

Assembly Bill 579

Nevada Early Childhood Education (ECE) Program

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

**FY 2012-13
Evaluation Report**
October 2013



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Report Overview

The Final Evaluation Report for Fiscal Year (FY) 2012-13 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 2012-13, the 11 Nevada ECE projects provided services to 1,364 families, including 1,393 children and 1,475 adults. Of the 1,393 children served in Nevada ECE during the 2012-13 school year, 1,192 children were enrolled in the Nevada ECE program on December 15, 2012. Using the figure of 1,192 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 2012-13 was \$2,801. 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 2012-13, and the number of early childhood education sites. Altogether, the 11 Nevada ECE projects funded under AB 579 supported 34 early childhood sites during the 2012-13 school year.

Table 1. The 2012-13 Funds Awarded and Number of Nevada ECE Sites

Nevada ECE Projects	Amount Awarded	Number of Sites
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	12
White Pine County School District	103,168	1
Total	\$3,338,875	34

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.¹

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

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

¹ In addition to the statewide evaluation, projects must submit a mid-year and an end-of-year progress report to the Nevada ECE Project Coordinator to describe progress toward meeting program objectives and in implementing the strategies to meet the objectives as outlined in the project application. Additionally, the Nevada ECE Project Coordinator conducted site visits to determine project compliance with program requirements.

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. Many recent studies of large scale, state-funded preschool education programs have positive short-term effects on children's cognitive, social, emotional, and physical development (*Gormley, Phillips & Gayer, 2008; Hustedt, Barnett, Jung, & Figueras, 2008; Wong, Cook, Barnett & Jung, 2008; Lipsey, Farran, Hofer, Bilbrey & Dong, 2011*). A 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 30th to the 50th 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, 2012*).

Long-Term Effects

There is a considerable body of evidence indicating that high quality preschool education can significantly improve children's learning and development over the long term (*Barnett, 2011; Burger, 2010; Camilli et al., 2010; Frede, 1998; Pianta et al., 2009; Schweinhart et al., 2012*). The longest recent follow-up of the New Jersey state PreK program found test score gains in Language Arts and Literacy, Math, and Science (*Barnett, Jung, Youn, & Frede, 2013*). The gains for children who participated in the PreK program for two years are equivalent to roughly 20 to 40 percent of the achievement gap between minority and white students.

Several researchers have conducted cost-benefit analyses that showed for every dollar spent on preschool, somewhere between four and eight dollars is saved in later social costs to society (*Barnett, 2007; Karoly & Bigelow, 2005*). In a recent study of New Mexico'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. NDE added a new outcome indicator (Indicator 3) in 2011-12 to measure the developmental progress of children unable to take the English-speaking assessments initially upon enrollment because of limited English skills.

Indicator	Benchmarks	
	Original	2012-13
Developmental Progress of Children		
Outcome Indicator 1: Reading Readiness – Individual Student Gain. 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%
Outcome Indicator 2: Reading Readiness – Average Program Gain. With a minimum of four months of participation, ECE children from three to five years old will make 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
Outcome Indicator 3: English Language Acquisition – Average Program Gain. With a minimum of four months of participation, ECE children from three to five years 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).	20.0 points	20.0 points
Parental Involvement		
Outcome Indicator 4: Parenting Goals. Percent of participating adults enrolled in ECE for at least four months who meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year.	90%	92%
Outcome Indicator 5: Time Spent With Children. Percent of first-year ECE parents who increase the amount of time they spend with their children weekly within a reporting year.	60%	80%
Outcome Indicator 6: Time Spent Reading With Children. Percent of first-year ECE parents who increase the amount of time they spend reading with their children within a reporting year.	30%	80%

Longitudinal Evaluation

As required in AB 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 one cohort of children and their parents:

- Cohort 6— four-year-olds who participated in Nevada ECE during 2008-09 and entered grade 3 in 2012-13.

Methodology

The longitudinal evaluation of Cohort 6 includes two quasi-experimental research designs to measure the developmental progress of children: a one-group pretest/post-test design and a comparison group post test-only design.

The one-group pretest/post-test design is the stronger of the two research designs. A one-group pretest/post-test design 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 2008-09, 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 2013, when the children were in grade 3.

The use of the PPVT and EOWPVT as the follow-up measures in grade 3 facilitates a more valid comparison of children's performance during their participation in the Nevada ECE program with their performance afterward. In addition, both tests are norm-referenced, allowing the evaluation to compare the performance of students in the ECE program against national norms.

The comparison-group post test-only design measures the performance of Cohort 6 students against a comparison group, i.e., classmates. Specifically, the evaluation compares the performance of Cohort 6 students on the Nevada Criterion Reference Tests (CRT) in reading and mathematics with a matched sample of classmates from the same schools and grades.

To measure parental involvement, the evaluation administered a survey to the current teachers of the Nevada ECE children in grade 3, and asked teachers to report whether the parents of the Cohort 6 children participated in fall 2012 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.

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 1,364 families, including 1,393 children and 1,475 adults during the 2012-13 school year. The 1,393 program children represent 1.7 percent of the estimated number of three-to four-year-old children in Nevada. 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, 2012).



The profile of Nevada ECE families is that they are from minority ethnic backgrounds, are learning English as a second language, and a sizeable number of families have a low income. In addition, most of their children have had limited formal educational experiences prior to the Nevada ECE program. 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	82	81	78	2	60	163
Churchill	89	90	89	2	128	179
Clark	515	508	504	10	184	1,023
Elko	83	109	83	2	50	192
Great Basin	33	35	32	1	22	68
Humboldt	48	91	47	1	3	139
Mineral	38	63	37	1	28	101
Nye	49	48	47	1	65	97
Pershing	41	41	40	1	39	82
Washoe	395	390	388	12	661	785
White Pine	20	19	19	1	24	39
Total	1,393	1,475	1,364	34	1,264	2,868

The projects reported a waiting list of 1,264 families, almost as many as the families served. The projects with the largest numbers of families on waiting lists were Washoe County (661 families) and Clark County (106 families).

Family Characteristics

Family Structure	Number Families	Percent Families
Single Parent	245	18%
Couples	952	70%
Extended Families	139	10%
Other	28	2%
Total	1,364	100%

Family Income	Number Families	Percent Families
Over \$50,000	222	16%
\$40,000-\$49,999	118	9%
\$30,000-\$39,999	140	10%
\$20,000-\$29,999	257	19%
\$10,000-\$19,999	371	27%
Less than \$9,999	256	19%
Total	1,364	100%

Adult Characteristics

Child Characteristics

Language Spoken at Home	Number	Percent	English Language Skills	Number	Percent
English	810	54%	English	744	56%
Spanish	598	41%	Limited English Skills	619	44%
Other	67	5%			
Age (as of 9/30/2012)²			Age (at enrollment)		
50 and over	32	2%	3 years	206	15%
40-49	158	11%	4 years	1,150	82%
30-39	603	41%	5 years	37	3%
20-29	659	45%	(not eligible for K)		
Under 20	7	<1%			
Gender			Gender		
Male	272	18%	Male	711	51%
Female	1,203	82%	Female	682	49%
Race/Ethnicity			Race/Ethnicity		
Hispanic/Latino	835	57%	Hispanic/Latino	811	58%
Caucasian	456	31%	Caucasian	371	27%
Asian	46	3%	African-American	73	5%
African-American	77	5%	Asian	37	3%
Native American	29	2%	Native American	24	2%
Other	32	2%	Other	77	6%
Total	1,475	100%	Total	1,393	100%

² Projects were unable to collect the Date of Birth for 16 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 1,393 children, 79 percent (1,103 children) did not participate in any other educational program prior to Nevada ECE, as shown in Table 2. In addition, even more children (90 percent or 1,250 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.

“As a classroom volunteer in kindergarten during the 2011-2012 school year, I could clearly see which children had attended pre-school and which children had not. The effort the kindergarten teacher had to put into the children without experience seriously took away from the education of those students who had previously attended school.”

Testimonial from Parent at White Pine County School District ECE Program.

Table 2. Number of Children Participating in Non-Nevada ECE Programs Before and Simultaneously with Nevada ECE ³

Non-Nevada ECE Programs	Before Nevada ECE Program	Simultaneous with Nevada ECE Program
Head Start	62	18
Even Start	4	1
Title I Preschool	12	13
Early Intervention, Early Childhood Special Education	71	38
Other Preschool or Infant/Toddler Program	101	27
Migrant Education	11	22
None	1,103	1,250
Other	38	28

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 3. Overall, about 80 percent of the children would not have attended any structured (preschool or infant/toddler program) or semi-structured early childhood education program (day care) prior to

³ Children can participate in more than one option.

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 3. The Status of Children if They Did Not Participate in the Nevada ECE Program⁴

Status of Child If Not Enrolled in the Nevada ECE Program	Number of Children
Attend day care	114
Stay with grandparents or other adult family member	307
Stay at home with parents	939
Stay at home with siblings	84
Attend other preschool or infant/toddler program	165
Other (<i>specify</i>) _____	35

⁴ Children can participate in more than one option.

Program Implementation

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



Staffing Patterns

Project directors were asked to report the number of paid Nevada ECE staff and their full-time equivalents (FTE), as shown in Table 4.

Table 4. The Number of Nevada ECE Staff by Position

Position	Number of Staff	FTE of Staff
Administrators	3 ⁵	1.35
Teachers	36	34.83
Aides (educational assistant)	27	21.85
Family Specialists (home-visitor/advocate)	3	2.65
Support Staff (secretary, clerk)	2	1.45
Others	2 ⁶	2.0
Total Staff	73	64.13

Nevada ECE program funds purchased the services of 73 staff for 2012-13, some of whom are part-time or funded part-time with Nevada ECE funds.

Professional Qualifications

Project directors reported the qualifications of their administrative and educational staff (teachers and aides) in terms of their highest level of education and years of professional experience in their position. For teachers, the evaluation also collected data on the type of teacher license/certificate and endorsement. Data on the type of certificate and endorsement held by the early childhood teachers are important because of state requirements regarding teachers in early childhood education programs. According to state law, a teacher must hold a special license or endorsement in early childhood education to teach in a program of instruction for pre-

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

⁶ The two “Other” positions include a Special Program Coordinator and a Communication and Information Specialist.

kindergarten children.⁷ 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).⁸ 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 5 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 5. Highest Level of Education and Experience of Nevada ECE Project Staff

	Administrators	Teachers	Aides	Family Specialists
Highest Level of Education				
High school diploma or GED	--	1	24	1
AA	1	--	6	3
BA/BS	1	17	2	--
MA/MS/M.Ed.	1	17	--	--
Ph.D./Ed.D.	--	1	--	--
Years of Experience in Primary Area				
Less than 1 year	1	--	1	--
1 to 5 years	--	7	12	2
5 to 10 years	--	8	12	2
More than 10 years	2	17	7	--

In terms of state requirements for teachers in early childhood education programs, 34 of the 36 teachers (94 percent) had an early childhood education license, early childhood education endorsement, or state early childhood education requirement endorsement. Of the two teachers who did not meet the state requirement, one is a long-term teacher substitute who took the place of an early childhood education teacher in fall 2012 who met the state certification requirements and the other teacher is working on her early childhood education endorsement.

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

⁸ 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.

In-Service Training

In-service training is a critical part of providing quality services to Nevada ECE families so that staff can learn about the best practices in early childhood education and receive training in the curriculum models (e.g., *Creative Curriculum*) that projects adopt. Table 6 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 2012-13 to better prepare them to provide a quality early childhood program.

Table 6. Number of Projects That Provided Teachers and Aides Training by Hours

In-Service Topics	No hours (1)	0 to 5 hours (2)	6 to 10 hours (3)	11 to 15 hours (4)	Over 15 hours (5)	Average
Curriculum	1	2	3	1	3	3.3
Developmental Areas	2	4	1	2	1	2.6
Learning Environment	0	5	2	1	2	3.0
Children with Special Needs	2	5	2	1	0	2.1
Classroom or Behavior Management	1	4	1	3	1	2.9
Pedagogy-Instructional Strategies	1	3	4	0	2	2.8
Assessment	0	7	2	1	1	2.6
Involving Parents	1	5	2	2	0	2.4

Overall, projects provided teachers and aides the most hours of training in *Curriculum* followed by *Learning Environment*. Training in *Curriculum* is an important training area so that staff can implement the curriculum models (e.g., *High Scope*) that projects adopt with high fidelity. Training in *Learning Environments* is an important training area since it is 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 7. The number of projects that offered the service is shown as well.

Table 7. Average Scheduled Hours of Parenting and Early Childhood Services

Service Area	Number of Projects	Hours per Month	Duration of Instruction in Months	Total Average Hours
Early Childhood Education				
Age 3 to 5; not eligible for Kindergarten	11	47.6	9.0	428.7
Parenting Education				
Parent alone	10	2.8	7.4	20.5
Parent and child are involved together	11	4.1	8.4	33.8

Early Childhood Education

The results show that 11 projects scheduled three-to-five year-olds an average of 429 hours of early childhood education (47.6 hours per month for 9.0 months), which was more than the 418 hours offered to children in 2011-12 and less than the 444 hours offered to children in 2010-11.

Parenting Education

According to the original legislation for Nevada ECE, projects are required to have a parenting component. All 11 project directors reported providing parenting education services in 2012-13: 10 projects provided parenting services to parents alone and all 11 projects provided parenting services when parents and children are involved together. On average, the 11 projects offered 20.5 hours of *Parenting education alone* (2.8 hours per month for 7.4 months), and an average of

33.8 hours of *Parent and child time together* (4.1 hours per month for 8.4 months). In other words, on average, adults could receive about 54 hours of parenting education during 2012-13, similar to the 55 hours offered in 2011-12, but less than the 65 hours offered in 2009-10 and 2010-11.

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 8 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, eight projects provide at least three services, and four projects provide all five services to at least a “few families.”

“We enrolled our daughter with high hopes of her gaining confidence in herself, making friends, as well as learning. All of which, she achieved through the program.”

Testimonial from Parent at Churchill County School District ECE Program.

Table 8. The Number of Projects That Provided Various Parenting Services to Families

Type of Parenting Service	Not Provided	Few Families	Some Families	Most Families
Parenting Classes/Workshops	1	1	3	6
Parent and Child Together Activities (<i>e.g., family literacy nights, field trips</i>)	1	0	1	9
Parent/Teacher Conferences	0	1	0	10
Home Visits	7	1	1	2
Parents Volunteer in the Classroom	0	2	3	6
Other	0	0	1	1

The most frequently conducted service was *Parent/Teacher Conferences*, which ten projects conducted with “most families.” *Home Visits* was the least conducted strategy; seven projects did not conduct home visits. Two projects offered “other” parenting services, including a Family Fun Fair and parent and child together (PACT) 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

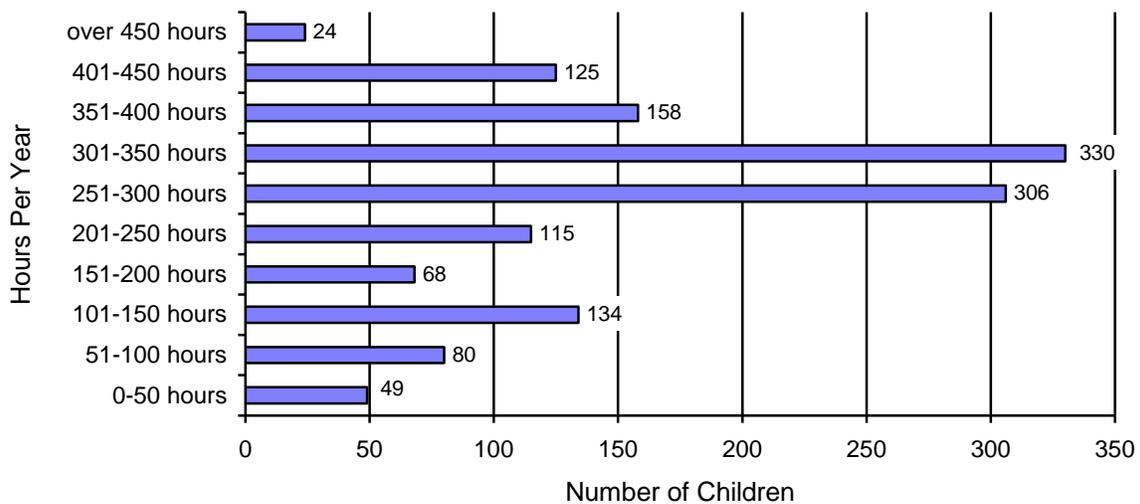
The primary component of Nevada ECE is early childhood education.

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 272 hours⁹ in 2012-13, or about nine to ten hours per week, slightly less than the 285 and 289 average hours reported in 2010-11 and 2011-12. 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 (330 children, or 24 percent) attended an average of 301 to 350 hours of early childhood education during the school year, followed closely by 306 children (22 percent) who attended from 251 to 300 hours.

Figure 1. Total Hours Children Spent in ECE



⁹ Data are not available for four children

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.

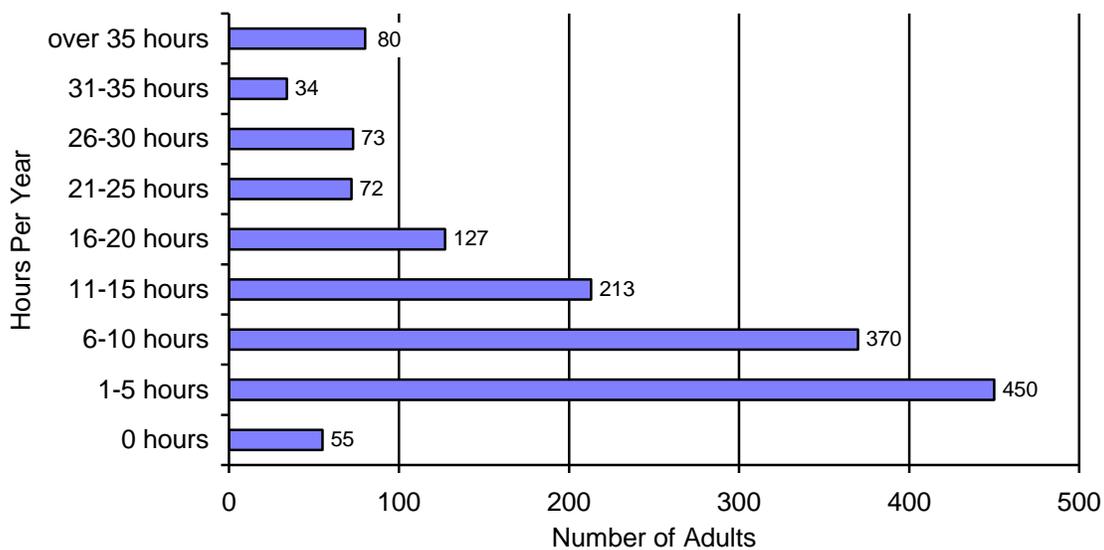
Hours of Parenting Education

There were 1,475 adult participants in this evaluation, and data were available for 1,474 adults. Projects reported that 55 parents (almost 4 percent) had yet to participate in any parenting education services. While some of these 55 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 provided. In these projects, staff could more closely monitor parent attendance in parenting education to fulfill the requirement of the grant.

Overall, the 1,474 adults participated in parenting education an average of 12.4 hours during the program, which is slightly less than the average hours reported in three previous years: 13.6 in 2011-12; 13.2 in 2010-11, and 15.5 in 2009-10.

