

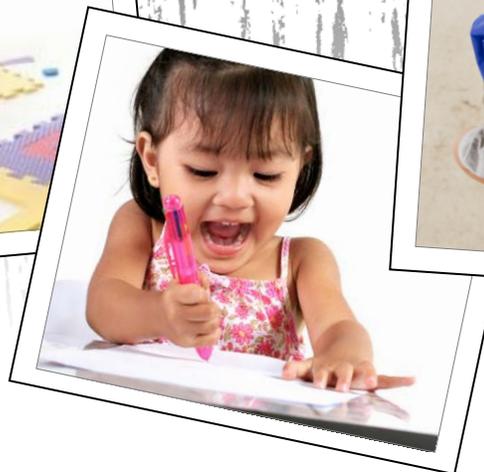
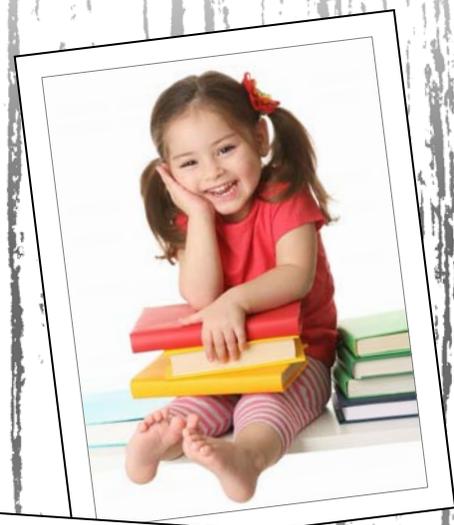
Assembly Bill 563

# Nevada Early Childhood Education (ECE) Program

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

FY 2009-10 Final Evaluation Report

January 2011



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**NEVADA DEPARTMENT OF EDUCATION**

Office of Special Education, Elementary and Secondary Education, and School Improvement Programs



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## Report Overview

The Final Evaluation Report for Fiscal Year (FY) 2009-10 presents a summary of the effectiveness of Nevada state-funded pre-Kindergarten programs to improve the opportunities for school readiness for young children and families in Nevada. The 2009 Nevada State Legislature passed Assembly Bill (AB) 563 that continued the funding of the Nevada Early Childhood Education (ECE) Program, and appropriated \$3,338,875 in the 2009-10 fiscal year and \$3,338,875 in the 2010-11 fiscal year.



The money must be used by the Nevada Department of Education (NDE) to award competitive grants to school districts and community-based organizations for early childhood education programs. According to AB 563, the grants are "...to initiate or expand pre-Kindergarten education programs." In addition, the grants must have a parenting component, as specified in the original legislation for the Nevada ECE Program. Families are eligible for the program if they have a child up to the age of which that child is eligible to attend Kindergarten.

In July 2009, based on the recommendations of peer reviewers, NDE awarded a competitive grant to 11 of the 14 school districts and community-based organizations that applied to operate an early childhood education program. Over \$4 million was requested against the \$3.4 million available. 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. School year 2009-10 is the first year that Mineral County has received a Nevada ECE award. The remaining community-based organization application was Great Basin College in Elko. Three applications did not pass peer review, and were not funded.

During 2009-10, the 11 Nevada ECE projects provided services to 1,198 families, including 1,232 children and 1,291 adults. Of the 1,232 children served in Nevada ECE during the 2009-10 school year, 1,077 children were enrolled in the Nevada ECE program on December 15, 2009. Using the figure of 1,077 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 2009-10 was \$3,100. This per-child cost underestimates the total cost of providing an early childhood education program to children, since the calculation does not include the monies from all the funding streams that support Nevada ECE project sites. That is, some Nevada ECE projects are funded with Nevada ECE funds as well as other funds.

## State Pre-Kindergarten Funding Overview

Table 1 shows the 11 early childhood education projects, the amount of funds each project received in 2009-10, and the number of early childhood education sites by project. Altogether, the 11 Nevada ECE projects funded under AB 563 supported 35 early childhood sites during the 2009-10 school year.

**Table 1.** The 2009-10 Funds Awarded and Number of Early Childhood Education Sites

<b>Nevada ECE Projects</b>	<b>Amount Awarded</b>	<b>Number of Sites</b>
Carson City School District	\$246,599	2
Churchill County School District	\$102,897	1
Clark County School District	\$1,446,937	10
Elko County School District	\$149,277	2
Great Basin College	\$123,354	1
Humboldt County School District	\$112,683	1
Mineral County	\$102,897	1
Nye County School District	\$123,375	1
Pershing County School District	\$120,809	1
Washoe County School District	\$708,902	14
White Pine County School District	\$101,145	1
<b>Total</b>	<b>\$3,338,875</b>	<b>35</b>

### **Evaluation Requirements from AB 563**

Assembly Bill 563, Section 12 identifies specific evaluation requirements for early childhood education programs funded under the legislation (see Subsections 5, 6, and 7 of AB 627 in Appendix A). Essentially, the three key components of the evaluation are:

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

As indicated in AB 563, Section 7, specific evaluation requirements contained in this report include:

- (a) The number of grants awarded;
- (b) An identification of each school district and community-based organization that received a grant of money and the amount of each grant awarded;

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

## **Research Questions**

The Nevada Department of Education established an Early Childhood Education Evaluation Design Team in summer 2009 to develop an evaluation design consistent with the evaluation requirements outlined in AB 563. The Evaluation Design Team identified five primary research questions to guide the annual and longitudinal evaluations.<sup>1</sup>

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

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

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



# National Research on Preschool Education Programs



The research on preschool education programs can be divided between studies that examined the short-term effects of preschool participation and studies that investigated the long-term effects.

## Short-Term Effects

A large number of individual studies have consistently found that preschool education has positive short-term effects on children's cognitive, social, emotional, and physical development (Puma, et al., 2005; Magnuson, et al., 2004; Currie & Thomas, 1995). A recent meta-analysis of 123 studies of preschool education supports the earlier findings, reporting significant effects for cognitive outcomes, social skills, and school progress (Camill, Ryan, & Barrett, 2010). In fact, several meta-analyses calculated that preschool education programs produce a gain of one-half (0.50) standard deviation on cognitive development, which is the equivalent of a move from the 30<sup>th</sup> to the 50<sup>th</sup> percentile on achievement tests (Barrett, 2008). In other words, preschool education reduces the school readiness gap between children in poverty and the national average.

An important finding of the research is that teacher effectiveness is among the most important factors on program impact. Preschool teachers who hold a bachelor's degree and have specialized training in early childhood education, such as the 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 the State of Nevada.

## Long-Term Effects

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

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



# Program Evaluation Design

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



## Annual Evaluation

The annual evaluation design is based on five outcome indicators as shown in the table below: two indicators measure the developmental progress of children, and three indicators measure parental involvement. NDE reviews the benchmarks annually based upon the performance results of the participants, as directed by AB 563. In fact, NDE has raised the benchmarks for four of the five indicators since they were developed. In 2009-10, NDE raised the benchmarks for two indicators: Indicators 4 and 5.

