

**Assembly Bill 579**

# **Nevada Early Childhood Education (ECE) Program**

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

**FY 2011-12**

**Evaluation Report**

Executive Summary

February 2013



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**NEVADA DEPARTMENT OF EDUCATION**  
Office of Educational Opportunity



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## Report Overview

The Final Evaluation Report for Fiscal Year (FY) 2011-12 presents a summary of the impact of Nevada state-funded Pre-Kindergarten programs to improve the opportunities for school readiness for young children and families in Nevada. The 2011 Nevada State Legislature passed Assembly Bill (AB) 579 that continued the funding of the Nevada Early Childhood Education (ECE) Program, and appropriated \$3,338,875 in the 2011-12 fiscal year and \$3,338,875 in the 2012-13 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 579, the grants are "...to establish 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 2011, based on the recommendations of peer reviewers, NDE awarded a competitive grant to the 11 school districts and community-based organizations that applied to operate an early childhood education program for the 2011-2013 biennium. 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.

During 2011-12, the 11 Nevada ECE projects provided services to 1,267 families, including 1,288 children and 1,352 adults. Of the 1,288 children served in Nevada ECE during the 2011-12 school year, 1,120 children were enrolled in the Nevada ECE program on December 15, 2011. Using the figure of 1,120 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 2011-12 was \$2,981. 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, several Nevada ECE projects are funded with Nevada ECE funds as well as other funds. For example, four school districts allocated Title I funds from the federal No Child Left Behind Act to support Nevada ECE projects. As a result of this collaboration between Nevada ECE and Title I, the average per child expenditure of Nevada ECE funds underestimates the total cost of providing an early childhood education program to children.

As a result of the collaboration between Nevada State Pre-K and Title I, the average per child expenditure of State Pre-K funds underestimates the total cost of providing an early childhood education program to children.

## State Pre-Kindergarten Funding Overview

Table 1 shows the 11 early childhood education projects, the amount of Nevada ECE funds awarded in 2011-12, and the number of early childhood education sites. Altogether, the 11 Nevada ECE projects funded under AB 579 supported 32 early childhood sites during the 2011-12 school year.

**Table 1.** The 2011-12 Funds Awarded and Number of Early Childhood Education Sites

<b>Nevada ECE Projects</b>	<b>Amount Awarded</b>	<b>Number of Sites</b>
Carson City School District	240,000	2
Churchill County School District	106,293	2
Clark County School District	1,446,937	10
Elko County School District	152,263	2
Great Basin College	123,354	1
Humboldt County School District	110,638	1
Mineral County School District	102,897	1
Nye County School District	113,422	1
Pershing County School District	120,809	1
Washoe County School District	719,094	10
White Pine County School District	103,168	1
<b>Total</b>	<b>\$3,338,875</b>	<b>32</b>

## Evaluation Requirements from AB 579

Assembly Bill 579, Section 10 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 579, 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 2011 to develop an evaluation design consistent with the evaluation requirements outlined in AB 579. The Evaluation Design Team identified five primary research questions to guide the annual and longitudinal evaluations for the biennium.<sup>1</sup>

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?

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<sup>1</sup> 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 presents highlights during 2011-12 about early childhood education in Nevada.

**The PreK to Grade 3 (P-3) Approach.** There is increasing evidence that high quality curricula and instruction, data-driven improvement, and instructional leadership that creates and sustains a supportive environment for young learners are central to effective reforms. In concert, they help to narrow achievement gaps and provide children with a solid foundation for lifelong learning. When these crucial efforts are connected and aligned to create continuity between early care and education (ECE) and elementary schools, the gains are even greater.

This PreK to Grade 3 approach is an intentional, integrated way of changing education for young children that refers to the continuum of learning that spans traditional boundaries of preschool learning-based programs and the early grades (K-3). The focus is on creating alignment both horizontally (across the age span) and vertically (within grades). This alignment facilitates reciprocity in sharing knowledge and working toward mutual outcomes. Alignment of P-3 strategies across programs and initiatives provides additional support for all domains of school readiness. The three priority areas of P-3 include: 1) instructional quality in early literacy and math, 2) social-emotional development, and 3) family engagement.

Nevada's involvement in PreK-3rd Grade (P-3) national work continues to expand and has been mentored by P-3 experts from Harvard and FirstSchool.

Nevada was selected to participate in a second *PreK-Grade 3: Foundation for Educational Success Institute* at the Harvard Graduate School of Education in May 2012. This year's team members included representatives from NDE, Clark County School District K-12 Literacy Director, Washoe County local P-3 Early Childhood Advisory Council (ECAC), and staff from Kate Smith Elementary, which was selected to be the P-3 pilot school for Washoe County School District. Together, this team is dedicated to creating a P-3 model through national professional development, planning time, and on-going training.

Other activities during 2011-12 to promote a PreK to Grade 3 approach in Nevada included:

- The annual *NDE Mega Conference* offered its first P-3 track. The track was conducted by a national P-3 expert from FirstSchool in North Carolina, who provided training and technical assistance in developing a P-3 approach.
- Clark County School District hosted a *P-3 Literacy Summer Institute Kick-off* for principals and P-3 teachers, featuring national expert and author Dr. Kristi Kauerz.
- The Elko ECAC hosted an annual summer mini-conference which included a keynote presentation from Dr. John Medina, a nationally known developmental molecular biologist and research consultant.
- White Pine and Churchill County School Districts are in the process of creating local ECACs in their respective areas.

# 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

The research on the short-term effects of early childhood education has been fairly conclusive. Individual studies have consistently found that quality preschool education programs have positive short-term effects on children's cognitive, social, emotional, and physical development (*Cote et al., 2007; Mashburn et al., 2008*). A more recent meta-analysis of 123 studies of preschool education reports significant effects for cognitive outcomes, social skills, and school progress (Camill, Vargas, Ryan, & Barrett, 2010). In fact, several meta-analyses calculated that preschool education programs produce a gain on cognitive development that is equivalent of a gain from the 30<sup>th</sup> to the 50<sup>th</sup> percentile on achievement tests. In other words, all children, especially disadvantaged children, reap solid benefits from preschool by reducing the school readiness gap prior to entering kindergarten (*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, 2011).

## Long-Term Effects

The research on the long-term effects of early childhood education is also positive. A growing number of studies have examined preschool education's long-term effects. Studies of well-known model preschool initiatives, including the High/Scope Perry Preschool Program, the Abecedarian Early Childhood Intervention Program, and the Chicago Child-Parent Centers, show benefits in terms of higher achievement test scores, lower rates of special education placements and grade repetition, improved high school graduation rates and college entrance rates, and reduced crime and delinquency rates (*Frede, 2008*).

Several researchers have conducted cost-benefit analyses to determine the benefit in dollars to society for every dollar spent on preschool education (*Barnett, 2007; Karoly & Bigelow, 2005*). These researchers estimate that for every dollar spent on preschool, somewhere between four and eight dollars is saved in later social costs to society. In a more recent study of New Mexico's State PreK Program, similar to Nevada's State PreK Program, the study estimated that for every dollar New Mexico spent on preschool, five dollars is saved in later social costs to the state (*Hustedt, Barnett, Jung, & Goetze, 2010*).



# 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 six outcome indicators as shown in the table below: three 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 579. In fact, NDE has raised the benchmarks for five of the six indicators since being developed. In 2011-12, NDE established a new outcome indicator (Indicator 3) to measure the developmental progress of children who are unable to take the English-speaking assessments initially upon enrollment because of limited English skills.

Indicator	Benchmarks	
<b><i>Developmental Progress of Children</i></b>	<b>Original</b>	<b>2011-12</b>
<b><i>Outcome Indicator 1: Reading Readiness – Individual Student Gain.</i></b> Percent of ECE children from three to five years old 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).	70%	80%
<b><i>Outcome Indicator 2: Reading Readiness – Average Program Gain.</i></b> With a minimum of four months of participation, ECE children from three to five years old will make an 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
<b><i>Outcome Indicator 3: English Language Acquisition – Average Program Gain.</i></b> With a minimum of four months of participation, ECE children from three to five years old with limited English skills will make an average gain of raw score points in English acquisition as measured by the Preschool Language Assessment Scale (Pre-LAS).	Established in 2011-12 at 20 points	20.0 points
<b><i>Parental Involvement</i></b>		
<b><i>Outcome Indicator 4: Parenting Goals.</i></b> 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%
<b><i>Outcome Indicator 5: Time Spent With Children.</i></b> Percent of first-year ECE parents who increase the amount of time they spend with their children weekly within a reporting year.	60%	80%
<b><i>Outcome Indicator 6: Time Spent Reading With Children.</i></b> 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 579, 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 three cohorts of children and their parents:

- Cohort 1— four-year-olds who participated in Nevada ECE during 2003-04 and entered grade 7 in 2010-11.
- Cohort 3— four-year-olds who participated in Nevada ECE during 2005-06 and entered grade 5 in 2010-11.
- Cohort 7— four-year-olds who participated in Nevada ECE during 2009-10 and entered grade 1 in 2010-11.

## **Methodology**

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

### **Cohort 1 (grade 7) and Cohort 3 (grade 5)**

The longitudinal evaluation of Cohort 1 (grade 7) and Cohort 3 (grade 5) includes one measure of the developmental progress of children in which the performance of Cohort 1 and Cohort 3 students are evaluated against a comparison group, i.e., classmates. Specifically, the evaluation compares the performance of Cohort 1 students and Cohort 3 students on the Nevada Criterion Reference Tests (CRT) in reading and mathematics with a matched sample of classmates from the same schools and grades.

### **Cohort 7 (grade 1)**

To measure the developmental progress of children, the longitudinal evaluation of Cohort 7 (grade 1) uses a stronger research design than the evaluation procedures used with Cohort 1 and Cohort 3. 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 controls 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 2009-10, 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 2012, when the children were in grade 1.

The use of the PPVT and EOWPVT as the follow-up measures in grade 1 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.

To measure parental involvement, the evaluation administered a survey to the current teachers of the Nevada ECE children in grade 1, and asked teachers to report whether the parents of the Cohort 7 children participated in fall 2011 parent/teacher conference. The results from this survey will be 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, Cohort 3, and Cohort 7 studies.

**Table 2.** Data Collection Instruments Used in Cohorts 1, 3, and 7 Studies

<b>Variables (Instruments)</b>	<b>Cohort 1 (Grade 7) and Cohort 3 (Grade 5)</b>	<b>Cohort 7 (Grade 1)</b>
<i><b>Student Learning</b></i>		
◆ Peabody Picture Vocabulary Test		✓
◆ Expressive One-Word Picture Vocabulary Test		✓
◆ Nevada Criterion Referenced Tests	✓	
<i><b>Parent Involvement</b></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 1,267 families, including 1,288 children and 1,352 adults during the 2011-12 school year. The 1,288 program children represent 1.5 percent of the estimated 83,181 three-to four-year-old children in Nevada (2009 American Community Survey). For comparison, nationally, 16.1 percent of three-to four-year-old children are enrolled in state pre-kindergarten programs (National Institute for Early Education Research, 2011).



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.

### Program Characteristics

Project	Number Children	Number Adults	Number Families	Number Sites	Children on Waiting List	Total Participants
Carson City	87	94	85	2	60	181
Churchill	87	87	87	2	106	174
Clark	483	475	475	10	88	958
Elko	88	107	87	2	67	195
Great Basin	33	33	33	1	18	66
Humboldt	40	73	40	1	5	113
Mineral	41	62	41	1	35	103
Nye	40	41	40	1	66	81
Pershing	38	37	37	1	34	75
Washoe	330	323	322	10	608	653
White Pine	21	20	20	1	28	41
<b>Total</b>	<b>1,288</b>	<b>1,352</b>	<b>1,267</b>	<b>32</b>	<b>1,115</b>	<b>2,640</b>

The projects reported a waiting list of 1,115 families. The projects with the largest numbers of families on waiting lists were Washoe County (608 families) and Churchill County (106 families).

### Family Characteristics

Family Structure	Number Families	Percent Families
Single Parent	212	17%
Couples	934	74%
Extended Families	109	8%
Other	12	1%
<b>Total</b>	<b>1,267</b>	<b>100%</b>

Family Income	Number Families	Percent Families
Over \$50,000	178	14%
\$40,000-\$49,999	118	9%
\$30,000-\$39,999	142	11%
\$20,000-\$29,999	251	20%
\$10,000-\$19,999	334	27%
Less than \$9,999	244	19%
<b>Total</b>	<b>1,267</b>	<b>100%</b>

### Adult Characteristics

Language Spoken at Home	Number	Percent
English	685	51%
Spanish	600	44%
Other	67	5%
Age (as of 9/30/2011) <sup>2</sup>		
50 and over	32	2%
40-49	142	11%
30-39	587	43%
20-29	558	41%
Under 20	6	<1%
Gender		
Male	257	19%
Female	1,095	81%
Race/Ethnicity		
Hispanic/Latino	799	59%
Caucasian	402	30%
Asian	59	4%
African-American	50	4%
Native American	22	2%
Other	20	1%
<b>Total</b>	<b>1,352</b>	<b>100%</b>

### Child Characteristics

English Language Skills	Number	Percent
English	646	50%
Limited English Skills	642	50%
Age (at enrollment)		
3 years	240	18%
4 years	1,027	80%
5 years (not eligible for K)	21	2%
Gender		
Male	647	50%
Female	641	50%
Race/Ethnicity		
Hispanic/Latino	798	62%
Caucasian	333	26%
Asian	52	4%
African-American	51	4%
Native American	22	2%
Other	32	2%
<b>Total</b>	<b>1,288</b>	<b>100%</b>

<sup>2</sup> Projects were unable to collect the Date of Birth for 27 adults.

## 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 1,288 children, 81 percent (1,038 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 1,159 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.

“The importance of this (program) can not be over-stressed and has improved the relationship with our children. In short, the program is fantastic. If the program was to be eliminated, it would truly be an injustice to the children in our community.”

*Testimonial from Parent at Washoe County School District ECE Program.*

**Table 3.** Number of Children Participating in Non-Nevada ECE Programs Before and Simultaneous with Nevada ECE <sup>3</sup>

Non-Nevada ECE Programs	Before Nevada ECE Program	Simultaneous with Nevada ECE Program
Head Start	48	9
Even Start	8	6
Title I Preschool	13	11
Early Intervention, Early Childhood Special Education	66	48
Other Preschool or Infant/Toddler Program	91	28
Migrant Education	0	13
None	1,038	1,159
Other	32	18
Unanswered	1	1

## 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 83 percent of the children would not have attended any structured (preschool or

<sup>3</sup> Children can participate in more than one option.

infant/toddler program) or semi-structured early childhood education program (day care) prior to entering kindergarten without Nevada ECE. Thus, the Nevada Early Childhood Education Program provides many children with an important opportunity to be better prepared when they enter school so they are more likely to succeed.

**Table 4.** The Status of Children if They Did Not Participate in the Nevada ECE Program<sup>4</sup>

Status of Child If Not Enrolled in the Nevada ECE Program	Number of Children
Attend day care	96
Stay with grandparents or other adult family member	281
Stay at home with parents	871
Stay at home with siblings	116
Attend other preschool or infant/toddler program	161
Other ( <i>specify</i> ) _____	30
Unanswered	1

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<sup>4</sup> 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 <sup>5</sup>	1.35
Teachers	32	31.83
Aides (educational assistant)	32	25.05
Family Specialists (home-visitor/advocate)	4	3.48
Support Staff (secretary, clerk)	2	1.45
Others	2	2.0
<b>Total Staff</b>	<b>75</b>	<b>65.16</b>

Nevada ECE program funds purchased the services of 75 staff for 2011-12, 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-

<sup>5</sup> Although all 11 projects have an administrator, ECE funds were used to pay some to all the salary of three administrators at three projects, which ranged from 10 percent to 100 percent of their salary.

kindergarten children.<sup>6</sup> 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).<sup>7</sup> 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
<b>Highest Level of Education</b>				
High school diploma or GED	--	--	24	1
AA	1	2	6	3
BA/BS	--	14	2	--
MA/MS/M.Ed.	2	15	--	--
Ph.D./Ed.D.	--	1	--	--
<b>Years of Experience in Primary Area</b>				
Less than 1 year	--	--	1	--
1 to 5 years	--	7	12	2
5 to 10 years	--	8	12	2
More than 10 years	3	17	7	--

In terms of state requirements for teachers in early childhood education programs, 31 of the 32 teachers (94 percent) had an early childhood education license, early childhood education endorsement, or state early childhood education requirement endorsement. The one teacher who did not meet the state requirement is a long-term teacher substitute who took the place of an early childhood education teacher in fall 2011 who met the state certification requirements.

## 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

<sup>6</sup> 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.

<sup>7</sup> 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.

curriculum models (e.g., *Creative Curriculum*) that projects adopt. Table 7 presents the number 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 2011-12 to better prepare them to provide a quality early childhood program.

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

<b>In-Service Topics</b>	<b>No hours (1)</b>	<b>0 to 5 hours (2)</b>	<b>6 to 10 hours (3)</b>	<b>11 to 15 hours (4)</b>	<b>Over 15 hours (5)</b>	<b>Average</b>
Curriculum	0	5	5	1	0	2.6
Developmental Areas	1	5	4	1	0	2.5
Learning Environment	0	4	4	2	1	3.0
Children with Special Needs	2	7	2	0	0	2.0
Classroom or Behavior Management	1	6	3	1	0	2.4
Pedagogy-Instructional Strategies	0	6	5	0	0	2.5
Assessment	0	8	2	1	0	2.4
Involving Parents	0	7	4	0	0	2.4

Overall, projects provided teachers and aides the most hours of training in *Learning Environment*, which is an important program emphasis and a foundational topic area 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.

**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
<b>Early Childhood Education</b>				
Age 3 to 5; not eligible for Kindergarten	11	46.9	8.9	417.9
<b>Parenting Education</b>				
Parent alone	11	3.1	7.8	24.4
Parent and child are involved together	11	3.8	8.0	30.2

## Early Childhood Education

The results show that 11 projects scheduled three-to-five year-olds an average of 418 hours of early childhood education (46.9 hours per month for 8.9 months), which was less than the 444 hours offered to children in 2010-11, but 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 parenting education services in 2011-12, both in terms of providing parenting services to parents alone and providing parent and child together (PACT) time. On average, the 11 projects offered 24.4 hours of *Parenting education alone* (3.1 hours per month for 7.8 months), and an average of 30.2 hours of *Parent and child*

*time together* (3.8 hours per month for 8.0 months). In other words, on average, adults could receive about 55 hours of parenting education during 2011-12, less than the 65 hours offered in 2009-10 and 2010-11.

“Because of this exposure, my younger children have learned so much as well such as colors, shapes, alphabet recognition, number recognition, as well as honing fine motor skills such as threading and buttoning.”

*Testimonial from Parent at Churchill County School District ECE Program.*

**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.”

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

The most frequently conducted strategy was *Parent/Teacher Conferences*, which ten projects conducted with “most families.” *Home Visits* was the least conducted strategy; six projects did not conduct home visits. Three projects offered “other” parenting services, including parent-child take-home educational activities and parent and child activities during the early childhood program.

