comprehensive observation instrument designed to measure the quality of early care and education environments. The administration of the ECERS-R includes a short teacher interview and classroom observations to rate 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-R are expressed in ratings from 1 (Inadequate) to 7 (Excellent).

Figure 4 shows the ratings on the Early Childhood Environment Rating Scale for all Nevada ECE project sites observed in 2008-09, 2009-10, and 2010-11 which represent the first, second, and third administration of the ECERS-R. Thirteen sites were observed in spring 2009, and 14 sites were observed in spring 2010 and spring 2011. Ten of the sites were the same sites over the three years.

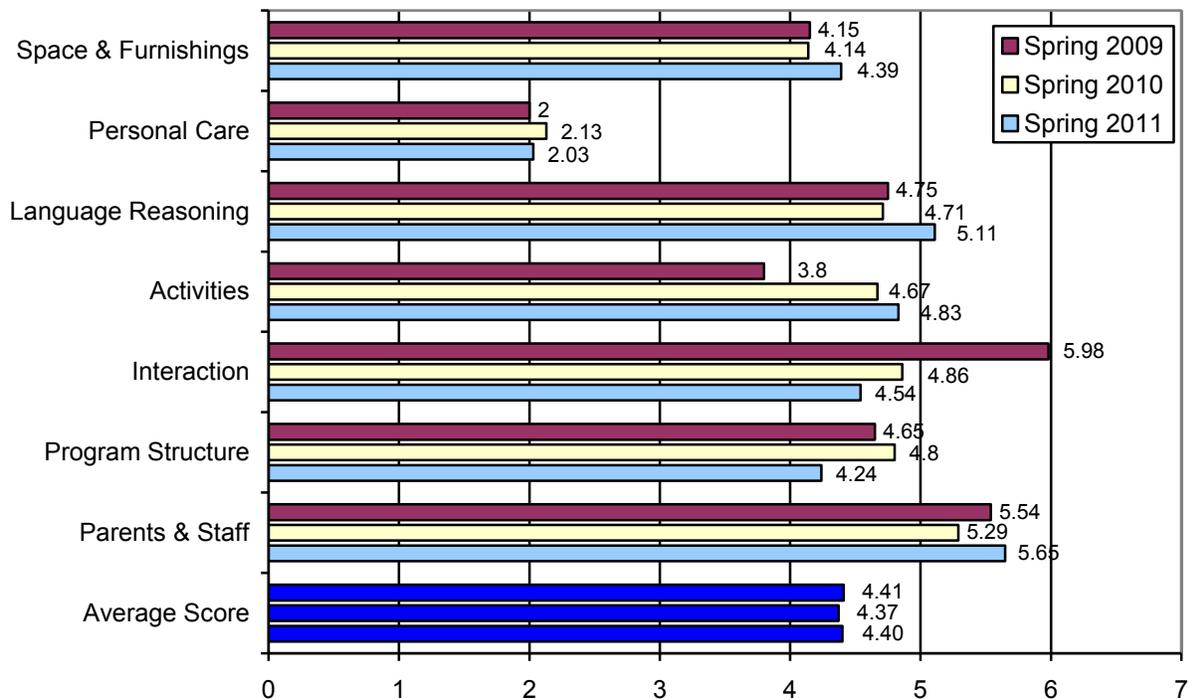
Spring 2011 Results The spring 2011 results show that the 14 project sites had a fairly wide range of average scores across the seven areas, from an average rating of 2.0 to 5.7. Overall, most high ratings should be viewed as areas of strength and low ratings as areas for improvement. Some low ratings, 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 children.

The 14 projects received the highest rating 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 14 projects were also rated high on Language Reasoning, which reflects the staff efforts to encourage book

⁸ Two Nevada ECE projects use multiple early childhood education delivery models: Clark County and Washoe County School Districts. Clark County has 10 sites using two delivery models, and Washoe County has 15 sites using three delivery models. The evaluator did not visit all Nevada ECE sites in these two projects because of time and resource constraints. Instead, the evaluator visited two of 10 sites in Clark County and three of the 15 sites in Washoe County, representative of the early childhood education delivery models offered at the two projects.

reading, encourage children to communicate, use of language to develop reasoning skills, and having conversations with children: all of which are important foundational topic areas for establishing quality early childhood environments and improving school readiness.

Figure 4. Spring 2009, Spring 2010, and Spring 2011 Ratings for All Nevada ECE Program Site Visits on the Early Childhood Environmental Rating Scale (ECERS) (1 = Inadequate, 7 = Excellent)



The 14 projects received the lowest rating on Personal Care Routines. While some of the low ratings 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 five items that measure Personal Care Routines, including items on greeting and departing, snack/meals, toileting/diapering, health practices, and safety practices. In this case, the 14 projects received the lowest rating (i.e., “1”) on three items: snack/meals, toileting/diapering, and safety practices. Personal Care Routines was also the lowest area in 2008-09 and 2009-10.

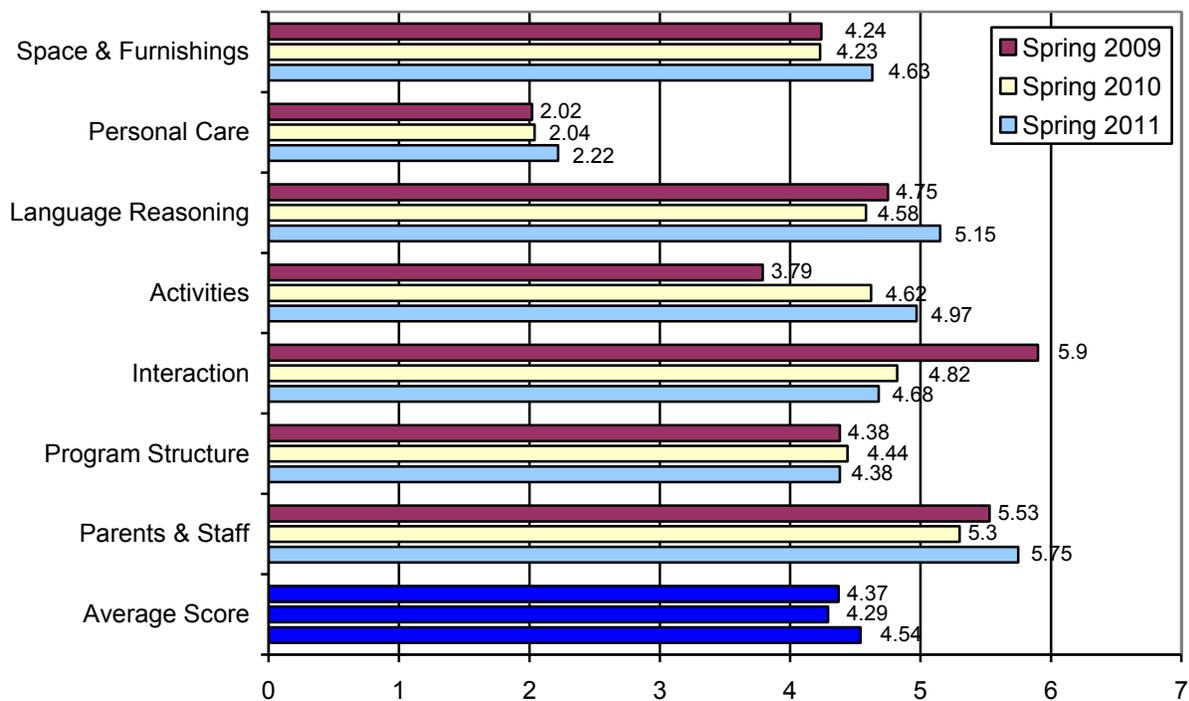
Spring 2009 to Spring 2011 Results Figure 5 shows the average scores for the 10 Nevada ECE project sites that were observed for all three years, which provides an opportunity to examine changes over the three years. The results show that the average total scores decreased from 4.37 in spring 2009 to 4.29 in spring 2010, but increased to 4.54 in spring 2011. In fact, the average scores increased for five of the seven areas measured by the ECERS-R from spring 2009 to spring 2011: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, and Parents and Staff. The average scores remained about the same or decreased for two areas over the same time period: Interaction and Program Structure. The results suggest that the early

care and education environments of the 2010-11 Nevada ECE project sites improved from spring 2009 to spring 2011.

Overall, the 10 Nevada ECE projects showed the largest increase for Activities, which increased from 3.79 to 4.97 from spring 2009 to spring 2011. There are 10 items that are measured by Activities. The increase in the scores for Activities is due primarily to increases in three types of activities: nature/science, promoting acceptance of diversity, and math/number.

The 10 Nevada ECE projects showed the largest decrease for Interaction which decreased from 5.90 to 4.68 from spring 2009 to spring 2011. There are five items measured within Interaction. The decrease in the scores for Interaction is due primarily to two items, supervision of gross motor activities and supervision of children, which dropped 3.2 and 3.7 points, respectively. The reason for the decrease appears to be attributed to how the observer scored the two items rather than changes in the conditions of the two items within the projects. That is, the onsite evaluator received additional training on the ECERS-R, which provided clarification on the scoring of these two supervision items, resulting in lower scores for the exact same conditions for the two items. If these two items were removed from the analysis, then the rating for Interactions would have shown an increase from spring 2009 to spring 2011.

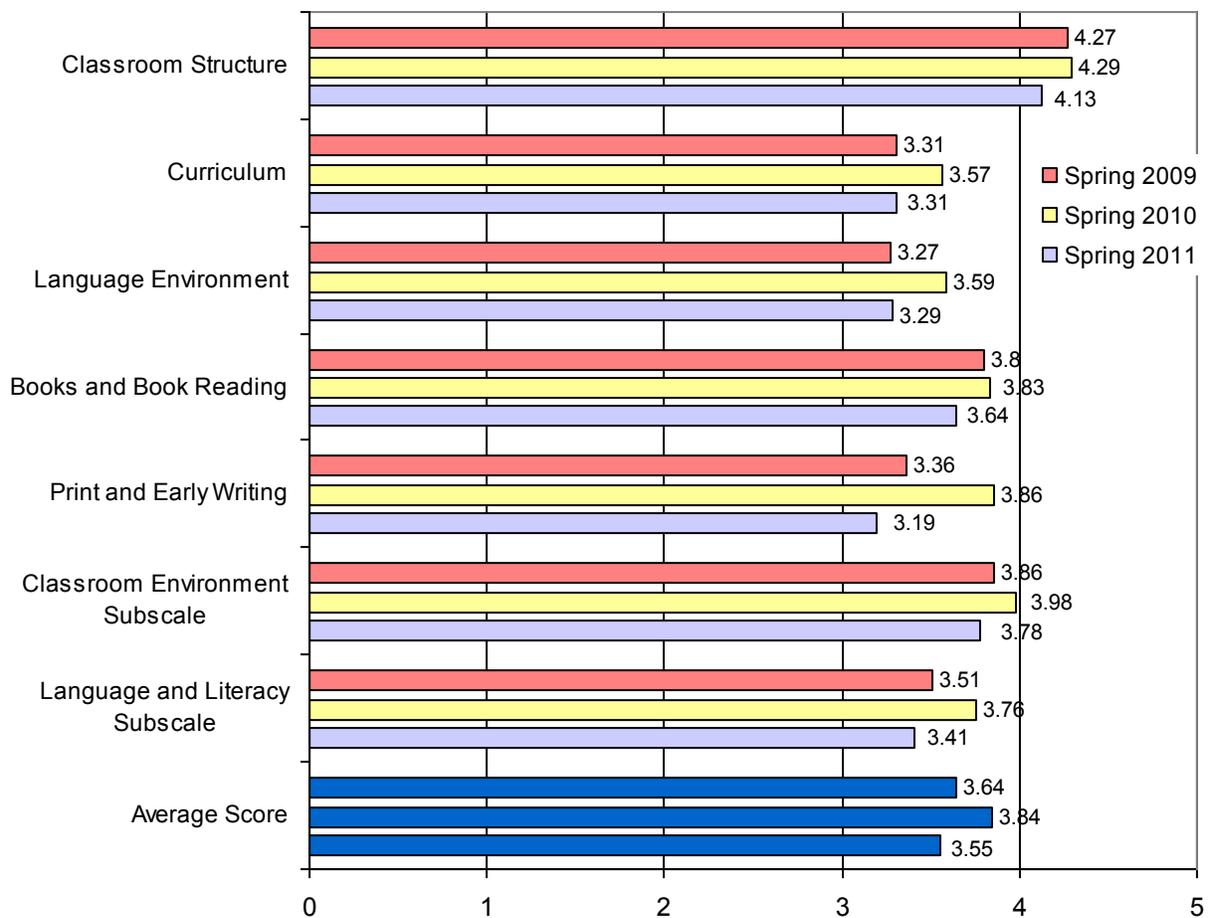
Figure 5. Spring 2009, Spring 2010, and Spring 2011 Ratings for Matched Nevada ECE Program Site Visits (n =10) on the Early Childhood Environmental Rating Scale (ECERS) (1 = Inadequate, 7 = Excellent)



Early Language and Literacy Classroom Observation Tool (ELLCO). The ELLCO is a three-part classroom observation instrument that describes the extent to which classrooms provide children 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 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 6 shows the ratings on the ELLCO for all Nevada ECE project sites observed during 2008-09, 2009-10, and 2010-11. Thirteen sites were observed in spring 2009, and 14 sites were observed in spring 2010 and spring 2011. Ten of the sites were the same over the three years.

Figure 6. Spring 2009, Spring 2010, and Spring 2011 Ratings for All Nevada ECE Program Site Visits on the Early Language and Literacy Classroom Observation Tool (ELLCO) (1 = Deficient, 5 = Exemplary)



Spring 2011 Results The results show that the average scores for the 14 project sites ranged from 3.2 to 4.1. The 14 projects scored the highest on Classroom Structure and scored lowest on Print and Early Writing. There are four areas that measure Classroom Structure: organization of the classroom, content of the classroom, classroom management, and personnel. The 14 projects scored the highest on personnel, which reflects project efforts to ensure that the staffing is appropriate to the numbers and needs of children and serves to facilitate engagement in learning.

There are three areas that measure Print and Early Writing: early writing environment, support for children's writing, and environmental print. The 14 projects received lower ratings on support for children's writing, which reflects teacher supports to engage children in authentic uses of writing that are integral to their daily classroom experiences.

Spring 2009 to Spring 2011 Results Figure 7 shows the average scores for the 10 matched Nevada ECE project sites that were observed for all three years, providing an opportunity to assess change over the three years. The results show that the average total scores increased from 3.65 in spring 2009 to 3.84 in spring 2010, but decreased to 3.62 in spring 2011. In other words, the overall ratings for the 10 matched sites have remained about the same from 2008-09 to 2010-11, suggesting that the language and literacy environments of the 2010-11 Nevada ECE sites were as supportive for children's language and literacy development as in 2008-09.

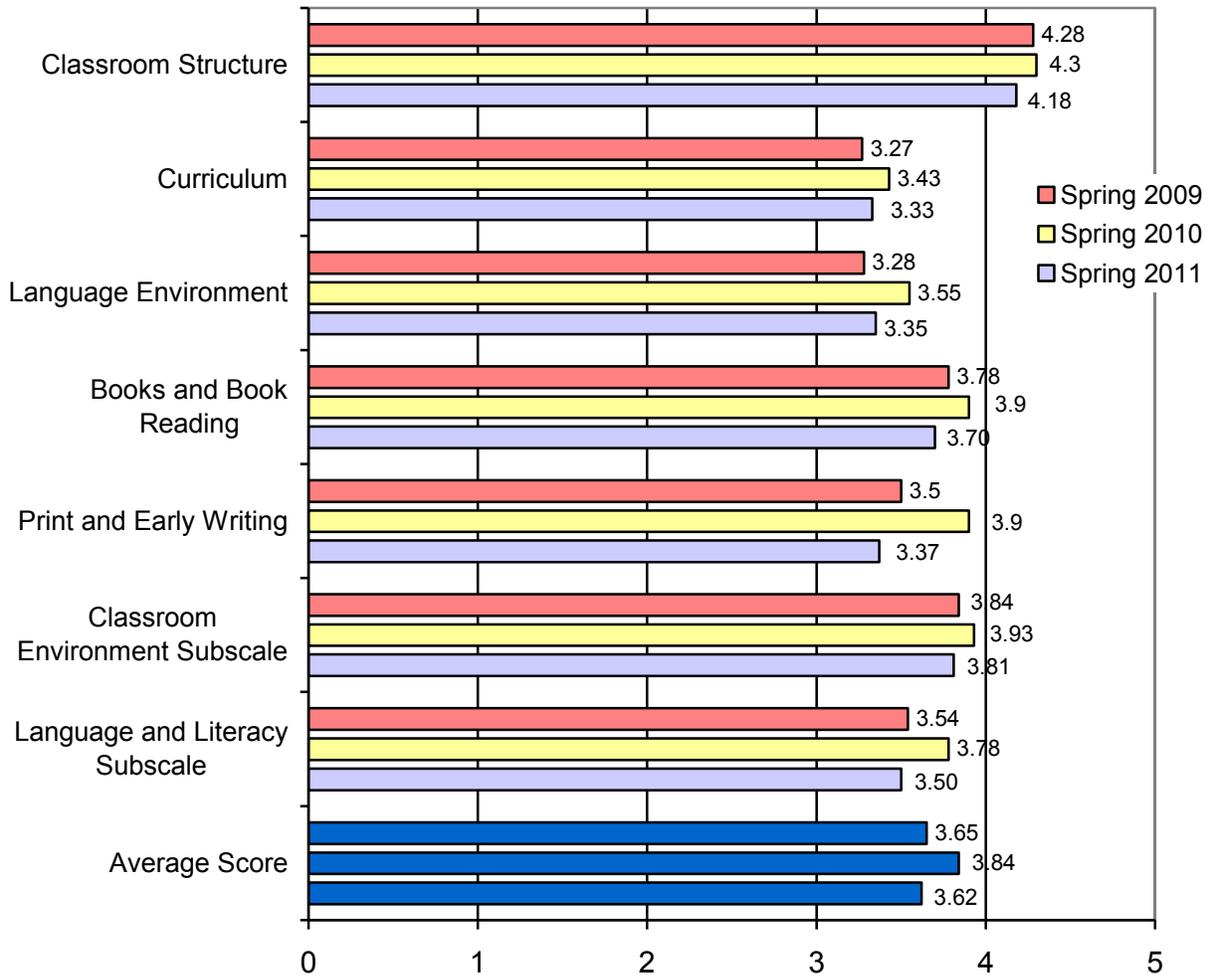
The rating for Classroom Structure is the area with the highest ratings for all three years. The ratings for Language Environment and Curriculum are the two areas with the lowest ratings for the three years.

The average ratings for Classroom Structure remained the same from 4.28 in 2009 to 4.30 in 2010, but then decreased slightly to 4.18 in 2010-11. The highest of the four areas under Classroom Structure is personnel, which reflects that staffing is appropriate for the numbers and needs of children and serves to facilitate engagement in learning.

The average ratings for Language Environment increased from 3.28 in 2009 to 3.55 in 2010, but then decreased to 3.35 in 2010-11. The two lowest of the four areas under Language Environment are efforts to build vocabulary and phonological awareness, which reflect teacher efforts to expand children's spoken vocabulary and to build children's sound awareness.