Figure 2 shows that the distribution in the total number of hours in parenting education is skewed. The largest number of adults (n=450) participated in “1 to 5 hours” of parenting education. In fact, most adults (1,088 adults, or 74 percent) participated in “0 to 15 hours” of parenting education. A smaller group of parents (80 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 (970 adults or 66 percent) participated in less than the average number of hours (12.4), and in less than 25 percent of the 54 average hours of parenting services offered to parents during the school year, as shown in Table 8 on Page 18.

Figure 2. Total Hours Adults Spent in Parenting Education



Family Participation

Program Completion Rate

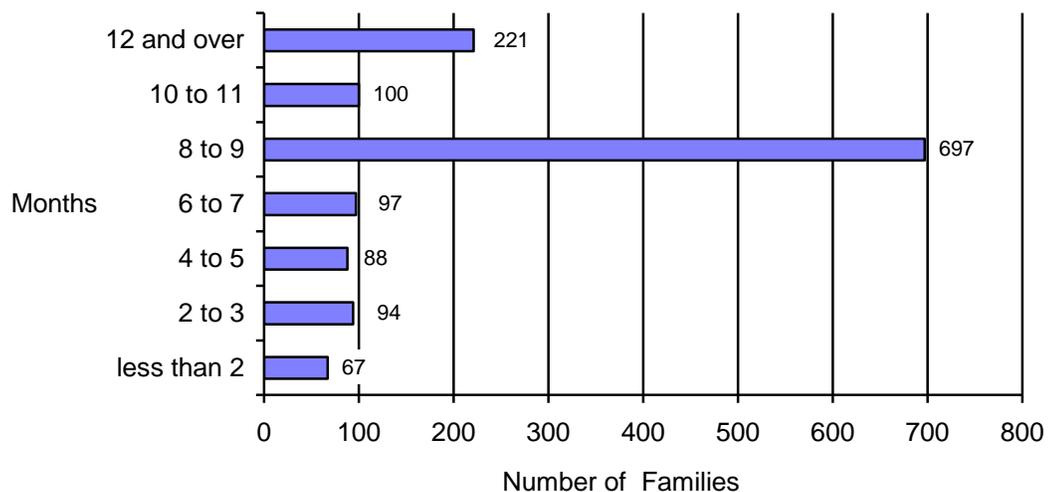
A requirement of AB 579 is to determine the percentage of participants who drop out of the program before completion, defined as before the end of the program year. The results show that 190 of the 1,364 families in Nevada ECE (14 percent) left the program during the 2012-13 school year. In other words, 86 percent of the families completed the program, similar to the percent of families who completed the program during the previous two years: 85 percent in 2010-11 and 88 percent in 2011-12. 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 1,364 families. The distribution shows that half of the families (697, or 51 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 221 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 several of their children attend the Nevada ECE program since 2004-05.

Figure 3. Number of Months Families Spent in ECE Program



Reason for Exiting Program

Project staff reported a range of reasons why 190 families left the program. Table 9 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” (66 families, or 35 percent), consistent with previous years. The next most common reason given why families exited the program was “reason unknown or unidentified” (33 families, or 17 percent).

Table 9. The Number of Families Exiting the Program by Reason

Reasons for Exiting the Program	Families
Family moved out of the area served by the ECE program	66
Reason unknown or unidentified	33
Conflicts or problems prevents continued participation	27
Child switched to a different program	26
Family crisis prevents further participation	13
Family was dropped due to incomplete participation or poor attendance	10
Family stopped participating due to a lack of interest	9
Other reason (specify) _____	6
Total	190

Classroom Environment Program Quality Indicators



The evaluator visited the 11 Nevada ECE projects in spring 2013. Two of the projects operate multiple early childhood education delivery models, making a total of 13 site visits.¹⁰ 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 for five years from 2008-09 through 2012-13, the five years during which the ECERS-R was administered. Thirteen sites were observed in spring 2009; 14 sites were observed in spring 2010 and spring 2011; and 13 sites in spring 2012 and spring 2013. Six of the sites were the same over the five years.

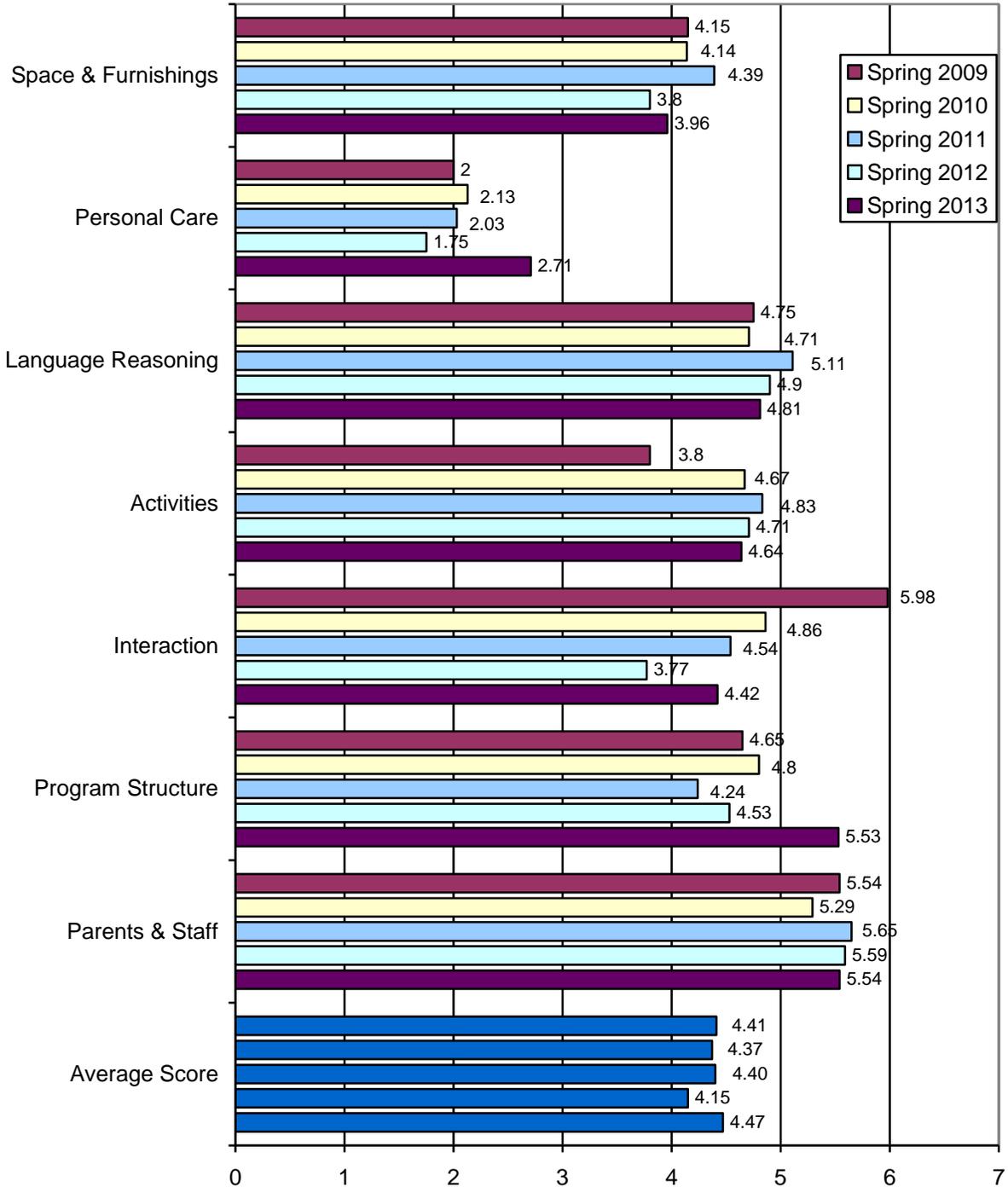
Spring 2013 Results. The spring 2013 results show that the 13 project sites had a fairly wide range of average scores across the seven areas, from an average rating of 2.7 to 5.5. Overall, most high ratings should be viewed as areas of strength and low ratings as areas for improvement. Some low ratings, 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 ratings of 5.5 on Parents and Staff and on Program Structure. Parents and Staff primarily reflect professional provisions provided to staff in terms of staff needs, interaction and cooperation, and supervision and evaluation. Program Structure

¹⁰ 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 twelve 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 sites in each Clark County and Washoe County, representative of the early childhood education delivery models offered at the two projects.

reflects the staff efforts to follow a balanced program that includes following a schedule, appropriate amounts of free play and group time, and provides for students with special needs.

Figure 4. Spring 2009 Through Spring 2013 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 of 2.7 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 2.3) on two items: toileting/diapering and safety practices. Personal Care Routines was also the lowest area in the four previous years, from 2008-09 through 2011-12. It is important to note, however, that the average score for Personal Care Routines increased substantially in spring 2013 to an average rating of 2.71, which is the highest rating over the five years the assessment has been administered and is almost one point higher than its rating of 1.75 in spring 2012.

Spring 2009 to Spring 2013 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 six of the 13 project sites observed in spring 2013 were also observed in spring 2009.

The Nevada ECE average rating of 4.47 on the ECERS-R is above the average rating from a 2001 study of 238 state-funded preschool programs that reported an average rating of 3.9.

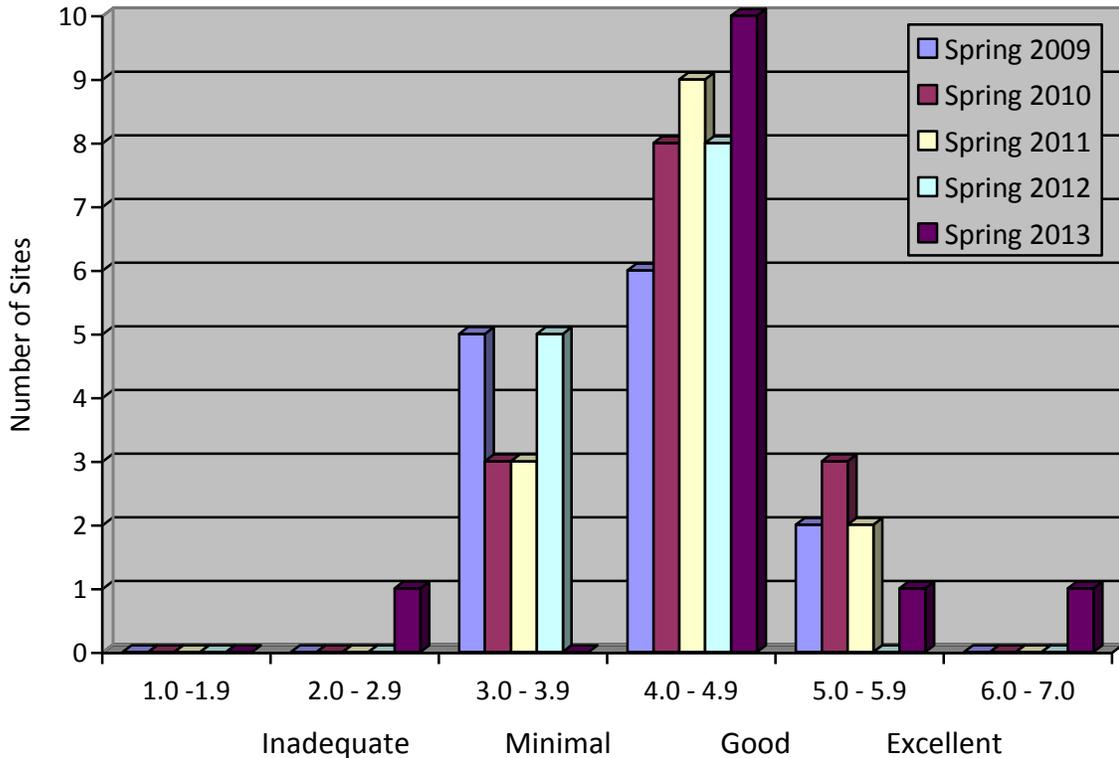
The results do show that the average total scores were relatively the same from spring 2009 to spring 2011, decreased to 4.15 in spring 2012, but then increased in spring 2013 to the highest rating it has been at 4.47. One possible reason for the decrease in spring 2012 is due to the new sites that were observed. That is, three of the new six sites that were observed in spring 2012 had three of the five lowest ratings. One possible reason for the increase in spring 2013 is that overall quality of programs has increased over the previous years.

Several studies have looked at the average scores of preschool educational programs on the ECERS-R (Clifford, et al., 2003; Early, D., et al. 2005; Family and Child Experiences Survey, 1997). In these studies, an average rating of at least 3.0 is considered minimally acceptable. Ratings below this level of quality indicate that there is a significant risk to children in these settings with failure to even meet the basic health and safety needs of children. An average rating of 5.0 is considered the developmentally appropriate range of quality where health and safety needs are met, warmth and support is available for all children, and learning is emphasized. For example, a study conducted by the National Center for Early Development and Learning at the University of North Carolina at Chapel Hill examined the ECERS-R scores of 238 state funded prekindergarten programs in six states. They found that only about 10% of programs scored below the minimally acceptable level of quality (3.0), and even fewer scored at or above a 5.0 (good quality). The preschool programs had an average rating of 3.9, below all the overall average ratings of Nevada ECE sites for the last five years.

Figure 5 shows the number of Nevada ECE programs that were rated on the ECERS-R from spring 2009 through spring 2013, displayed into several rating ranges. The results, except for spring 2012, suggest a trend regarding the number and percent of sites with ratings above 4.0 has increased. That is, the percent of sites with an average rating of 4.0 has increased from 62

percent in spring 2009, 79 percent in spring 2010 and in spring 2011, to 92 percent in spring 2013.

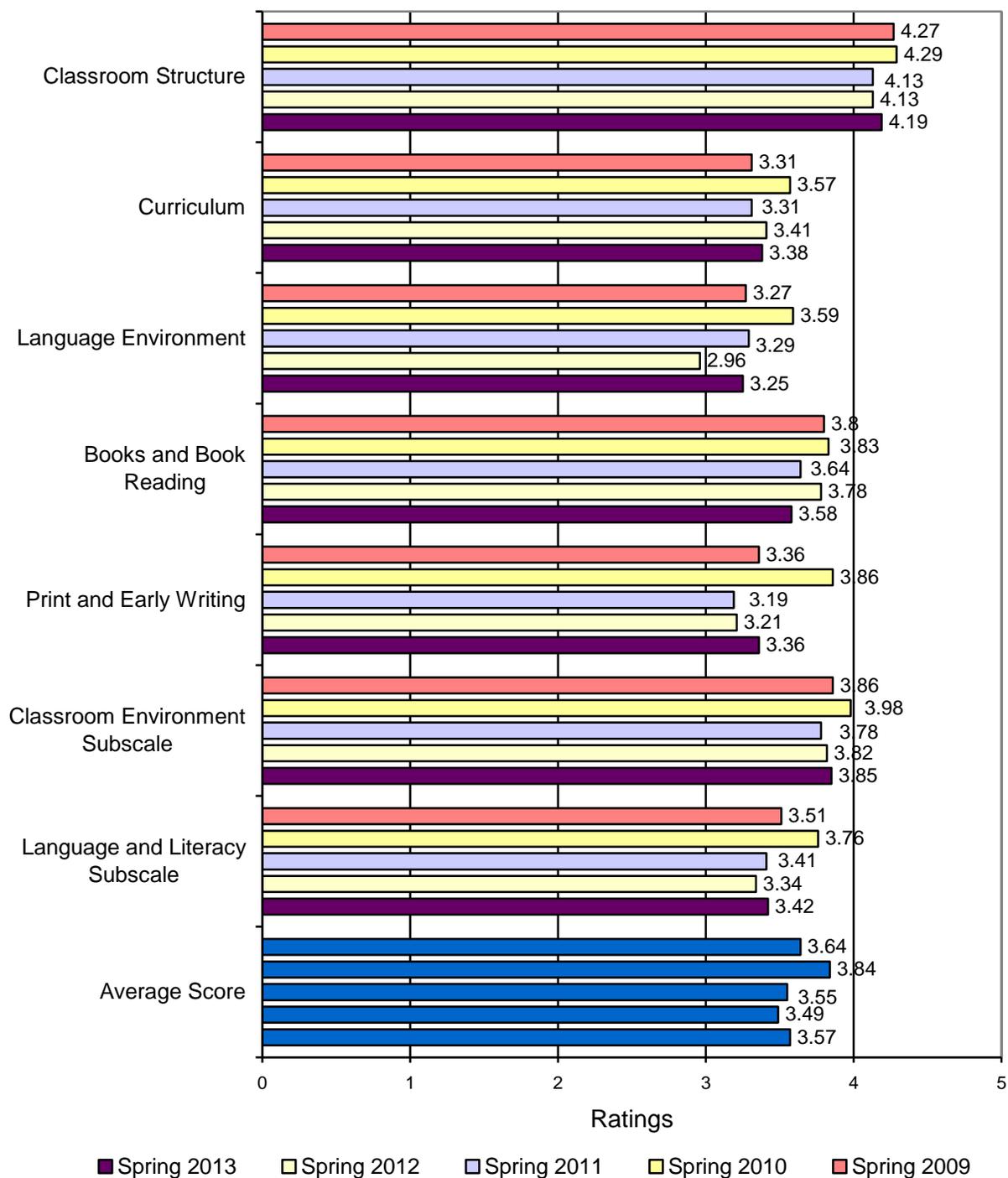
Figure 5. Number of Nevada ECE Programs with Ratings for Spring 2009 Through Spring 2013 on the Early Childhood Environmental Rating Scale (ECERS) (1 = Inadequate, 7 = Excellent)



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

Figure 6 shows the ratings on the ELLCO for all Nevada ECE project sites observed from spring 2009 through spring 2013. Thirteen sites were observed in spring 2009, 14 sites were observed in spring 2010 and spring 2011, and 13 sites in spring 2012 and spring 2013. Six of the sites were the same over the five years.

Figure 6. Spring 2009 Through Spring 2013 Ratings for All Nevada ECE Program Site Visits on the Early Language and Literacy Classroom Observation Tool (ELLCO)
(1 = Deficient, 5 = Exemplary)



Spring 2013 Results. The results in Figure 6 show that the average scores for the 13 project sites ranged from 2.3 to 4.2. 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 2013 Results. Figure 6 also shows the average scores for all the Nevada ECE project sites that were observed from spring 2009 through spring 2013, allowing a general comparison of the results over the five 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 six of the 13 project sites observed in spring 2013 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 a low of 3.5 in 2012 to a high of 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 2012-13 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 five years perhaps with one exception: Language Environment shows two years (spring 2010 and spring 2012) that differ from the average of the other three years.

The results also show that the rating for Classroom Structure is the area with the highest ratings for all five years. Overall, the rating for Language Environment is the area with the lowest ratings for four of the five 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 for 2012-13. The table is followed by additional analysis of these results.



Program Indicator (Target)	Actual	Status
Developmental Progress of Children		
<i>Indicator 1: Reading Readiness: Individual Student Gain (80 percent)</i>	a. PPVT- 84.9% b. EOWPVT- 86.7%	a. Exceeded b. Exceeded
<i>Indicator 2: Reading Readiness: Average Gain (8 points on PPVT, and 10 points on EOWPVT)</i>	a. PPVT- 10.7 pts. b. EOWPVT- 11.6 pts.	a. Exceeded b. Exceeded
<i>Indicator 3: English Language Acquisition: Average Gain (20 points on Pre-LAS)</i>	32.9 pts.	Exceeded
Parental Involvement		
<i>Indicator 1: Individual Parenting Goals (92 percent)</i>	99.6%	Exceeded
<i>Indicator 2: Time with Children (80 percent)</i>	88.9%	Exceeded
<i>Indicator 3: Reading with Children (80 percent)</i>	89.0%	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 1,393 children. Out of these 1,393 children, 1,215 children were in the program at least four months in 2012-13. Out of these 1,215 children, 1,051 (PPVT) and 984 (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, 84.9% and 86.7% 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 10 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 10.7 and 11.6 points respectively, on the PPVT and EOWPVT – above the expected performance level of 8.0 and 10.0 standards score points on the two measures for the outcome indicator – and the gains were statistically significant ($p \leq 0.01$).