# 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

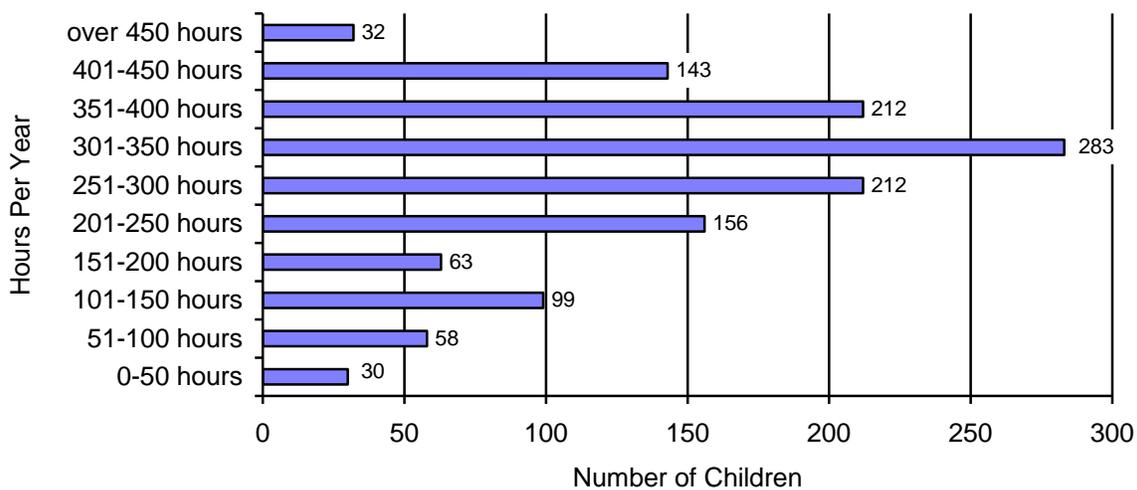
The primary component of Nevada ECE is early childhood education.

### 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 287 hours in 2011-12, or about nine to ten hours per week, about the same as the 285 average hours reported in 2010-11. The average hours are sufficient to make a meaningful impact on child development.

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 (283 children, or 22 percent) attended an average of 301 to 350 hours of early childhood education during the school year, followed closely by two groups of 212 children each (17 percent) who attended either 251 to 300 hours or 351 to 400 hours.

**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.

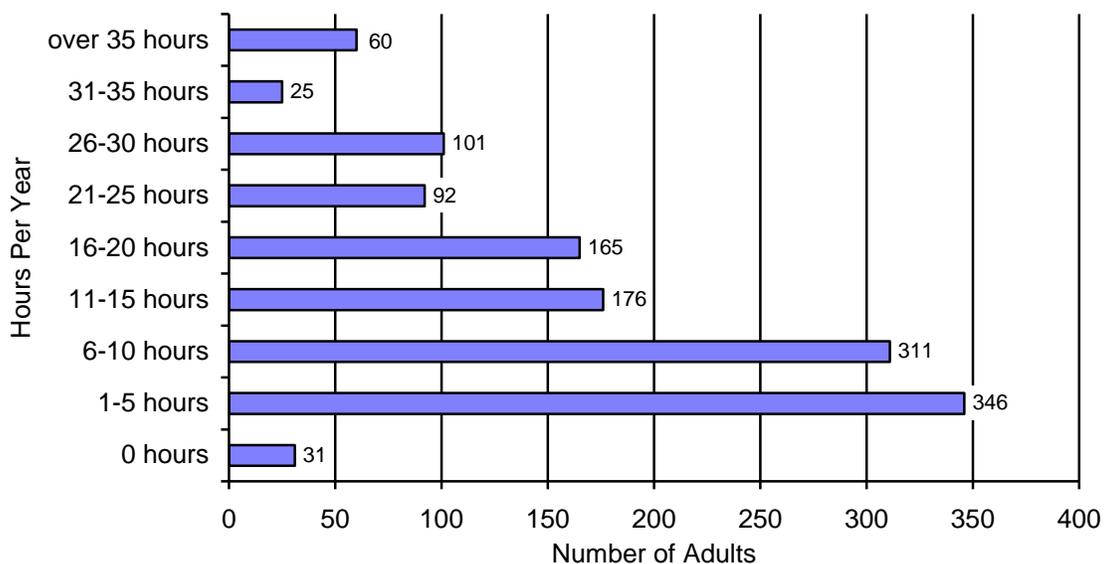
### Hours of Parenting Education

There were 1,352 adult participants in this evaluation, and data were available for 1,345 adults. Projects reported that 33 parents (2 percent) had yet to participate in any parenting education services. While some of these 33 parents had just enrolled their children in the program or left the program early in the school year, 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 1,345 adults participated in parenting education an average of 13.6 hours during the program, which is similar to the average hours reported in two of the three previous years: 13.2 in 2010-11, 15.5 in 2009-10, and 13.8 hours in 2008-09.

Figure 2 shows that the distribution in the total number of hours in parenting education is skewed. The largest number of adults (n=349) participated in “1 to 5 hours” of parenting education. In fact, most adults (880 adults, or 65 percent) participated in “0 to 15 hours” of parenting education. A smaller group of parents (64 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 (816 adults or 61 percent) participated in less than the average number of hours (13.6), and in about 25 percent of the 55 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

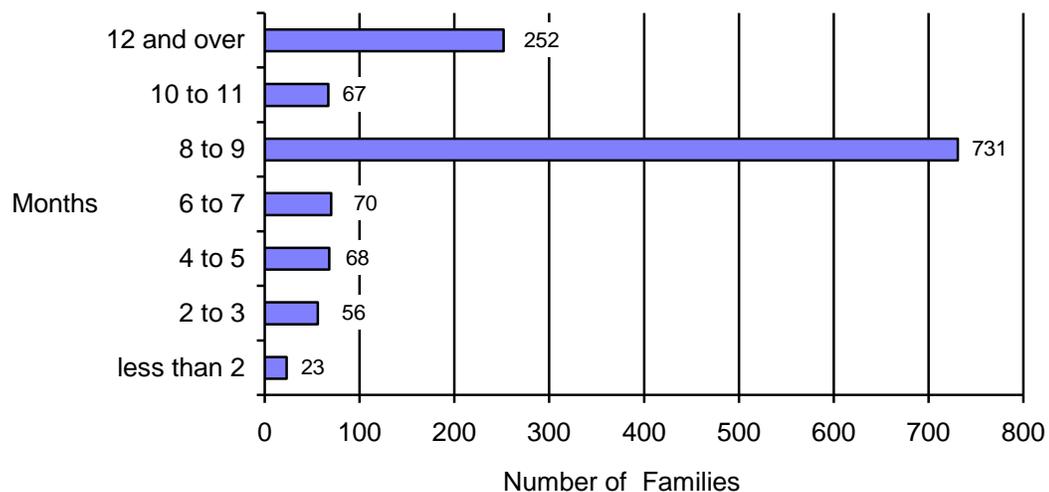
A requirement of AB 579 is to determine the percentage of participants who drop out of the program before completion, defined as before the end of the program year. The results show that 157 of the 1,267 families in Nevada ECE (12 percent) left the program during the 2011-12 school year. In other words, 88 percent of the families completed the program, slightly more than the percent of families who completed the program during the previous two years: 85 percent in both 2009-10 and 2010-11. 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 1,267 families. The distribution shows that half of the families (731, or 58 percent) stayed in the program for eight to nine months. In other words, over 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 252 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 157 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” (71 families, or 45 percent), consistent with previous years. The next most common reason given why families exited the program was “reason unknown or unidentified” (32 families, or 20 percent).

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

<b>Reasons for Exiting the Program</b>	<b>Families</b>
Family moved out of the area served by the ECE program	71
Reason unknown or unidentified	32
Child switched to a different program	19
Family was dropped due to incomplete participation or poor attendance	11
Conflicts or problems prevents continued participation	9
Family stopped participating due to a lack of interest	5
Family crisis prevents further participation	4
Other reason (specify) _____	5
<b>Total</b>	<b>157</b>

## Classroom Environment Program Quality Indicators



The evaluator visited the 11 Nevada ECE projects in spring 2012. Two of the projects operate multiple early childhood education delivery models, making a total of 13 site visits.<sup>8</sup> 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 summarized data collected from the ECERS-R and ELLCO and Appendix A presents the 13 individual site results and 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, 2010-11, and 2011-12 which represent the four administrations of the ECERS-R. Thirteen sites were observed in spring 2009, and 14 sites were observed in spring 2010 and spring 2011, and 13 sites in spring 2012. Seven of the sites were the same over the four years.

**Spring 2012 Results.** The spring 2012 results show that the 13 project sites had a fairly wide range of average scores across the seven areas, from an average rating of 1.8 to 5.6. 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.

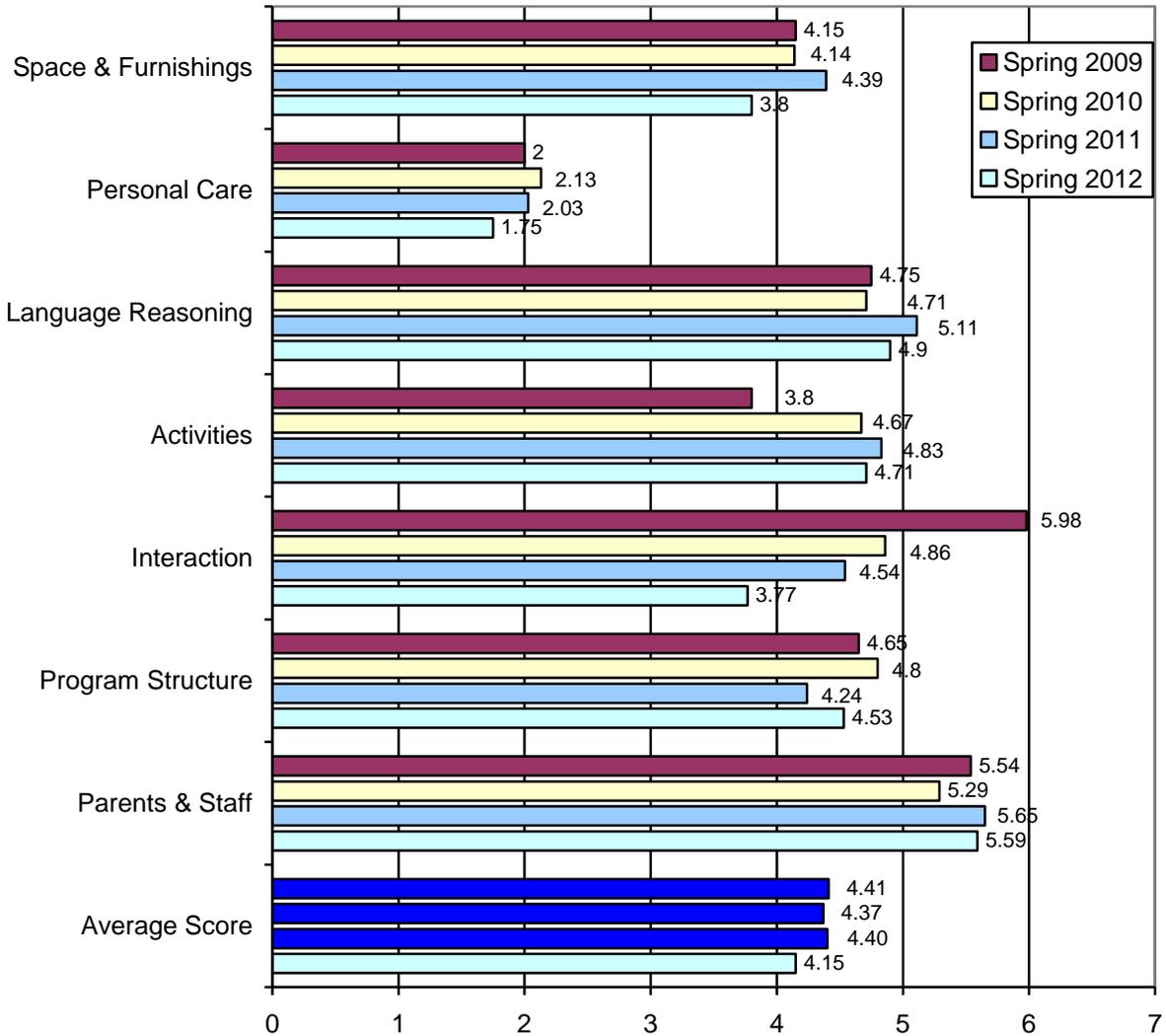
The 13 projects received the highest rating on Parents and Staff, which primarily reflect professional provisions provided to staff in terms of staff needs, interaction and cooperation, and supervision and evaluation. The 13 projects were also rated high on Language Reasoning, which reflects the staff efforts to encourage children to communicate and to encourage book reading,

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<sup>8</sup> Two Nevada ECE projects use multiple early childhood education delivery models: Clark County and Washoe County School Districts. Clark County has ten sites using two delivery models, and Washoe County has ten sites using two distinct 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 ten sites in each Clark County and Washoe County, representative of the early childhood education delivery models offered at the two projects.

which are important foundational topic areas for establishing quality early childhood environments and improving school readiness.

**Figure 4.** Spring 2009 Through Spring 2012 Ratings for All Nevada ECE Program Site Visits on the Early Childhood Environmental Rating Scale (ECERS) (1 = Inadequate, 7 = Excellent)



The 13 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 13 projects received the lowest ratings (from 1.0 to 1.3) on three items: toileting/diapering, health practices, and safety practices. Personal Care Routines was also the lowest area in the three previous years, from 2008-09 and 2010-11.

**Spring 2009 to Spring 2012 Results.** Figure 4 also shows the average scores for all the Nevada ECE project sites that were observed from spring 2009 through spring 2012, allowing a general comparison of the results over the four years. However, any changes in the results, either positively or negatively, should not be interpreted as a change in the overall program quality of early care and education environments, since only seven of the 13 project sites observed in spring 2012 were also observed in spring 2009.

The Nevada ECE average rating of 4.15 on the ECERS-R is consistent with the national average and higher than a recent Nevada Statewide Quality Needs Assessment, which had an average rating of 3.2 on the ECERS-R.

The results do show that the average total scores were relatively the same from spring 2009 to spring 2011, but decreased to 4.15 in spring 2012. One possible reason for the decrease in spring 2012 is due to the new sites that were observed. That is, three of the new six sites that were observed in spring 2012 had three of the five lowest ratings. In addition, the site with the lowest rating had a long-term substitute teacher for most of the year, who did not have a teaching certificate and was not familiar with the ECERS instrument.

The results also show that most of the seven areas measured on the ECERS also remained fairly consistent over the four years with two exceptions: one area showed an increase and the second area showed a decrease. The area that showed an increase was Activities, which increased from 3.8 in spring 2009 to 4.7 and 4.8 in the next three years. There are ten 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, math/number, and music/movement. These three items had the lowest ratings within Activities initially, which may account for some of the increase.

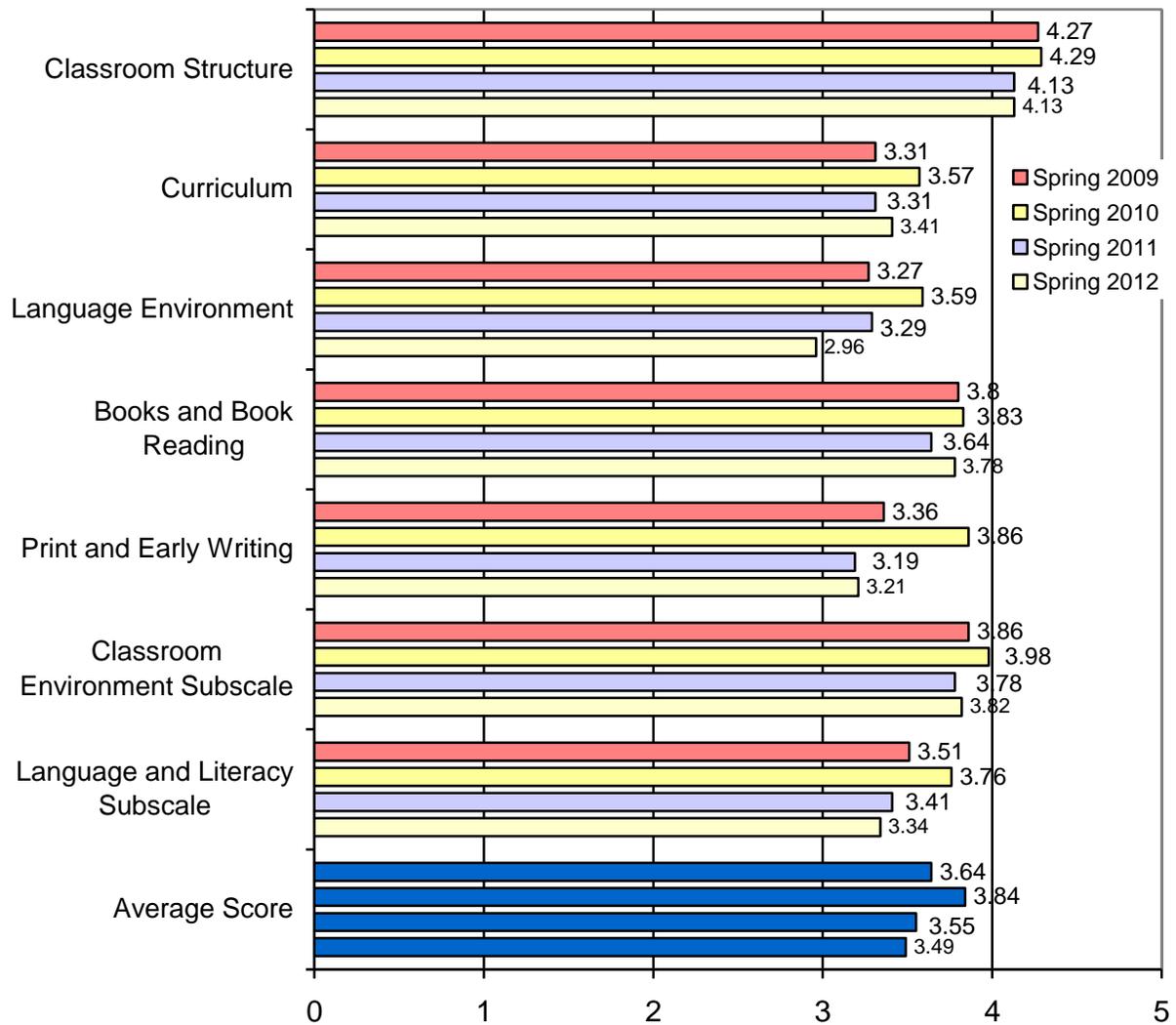
The area that showed the decrease was Interaction, which decreased from 6.0 in spring 2009 to 4.5 and 4.9 in spring 2010 and spring 2011, and then to 3.8 in spring 2012. There are five items measured within Interaction. The decrease in the scores for Interaction is due primarily to two items, supervision of children and supervision of gross motor activities, which dropped 4.9 and 3.2 points, respectively. The reason for the first decrease in spring 2010 and spring 2011 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. The reason for the second substantial decrease in spring 2012 is due to the new sites that were observed. That is, two of the six new sites observed in spring 2012 had substantially lower ratings on Interaction than the other 11 sites.

**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 5 shows the ratings on the ELLCO for all Nevada ECE project sites observed from 2008-09 through 2011-12. Thirteen sites were observed in spring 2009, 14 sites were observed in spring 2010 and spring 2011, and 13 sites in spring 2012. Seven of the sites were the same over the four years.

**Figure 5.** Spring 2009 Through Spring 2012 Ratings for All Nevada ECE Program Site Visits on the Early Language and Literacy Classroom Observation Tool (ELLCO)  
(1 = Deficient, 5 = Exemplary)



**Spring 2012 Results.** The results show that the average scores for the 13 project sites ranged from 3.0 to 4.1. The 13 projects scored the highest on Classroom Structure and scored lowest on Language Environment. There are four areas that measure Classroom Structure: organization of the classroom, content of the classroom, classroom management, and personnel. The 13 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 four areas that measure Language Environment: discourse climate, opportunities for extended conversation, efforts to build vocabulary, and phonological awareness. The 13 projects received lower ratings on efforts to build vocabulary and phonological awareness. These two areas reflect teacher efforts to build children's vocabulary and increase phonological awareness.