The average ratings for Curriculum increased from 3.27 in 2009 to 3.43 in 2010, but then decreased to 3.33 in 2010-11. The lowest of the three areas under Curriculum is recognizing diversity in the classroom, which reflects teacher efforts to recognize the cultural and linguistic diversity that children bring to the classroom and integrate into curricular activities.

Figure 7. Spring 2009, Spring 2010, and Spring 2011 Ratings for Matched Nevada ECE Programs (n=10) 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 563. The table below indicates that Nevada ECE programs ‘met and exceeded’ all five of the program outcome indicators. The table is followed by additional analysis of these results.



Program Indicator (Target)	Actual	Status
Developmental Progress of Children		
<i>Indicator 1: Reading Readiness: Individual Student Gain (80 percent)</i>	a. PPVT- 86.0% b. EOWPVT- 92.5%	a. Exceeded b. Exceeded
<i>Indicator 2: Reading Readiness: Average Gain (8 points on PPVT, and 11 points on EOWPVT)</i>	a. PPVT- 10.1 pts b. EOWPVT- 14.6 pts	a. Exceeded b. Exceeded
Parental Involvement		
<i>Indicator 1: Individual Parenting Goals (92 percent)</i>	99.5%	Exceeded
<i>Indicator 2: Time with Children (80 percent)</i>	89.3%	Exceeded
<i>Indicator 3: Reading with Children (80 percent)</i>	88.2%	Exceeded

Developmental Progress of Children Outcome Indicators

Outcome Indicator 1. Reading Readiness: Individual Student Gain

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

Nevada ECE projects served 1,353 children. Out of these 1,353 children, 1,197 children were in the program at least four months in 2010-11. Out of these 1,197 children, 978 (PPVT) and 866 (EOWPVT) children had at least four months between the administration of their pretest and posttest and were included in this analysis. In terms of the expected level of performance on the PPVT and EOWPVT, 86.0% and 92.5% of the students made a standard score gain on the two tests, respectively – above the expected performance level of 80 percent on this measure. Thus, Nevada ECE projects met and exceeded the expected level of performance for these measures.

Outcome Indicator 2. Reading Readiness: Average Gain

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

Table 11 shows 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. In terms of the expected level of performance, the Nevada ECE children made an average standard score gain of

10.1 and 14.6 points respectively, on the PPVT and EOWPVT – above the expected performance level of 8.0 and 10.0 standards score points on the two measures for the outcome indicator – and the gains were statistically significant ($p \leq 0.01$).

Table 11. Peabody Picture Vocabulary Test Average Scores, n = 978; Expressive One-Word Picture Vocabulary Test Average Scores, n = 866

Test	Pretest Average	Post-Test Average	Average Gain
PPVT (receptive vocabulary)	86.7	96.8	10.1
EOWPVT (expressive vocabulary)	82.7	97.3	14.6

The results suggest that Nevada ECE had a large positive effect on the receptive and expressive vocabulary of children. Overall, the pretest standard score average shows that children scored substantially below the national average on the tests before they entered Nevada ECE in fall 2010, at the 19th and 12th 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 2011, students made substantial gains, improving to the 42nd and 43rd percentile in receptive and expressive vocabulary, respectively, approaching the national average range and eliminating much of the achievement gap with the national norming sample. These students are much more prepared to enter Kindergarten and succeed in school than if they had not participated in Nevada ECE.

Nevada ECE students are much more prepared to enter Kindergarten and succeed in school than if they had not participated in the program.

The meaning of the results, however, must be interpreted in light of the large numbers of program children learning English. For 388 of the 1,353 children (29 percent), projects could not initially administer the PPVT or EOWPVT in English when the child enrolled into the program. These children did not have sufficient English language skills to take one or both tests. In these cases, project staff would wait to administer the PPVT and EOWPVT until the teacher believed that the child had sufficient English language skills to score within the tests’ valid ranges.

In addition to children who 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 were still learning English. In other words, in these two groups of children, 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 children learn English as their second language.

To learn the effect of Nevada ECE on different groups of children, the test results were divided into three groups: children learning English as a second language without sufficient English skills to take the tests at enrollment,⁹ children who had the English skills to take the tests at enrollment but were also English language learners,¹⁰ and native English speakers.

⁹ Project staff categorized these children as learning English as a second language when they enrolled, and determined that these children did not have sufficient English skills to obtain a valid score on the assessments.

¹⁰ Project staff categorized these children as learning English as a second language when they enrolled in the program and determined these children had sufficient English skills to obtain a valid score on the assessments.

Table 12 shows the pretest and posttest averages for the three groups 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. Children learning English as a second language and unable to take the tests at enrollment had the lowest pretest average, followed by children learning English as a second language who took the tests at enrollment, and then by the English-speaking children.

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

PPVT (Receptive) Group (n=978)	Pretest Average	Posttest Average	Average Gain	Percent Who Made Gain
No English Skills at Enrollment (n=213)	68.9	80.4	11.5	89.2%
Some English Skills at Enrollment (n=234)	80.5	93.4	12.9	92.3%
English Speaking (n=531)	96.4	104.7	8.3	81.9%
EOWPVT (Expressive) Group (n=866)				
No English Skills at Enrollment (n=101)	62.4	76.3	13.9	94.1%
Some English Skills at Enrollment (n=236)	73.6	90.2	16.6	95.8%
English Speaking (n=529)	90.6	104.5	13.9	90.7%

The PPVT results show that the 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 had the smallest percent of students making a standard score gain.

Even though there are differences among the three groups, the results clearly suggest that all children benefited from the developmental activities in the Nevada ECE program. The results also 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.

The EOWPVT results are similar to the PPVT results. That is, the two groups of children who did not speak English as their native language made as large or larger average standard score gains than the English-speaking students, and had the larger percentages of children making a standard score gain. However, all three groups of children, regardless of English language proficiency, benefited substantially from the activities in the early childhood 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 1,413 Nevada ECE adults, 1,258 adults were enrolled in ECE projects for at least four months. Of the 1,258 adults, 1,252 adults (99.5 percent) met at least one parenting goal, exceeding the expected performance level of 92 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 1,413 adults who established goals made 4,872 of the 5,613 goals they set, or 86.8 percent.

Outcome Indicator 2: Time with Children

Of the 1,353 Nevada ECE children, the families of 1,092 children were first-year participants. A total of 953 of these children were in Nevada ECE at least four months. Pretest and posttest data are available for 951 of the 953 children. Of the parents of the 951 children, 849 (89.3 percent) reported spending more time with their children at the time of the posttest or when they exited the program, 24 parents (2.5 percent) reported spending the same amount of time, and 78 (8.2 percent)¹¹ reported spending less time with their children. Thus, Nevada ECE projects exceeded the expected performance level of 80 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. As previously mentioned, the families of 953 children were first-year participants who were in the program at least four months. Pretest and posttest data were available for 951 of these children. Of the 951 children, 839 (88.2 percent) of their parents reported spending more time reading with them at the end of the evaluation than when they began the program, 33 parents (3.5 percent) reported spending the same amount of time reading with their children, and 79 parents (8.3 percent) reported a decrease in the amount of time. Nevada ECE projects exceeded the expected performance level of 80 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 reported reading with their children. Pretest and posttest data were available on 1,198 children enrolled in the program at least four months in 2010-11. Table 13 shows that ECE parents spent an average of 58 more minutes per week reading to or with their child (a gain of over 150 percent) at the end of the program year.

Table 13. Parent and Child Reading Time in Minutes, n=1,198

Pretest Average	Post-Test Average	Average Gain
35.5	93.2	57.7

¹¹ A reason for the decrease is that some parents may have obtained jobs, decreasing the amount of available time.

Longitudinal Evaluation Analysis



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.

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

Cohort	School Year in ECE Program	Current Grade in 2010-11
Cohort 1	2003-04	Grade 6
Cohort 3	2005-06	Grade 4

Cohort 1 Results in Grade 6

The evaluation compares the performance of Cohort 1 students to a sample of their grade 6 classmates on the Nevada Criterion Reference Tests.

The evaluation located 520 of the 844 students (62 percent) who participated in the Nevada ECE program in 2003-04, were in grade 6 during 2010-11, and had Nevada Criterion Reference Test scores.

To help interpret the performance of the Nevada ECE students, the evaluation selected a matched comparison group of classmates on school, Limited English Proficiency (LEP) status, and gender.

The evaluation calculated the average scale scores 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 expectation assumes that the non-ECE group had limited or no preschool experience unlike the ECE group.

Cohort 1 ECE students scored higher than non-ECE students on the Nevada CRT reading and math tests, and a larger percent of students were proficient.

The results show that Cohort 1 ECE students scored higher than non-ECE students on the Nevada CRT reading and math tests, and a larger percent of students were proficient. Perhaps more importantly, the differences between the two group means are significant in math, but fell short in reading ($p \leq 0.05$).

English-Speaking Students and Students with Limited English Proficiency. The evaluation conducted an analysis to determine the performance of LEP students in the Cohort 1 ECE and non-ECE groups as well as English-speaking students. Out of the 520 matched pairs of students, 396 of the ECE and non-ECE students were English-speaking and 124 students were LEP.

Table 15. Performance of Cohort 1 ECE and Non-ECE Groups on Nevada CRT, Grade 6

Group	Reading		Math	
	Average	Percent Proficient	Average	Percent Proficient
All Students				
Cohort 1 ECE (520)	304.5	58.6%	287.9**	70.7%
Non-ECE (520)	297.9	52.4%	278.4	64.1%
English-Speaking Students				
Cohort 1 ECE (396)	322.3	69.4%	303.4**	78.5%
Non-ECE (396)	316.0	63.5%	292.4	71.6%
Limited-English Proficient				
Cohort 1 ECE (124)	248.0	23.6%	238.6	46.0%
Non-ECE (124)	240.0	16.4%	233.5	40.2%

* $p \leq 0.01$ ** $p \leq 0.05$

The results in Table 15 show that both groups of Cohort 1 ECE students (LEP and English-speaking) scored higher than their non-ECE counterparts on the reading and math tests. The differences were significant for the English-speaking students in math ($p < 0.01$), but not for reading. In addition, the differences were not significant for the LEP students in either reading or math ($p < 0.01$).

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, a larger percent of the Cohort 1 ECE group were proficient in reading and math than the non-ECE group.

Cohort 3 Results in Grade 4

The evaluation compares the performance of Cohort 3 students on the Peabody Picture Vocabulary Test (PPVT) and Expressive One-Word Picture Vocabulary Test (EOWPVT) during preschool in 2005-06 with their performance at the end of grade 4 in 2010-11. In addition, the evaluation compares the performance of Cohort 3 students to a sample of their grade 4 classmates on the Nevada CRTs. The evaluation also administered a survey to the grade 4 teachers of Cohort 3 children to collect data on parent involvement. The results from the three measures are reported below.

PPVT and EOWPVT Results

The evaluation selected a stratified random sample of 300 of the 943 four-year-old Cohort 3 children, based on the number of children in the 11 projects. The evaluation then conducted follow-up test administrations of the PPVT and EOWPVT in grade 4 in spring 2011.

A total of 296 children had test scores from the three administrations of the PPVT and 293 children had test scores from the three administrations of the EOWPVT used for the analyses: in fall 2005 and spring 2006, before and after their participation in Nevada ECE, and again in spring 2011 at the end of grade 4.¹² Although not shown, the 296 students are representative of the larger population of 943 Cohort 3 students in terms of gender, ethnicity, and level of English language skills, suggesting that the results obtained from the sample of Cohort 3 students can be generalized to the larger Cohort 3 population.

Figures 8 and 9 show the average standard scores¹³ of the Cohort 3 students for the three test administrations. The general expectation 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 2011 at the end of grade 4 as they had achieved in spring 2006 at the end of Nevada ECE program.

Overall, the results show that Cohort 3 students made large learning gains on the PPVT and the EOWPVT in 2005-06 while in preschool. Then, Cohort 3 students improved their level of performance that they had achieved in preschool through the end of grade 4 during 2010-11 in both receptive vocabulary and expressive vocabulary. In other words, the Cohort 3 students continued to gain on the national population, eliminating the entire achievement gap that had existed prior to their participation in the Nevada ECE program.

¹² The evaluation tested 296 of the 300 children from the sample. While all 296 children had PPVT test scores from 2005-06 when they were in preschool, three children did not have both EOWPVT pretest and posttest scores from 2005-06 and are excluded from that analysis.

¹³ Standard scores have an average of 100 with a standard deviation of 15.

Figure 8. PPVT Standard Score Averages of Cohort 3 in Preschool and Grade 4, n=296

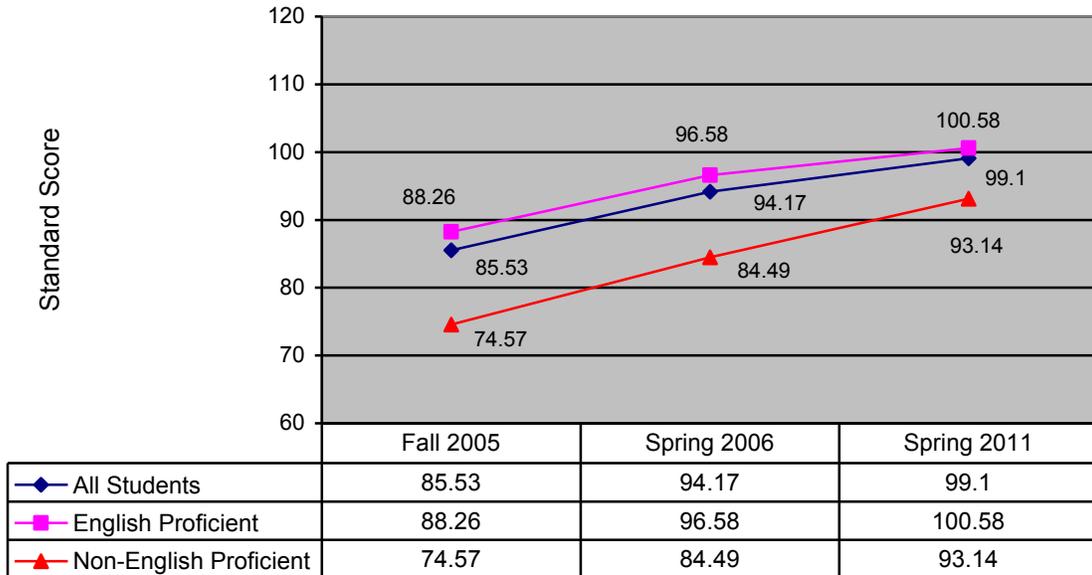


Figure 9. EOWPVT Standard Score Averages of Cohort 3 in Preschool and Grade 4, n=293

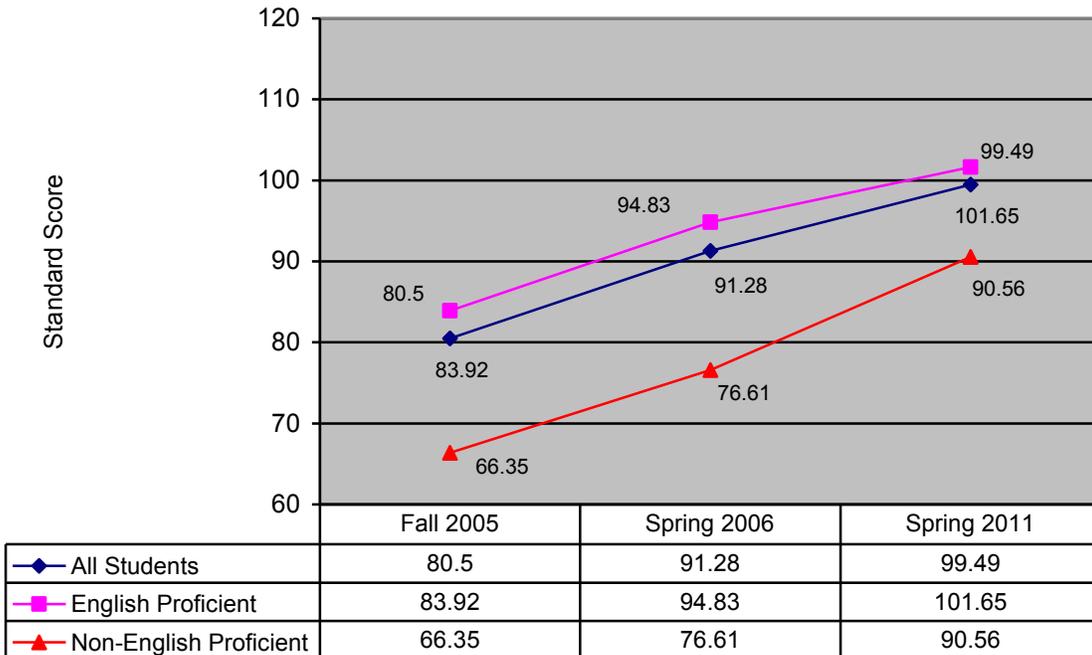


Table 16 presents the same average standard scores in Figures 7 and 8 as well as the average gains for two time periods: from fall 2005 when Cohort 3 children enrolled into the Nevada ECE program until the end of the program year in spring 2006, and from the end of the Nevada ECE program in spring 2006 until the end of grade 4 in spring 2011.

Table 16. PPVT and EOWPVT Standard Score Averages and Gains of Cohort 3 in Preschool and Grade 4 by English Skills

Group (n)/Subtest	Average Standard Scores			Average Gains	
	Fall 2005 Average	Spring 2006 Average	Spring 2011 Average	Fall 2005 to Spring 2006 Average Gain	Spring 2006 to Spring 2011 Average Gain
All Students					
▪ PPVT (Receptive) (n=296)	85.5	94.2	99.1	8.7*	4.9*
▪ EOWPVT (Expressive) (n=293)	80.5	91.3	99.5	10.8*	8.2*
English-Speaking Students					
▪ PPVT (Receptive) (n=237)	88.3	96.6	100.6	8.3*	4*
▪ EOWPVT (Expressive) (n=236)	83.9	94.8	101.7	10.9*	6.9*
No English Skills at Enrollment Students					
▪ PPVT (Receptive) (n=59)	74.6	84.5	93.1	9.9*	8.6*
▪ EOWPVT (Expressive) (n=57)	66.4	76.6	90.6	10.2*	14.0*

* $p \leq 0.01$

Fall 2005 – Spring 2006

The results show that Cohort 3 children¹⁴ scored substantially below the national average before they entered the Nevada ECE program in fall 2005. That is, their average standard score of 85.5 on the PPVT represents the 17th percentile, and their average standard score of 80.5 on the EOWPVT represents the 10th percentile. In other words, these students' scores were consistent with an “at-risk” student population.

By the end of the Nevada ECE program in spring 2006, students made substantial gains, improving to an average standard score of 94.2 on the PPVT, or about the 35th percentile, and to an average standard score of 91.3 on the EOWPVT, or about 28th 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, making significant learning gains during the time they participated in the preschool program: 8.7 standard score points on the PPVT and 10.8 standard score points on the EOWPVT ($p \leq 0.01$).