Table 10. Peabody Picture Vocabulary Test Average Scores, n = 1,051; Expressive One-Word Picture Vocabulary Test Average Scores, n = 984

Test	Pretest Average	Post-Test Average	Average Gain
PPVT (receptive vocabulary)	87.4	98.1	10.7
EOWPVT (expressive vocabulary)	90.2	101.8	11.6

The results suggest that Nevada ECE had a large positive effect on the receptive and expressive vocabulary of children. Overall, the pretest standard score average shows that children scored substantially below the national average on the tests before they entered Nevada ECE in fall 2012, at the 20th and 26th 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 2013, students made substantial gains, improving to the 45th and 55th 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 10.7 points on the PPVT and 11.6 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 255 of the 1,393 children (18.3 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 obtain a valid score on 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,¹¹ children who had the English skills to take the tests at enrollment but were also English language learners,¹² 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 11 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 averages, followed by children learning English as a second language who took the tests at enrollment, and then by the English-speaking children.

Table 11. PPVT and EOWPVT Average Scores and Gains by Level of English Skills

PPVT (Receptive) Group (n=1,051)	Pretest Average	Posttest Average	Average Gain	Percent Who Made Gain
No English Skills at Enrollment (n=139)	66.4	76.7	10.3	87.1
Some English Skills at Enrollment (n=168)	78.5	90.9	12.4	86.3
English Speaking (n=744)	93.4	103.7	10.3	84.1
EOWPVT (Expressive) Group (n=984)				
No English Skills at Enrollment (n=68)	63.6	73.6	10.6	91.2
Some English Skills at Enrollment (n=168)	77.9	62.1	14.2	91.7
English Speaking (n=748)	95.5	106.6	11.1	85.2

The PPVT results show that the three groups of children had similar performances. That is, all three groups had a similar percent of children make a gain on the PPVT. In addition, the children who did not speak English as their native language and were not able to take the PPVT at enrollment made the same average score gain as the English speaking children. The children who did not speak English as their native language but who were able to take the PPVT at enrollment made the largest average standard score gain.

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 other two groups, and had a larger percent of children making a standard score gain than the English speaking children. However, the group of

¹¹ 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.

¹² 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.

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 the other two groups but had a larger percent of children make a standard score gain than the English speaking group. 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.¹³

Even though there are some 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.

Outcome Indicator 3: English Language Acquisition: Average Gain

Nevada ECE projects served 1,393 children. As mentioned previously, 255 of the 1,393 children (18.3 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 255 children who were administered the Pre-LAS, 186 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 32.9 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 12. Pre Language Assessment Scale Averages and Gain, n=186

Pretest Average	Post-Test Average	Average Gain
7.1	40.0	32.9

Parental Involvement Outcome Indicators

Outcome Indicator 1: Individual Parenting Goals

Of the 1,475 Nevada ECE adults, 1,294 adults were enrolled in ECE projects for at least four months. Of the 1,294 adults, 1,289 adults (99.6 percent) met at least one parenting goal, exceeding the expected performance level of 92 percent for this indicator. The evaluation also determined the number of parenting goals that adults met, regardless if they met the criteria of being in the program for four months. The 1,473 adults who established parenting goals made 4,785 of the 5,266 goals they set, or 97.8 percent.

¹³ 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.

Outcome Indicator 2: Time with Children

Of the 1,393 Nevada ECE children, the families of 1,168 children were first-year participants. A total of 1,000 of these children were in Nevada ECE at least four months. Pretest and posttest data are available for all 1,000 children. Of the parents of the 1,000 children, 889 (88.9 percent) reported spending more time with their children at the time of the posttest or when they exited the program, 22 parents (2.2 percent) reported spending the same amount of time, and 89 (8.9 percent)¹⁴ 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 1,000 children were first-year participants who were in the program at least four months. Pretest and posttest data were available for all 1,000 of these children. Of the 1,000 children, 890 (89.0 percent) of their parents reported spending more time reading with them at the end of the evaluation than when they began the program, 37 parents (3.7 percent) reported spending the same amount of time reading with their children, and 73 parents (7.3 percent) reported a decrease in the amount of time. Nevada ECE projects exceeded the expected performance level of 80 percent for this outcome indicator.

Although the outcome indicator is for first-year parents, I think it is important to note the amount of time that parents of all children reported reading with their children. Pretest and posttest data were available on 1,216 children enrolled in the program at least four months in 2012-13. Table 13 shows that ECE parents spent an average of 91 more minutes per week reading to or with their child (a gain of over 200 percent) at the end of the program year than at the beginning of the program.

Table 13. Parent and Child Reading Time in Minutes, n=1,216

Pretest Average	Post-Test Average	Average Gain
44.7	136.5	91.8

¹⁴ A reason for the decrease is that some parents may have obtained jobs, decreasing the amount of available time to spend with their children.

Longitudinal Evaluation Analysis



The longitudinal analysis follows one group, Cohort 6, of four-year-old children who participated in the Nevada ECE program in the 2008-09 school year and are now in public schools at grade 3 for the 2012-13 school year. The longitudinal analysis examined the developmental progress of children and parent involvement. Each is presented separately below.

Developmental Progress of Children

As mentioned previously, the longitudinal evaluation of Cohort 6 includes two quasi-experimental research designs to measures of the developmental progress of children: a one-group pretest/post test design and a comparison group posttest-only design. The one group pretest/post test design is the stronger design.

One-group Pretest/Posttest Design

The evaluation compares the performance of Cohort 6 students on the Peabody Picture Vocabulary Test (PPVT) and Expressive One-Word Picture Vocabulary Test (EOWPVT) during preschool in 2008-09 with their performance at the end of grade 3 in 2012-13. The results from the two measures are reported below.

PPVT and EOWPVT Results

The evaluation selected a stratified random sample of 250 of the 1,123 Cohort 6 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 2013.

A total of 246 children had test scores from the three administrations of the PPVT and EOWPVT used for the analyses: in fall 2008 and spring 2009, before and after their participation in Nevada ECE, and again in spring 2013 at the end of grade 3.¹⁵ Although not shown, the 246 students are representative of the larger population of 1,028 Cohort 6 students in terms of gender and ethnicity, suggesting that the results obtained from the sample of Cohort 6 students can be generalized to the larger Cohort 6 population.

Figures 7 and 8 on page 41 show the average standard scores¹⁶ of the Cohort 6 students for the three test administrations. The general expectation is that Cohort 6 students would maintain the significant learning gains they made in preschool into their K-12 school career. Specifically, the expectation is that the Cohort 6 children would obtain similar standard scores in spring 2013 at the end of grade 3 as they had achieved in spring 2009 at the end of Nevada ECE program.

Overall, the results show that Cohort 6 students made large learning gains on the PPVT and the EOWPVT in 2008-09 while in preschool. Then, Cohort 6 students made additional gains to their level of performance that they had achieved in preschool through the end of grade 3 during 2012-13 in both receptive vocabulary and expressive vocabulary, above expectations.

¹⁵ The evaluation tested 246 of the 250 children from the sample.

¹⁶ Standard scores have an average of 100 with a standard deviation of 15.

Figure 7. PPVT Standard Score Averages of Cohort 6 in Preschool and Grade 3, n=246

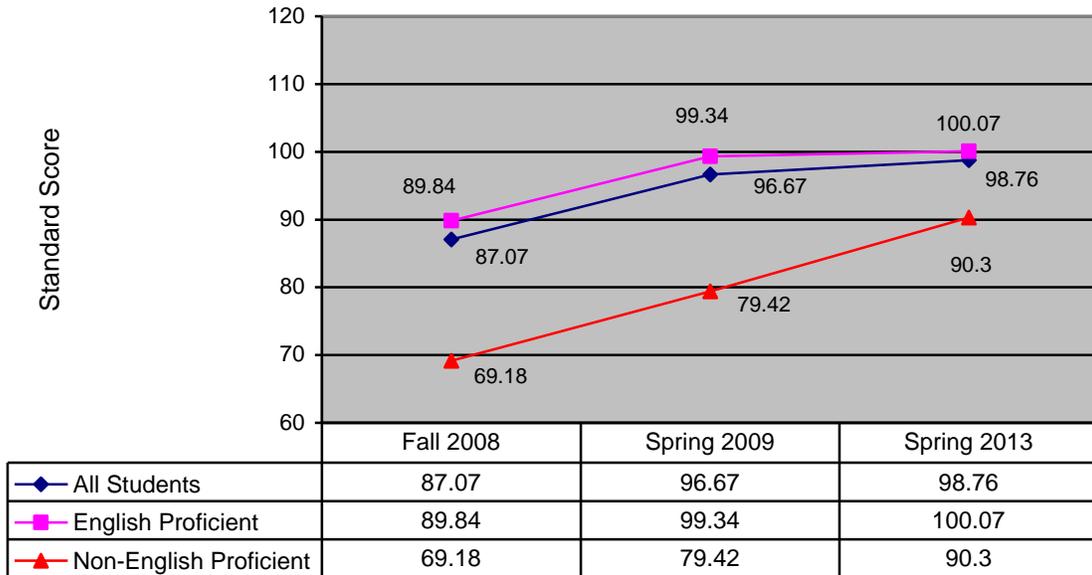


Figure 8. EOWPVT Standard Score Averages of Cohort 6 in Preschool and Grade 3, n=246

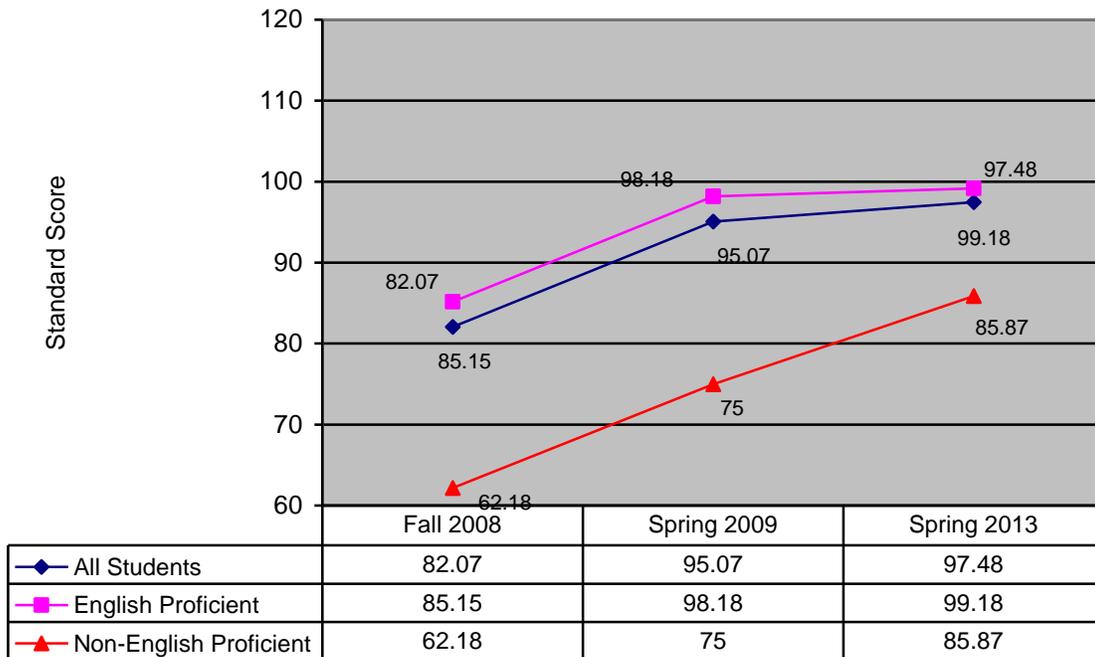


Table 14 presents the same average standard scores in Figures 7 and 8, as well as the average gains for two time periods: from fall 2008 when Cohort 6 children enrolled into the Nevada ECE program until the end of the program year in spring 2009, and from the end of the Nevada ECE program in spring 2009 until the end of grade 3 in spring 2013.

Table 14. PPVT and EOWPVT Standard Score Averages and Gains of Cohort 6 in Preschool and Grade 3 by English Skills

Group (n)/Subtest	Average Standard Scores			Average Gains	
	Fall 2008 Average	Spring 2009 Average	Spring 2013 Average	Fall 2008 to Spring 2009 Average Gain	Spring 2009 to Spring 2013 Average Gain
All Students (n=246)					
▪ PPVT (Receptive)	87.07	96.67	98.76	9.60*	2.09*
▪ EOWPVT (Expressive)	82.07	95.07	97.48	13*	2.41*
English-Speaking Students (n=213)					
▪ PPVT (Receptive)	89.84	99.34	100.07	9.50*	0.73
▪ EOWPVT (Expressive)	85.15	98.18	99.18	13.03*	1
No English Skills at Enrollment Students (n=33)					
▪ PPVT (Receptive)	69.18	79.42	90.3	10.24*	10.88*
▪ EOWPVT (Expressive)	62.18	75	85.87	12.82*	10.87*

* significant at $p \leq 0.01$

Fall 2009 – Spring 2009

The results show that Cohort 6 children¹⁷ scored substantially below the national average before they entered the Nevada ECE program in fall 2008. That is, their average standard score of 87.1 on the PPVT represents the 19th percentile, and their average standard score of 82.1 on the EOWPVT represents the 12th 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 2009, students made substantial gains, improving to an average standard score of 96.7 on the PPVT, or about the 43rd percentile, and to an average standard score of 95.1 on the EOWPVT, or about the 37th percentile. While the spring 2009 standard scores are still below the national average of the 50th 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: 9.6 standard score points on the PPVT and 13.0 standard score points on the EOWPVT ($p \leq 0.01$).

Spring 2009 – Spring 2013

The results show that Cohort 6 students increased their standard score of 96.7 in spring 2009 to 98.8 in spring 2013 on the PPVT, and the difference was significant, $p \leq 0.05$. In addition, Cohort 6 students increased their standard score of 95.1 in spring 2009 to 97.5 in spring 2013 on the EOWPVT, and the difference was significant, $p \leq 0.05$. The results suggest that the ECE children improved on the large learning gains in receptive and expressive vocabulary they had achieved in preschool through grade 3 in their elementary school career. In other words, the children who attended the Nevada ECE program in 2008-09 seem to have achieved more than what was expected when they entered elementary school through grade 3.

Cohort 6 children who attended the Nevada ECE program in 2008-09 have improved on the large learning gains achieved in preschool from the end of preschool through grade 3.

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.¹⁸ Out of the 246 Cohort 6 students in the analysis, 33 students did not have sufficient English to take the PPVT or EOWPVT at enrollment and 213 students had sufficient English.

Table 14 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) and in expressive vocabulary (EOWPVT).

¹⁷ The gains of this Cohort 6 sample in preschool are smaller than the gains that all Cohort 6 children made in preschool, but not significantly, as reported in the *2008-09 Nevada ECE Evaluation Report*, suggesting that other results from this Cohort 6 sample can be generalized to the larger Cohort 6 population.

¹⁸ In 2008-09, the evaluation of the Nevada ECE program determined that 296 of the 1,123 Cohort 6 Nevada ECE students (26 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 3. That is, the average standard scores of the non-English-speaking students increased 10.9 points on both the PPVT and the EOWPVT, and the differences are significant, $p \leq 0.01$. The average standard scores of the English-speaking students, on the other hand, increased 0.7 points on the PPVT and 1.0 points on the EOWPVT, but 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 3, 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 3.

Comparison Group Posttest-Only Design

The evaluation compares the performance of Cohort 6 students to a sample of their grade 3 classmates on the Nevada Criterion Reference Tests.

The evaluation located 625 of the 878 students (71 percent) who participated in the Nevada ECE program in 2003-04, were in grade 3 during 2012-13, and had Nevada Criterion Reference Test scores. To help interpret the performance of the Nevada ECE students, the evaluation selected a matched comparison group of classmates on school, Limited English Proficiency (LEP) status, gender, and age, in that order.

The evaluation calculated the average scale scores of the Cohort 6 ECE and non-ECE groups on each test, as well as the percentage of proficient students, as shown in Table 15. The expectation is that the Cohort 6 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 experiences, unlike the ECE group, but no data were collected to confirm this assumption.

Table 15. Performance of Cohort 6 ECE and Non-ECE Groups on Nevada CRT, Grade 3

Group	Reading		Math	
	Average	Percent Proficient	Average	Percent Proficient
Cohort 1 ECE (625)	314.3	58.2%	327.9	71.2%
Non-ECE (625)	304.3	54.4%	321.2	67.7%

The results show that Cohort 6 ECE students scored higher than non-ECE students on the Nevada CRT reading and math, and the difference in reading and math scores between the two groups are significant, $p \leq 0.05$. The results also show that a larger percent of ECE students were proficient in both reading and math than non-ECE students.

In other words, the Cohort 6 ECE students performed better on the Nevada CRT in reading and math than the non-ECE group, as might be expected given the large gains that they made in

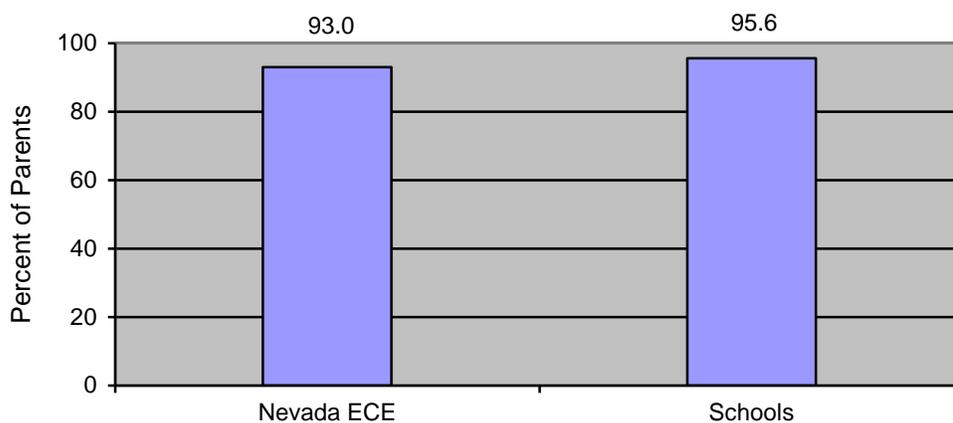
preschool, and assuming that these gains would persist through grade 3. The results support the findings from the one group pretest/posttest study presented earlier: Cohort 6 students, at the very least, maintained the large learning made during preschool through the end of grade 3 during 2012-13.

Parent Involvement

The longitudinal evaluation also determined the level of involvement of the parents of the Cohort 6 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 3 teachers at the time students were tested. The survey asked teachers if the parents of Cohort 6 children participated in the fall parent/teacher conference. Out of 246 Cohort 6 students, data were collected on 243 students. As shown in Figure 8, 93 percent of the parents of the Nevada ECE children attended the parent/teacher conference in 2012-13 during grade 3.