**Spring 2009 to Spring 2012 Results.** Figure 5 also shows the average scores for all the Nevada ECE project sites that were observed from spring 2009 through spring 2012, allowing a general comparison of the results over the four years. However, any changes in the results, either positively or negatively, should not be interpreted as a change in the overall program quality of early care and education environments, since only seven of the 13 project sites observed in spring 2012 were also observed in spring 2009.

The results do show that the average total scores were relatively the same from spring 2009 to spring 2012, ranging from 3.5 in 2012 to 3.8 in spring 2010. In other words, the overall ratings for the sites observed annually have remained about the same from 2008-09 to 2011-12, suggesting that the language and literacy environments of the 2011-12 Nevada ECE sites were as supportive for children's language and literacy development as in 2008-09.

The results also show that most of the five areas measured on the ELLCO remained fairly consistent over the four years perhaps with one exception: Language Environment shows an overall decrease from the first three years (spring 2009 to spring 2011) to spring 2012. The decrease in the rating is due to one of the four items on the scale: teacher efforts to build children's vocabulary. The reason for the decrease in spring 2012 is due to the new sites that were observed. That is, five of the six new sites observed in spring 2012 had a rating of "2" on efforts to build children's vocabulary.

The results also show that the rating for Classroom Structure is the area with the highest ratings for all four years. Overall, the rating for Language Environment is the area with the lowest ratings for the four years.



## 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 579. The table below indicates that Nevada ECE programs ‘met and exceeded’ all six of the program outcome indicators. The table is followed by additional analysis of these results.



<b>Program Indicator (Target)</b>	<b>Actual</b>	<b>Status</b>
<b>Developmental Progress of Children</b>		
<i>Indicator 1: Reading Readiness: Individual Student Gain (80 percent)</i>	a. PPVT- 82.0% b. EOWPVT- 88.6%	a. Exceeded b. Exceeded
<i>Indicator 2: Reading Readiness: Average Gain (8 points on PPVT, and 10 points on EOWPVT)</i>	a. PPVT- 10.8 pts. b. EOWPVT- 12.0 pts.	a. Exceeded b. Exceeded
<i>Indicator 3: English Language Acquisition: Average Gain (20 points on Pre-LAS)</i>	34.7 pts.	Exceeded
<b>Parental Involvement</b>		
<i>Indicator 1: Individual Parenting Goals (92 percent)</i>	97.3%	Exceeded
<i>Indicator 2: Time with Children (80 percent)</i>	88.6%	Exceeded
<i>Indicator 3: Reading with Children (80 percent)</i>	89.7%	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 1,288 children. Out of these 1,288 children, 1,216 children were in the program at least four months in 2011-12. Out of these 1,216 children, 992 (PPVT) and 935 (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, 82.0% and 88.6% 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 10.8 and 12.0 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 = 992; Expressive One-Word Picture Vocabulary Test Average Scores, n = 935

Test	Pretest Average	Post-Test Average	Average Gain
PPVT (receptive vocabulary)	86.9	97.6	10.8
EOWPVT (expressive vocabulary)	88.4	100.4	12.0

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 2011, at the 19<sup>th</sup> and 22<sup>nd</sup> 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 2012, students made substantial gains, improving to the 44<sup>th</sup> and 51<sup>st</sup> percentile in receptive and expressive vocabulary, respectively, approaching or reaching the national average range and eliminating much or all 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 shows a large positive effect on children’s receptive and expressive vocabulary, as evidenced by gains of 10.8 points on the PPVT and 12.0 points on the EOWPVT.

The meaning of the results, however, must be interpreted in light of the large numbers of program children learning English. For 288 of the 1,288 children (22.4 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,<sup>9</sup> children who had the English skills to take the tests at enrollment but were also English language learners,<sup>10</sup> and native English speakers.

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

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

<b>PPVT (Receptive) Group (n=992)</b>	<b>Pretest Average</b>	<b>Posttest Average</b>	<b>Average Gain</b>	<b>Percent Who Made Gain</b>
No English Skills at Enrollment (n=153)	68.4	78.9	10.5	81.0%
Some English Skills at Enrollment (n=267)	77.8	92.0	14.2	84.6%
English Speaking (n=572)	96.1	105.3	9.2	80.9%
<b>EOWPVT (Expressive) Group (n=935)</b>				
No English Skills at Enrollment (n=91)	70.3	78.2	7.9	83.5%
Some English Skills at Enrollment (n=268)	76.9	92.4	15.5	94.0%
English Speaking (n=576)	96.6	107.7	11.1	86.8%

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.

<sup>9</sup> 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.

<sup>10</sup> 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.

The EOWPVT results are different than the PPVT results. That is, the group of children who did not speak English as their native language but were able to take the EOWPVT at enrollment made a larger average standard score gains than the English-speaking students, and had a larger percent of children making a standard score gain. However, the group of children who did not speak English as their native language and were not able to take the EOWPVT at enrollment had a smaller average standard score gain than English speaking children and had a smaller percent of children make a standard score gain. One possible explanation why this group performed below the other two groups is due to the shorter time that these students had between the pretest and posttest, simply because they were unable to take the EOWPVT at enrollment.<sup>11</sup>

The results suggest that 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.

***Outcome Indicator 3: English Language Acquisition: Average Gain***

Nevada ECE projects served 1,288 children. As mentioned previously, 288 of the 1,288 children (22.4 percent) in the program were not able to be administered the PPVT or EOWPVT in English when the child enrolled into the program. In these cases, the child is administered the Pre Language Assessment Scale (Pre-LAS) when they enroll and again when they exit or at the end of the school year in order to obtain a measure of the child’s English Language acquisition.

Out of these 288 children who were administered the Pre-LAS, 226 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 Pre-LAS, students made an average raw score gain of 34.7 points – above the expected performance level of 20 raw score points on this measure. Thus, Nevada ECE projects met and exceeded the expected level of performance for this measure.

**Table 13.** Pre Language Assessment Scale Averages and Gain, n=226

<b>Pretest Average</b>	<b>Post-Test Average</b>	<b>Average Gain</b>
9.0	43.7	34.7

**Parental Involvement Outcome Indicators**

***Outcome Indicator 1: Individual Parenting Goals***

Of the 1,352 Nevada ECE adults, 1,237 adults were enrolled in ECE projects for at least four months. Of the 1,237 adults, 1,203 adults (97.3 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

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<sup>11</sup> For example, the children who did not speak English as their native language and were not able to take the EOWPVT at enrollment, had 5.3 months between the pretest and posttest dates while all students had 7.2 months between the pretest and posttest dates.

being in the program for four months. The 1,352 adults who established goals made 4,165 of the 4,926 goals they set, or 95.6 percent.

***Outcome Indicator 2: Time with Children***

Of the 1,288 Nevada ECE children, the families of 1,031 children were first-year participants. A total of 925 of these children were in Nevada ECE at least four months. Pretest and posttest data are available for 923 of the 925 children. Of the parents of the 923 children, 818 (88.6 percent) reported spending more time with their children at the time of the posttest or when they exited the program, 24 parents (2.6 percent) reported spending the same amount of time, and 81 (8.8 percent)<sup>12</sup> 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 925 children were first-year participants who were in the program at least four months. Pretest and posttest data were available for 923 of these children. Of the 923 children, 828 (89.7 percent) of their parents reported spending more time reading with them at the end of the evaluation than when they began the program, 24 parents (2.6 percent) reported spending the same amount of time reading with their children, and 71 parents (7.7 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 1,172 children enrolled in the program at least four months in 2011-12. Table 14 shows that ECE parents spent an average of 65 more minutes per week reading to or with their child (a gain of over 150 percent) at the end of the program year.

**Table 14.** Parent and Child Reading Time in Minutes, n=1,143

Pretest Average	Post-Test Average	Average Gain
39.2	104.4	65.2

<sup>12</sup> 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 three 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 15.

**Table 15.** 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 7
Cohort 3	2005-06	Grade 5
Cohort 7	2009-10	Grade 1

## Cohort 1 Results in Grade 7

The evaluation compares the performance of Cohort 1 students to a sample of their grade 7 classmates on the Nevada Criterion Reference Tests.

The evaluation located 422 of the 844 students (50 percent) who participated in the Nevada ECE program in 2003-04, were in grade 7 during 2011-12, and had Nevada Criterion Reference Test scores. The number of students with data is about a 20 percent decrease in the number of students located in 2010-11 for a similar analysis (n=520), and may be due to the weakened economy in Nevada.

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 16. 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 while in the Nevada ECE program. The expectation assumes that the non-ECE group had limited or no preschool experience, unlike the ECE group.

**Table 16.** Performance of Cohort 1 ECE and Non-ECE Groups on Nevada CRT, Grade 7

Group	Reading		Math	
	Average	Percent Proficient	Average	Percent Proficient
Cohort 1 ECE (422)	302.5	73.5%	301.3	55.0%
Non-ECE (422)	298.0	70.4%	301.3	50.7%

The results show that Cohort 1 ECE students scored higher than non-ECE students on the Nevada CRT reading and the same as non-ECE students in math, but the difference in reading was not significant,  $p \leq 0.05$ . The results also show that a slightly larger percent of ECE students were proficient in both reading and math than non-ECE students.

In other words, the Cohort 1 ECE students did not perform better on the Nevada CRT in reading and math than the non-ECE group, as might be expected. One possible explanation of the results is due to the large number of students who were not available for the analysis from the previous year. It appears that the students who were no longer available for the analysis may have been some of the higher performing students.

### **Cohort 3 Results in Grade 5**

The evaluation compares the performance of Cohort 3 students to a sample of their grade 5 classmates on the Nevada CRTs.

The evaluation located 383 of the 944 students (40.5 percent) who participated in the Nevada ECE program in 2005-06, were in grade 5 during 2009-10, and had Nevada CRT test scores. As is in the case of the Cohort 1 students, the number of Cohort 3 students with data is about a 40 percent decrease in the number of students located in 2010-11 for a similar analysis ( $n=590$ ), and may be due to the weakened economy in Nevada.

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. 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 in Table 17 show that Cohort 3 ECE students scored higher than non-ECE students on the grade 5 Nevada CRT reading test, but below the non-ECE students on the math test: neither difference was significant ( $p \leq 0.05$ ). Similarly, a larger percent of Cohort 3 ECE students were proficient in math than non-ECE students, but a smaller percent were proficient on the math test.

**Table 17.** Performance of Cohort 3 ECE and Non-ECE Groups on Nevada CRT, Grade 5

<b>Group</b>	<b>Reading</b>		<b>Math</b>	
	<b>Average</b>	<b>Percent Proficient</b>	<b>Average</b>	<b>Percent Proficient</b>
Cohort 1 ECE (383)	344.2	70.0%	323.5	63.4%
Non-ECE (383)	339.7	67.4%	327.7	65.5%

In other words, the Cohort 3 ECE students did not perform better on the Nevada CRT in reading and math than the non-ECE group, as was expected. One possible explanation of the results is due to the large number of students who were not available for the analysis from the previous year. It appears that the students who were no longer available for the analysis may have been some of the higher performing students.

### **Cohort 7 Results in Grade 1**

The evaluation compares the performance of Cohort 7 students on the Peabody Picture Vocabulary Test (PPVT) and Expressive One-Word Picture Vocabulary Test (EOWPVT) during preschool in 2009-10 with their performance at the end of grade 1 in 2011-12. The evaluation also administered a survey to the grade 1 teachers of Cohort 7 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 275 of the 1,028 four-year-old Cohort 7 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 1 in spring 2012.

A total of 270 children had test scores from the three administrations of the PPVT and EOWPVT used for the analyses: in fall 2009 and spring 2010, before and after their participation in Nevada ECE, and again in spring 2012 at the end of grade 1.<sup>13</sup> Although not shown, the 270 students are representative of the larger population of 1,028 Cohort 7 students in terms of gender, ethnicity, and level of English language skills, suggesting that the results obtained from the sample of Cohort 7 students can be generalized to the larger Cohort 7 population.

Figures 6 and 7 on page 40 show the average standard scores<sup>14</sup> of the Cohort 7 students for the three test administrations. The general expectation is that Cohort 7 students would maintain the significant learning gains they made in preschool into their K-12 school career. Specifically, the expectation is that the Cohort 7 children would obtain similar standard scores in spring 2012 at the end of grade 1 as they had achieved in spring 2010 at the end of Nevada ECE program.

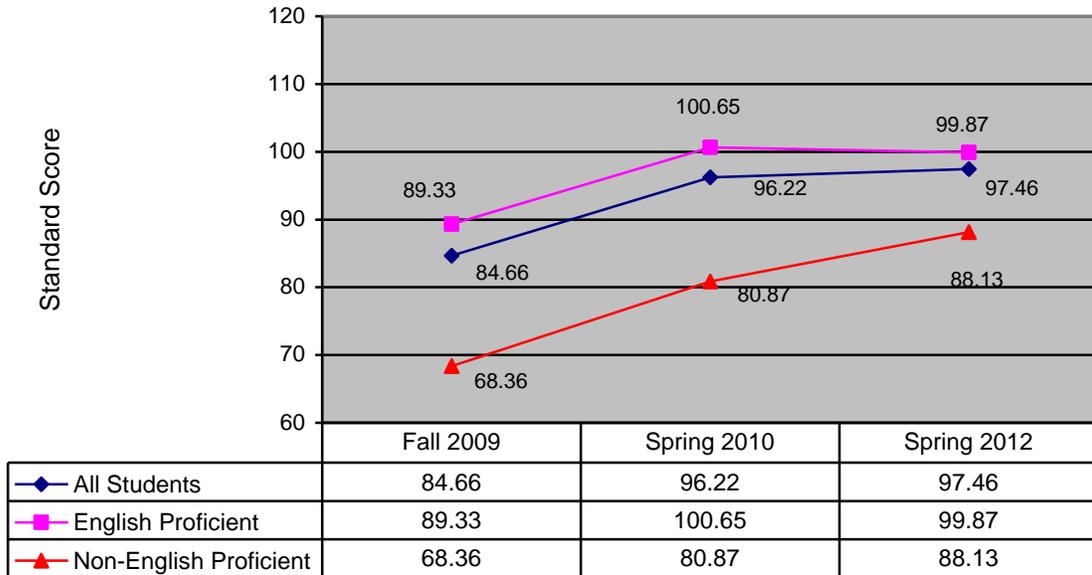
Overall, the results show that Cohort 7 students made large learning gains on the PPVT and the EOWPVT in 2009-10 while in preschool. Then, Cohort 7 students maintained their level of performance that they had achieved in preschool through the end of grade 1 during 2011-12 in both receptive vocabulary and expressive vocabulary, as expected.

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<sup>13</sup> The evaluation tested 270 of the 275 children from the sample.

<sup>14</sup> Standard scores have an average of 100 with a standard deviation of 15.

**Figure 6.** PPVT Standard Score Averages of Cohort 7 in Preschool and Grade 1, n=270



**Figure 7.** EOWPVT Standard Score Averages of Cohort 7 in Preschool and Grade 1, n=270

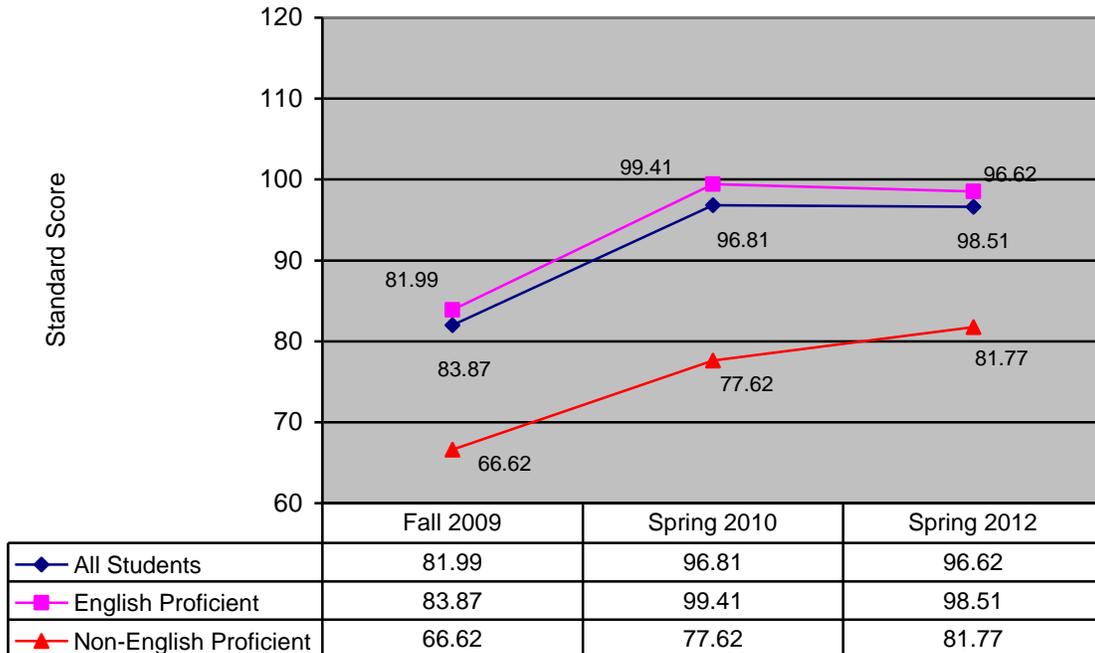


Table 18 presents the same average standard scores in Figures 6 and 7, as well as the average gains for two time periods: from fall 2009 when Cohort 7 children enrolled into the Nevada ECE program until the end of the program year in spring 2010, and from the end of the Nevada ECE program in spring 2010 until the end of grade 1 in spring 2012.

**Table 18.** PPVT and EOWPVT Standard Score Averages and Gains of Cohort 7 in Preschool and Grade 1 by English Skills

Group (n)/Subtest	Average Standard Scores			Average Gains	
	Fall 2009 Average	Spring 2010 Average	Spring 2012 Average	Fall 2009 to Spring 2010 Average Gain	Spring 2010 to Spring 2012 Average Gain
<b>All Students (n=270)</b>					
▪ PPVT (Receptive)	84.66	96.22	97.46	11.6*	1.2
▪ EOWPVT (Expressive)	81.99	96.81	96.62	14.8*	-0.2
<b>English-Speaking Students (n=188)</b>					
▪ PPVT (Receptive)	89.33	100.65	99.87	11.3*	-0.8
▪ EOWPVT (Expressive)	83.87	99.41	98.51	15.5*	-0.9
<b>No English Skills at Enrollment Students (n=82)</b>					
▪ PPVT (Receptive)	68.36	80.87	88.13	12.5*	7.3*
▪ EOWPVT (Expressive)	66.62	77.62	81.77	10.0*	4.2*

\*  $p \leq 0.01$

### ***Fall 2009 – Spring 2010***

The results show that Cohort 7 children<sup>15</sup> scored substantially below the national average before they entered the Nevada ECE program in fall 2009. That is, their average standard score of 84.7 on the PPVT represents the 15<sup>th</sup> percentile, and their average standard score of 82.0 on the EOWPVT represents the 13<sup>th</sup> 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 2010, students made substantial gains, improving to an average standard score of 96.2 on the PPVT, or about the 40<sup>th</sup> percentile, and to an average standard score of 96.8 on the EOWPVT, or about the 42<sup>nd</sup> percentile. While the spring 2010 standard scores are still below the national average of the 50<sup>th</sup> percentile, these students closed much of the achievement gap within the national norming sample, making significant learning gains during the time they participated in the preschool program: 11.6 standard score points on the PPVT and 14.8 standard score points on the EOWPVT ( $p \leq 0.01$ ).