Spring 2006 – Spring 2011

The results show that Cohort 3 students improved their standard score from 94.2 in spring 2006 to 99.1 (the 50th percentile) in spring 2011 on the PPVT, and increased their standard score from 91.3 to 99.5 (the 50th percentile) on the EOWPVT, $p \leq 0.01$. The results suggest that the ECE children improved upon and extended the large learning gains in receptive and expressive vocabulary they had achieved in preschool all the way through grade 4 in their elementary school career. In other words, the children who attended the Nevada ECE program in 2005-06 have achieved more than expected when they entered elementary school through grade 4. These children are now at average and have erased the entire achievement gap that existed prior to the start of the Nevada ECE program.

Cohort 3 children who attended the Nevada ECE program in 2005-06 have achieved more than expected when they entered elementary school through grade 4. These children are now at average and have erased the entire achievement gap that existed prior to the start of the Nevada ECE program.

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.¹⁵ Out of the 296 Cohort 3 students in the analysis, 59 students did not have sufficient English to take the PPVT or EOWPVT at enrollment and 237 students had sufficient English.

Table 16 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, $p \leq 0.01$. In addition, the gains of the non-English speaking students are

¹⁴ The gains of this Cohort 3 sample in preschool are similar to the gains that all Cohort 3 children made in preschool, as reported in the *2005-06 Nevada ECE Annual Evaluation Report*, suggesting that other results from this Cohort 3 sample can be generalized to the larger Cohort 3 population.

¹⁵ In 2005-06, the evaluation of the Nevada ECE program determined that 336 of the 1,125 Cohort 3 Nevada ECE students (30 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.

equivalent to the gains of the English-speaking students in receptive vocabulary (PPVT) and in expressive vocabulary (EOWPVT).

After preschool, both the English-speaking children and non-English-speaking children increased their learning gains in receptive vocabulary and expressive vocabulary with respect to the norming populations from the end of preschool through grade 4. That is, the average standard scores of the English-speaking students increased 4.0 points on the PPVT and 6.9 points on the EOWPVT, and the differences are significant, $p \leq 0.01$. The average standard scores of the non-English-speaking students increased 8.6 points on the PPVT and 14.0 points on the EOWPVT during the same time period, and the differences are significant, $p \leq 0.01$.

While the gains of the non-English-speaking children are larger than the gains of the English speaking children from the end of preschool through grade 4, the differences between the two groups are not significant. Nevertheless, the 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 4.

Nevada CRT Results

The evaluation located 590 of the 944 students (63 percent) who participated in the Nevada ECE program in 2005-06, were in grade 4 during 2009-10, and had Nevada CRT test scores.

To help interpret the performance of the Nevada ECE students, the evaluation selected a matched comparison group of classmates on school, LEP status, and gender. The evaluation calculated the average score of the Cohort 3 ECE and non-ECE groups on each test as well as the percentage of proficient students, as shown in Table 17.

Cohort 3 ECE students scored significantly higher than non-ECE students on the grade 4 Nevada CRT reading and math tests ($p < 0.05$), and a larger percent of students were proficient.

The expectation is that the Cohort 3 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 expectation assumes that the non-ECE group had a limited or no preschool experience, unlike the ECE group.

The results show that Cohort 3 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 in the average scores between the two group means are significant in reading and math ($p \leq 0.05$).

English-Speaking Students and Students with Limited English Proficiency. The evaluation conducted an analysis to determine the performance of LEP students in the Cohort 3 ECE and non-ECE groups as well as English-speaking students. Out of the 590 students in both the Cohort 3 ECE group and non-ECE group, 300 were identified as LEP and 290 students were English-speaking.

Table 17. Performance of Cohort 3 ECE and Non-ECE Groups on Nevada CRT, Grade 4

Group	Reading		Math	
	Average	Percent Proficient	Average	Percent Proficient
All Students (590)				
Cohort 3 ECE	314.8**	62.9%	321.1**	70.4%
Non-ECE	305.3	56.8%	314.4	63.5%
English-Speaking Students				
Cohort 3 ECE (290)	336.0	74.4%	329.0	75.6%
Non-ECE (290)	325.1	67.5%	323.0	69.4%
Limited English Proficient Students				
Cohort 3 ECE (300)	294.5	51.8%	313.4**	65.4%
Non-ECE (300)	286.2	46.7%	306.0	58.0%

* $p \leq 0.01$

** $p \leq 0.05$

The results in Table 17 show that both groups of Cohort 3 ECE students (LEP 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 LEP students in math ($p \leq 0.05$), but not in reading. In addition, the differences were not significant for the English-speaking students in either reading or math ($p \leq 0.05$).

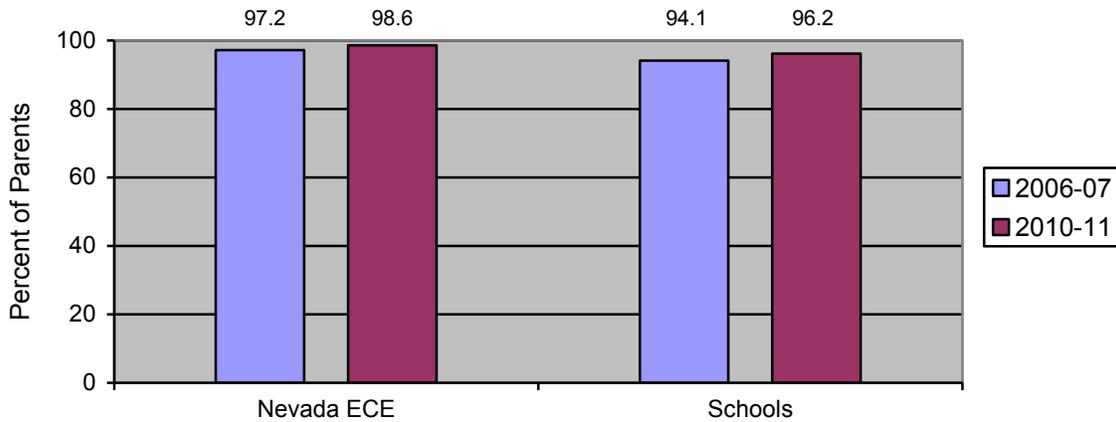
The results also show that a larger percent of the English-speaking and LEP Cohort 3 ECE groups were proficient in reading and math than the corresponding non-ECE groups.

Parent Involvement

The longitudinal evaluation also determined the level of involvement of the parents of the Cohort 3 children in their child's education, as measured by attendance at parent/teacher conferences.

The evaluation collected the data on attendance at parent/teacher conferences for Nevada ECE children from a survey administered to teachers in both Kindergarten and again in grade 4. The survey asked teachers if the parents of Cohort 3 children participated in the fall parent/teacher conference. Out of 243 matched students in Kindergarten and grade 4, there were 206 teachers who responded to this item in both Kindergarten and grade 4. As shown in Figure 10, 97.2 percent of the parents of the Cohort 3 children attended the parent/teacher conference in 2006-07 during Kindergarten, and 98.6 percent attended the parent/teacher conference in 2010-11 during grade 4.

Figure 10. Parent/Teacher Conference Rate of Cohort 3 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 3 children attended.¹⁶ The comparison schools had a parent/teacher conference attendance rate of 92.8 percent during Kindergarten in 2006-07 and 95.1 percent during grade 4 in 2010-11. When compared to the results from the Cohort 3 parents, it appears that the parents of Cohort 3 children attended parent/teacher conferences in Kindergarten and grade 4 at a rate higher than did the parents of other students at the schools.

While the data show differences between the parent/teacher conference rates of the Cohort 3 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 3 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. Suffice it to say, based on the data, the results suggest that the parents of Cohort 3 students probably attended parent/teacher conferences at a rate at least similar to and perhaps greater than other parents at the same grade levels at the schools in both Kindergarten and grade 4.

¹⁶ The Cohort 3 children attended 83 elementary schools in Kindergarten and 115 elementary schools in grade 4; however, many schools enrolled just one or two Cohort 3 children. Instead of gathering data from all 83 and 115 schools for the two years, the evaluator elected to collect data only on schools that enrolled at least two students from the Cohort 3 sample for Kindergarten and for grade 4 as representative of the type of school attended by Nevada ECE children. The evaluation found that 44 schools enrolled at least two Cohort 3 students in Kindergarten for 2005-06 and 48 schools enrolled at least two Cohort 3 students in grade 4 for 2010-11. In fact, these schools enrolled a total of 178 of the 206 students in Kindergarten (86 percent) and 148 of the 206 students in grade 4 (72 percent).

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.¹⁷ The testimonials from parents are important because parents can describe, in their own view and words, how the program changes their children. 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.

Jessica – Participating Adult

Jessica is a 33-year-old Caucasian married woman with three children. Colin, her second-born son, is four years old and enrolled in the Churchill County School District Early Childhood Education (ECE) program.

Jessica enrolled in the ECE program to better prepare her child for school and improve his chances for future success. She attended nine hours of parenting education as part of the ECE Program and Colin attended 345 hours of early childhood education.

Letter—

I am writing this letter in support of the Churchill County School District Pre-Kindergarten program at Northside Elementary School. My son participated in this program during the 2010/2011 school year. His younger brother will participate in the program during the 2011/2012 school year.

Obtaining a quality education for my three active boys is very high on my list of priorities, so much so, that my eldest son participated in two private pre-school programs prior to attending kindergarten. Although I was hesitant to place my child in a public pre-school program, I placed my second son in the CCSD Pre-K program in order to access their speech services. Through the course of the year, I found that I had made an excellent decision. My son learned a great deal through this program and I am confident that he is more than ready for kindergarten. In fact, he knew more at the end of the school year, than my oldest son knew half-way through kindergarten. All children are different, but I can't help but give this excellent program much of the credit for my son's accomplishments.

I strongly believe that this program not only prepares children for kindergarten, but also teaches valuable skills to the children and their parents, that could make a difference in their school performance for years to come. The staff excelled at meeting the social, emotional, and intellectual needs of the children. Through the course of the year, I not only saw my son learn a great deal, I also observed other children with social, emotional, and behavioral concerns make positive changes under Ms. Treasa's care and guidance.

¹⁷ The last names of the participating family members have been withheld for confidentiality.

As a Truancy Case Manager, I know that the number one factor influencing school performance is not social status or income; it is parental involvement. Through this program parents are required to be involved in their child's education and taught the importance of maintaining that involvement. It appeared as if the majority of parents enjoyed this task and were able to see the benefits of being actively involved. Parents also had access to support services and education regarding effective parenting techniques.

Through fifteen years of working with at-risk youth, I have learned that effective prevention programs are the best deterrent to future problems. Providing children with a solid foundation, to which they normally would not have access, is most likely one of the best ways to prevent problems in the future. It is probably impossible to measure just how many ways that the CCSD Pre-K program has helped improve the lives of the children and families involved, but I am certain that maintaining funding of this excellent program is a definite benefit to the State of Nevada, the Churchill County School District, and our local community.

Please don't hesitate to call me if you have any questions or concerns.

Sincerely,

Jessica

Tiffany – Participating Adult

Tiffany is a 25-year-old single Caucasian woman. Kody, her four-year-old, and Kalin, her three-year old daughter, are enrolled in the Nye County School District Early Childhood Education project.

Tiffany enrolled in the ECE program to better prepare her children for school and improve their chances for future success. She attended seven hours of parenting education. Kody and Kalin each attended 335 hours of early childhood education.



Letter—

My kids have been a part of the Pre-K program for 2 years now. My son will be graduating in June 2011 and my daughter will be starting her second year for the 2011/2012 school year. I have seen such a different side of my children since joining the program. They have a better attitude at home and in school. Not only does this program prepare your children for elementary school, it also helps build a desire to learn and that desire doesn't stop when they leave the class room. They are both more social and outgoing then they were before joining the Pre-K program. This program helps build personality while offering a structured environment for them to explore the world around them. As a parent there is nothing more fulfilling then seeing how excited your child is after they have learned something new. My kids are more confident now and proud of their achievements. I feel that I too have benefited from the program and have learned a

great deal. Everybody at the school is always willing to help and answer any questions you have. They have opened up many ideas of ways to continue the learning with your child at home. PACT time has become a daily routine for our family. There is absolutely nothing I would change and I look forward to the next year of Pre-K.

Sincerely,

Tiffany

Conclusions & Recommendations

The results from the 2010-11 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. The positive short-term results of the Nevada ECE program can, in part, be attributed to the fact that Nevada state law requires pre-Kindergarten teachers to be highly qualified, either by holding a special license or endorsement in early childhood education. As previously mentioned, teacher effectiveness is among the most important factors in determining program impact. Preschool teachers who hold a bachelor's degree and have specialized training in early childhood education, such as those required by Nevada statute, have a larger positive impact on children than programs with non-certified preschool teachers.



Perhaps more importantly, the results from this year's longitudinal evaluation as well as previous years' longitudinal evaluations continue to provide solid evidence that the impact of Nevada ECE is consistent with and may exceed the national research on the long-term cognitive effects of quality preschool education programs.

Developmental Progress of Children

- **Short-Term Effects** The Nevada ECE Program had short-term effects on the developmental progress of children. Nevada ECE children made large cognitive gains in preschool and were clearly better prepared to enter kindergarten academically 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, Nevada ECE students appear, at the very least, to have maintained the significant learning gains they achieved in preschool through elementary school, consistent with the national research results on long-term cognitive effects. In fact, one group of Nevada ECE students made additional gains after preschool and have eliminated the initial achievement gap that existed prior to their participation in the Nevada ECE program. The results suggest that participation in the Nevada ECE program may decrease the need for extra services in elementary school, such as participation in English as a Second Language services.

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 are at least as involved, if not more involved, in their children's learning as 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 long-term 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 1.6 percent of the estimated three and four year-old children in Nevada benefit from this effective program. Nationally, 15.3 percent of three- to four-year-old children are enrolled in state pre-kindergarten programs.

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 six recommendations for improvement.

1. Continue to adopt, implement, and provide training to staff in high-quality, research-based early childhood programs and practices. Train all new staff in Nevada Pre-Kindergarten Content Standards.
2. Examine the project's ratings on the 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.
3. Examine the project's ratings on the five outcome indicators and develop program improvement plans for any indicator that the project did not meet.
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.

6. Assess current practices on providing services to children with special needs within the Nevada ECE classrooms. Train all early childhood education teachers to ensure that they have the skills and strategies to serve children with special needs effectively.

The Nevada Department of Education can help projects meet their goals by developing concrete plans to implement five recommendations:

1. Continue to work with individual 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.
2. Ensure that all projects that did not meet any of the five outcome indicators develop improvement plans to address the indicator(s).
3. Provide training to all projects on the indicators that received the lowest ratings in 2010-11; i.e., Personal Care Routines (*snack/meals, toileting/diapering, and safety practices*) from the ECERS and Print and Early Writing (*support for children’s writing*) from 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. Convey to projects the importance of collecting data from the early childhood program evaluation assessments that reflect an accurate picture of children skills so that the program can conduct a valid assessment of both short-term and long-term effects.

Appendix A

PROJECT SITE DESCRIPTIONS



Appendix A presents data on the Nevada ECE projects based on site visits. As previously reported, the evaluator visited all 11 Nevada ECE projects in spring 2011, making a total of 14 site visits because two projects operate multiple early childhood education sites with different program delivery models. Table 18 presents a list of the project sites observed.

Table 18. Nevada ECE Sites Observed in 2010-11

Nevada ECE Projects	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 • Cunningham Elementary School
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
Mineral County School District	Hawthorne 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 • Corbett Elementary School • Smithridge Elementary School
White Pine County School District	McGill Elementary School

Each site description includes overall project data on the number of participants, staff and qualifications, and the results on the statewide outcome indicators. The descriptions also include the specific site results of the two standardized early childhood environment ratings instruments: the Early Childhood Environmental Rating Scale - Revised (ECERS-R) and the Early Language and Literacy Classroom Observation Tool (ELLCO), as well as a description of the site in four areas: curriculum and program design, learning environment, assessment and continuous improvement,¹⁸ and parent engagement.

¹⁸ All projects are required to administer the PPVT and the EOWPVT to children at the beginning and end of the year as part of the statewide evaluation. The instruments are therefore not included as part of each site's description of Assessment and Continuous Improvement.

Carson City School District

Initially Funded: FY 2001-2002

FY 2010-11 Funding: \$246,599

Program Locations (2). The Carson City Program has two locations using the same model:

- Mark Twain Elementary School
- Empire Elementary School

Participants: Carson City ECE

Participants	Number Served
Number of Children	84
Number of Adults	90
Number of Families	85

Staff and Qualifications: Carson City ECE

Staff Position (n)	FTE	Qualifications/Endorsement
Teacher (2)	2 FTE	Two K-8 Certifications, Two ECE Endorsements
Aide (4)	3.6 FTE	Four H.S. Degrees/GED

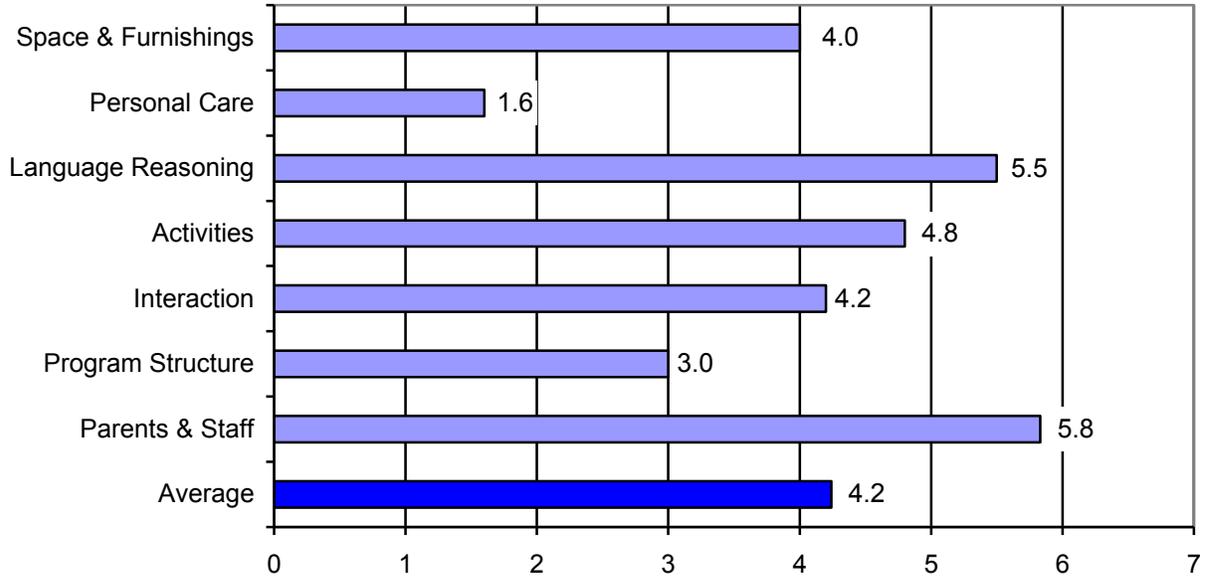
Program Outcomes: Carson City ECE

Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 90.8%	Met
B. Expressive Comprehension (80%)	EOWPVT- 97.2%	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT- 13.0 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT- 18.9 pts.	Met
Individual Parenting Goals (92%)	94.1%	Met
Increase in Time Spent with Children (80%)	92.9%	Met
Increase in Time Spent Reading With Children (80%)	96.4%	Met