Figure 9. Parent/Teacher Conference Rate of Cohort 6 Children in Grade 3 for 2012-13 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 6 children attended.¹⁹ These schools had a parent/teacher conference attendance rate of 95.6 percent during 2012-13. When compared to the results from the Cohort 6 parents, it appears that the parents of Cohort 6 children attended parent/teacher conferences in grade 3 at a rate lower than did the parents of other students at the schools.

While the data show differences between the parent/teacher conference rates of the Cohort 6 students and the schools they attended in grade 3, the results must be interpreted with caution

¹⁹ The Cohort 6 children attended 100 elementary schools in 2012-13; however, many schools enrolled just one or two Cohort 6 children. Instead of gathering data from all 100 schools, the evaluator elected to collect data only on schools that enrolled at least two students from the Cohort 6 sample as representative of the type of school attended by Nevada ECE children. The evaluation found that 48 schools enrolled at least two Cohort 6 students in 2012-13. In fact, these 48 schools enrolled a total of 194 of the 246 students (79 percent) who had data on parent participation in the parent/teacher conference.

because of differences in the type of data. The data for the Cohort 6 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, K-5. Since the parent-teacher conference rates tend to be higher at the earlier grades, such as in kindergarten and grade 1, and lower at the higher grades, such as in grades 3, 4, and 5, the overall school parent-teacher conference rate is probably actually higher than the parent-teacher conference rate for grade 3 parents at the school. Suffice it to say, based on the data, the results suggest that the parents of Cohort 6 students probably attended parent/teacher conferences at a rate similar to the rate of other grade 3 parents at the schools.

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.²⁰ 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.

Janet – Participating Adult

Janet is a 38-year-old Caucasian married woman. She enrolled her four-year-old daughter, Dakota, in the White Pine County School District Early Childhood Education (ECE) program at the beginning of the 2012-13 school year. Her other daughter, Crystal, had been in the program previously.

Janet enrolled Dakota in the White Pine ECE program to improve Dakota's chances for future success. Janet attended 21 hours of parenting education as part of the ECE Program and Dakota attended 542 hours of early childhood education. Both Dakota and Janet met all the child development and parent performance indicators for the program.

Letter—

My family has put two children through the McGill Elementary Pre-K program over the last four years and I can say without a doubt that the value of this program is insurmountable.

Living in a rural part of the State it is difficult for my children to have the opportunity to socialize with other kids their age. Although we have two girls in our family, they are 3 years apart in age and like any siblings, time away from each can be golden. Socialization is an important skill children need before they begin school. Without it school can be a very scary place...

Social interaction at a young age is important, especially at organized locations like a school. Without the pre-school opportunity my children would not have been prepared with proper behavioral etiquette for kindergarten. As a classroom volunteer in kindergarten during the 2011-2012 school year, I could clearly see which children had attended pre-school and which children had not. The effort the kindergarten teacher had to put into the children without experience seriously took away from the education of those students who had previously attended school. This was just on the behavioral level – not the knowledge level.

The pre-school program not only prepares children for their roles as students, but it also prepares parents for their roles as supporters of education. The McGill Elementary

²⁰ The last names of the participating family members have been withheld for confidentiality.

staff's engagement of parents is phenomenal. They have taught us how to speak to teachers, what questions to ask, where to seek help and most importantly, how important it is for us, as parents, to be part of our children's education, now and in the future...

The McGill Elementary Pre-school program has opened my children's eyes to the wonderment of learning. Everyday they sing together and engage in curiosity driven exploration and activities.... Their imagination is most often driven from activities they have learned in pre-school; from arts & crafts to investigation, reading, building, the list goes on and on. Their pressure on me to participate in these exciting ventures wouldn't be as tough had they not been so completely engaged in their pre-school environments.

My youngest child completed pre-school from McGill Elementary this spring. I will miss having children in Ms. Wilson's class. While I know I am welcome to volunteer in her classroom at any time, I know how important it is for me to volunteer in other classrooms within the school. I know Mrs. Wilson will continue to develop engaged children and parents in the years to come...

Sincerely,

Janet

Katherine– Participating Adult

Katherine is a 29-year-old married Asian woman. Iyanna, her four-year-old daughter, is enrolled in the Churchill County School District Early Childhood Education project.

Katherine enrolled in the ECE program to better prepare Iyanna for school and improve her chances for future success. Katherine attended 4 hours of parenting education and Iyanna attended 300 hours of early childhood education. Katherine met all the parent performance indicators for the program and Iyanna met one of two child development performance indicators for the program.

Letter—

To Whom It May Concern:

Words cannot express our appreciation for the Preschool Program at Northside Early Childhood Center. We enrolled our daughter with high hopes of her gaining confidence in herself, making friends, as well as learning. All of which, she achieved through the program.

None of that would have been possible without the teachers and staff of the school. Treasa has set up a very proficient program, Amy was a wonderful teacher to our daughter, and the teacher's aides were also so very helpful. They were always organized, kept the parents involved and informed, and were always genuine with the students.

I hope that the program will continue for other families and students to experience the same thing we did. Our daughter is not only prepared for kindergarten, but excited as well.

*Sincerely,
Katherine Stolle*

Monica – Participating Adult

Monica is a 23-year-old Caucasian woman living at home with her family. Athena, her three-year-old daughter, is enrolled in the Nye County School District Early Childhood Education project.

Monica enrolled Athena in the ECE program to better prepare her for school and improve Athena's chances for future success in school. Monica attended 12 hours of parenting education and Athena attended 318 hours of early childhood education. Monica and Athena met all parent performance indicators for the program and Athena met one of the two child development indicators.

Letter—

To whom it may concern:

My daughter is 3 years old and an only child. This is her first year in Ms. Brandi's class and it has helped her so much. She has learned how to interact with other children her own age. My family and I have always thought of her as a very smart child, but as the year went on we have seen her shine in her class. She loves to learn new things and the class makes it fun for her to do.

I myself have taken a lot from the class myself. With Ms. Brandi's parenting class it helps show different ways to spend time with your child. You learn how to interact with them that is fun, but they still learn something in the process. Before we came to this school we thought we were doing a good job with spending time with her. But we have been shown all kind of new things that we never would have thought of. So to say the whole family can't wait to have her back here again next year.

Monica

Conclusions & Recommendations

The results from the 2012-13 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 the entire achievement gap in school readiness with average students and will probably help these children avoid 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 to have maintained the significant learning gains they achieved in preschool through grade 3 in elementary school, consistent with the national research results on long-term cognitive effects. In fact, English language learners made additional gains after preschool and have continued to chip away at the initial achievement gap that existed prior to their participation in the Nevada ECE program. The results suggest that participation in the Nevada ECE program may decrease the need for extra services in elementary school, such as participation in English as a Second Language services.

Parent Involvement

- **Short-Term Effects.** The parents of the children who participated in the Nevada ECE Program became more involved in the education of their children, including spending more quality time with them, especially in terms of reading with their children. As research has learned, increased parent involvement leads to increased student achievement due, in part, to the value of education that parents convey to their children by their own actions.
- **Long-Term Effects.** After preschool, the parents of the children continued to be very involved in their children's learning. In fact, the parents of the Nevada ECE children appear to be as involved in their children's learning as schoolmates' parents.

Recommendations

A long held belief is that a quality education can go a long way in reducing and perhaps even eliminating the achievement gap of low-income and minority students and some of the real life inequalities that result from that gap. Over the many years that the Nevada ECE Program has been evaluated, the program has achieved the status of a quality education program by showing it has both positive short-term and continued long-term effects on participating 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 1.7 percent of the estimated three and four year-old children in Nevada benefit from this effective program. For comparison, 16.1 percent of three- to four-year-old children nationally are enrolled in state pre-kindergarten programs.

Even though Nevada ECE projects have established sound early childhood education programs, all Nevada ECE projects can still improve the services they provide to children and adults. Below are five recommendations for improvement suggested by the evaluation results.

1. Continue to collect data on student participation in services and student and parent measures on the developmental progress and parent involvement, even in the absence of formal evaluation systems and personnel.
2. 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.
3. Examine the project's ratings on the Early Childhood Environmental Rating Scale (ECERS) and the Early Language and Literacy Classroom Observation Tool (ELLCO), and develop program improvement plans for at least two indicators that received lower ratings, i.e., a rating of less than "5" on the ECERS and a rating less than "4" on the ELLCO.
4. Examine the project's ratings on the six statewide outcome indicators and develop program improvement plans for any indicator that the project did not meet.
5. 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.

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

1. 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 I, SB 504 ELL, and Head Start, to improve services to preschool children.
2. Require projects to collect data on student participation in services and student and parent measures on the developmental progress and parent involvement, even in the absence of formal evaluation systems and personnel. Provide guidance and tools to projects so that they can report the data to NDE at the end of the school year.
3. 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 at least two indicators in which projects were rated low, i.e., a rating of less than “5” on the ECERS and a rating less than “4” on the ELLCO.
4. Ensure that all projects that did not meet any of the six outcome indicators develop improvement plans to address the indicator(s) and implement a system of monitoring and review to hold programs accountable for improvement.
5. Provide training to all projects on the indicators that received the lowest ratings in 2012-13, 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.

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 2013, making a total of 13 site visits because two projects operate multiple early childhood education sites with different program delivery models. Table 16 presents a list of the project sites observed.

Table 16. Nevada ECE Sites Observed in 2012-13

Nevada ECE Projects	Sites Observed
Carson City School District	Mark Twain Elementary School
Churchill County School District	Northside Elementary School, Classroom #2
Clark County School District	<ul style="list-style-type: none"> • Cunningham Elementary School • McCaw Elementary School
Elko County School District	Southside Elementary School
Great Basin College	Firefly Preschool Program at Mark H. Dawson Child & Family Center
Humboldt County School District	Grass Valley Elementary School
Mineral County School District	Hawthorne Elementary School
Nye County School District	Nye County Pre-Kindergarten Program
Pershing County School District	Lovelock Elementary School
Washoe County School District	<ul style="list-style-type: none"> • Wooster Early Learning Center • Veterans Memorial Elementary School
White Pine County School District	McGill Elementary School

Each site description includes overall project data on the number of participants, staff and qualifications, and the results on the statewide outcome indicators. The descriptions also include the specific site results of the two standardized early childhood environment ratings instruments: the Early Childhood Environmental Rating Scale - Revised (ECERS-R) and the Early Language and Literacy Classroom Observation Tool (ELLCO), as well as a description of the site in four areas: curriculum and program design, learning environment, assessment and continuous improvement,²¹ and parent engagement.

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

Carson City School District

Initially Funded: FY 2001-2002

FY 2012-13 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	82
Number of Adults	81
Number of Families	78

Staff and Qualifications: Carson City ECE

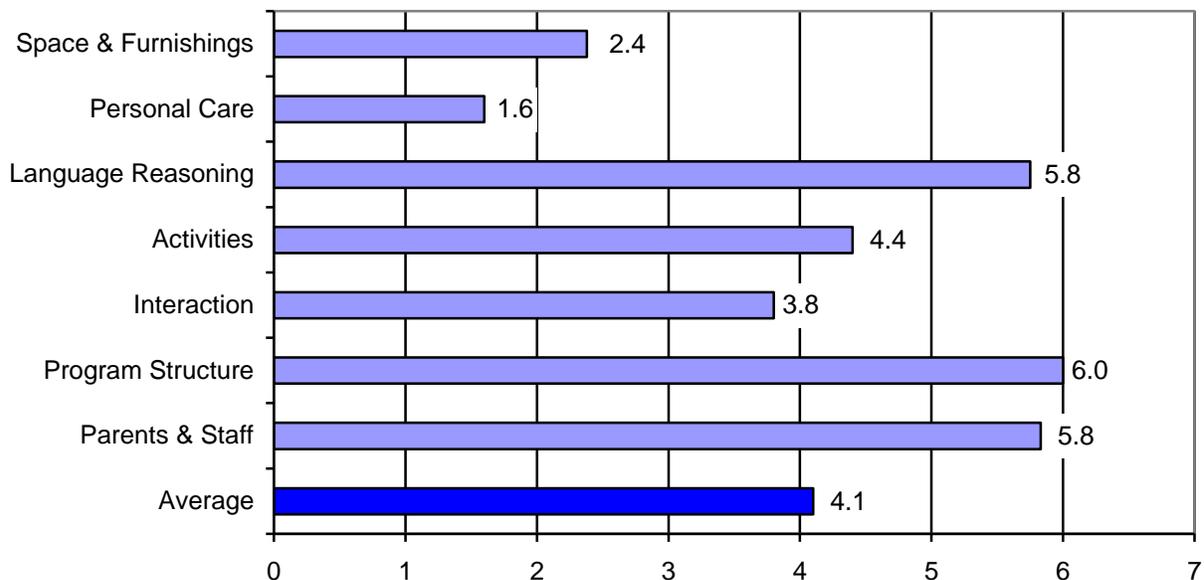
Staff Position (n)	FTE	Qualifications/Endorsement
Teacher (2)	2 FTE	Two K-8 Certifications, Two ECE Endorsements
Aide (4)	2.0 FTE	Four H.S. Degrees/GED

Program Outcomes: Carson City ECE

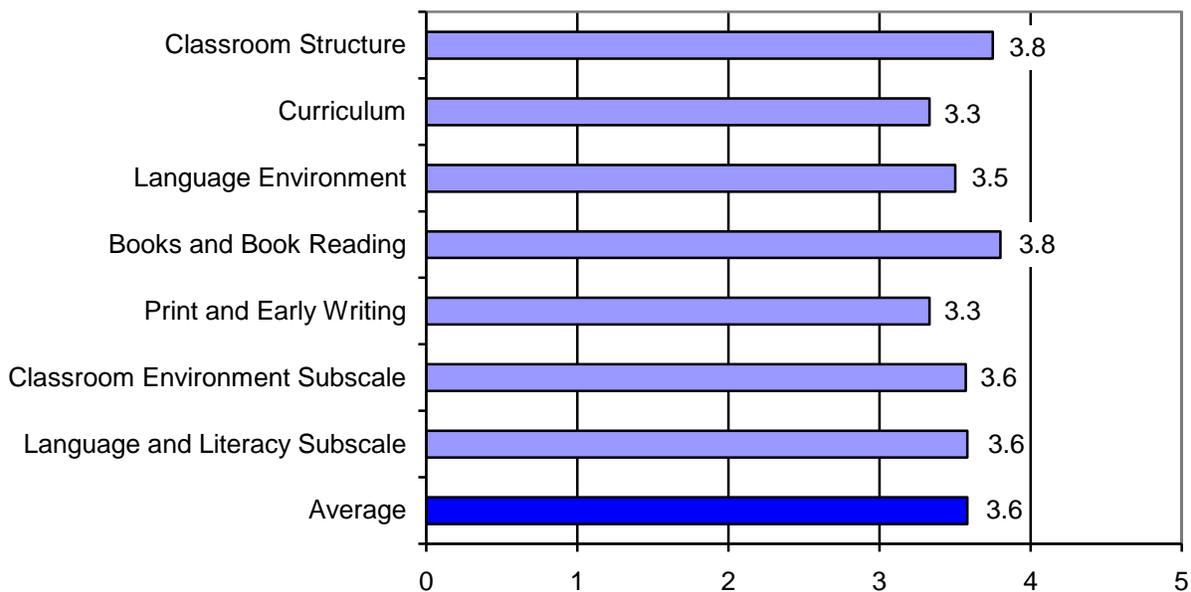
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT – 92.2%	Met
B. Expressive Comprehension (80%)	EOWPVT – 97.3%	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT – 16.5 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT – 14.9 pts.	Met
Reading Readiness: Average Project Gain		
Pre-Language Assessment Scale (20 pts.)	Pre LAS – 54.0 pts.	Met
Individual Parenting Goals (92%)	97.5%	Met
Increase in Time Spent with Children (80%)	95.2%	Met
Increase in Time Spent Reading With Children (80%)	95.2%	Met

Program Delivery Indicators: Mark Twain Elementary School

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



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



Project Description: Mark Twain Elementary School

Area—Description
Curriculum & Program Design
<p>The program uses <i>Curiosity Corner</i> as the early childhood curriculum. <i>Curiosity Corner</i> is the preschool component of <i>Success for All</i>, the language arts curriculum implemented at the elementary school, 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>
Learning Environment
<p>The program is located in a large portable building; one side is the classroom and the other is for teacher desks, supplies, and parenting meetings. The classroom is equipped with some child-sized furniture, and has a bathroom with an adult toilet and sink. There are additional sinks in the classroom.</p> <p>The program has access to two playgrounds. One playground is adjacent to the classroom. It has one climber, sand area, and space for bikes 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. Neither playground has closed fencing; both playgrounds are difficult to supervise.</p> <p>The classroom contains several learning centers, including blocks, dramatic play, manipulative materials, art, science, writing, language arts, and sensory play. The materials in the centers change to correspond with the unit themes.</p>
Assessment and Continuous Improvement
<p>The program keeps a file for each child with his/her work samples. Program staff keep 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 next week.</p>
Parent Engagement
<p>Parents are involved in the program through field trips, volunteer opportunities, and Math and Literacy events that are offered schoolwide. Nevada ECE staff also offer monthly parenting activities and classes.</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 2012-13 Funding: \$106,293

Program Location (1 location with two classrooms)

- Northside Early Learning Center, Fallon, Nevada

Participants

Participants	Number Served
Number of Children	89
Number of Adults	90
Number of Families	89

Staff and Qualifications

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

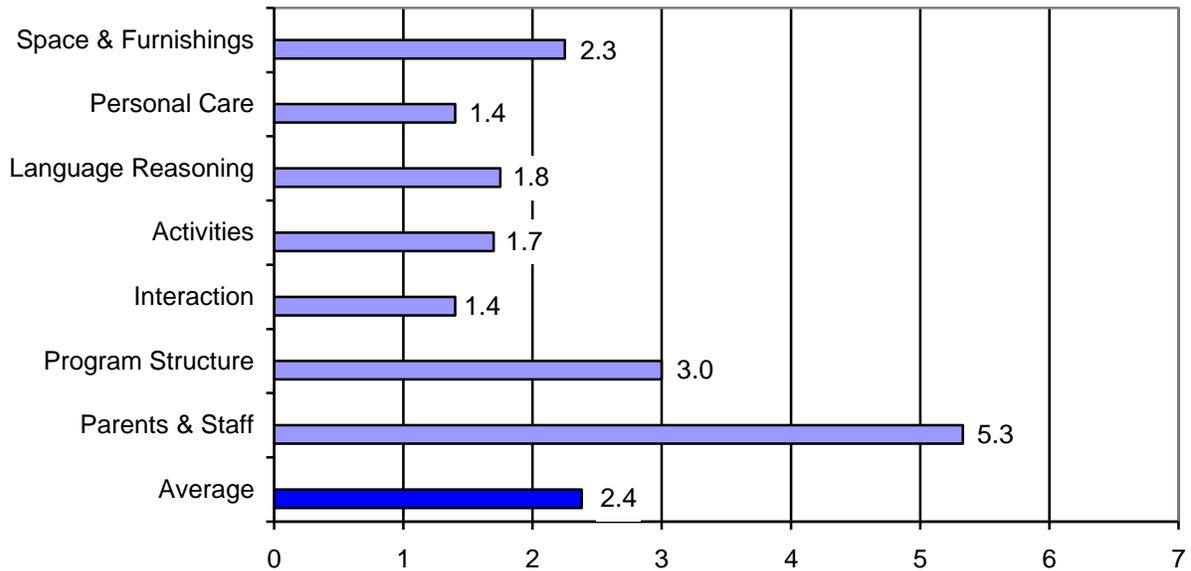
Program Outcomes

Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT – 85.3% EOWPVT - 69.3 %	Met Not Met
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (8 pts.) B. Expressive Comprehension (10 pts.)	PPVT - 10.2 pts. EOWPVT – 6.7 pts.	Met Not Met
Reading Readiness: Average Project Gain Pre-Language Assessment Scale (20 pts.)	Pre LAS – 20.3 pts.	Met
Individual Parenting Goals (92%)	97.6 %	Met
Increase in Time Spent with Children (80%)	71.1 %	Not Met
Increase in Time Spent Reading With Children (80%)	69.7 %	Not Met