### ***Spring 2010 – Spring 2012***

The results show that Cohort 7 students increased their standard score of 96.2 in spring 2010 to 97.5 in spring 2012 on the PPVT, however, the difference was not significant,  $p \leq 0.05$ . In addition, Cohort 7 students maintained their standard score from 96.8 to 96.6 on the EOWPVT. The results suggest that the ECE children maintained the large learning gains in receptive and expressive vocabulary they had achieved in preschool through grade 1 in their elementary school career. In other words, the children who attended the Nevada ECE program in 2009-10 have achieved at least what was expected when they entered elementary school through grade 1.

Cohort 7 children who attended the Nevada ECE program in 2009-10 have maintained the large learning gains achieved in preschool through grade 1.

### ***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.<sup>16</sup> Out of the 270 Cohort 7 students in the analysis, 82 students did not have sufficient English to take the PPVT or EOWPVT at enrollment and 188 students had sufficient English.

Table 18 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 equivalent to the gains of the English-speaking students in receptive vocabulary (PPVT), but less than the gains of the English-speaking students in expressive vocabulary (EOWPVT).

<sup>15</sup> The gains of this Cohort 7 sample in preschool are similar to the gains that all Cohort 7 children made in preschool, as reported in the *2009-10 Nevada ECE Evaluation Report*, suggesting that other results from this Cohort 7 sample can be generalized to the larger Cohort 7 population.

<sup>16</sup> In 2009-10, the evaluation of the Nevada ECE program determined that 353 of the 1,232 Cohort 7 Nevada ECE students (29 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 children had sufficient English skills to take the PPVT and EOWPVT.

After preschool, the 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 1. That is, the average standard scores of the non-English-speaking students increased 7.3 points on the PPVT and 4.2 points on the EOWPVT, and the differences are significant,  $p \leq 0.01$ . The average standard scores of the English-speaking students, on the other hand, remained about the same during the same time period, decreasing 0.8 points on the PPVT and 0.9 points on the EOWPVT, and the differences are not significant,  $p \leq 0.05$ .

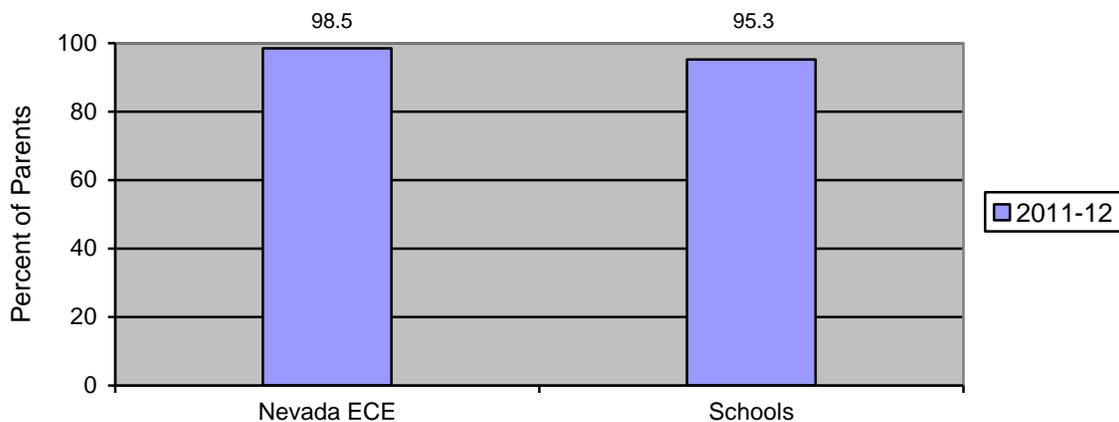
The gains of the non-English-speaking children are larger than the gains of the English speaking children from the end of preschool through grade 1, and the differences between the two groups are significant. The results suggest that students who did not speak English at enrollment into preschool improved more than English-speaking students after leaving the preschool program through the end of grade 1.

***Parent Involvement***

The longitudinal evaluation also determined the level of involvement of the parents of the Cohort 7 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 grade 1 teachers. The survey asked teachers if the parents of Cohort 7 children participated in the fall parent/teacher conference. Out of 270 Cohort 7 students, data were collected on 263 students. As shown in Figure 8, 98.5 percent of the parents of the children attended the parent/teacher conference in 2011-12 during grade 1.

**Figure 8.** Parent/Teacher Conference Rate of Cohort 7 Children in Grade 1 Compared to Parent/Teacher Conference Rate of Schools They Attend



For comparison, the evaluation calculated the average percent of parents who attended parent/teacher conferences at the same schools that the sample of Cohort 7 children

attended.<sup>17</sup> These schools had a parent/teacher conference attendance rate of 95.3 percent during 2011-12. When compared to the results from the Cohort 7 parents, it appears that the parents of Cohort 7 children attended parent/teacher conferences in grade 1 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 7 students and the schools they attended in grade 1, the results must be interpreted with caution because of differences in the type of data. The data for the Cohort 7 students are based on the individual students within a single grade level, 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 7 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.

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<sup>17</sup> The Cohort 7 children attended 98 elementary schools in 2011-12; however, many schools enrolled just one or two Cohort 7 children. Instead of gathering data from all 98 schools, the evaluator elected to collect data only on schools that enrolled at least two students from the Cohort 7 sample as representative of the type of school attended by Nevada ECE children. The evaluation found that 51 schools enrolled at least two Cohort 7 students in 2011-12. In fact, these schools enrolled a total of 227 of the 263 students (86 percent) who had data on parent participation in the parent/teacher conference.

## 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 three projects to submit testimonials from participating parents.<sup>18</sup> 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.

### Trillis – Participating Adult

Trillis is a 33-year-old Caucasian married woman. She enrolled her four-year-old daughter, Leah, in the Churchill County School District Early Childhood Education (ECE) program at the beginning of the 2011-12 school year.

Trillis enrolled Leah in the Churchill ECE program to become a better teacher for Leah and to improve Leah's chances for future success. She attended 11 hours of parenting education as part of the ECE Program and Leah attended 363 hours of early childhood education. Both Leah and Trillis met all the child development and parent performance indicators for the program.

#### Letter—

*I just want to say thank you for having this program! It was an easy process to enroll and the requirements were not hard to fulfill. All the NELC staff members were very helpful and kind. Ms. Treasa Pursley in particular is a dedicated teacher and facilitator of this program. It was easy to see how much time and effort she put forth for the program. She always was very helpful in explaining requirements and helping out parents that have special situations or difficult schedules.*

*My daughter Leah loved coming to school and being with Ms. Treasa and all her friends at school. I loved the fact that it was alright for me to bring younger siblings when volunteering. I would not have been able to volunteer as much as I did if that had not been the case. Because of this exposure, my younger children have learned so much as well such as colors, shapes, alphabet recognition, number recognition, as well as honing fine motor skills such as threading and buttoning.*

*Leah has learned so much as well with this program especially in the social area. She is now so much better with waiting her turn, not always having to be first, sharing with her sister, and she can now do a lot more things at home on her own. She can now do her own buttons, she picks out all her own clothes, she can tie her shoes, brush her own teeth and hair. I have picked up lots of ideas of what she needs to know at her age from this program. I love the parenting tips that came home in her backpack, they were so useful and appropriate. I especially liked the tips for disciplining.*

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<sup>18</sup> The last names of the participating family members have been withheld for confidentiality.

*Please keep this program going, I want my younger children to attend this class when they are preschool age!*

*Thank you,*

*Trillis B.*

### **Douglas – Participating Adult**

Douglas is a 40-year-old married Hispanic man. Sulema, his four-year-old daughter, is enrolled in the Washoe County School District Early Childhood Education project. His son, Dallas, was enrolled in last year's program.

Douglas enrolled in the ECE program to better prepare his children for school and improve their chances for future success. He attended 19 hours of parenting education. Sulema attended 295 hours of early childhood education. Douglas met all the parent performance indicators for the program.

#### **Letter—**

*My wife and I have a very high opinion of the pre-Kindergarten program at Kate Smith Elementary School. The teachers, Mrs. Kelly and her assistant Mr. Jorge are exemplary. Their patience and kindness with their students has resulted in their students' high level of learning and genuine love of attending school.*

*My son Dallas was enrolled for only the second half of the last years' program and the benefits have been remarkable. He is already testing above the level of which kindergarten students are expected to obtain at the end of their school year.*

*My daughter, Sulema, is currently enrolled in the Pre K program and the improvement in her letter recognition, writing, reading and social skills is truly remarkable. I do not think that either of my children would be functioning at their current levels had they not attended.*

*The homework assignments encourage parents to spend quality time with their children. The importance of this can not be over-stressed and has improved the relationship with our children. In short, the program is fantastic. If the program was to be eliminated, it would truly be an injustice to the children in our community.*

*Douglas*

### **Megan – Participating Adult**

Megan is a 29-year-old married Caucasian woman. Jacob, her four-year-old son, is enrolled in the White Pine County School District Early Childhood Education project.

Megan enrolled Jacob in the ECE program to better prepare Jacob for school and improve her own skills as a parent. She attended 59 hours of parenting education. Jacob attended 528 hours of

early childhood education. Both Jacob and Megan met all the child development and parent performance indicators for the program.

**Letter—**

*To whom it may concern:*

*Our family has been impressed with and enjoyed our pre-kindergarten experience from the first time we met the teacher. I say our family because the first time our son Jacob met his teacher was in our own home and Ms. Jenny made us all feel welcome into Jacob's education and into her classroom.*

*Jacob has been able to grow and develop so much this year because he has felt comfortable and encouraged every day. I believe this is due to a relationship forming first in his own environment and then continued at the school. Every day the pre-k staff has met Jacob with a big smile and loving welcoming words. In addition the staff has been able to discipline the children in love and kindness never using a harsh word or voice. Instead they say things like, "When you hit that hurts my FRIEND," or "That is taking away from the learning of my FRIENDS." As they have continued to use this throughout the year behavior problems seemed to diminish from the classroom.*

*Jacob has struggled in particular with mini panic attacks. Initially he would cry and lose his breath and almost vomit or pass out whenever he got into big trouble, got hurt, or was scared of something. Ms. Jenny and the pre-k staff have been able to teach him how to breathe deeply through these upsetting or frightening situations which has been seen evidenced in testing scenarios and at home when Jacob becomes upset or scared.*

*Jacob has particularly enjoyed his time in learning and play at centers. He has talked about exploring tools, animals, bugs, letters, and many more things upon returning home. It is a fun way of teaching young children that kept his attention and interest in order to help him discover new things.*

*We have also especially enjoyed our time with the pre-k class as volunteers. It is great to see how child interacts with others and learns from his teachers. It is also a great way to learn how to be actively involved and encouraging in your own child's learning not relying on the school for everything. While volunteering we have also been able to involve our two-year-old son and he was always invited to participate in activities and enjoyed learning with the help of the pre-k staff.*

*The goals we have been encouraged to set and meet each month as we volunteer have helped to challenge us and give us a focus as to what to teach Jacob. We have also been able to teach Jacob about goal setting and allow him to see how he is accomplishing new things and progressing. Jacob has been able to learn things I would not have thought possible without these monthly goals.*

*Another thing Ms. Jenny has done to be an outstanding teacher is she donates her time outside of class and is involved in school activities after hours when she is not required to. Jacob has always been very excited and proud to see Ms. Jenny at these events and it makes his relationship stronger and his desire to learn and show her what he can do much greater.*

*Our pre-k experience at McGill Elementary has been nothing but the best we have enjoyed the staff and them teaching us and our children.*

*Thanks,*

*Daniel and Megan*

## Conclusions & Recommendations

The results from the 2011-12 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 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. 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 1.5 percent of the estimated three and four year-old children in Nevada benefit from this effective program. Nationally, 16.1 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 six outcome indicators and develop program improvement plans for any indicator that the project did not meet.
4. Monitor parents' 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. Investigate procedures to establish a PreK to grade 3 approach to support a continuum of learning that spans the boundaries of preschool learning based programs into the early grades.

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 six 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 2011-12, i.e., Personal Care Routines (*snack/meals, toileting/diapering, and safety practices*) from the ECERS and Language Environment (*children’s vocabulary and phonological awareness*) 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. Continue to promote a PreK to grade 3 approach at project sites so that the continuum of learning spans from preschool learning into the early grades.





## 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 2012, making a total of 13 site visits because two projects operate multiple early childhood education sites with different program delivery models. Table 19 presents a list of the project sites observed.

**Table 19.** Nevada ECE Sites Observed in 2011-12

Nevada ECE Projects	Sites Observed
Carson City School District	Empire Elementary School
Churchill County School District	Northside Elementary School, Classroom #1
Clark County School District	<ul style="list-style-type: none"> <li>• Cunningham Elementary School</li> <li>• Lake Elementary School</li> </ul>
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"> <li>• Anderson Elementary School</li> <li>• Kate Smith Elementary School</li> </ul>
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,<sup>19</sup> and parent engagement.

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<sup>19</sup> All projects are required to administer the PPVT and Cohort 7VT 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 2011-12 Funding: \$ 240,000

**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	87
Number of Adults	94
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)	1.4 FTE	Four H.S. Degrees/GED

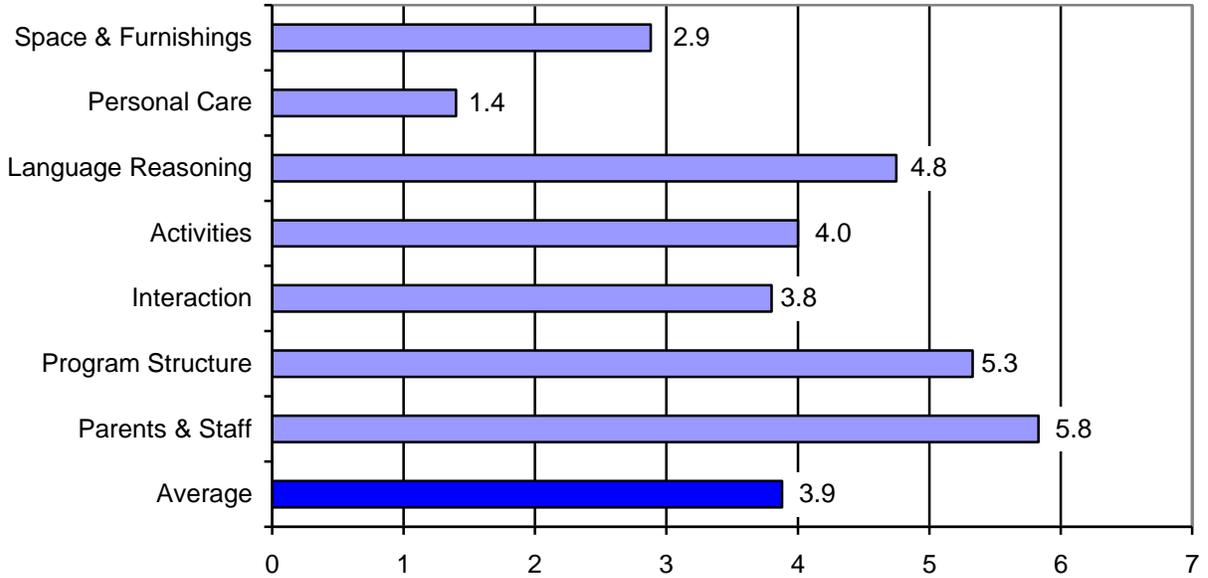
### **Program Outcomes: Carson City ECE**

Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT - 91.1%	Met
B. Expressive Comprehension (80%)	EOWPVT - 98.7%	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT - 18.0 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT - 15.1 pts.	Met
Reading Readiness: Average Project Gain		
A. Pre-Language Assessment Scale (20 pts.)	Pre LAS - 54.0 pts.	Met
Individual Parenting Goals (92%)	96.7%	Met
Increase in Time Spent with Children (80%)	97.9%	Met
Increase in Time Spent Reading With Children (80%)	97.9%	Met

**Program Delivery Indicators: Mark Twain Elementary School**

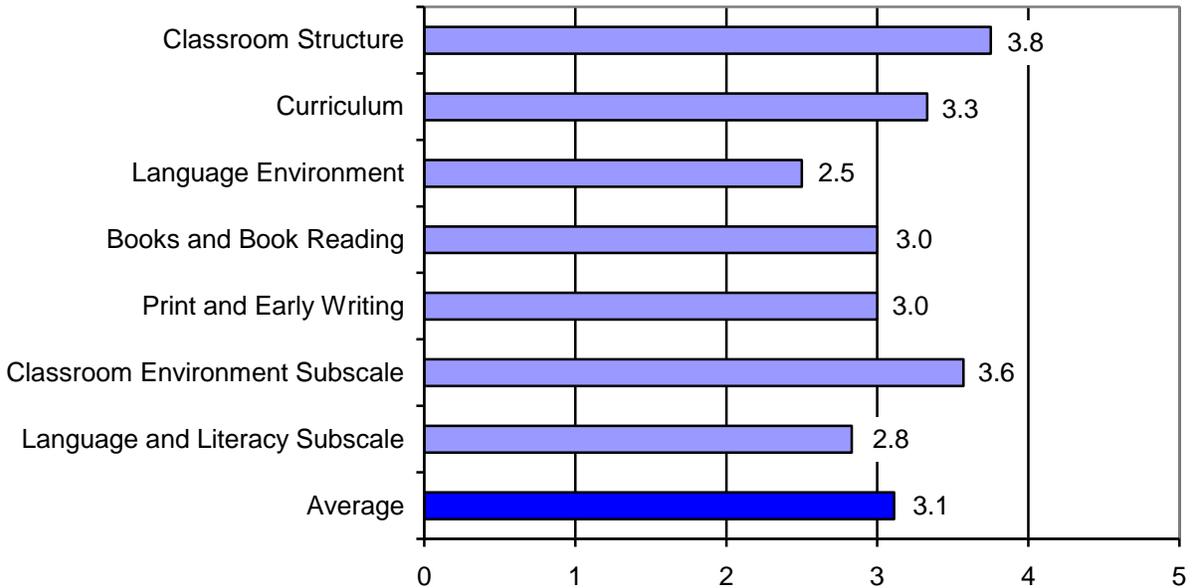
*Early Childhood Environmental Rating Scale (ECERS)*

1= Inadequate; 7= Excellent



*Early Language and Literacy Classroom Observation Tool (ELLCO)*

1= Deficient; 5= Exemplary



## **Project Description: Empire Elementary School**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<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, Kindergarten through grade 5. 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, 20 minutes of service per week.</p>
<b>Learning Environment</b>
<p>The program is located in a large classroom. The classroom is equipped with child-sized tables and chairs, and is adjacent to a child-sized bathroom.</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 playgrounds. One playground is adjacent to the classroom. It is a small, closely fenced area with swings and a climber, and space for bikes or chalk on the sidewalk/patio. The second playground is for primary school-aged children (K-3), and includes several stationary gross motor structures that are inappropriate. This playground does not have close fencing and is difficult to supervise.</p>
<b>Assessment and Continuous Improvement</b>
<p>The program keeps a file for each child with his/her work samples. Program staff take notes on daily observation forms to track the developing skills of the children. Staff review the notes and assessments on Fridays to plan classroom activities for the following week.</p>
<b>Parent Engagement</b>
<p>Parents are involved in the program through participation in field trips, volunteer opportunities, and Math and Literacy school-wide events. Staff offered monthly activities and classes. Parents are very good about tracking and logging parent and child time data for program performance objectives.</p> <p>Staff report good attendance at required parent meetings and there are several steady volunteers.</p>

## Churchill County School District

Initially Funded: FY 2001-2002

FY 2011-12 Funding: \$106,293

### Program Location (1)

- Northside Early Learning Center, Fallon, Nevada

### Participants

Participants	Number Served
Number of Children	87
Number of Adults	87
Number of Families	87

### Staff and Qualifications

Staff Position	FTE	Qualifications/Endorsement
Teacher (2)	2 FTE	Two K-8 Certifications, ECE Certification, Two ECE Endorsements