Program Delivery Indicators: Mark Twain Elementary School

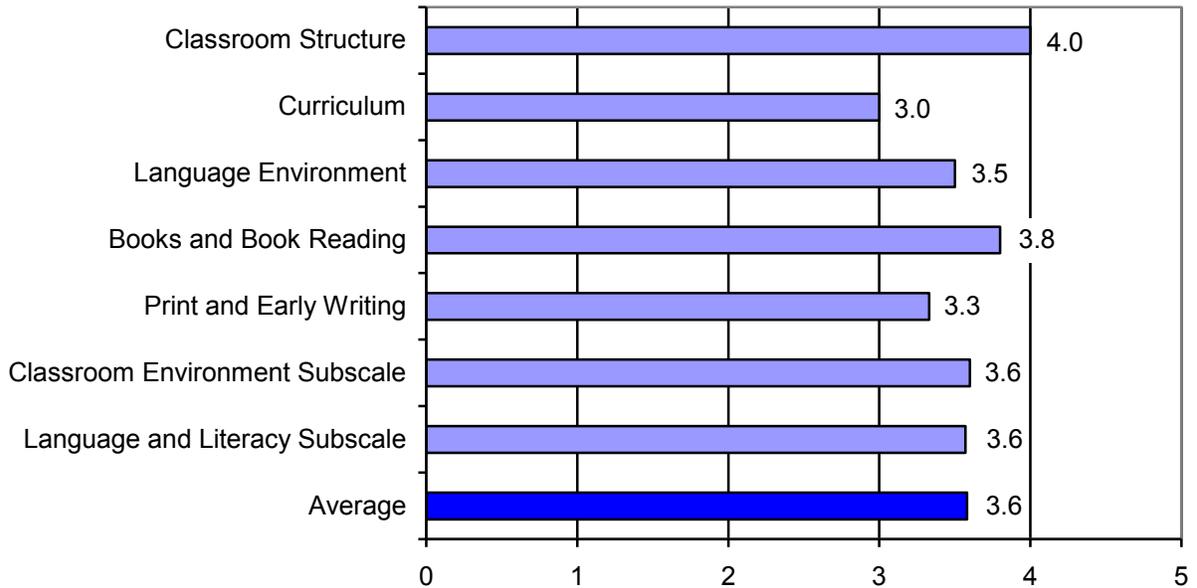
Early Childhood Environmental Rating Scale (ECERS)

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 & Program Design
<p>The 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 language arts curriculum implemented at the elementary school. The curriculum emphasizes oral language development using thematic units, children’s literature, oral and written expression, and learning centers (called “labs”).</p> <p>The program has morning and afternoon sessions, Monday through Thursday. Children receive 11 hours and 20 minutes of service per week.</p>
Learning Environment
<p>The program is located in a large, modular building where one-half is used for the classroom. The classroom is equipped with child-sized tables and chairs and is adjacent to a child-sized bathroom. Children can access a second room through a narrow hallway that leads to an unsupervised exit, which is a safety issue.</p> <p>The classroom contains well-developed and well-equipped learning centers, including blocks, dramatic play, manipulatives, art, science, writing, language arts, and sensory play. The materials in the centers change to correspond with the unit themes.</p> <p>The program has access to two early childhood playgrounds. One playground is for primary school-aged children (K-3). A second, smaller playground more appropriate for preschool children includes a large sand area with age-appropriate toys and a tricycle trail. The small playground has several limitations, such as the climbing bar and a climbing structure which are too high for preschoolers. Neither playground has closed fencing, making supervision more difficult.</p>
Assessment and Continuous Improvement
<p>The program maintains a file for each child with his/her work samples. Program staff track the developing skills of the children on daily observation forms. Staff review the notes and assessments on Fridays to plan classroom activities.</p>
Parent Engagement
<p>Parents sign a Commitment List that requires the parent to ensure that the child attends the program daily and to spend time each day with their child reading, playing, and talking.</p> <p>The teacher conducted two Family Storyteller sessions, helping parents learn how to read with their children. The teacher also conducts a home-visit at the beginning of the year to discuss the program and identify parenting goals, and holds a parent-teacher conference twice annually to review each child’s progress. Program staff also conduct field trips and encourage parents to attend school-wide Math and Literacy events.</p> <p>Staff report that most parents have good attendance at required parent meetings, except those parents who work, which makes it difficult for them to participate in school activities.</p>

Churchill County School District

Initially Funded: FY 2001-2002

FY 2010-11 Funding: \$102,897

Program Location (1)

- Northside Early Learning Center, Fallon, Nevada

Participants

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

Staff and Qualifications

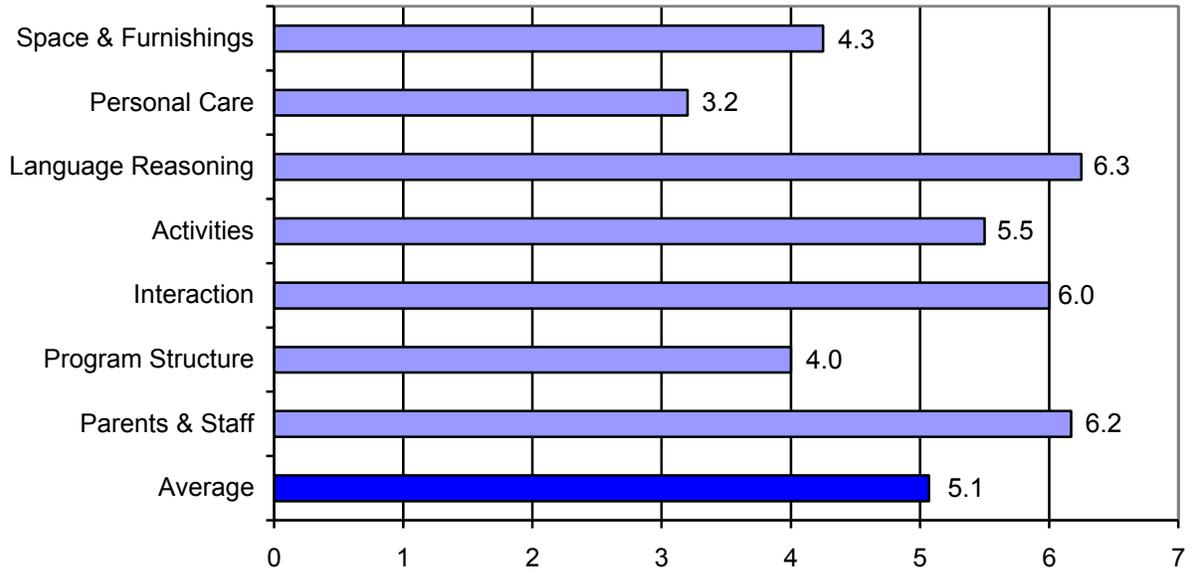
Staff Position	FTE	Qualifications/Endorsement
Teacher	1 FTE	K-8 Certification, ECE Certification, ECE Endorsement
Aide	1 FTE	One A.A. Degree

Program Outcomes

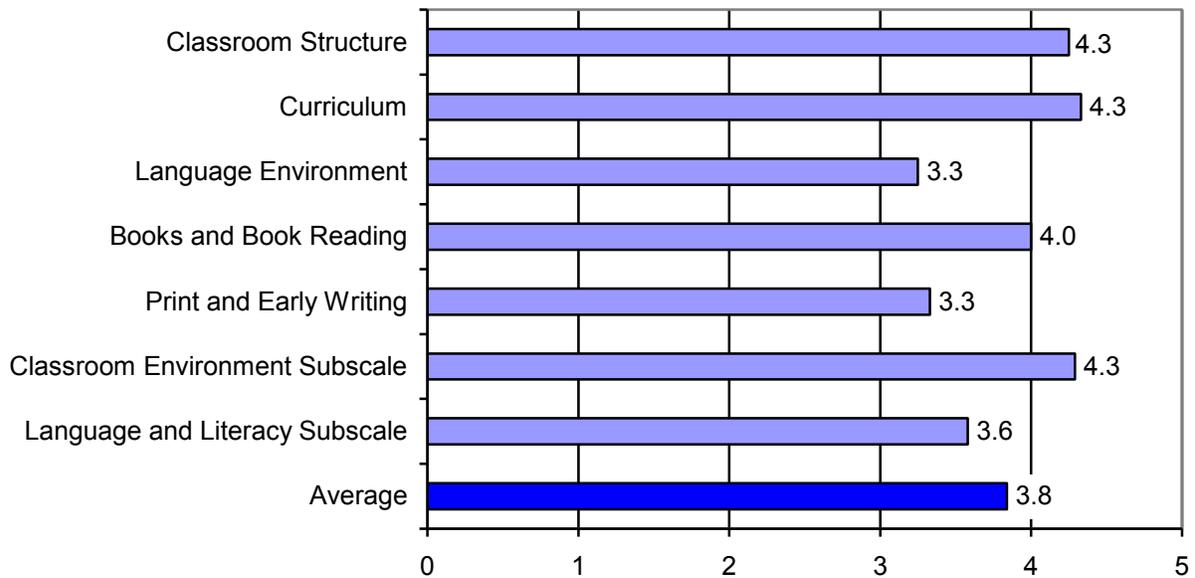
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT- 82.4% EOWPVT- 78.1%	Met Not Met
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (8 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 9.7 pts. EOWPVT- 13.4 pts.	Met Met
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (80%)	96.4 %	Met
Increase in Time Spent Reading With Children (80%)	89.3%	Met

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: Northside Early Learning Center

Area—Description
Curriculum & Program Design
<p>The program uses the <i>High Scope Curriculum</i>, a research-based program that views children as active learners who learn best from activities that they themselves plan, carry out, and reflect upon what they learned. The children are encouraged to engage in experiences that help them make choices, solve problems, and actively contribute to their own development. Staff incorporate the Nevada Pre-K standards into lessons and activities. Classes are offered Monday through Thursday in morning and afternoon sessions, three hours per day, so that children receive 12 hours per week of early childhood education.</p>
Learning Environment
<p>The program operates in a large classroom, which needs some repair, e.g., worn carpeting and chipped paint. The classroom is equipped with child-sized tables and chairs and contains a separate sink. The bathrooms are down three short hallways, requiring staff presence and compromising the supervision of the students left in the classroom.</p> <p>The classroom contains many well-developed and well-equipped learning centers. The material in the learning centers change as themes change and to incorporate children’s interests.</p> <p>The playground is near the classroom and contains stationary and portable gross motor equipment. There are entrapment and entanglement hazards on equipment, some of which have other safety issues, such as the climbing equipment does not have a cushioned surface.</p>
Assessment and Continuous Improvement
<p>Program staff use portfolio assessments developed by the Washoe County School District as well as a preschool assessment developed by Churchill County School District to support the transition of children into kindergarten. The teacher uses the assessment results to adjust the learning activities and materials to meet the needs of the children.</p> <p>Staff also completed DIAL-3 (Developmental Indicators for the Assessment of Learning) and the Speed Dial at the end of the year to identify young children in need of further diagnostic assessment.</p>
Parent Engagement
<p>Staff offer twice monthly parenting classes, such as Parents as Teachers classes, and other classes based on parent needs and interests. Staff also conduct home visits four times per year. Parents can assist with monthly field trips, such as to the public library, and have access to a variety of educational materials in an early childhood resource library.</p> <p>Most parents attended about five parenting classes per year and volunteered two to three times in the classroom or for monthly field trips. Some volunteer opportunities are sent home for parents who cannot attend the classroom during the school day.</p>

Clark County School District

Initially Funded: FY 2001-2002

FY 2010-11 Funding: \$1,446,937

Program Locations (10). The CCSD program has 10 locations using two service models.

Inclusion Model (6)		Early Literacy Center Model (4)
McWilliams Elementary	Lake Elementary	Cunningham Elementary
Bracken Elementary	McCaw Elementary	Dondero Elementary
Bunker Elementary	Rundle Elementary	Harris Elementary
		Warren Elementary

Participants: Clark ECE

Participants	Number Served
Number of Children	474
Number of Adults	470
Number of Families	468

Staff and Qualifications: Clark ECE

Staff Position (n)	FTE	Qualifications/Endorsement
Teacher (11)	10 FTE	Six K-8 Certification, Three ECE Certification, One Secondary Certification, and One Substitute License; Seven ECE Endorsements, Four ESL Endorsements, and One Special Education ECE Endorsements
Aide (10)	10 FTE	One Bachelor's Degree, Nine H.S. Degrees/GED
Administrator	1 FTE	
Family Specialist	1 FTE	

Program Outcomes: Clark ECE

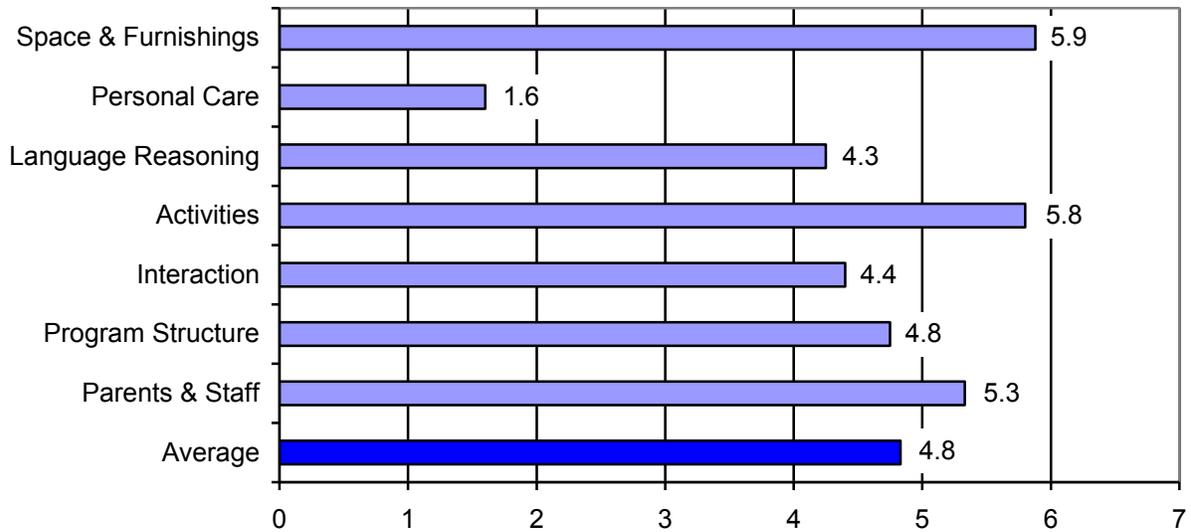
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 88.4%	Met
B. Expressive Comprehension (80%)	EOWPVT- 94.8%	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT- 10.8 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT- 15.9 pts.	Met
Individual Parenting Goals (92%)	100%	Met
Increase in Time Spent with Children (80%)	95.4%	Met
Increase in Time Spent Reading With Children (80%)	93.9%	Met

Program Model #1—Inclusion Model

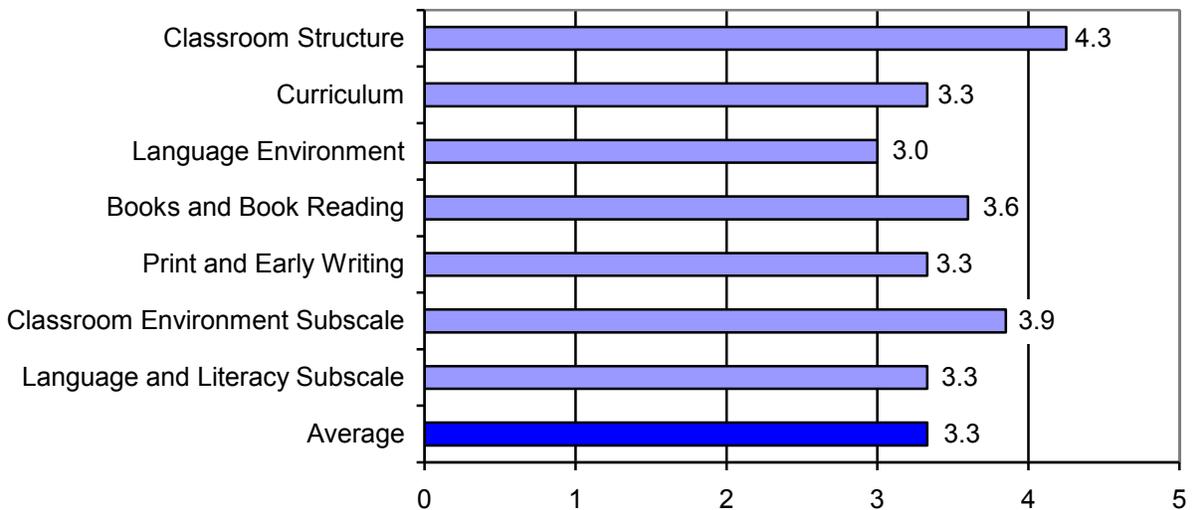
The evaluator visited J.T. McWilliams Elementary as representative of the Inclusion Model.

Program Delivery Indicators: J.T. McWilliams Elementary

*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

Area—Description
Curriculum & Program Design
<p>The program uses the <i>Creative Curriculum</i> program as the primary early childhood curriculum, which includes well-developed learning centers and extensive time periods for children to explore their environment. The program includes seven literacy components: literacy as a source of enjoyment, vocabulary and language, phonological awareness, knowledge of print, comprehension, letters and words, and books and other texts. The curriculum is linked to Nevada Pre-K Standards.</p> <p>The program offers two sessions, Monday through Thursday, for a total of 10 hours per week.</p>
Learning Environment
<p>The program shares a large classroom with the Early Childhood Special Education children in an inclusive environment. The classroom contains child-sized furniture and has its own bathroom facilities, with an additional sink in the main classroom. Children use the Kindergarten playground, which is just outside the classroom door through a short courtyard. The playground has a rubberized surface with appropriate child-sized equipment, and has access to the blacktop for ball and bike play.</p> <p>The classroom contains several learning centers (blocks, dramatic play, manipulatives, art, science, writing, sensory, library, listening, and computers) geared to the developmental needs of the children. The classroom is clean, well maintained, and contains an excellent supply of materials in good condition.</p>
Assessment and Continuous Improvement
<p>Staff complete a Developmental Continuum Assessment from Creative Curriculum three times a year. The teacher keeps a Child Progress and Planning Report on each child, which includes work samples that the teacher gives to parents at the end of the year.</p> <p>The teacher individualizes lesson plans for all children across skill levels and domains, based on assessment results such as from an individualized math assessment.</p>
Parent Engagement
<p>The parenting program offers a variety of training opportunities for parents, including the Nevada Virtual Pre-K program 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.</p> <p>Staff report that 75 to 80 percent of parents participate in the parenting program.</p>

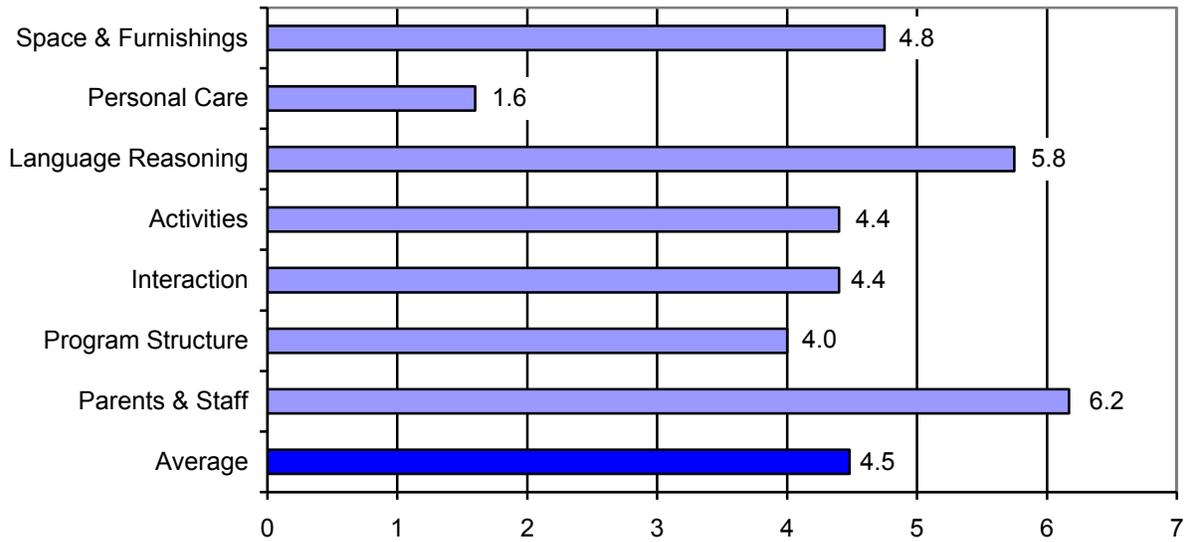
Clark County School District: (Cont.)