Program Delivery Indicators

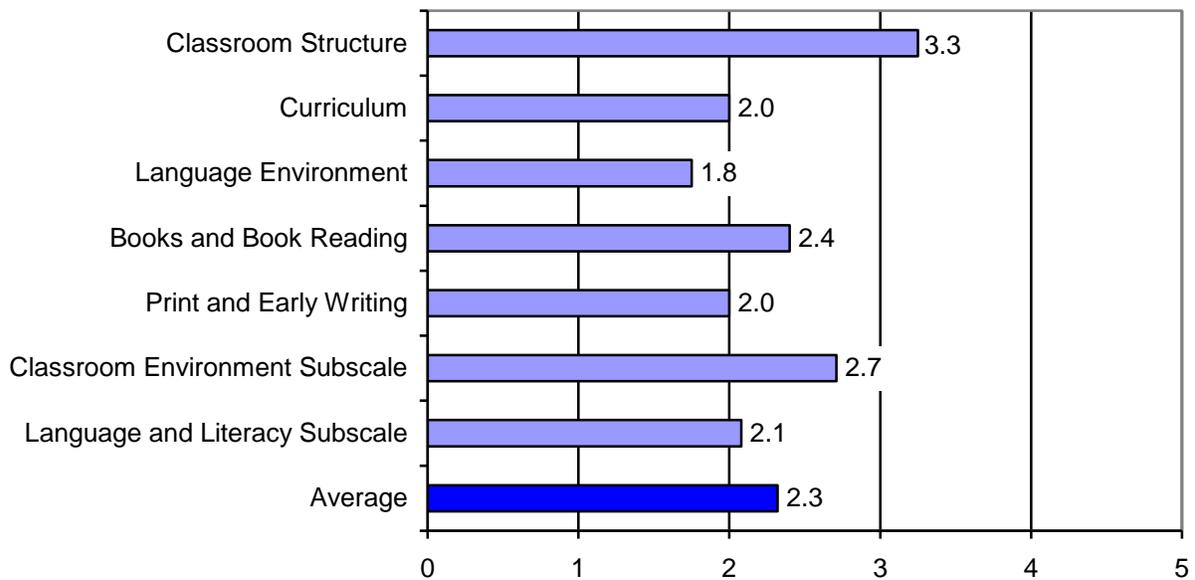
Early Childhood Environmental Rating Scale (ECERS)

1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO)

1= Deficient; 5= Exemplary



Project Description: Northside Early Learning Center, Classroom #2

Area—Description
Curriculum & Program Design
<p>The program uses the Pre-K Core Curriculum standards as well as <i>Handwriting Without Tears</i>, which helps children learn to write letters through the use of manipulative materials. The teacher also developed a variety of literacy activities based on seasonal themes.</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>
Learning Environment
<p>The program operates in a large classroom which opens to the playground. The classroom is equipped with four sinks and tables and chairs that are slightly too big for preschool children. The bathrooms are down three short hallways, requiring staff presence, compromising the supervision of the students left in the classroom. The classroom contains some learning centers, which include blocks, manipulative materials, art, science, writing, language arts, computers, and sand play. There are no other materials available for rotation in the learning centers.</p> <p>The playground is near the classroom, and has both stationary and portable gross motor equipment available. Climbing equipment does not have a cushioning surface.</p>
Assessment and Continuous Improvement
<p>Program staff uses the first part of the Pre-K PALS assessment, the letter assessment for upper and lower case letters, as well as the colors, shapes, drawing, name writing and numbers to assess student progress. The teacher uses the assessment results to adjust the learning activities and materials to meet the needs of the children.</p>
Parent Engagement
<p>Parents are encouraged to volunteer to assist in the classroom, but few volunteer. There is a resource library for parents in the next classroom from which parents can check out materials to use at home with their children.</p>

Clark County School District

Initially Funded: FY 2001-2002

FY 2012-13 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)
McCaw Elementary	Lake 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 Pre-Language Assessment Scale (20 pts.)	Pre LAS – 34.6 pts.	Met

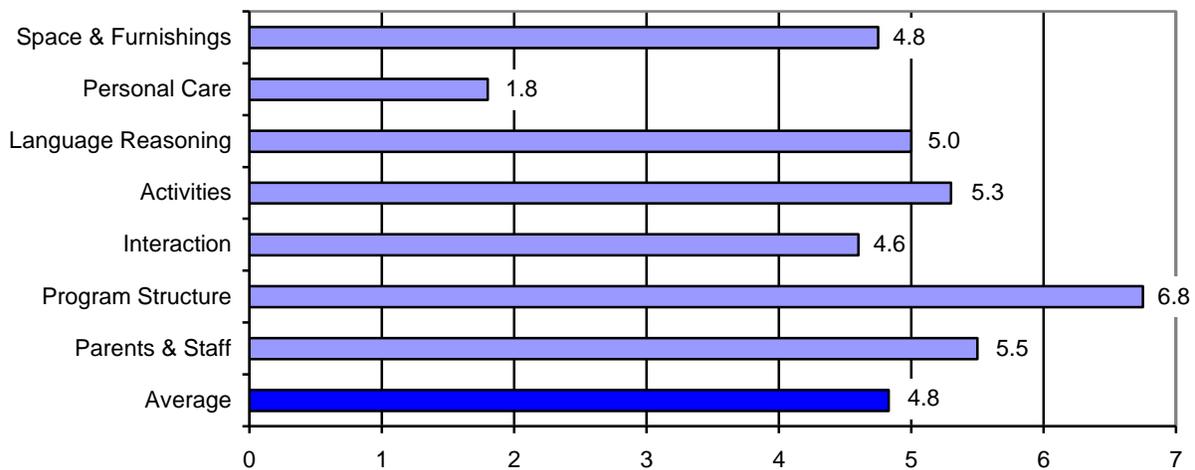
Individual Parenting Goals (92%)	98.9%	Met
Increase in Time Spent with Children (80%)	86.0%	Met
Increase in Time Spent Reading With Children (80%)	86.8%	Met

Program Model #1—Inclusion Model

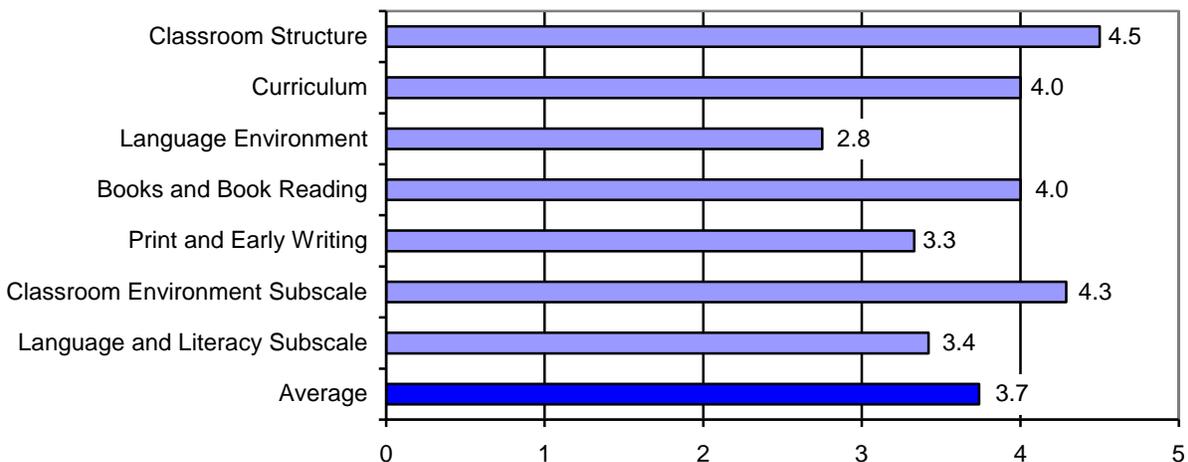
The evaluator visited Lake Elementary as representative of the Inclusion Model.

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: McCaw Elementary

Area—Description
Curriculum & Program Design
<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 in the morning and afternoon, Monday through Thursday, for a total of 10 hours per week.</p>
Learning Environment
<p>The program is located in a large classroom near the back of the school. It contains child-sized furniture, a separate sink, and has its own bathroom adjoining the classroom. Children use the kindergarten playground which is a short walk from the classroom. The playground has a rubberized surface with appropriate child-sized equipment, and has access to the blacktop for ball and bike play as well as access to grass. The outdoor environment is well-developed with many options for gross motor play as well as other activities, such as art, music and reading.</p> <p>The classroom contains several learning centers (blocks, dramatic play, fine motor, art, science, writing, sensory, library, and listening) geared to the developmental needs of the children. The classroom is clean, well maintained, and contains an excellent supply of materials in good condition.</p>
Assessment and Continuous Improvement
<p>Staff use Individual Growth and Development Inventory (IGDI), a phonemic awareness assessment and an electronic portfolio that is aligned with the CCSD standards. The teacher uses assessment results to guide instruction. Teachers administer the Creative Curriculum Gold to assess students with IEPs as well as the Brigance Developmental assessment when needed.</p>
Parent Engagement
<p>The parenting program offers a variety of training opportunities for parents, including monthly family activities and parent trainings, e.g., conferences, classes on nutrition and positive behavior strategies, story hour for children, and field trips. Families can also attend schoolwide quarterly family nights with literacy and math activities. Most parents volunteer sometime during the year and some parents volunteer regularly. All parents are asked to support the goal of teaching the acceptance of diversity by helping do projects with the children in the classroom that represent other cultures. Staff report that 85 percent of parents participate in the parenting program.</p>

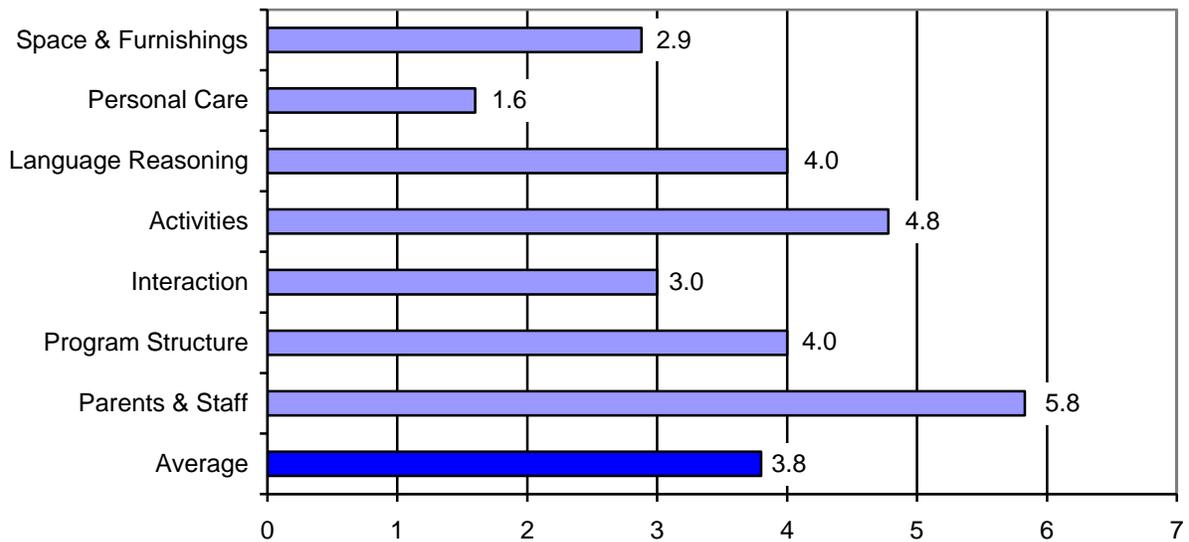
Clark County School District: (Cont.)

Program Model #2—Early Literacy Center Model

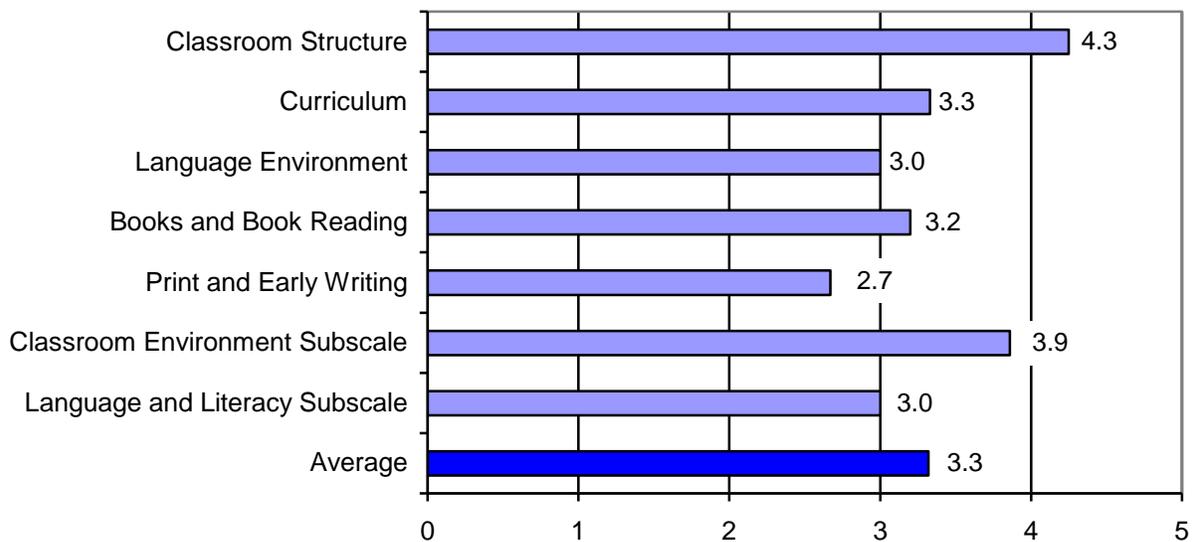
The evaluator visited Cunningham Elementary as representative of Early Literacy Centers.

Program Delivery Indicators: Cunningham Elementary School

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



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



Project Description: Cunningham Elementary School

Area—Description
Curriculum & Program Design
<p>The program uses <i>Creative Curriculum</i> as the primary curriculum, which 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 incorporate some principles from the Reggio Emilia approach by following some of the children’s interests and adjusting the length of class 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>
Learning Environment
<p>The program is located in a large, well-maintained classroom with child-sized furniture. The classroom does not have access to bathrooms; the nearest bathrooms are down two hallways from the classroom. The classroom contains one child-sized sink, promoting good health practices. A separate sink is also in the bathroom. 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 preschool enclosed playground is a five minute walk from the classroom. The playground has a blacktop play area, grass for play, and a rubberized cushioning surface under climbing equipment that is appropriately child-sized. The playground has some safety issues, including having no protection from cars.</p>
Assessment and Continuous Improvement
<p>Staff completes portfolio assessments for each child which includes a variety of student work samples and a checklist designed with the kindergarten staff. Staff use the Individual Growth and Development Inventory to track children’s growth in phonemic awareness. The teacher uses assessment results to guide instruction.</p>
Parent Engagement
<p>Program staff offer monthly parent trainings on a variety of topics, including health issues, writing, child development, and literacy. Staff often sends home guidance articles for parents and hold parent-teacher conferences twice a year, and as needed. Parents volunteer frequently and can attend schoolwide literacy and math nights with their children.</p> <p>Staff report that almost 100 percent of parents regularly attend parenting activities and volunteer.</p>

Elko County School District

Initially Funded: FY 2007-2008

FY 2012-13 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	83
Number of Adults	109
Number of Families	83

Staff and Qualifications: Elko ECE

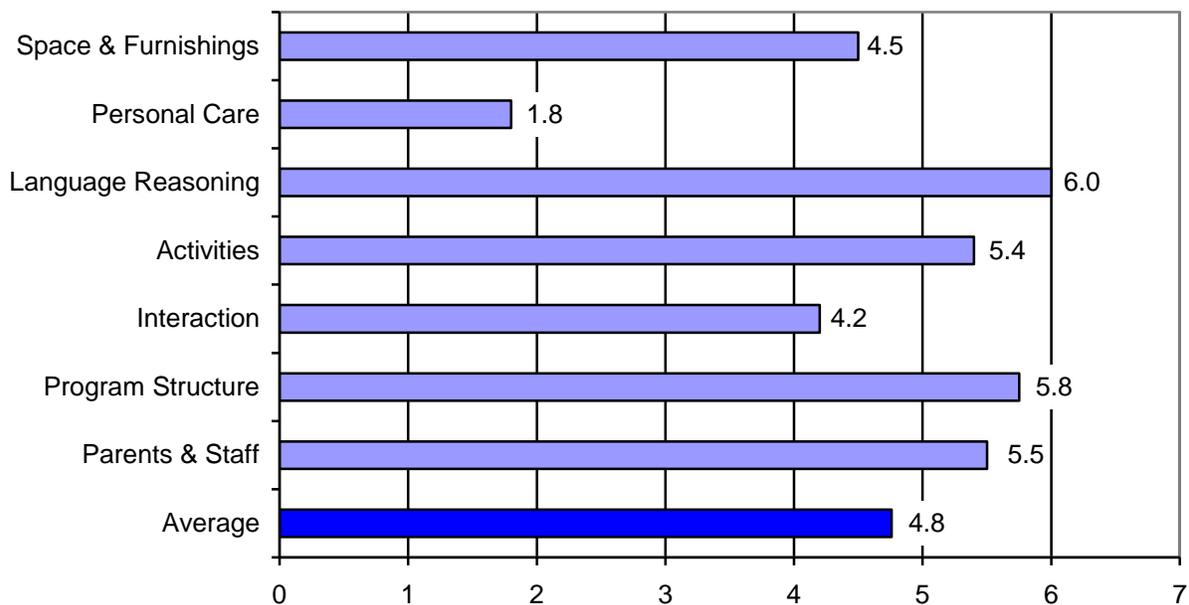
Staff Position	FTE	Qualifications/Endorsement
Teacher (2)	2 FTE	Two K-8 Certifications, Two ECE Endorsements
Aide (2)	2 FTE	Two HS Degrees/GED