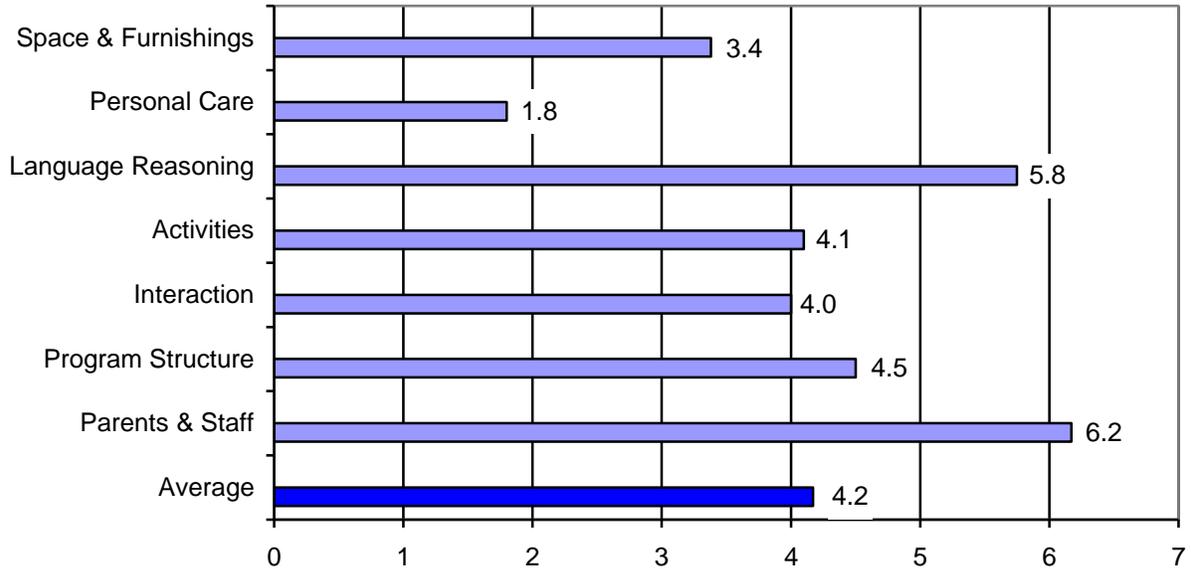
### Program Outcomes

Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT - 82.9%	Met
B. Expressive Comprehension (80%)	EOWPVT - 80.3 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT - 10.6 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT - 11.3 pts.	Met
Reading Readiness: Average Project Gain		
A. Pre-Language Assessment Scale (20 pts.)	Pre LAS - 29.2 pts.	Met
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (80%)	98.5 %	Met
Increase in Time Spent Reading With Children (80%)	98.5 %	Met

## Program Delivery Indicators

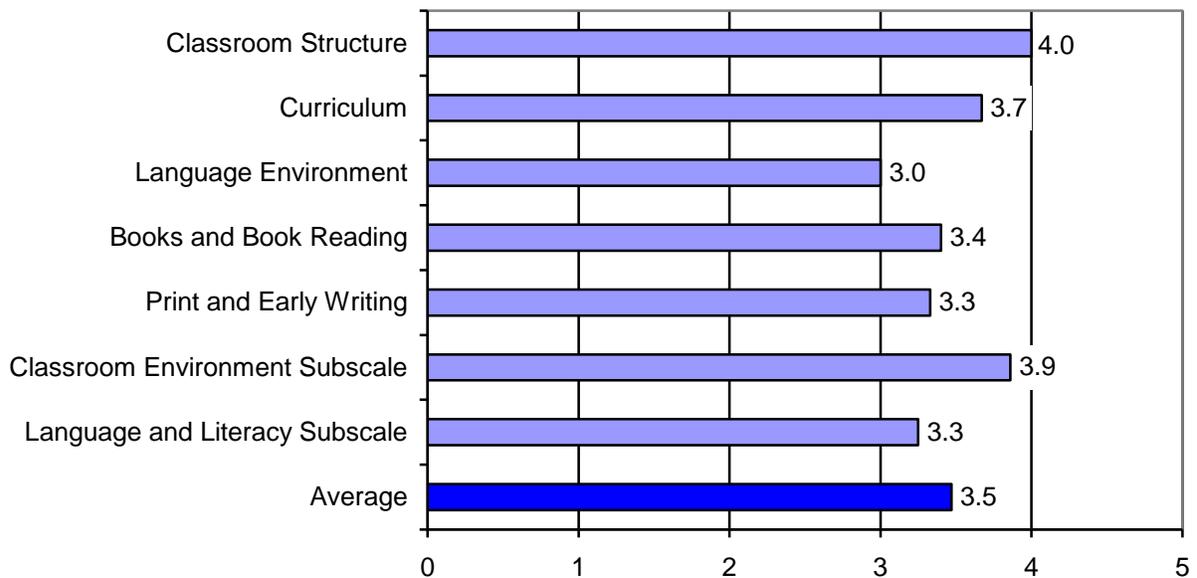
### Early Childhood Environmental Rating Scale (ECERS)

1= Inadequate; 7= Excellent



### Early Language and Literacy Classroom Observation Tool (ELLCO)

1= Deficient; 5= Exemplary



**Project Description: Northside Early Learning Center**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<p>The program uses the research-based program, <i>High Scope Curriculum</i>, as the early childhood curriculum. The curriculum views children as active learners, who learn best from activities that they themselves plan, carry out, and reflect upon their learning. The children are encouraged to engage in experiences that help them to make choices, solve problems, and actively contribute to their own development. Program staff also incorporated the Nevada Pre-K standards into lessons and activities.</p> <p>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>
<b>Learning Environment</b>
<p>The program operates in a large classroom, which is in need of some repair for the worn carpeting. The classroom contains a separate sink and is equipped with tables and chairs that are slightly too big. The bathrooms are down three short hallways, requiring staff presence, compromising the supervision of the students left in the classroom. The classroom contains many well-developed and well-equipped learning centers, including blocks, dramatic play, manipulatives, art, science, writing, computers, and sand play. The materials in the learning centers change as themes change and to incorporate children’s interests.</p> <p>The playground is near the classroom, and has both stationary and portable gross motor equipment available. There are multiple entrapment and entanglement hazards on equipment, some of which have other more severe safety issues, such as climbing equipment that does not have a cushioning surface</p>
<b>Assessment and Continuous Improvement</b>
<p>Program staff use portfolio assessments developed by the Washoe County Early Childhood Education (ECE) program and a preschool assessment developed Churchill County to support the transition of children to kindergarten. Staff also completed DIAL-3 (Developmental Indicators for the Assessment of Learning) and Speed DIAL in spring annually to help identify young children in need of further diagnostic assessment.</p> <p>The teacher uses the assessment results to adjust the learning activities and materials to meet the needs of the children.</p>
<b>Parent Engagement</b>
<p>Staff offer parenting classes twice a month as well as Parents as Teachers classes and other classes based on surveys assessing both parent needs and interests. Staff also offer home visits four times per year. There is a resource library for parents, and parents can assist with monthly field trips, such as to the grocery store and public library.</p> <p>Most parents attended about five parenting classes per year and volunteer frequently.</p>

## Clark County School District

Initially Funded: FY 2001-2002

FY 2011-12 Funding: \$1,446,937

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

Inclusion Model (7)		Early Literacy Center Model (3)
Lake Elementary	McCaw Elementary	Cunningham Elementary
Bracken Elementary	McWilliams Elementary	Dondero Elementary
Bunker Elementary	Rundle Elementary	Warren Elementary
Harris Elementary		

### Participants: Clark ECE

Participants	Number Served
Number of Children	483
Number of Adults	475
Number of Families	475

### 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 Endorsement
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%) B. Expressive Comprehension (80%)	PPVT - 79.2% EOWPVT - 92.8%	Not Met Met
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (8 pts.) B. Expressive Comprehension (10 pts.)	PPVT - 11.0 pts. EOWPVT - 13.4 pts.	Met Met
Reading Readiness: Average Project Gain A. Pre-Language Assessment Scale (20 pts.)	Pre LAS – 34.6 pts.	Met

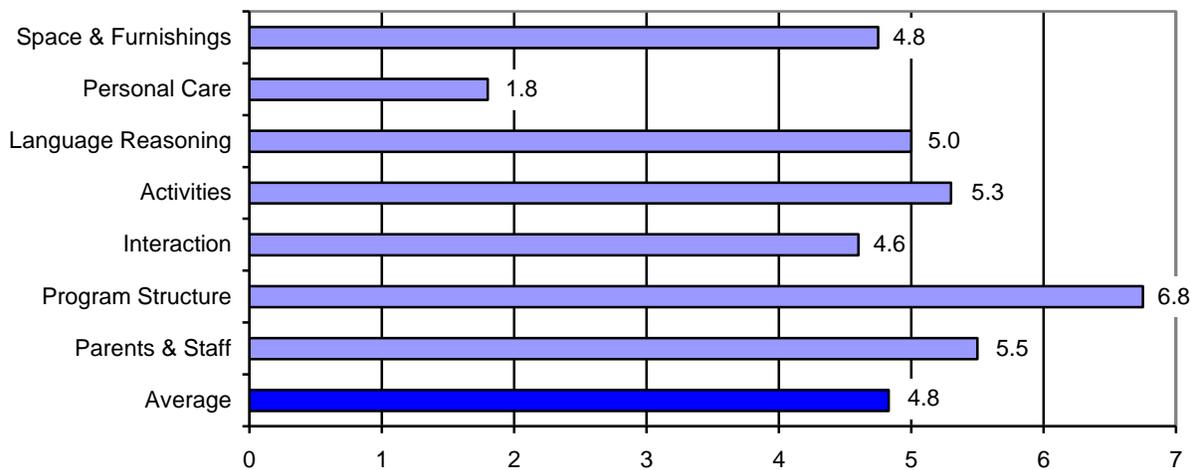
Individual Parenting Goals (92%)	98.9%	Met
Increase in Time Spent with Children (80%)	86.0%	Met
Increase in Time Spent Reading With Children (80%)	86.8%	Met

**Program Model #1—Inclusion Model**

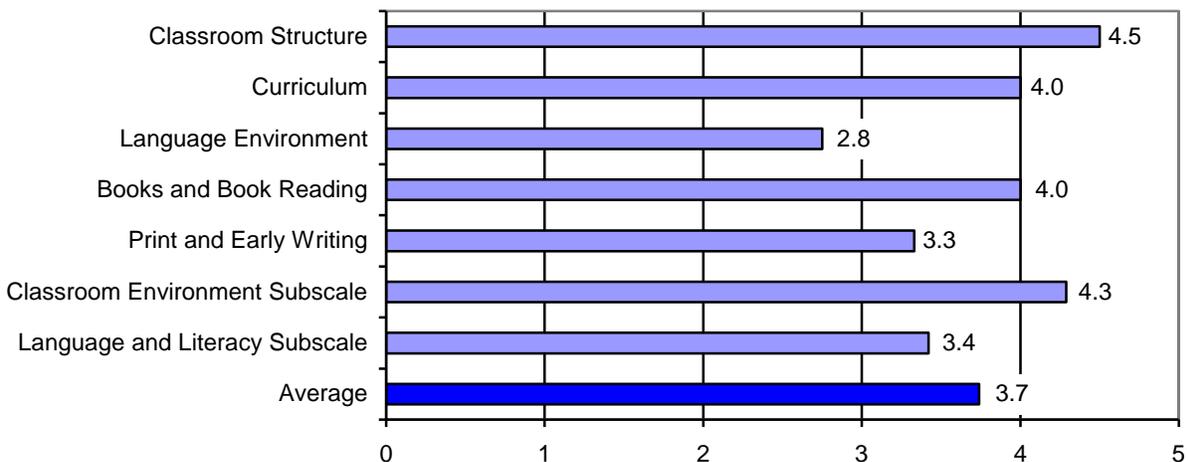
The evaluator visited Lake Elementary as representative of the Inclusion Model.

**Program Delivery Indicators: Lake 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: Lake Elementary**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<p>The program uses the <i>Creative Curriculum</i> program as the primary early childhood curriculum: it 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. As part of an inclusion delivery model, the program serves both Special Education children along with typically developing peers.</p> <p>The program offers two sessions, Monday through Thursday. Children receive a total of 10 hours of early childhood education per week.</p>
<b>Learning Environment</b>
<p>The program is located in a large classroom close to the front of the school. It contains child-sized furniture and has its own bathroom facilities adjoining the classroom, with an additional sink in the main classroom. 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> <p>Children use the kindergarten playground which is just outside the classroom door. The playground has a rubberized surface with appropriate child-sized equipment, and has access to a grassy area as well as the blacktop for ball and bike play. The outdoor environment is well-developed with many options for gross motor play as well as many options beyond gross motor play, such as sand, gardening, art, and reading.</p>
<b>Assessment and Continuous Improvement</b>
<p>Staff complete portfolio assessments for each child which includes a variety of student work samples. Staff use the Individual Growth and Development Inventory which assesses phonemic awareness. The teacher uses the assessment results to guide instruction.</p> <p>The teachers administer developmental assessments three times a year from the Creative Curriculum Gold program for students with Individualized Learning Plans. The results help teachers prepare classroom activities to encourage proper development in each child.</p>
<b>Parent Engagement</b>
<p>The parenting program offers a variety of training opportunities for parents, including monthly family activities and monthly parent trainings. Also school-wide literacy and math nights are open to preschool parents to attend.</p> <p>Staff report that 90% of parents participate in the parenting program.</p>

## Clark County School District: (Cont.)

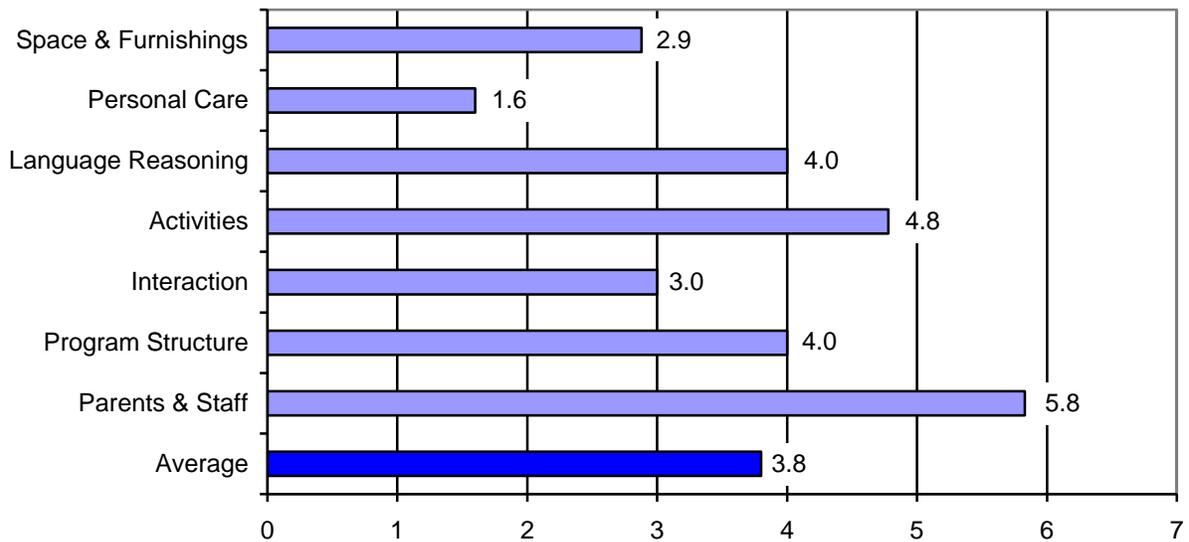
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### **Program Model #2—Early Literacy Center Model**

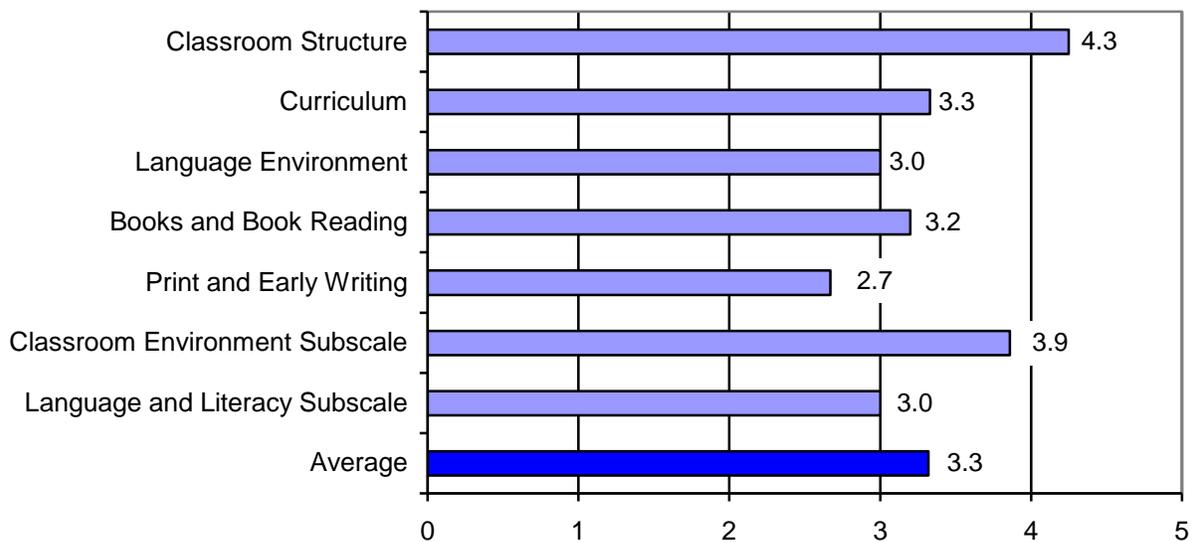
The evaluator visited Cunningham Elementary as representative of Early Literacy Centers.