Program Model #2—Early Literacy Center Model

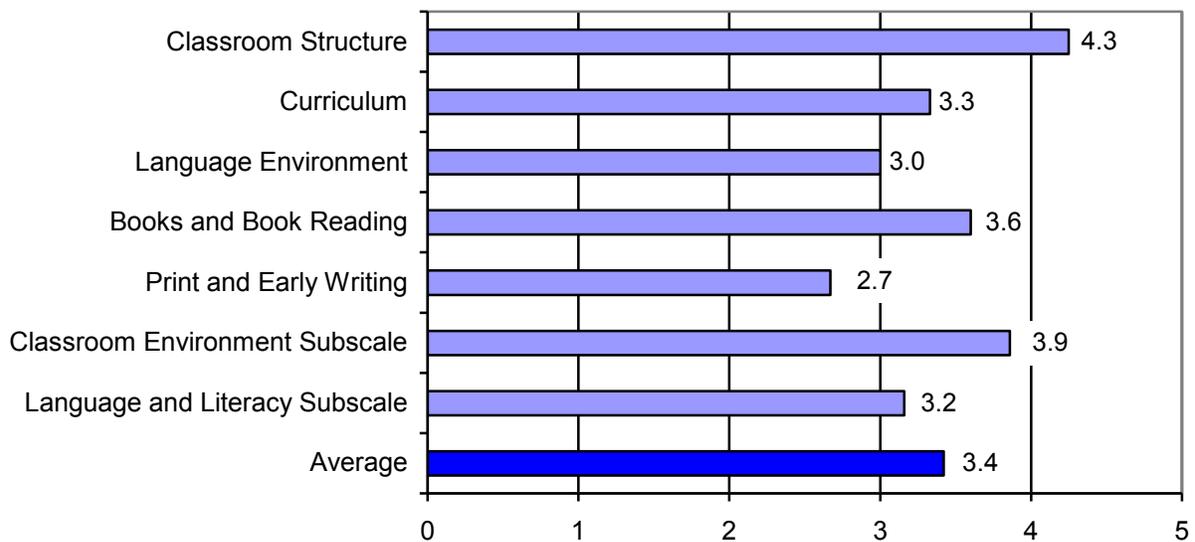
The evaluator visited Cunningham Elementary as representative of Early Literacy Centers.

Program Delivery Indicators: Cunningham 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: Cunningham Elementary School

Area—Description
Curriculum & Program Design
<p>The program uses <i>Creative Curriculum</i> as the primary curriculum. As described previously, this curriculum emphasizes interactive learning through exploration in carefully designed learning centers. The program also uses <i>High Scope</i>, a research-based program. Also described earlier, the program views children as active learners who learn best from activities that they themselves plan, carry out, and reflect upon. Staff also incorporates some principles from the Reggio Emilia approach by following some of the children’s interests and adjusting the length of themes to the children’s needs and interests.</p> <p>As part of an inclusion delivery model, the program serves both Special Education children along with typically developing peers.</p> <p>The program meets Monday through Thursday, in morning and afternoon sessions, for a total of 10 hours per week.</p>
Learning Environment
<p>The program is located in a large, well-maintained classroom with child-sized furniture. The classroom does not have access to bathrooms; the nearest bathrooms are down two hallways outside the classroom. From there, it is another short walk to the playground. The classroom contains one child-sized sink, promoting good health practices.</p> <p>The playground is covered with blacktop, is near grass for play, and has a rubberized cushioning surface under climbing equipment that is mostly child-sized. The playground has several safety issues, e.g., it is not closely fenced, so supervision is difficult for staff as children can become quite spread out.</p> <p>The classroom is designed with multiple centers, with many low open shelves for accessible storage. The program has an excellent supply of materials in good condition.</p>
Assessment and Continuous Improvement
<p>Staff create a portfolio for each child which includes a variety of student work samples. Staff use the Creative Curriculum Developmental Checklist several times per year.</p> <p>The teacher uses assessment results to guide instruction, identify children with significant needs, and develop teaching points.</p>
Parent Engagement
<p>In September, the teacher meets with each family to explain program requirements and the preschool curriculum. The teacher holds Individualized Education Plan (IEP) meetings with the family of special needs children at least twice during the year. Staff also conduct monthly workshops on a variety of topics (e.g., health issues, writing, literacy), as well as parent conferences twice a year. Parents volunteer frequently and assist during field trips. Staff report that 80 percent of parents participate in the parenting program.</p>

Elko County School District

Initially Funded: FY 2007-2008

FY 2010-11 Funding: \$149,277

Program Locations (2). The Elko program has two locations using the same model.

- **Southside Elementary School, Elko, Nevada**
- West Wendover Elementary School, West Wendover, Nevada

Participants: Elko ECE

Participants	Number Served
Number of Children	88
Number of Adults	120
Number of Families	88

Staff and Qualifications: Elko ECE

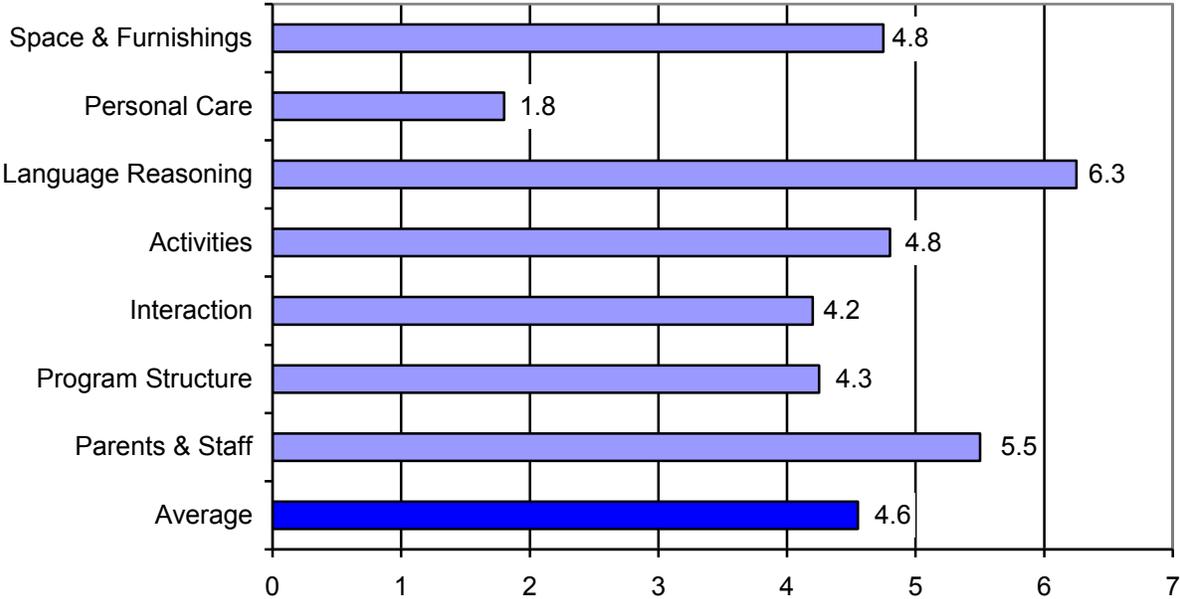
Staff Position	FTE	Qualifications/Endorsement
Teacher	2 FTE	Two K-8 Certification, ECE Certificate and ECE Special Education Certification; Two ECE Endorsements and One ECE Special Education Endorsement
Aide	2 FTE	Two HS Degrees/GED

Program Outcomes: Elko ECE

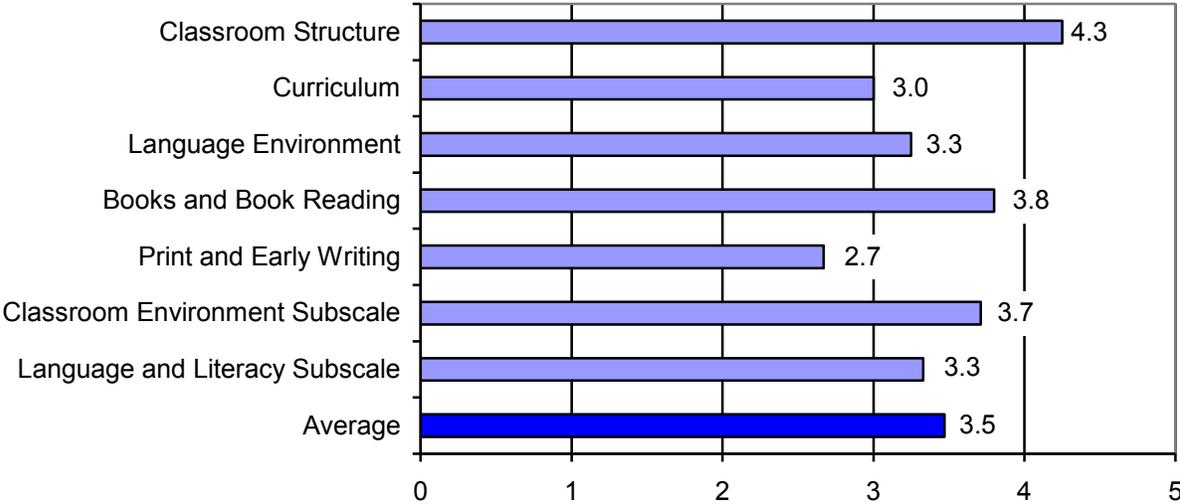
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 93.8%	Met
B. Expressive Comprehension (80%)	EOWPVT- 89.2%	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT- 12.5 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT- 14.8 pts.	Met
Individual Parenting Goals (92%)	100%	Met
Increase in Time Spent with Children (80%)	89.7%	Met
Increase in Time Spent Reading With Children (80%)	89.7%	Met

Program Delivery Indicators: Southside Elementary Pre-K Program

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



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



Project Description: Southside Elementary Pre-K Program

Area—Description
Curriculum & Program Design
<p>The program uses the <i>Self-Concept Curriculum</i>, developed at the Mark H. Dawson Child & Family Center, which focuses on the development of a child's self-concept. The curriculum draws primarily from two other early childhood programs. <i>Creative Curriculum</i>, previously described, is a research-based curriculum emphasizing interactive learning in carefully designed learning centers. The <i>Anti-Bias Curriculum</i> promotes acceptance, respect, and cooperation. Staff also incorporate literacy objectives into lesson plans.</p> <p>The Center received reaccreditation from the National Association for the Education of Young Children.</p> <p>The program operates Monday through Thursday in morning and afternoon sessions. Children receive 10 hours per week of contact time.</p>
Learning Environment
<p>The program is located in a large classroom. Bathrooms are adjacent to the classroom where children can use the bathroom or sink independently. The bathrooms are not wheelchair accessible. The classroom contains an additional sink.</p> <p>The playground is shared with Kindergarten students, and includes multiple climbers and a blacktop for tricycles and running space. The playground has several safety issues, including partial fencing, stationary equipment that is not age-appropriate, inadequate cushioning under fall zones, and fences with entanglement hazards.</p> <p>The classroom contains many well-developed learning centers, including reading, writing, blocks, computers, art, sand/water, math, science, and dramatic play. Children have ample classroom time to use the variety of materials in the learning centers.</p>
Assessment and Continuous Improvement
<p>Staff use a checklist to assess preschool standards and skills throughout the year. All results are discussed during weekly planning sessions to help determine if a child needs extra help. Staff give the checklist as well as work samples they collect to parents during conferences.</p>
Parent Engagement
<p>Staff provide parents several opportunities to become involved in the program, such as attending a monthly Family Storyteller program, volunteering in the classroom, and planning various holiday celebrations. Staff send home "Homework on Wheels," which contains activities for parents and children, and parents can check-out English and Spanish educational books from a resource library.</p> <p>The parents are required to attend four parent/teacher conferences each year, and all parents do. Parent attendance is also strong in other parenting activities.</p>

Great Basin College

Initially Funded: FY 2001-2002

FY 2010-11 Funding: \$123,354

Program Location (1)

- Mark H. Dawson Child & Family Center, Great Basin College, Elko, Nevada

Participants

Participants	Number Served
Number of Children	32
Number of Adults	33
Number of Families	32

Staff and Qualifications

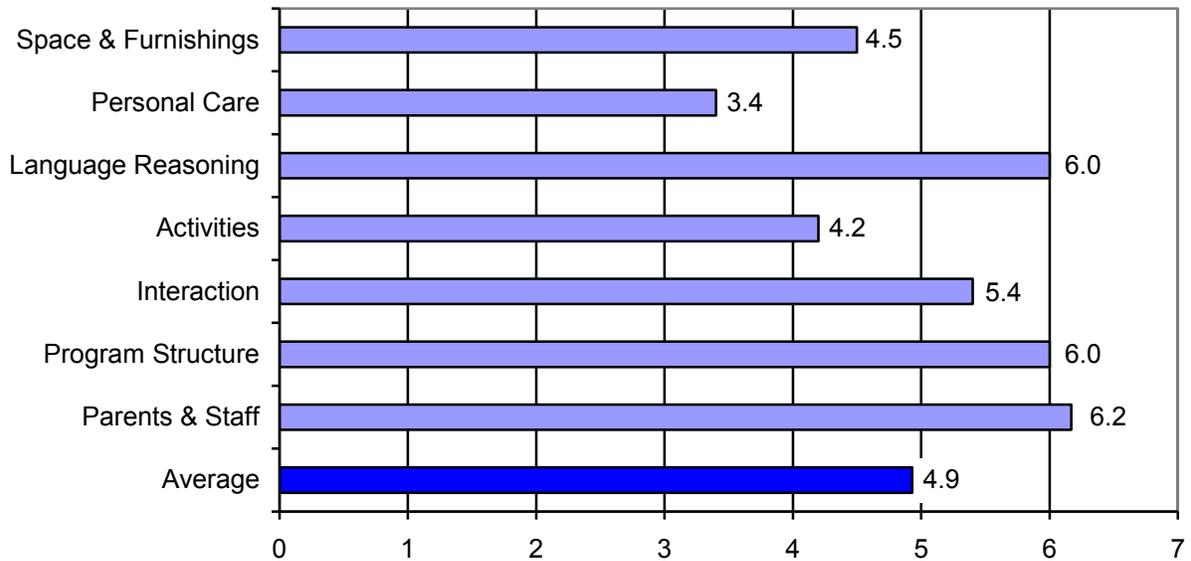
Staff Position	FTE	Qualifications/Endorsement
Teacher (1)	1 FTE	K-8 Certification, ECE Endorsement
Aide (4)	2 FTE	Two A.A. Degrees, Two H.S. Degrees/GED
Administrator	0.1 FTE	
Support Staff	0.45 FTE	

Program Outcomes

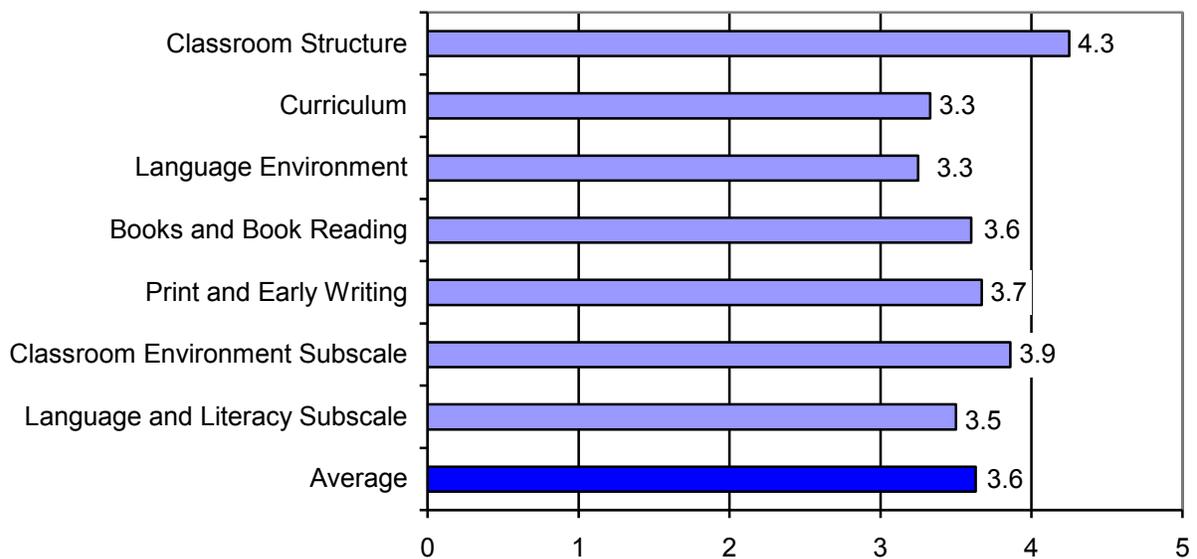
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 93.3%	Met
B. Expressive Comprehension (80%)	EOWPVT- 85.2%	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT- 10.1 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT- 11.0 pts.	Met
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (80%)	100 %	Met
Increase in Time Spent Reading With Children (80%)	96.0 %	Met

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: Mark H. Dawson Child & Family Center, Great Basin College