Program Outcomes: Elko ECE

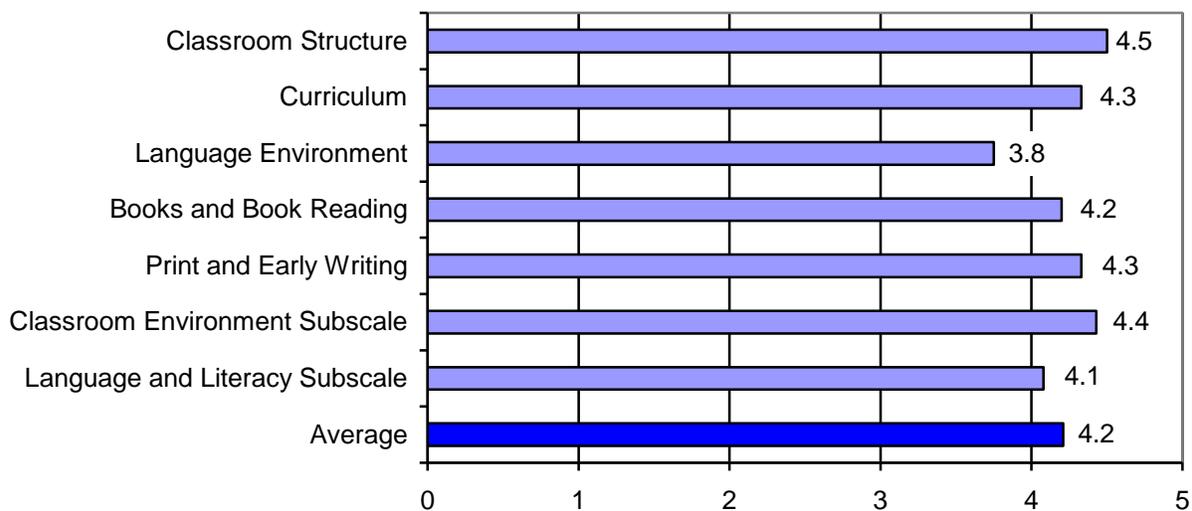
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT – 93.1%	Met
B. Expressive Comprehension (80%)	EOWPVT – 97.3%	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT – 11.0 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT – 17.9 pts.	Met
Reading Readiness: Average Project Gain		
Pre-Language Assessment Scale (20 pts.)	Pre LAS – 57.0 pts.	
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (80%)	100 %	Met
Increase in Time Spent Reading With Children (80%)	98.2 %	Met

Program Delivery Indicators: Southside Elementary Pre-K Program

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



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



Project Description: Southside Elementary Pre-K Program

Area—Description
Curriculum & Program Design
<p>The program uses the <i>Self-Concept Curriculum</i> which focuses on the development of self-concept and draws from several programs. The program also uses <i>Creative Curriculum</i>, described previously, which emphasizes interactive learning in carefully designed learning centers. The program recently received reaccreditation from the National Association for the Education of Young Children.</p> <p>The program operates Monday through Thursday in morning and afternoon sessions. Children receive 10 hours per week of contact time.</p>
Learning Environment
<p>The program is located in a large classroom. Bathrooms are adjacent to the classroom where children can use the bathroom or sink independently. The bathrooms are not wheelchair accessible. The classroom contains an additional sink. 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>
Assessment and Continuous Improvement
<p>Staff uses a checklist to assess children's progress on preschool standards and skills throughout the year. Staff collect work samples that address skills on the checklist, which staff give to parents during conferences. All results are discussed during weekly planning sessions to help determine if a child needs extra help.</p>
Parent Engagement
<p>Parent involvement opportunities include a monthly Family Storyteller program, volunteering in the classroom, and providing and setting-up snack time. Staff send home "Homework on Wheels" which contains a variety of activities for parents and children to do at home together. Books in English and Spanish are available for check out.</p> <p>The parents are required to attend four parent/teacher conferences each year, and all parents do. Parent attendance is also strong in other parenting activities.</p>

Great Basin College

Initially Funded: FY 2001-2002

FY 2012-13 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	35
Number of Families	32

Staff and Qualifications

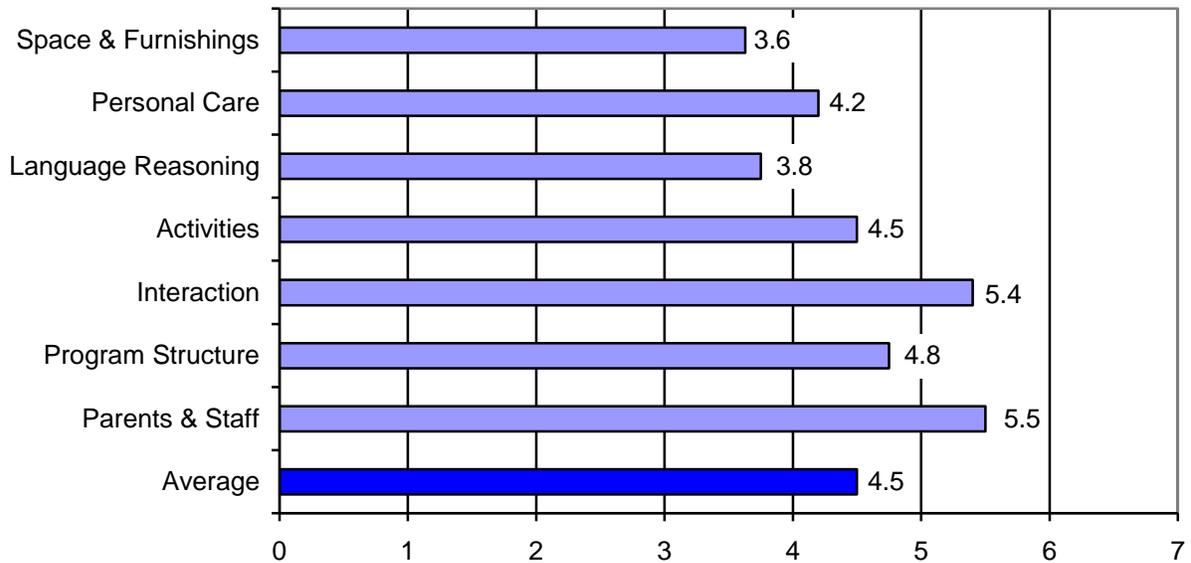
Staff Position	FTE	Qualifications/Endorsement
Teacher (1)	1 FTE	K-8 Certification, ECE Endorsement
Aide (4)	2 FTE	Four H.S. Degrees/GED
Administrator (1)	0.1 FTE	
Support Staff (1)	0.45 FTE	

Program Outcomes

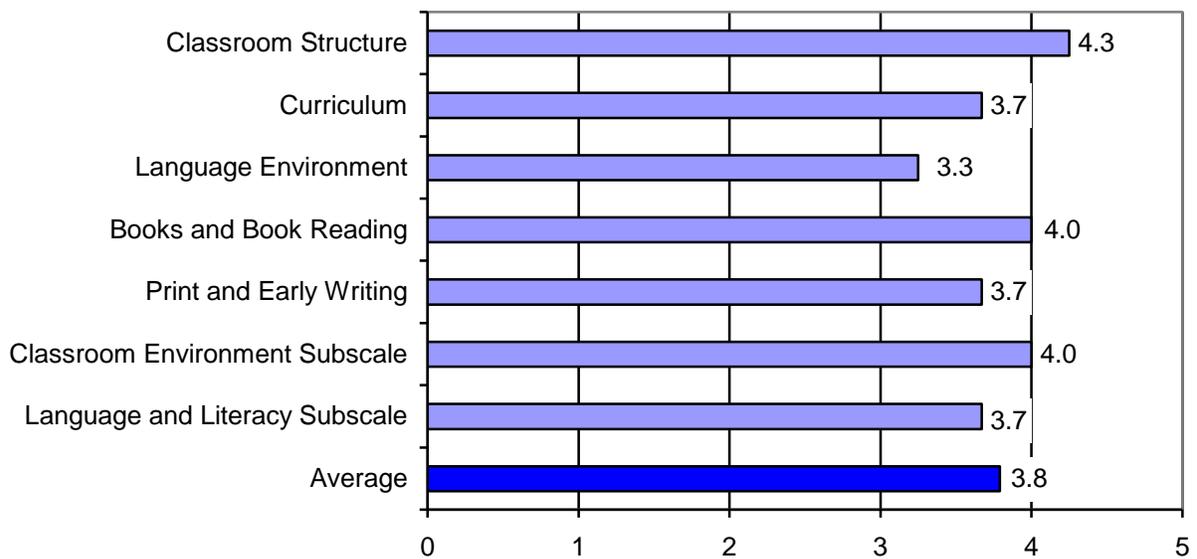
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT – 84.4 %	Met
B. Expressive Comprehension (80%)	EOWPVT – 80.6 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT - 10.9 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT – 10.9 pts.	Met
Reading Readiness: Average Project Gain		
Pre-Language Assessment Scale (20 pts.)	Pre LAS – 32.4 pts.	Met
Individual Parenting Goals (92%)	97.0 %	Met
Increase in Time Spent with Children (80%)	91.7 %	Met
Increase in Time Spent Reading With Children (80%)	91.7 %	Met

Program Delivery Indicators

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



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



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

Area—Description
Curriculum & Program Design
<p>The program uses the <i>Self-Concept Curriculum</i> which focuses on the development of self-concept and draws from several programs. 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>
Learning Environment
<p>The classroom contains child-sized furniture and is adjacent to child-sized bathroom facilities which are shared with the adjoining class. The classroom has an additional sink. To seat all children at snack time, staff place tables onto a small tile area, making it difficult for teachers to move between tables.</p> <p>The outdoor playground is large and well-equipped with two multi-unit play stations and many climbing units with new surfacing for cushioning falls. The playground includes several climbers, a large sand box with toys, a tricycle path, and a large grass area.</p> <p>The classroom contains a variety of learning centers (blocks, dramatic play, manipulatives, art, writing, science, language arts, and computers). Some materials have both English and Spanish labels. The Center contains a library, well stocked with early childhood books and materials for parents to check out.</p>
Assessment and Continuous Improvement
<p>Staff uses the Early Learning Scale from Lakeshore, a standards-based preschool assessment that measures all the key developmental domains. Staff also complete several informal checklists based on pre-kindergarten standards for all the children.</p> <p>The teacher uses the data from the checklists and screenings to prepare for developmentally appropriate instruction for each child.</p>
Parent Engagement
<p>The program provides many opportunities for parent involvement. Parents volunteer in the classroom at least monthly and participate in the “Homework on Wheels” program, which is also sent home monthly and contains a variety of materials for parents and children to do together at home.</p> <p>Teachers report that most parents are actively involved in the parenting activities offered.</p>

Humboldt County School District

Initially Funded: FY 2001-2002

FY 2012-13 Funding: \$110,638

Program Location (1)

- Grass Valley Elementary School, Winnemucca, Nevada

Participants

Participants	Number Served
Number of Children	48
Number of Adults	91
Number of Families	47

Staff and Qualifications

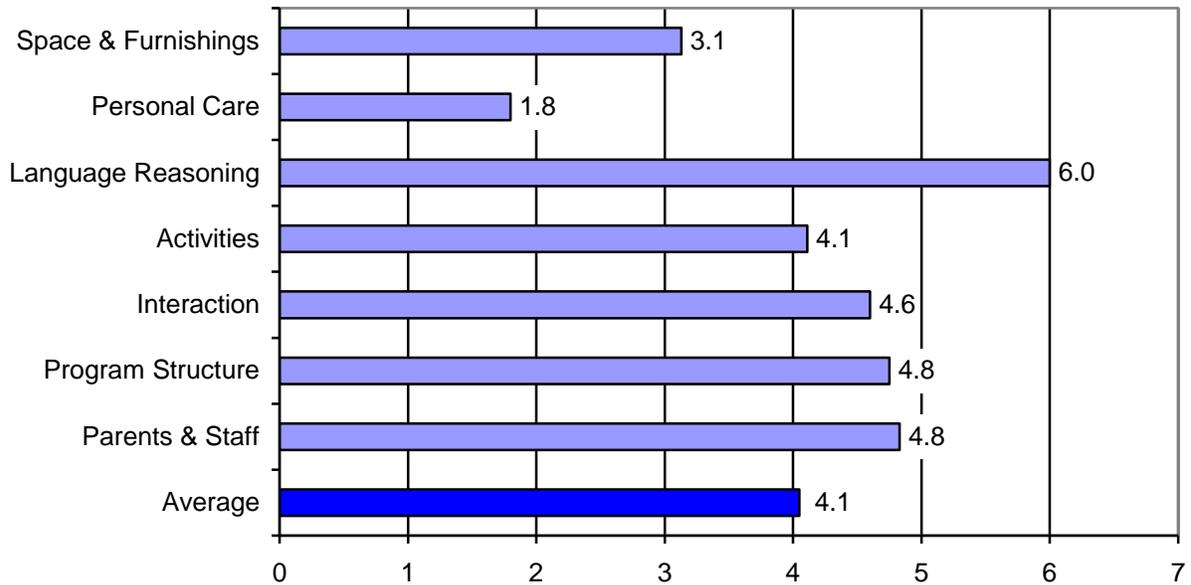
Staff Position	FTE	Qualifications/Endorsement
Teacher (1)	1 FTE	K-8 and ECE Certification
Aide (1)	1 FTE	H.S. Degree/GED

Program Outcomes

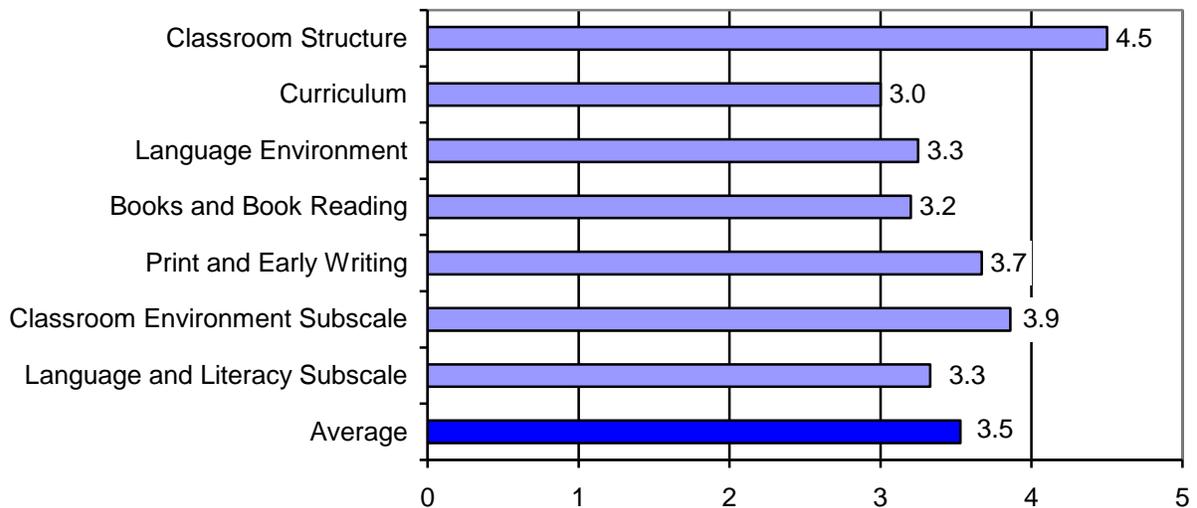
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT – 83.8 %	Met
B. Expressive Comprehension (80%)	EOWPVT – 92.1 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT – 12.9 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT – 20.6 pts.	Met
Reading Readiness: Average Project Gain		
Pre-Language Assessment Scale (20 pts.)	NA	NA
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (80%)	96.7 %	Met
Increase in Time Spent Reading With Children (80%)	96.7 %	Met

Program Delivery Indicators

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



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



Project Description: Grass Valley Elementary School

Area—Description
Curriculum & Program Design
<p>The Humboldt County Pre-Kindergarten program uses <i>Creative Curriculum</i> as the primary curriculum, but has not been trained in the curriculum yet. 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. Staff use theme-based planning that includes the Nevada Pre-K standards.</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>
Learning Environment
<p>The program has a medium-sized classroom in the back of the school. The classroom has a separate sink as well as bathrooms in a nearby hallway. The classroom includes a reading and listening center, an area for manipulative toys, a writing table, art, blocks, and a dramatic play area.</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 and does not meet the required depth. Most of the climbing equipment is old and doesn't meet the current safety requirements.</p>
Assessment and Continuous Improvement
<p>Staff create student portfolios with work samples including artwork, writing, and fine motor skills. Staff also created a checklist of pre-kindergarten skills to assess progress in key developmental areas.</p> <p>Data are used to guide lesson plans to ensure appropriate activities are scheduled to meet the needs of each children.</p>
Parent Engagement
<p>Parents sign a contract that requires they be involved in the early childhood program six hours per month, including volunteering in the classroom and attending a monthly parent night on a variety of topics, such as math, science, and literacy. Staff send literacy backpacks home monthly with a variety of activities for parents and children to do together at home. Parents also prepare materials for the teacher, send in snacks, and chaperone field trips, such as to the grocery store and the park.</p> <p>Parents volunteer regularly so that the teacher has a parent volunteer almost daily. Parents receive training in how to support the children's learning in the classroom.</p>

Mineral County School District

Initially Funded: FY 2009-2010

FY 2012-13 Funding: \$102,897

Program Location (1)

- Hawthorne Elementary School, Hawthorne, Nevada

Participants

Participants	Number Served
Number of Children	38
Number of Adults	63
Number of Families	37

Staff and Qualifications

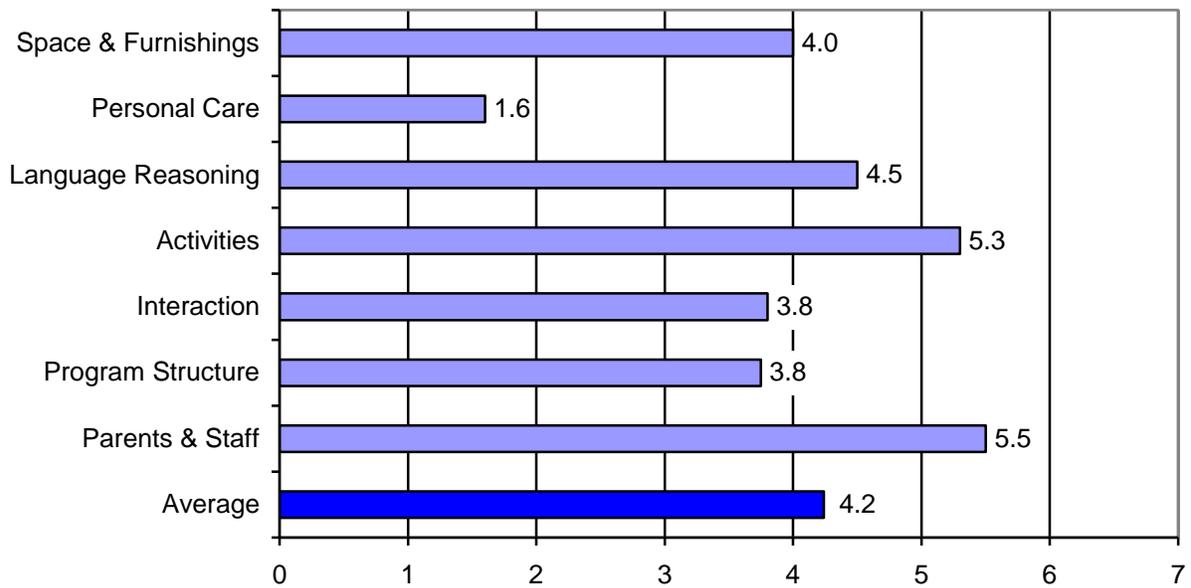
Staff Position	FTE	Qualifications/Endorsement
Teacher	1 FTE	One K-8 Certification and ECE Endorsement
Aide	1 FTE	One A.A. Degree