Indicator	Benchmarks	
<i>Developmental Progress of Children</i>	Original	2009-10
<b>Outcome Indicator 1: Reading Readiness – Individual Student Gain.</b> Percent of ECE children with a minimum of four months of participation who show improvement in auditory comprehension and expressive communication—as measured by a standard score increase on the Peabody Picture Vocabulary Test (PPVT) and the Expressive One-Word Picture Vocabulary Test (EOWPVT) for children from three- to five-years old.	70%	80%
<b>Outcome Indicator 2: Reading Readiness – Average Program Gain.</b> With a minimum of four months of participation, ECE children from birth until they enter Kindergarten will make a specific average gain of standard score points in auditory comprehension as measured by the PPVT and in expressive communication as measured by the EOWPVT.	PPVT 7.0 points EOWPVT 10.0 points	PPVT 7.0 points EOWPVT 10.0 points
<i>Parental Involvement</i>		
<b>Outcome Indicator 3: Parenting Goals.</b> Percent of participating adults enrolled in ECE for at least four months who meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year.	90%	92%
<b>Outcome Indicator 4: Time Spent With Children.</b> Percent of first-year ECE parents who increase the amount of time they spend with their children weekly within a reporting year.	60%	75%
<b>Outcome Indicator 5: Time Spent Reading With Children.</b> Percent of first-year ECE parents who increase the amount of time they spend reading with their children within a reporting year.	30%	75%

## **Longitudinal Evaluation**

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

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

The longitudinal evaluation tracks the performance of three cohorts of children and their parents:

- Cohort 1: four-year-olds who participated in Nevada ECE during 2003-04 and entered grade 5 in 2009-10,
- Cohort 3: four-year-olds who participated in Nevada ECE during 2005-06 and entered grade 3 in 2009-10, and
- Cohort 6: four-year-olds who participated in Nevada ECE during 2008-09 and entered Kindergarten in 2009-10.

## **Methodology**

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

### **Cohort 1 (Grade 5) and Cohort 3 (Grade 3)**

The procedures used in the longitudinal evaluation of Cohort 1 (grade 5) and Cohort 3 (grade 3) are the same. To measure the developmental progress of children, the performance of Cohort 1 and Cohort 3 students is evaluated against a comparison group; i.e., classmates. Specifically, the evaluation compares the performance of Cohort 1 and Cohort 3 students on the Nevada Criterion Reference Tests (CRT) in reading and mathematics with a matched sample of classmates from the same grades and schools. The analysis of Cohort 1 students also examines scores on the grade 5 Nevada Writing Assessment.

To measure parental involvement, the evaluation administered a survey to the current teachers of the Nevada ECE children in grades 3 and 5, and asked teachers to report whether the parents of the Cohort 1 and Cohort 3 children participated in the fall 2009 parent/teacher conference. The results from this survey will be compared to the results of another survey administered to the teachers of the Cohort 1 and Cohort 3 students when they were in Kindergarten, and compared to the overall parent/teacher conference rate at the schools attended by ECE students.

### **Cohort 6 (Kindergarten)**

To measure the developmental progress of children, the procedures used in the longitudinal evaluation of Cohort 6 (Kindergarten) is a stronger research design than the evaluation procedures used with Cohort 1 or Cohort 3. That is, the study used a one group pretest/post-test design, which provides a measure of performance prior to participating in a program, and better

control for other explanations of the results. It provides a stronger analysis to determine whether the Nevada ECE program children maintained the significant learning gains they achieved during preschool into their K-12 school career.

In this case, the study selected a random sample of 300 of the 878 four-year olds from Cohort 6. The 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 2010, when the children were in Kindergarten.

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

To measure parental involvement, the evaluation administered a survey to the current Kindergarten teachers of the Nevada ECE children, which was the same procedure used to measure parental involvement of the ECE children in grades 3 and 5. The survey asked the teachers to report whether the parents of the Cohort 6 children attended the fall parent/teacher conference. The results from this survey will be compared to the parent/teacher conference attendance rates of the schools that Cohort 6 children attended.

## Data Collection Instruments

Table 2 shows the variables measured and the instruments used to assess the variables in the Cohort 1, Cohort 3, and Cohort 6 studies.

**Table 2.** Data Collection Instruments Used in Cohort 1, Cohort 3, and Cohort 6 Studies

<b>Variables (Instruments)</b>	<b>Cohort 1 in Grade 5</b>	<b>Cohort 3 in Grade 3</b>	<b>Cohort 6 in Kindergarten</b>
<i><b>Student Learning</b></i>			
◆ Peabody Picture Vocabulary Test			✓
◆ Expressive One-Word Picture Vocabulary Test			✓
◆ Nevada Criterion Referenced Tests	✓	✓	
◆ Nevada Writing Assessment	✓		
<i><b>Parent Involvement</b></i>			
◆ Teacher Survey	✓	✓	✓



## Program and Participant Characteristics



The characteristics of Nevada ECE programs, families, and adult and children participants are based on data from 11 projects that provided services to 1,198 families, including 1,232 children and 1,291 adults during the 2009-10 school year. The 1,232 program children represent 1.5 percent of the estimated 83,181 three- to four-year old children in Nevada (2009 American Community Survey).

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

### Program Characteristics

Project	Number Children	Number Adults	Number Families	Number Sites	Total Participants
Carson City	84	94	84	2	7.1%
Churchill	45	44	44	1	3.5%
Clark	429	414	413	10	33.4%
Elko	89	126	87	2	8.5%
Great Basin	33	33	33	1	2.6%
Humboldt	43	81	43	1	4.9%
Mineral	27	28	25	1	2.2%
Nye	42	41	40	1	3.3%
Pershing	43	41	41	1	3.3%
Washoe	373	367	366	14	29.3%
White Pine	24	22	22	1	1.8%
<b>Total</b>	<b>1,232</b>	<b>1,291</b>	<b>1,198</b>	<b>35</b>	<b>100%</b>

## Family Characteristics

Family Structure	Number Families	Percent Families
Single Parent	192	16%
Couples	893	74%
Extended Families	104	9%
Other	9	1%
<b>Total</b>	<b>1,198</b>	<b>100%</b>

Family Income	Number Families	Percent Families
Over \$50,000	204	17%
\$40,000-\$49,999	115	10%
\$30,000-\$39,999	163	13%
\$20,000-\$29,999	246	21%
\$10,000-\$19,999	269	22%
Less than \$9,999	201	17%
<b>Total</b>	<b>1,198</b>	<b>100%</b>

The 11 projects reported that they had a waiting list of 738 families. The projects with the largest numbers of families on waiting lists were Washoe County (250 families) and Clark County (235 families).