Area—Description
Curriculum & Program Design
<p>The program uses the <i>Self-Concept Curriculum</i>, developed at the Center, which focuses on the development of self-concept. The curriculum draws activities and concepts from two other early childhood programs: <i>Creative Curriculum</i>, described previously, and the <i>Anti-Bias Curriculum</i>, which promotes acceptance, respect, and cooperation. Staff also incorporate literacy objectives into lesson plans.</p> <p>The Center received reaccreditation from the National Association for the Education of Young Children.</p> <p>The program operates Monday through Thursday in morning and afternoon sessions. Children receive 10 hours per week of contact time.</p>
Learning Environment
<p>The classroom contains child-sized furniture and is adjacent to child-sized bathroom facilities which are shared with the adjoining class. The classroom has an additional sink. The classroom becomes a little crowded at snack time when staff must place all tables onto a small tile area, making it difficult for teachers to move between tables.</p> <p>The outdoor playground is large and well-equipped with two multi-unit play stations and many climbing units. The playground includes a large sand box with child-sized dump trucks and backhoes, a tricycle path, and a large grass area. The playground poses several hazards, such as inadequate cushioning, no protection from cars, and entanglement hazards.</p> <p>The classroom contains a variety of learning centers (blocks, dramatic play, manipulatives, art, writing, science, language arts, and computers). Some materials have both English and Spanish labels. The Center contains a library, well stocked with early childhood books and materials for parents to check out.</p>
Assessment and Continuous Improvement
<p>Staff administer the Brigance Screening at the beginning and end of each year, providing a formal assessment of child progress. Staff also use several informal checklists based on pre-Kindergarten standards.</p> <p>The teacher uses the data from the checklists and screenings to prepare individualized and developmentally-appropriate lessons for each child.</p>
Parent Engagement
<p>The program provides many opportunities for parent involvement. Parents volunteer in the classroom at least monthly, participate in the “Homework on Wheels” program (which is also sent home monthly), and attend “parent days” where teachers model appropriate reading techniques for children and plan activities for parents and children to complete together.</p> <p>Teachers report active participation by most of the parents.</p>

Humboldt County School District

Initially Funded: FY 2001-2002

FY 2010-11 Funding: \$112,683

Program Location (1)

- Grass Valley Elementary School, Winnemucca, Nevada

Participants

Participants	Number Served
Number of Children	40
Number of Adults	74
Number of Families	39

Staff and Qualifications

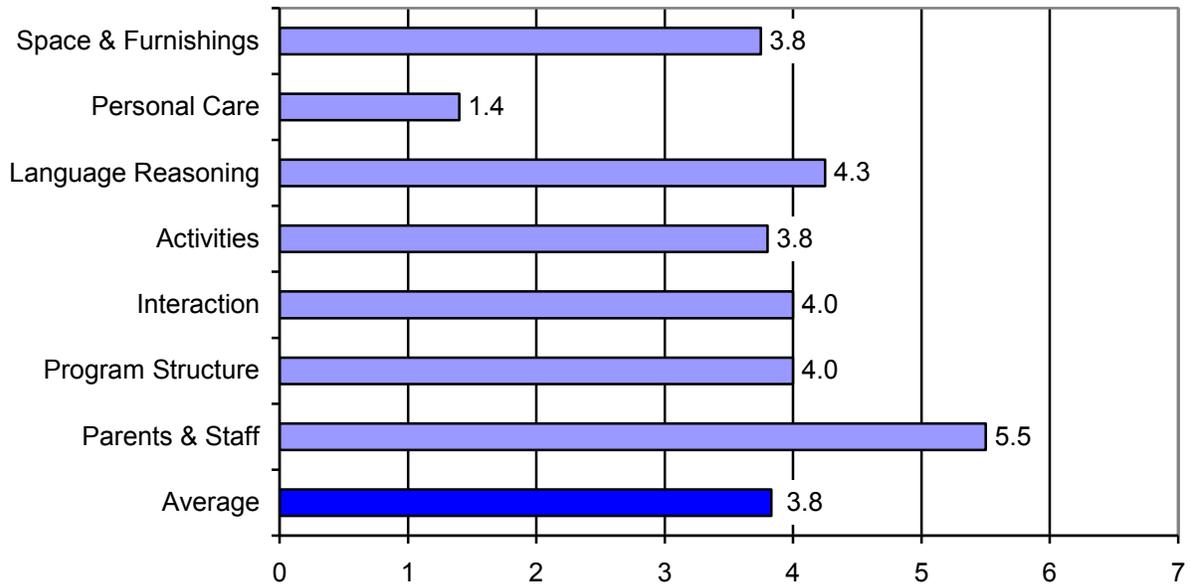
Staff Position	FTE	Qualifications/Endorsement
Teacher	1 FTE	One K-8 Certification, ECE Endorsement
Aide	1 FTE	One A.A. Degree

Program Outcomes

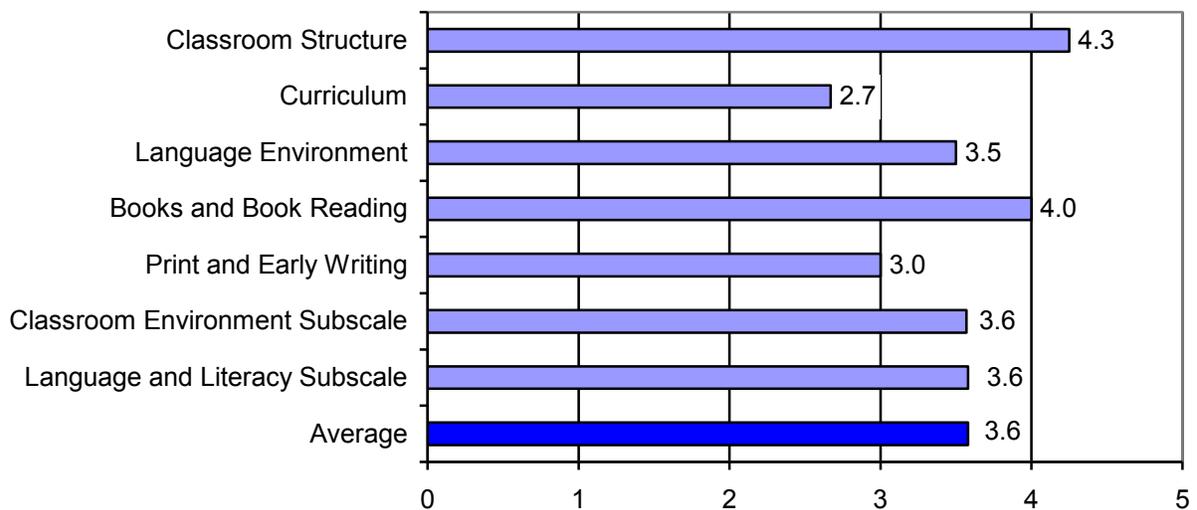
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT- 73.7 % EOWPVT- 94.6 %	Not Met Met
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (8 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 7.1 pts. EOWPVT- 14.3 pts.	Not Met Met
Individual Parenting Goals (92%)	100%	Met
Increase in Time Spent with Children (80%)	100 %	Met
Increase in Time Spent Reading With Children (80%)	100 %	Met

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: Grass Valley Elementary School

Area—Description
Curriculum & Program Design
<p>The Humboldt County Pre-Kindergarten program uses <i>Creative Curriculum</i> as the primary curriculum. The <i>Creative Curriculum</i>, previously described, includes well-planned learning centers that allow for child choice and self-directed play, small groups, and supportive teaching. The centers emphasize the development of language, mathematical reasoning, and scientific thought.</p> <p>The program operates Monday through Thursday in morning and afternoon sessions for two-and-a-half hours each day. Children receive 10 hours per week of contact time.</p>
Learning Environment
<p>The program has two classrooms. One classroom is in the regular school building and has an extra sink, in addition to bathrooms in a nearby hallway. This room is used one to two times per week for snack times, meeting times, bathroom use, and center time. The second classroom is a portable classroom on the other side of the school. It is used primarily for center time, two to three times per week. From this classroom, children and a staff member must walk to the school to use the bathroom. No sinks are available in this classroom.</p> <p>The program has a fenced pre-Kindergarten outdoor play area with slides, swings, and a multi-structure climber. The fence has multiple entanglement hazards. Sand is used for cushioning under climbing equipment, but does not meet the required depth. The rooms are well-organized and include a language arts and listening center, an area for manipulative toys, a science area, a writing area, a puppet theatre, art, library, math, blocks, computers, woodworking, sand/water, and a dramatic play area.</p>
Assessment and Continuous Improvement
<p>Staff create a portfolio for each child that contain a variety of work samples, including artwork, writing, and fine motor skills. Staff also developed a pre-Kindergarten skills checklist to assess progress and school readiness.</p> <p>Staff use the data to develop lesson plans with appropriate activities designed to meet the needs of the children.</p>
Parent Engagement
<p>Parents sign a contract that requires they be involved in the early childhood program six hours per month, including volunteering in the classroom and attending a monthly parent night. The parent nights focus on academic subjects, such as math, science, and literacy. Parents receive training in how to support the children's learning in the classroom and prepare materials for the teacher and chaperone field trips, such as to the farm and a play. Parent activities are well attended, and the teacher has a parent volunteer in the classroom about half the time.</p>

Mineral County School District

Initially Funded: FY 2009-2010

FY 2010-11 Funding: \$102,897

Program Location (1)

- Hawthorne Elementary School, Hawthorne, Nevada

Participants

Participants	Number Served
Number of Children	44
Number of Adults	46
Number of Families	43

Staff and Qualifications

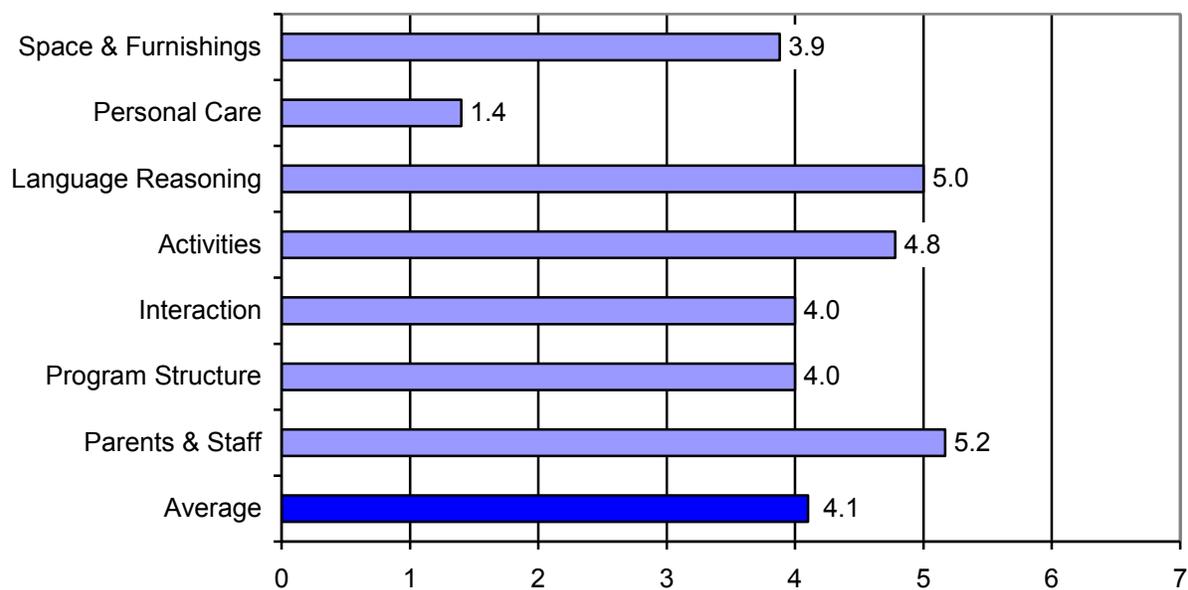
Staff Position	FTE	Qualifications/Endorsement
Teacher	1 FTE	One K-8 Certification
Aide	1 FTE	One A.A. Degree

Program Outcomes

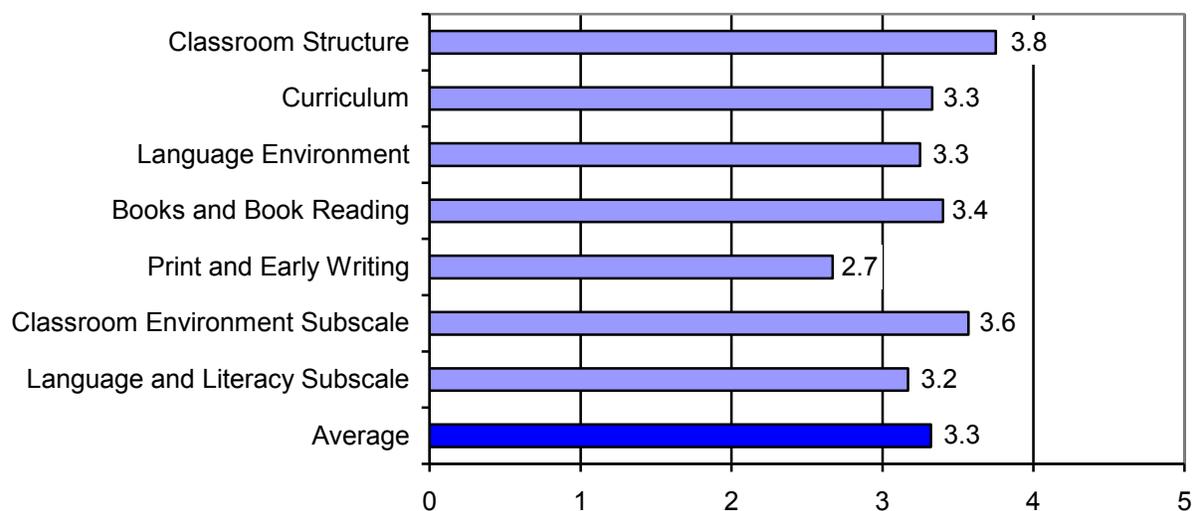
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT- 76.2 % EOWPVT- 92.9 %	Not Met Met
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (8 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 7.8 pts. EOWPVT- 15.0 pts.	Not Met Met
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (80%)	92.1 %	Met
Increase in Time Spent Reading With Children (80%)	92.1 %	Met

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: Hawthorne Elementary School

Area—Description
Curriculum & Program Design
<p>The program uses <i>Creative Curriculum</i> as the primary curriculum. The <i>Creative Curriculum</i>, described previously, includes well-planned learning centers that allow for child choice and self-directed play, small groups, and supportive teaching. Staff also incorporate Nevada’s Pre-K Standards into lesson plans and activities.</p> <p>The program serves both Special Education children along with typically developing peers in an inclusion delivery model.</p> <p>The program operates Monday through Thursday in morning and afternoon sessions. Children receive 10 hours per week of early childhood education.</p>
Learning Environment
<p>The program uses two large adjoining classrooms that contain child-sized furniture. There is access to bathrooms in the hallway between the two classrooms. The bathroom has one sink for use after toileting and for all other uses in each classroom, compromising health procedures.</p> <p>The first classroom is designed with five centers (science/math, dramatic play, art, sand, and fine motor). The second classroom has four centers (blocks, small building toys, puppets, art). Both classrooms have low open shelves for accessible storage. Materials are in good condition and good supply.</p> <p>Children have easy access to a nearby playground, which is near a parking lot with no protection from cars. Fences have been moved and hazards corrected from last year.</p>
Assessment and Continuous Improvement
<p>Staff administer the developmental checklists and assessments from the <i>Creative Curriculum</i> program.</p> <p>Staff use the data gathered from the assessments to tailor learning activities and experiences for children throughout the year.</p>
Parenting Engagement
<p>Staff encourage parents to attend holiday parties, participate in birthday celebrations, volunteer in the classroom, and read at home with their children. The program conducts mid-year parent/teacher conferences and offers two Literacy Nights annually. Staff hold monthly family showcase nights where children and parents participate in activities together.</p> <p>Parent participation in program sponsored activities improved in this second year of the program, including parent attendance at the school nights.</p>

Nye County School District

Initially Funded: FY 2007-2008

FY 2010-11 Funding: \$123,375

Program Location (1)

- Nye County Pre-Kindergarten Program, Pahrump, Nevada

Participants

Participants	Number Served
Number of Children	43
Number of Adults	42
Number of Families	40

Staff and Qualifications

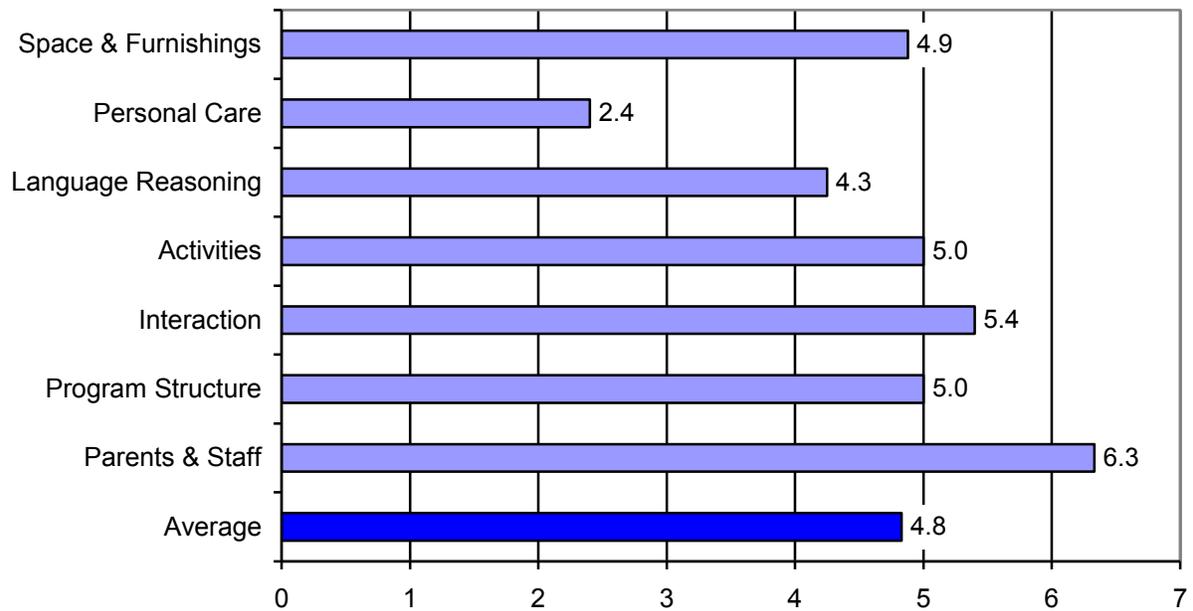
Staff Position	FTE	Qualifications/Endorsement
Teacher	1 FTE	One K-8 Certification, ECE Endorsement
Aide	1.0 FTE	One H.S. Degree/GED
Administrator	0.25 FTE	