Program Outcomes

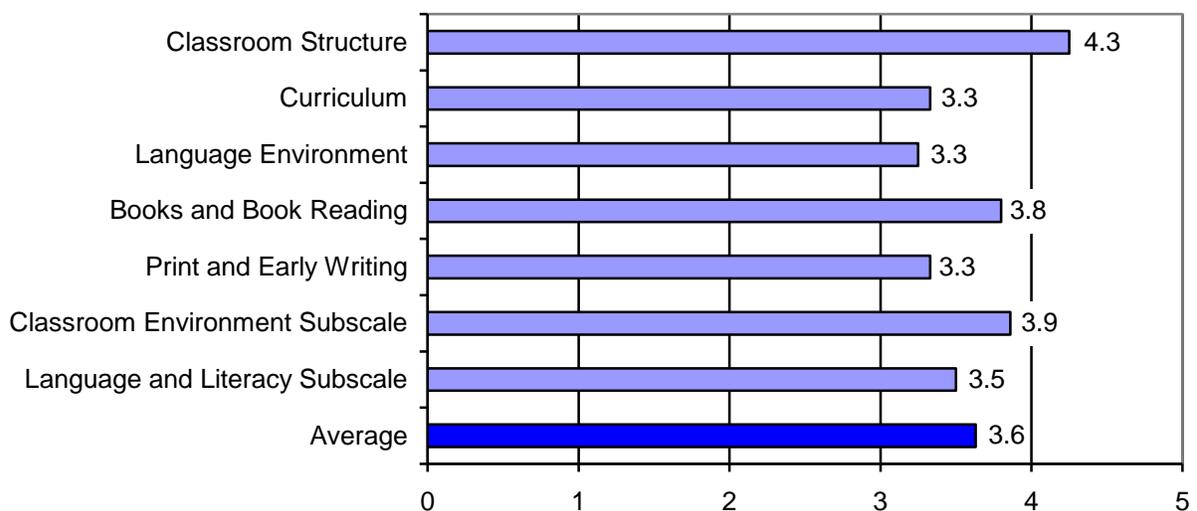
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT – 96.7 %	Met
B. Expressive Comprehension (80%)	EOWPVT - 100 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT – 17.9 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT – 17.0 pts.	Met
Reading Readiness: Average Project Gain		
Pre-Language Assessment Scale (20 pts.)	NA	NA
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (80%)	100 %	Met
Increase in Time Spent Reading With Children (80%)	100 %	Met

Program Delivery Indicators

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



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



Project Description: Hawthorne Elementary School

Area—Description
Curriculum & Program Design
<p>The program uses the <i>Creative Curriculum</i> program, which has been described previously. Staff incorporate Nevada’s Pre-K Standards into the program as well as other learning resources, such as Virtual Pre-K and Zoo Phonics, to develop project activity 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>
Learning Environment
<p>The program uses two large adjoining classrooms which contain child-sized furniture. Children have access to bathrooms in the hallway between the classrooms and to one sink in each classroom for use after toileting and for all other uses, compromising health procedures. Children have easy access to a playground, which is close to a parking lot with no protection from cars.</p> <p>The first classroom is designed with five centers (science/math, dramatic play, art, sand, and fine motor). The second classroom has four centers (blocks, small building toys, dramatic play, art). Both have low open shelves for accessible storage. Both classrooms have a good supply of materials that are in good condition.</p>
Assessment and Continuous Improvement
<p>Staff use the state standards portfolio as well as checklists of developmental areas to record and assess children’s progress. Staff use the data gathered from assessments to tailor learning activities and experiences for children throughout the year.</p>
Parenting Engagement
<p>Staff encourage parents to attend holiday parties, participate in birthday celebrations, volunteer in the classroom, and read at home with their children. Program staff conduct initial and mid-year parent conferences, but are also available for conferences weekly. Staff offers three Learning Nights, which emphasize literacy activities, such as vocabulary, letter knowledge, and writing. A small group of parents are regular volunteers.</p>

Nye County School District

Initially Funded: FY 2007-2008

FY 2012-13 Funding: \$113,422

Program Location (1)

- Nye County Pre-Kindergarten Program, Pahrump, Nevada

Participants

Participants	Number Served
Number of Children	49
Number of Adults	48
Number of Families	47

Staff and Qualifications

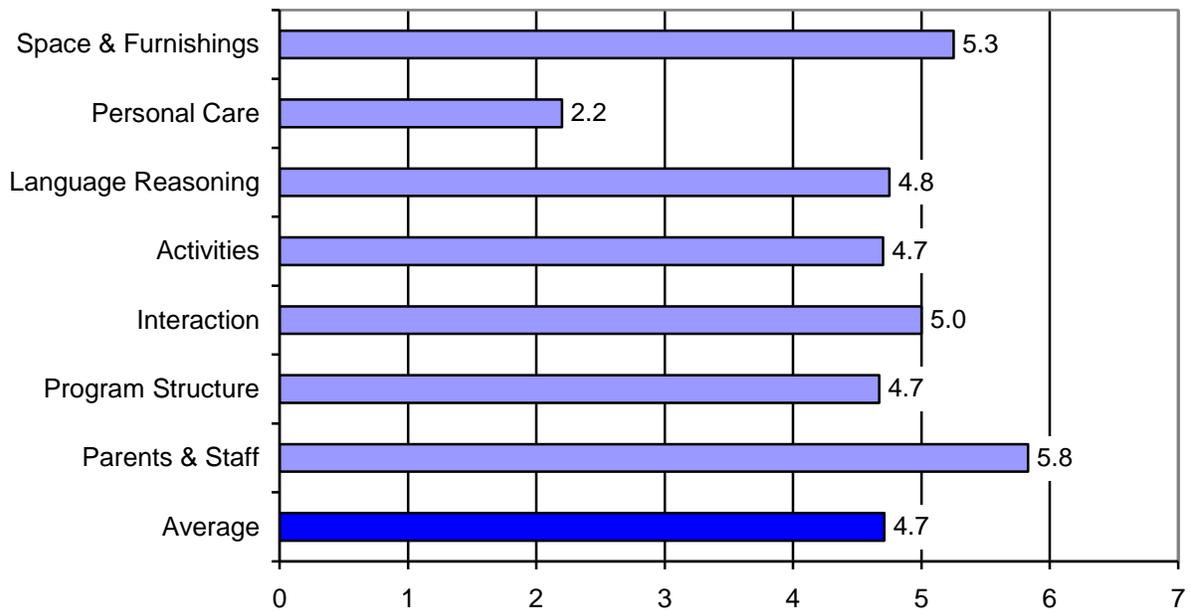
Staff Position	FTE	Qualifications/Endorsement
Teacher (1)	1 FTE	One K-8 Certification, ECE Endorsement
Aide (1)	1.0 FTE	One H.S. Degree/GED
Administrator (1)	0.25 FTE	

Program Outcomes

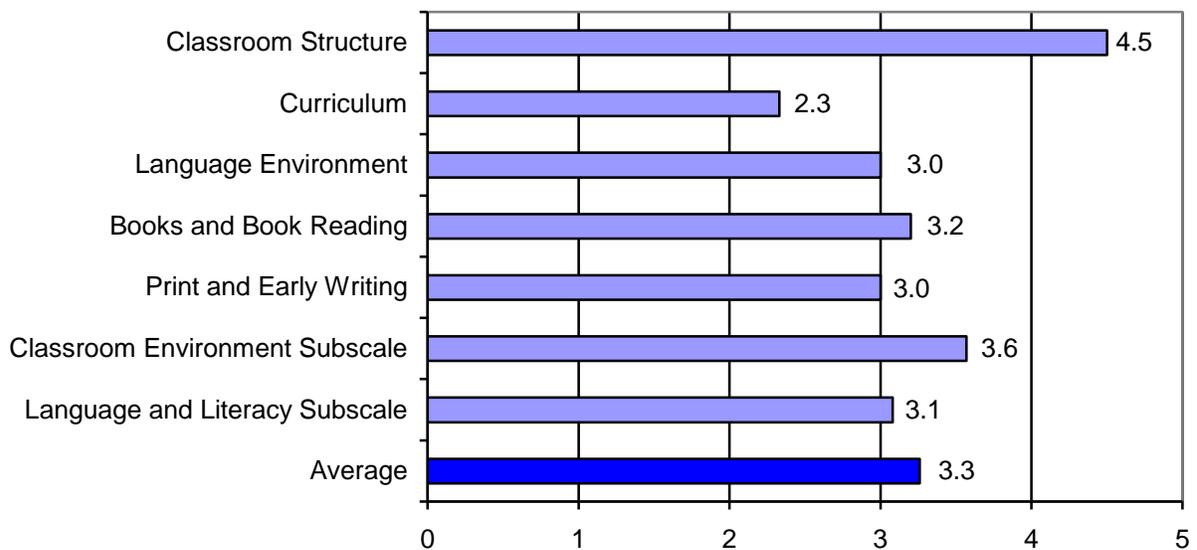
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 88.2 %	Met
B. Expressive Comprehension (80%)	EOWPVT- 87.5 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT- 8.4 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT- 9.5 pts.	Not Met
Reading Readiness: Average Project Gain		
Pre-Language Assessment Scale (20 pts.)	Pre LAS – 27.0 pts.	Met
Individual Parenting Goals (92%)	92.0 %	Met
Increase in Time Spent with Children (80%)	88.0 %	Met
Increase in Time Spent Reading With Children (80%)	88.0 %	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: Nye County Pre-Kindergarten Program

Area—Description
Curriculum & Program Design
<p>The program uses Scholastic’s <i>Building Language for Literacy</i> as the primary curriculum. It is a research-based program that helps children learn to read by emphasizing oral language, phonological awareness, letter knowledge, and concepts of print. Staff have developed many whole-group and teacher-directed experiences, and use Nevada Pre-K standards to support the curriculum.</p> <p>The program operates Monday through Thursday in morning and afternoon sessions. Children receive 10 hours per week of contact time.</p>
Learning Environment
<p>The classroom is located in a modular building, and connected by a hallway to a parenting area. The bathrooms are located between the two rooms. The only sink is in the classroom. The furniture is mostly child-sized. The classroom contains many learning centers, including reading, blocks, puzzles, listening, science, and dramatic play. The classroom has a good supply of materials that are in good condition.</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>
Assessment and Continuous Improvement
<p>The teacher uses the Kindergarten Assessment developed by the school district, which tracks skill development in several areas, including Language Arts, Book Handling/ Concepts of Print, and Math. Staff also use a portfolio to collect student work samples, art samples, photos, etc. Staff give the Kindergarten Assessment results and each child’s portfolio to the parent at end-of-year conferences.</p> <p>Teachers and aides use assessment data to target group and individual instruction.</p>
Parenting Engagement
<p>Parents are required to attend an orientation meeting, two parent/teacher conferences, and choose four parenting workshops from a large variety of workshops offered during the year. Half of the workshops are in English, using the Parents on Board parenting program, and the other half are in Spanish, using the AVANCE program. Some workshop topics include discipline, parenting basics, winter safety, and Family Storyteller. Videos and DVDs are also available if a parent is unable to attend the workshops. Parents are encouraged to volunteer in the classroom. The program also offers a variety of family events, including celebrations for the holidays, Week of the Young Child Activities, and family picnic.</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 2021-13 Funding: \$120,809

Program Location (1)

- Lovelock Elementary School, Lovelock, Nevada

Participants

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

Staff and Qualifications

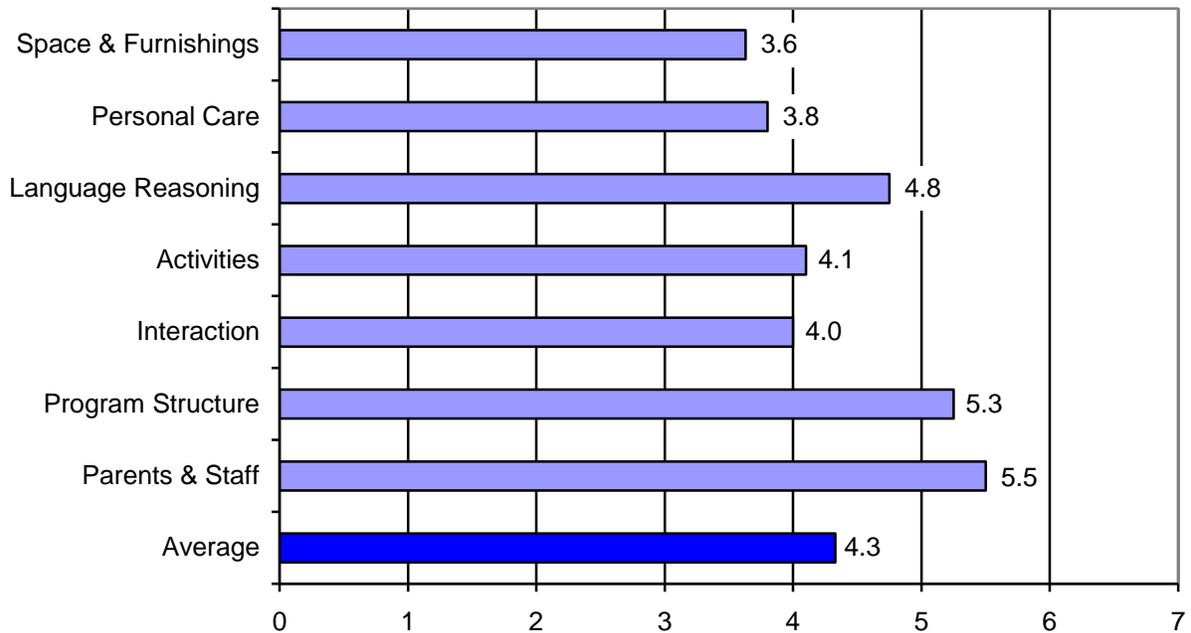
Staff Position	FTE	Qualifications/Endorsement
Teacher (1)	1 FTE	One K-8 Certification
Aide (1)	1 FTE	One H.S. Degree/GED
Family Specialist (1)	1 FTE	

Program Outcomes

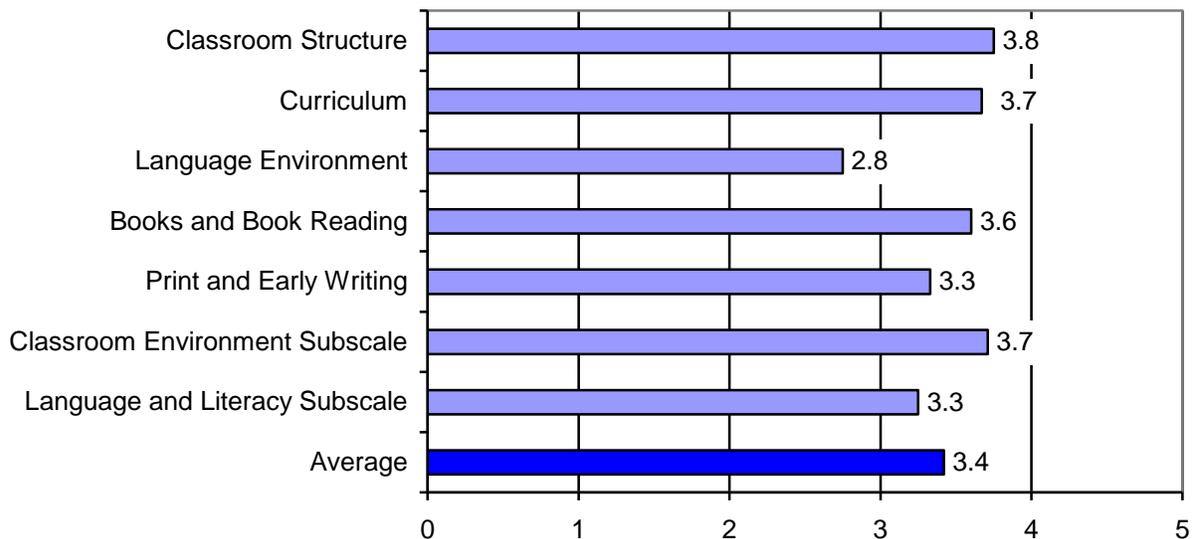
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT – 79.4 %	Not Met
B. Expressive Comprehension (80%)	EOWPVT – 85.3 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT – 12.3 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT – 10.7 pts.	Met
Reading Readiness: Average Project Gain		
Pre-Language Assessment Scale (20 pts.)	NA	NA
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (80%)	86.7 %	Met
Increase in Time Spent Reading With Children (80%)	60.0 %	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: Lovelock Elementary School

Area—Description
Curriculum & Program Design
<p>The program uses components from the Pre-Kindergarten curriculum from the <i>Houghton Mifflin Reading Program</i>, which is the elementary school’s reading program that emphasizes alphabet recognition, oral language and vocabulary development, print awareness, and beginning phonics. The teacher integrates the Nevada Pre-K Standards and the common core state standards into the curriculum. As part of an inclusion delivery model, the program serves Special Education children from a separate classroom along with typically developing peers enrolled in the Nevada ECE program. Children spend time in both classrooms.</p> <p>The program offers morning and afternoon classes of about 3 ½ hours per day, Monday through Thursday, so that children receive about 13 hours per week of the preschool program.</p>
Learning Environment
<p>The Nevada ECE classroom and Special Education classroom are next door to each other for easy access. Children spend half of their time in each classroom. Children can access a child-sized bathroom from each classroom, and both classrooms have an extra sink. Each classroom has several learning centers (blocks, dramatic play, manipulative materials, art, writing, library, and computers) and a loft for quiet activities. The learning centers contain a variety of 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, a woodworking area, and a narrow tricycle trail alongside the building. There are several safety hazards, such as a lack of sufficient cushioning surface under fall zones.</p>
Assessment and Continuous Improvement
<p>Staff complete portfolio assessments, based on Nevada Pre-K Standards, for all the children. Learning activities and materials are adjusted to meet the needs of the children as defined by the assessments. Staff administer the Developmental Indicators for the Assessment of Learning (DIAL) to assess children for the special needs program.</p>
Parenting Engagement
<p>The teachers 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 also offers monthly parent events on a variety of topics, including safety, literacy, and math. Parents can also attend schoolwide parent events. Staff report that most parents attend the required trainings and events. Many parents also volunteer in the classroom, with the exception of several working parents.</p>

Washoe County School District

Initially Funded: FY 2001-2002

FY 2012-13 Funding: \$719,094

Program Locations (12). The WCSD program has 12 locations using three service models.