## Adult Characteristics

## Child Characteristics

Language Spoken at Home	Number	Percent	English Language Skills	Number	Percent
English	637	49%	English	634	51%
Spanish	601	48%	Limited English Skills	598	49%
Other	53	4%			
<b>Age (as of 9/30/2009)</b>			<b>Age (as of enrollment)</b>		
50 and over	22	2%	3 years	390	31%
40-49	110	9%	4 years	820	67%
30-39	582	45%	5 years	22	2%
20-29	555	43%	(not eligible for K)		
Under 20	12	1%			
<b>Gender</b>			<b>Gender</b>		
Male	244	19%	Male	627	51%
Female	1,047	81%	Female	605	49%
<b>Race/Ethnicity</b>			<b>Race/Ethnicity</b>		
Hispanic/Latino	770	59%	Hispanic/Latino	748	60%
Caucasian	399	31%	Caucasian	317	26%
African-American	40	3%	African-American	49	4%
Asian	45	4%	Asian	49	4%
Native American	14	1%	Native American	22	2%
Other	23	2%	Other	47	4%
<b>Total</b>	<b>1,291</b>	<b>100%</b>	<b>Total</b>	<b>1,232</b>	<b>100%</b>

## 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 1,232 children, 71 percent (870 children) did not participate in any other educational program prior to Nevada ECE, as shown in Table 3. In addition, even more children (86 percent or 1,057 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. Nevada ECE has helped prepare many children for school.

**Table 3.** Number of Children Participating in Non-Nevada ECE Programs Before and Simultaneous with Nevada ECE <sup>2</sup>

<b>Non-Nevada ECE Programs</b>	<b>Before Nevada ECE Program</b>	<b>Simultaneous with Nevada ECE Program</b>
Head Start	99	68
Even Start	21	7
Title I Preschool	35	4
Early Intervention, Early Childhood Special Education	90	40
Other Preschool or Infant/Toddler Program	101	20
Migrant Education	0	24
None	870	1,057
Other	43	23
<b>Total</b>	<b>1,259</b>	<b>1,243</b>

## Status If Child Did Not Participate in Early Childhood Education Program

An important question to ask is, what would Nevada ECE children do if they did not participate in the early childhood education program? Project staff asked participating adults at enrollment to respond to this question based on a list of the possible choices shown in Table 4. Overall, about 77 percent of the children would not have attended any structured or semi-structured early childhood education program prior to entering Kindergarten without Nevada ECE. Thus, the Nevada Early Childhood Education program provides many children with an important opportunity to be better prepared when they enter school so they are more likely to succeed.

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<sup>2</sup> Children can participate in more than one option.

**Table 4.** The Status of Children if They Did Not Participate in the Nevada ECE Program<sup>3</sup>

<b>Status of Child If Not Enrolled in the Nevada ECE Program</b>	<b>Number of Children</b>
Attend day care	115
Stay with grandparents or other adult family member	243
Stay at home with parents	785
Stay at home with siblings	103
Attend other preschool or infant/toddler program	170
Other ( <i>specify</i> ) _____	41

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

## Program Implementation

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



### Staffing Patterns

Project directors were asked to report the number of paid Nevada ECE staff and their full-time equivalents (FTE), or whether they were paid on contract, as shown in Table 5.

**Table 5.** The Number of Nevada ECE Staff by Position

Position	Number of Staff	FTE of Staff	Number on Contract
Administrators	3 <sup>4</sup>	1.35	0
Teachers	33	30.83	0
Aides (educational assistant)	28	25.15	0
Family Specialists (home-visitor/advocate)	2	1.6	0
Support Staff (secretary, clerk)	1	0.45	0
Others	1	1	0
<b>Total Staff</b>	<b>68</b>	<b>60.38</b>	<b>0</b>

Nevada ECE program funds purchased the services of 68 staff for 2009-10, 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-Kindergarten children.<sup>5</sup> This is in contrast to many states which do not require that level of

<sup>4</sup> Although all 11 projects have an administrator, ECE funds were used to pay only a portion of the salary of three administrators at three of the projects, which ranged from 10 percent to 100 percent of their salary.

<sup>5</sup> See Nevada Revised Statutes (NRS) 391.019 and Nevada Administrative Code (NAC) 391.087 for the complete list of qualifications, provisions and exceptions for the law.

specialized training for early childhood education teachers (Bueno, Darling-Hammond, and Gonzales, 2010).<sup>6</sup> The law does not apply to a teacher who holds an elementary license, is employed full-time in a pre-Kindergarten program as of July 1, 2002, and continues to teach full-time in a pre-Kindergarten program after July 1, 2002.

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

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

	Administrators	Teachers	Aides	Family Specialists
<b>Highest Level of Education</b>				
High school diploma or GED	—	—	20	2
AA	1	1	7	1
BA/BS	—	21	1	—
MA/MS/M.Ed.	2	9	—	—
Ph.D./Ed.D.	—	2	—	—
<b>Years of Experience in Primary Area</b>				
Less than 1 year	—	1	2	—
1 to 5 years	1	8	9	2
5 to 10 years	—	12	9	1
More than 10 years	2	12	8	—

In terms of state requirements for teachers in early childhood education programs, 32 of the 33 teachers (97 percent) meet the requirements. The 32 teachers had an early childhood education certificate, endorsement, or state early childhood education requirement endorsement. The only teacher who did not meet the requirement is currently working toward her early childhood education endorsement.

## In-Service Training

In-service training is a critical part of providing quality services to Nevada ECE families so that staff can learn about the best practices in early childhood education and receive training in the curriculum models (e.g., *Creative Curriculum*) that projects adopt. Table 7 presents the number 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 2009-10.

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<sup>6</sup> Teacher effectiveness is among the most important factors impacting the quality of pre-Kindergarten programs. When teachers hold a Bachelor's Degree and have specialized training in early childhood education, they are better able to support children's healthy development and school readiness.

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

<b>In-Service Topics</b>	<b>No hours</b>	<b>0 to 5 hours</b>	<b>6 to 10 hours</b>	<b>11 to 15 hours</b>	<b>Over 15 hours</b>
Curriculum	0	4	5	2	0
Developmental Areas	0	6	3	1	0
Learning Environment	0	2	6	1	1
Children with Special Needs	0	8	2	0	0
Classroom or Behavior Management	0	5	4	1	1
Pedagogy-Instructional Strategies	0	5	2	3	1
Assessment	0	9	0	1	0
Involving Parents	0	7	1	1	1

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



# Early Childhood and Parenting Education Services

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



## Intensity of Services

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

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

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

Service Area	Number of Projects	Hours per Month	Duration of Instruction in Months	Total Average Hours
<b>Early Childhood Education</b>				
Age 3 to 5; not eligible for Kindergarten	11	45.1	9.0	406
<b>Parenting Education</b>				
Parent alone	10	3.0	8.0	24.0
Parent and child are involved together	11	4.8	8.6	41.3

## Early Childhood Education

The results show that 11 projects scheduled three- to five-year-olds an average of 406 hours of early childhood education (45.1 hours per month for 9.0 months), which was less than the 465 hours offered to children in 2008-09.