Program Outcomes

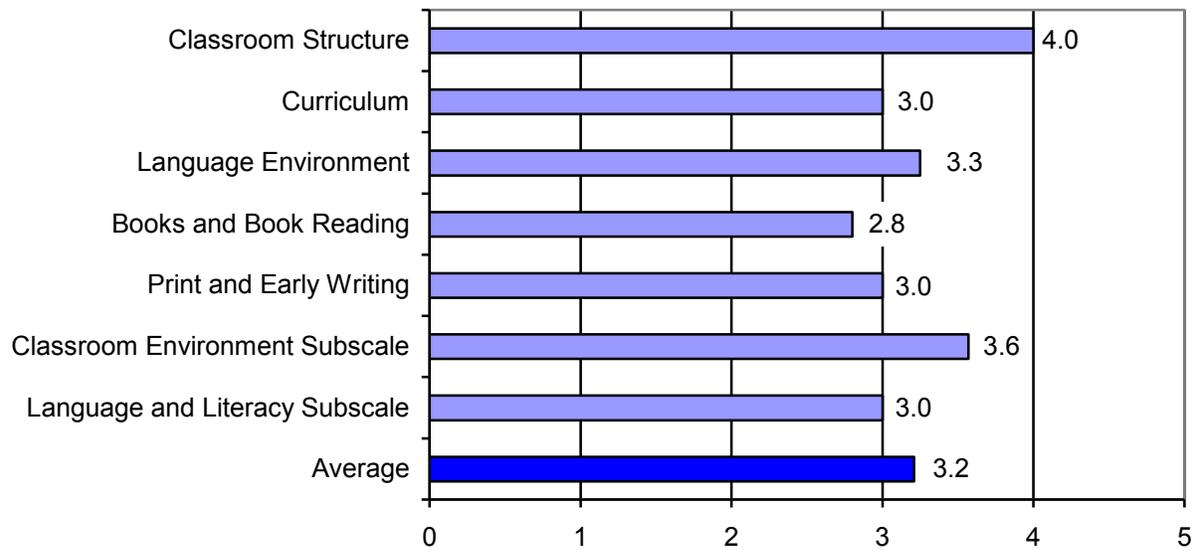
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 90.9 %	Met
B. Expressive Comprehension (80%)	EOWPVT- 100.0 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT- 9.3 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT- 13.9 pts.	Met
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (80%)	91.3 %	Met
Increase in Time Spent Reading With Children (80%)	82.6 %	Met

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: Nye County Pre-Kindergarten Program

Area—Description
Curriculum & Program Design
<p>The program uses Scholastic’s <i>Building Language for Literacy</i> as the primary curriculum. It is a research-based program that helps children learn to read by emphasizing oral language, phonological awareness, letter knowledge, and concepts of print. Staff have developed many whole-group and teacher-directed experiences, and use Nevada Pre-K standards to support the curriculum.</p> <p>The program operates Monday through Thursday in morning and afternoon sessions. Children receive 10 hours per week of contact time.</p>
Learning Environment
<p>The classroom, located in a modular building, is connected by a hallway to a parenting area. The bathrooms are located between the two rooms. There is an additional sink in the classroom. The furniture is not child-sized.</p> <p>The playground is accessible from the classroom and includes climbers, space to ride bikes, and grass. The playground also contains several hazards, such as entrapment hazards on the fence, inadequate cushioning in fall zones, and no protection from car traffic.</p> <p>The classroom contains many learning centers, including reading, blocks, puzzles, listening, science, and dramatic play. The materials are in good condition and supply.</p>
Assessment and Continuous Improvement
<p>The teacher uses the Pre-Kindergarten Portfolio Assessment developed by the school district, which tracks skill development in various areas, such as language arts, book handling/concepts of print, and math. The portfolio contains work samples, photos, etc., which the teacher gives to parents at end-of-year conferences.</p> <p>Teachers and aides use assessment data to target group and individual instruction.</p>
Parenting Engagement
<p>Parents are asked to attend an orientation meeting, two parent/teacher conferences, and four parenting workshops or literacy events, all offered in English and Spanish. Parents are encouraged to volunteer monthly in the classroom and receive a library card to use with their child.</p> <p>All parents have participated in one or more of the above-listed parent activities, and most have achieved all of their parenting goals by attending four or more parenting events.</p>

Pershing County School District

Initially Funded: FY 2001-2002

FY 2010-11 Funding: \$120,809

Program Location (1)

- Lovelock Elementary School, Lovelock, Nevada

Participants

Participants	Number Served
Number of Children	43
Number of Adults	41
Number of Families	41

Staff and Qualifications

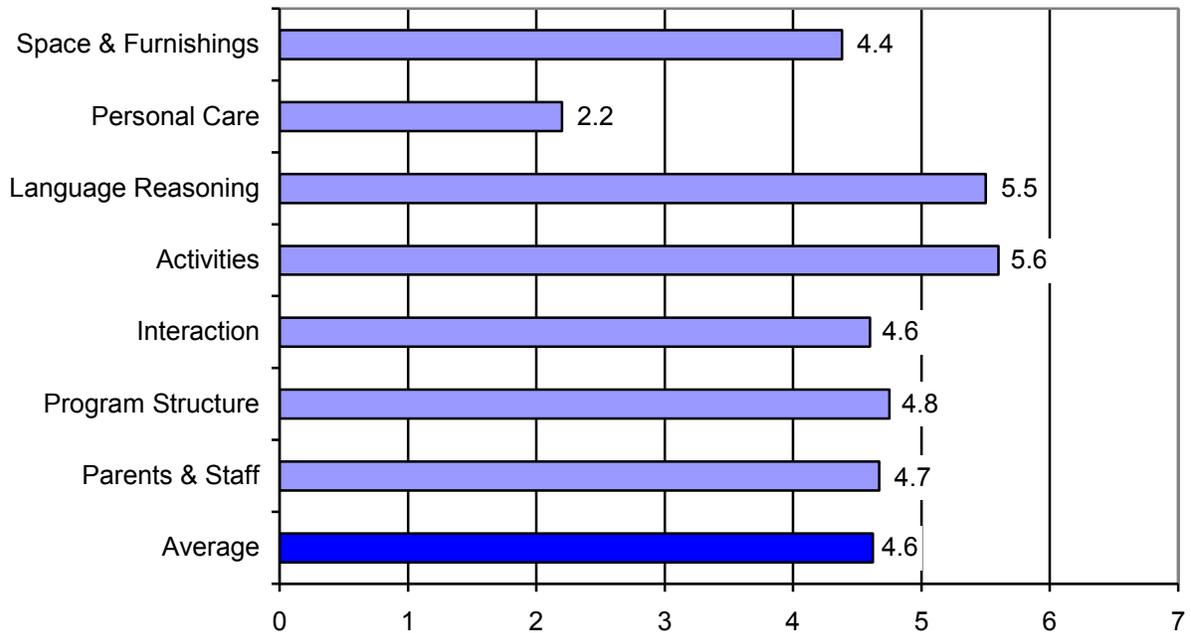
Staff Position	FTE	Qualifications/Endorsement
Teacher	1 FTE	One K-8 Certification, ECE Endorsement
Aide	1 FTE	One H.S. Degree/GED
Family Specialist	1 FTE	

Program Outcomes

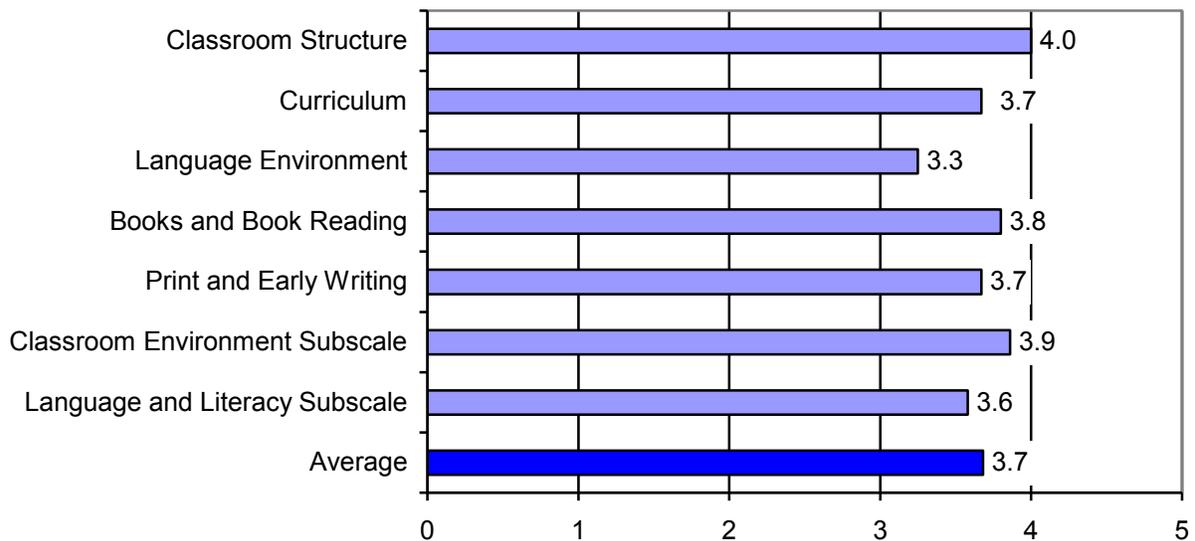
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 88.6 %	Met
B. Expressive Comprehension (80%)	EOWPVT- 97.1 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT- 8.7 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT- 10.8 pts.	Met
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (80%)	94.1 %	Met
Increase in Time Spent Reading With Children (80%)	100 %	Met

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: Lovelock Elementary School

Area—Description
Curriculum & Program Design
<p>The program uses the Pre-Kindergarten component of the <i>Houghton Mifflin Reading Program</i>, which is the elementary school’s reading program. The teacher also uses the <i>Alpha Friends</i> Big Book, which emphasizes alphabet recognition, oral language and vocabulary development, print awareness, and beginning phonics. The teacher integrates the Nevada Pre-K Standards into the curriculum.</p> <p>The program is based on an inclusion delivery model, serving Special Education children from an adjoining classroom along with typically developing peers enrolled in the Nevada ECE program. All children spend time in both classrooms.</p> <p>The program offers morning and afternoon classes Monday through Thursday, three hours per day, so that children receive 12 hours per week of the preschool program.</p>
Learning Environment
<p>The two classrooms have access to the same child-sized bathroom, and each classroom has an extra sink. Both classrooms have several learning centers (blocks, dramatic play, manipulatives, art, writing, science, library, and computers) as well as a loft for quiet activities. Several of the learning centers appear crowded. The learning centers contain a variety of learning materials appropriate for the wide age-range and developmental levels of the children.</p> <p>Children use the same playground which is easily accessed accessible from both classrooms. The playground includes a large and small outdoor climbing apparatus, a sand box, tricycles, wagons, swings, and a narrow tricycle trail alongside the building. There are several safety hazards, such as a lack of sufficient cushioning surface under fall zones.</p>
Assessment and Continuous Improvement
<p>Staff complete portfolio assessments for the children based on Nevada Pre-K Standards. Staff develop learning activities and materials to meet children’s needs as identified by assessments.</p>
Parenting Engagement
<p>The teachers require parents to sign a contract to complete one literacy goal with their child, volunteer monthly in the program, and attend required trainings. The program offers six family events per year. Parents are also encouraged to attend family activities offered by the school district and school.</p> <p>Staff report that about half of the families attend the Pre-K family events. More parents have volunteered in the classroom this year than previously.</p>

Washoe County School District

Initially Funded: FY 2001-2002

FY 2010-11 Funding: \$708,902

Program Locations (15). The WCSD program has 15 locations using four service models.

Early Literacy Centers (6)	Reggio Emilio (4)	Inclusive (2)
Smithridge Elementary	Veterans Memorial	Corbett Elementary
Anderson Elementary	Elmcrest Elementary	Hug High
Echo Loder Elementary	Lincoln Park Elementary	Other (3)
Incline Elementary	Kate Smith Elementary	Donner Springs Elementary
Johnson Elementary		Stage Coach Elem. in Lyon County
Mt. Rose Elementary		Mark Twain Elem. in Storey County

Participants: Washoe ECE

Participants	Number Served
Number of Children	440
Number of Adults	433
Number of Families	432

Staff and Qualifications: Washoe ECE

Staff Position (n)	FTE	Qualifications/Endorsement
Teacher (11)	11 FTE	Ten ECE Certifications; Ten ECE Special Education Endorsements and One State ECE Requirement Endorsement
Aide (2)	1.5 FTE	One Bachelor's Degree and One H.S. Degree/GED
Other Staff (1)	0.5 FTE	

Program Outcomes: Washoe ECE

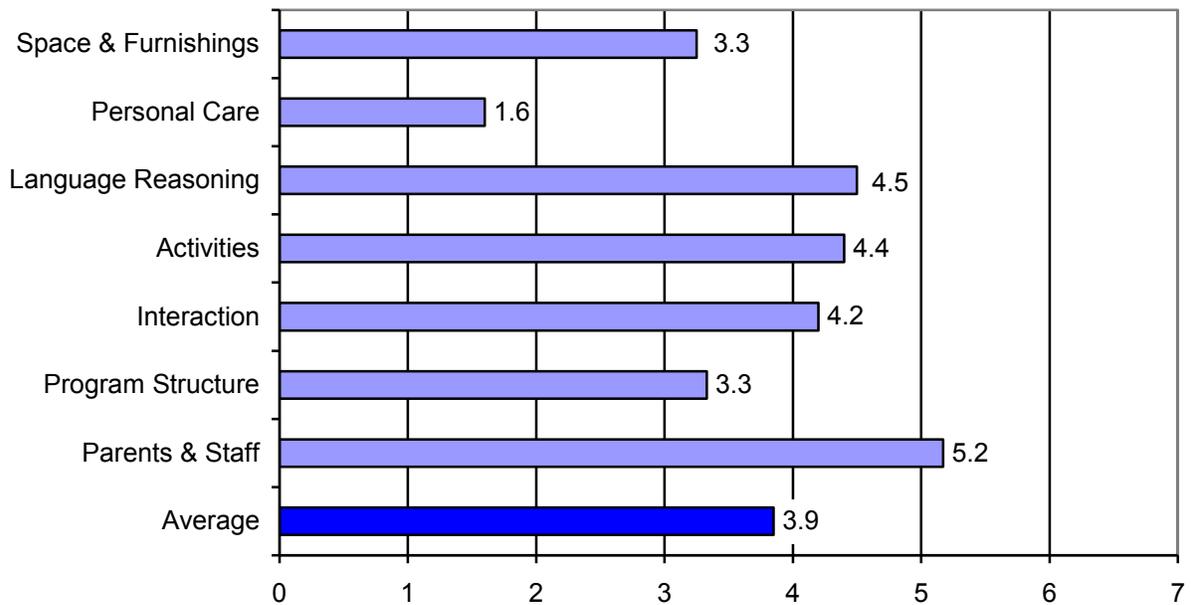
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 80.0%	Met
B. Expressive Comprehension (80%)	EOWPVT- 88.8%	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT- 8.7 pts.	Met/
B. Expressive Comprehension (10 pts.)	EOWPVT- 12.4 pts.	Met
Individual Parenting Goals (92%)	100%	Met
Increase in Time Spent with Children (80%)	79.9%	Not Met
Increase in Time Spent Reading With Children (80%)	79.0%	Not Met

Program Model #1: Early Literacy Centers

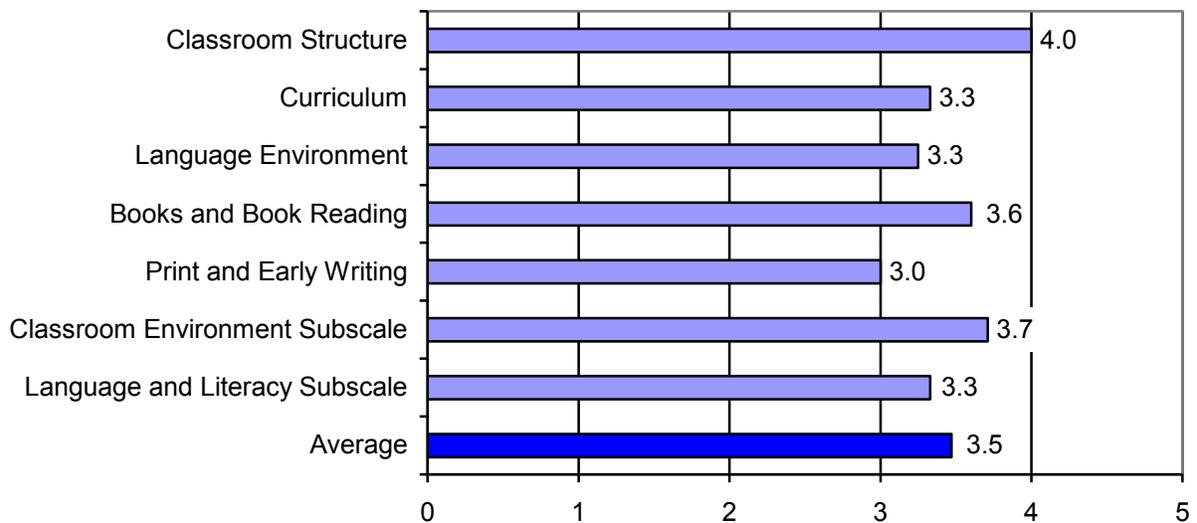
The evaluator visited Smithridge Elementary as representative of Early Literacy Centers.

Program Delivery Indicators: Smithridge 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: Smithridge Elementary School

Area—Description
Curriculum & Program Design
<p>The early childhood education curriculum is based on the Nevada Pre-K standards. Staff develop lesson plans based on the standards and are designed to address children’s needs. The program offers classes Monday, Tuesday, Thursday, and Friday in the morning and afternoon. Children receive 10 hours per week of contact time.</p>
Learning Environment
<p>The program is located in an average-sized classroom. Bathrooms are located in the classroom, however, toilets are not child-sized. Children use a classroom sink for hand washing after toileting and for all other uses. The classroom contains many learning centers, including computer, fine motor, library, dramatic play, blocks, and art and sensory tables. The program uses the school playground, which is near the classroom but difficult to supervise since it has access to the school in two places. The playground contains some early childhood equipment, though half of the stationary equipment are for older children. The fall zones have inadequate cushioning and there are multiple entanglement hazards on the fence.</p> <p>The program serves primarily Hispanic children learning English. The teaching assistant is bilingual and the classroom contains English and Spanish books, songs, and computer stories. Both staff can read in Spanish to the children.</p>
Assessment and Continuous Improvement
<p>The teacher uses the Pre-Kindergarten Portfolio Assessment developed by the school district, which tracks skill development in multiple areas, such as language arts, book handling, and math. The portfolio contains work samples, art samples, photos, etc., that the teacher gives to parents at end-of-year conferences.</p>
Parenting Engagement
<p>Staff require parents to attend a workshop series annually, either four sessions of Virtual Pre-K or Family Storyteller. Staff send home activities, consistent with the classroom themes, that support parent-child interactions. The teacher holds parent/teacher conferences twice annually to report on progress and encourage parents to be involved in program activities and their child’s learning. Parents are encouraged to volunteer in the classroom. Staff report that most parents are involved in parent activities, and all parents attended a workshop series.</p>

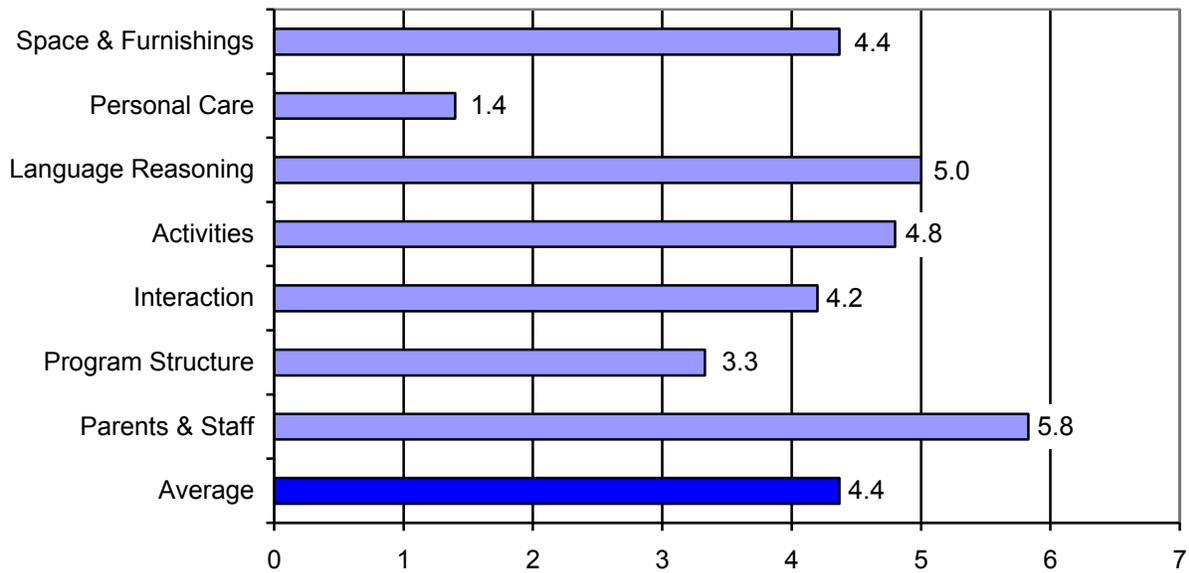
Washoe County School District: (Cont.)