Reggio Emilia (5)	Early Literacy Centers (3)	Other (4)
Veterans Elementary	Wooster Early Learning	Sparks Middle (Inclusive)
Elmcrest Elementary	Anderson Elementary	Echo Loder (Classroom on Wheels)
Incline Elementary	Smithridge Elementary	Stage Coach Elem. in Lyon County
Kate Smith Elementary		Mark Twain Elem. in Storey County
Lincoln Park Elementary		

Participants: Washoe ECE

Participants	Number Served
Number of Children	395
Number of Adults	391
Number of Families	389

Staff and Qualifications: Washoe ECE

Staff Position (n)	FTE	Qualifications/Endorsement
Teacher (13)	12 FTE	Twelve ECE Certifications, Twelve ECE Special Education Endorsements, and One State ECE Requirement Endorsement
Aide (2)	1.4 FTE	Two H.S. Degree/GED

Program Outcomes: Washoe ECE

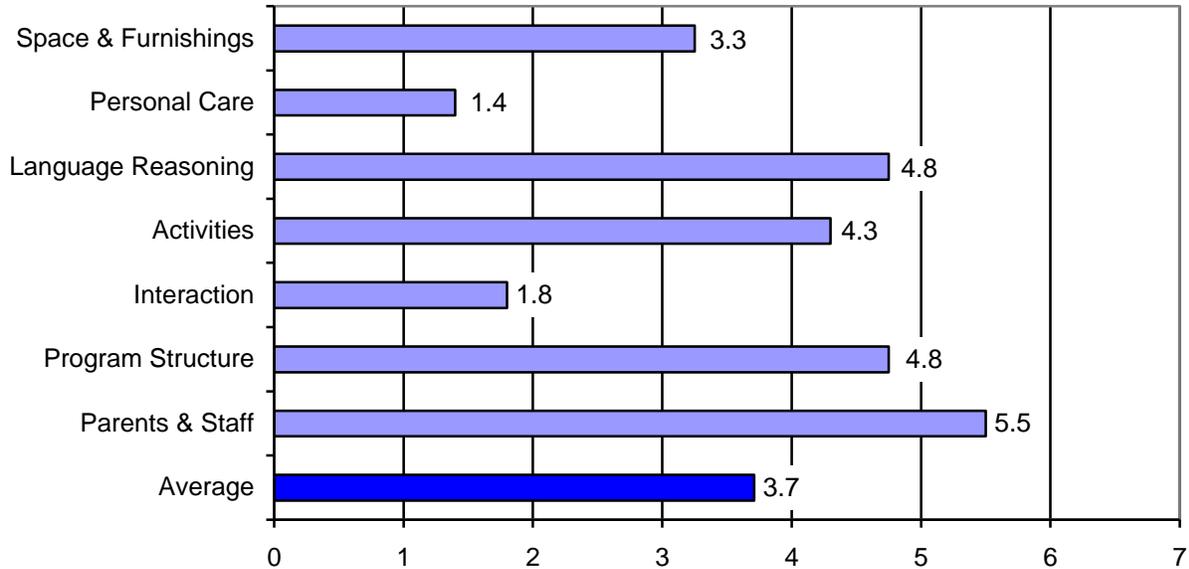
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT – 82.6%	Met
B. Expressive Comprehension (80%)	EOWPVT – 84.7%	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT – 9.1 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT – 10.0 pts.	Met
Reading Readiness: Average Project Gain		
Pre-Language Assessment Scale (20 pts.)	Pre LAS – 37.3	Met
Individual Parenting Goals (92%)	100%	Met
Increase in Time Spent with Children (80%)	82.5%	Met
Increase in Time Spent Reading With Children (80%)	86.0%	Met

Program Model #1: Reggio Emilia Centers

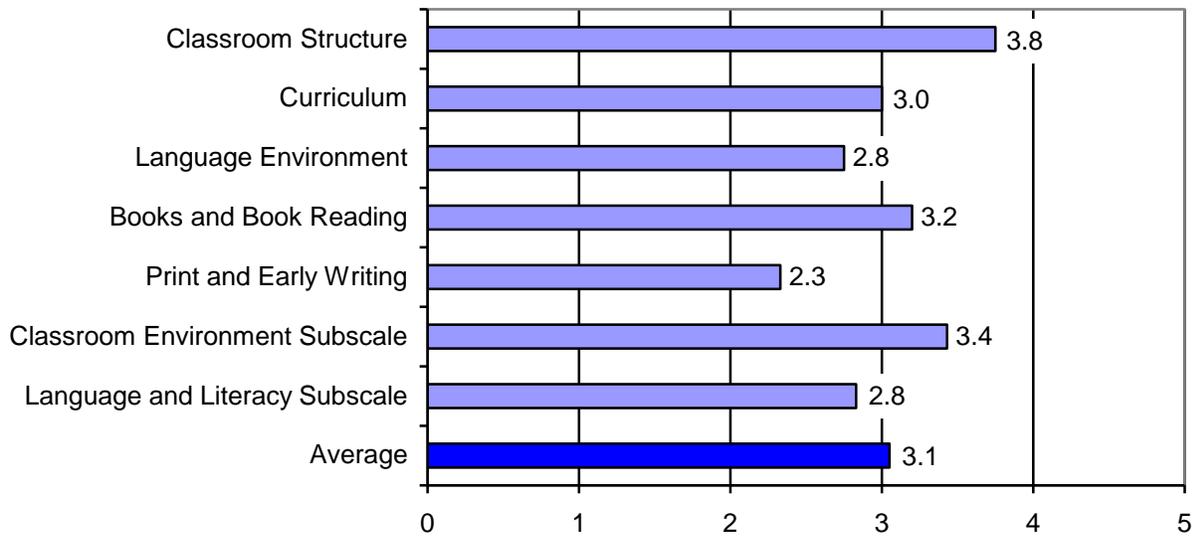
The evaluator visited Veterans Memorial Elementary as representative of a Reggio Emilia Approach.

Program Delivery Indicators: Veterans Memorial 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: Veterans Memorial Elementary School

Area—Description
Curriculum & Program Design
<p>This teacher uses the Reggio Emilia approach, which involves extended projects based on children’s interests and an in-depth system of documentation to make the learning visible for the children, teachers, and parents. Children work on long-term and short-term projects often based on children’s and teacher’s ideas. The teacher is flexible within the themes, shortening or lengthening the themes based on the children’s engagement. Staff typically document the projects through photos, the children’s words, their works of art, etc.</p> <p>The program offers classes Monday through Thursday for both morning and afternoon sessions. Children receive 10 hours per week of contact time.</p>
Learning Environment
<p>The classroom is in a modular building, shared with upper grade classrooms. Two bathrooms are down the hallway. Toilets, sinks, tables, and chairs are not child-sized. There is a sink in the classroom. The early childhood program uses the older elementary playground outside the portable: it does not contain early childhood playground equipment. It includes one large elementary climber, tables, swings, a sandbox, and space to run. During outdoor time, program staff take out equipment to augment the limited playground.</p> <p>The classroom is designed with many centers (writing, library, art, manipulative materials, science, blocks, computer, dramatic play) and children can easily move between them. Each center has an ample supply of materials. The environment is homelike with curtains, a couch, lamps, plants, and framed children’s artwork. The program serves primarily Hispanic children learning English as a second language. The teachers are bilingual and use Spanish and English in the classroom and with parents. English is expected of the children when appropriate. The classroom contains books, songs, and writing in both languages.</p>
Assessment and Continuous Improvement
<p>Program staff administers the Pre-K Portfolio Assessment developed by the WCSD Early Childhood Office to assess specific developmental areas and literacy awareness. The portfolio contains assessments, drawing and writing samples, and documentation photos. Lesson plans are developed based on children’s need.</p>
Parenting Engagement
<p>Parents are asked to volunteer and many do. The teacher offers six workshops annually. The topics are based on interest surveys taken in the beginning of the year, and include workshops on pro-social behavior, Virtual Pre-K, PBS, and literacy. The teacher sends home Virtual Pre-K activities and other homework related to class activities.</p> <p>Staff also invite parents to schoolwide literacy and math nights, as well as the program’s Fall Literacy Festival and the Kindergarten Transition Event in the spring.</p>

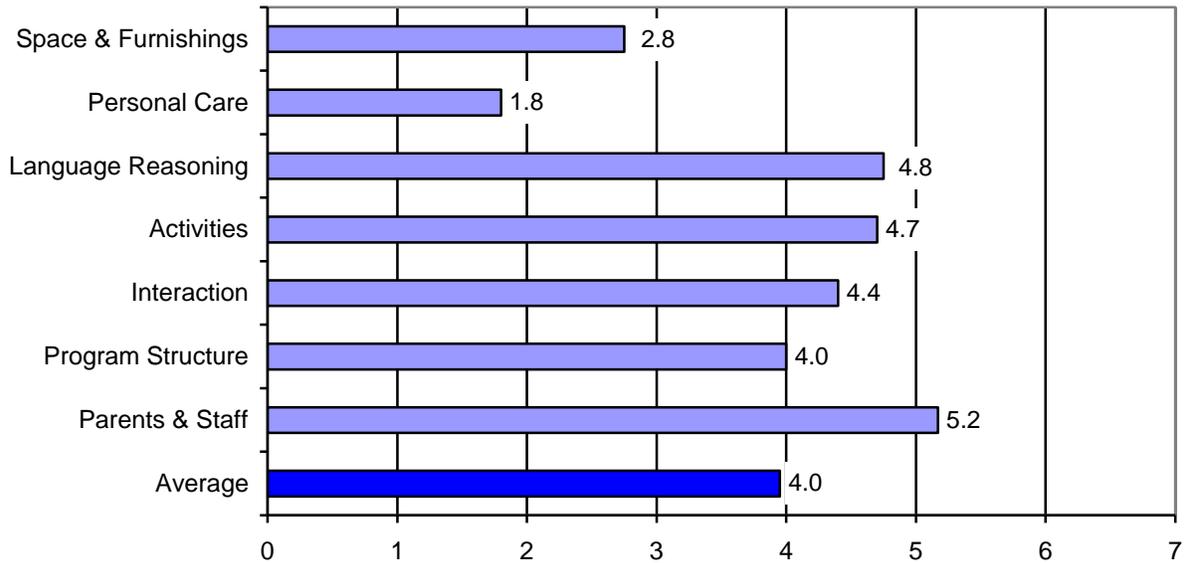
Washoe County School District: (Cont.)

Program Model #2: Early Literacy Center

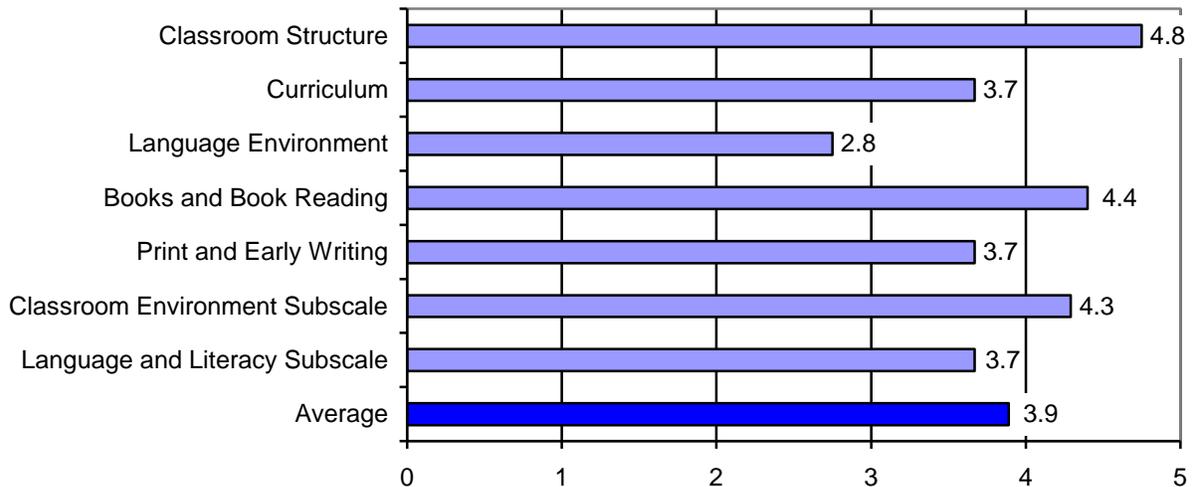
The evaluator visited Wooster Early Learning Center as representative of an Early Literacy Center.

Program Delivery Indicators: Wooster Early Learning Center

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



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



Project Description: Wooster Early Learning Center

Area—Description
Curriculum & Program Design
<p>The program uses the <i>Creative Curriculum</i> as the primary early childhood curriculum. It includes well-developed learning centers and extensive time periods for children to explore their environment. Staff use Nevada Pre-K standards and the Virtual Pre-K program to support the curriculum.</p> <p>The program offers a morning and afternoon session, Monday through Thursday, for 2 ½ hours per day so that children receive 10 hours of early childhood education per week.</p>
Learning Environment
<p>The program is located in a small classroom in a portable building that includes several other programs on the Wooster High School campus. Children have access to adult-sized toilets and sinks in bathrooms in the hallway outside the classroom. The classroom contains several learning centers (blocks, dramatic play, manipulative materials, art, science, writing, sensory, library, and computers) geared to the developmental needs of the children. The classroom is clean, well maintained, and contains a good supply of materials in good condition.</p> <p>Children use a playground that has an appropriate climber, balancing beam, easel, tables and benches, sand box and bike path. To access the playground, however, children walk next to a parking lot with access to a street.</p>
Assessment and Continuous Improvement
<p>Staff uses the Pre-K portfolio developed by the Washoe County School District Early Childhood Office. The portfolio is used to store work samples from the children, which staff use to help guide the instruction and discuss progress.</p>
Parent Engagement
<p>Program staff offer parent workshops three times a semester, including topics on the Virtual Pre-K program and Pre-K standards. Staff also offer a variety of classroom workshops, such as family literacy nights. Some parents volunteer, but many parents work or have younger siblings. Some parents participate in classroom activities by making snacks for snack time.</p> <p>The classroom teacher sends home Virtual Pre-K activities as well as another home activity about once a month.</p>

White Pine County School District

Initially Funded: FY 2001-2002

FY 2012-13 Funding: \$103,168

Program Location (1)

- McGill Elementary School, McGill, Nevada

Participants

Participants	Number Served
Number of Children	20
Number of Adults	191
Number of Families	19

Staff and Qualifications

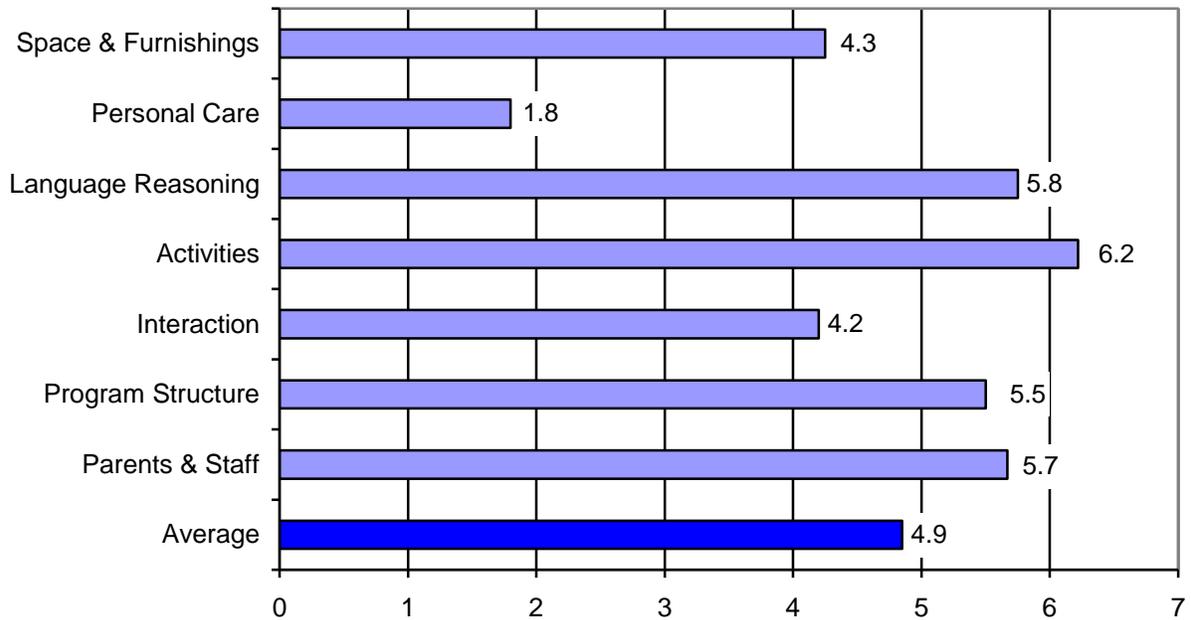
Staff Position	FTE	Qualifications/Endorsement
Teacher (1)	0.83 FTE	One K-8 Certification, ECE Endorsement
Aide (1)	0.50 FTE	One A.A. Degree
Family Specialist (1)	0.65 FTE	

Program Outcomes

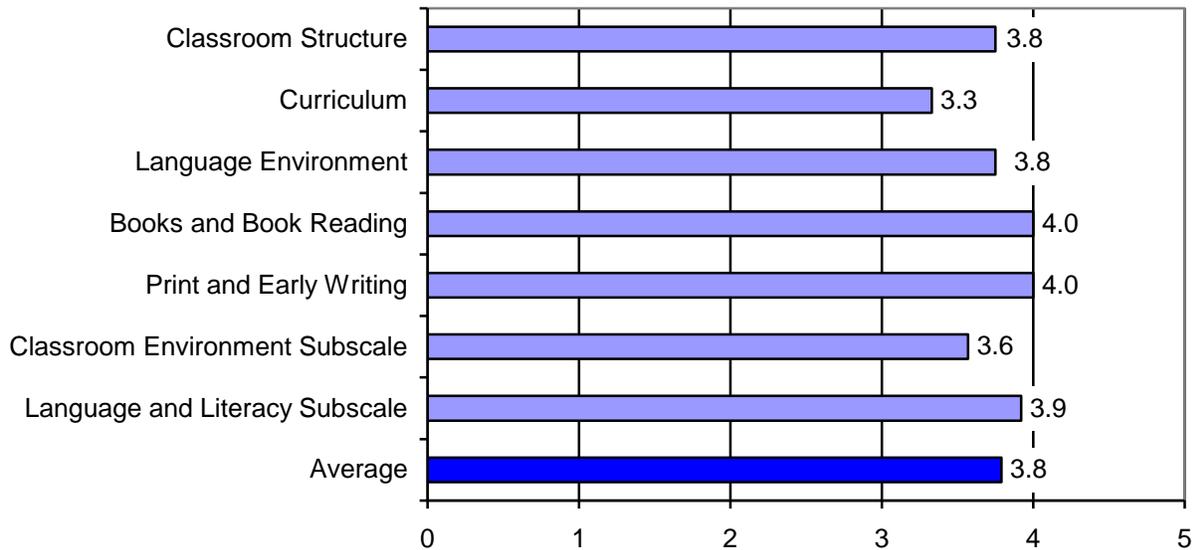
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 100 %	Met
B. Expressive Comprehension (80%)	EOWPVT- 100 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (7 pts.)	PPVT- 13.0 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT- 102.7 pts.	Met
Reading Readiness: Average Project Gain		
Pre-Language Assessment Scale (20 pts.)	NA	NA
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (75%)	100 %	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

Area—Description
Curriculum & Program Design
<p>The program uses the <i>Core Knowledge Program-Preschool</i> as the primary curriculum, and supplements it with the <i>California Early Literacy Learning (CELL)</i> Program. Both are research-based literacy programs used in McGill Elementary School. The teacher linked the <i>Core Knowledge Program</i> with the Nevada Pre-K Standards to guide program activities.</p> <p>The program operates Monday through Thursday in morning and afternoon sessions. Children receive 12 hours per week of contact time. Children can opt to stay an additional 30 minutes for lunch.</p>
Learning Environment
<p>The program is housed in two large, connecting classrooms. Child-sized bathroom facilities are directly 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 a playground near the classroom. The playground is fenced-in and developed specifically for the program. It contains a tricycle trail, a central gravel area with animal climbers, and a beam walker.</p>
Assessment and Continuous Improvement
<p>The teacher administers the Brigance Developmental Inventory as an initial screening for placement, and develops portfolios that contain work samples, artwork, photographs, and assessment data. Staff use the WCSD Early Childhood checklist as well as several other checklists and observational/anecdotal assessments to record student progress. The teacher provides parents with report cards.</p> <p>Staff use this initial information to develop an Individualized Learning Plan for each child.</p>
Parenting Engagement
<p>The parents sign a contract to volunteer in the classroom monthly and agree to a monthly conference, often after volunteering, so that the teacher can monitor parent and child goals. Staff conduct a family literacy night monthly. In addition, staff encourage parents to attend several community parent workshops. The Parent Outreach Coordinator also holds a monthly “Family Hour,” during which she models for parents how to read a book to a child, conducts a follow-up activity, and often provides a snack related to the book. Parents can check out books/materials from the parent library in the classroom and the school library.</p> <p>Staff report that parent involvement is good, even if it is just for a few hours monthly.</p>