## Parenting Education

According to the original legislation for Nevada ECE, projects were required to have a parenting component. All 11 project directors reported providing some parenting education services in 2009-10. Ten projects provided parenting services to parents alone and 11 projects provided

parent and child together (PACT) time. On average, 10 projects offered an average of 24 hours of *Parenting education alone* (3.0 hours per month for 8.0 months). In addition, 11 projects offered an average of 41.3 hours of *Parent and child time together* (4.8 hours per month for 8.6 months). In other words, most adults could receive about 65 hours of parenting education during 2009-10, more than the 55 hours offered in 2008-09.

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

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

Type of Parenting Service	Not Provided	Few Families	Some Families	Most Families
Parenting Classes/Workshops	2	0	3	6
Parent and child together activities ( <i>e.g., family literacy nights, field trips</i> )	0	0	3	8
Parent/Teacher Conferences	0	1	0	10
Home Visits	5	3	0	3
Parents volunteer in the classroom	0	1	3	7
Other	0	1	1	3

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

## Participation in Services

Previous information showed that many Nevada ECE families have multiple disadvantages, including limited educational experiences, poverty, and limited English proficiency. Other information showed the amount of services and types of services (for parenting education) that Nevada ECE projects offer to address the needs of families. This section presents the extent to which Nevada ECE children, adults, and families participated in the services.



### Child Participation

The primary component of Nevada ECE is early childhood education.

#### Hours of Participation in Early Childhood Education

The amount of time Nevada ECE children participated in early childhood education should be a positive predictor of performance on early childhood measures. Data were available for all 1,232 children. Overall, Nevada ECE children participated in early childhood education an average of 276 hours, which means that individual children attended the program about nine to ten hours per week, similar to the 278 average hours reported in 2008-09.

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 (385 children, or 31 percent) attended an average of 301 to 350 hours of early childhood education during the school year, which is sufficient time to make a meaningful impact on child development.

**Figure 1.** Total Hours Children Spent in ECE



## Adult Participation

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

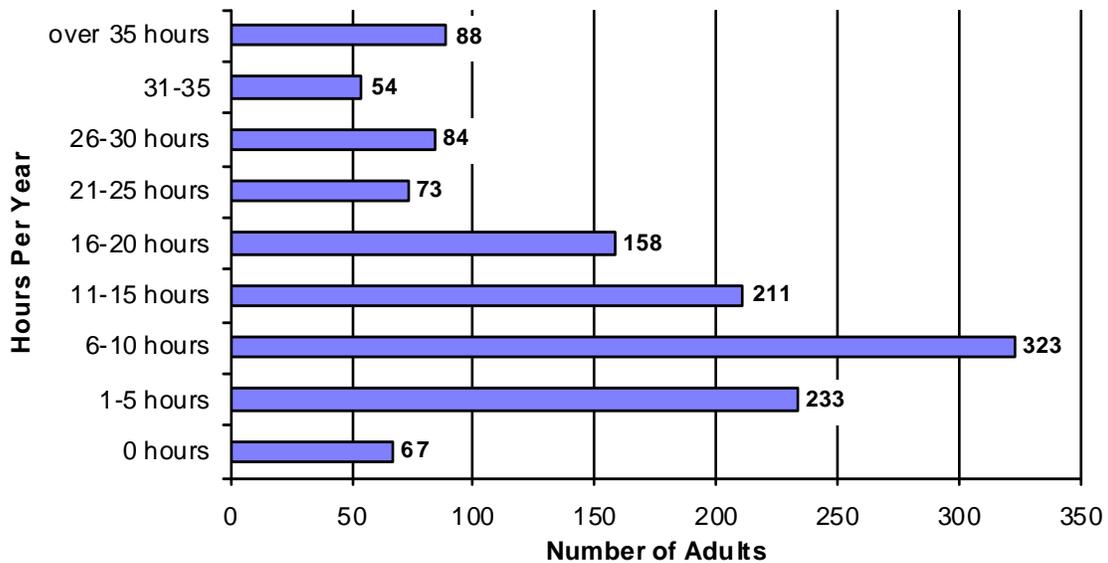
### Hours of Parenting Education

There were 1,291 adult participants in this evaluation, and data was available for all. Projects reported that 67 parents (5 percent) had yet to participate in any parenting education services. While some of these parents had just enrolled their children in the program, most of these parents simply did not participate in parenting services. In these projects, staff could more closely monitor parent attendance in parenting education to fulfill the requirement of the grant.

Overall, the 1,291 adults participated in parenting education an average of 15.5 hours during the program, which is similar to the average hours reported in three previous years: 15.3 hours in 2007-08 and 15.8 hours in 2005-06 and 2006-07.

Figure 2 shows that the distribution in the total number of hours in parenting education is skewed. The largest number of adults (n=328) participated in “6 to 10 hours” of parenting education. In fact, most adults (839 adults, or 65 percent) participated in “0 to 15 hours” of parenting education. A smaller group of parents (88 parents, or 7 percent) participated in over 35 hours of parenting education, substantially increasing the average hours in parenting education for the entire group. Thus, the majority of parents (65 percent) participated in less than the average number of hours (15.5), and in less than 25 percent of the 65 average hours of parenting services offered to parents during the school year, as shown in Table 8 on Page 19.

**Figure 2.** Total Hours Adults Spent in Parenting Education



## Family Participation

### Program Completion Rate

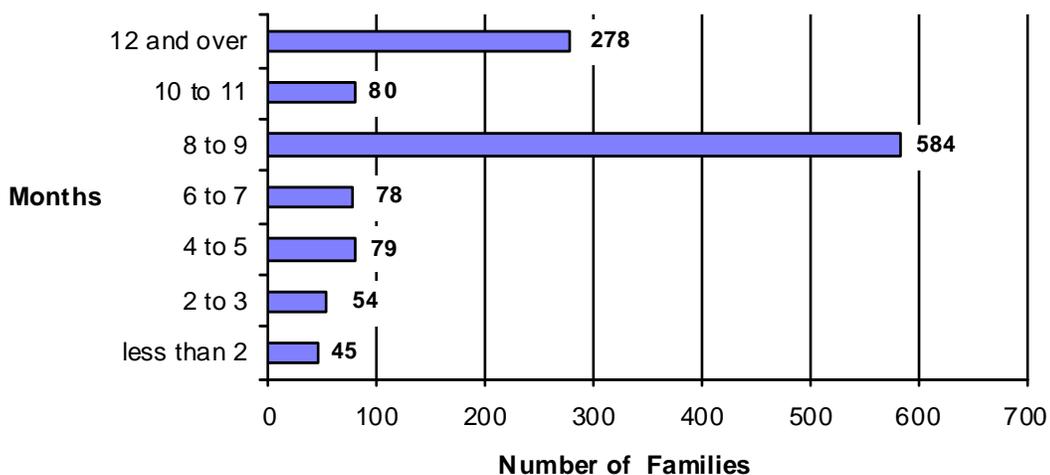
A requirement of AB 563 is to determine the percentage of participants who drop out of the program before completion. The results show that 178 of the 1,198 families in Nevada ECE (15 percent) left the program during the 2009-10 school year. In other words, 85 percent of the families completed the program, similar to the percent of families who completed the program during the previous two years: 87 percent in 2008-09 and 86 percent in 2007-08. 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 1,198 families. The distribution shows that almost half of the families (584, or 49 percent) stayed in the program for eight to nine months. In other words, half of the families started Nevada ECE at the beginning of the program year and stayed until the end of the program year. All of the 278 families who were in the program for over 12 months are families who were in the program in previous years for the current child or for other children in the family. In fact, several families have had three or four of their children attend the Nevada ECE program since 2002-03, the first year of the program.