Program Model #2: Reggio Emilio Approach

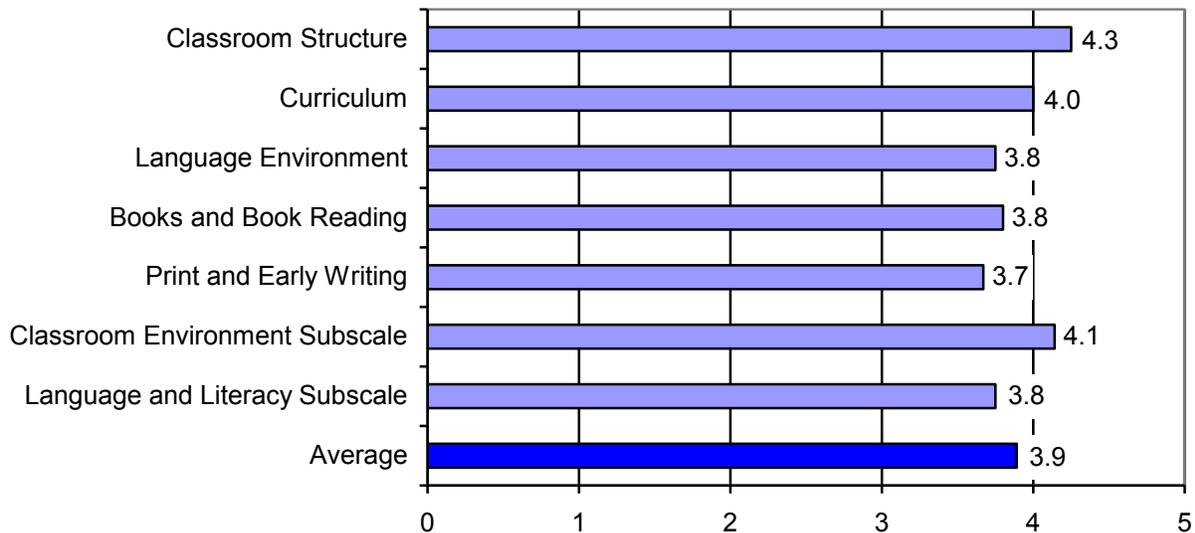
The evaluator visited Veterans Memorial as representative of the Reggio Emilio Approach.

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: Veterans Memorial Elementary School

Area—Description
Curriculum & Program Design
<p>The teacher uses the <i>Reggio Emilia Approach</i>, which involves 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. The projects are often based on the children’s ideas. The teacher is flexible with the projects, based on the children’s engagement in a project as well as the children’s needs. The projects are integrated with the Nevada Pre-K Standards. The program offers classes Monday through Thursday for both morning and afternoon sessions. Children receive 10 hours per week of contact time.</p>
Learning Environment
<p>The classroom is in a large, well-lit modular building, shared with a music classroom. Two bathrooms are in the hallway between the classrooms. Toilets, sinks, tables, and chairs are not child-sized. There is a new portable sink in the classroom.</p> <p>The early childhood program uses the older elementary playground and the kindergarten playground. The elementary playground does not contain early childhood playground equipment. While the kindergarten playground includes smaller swings, a climbing structure, and slides, some equipment are still age-inappropriate. Both playgrounds have safety hazards, e.g., inadequate cushioning in fall zones. Staff often take out equipment and materials to augment the limited playground.</p> <p>The classroom is designed with well-spaced and well-stocked centers (writing, library, art, manipulatives, science, blocks, computers, dramatic play) so that children can easily move between them. The environment is homelike with curtains, a couch, plants, and artwork.</p> <p>The program serves primarily Hispanic children learning English as a second language. The teachers are bilingual and use Spanish and English in the classroom and with parents. The classroom contains books, songs, and writing in both languages.</p>
Assessment and Continuous Improvement
<p>Program staff administers 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.</p>
Parenting Engagement
<p>The teacher has strong positive relationships with the parents. Parents are scheduled to bring a snack and stay and help with the class one day per month. The teacher offers monthly workshops on a variety of topics, such as Virtual Pre-K and Family Storyteller. The teacher sends home Virtual Pre-K activities and other homework related to class activities. The teacher conducts home-visits at the beginning of the year and has parents complete questionnaires about their child to help staff meet the child’s needs.</p>

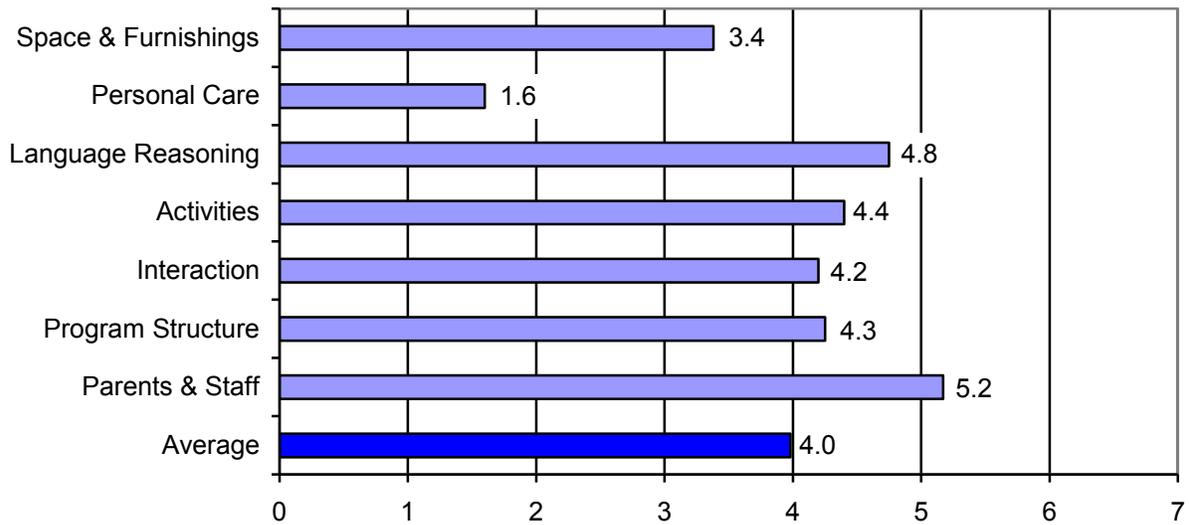
Washoe County School District: Corbett Elementary School (Cont.)

Program Model #3: Inclusive

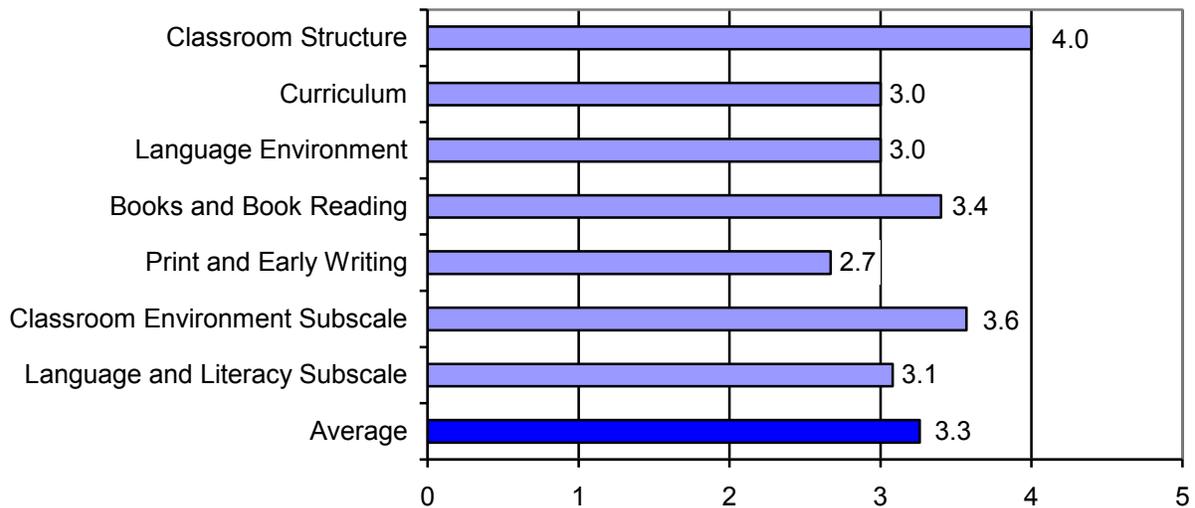
The evaluator visited Corbett Elementary as representative of the Inclusive Model.

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: Corbett Elementary School

Area—Description
Curriculum & Program Design
<p>The program uses the <i>Creative Curriculum</i> program as the primary early childhood curriculum. Described previously, the curriculum includes well-developed learning centers and extensive time periods for children to explore their environment. The curriculum is linked to Nevada Pre-K Standards.</p> <p>The program is designed as an inclusion delivery model where children from an adjacent Early Childhood Special Education classroom attend and participate in activities with the typically developing peers from the Nevada ECE program.</p> <p>The program offers a morning and afternoon session, Monday through Thursday, for a total of 10 hours per week.</p>
Learning Environment
<p>The program is housed in a modular building at the back of the school that is shared with the Early Childhood Special Education classroom. Two bathrooms with adult-sized toilets are in the hallway between the two rooms. The bathrooms do not have a separate sink, so the classroom sink is used for all purposes, making it difficult to maintain health standards. Children use a playground in the front of the school that is a long walk from the classroom. The playground is large, well-shaded, and has both soft and hard surfaces for play, including a space for tricycles. The playground has insufficient cushioning under some fall zones and the swings and fence have protruding hardware/hooks that are dangerous.</p> <p>The classroom contains several learning centers (blocks, dramatic play, manipulatives, art, science, writing, sensory, library, listening, and computers) geared to the developmental needs of the children. The classroom is clean, well-maintained, and contains an excellent supply of materials in good condition.</p>
Assessment and Continuous Improvement
<p>Staff complete a Developmental Continuum Assessment from Creative Curriculum three times a year. The teacher keeps a Child Progress and Planning Report on each child that includes work samples that the teacher gives to parents at the end of the year.</p> <p>The teacher individualizes lesson plans for all children, across skill levels and domains, based on assessments results.</p>
Parent Engagement
<p>The parenting program offers a variety of training opportunities for parents, including Virtual Pre-K and parent nights.</p>

White Pine County School District

Initially Funded: FY 2001-2002

FY 2010-11 Funding: \$101,145

Program Location (1)

- McGill Elementary School, McGill, Nevada

Participants

Participants	Number Served
Number of Children	23
Number of Adults	23
Number of Families	23

Staff and Qualifications

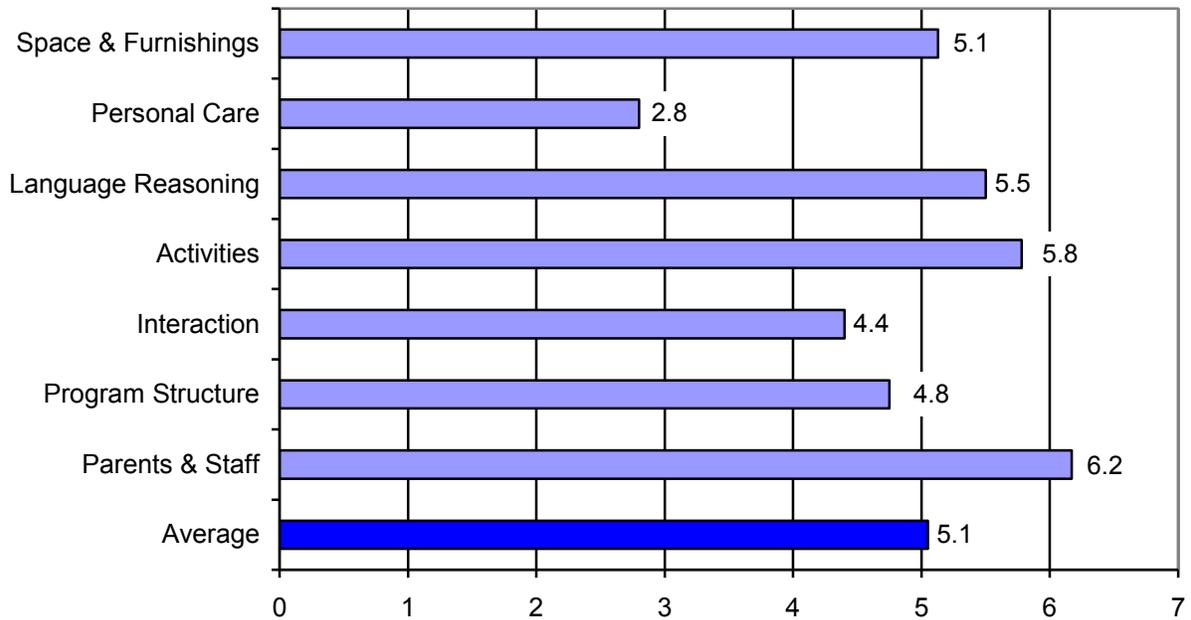
Staff Position	FTE	Qualifications/Endorsement
Teacher	0.83 FTE	One K-8 Certification, ECE Endorsement
Aide	0.75 FTE	One A.A. Degree
Family Specialist	0.48 FTE	

Program Outcomes

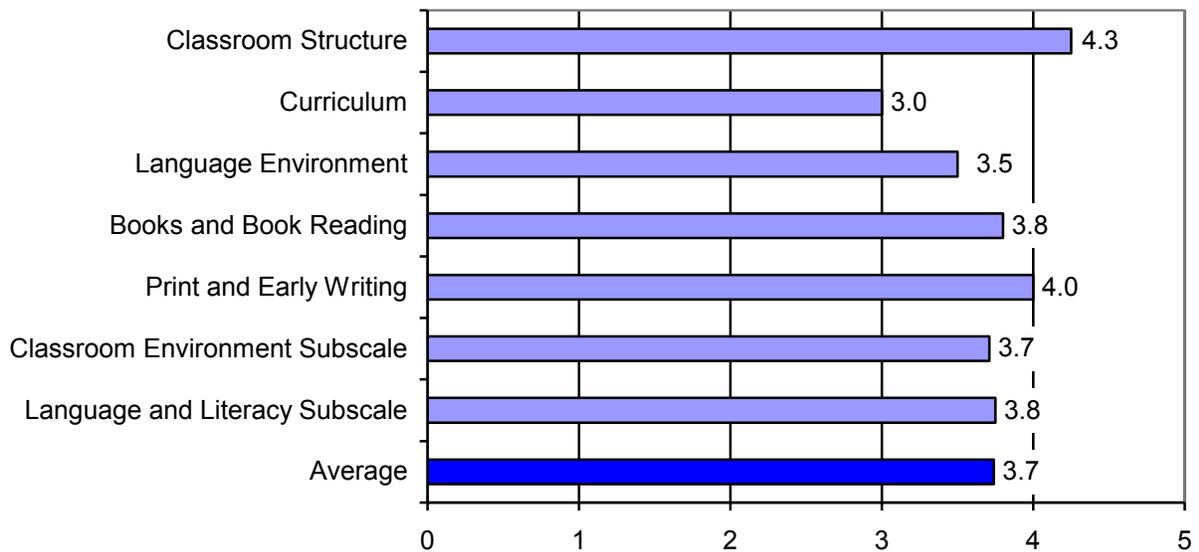
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 100 %	Met
B. Expressive Comprehension (80%)	EOWPVT- 94.7 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (7 pts.)	PPVT- 11.4 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT- 15.6 pts.	Met
Individual Parenting Goals (92%)	95.0 %	Met
Increase in Time Spent with Children (75%)	92.3%	Met
Increase in Time Spent Reading With Children (75%)	92.3%	Met

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: McGill Elementary School

Area—Description
Curriculum & Program Design
<p>The program uses the <i>Core Knowledge Program-Preschool</i> as the primary curriculum, and supplements it with the <i>California Early Literacy Learning (CELL)</i> Program. Both are research-based literacy programs used in McGill Elementary School. The teacher links the <i>Core Knowledge Program</i> with the Nevada Pre-K Standards.</p> <p>The program operates Monday through Thursday in morning and afternoon sessions. Children receive 18 hours per week of contact time.</p>
Learning Environment
<p>The program is housed in two large, connecting classrooms. Child-size bathroom facilities are directly across the school hall. There is a sink in the classroom used for center time and snack.</p> <p>One classroom is used for large group activities, such as circle time. The second classroom contains learning centers, such as library and listening, writing, blocks, and dramatic play. The teacher extends the learning environment by using the town for experiences, taking several field trips during the year.</p> <p>The program uses two playgrounds. One is a fenced, smaller playground area developed for the program, which contains a tricycle trail and a central gravel area with animal climbers and a beam walker. The program also uses the school playground with swings, climbers, slides, etc., but it is not wheelchair accessible and has inadequate cushioning under fall zones.</p>
Assessment and Continuous Improvement
<p>The teacher completes the Brigance Developmental Inventory as an initial screening for placement and to develop an Individualized Learning Plan (IEP) for each child. The teacher also develops portfolios for the children that contain work samples, artwork, photographs, and assessment data which includes school-wide writing prompts. Staff use several checklists to record student progress and the teacher reports progress to parents on report cards.</p>
Parenting Engagement
<p>The program hires a Parent Outreach Coordinator to conduct the parenting program. Parents sign a contract to volunteer in the classroom monthly. The Coordinator conducts a monthly family literacy night and monthly home-visits to monitor progress on parent and child goals. The Coordinator also holds a monthly “Family Hour,” during which she models for parents how to read a book with his/her child and conducts a follow-up activity.</p> <p>Staff report that parents are not involved in the family activities as much this year as in previous years, due to time constraints for parents and long travel distance to school events.</p>