### **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***

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<p>The program uses Creative Curriculum as the primary curriculum: it emphasizes interactive learning through exploration in carefully designed learning centers. The program also contains literacy activities that emphasize books as a source of enjoyment, vocabulary and language, phonological awareness, knowledge of print, letters and words, and basic comprehension. Staff also incorporate some principles from the Reggio Emilia approach by following some of the children’s interests and adjusting the length of themes to the needs and interests of the children.</p> <p>The program meets Monday through Thursday, in morning and afternoon sessions, for 10 hours per week of contact time per child.</p>
<b>Learning Environment</b>
<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. The classroom is designed with multiple centers, with many low open shelves for accessible storage. The program has an excellent supply of materials which are in good condition.</p> <p>The playground, which is near grass for play, is covered with blacktop and has a rubberized cushioning surface under climbing equipment that is mostly appropriately child-sized. The playground has several safety issues. It is not closely fenced so supervision is difficult for staff as children can become quite spread out on the blacktop.</p>
<b>Assessment and Continuous Improvement</b>
<p>Staff complete portfolio assessments for each child which contain a variety of student work samples. Staff use the Individual Growth and Development Inventory to assess phonemic awareness, using the assessment results to guide instruction.</p>
<b>Parent Engagement</b>
<p>Staff conduct workshops for parents on health issues, writing, child development, and literacy. Staff also hold parent-teacher conferences twice a year, and as needed. Parents volunteer frequently and assist during field trips. Parents are included in school-wide literacy and math nights.</p> <p>Staff report that almost 100% of parents regularly attend parenting activities and volunteer.</p>

## Elko County School District

Initially Funded: FY 2007-2008

FY 2011-12 Funding: \$152,263

**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	107
Number of Families	87

### Staff and Qualifications: Elko ECE

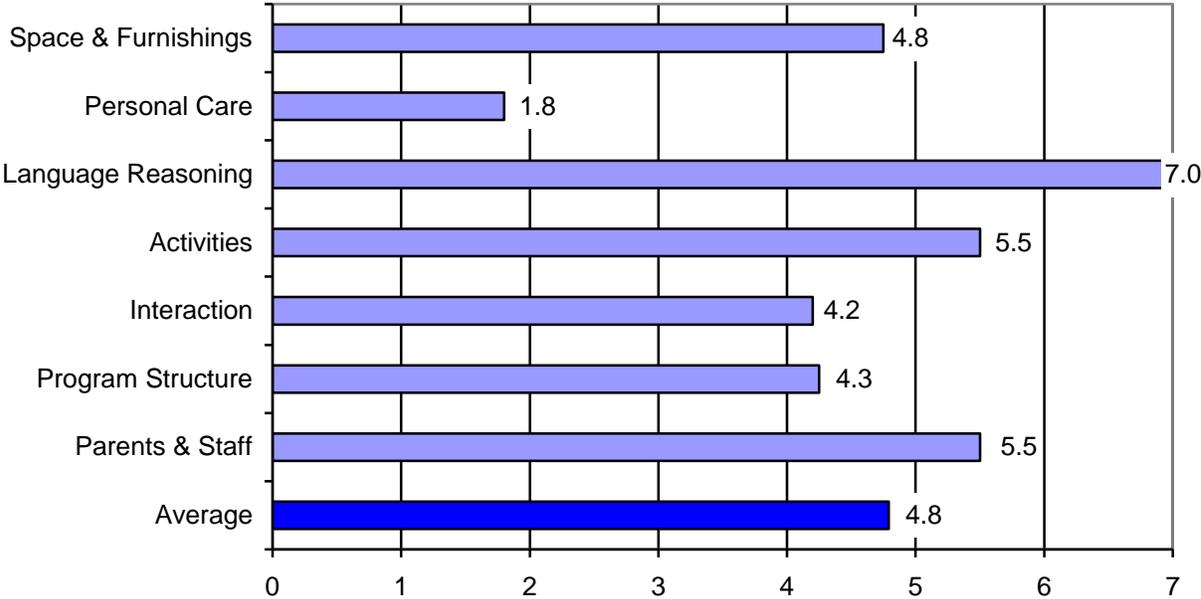
Staff Position	FTE	Qualifications/Endorsement
Teacher (2)	2 FTE	Two K-8 Certifications, Two ECE Endorsements
Aide (2)	2 FTE	Two HS Degrees/GED

### Program Outcomes: Elko ECE

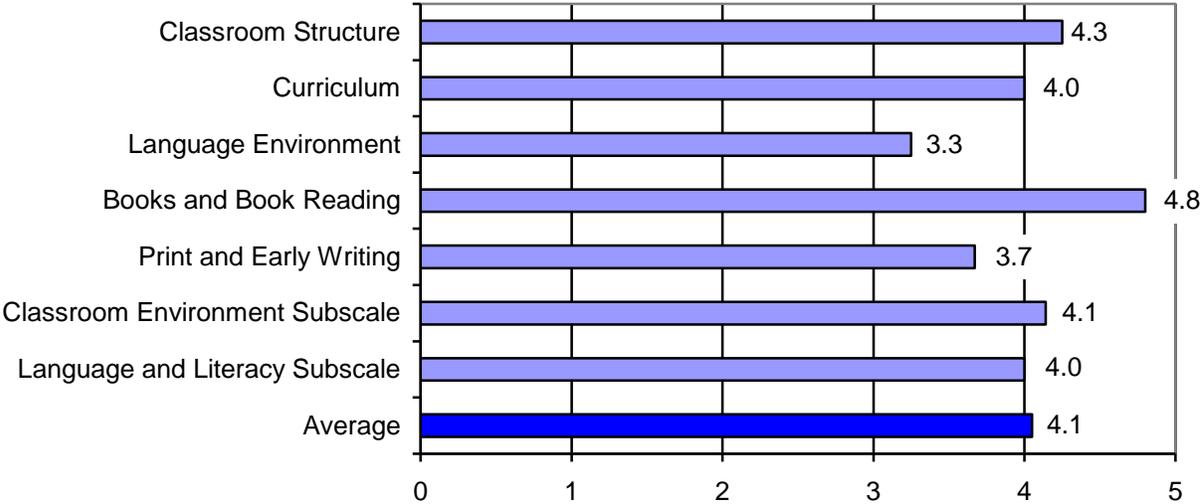
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT - 87.8%	Met
B. Expressive Comprehension (80%)	EOWPVT - 94.4%	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT - 13.4 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT - 16.3 pts.	Met
Reading Readiness: Average Project Gain		
A. Pre-Language Assessment Scale (20 pts.)	Pre LAS – 50.8 pts.	
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (80%)	91.9 %	Met
Increase in Time Spent Reading With Children (80%)	90.3 %	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**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<p>The program uses <i>The Self-Concept Curriculum</i> which focuses on the development of self-concept and draw from two programs primarily. <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. The program's curriculum also includes embedded literacy objectives. 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 preschool education time.</p>
<b>Learning Environment</b>
<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 classroom contains many well-developed learning centers, including reading, writing, blocks, computers, art, sand/water, math, science, and dramatic play. Children have ample time indoor to use materials.</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 only partial fencing, stationary equipment that is not age-appropriate with inadequate cushioning under fall zones, and fences with entanglement hazards.</p>
<b>Assessment and Continuous Improvement</b>
<p>Staff use a checklist to assess preschool standards and skills throughout the year. Staff discuss the results during weekly planning sessions to help determine if someone needs extra help. The teacher shares the results from the checklist as well as work samples with parents during conferences.</p>
<b>Parent Engagement</b>
<p>The program offers a variety of parent involvement opportunities, including attending a monthly Family Storyteller program, volunteering in the classroom, and planning and participating in various holiday celebrations. Staff sends home "Homework on Wheels" for parents and children. Books in English and Spanish are available for check out.</p> <p>The parents are also required to attend four parent/teacher conferences each year. Staff report that parent attendance is strong in the various parenting activities.</p>

## Great Basin College

Initially Funded: FY 2001-2002

FY 2011-12 Funding: \$123,354

### Program Location (1)

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

### Participants

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

### Staff and Qualifications

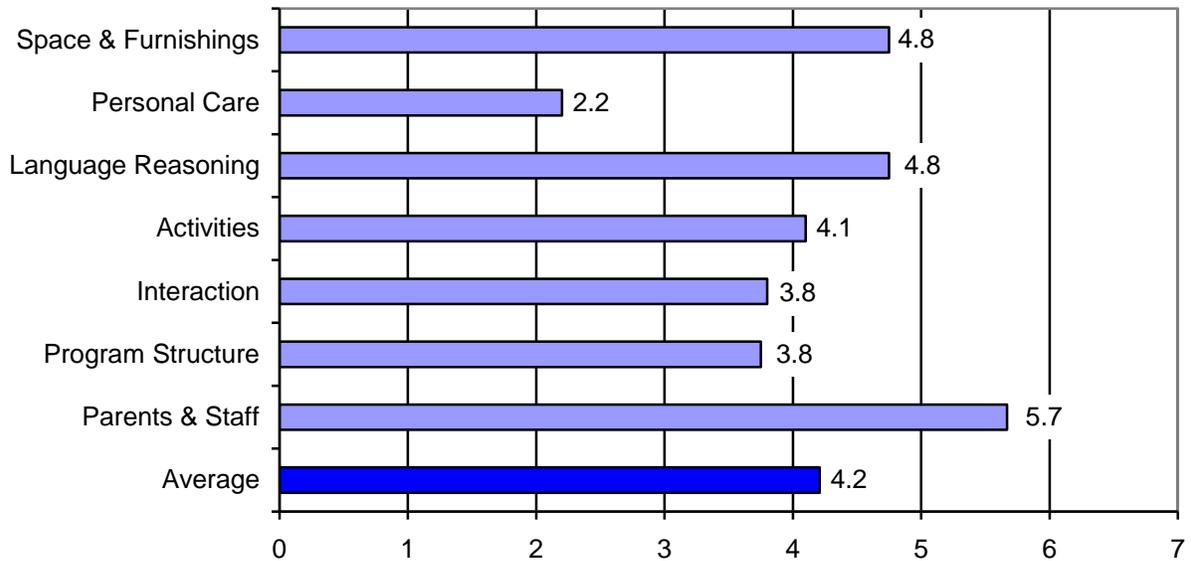
Staff Position	FTE	Qualifications/Endorsement
Teacher (1)	1 FTE	K-8 Certification, ECE Endorsement
Aide (4)	2 FTE	Four H.S. Degrees/GED
Administrator (1)	0.1 FTE	
Support Staff (1)	0.45 FTE	

### Program Outcomes

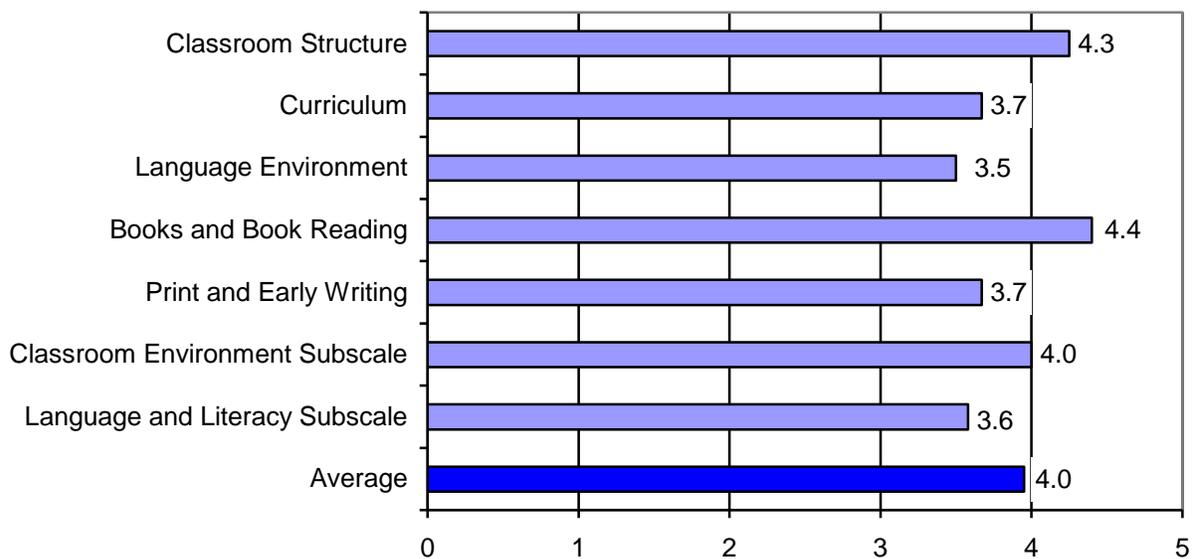
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT - 76.9 %	Not Met
B. Expressive Comprehension (80%)	EOWPVT - 92.9 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT - 9.9 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT - 15.8 pts.	Met
Reading Readiness: Average Project Gain		
A. Pre-Language Assessment Scale (20 pts.)	Pre LAS – 30.0 pts.	Met
Individual Parenting Goals (92%)	97.0 %	Met
Increase in Time Spent with Children (80%)	72.7 %	Not Met
Increase in Time Spent Reading With Children (80%)	95.0 %	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**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<p>The program uses <i>The Self-Concept Curriculum</i>, which was previously described under the Southside Elementary School ECE program in Elko County School District. The curriculum focuses on the development of self-concept and draws primarily from two programs: <i>Creative Curriculum</i> and the <i>Anti-Bias Curriculum</i>. The program’s curriculum also includes embedded literacy objectives. The Center received reaccreditation from the National Association for the Education of Young Children.</p> <p>The program is open Monday through Thursday for morning and afternoon sessions. Children receive 10 hours per week of contact time.</p>
<b>Learning Environment</b>
<p>The classroom contains child-sized furniture and is adjacent to child-sized bathroom facilities, shared with the adjoining class. The classroom has an additional sink. The classroom becomes crowded at snack time when staff place tables onto a small tile area, making it difficult for teachers to move between tables.</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> <p>The outdoor playground is large and well-equipped with two multi-unit play stations and many climbing units with new surfacing for cushioning falls. The playground includes a large sand box with child-sized dump trucks and backhoes, a tricycle path, and a large grass area.</p>
<b>Assessment and Continuous Improvement</b>
<p>Staff use the Brigance Screening at the beginning and end of each year to formally assess 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 for developmentally appropriate instruction for each child.</p>
<b>Parent Engagement</b>
<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 engaging activities for parents and children to complete together at home.</p> <p>Teachers report active participation by most of the parents.</p>

# Humboldt County School District

Initially Funded: FY 2001-2002

FY 2011-12 Funding: \$110,638

## Program Location (1)

- Grass Valley Elementary School, Winnemucca, Nevada

## Participants

Participants	Number Served
Number of Children	40
Number of Adults	73
Number of Families	40

## Staff and Qualifications

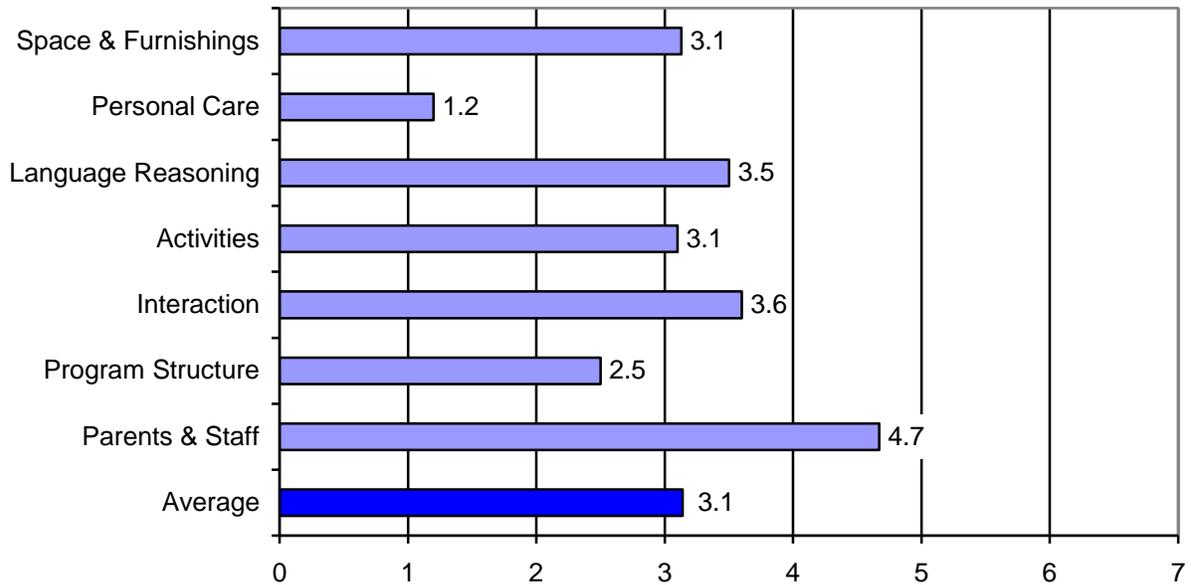
Staff Position	FTE	Qualifications/Endorsement
Teacher (1)	1 FTE	One A.A. Degree: Long-Term Teacher Substitute
Aide (1)	1 FTE	One A.A. Degree

## Program Outcomes

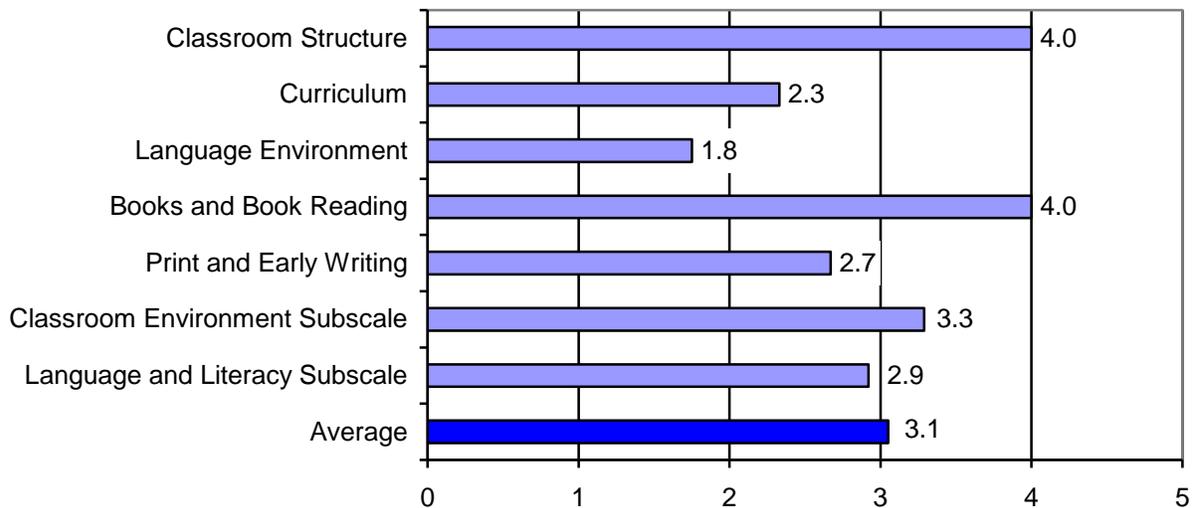
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT - 62.5 % EOWPVT - 43.8 %	Not Met Not Met
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (8 pts.) B. Expressive Comprehension (10 pts.)	PPVT - 3.0 pts. EOWPVT - -0.9 pts.	Not Met Not Met Not Met
Reading Readiness: Average Project Gain A. Pre-Language Assessment Scale (20 pts.)	NA	NA
Individual Parenting Goals (92%)	67.7 %	Not Met
Increase in Time Spent with Children (80%)	45.0 %	Not Met
Increase in Time Spent Reading With Children (80%)	70.0 %	Not 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**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<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 development of language, mathematical reasoning, and scientific thought are emphasized throughout the centers.</p> <p>Classes are 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>
<b>Learning Environment</b>
<p>The program is in a medium-sized classroom in the back of the school. The room contains an extra sink and the bathrooms are in a nearby hallway. The room includes a variety of centers or areas, including language arts and listening, manipulative toys, a writing table, art, library, blocks, computers, woodworking, and dramatic play.</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, which does not meet the required depth.</p>
<b>Assessment and Continuous Improvement</b>
<p>Staff develop portfolios for all the children which include work samples of artwork, writing, and fine motor skills. Staff has also created a checklist of pre-kindergarten skills.</p> <p>Staff use the data to guide lesson plans to ensure appropriate activities are scheduled to meet the needs of each child.</p>
<b>Parent Engagement</b>
<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. Parents receive training in how to support the children’s learning in the classroom. The topics for the parent nights include Virtual Pre-K, math, science, media-wise, and literacy. Parents also prepare materials for the teacher and chaperone field trips, such as to the farm and a play.</p> <p>Classroom activities are well attended, and the teacher has a parent volunteer about half the time.</p>

# Mineral County School District

Initially Funded: FY 2009-2010

FY 2011-12 Funding: \$102,897

## Program Location (1)

- Hawthorne Elementary School, Hawthorne, Nevada

## Participants

Participants	Number Served
Number of Children	41
Number of Adults	62
Number of Families	41