**Figure 3.** Number of Months Families Spent in ECE Program



## Reason for Exiting Program

Project staff reported a range of reasons why 178 families left the program. Table 10 shows the number of families that exited the program for eight possible reasons. Overall, the most common reason why families exited the program was that the family moved out of the area served by the ECE project (89 families, or 50 percent), consistent with previous years. The next most common reason given why families exited the program was that the parent or child switched to a different program (22 families, or 12 percent). In this case, the children were typically referred to early childhood special education services.

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

<b>Reasons for Exiting the Program</b>	<b>Families</b>
Family moved out of the area served by the ECE program	89
Parent or child switched to a different program	22
Reason unknown or unidentified	17
Conflicts or problems prevents continued participation	14
Family stopped participating due to a lack of interest	14
Family was dropped due to incomplete participation or poor attendance	11
Family crisis prevents further participation	8
Other reason (specify) _____	3
<b>Total</b>	<b>178</b>

# Classroom Environment Program

## Quality Indicators



The evaluator visited all 11 Nevada ECE projects in spring 2010. Two of the projects operate multiple early childhood education delivery models, making a total of 14 site visits.<sup>7</sup>

The evaluator collected information from each site based on the administration of two standardized early childhood environment ratings instruments: the Early Childhood Environmental Rating Scale – Revised Edition (ECERS-R) and the Early Language and Literacy Classroom Observation Tool (ELLCO). The evaluator also wrote a description of the program in 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 14 individual site descriptions.

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

Figure 4 shows the ratings on the Early Childhood Environment Rating Scale for the Nevada ECE project sites observed during 2008-09 and 2009-10, which represent the first and second administration of the ECERS-R with project sites. Thirteen sites were observed in spring 2009, and 14 sites were observed in spring 2010.

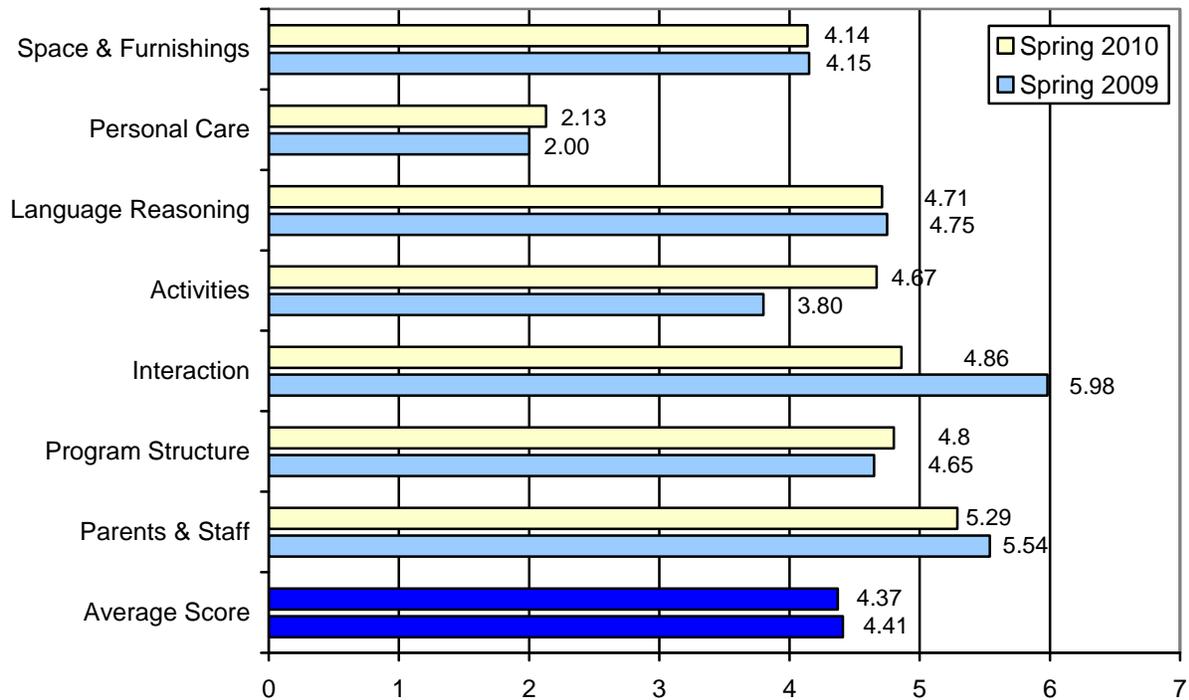
**Spring 2010 Results.** The results show that the 14 project sites had a fairly wide range of average scores across the seven areas, from an average rating of 2.1 to 5.3. Overall, most high ratings should be viewed as areas of strength and low ratings as areas for improvement. Some low ratings, however, may reflect, in part, limitations in facilities which are often out of the control of the project sites, such as bathrooms and/or sinks not located in preschool classrooms and playgrounds not appropriate for early childhood children.

The 14 projects received the highest rating on Parents and Staff, which primarily reflects personal provisions provided to staff and parents as well as professional provisions provided to staff in terms of collaboration, supervision, and professional development. The 14 projects were also rated high on Interaction(s), which reflects the supervision that staff provide children, discipline, and the quality of interaction between staff and children and among children. These two areas also received the highest ratings in spring 2009.

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<sup>7</sup> Two Nevada ECE projects use multiple early childhood education delivery models: Clark County and Washoe County School Districts. Clark County has 10 sites using two delivery models, and Washoe County has 14 sites using three delivery models. The evaluator did not visit all Nevada ECE sites in these two projects because of time and resource constraints. Instead, the evaluator visited two of 10 sites in Clark County and three of the 14 sites in Washoe County, representative of the early childhood education delivery models offered at the two projects.

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



The 14 projects received the lowest rating on Personal Care Routines. While some of the low ratings in Personal Care Routines are due to limitations of facilities located in elementary/high school buildings not set up for early childhood programs, it is still an area for improvement. In all, there are five items that measure Personal Care Routines, including items on greeting and departing, snack/meals, toileting/diapering, health practices, and safety practices. In this case, the 14 projects received the lowest rating (i.e., “1”) on three items: snack/meals, toileting/diapering, and safety practices. Personal Care Routines was also the lowest area in 2008-09.

**Spring 2009 to Spring 2010 Results.** The average total scores for the Nevada ECE projects remained the same from spring 2009 to spring 2010 as well as in five of the seven areas assessed. The only important changes are in Activities and Interaction.

The average rating for Activities increased from 3.8 to 4.67 from spring 2009 to spring 2010. There are 10 items that are measured by Activities. The increase in the scores for Activities is due to increases in three types of activities: music/movement, nature/science, and math/number.

The average score for Interaction decreased from 5.98 in spring 2009 to 4.86 in spring 2010. There are five items measured within Interaction. The decrease in the scores for Interaction is due primarily to two items, Supervision of Gross Motor Activities and Supervision of Children, which dropped 2.0 and 4.3 points, respectively. The reason for the decrease appears due to how the observer scored the two items rather than changes in the conditions of the two items within the projects. That is, the onsite evaluator received additional training on the ECERS-R, which

provided clarification on the scoring of these two supervision items, resulting in lower scores for the exact same conditions for the two items. If these two items were removed from the analysis, then the rating for Interactions would have shown a small, modest increase.

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

Figure 5 shows the ratings on the Early Language and Literacy Classroom Observation Tool for the Nevada ECE project sites observed during 2008-09 and 2009-10, which represent the first and administrations of the ELLCO with project sites.

**Figure 5.** Spring 2009 and Spring 2010 Nevada ECE Program Ratings on the Early Language and Literacy Classroom Observation Tool (ELLCO) (1 = Deficient, 5 = Exemplary)



***Spring 2010 Results.*** The results show that the 14 project sites had a fairly narrow range of scores, from an average rating of 3.6 to 4.3. The 14 projects scored the highest on Classroom Structure, and scored lowest on Language Environment and Curriculum. There are four areas that measure Classroom Structure: organization of the classroom, content of the classroom, classroom management, and personnel. The 14 projects scored the highest on personnel, which reflects project efforts to ensure that the staffing is appropriate to the numbers and needs of children and serves to facilitate engagement in learning.

There are four areas that measure Language Environment: discourse climate, opportunities for extended conversations, efforts to build vocabulary, and phonological awareness. The 14 projects received lower ratings in efforts to build vocabulary and phonological awareness, which reflects efforts that staff take to build children's vocabulary and to use rhyming and syllabification activities to build children's sound awareness. There are three areas that measure Curriculum: approaches to curriculum, opportunities for child choice and initiative, and recognizing diversity in the classroom. The 14 projects received a lower rating in recognizing diversity in the classroom, which reflects staff efforts to build children's cultural and linguistic diversity into the curriculum.

***Spring 2009 to Spring 2010 Results.*** *The average total scores for the Nevada ECE projects increased from 3.64 in spring 2009 to 3.84 in spring 2010 as well as in three of the five areas assessed (Curriculum, Language Environment, and Print and Early Reading) and in both Subscales.* The rating for Classroom Structure continued to be the area with the highest rating in 2010. The ratings for Language Environment and Curriculum continued to be the areas with the lowest ratings in 2010, even though both ratings increased from 2009 to 2010.

The average ratings for Print and Early Reading increased from 3.36 in 2009 to 3.86 in 2010 and are due to increases in all three areas measured: early writing environment, support for children's writing, and environmental print. There were more writing centers and materials accessible to children in the writing centers and around the room; teachers were modeling writing more often, and teachers had more displays of their own writing for children to see.

The average ratings for Language Environment increased from 3.27 in 2009 to 3.59 in 2010, and are due primarily to increases in two of the four areas measured: discourse climate and opportunities for extended conversations, which reflects increases in teacher efforts to encourage and to engage children in conversations.

The average ratings for Curriculum increased from 3.31 in 2009 to 3.57 in 2010, and are due to increases in all three areas measured: approaches to curriculum, opportunities for child choice and initiative, and recognizing diversity in the classroom. The increase reflects teacher efforts to integrate the curriculum into various areas in the classroom, more time for self-selected small groups in center time and longer periods of child choice during the day, and more recognition and use of children's cultural and linguistic diversity being integrated into the curriculum.

## Annual Evaluation Analysis



This section includes “a summary of the data showing the effectiveness on indicators of early childhood education and parenting,” required under AB 563. The table below indicates that Nevada ECE programs ‘met and exceeded’ all five of the program outcome indicators. The table is followed by additional analysis of these results.

<b>Program Indicator (Target)</b>	<b>Actual</b>	<b>Status</b>
<b>Developmental Progress of Children</b>		
<i>Indicator 1: Reading Readiness: Individual Student Gain (80 percent)</i>	a. PPVT- 88.0% b. EOWPVT- 92.4%	a. Exceeded b. Exceeded
<i>Indicator 2: Reading Readiness: Average Gain (7 points on PPVT, and 11 points on EOWPVT)</i>	a. PPVT- 11.4 pts b. EOWPVT- 14.9 pts	a. Exceeded b. Exceeded
<b>Parental Involvement</b>		
<i>Indicator 1: Individual Parenting Goals (92 percent)</i>	97.6%	Exceeded
<i>Indicator 2: Time with Children (75 percent)</i>	91.9%	Exceeded
<i>Indicator 3: Reading with Children (75 percent)</i>	92.4%	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 1,232 children. Out of these 1,232 children, 1,113 children were in the program at least four months in 2009-10. Out of these 1,113 children, 909 (PPVT) and 789 (EOWPVT) children had at least four months between the administration of their pretest and post-test and were included in this analysis. In terms of the expected level of performance on the PPVT and EOWPVT, 88.0% and 92.4% of the students made a standard score gain on the two tests, respectively —above the expected performance level of 80 percent on this measure. Thus, Nevada ECE projects met and exceeded the expected level of performance for these measures.

#### *Outcome Indicator 2. Reading Readiness: Average Gain*

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

Table 11 shows the average gain scores on the PPVT and EOWPVT to help interpret the size of the impact of Nevada ECE on children’s receptive and expressive vocabulary. In terms of the expected level of performance, the Nevada ECE children made an average standard score gain of 11.4 and 14.9 points, respectively, on the PPVT and EOWPVT – above the expected performance level of 7.0 and 10.0 standards score points on the two measures for the outcome indicator – and the gains were statistically significant ( $p \leq 0.01$ ).