## Staff and Qualifications

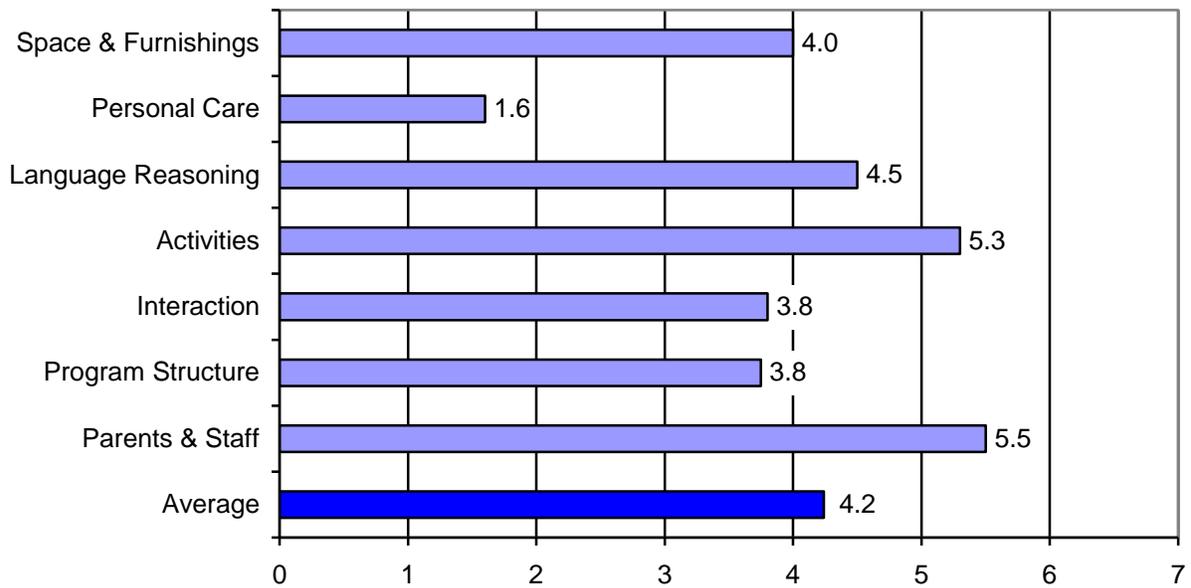
Staff Position	FTE	Qualifications/Endorsement
Teacher	1 FTE	One K-8 Certification
Aide	1 FTE	One A.A. Degree

## Program Outcomes

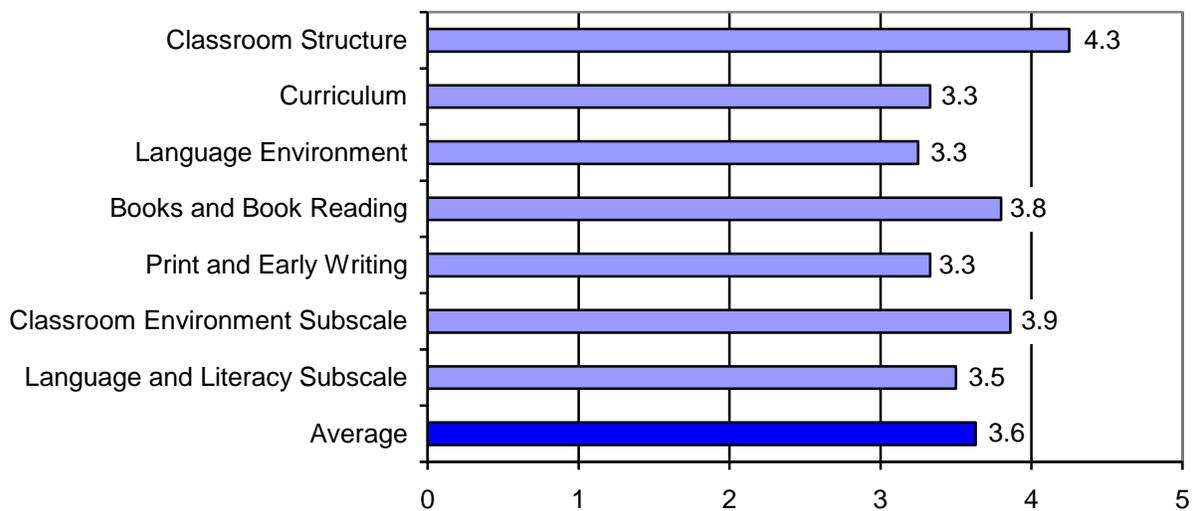
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT - 80.0 %	Met
B. Expressive Comprehension (80%)	EOWPVT - 88.6 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT - 9.4 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT - 11.5 pts.	Met
Reading Readiness: Average Project Gain		
A. Pre-Language Assessment Scale (20 pts.)	NA	NA
Individual Parenting Goals (92%)	94.8 %	Met
Increase in Time Spent with Children (80%)	83.3 %	Met
Increase in Time Spent Reading With Children (80%)	83.3 %	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: Hawthorne Elementary School**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<p>The program uses the <i>Creative Curriculum</i> program, which has been described previously. Staff incorporate Nevada’s Pre-K Standards as well as a variety of learning resources to develop and support program themes. As part of an inclusion delivery model, the program serves both Special Education children along with typically developing peers.</p> <p>The program operates Monday through Thursday in morning and afternoon sessions. Sessions are 15 minutes longer three days a week to allow staff development meeting time on Wednesday afternoons with early release for children. Children receive 10 hours per week of early childhood education.</p>
<b>Learning Environment</b>
<p>The program uses two large adjoining classrooms which contain child-sized furniture. The classroom has access to bathrooms in the hallway between rooms and 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) and the second classroom has four centers (blocks, small building toys, puppets, art). Both 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</p>
<b>Assessment and Continuous Improvement</b>
<p>Staff use developmental checklists created by Educational Software for Guiding Instruction (ESGI), also used by the kindergarten teachers, which provide data about kindergarten readiness. Staff use the data from ESGI as well as from other assessments to tailor learning activities and experiences for children throughout the year.</p>
<b>Parenting Engagement</b>
<p>Staff encourages parents to be involved in program activities by volunteering in the classroom, reading at home with their children, and by attending holiday parties and birthday celebrations. The program conducts mid-year parent conferences. In addition, staff offers three Learning Nights which focused on literacy, such as vocabulary development, letter knowledge, and writing.</p> <p>Staff report some difficulty in getting parents to fill out informational forms and PACT time forms. A small group of parents are regular volunteers.</p>

# Nye County School District

Initially Funded: FY 2007-2008

FY 2011-12 Funding: \$113,422

## Program Location (1)

- Nye County Pre-Kindergarten Program, Pahrump, Nevada

## Participants

Participants	Number Served
Number of Children	40
Number of Adults	41
Number of Families	40

## Staff and Qualifications

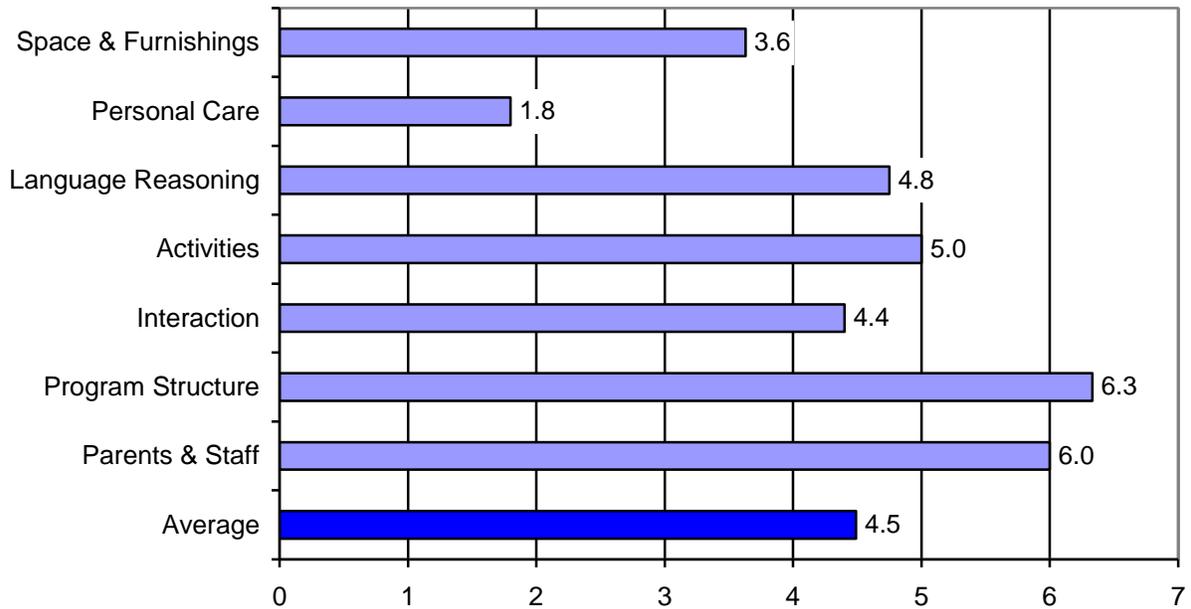
Staff Position	FTE	Qualifications/Endorsement
Teacher (1)	1 FTE	One K-8 Certification, ECE Endorsement
Aide (1)	1.0 FTE	One H.S. Degree/GED
Administrator (1)	0.25 FTE	

## Program Outcomes

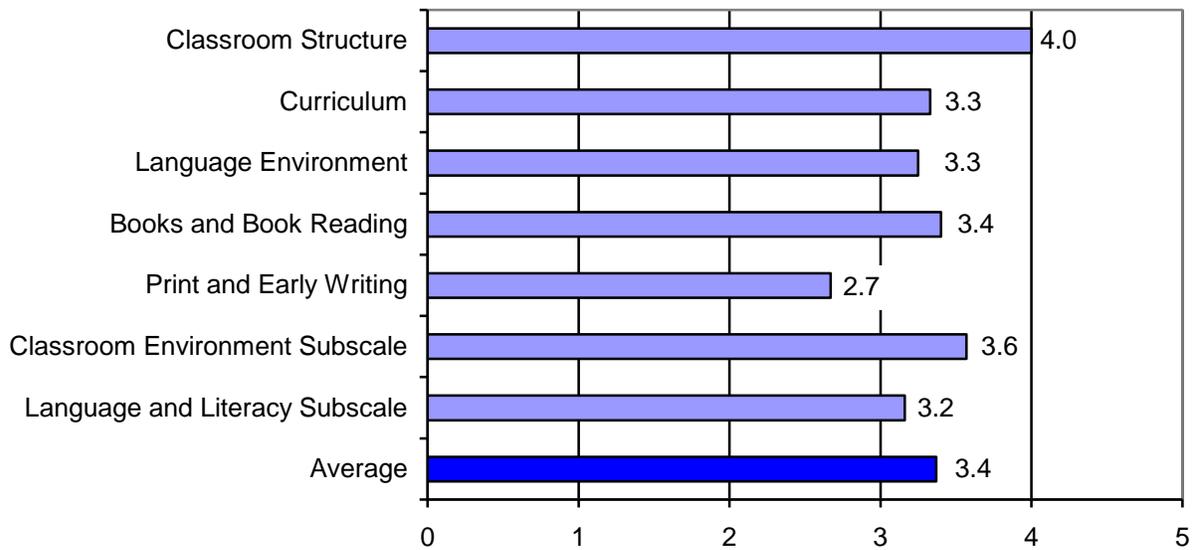
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 84.4 %	Met
B. Expressive Comprehension (80%)	EOWPVT- 97.0 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT- 8.9 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT- 9.5 pts.	Not Met
Reading Readiness: Average Project Gain		
A. Pre-Language Assessment Scale (20 pts.)	Pre LAS – 0.0 pts.	Not Met
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (80%)	88.2 %	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: Nye County Pre-Kindergarten Program**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<p>The program uses Scholastic’s <i>Building Language for Literacy</i> as the primary early childhood 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 also developed many of their own whole-group and teacher-directed experiences as well as 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>
<b>Learning Environment</b>
<p>The program moved to a new site during the 2011-12 school year. The new classroom is located in a modular building, and connected by a hallway to a parenting area. The child bathrooms are located between the two rooms. There is an additional sink in the classroom. The furniture is not child-sized. The classroom contains many learning centers, including reading, blocks, puzzles, listening, science, and dramatic play. The materials are in good condition and supply.</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>
<b>Assessment and Continuous Improvement</b>
<p>The teacher uses the Early Childhood Special Education 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, art 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>
<b>Parenting Engagement</b>
<p>Parents are required to attend an orientation meeting, two parent/teacher conferences, and four parenting workshops which are offered three times per month in English (AVANCE) and Spanish (Parents on Board). The workshops are also available on video or DVD.</p> <p>Parents are encouraged to volunteer monthly in the classroom, and receive a library card to use with their child. The program holds a family picnic annually, which is well-attended.</p> <p>All parents have participated in the required events, and all have achieved all of their parenting goals by the end of the year.</p>

# Pershing County School District

Initially Funded: FY 2001-2002

FY 2011-12 Funding: \$120,809

## Program Location (1)

- Lovelock Elementary School, Lovelock, Nevada

## Participants

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

## Staff and Qualifications

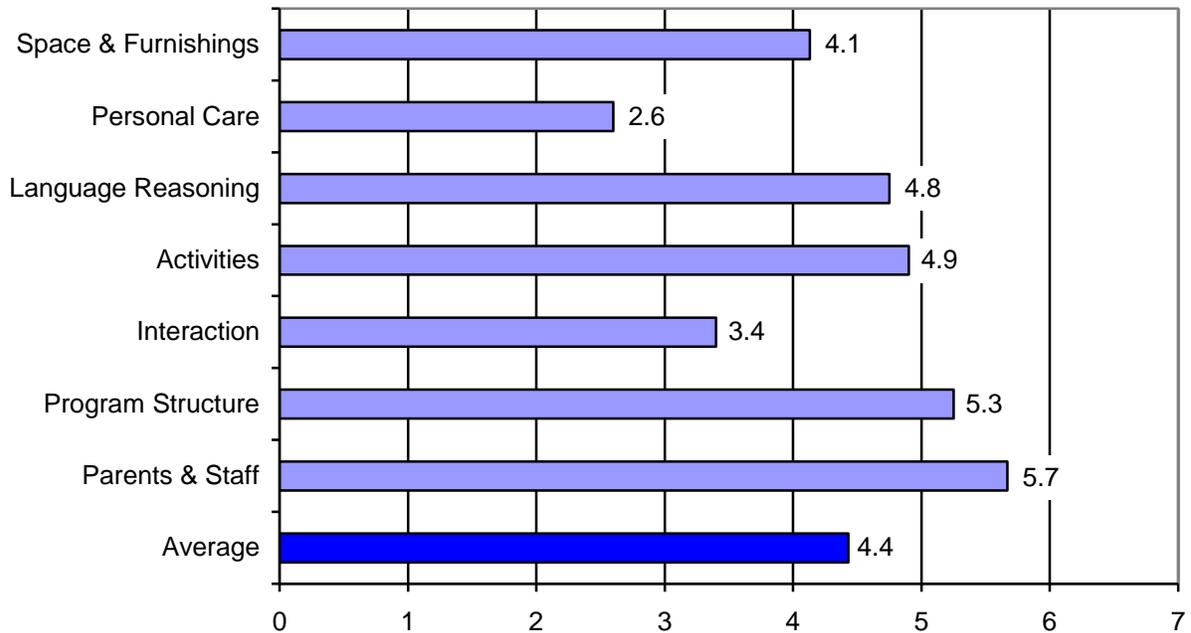
Staff Position	FTE	Qualifications/Endorsement
Teacher (1)	1 FTE	One K-8 Certification, ECE Endorsement
Aide (1)	1 FTE	One H.S. Degree/GED
Family Specialist (1)	1 FTE	

## Program Outcomes

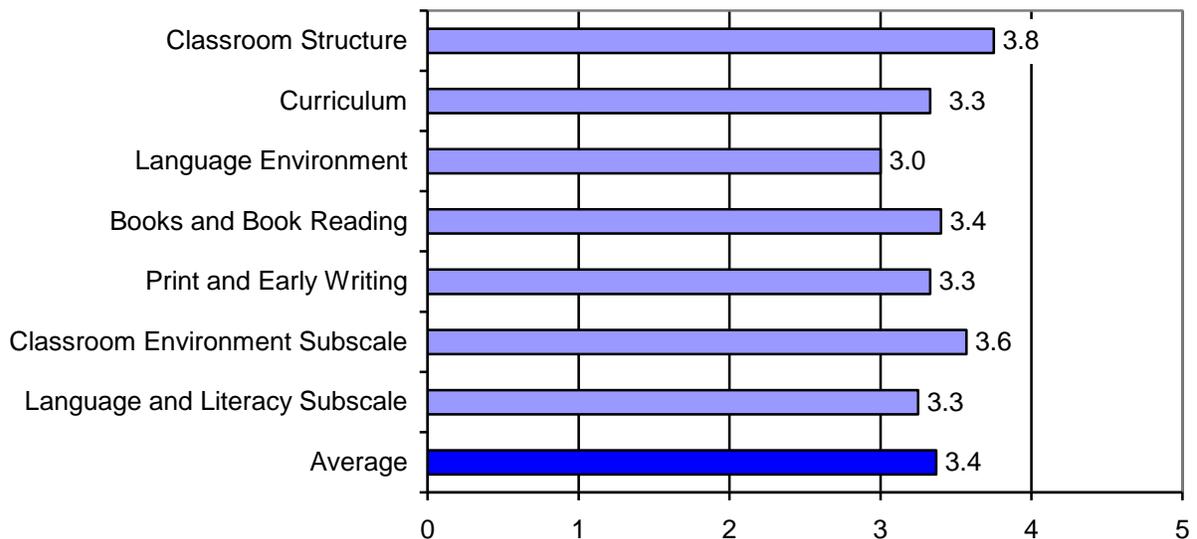
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT - 97.2 %	Met
B. Expressive Comprehension (80%)	EOWPVT - 94.4 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT - 10.9 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT - 11.1 pts.	Met
Reading Readiness: Average Project Gain		
A. Pre-Language Assessment Scale (20 pts.)	NA	NA
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (80%)	90.9 %	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**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<p>The program uses the Pre-Kindergarten program from the <i>Houghton Mifflin Reading Program</i>, which is the elementary school's reading program and includes the <i>Alpha Friends Big Book</i> that emphasizes alphabet recognition, oral language and vocabulary development, print awareness, and beginning phonics. The teacher also integrates the Nevada Pre-K Standards into the curriculum and the common core state standards.</p> <p>As part of an inclusion delivery model, the program serves Special Education children from the adjoining room with program children as typically developing peers. 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>
<b>Learning Environment</b>
<p>The two adjoining classrooms contain many interest centers though some areas are crowded. The child-sized bathroom is accessed from the each classroom and each classroom has an extra sink. Each classroom has several learning centers (blocks, dramatic play, manipulatives, art, writing, science, library, and computers) as well as a loft for quiet activities. The learning centers contain a variety of learning materials appropriate for the wide age range and developmental levels of all the children.</p> <p>The playground, accessible from both classrooms, 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>
<b>Assessment and Continuous Improvement</b>
<p>Staff create a portfolio assessment folder for each child that is based on Nevada Pre-Kindergarten Standards. Program staff use the DIAL (Developmental Indicators for the Assessment of Learning) to assess children for special needs program. Staff use the data from the assessments to adjust learning activities and materials to meet children needs.</p>
<b>Parenting Engagement</b>
<p>Program staff require parents to sign a contract to complete one literacy goal with their child, volunteer two hours 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>Most parents attend the required parenting activities. In fact, the number of parents, especially fathers, who volunteer in the classroom increased in 2011-12.</p>

## Washoe County School District

Initially Funded: FY 2001-2002

FY 2011-12 Funding: \$719,094

**Program Locations (10).** The WCSD program has 10 locations using three service models.

Reggio Emilia (4)	Early Literacy Centers (2)	Other (4)
Kate Smith Elementary	Anderson Elementary	Corbett Elementary (Inclusive)
Elmcrest Elementary	Booth Elementary	Echo Loder (Classroom on Wheels)
Incline Elementary		Stage Coach Elem. in Lyon County
Lincoln Park Elementary		Mark Twain Elem. in Storey County

### Participants: Washoe ECE

Participants	Number Served
Number of Children	330
Number of Adults	323
Number of Families	322