**Table 11.** Peabody Picture Vocabulary Test Average Scores, n = 909; Expressive One-Word Picture Vocabulary Test Average Scores, n = 789

Test	Pretest Average	Post-Test Average	Average Gain
PPVT (receptive vocabulary)	84.6	96.0	11.4
EOWPVT (expressive vocabulary)	82.2	97.1	14.9

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 2009, at the 15<sup>th</sup> and 12<sup>th</sup> percentile in receptive and expressive vocabulary, respectively. In other words, these students' scores are consistent with an "at-risk" student population. By the end of the program in Spring 2010, students made substantial gains, improving to the 40<sup>th</sup> and 42<sup>nd</sup> percentile in receptive and expressive vocabulary, respectively, approaching the national average range and eliminating much of the achievement gap with the national norming sample. These students are much more prepared to enter Kindergarten and succeed in school than if they had not participated in Nevada ECE.

The meaning of the results, however, must be interpreted in light of the large numbers of program children learning English. For 353 of the 1,232 children (29 percent), projects could not initially administer the PPVT or EOWPVT in English when the child enrolled into the program. These children did not have sufficient English language skills to take one or both tests. In these cases, project staff would wait to administer the PPVT and EOWPVT until the teacher believed that the child had sufficient English language skills to score within the tests' valid ranges.

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

To learn the effect of Nevada ECE on different groups of children, the test results were divided into three groups: children learning English as a second language without sufficient English skills to take the tests at enrollment,<sup>8</sup> children who had the English skills to take the tests at enrollment but were also English language learners,<sup>9</sup> and children who were native English speakers.

Table 12 shows the pretest and post-test 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

<sup>8</sup> Project staff categorized these children as learning English as a second language when they enrolled in the program, and determined that these children did not have sufficient English skills to obtain a valid score on the assessments.

<sup>9</sup> Project staff categorized these children as learning English as a second language when they enrolled in the program and determined these children had sufficient English skills to obtain a valid score on the assessments.

the tests at enrollment had the lowest pretest average, followed by children learning English as a second language who took the tests at enrollment, and then by the English-speaking children.

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

<b>PPVT (Receptive) Group (n=909)</b>	<b>Pretest Average</b>	<b>Post-Test Average</b>	<b>Average Gain</b>	<b>Percent Who Made Gain</b>
No English Skills at Enrollment (n= 219)	69.1	80.9	11.8	(192) 87.7%
Some English Skills at Enrollment (n= 214)	79.2	93.0	13.8	(202) 94.4%
English Speaking (n= 476)	94.1	104.2	10.1	(406) 85.3%
<b>EOWPVT (Expressive) Group (n=789)</b>				
No English Skills at Enrollment (n= 106)	65.4	79.1	13.7	(96) 90.6%
Some English Skills at Enrollment (n= 209)	72.2	88.6	16.3	(201) 96.2%
English Speaking (n= 474)	90.3	104.8	14.5	(432) 91.1%

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

Even though there are differences among the three groups, the results suggest that all children benefited from the developmental activities in early childhood education program. The results also suggest that the Nevada ECE program helped a greater percentage of children learning the English language make a gain, and make larger gains, than English-speaking children.

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

## Parental Involvement Outcome Indicators

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

Of the 1,291 Nevada ECE adults, 1,179 adults were enrolled in ECE projects for at least four months. Of the 1,179 adults, 1,151 adults (97.6 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 1,271 adults who established goals made 3,948 of the 4,581 goals they set, or 86.2 percent.

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

Of the 1,232 Nevada ECE children, the families of 936 children were first-year participants. A total of 832 of these children were in Nevada ECE at least four months. Pretest and post-test data are available for 828 of the 832 children. Of the parents of the 828 children, 761 (91.9 percent) reported spending more time with their children at the time of the post-test or when they exited the program, 15 parents (1.8 percent) reported spending the same amount of time, and 52 (6.3 percent)<sup>10</sup> reported spending less time with their children. Thus, Nevada ECE projects exceeded the expected performance level of 75 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 832 children were first-year participants who were in the program at least four months. Pretest and posttest data were available for 828 of these children. Of the 828 children, 765 (92.4 percent) of their parents reported spending more time reading with them at the end of the evaluation than when they began the program, 14 parents (1.7 percent) reported spending the same amount of time reading with their children, and 49 parents (5.9 percent) reported a decrease in the amount of time. Nevada ECE projects exceeded the expected performance level of 75 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 1,109 children enrolled in the program at least four months. Table 13 shows that ECE parents spent an average of 70 more minutes per week reading to or with their child (a gain of over 200 percent) at the end of the program year.

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

Pretest Average	Post-Test Average	Average Gain
33.7	104.0	70.3

<sup>10</sup> Two possible reasons for the decrease are that some parents may have inflated the amount of time they initially spent with their children, and some parents may have obtained jobs, decreasing the amount of available time.

## Longitudinal Evaluation Analysis



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

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

Cohort	School Year in ECE Program	Current Grade in 2009-10
Cohort 1	2003-04	Grade 5
Cohort 3	2005-06	Grade 3
Cohort 6	2008-09	Kindergarten

### Cohort 1 Results in Grade 5

The evaluation compares the performance of Cohort 1 students to a sample of their grade 5 classmates on the Nevada CRTs and Nevada Writing Assessment. The evaluation also administered a survey to the grade 5 teachers of Cohort 1 children to collect data on parent involvement. The results from the three measures are reported below.

#### *Cohort 1: Nevada CRT and Writing Assessment Results*

The evaluation located 602 of the 844 students (71 percent) who participated in the Nevada ECE program in 2003-04 and were in grade 5 during 2009-10. Test scores are available for 567 of the 602 available Cohort 1 students.

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

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

The results show that Cohort 1 ECE students scored higher than non-ECE students on the Nevada CRT reading and math tests, and a larger percent of students were proficient. Perhaps more importantly, the differences between the two group means are significant in both reading and math ( $p < 0.01$ ). In writing, Cohort 1 ECE students and the non-ECE students had similar average scale scores, and about the same percentages of students were proficient.

***English-Speaking Students and Students with Limited English Proficiency.*** The evaluation conducted an analysis to determine the performance of LEP students in the Cohort 1 ECE and non-ECE groups as well as English-speaking students. Out of the 567 matched pairs of students,

369 of the ECE students were English speaking and 198 students were LEP. The non-ECE group included 371 English-speaking students and 196 LEP students.