### 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

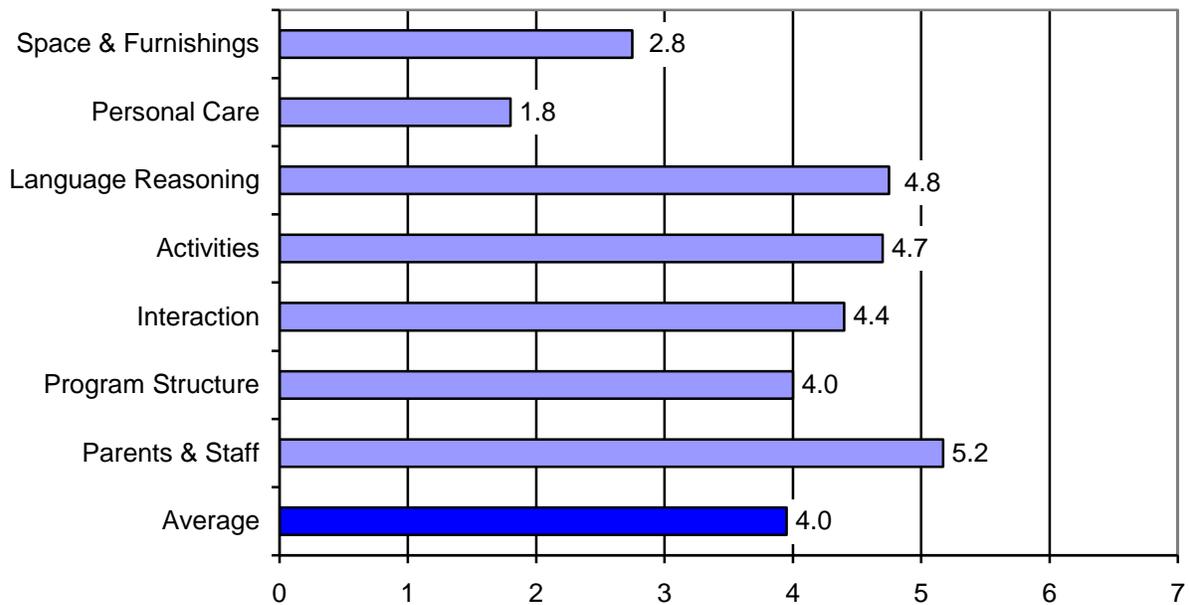
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT – 80.0% EOWPVT – 82.1%	Met Met
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (8 pts.) B. Expressive Comprehension (10 pts.)	PPVT – 9.2 pts. EOWPVT – 10.0 pts.	Met Met
Reading Readiness: Average Project Gain A. Pre-Language Assessment Scale (20 pts.)	Pre LAS – 33.1	Met
Individual Parenting Goals (92%)	99.7%	Met
Increase in Time Spent with Children (80%)	92.8%	Met
Increase in Time Spent Reading With Children (80%)	91.2%	Met

### **Program Model #1: Reggio Emilia Centers**

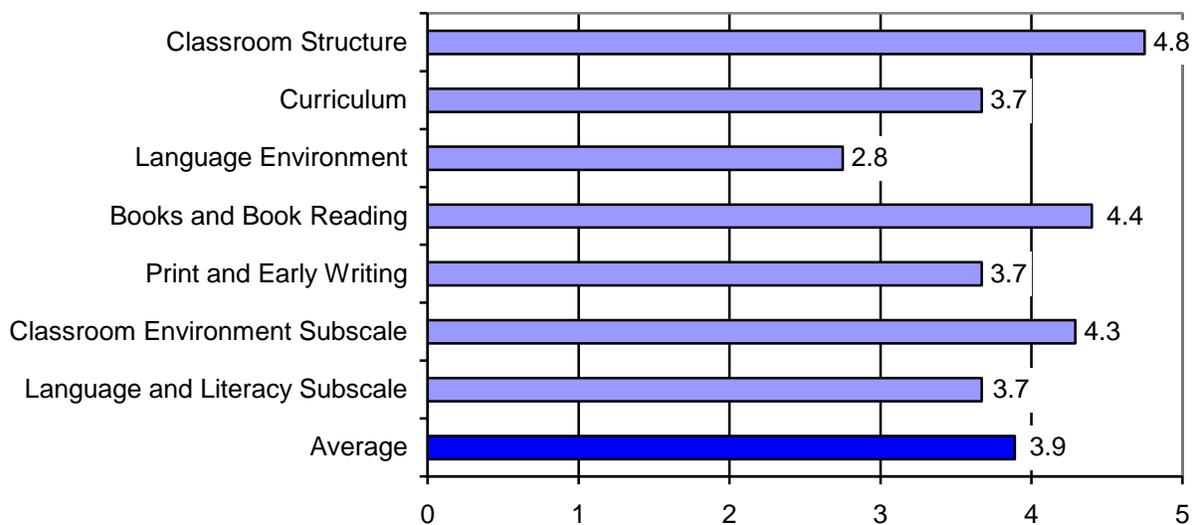
The evaluator visited Kate Smith Elementary as representative of a Reggio Emilia Approach.

### **Program Delivery Indicators: Kate Smith 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: Kate Smith Elementary School

Area—Description
<b>Curriculum &amp; Program Design</b>
<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 all. Children work on long-term and short-term projects often based on children's ideas, and these projects are documented through photos and the children's words art. The teacher is flexible within the themes, shortening or lengthening the themes based on the children's level of engagement. The teacher integrates the projects with the Nevada Pre-K Standards.</p> <p>The program offers classes Monday through Thursday for both morning and afternoon sessions. Children receive 10 hours per week of early childhood education.</p>
<b>Learning Environment</b>
<p>The classroom is in a large, well-lit modular building, shared with upper grade classrooms. Two bathrooms are down the hallway. Toilets, sinks, tables, and chairs are not child-sized; they are shared with the fourth graders. There is a sink in the classroom.</p> <p>The classroom is designed with well-spaced centers (writing, library, art, manipulatives, science, blocks, computer, dramatic play) with an ample supply of materials. The environment is homelike with curtains, a couch, lamps, and plants. The program serves primarily Hispanic children learning English. The teachers are bilingual and use Spanish and English in the classroom and with parents. English is expected of the children when appropriate. The classroom contains books, songs, and writing in both languages.</p> <p>The early childhood program uses the older elementary playground a short walk from the portable. The playground does not contain early childhood equipment, close fencing, or adequate cushioning. It includes one large elementary climber, tables, swings, and space to run. To augment the limited playground, staff often take out equipment and materials.</p>
<b>Assessment and Continuous Improvement</b>
<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. Lesson plans are developed based on children's needs.</p>
<b>Parenting Engagement</b>
<p>The teacher offers monthly workshops on a variety of topics (e.g., Virtual Pre-K, Family Storyteller, PBS) based on interest surveys taken in the beginning of the year. The teacher also sends home Virtual Pre-K activities and other homework related to class activities. Parents are invited to all school-wide literacy and math nights, as well as the program-wide Fall Literacy Festival and the spring Kindergarten Transition Event. Staff also ask parents to volunteer.</p>

**Washoe County School District: (Cont.)**

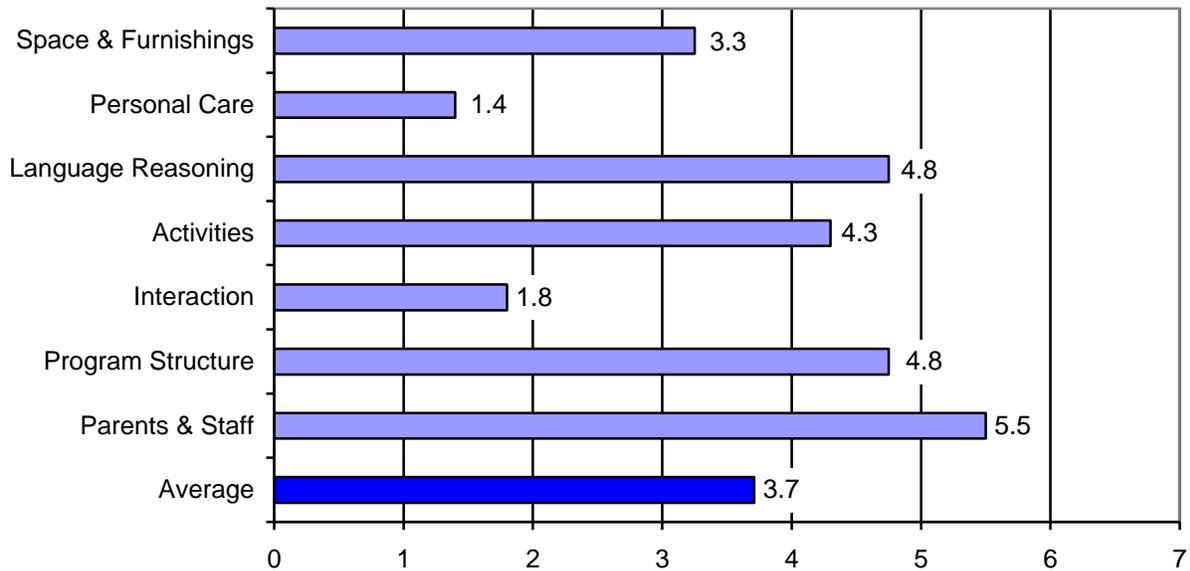
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**Program Model #2: Early Literacy Center**

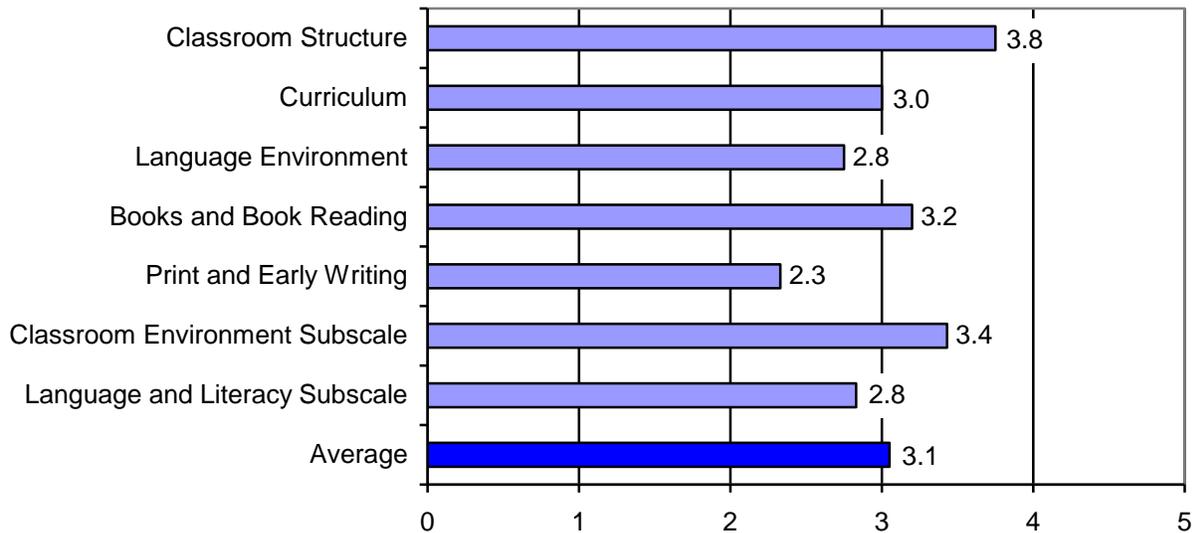
The evaluator visited Anderson Elementary as representative of an Early Literacy Center.

**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: Anderson Elementary School**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<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 use Nevada Pre-K standards to help plan the curriculum and often integrate Virtual Pre-K activities into the classroom.</p> <p>The program offers two sessions, Monday through Thursday, morning and afternoon. Children receive 10 hours per week of early childhood education.</p>
<b>Learning Environment</b>
<p>The program is located in a large classroom, recently refurbished, at the front of the school. Adult-sized toilets are in bathrooms adjoining the room. The bathrooms do not have a separate sink, so the classroom sink is used for all purposes, which makes it difficult to maintain health standards. Children use one of two playgrounds, just across the blacktop from the classroom. The smaller, more appropriate playground has a climber. The larger playground is shared with the elementary school children and has many dangerous areas. 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 ample supply of materials in good condition.</p>
<b>Assessment and Continuous Improvement</b>
<p>Staff use the portfolio developed by the Washoe County Early Childhood Education Program, which is recorded on the school district’s Student Information System. This allows the portfolio contents to be accessed by the kindergarten teacher the next year. The assessment results help the teacher to guide classroom activities based on the children’s vocabulary needs, especially for the children learning English as a second language.</p>
<b>Parenting Engagement</b>
<p>The parenting program at Anderson Elementary is similar to the parenting program at Kate Smith Elementary, described previously. The teacher offers monthly workshops on a variety of topics (e.g., Virtual Pre-K, Family Storyteller, PBS) based on interest surveys taken in the beginning of the year. The teacher also sends home Virtual Pre-K activities and other homework related to class activities. Parents are invited to all school-wide literacy and math nights, as well as the program-wide Fall Literacy Festival and the spring Kindergarten Transition Event. Staff also ask parents to volunteer.</p>

## White Pine County School District

Initially Funded: FY 2001-2002

FY 2011-12 Funding: \$103,168

### Program Location (1)

- McGill Elementary School, McGill, Nevada

### Participants

Participants	Number Served
Number of Children	21
Number of Adults	20
Number of Families	20

### Staff and Qualifications

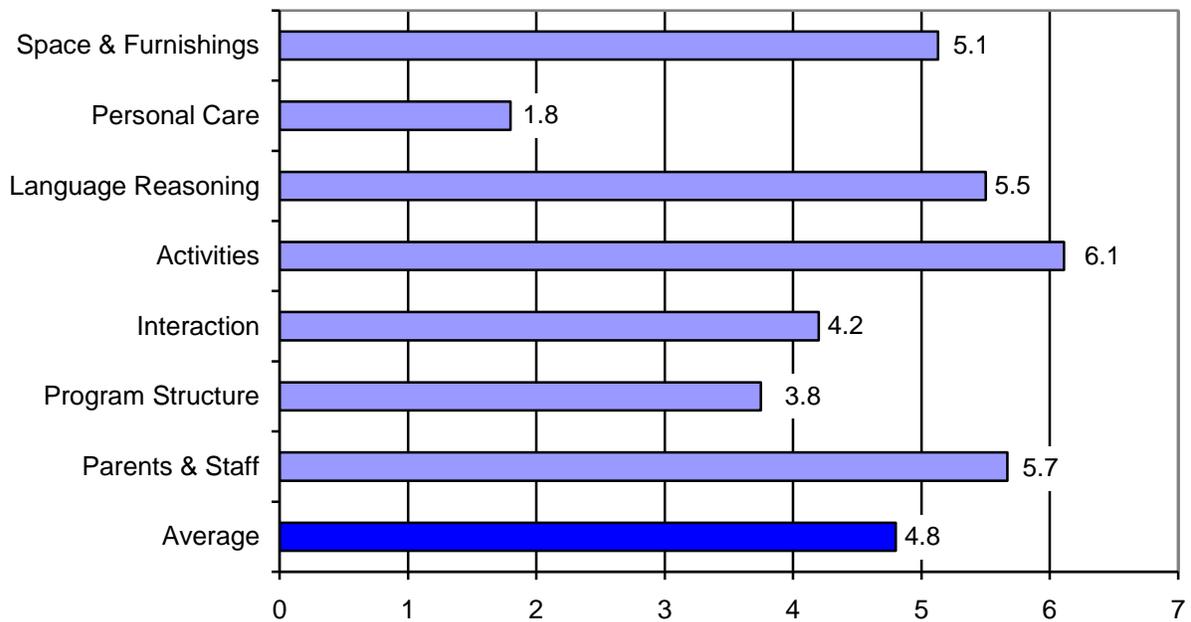
Staff Position	FTE	Qualifications/Endorsement
Teacher (1)	0.83 FTE	One K-8 Certification, ECE Endorsement
Aide (1)	0.75 FTE	One A.A. Degree
Family Specialist (1)	0.48 FTE	

### Program Outcomes

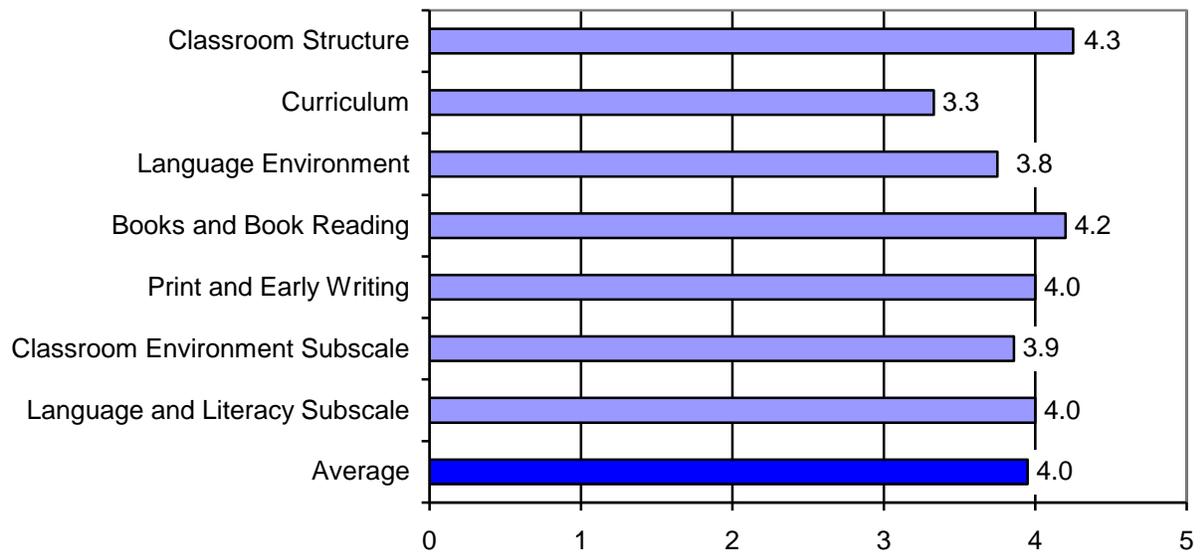
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT- 100 % EOWPVT- 100 %	Met Met
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 8.5 pts. EOWPVT- 10.7 pts.	Met Met
Reading Readiness: Average Project Gain A. Pre-Language Assessment Scale (20 pts.)	NA	NA
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (75%)	90.0 %	Met
Increase in Time Spent Reading With Children (75%)	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: McGill Elementary School**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<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 linked 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>
<b>Learning Environment</b>
<p>The program is housed in two large, connecting classrooms. Child-size bathroom facilities are across the school hall. There is a sink in the classroom used for center time and snack. 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-in, small playground area developed for the program. It 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>
<b>Assessment and Continuous Improvement</b>
<p>The teacher completes the Brigance Developmental Inventory as an initial screening for placement and develops portfolios that contain work samples and assessment data, such as child responses to schoolwide writing prompts. She also uses several checklists to record student progress, including the Washoe County ECE checklist, as well as observational/anecdotal assessments.</p> <p>Staff uses this initial information to develop an Individualized Learning Plan for each child.</p>
<b>Parenting Engagement</b>
<p>The program has a Parent Outreach Coordinator who operates the parenting program. Parents sign a contract to volunteer in the classroom monthly and agree to a monthly conference, either at home or school, to monitor their parent and child goals. The Coordinator also holds a monthly “Family Hour” during which she models how to read a book with their child and conducts a related follow-up activity. She also offers a family literacy night monthly and parents can check out books/materials from the parent library. Staff report parents are fairly actively involved in the parenting activities, even if it is just for a few hours throughout the month to meet the requirement.</p>