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

Group	Reading		Math		Writing	
	Average	Percent Proficient	Average	Percent Proficient	Average	Percent Proficient
<b>All Students</b>						
Cohort 1 ECE (559/559/545)	301.7*	50.6% (283)	335.9*	69.2% (387)	11.2	44.0% (240)
Non-ECE (567)	289.1	43.6% (247)	320.6	61.2% (347)	10.9	41.2% (234)
<b>English-Speaking Students</b>						
Cohort 1 ECE (365/365/355)	319.6*	63.2% (231)	352.2*	77.0% (281)	11.7	52.3% (186)
Non-ECE (371)	304.5	53.9% (200)	330.6	66.6% (247)	11.3	50.0% (178)
<b>Limited English Proficient</b>						
Cohort 1 ECE (194/194/190)	268.0	26.8% (52)	305.4	54.6% (106)	10.4	28.4% (54)
Non-ECE (196)	259.9	24.0% (47)	301.7	51.0% (100)	10.2	28.6% (56)

\*  $p \leq 0.01$

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

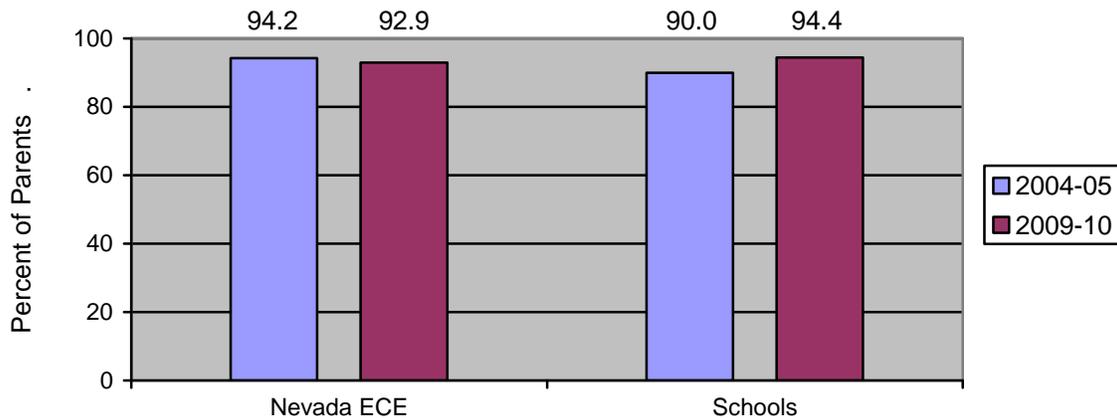
The results also show that a larger percent of the English-speaking Cohort 1 ECE group were proficient in reading and math than the English-speaking non-ECE group, but not in writing. For LEP students, about the same percent of the Cohort 1 ECE and non-ECE groups were proficient in reading, math, and writing.

## Parent Involvement

The longitudinal evaluation also determined the level of involvement of the parents of the Cohort 1 children in their child's education, as measured by attendance at parent/teacher conferences.

The evaluation collected the data on attendance at parent/teacher conferences for Nevada ECE children from a survey administered to teachers in both Kindergarten and again in grade 5. The survey asked teachers if the parents of Cohort 1 children participated in the fall parent/teacher conference. Out of 243 matched students in Kindergarten and grade 5, 156 teachers responded to this item in both Kindergarten and grade 5. As shown in Figure 6, 94.2 percent of the parents of the Cohort 1 children attended the parent/teacher conference in 2004-05 during Kindergarten, and 92.9 percent attended the parent/teacher conference in 2009-10 during grade 5.

**Figure 6.** Parent/Teacher Conference Rate of Cohort 1 Children in Kindergarten and Grade 5 Compared to Parent/Teacher Conference Rate of Schools They Attend



For comparison, the evaluation calculated the average percent of parents who attended parent/teacher conferences at the same schools that the sample of Cohort 1 children attended.<sup>11</sup> The comparison schools had a parent/teacher conference attendance rate of 90 percent during Kindergarten in 2004-05 and 94.4 percent during grade 5 in 2009-10. When compared to the results from the Cohort 1 parents, it appears that the parents of Cohort 1 children attended parent/teacher conferences in Kindergarten at a rate higher than did the parents of other students at the schools, but at a lower rate than parents of other students at the schools when the Cohort 1 children were in grade 5.

While the data show differences between the parent/teacher conference rates of the Cohort 1 students and the schools they attended in both Kindergarten and grade 5, the results must be interpreted with caution because of differences in the type of data. The data for the Cohort 1

<sup>11</sup> The Cohort 1 children attended 56 elementary schools in Kindergarten and 70 elementary schools in grade 5; however, many schools enrolled just one or two Cohort 1 children. Instead of gathering data from all 56 and 70 schools for the two years, the evaluator elected to collect data only on schools that enrolled at least two students from the Cohort 1 sample for Kindergarten and for grade 5 as representative of the type of school attended by Nevada ECE children. The evaluation found that 29 schools enrolled at least two Cohort 1 students in Kindergarten for 2004-05, and 30 schools enrolled at least two Cohort 1 students in grade 5 for 2009-10. In fact, these schools enrolled a total of 127 of the 156 students in Kindergarten (82 percent) and 115 of the 156 students in grade 5 (74 percent).

students are based on the individual students within a single grade level (either Kindergarten or grade 5), while the school data are based on averages of schools across all grade levels. Since parents of younger children tend to attend parent/teacher conferences at a higher rate than parents of older children, the parent/teacher conference rates of Kindergarten children are likely to be greater than school rates which represent all grade levels, and the parent/teacher conference rates of grade 5 children are likely to be less than school rates, as is the case in this analysis. While the parent/teacher conference rate of the Cohort 1 students decreased from when they were in Kindergarten to grade 5, the decrease probably just mirrors the decrease of the parent/teacher conference rates for all students from Kindergarten to grade 5. Suffice it to say, based on the data, the results suggest that the parents of Cohort 1 students probably attended parent/teacher conferences at a similar rate to other parents at the same grade levels at the schools in both Kindergarten and grade 5.

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

The evaluation compares the performance of Cohort 3 students to a sample of their grade 3 classmates on the Nevada CRTs. The evaluation also administered a survey to the grade 3 teachers of Cohort 3 children to collect data on parent involvement. The results from the two measures are reported below.

#### ***Cohort 3: Nevada CRT Results***

The evaluation located 634 of the 944 students (67 percent) who participated in the Nevada ECE program in 2005-06 and were in grade 3 during 2009-10. Nevada CRT test scores are available for 582 of the 634 Cohort 3 students.

To help interpret the performance of the Nevada ECE students, the evaluation selected a matched comparison group of classmates on school, LEP status, and gender. The evaluation calculated the average score of the Cohort 3 ECE and non-ECE groups on each test as well as the percentage of proficient students, as shown in Table 16. The expectation is that the Cohort 3 students would perform better on the Nevada CRT in reading and math than the non-ECE group, due to the large gains they made when in the Nevada ECE program.

The results show that Cohort 3 ECE students scored higher than non-ECE students on the grade 3 Nevada CRT reading and math tests, and a larger percent of students were proficient. Perhaps more importantly, the differences in the average scores between the two group means are significant in reading and math ( $p < 0.01$ ).

***English-Speaking Students and Students with Limited English Proficiency.*** The evaluation conducted an analysis to determine the performance of LEP students in the Cohort 3 ECE and non-ECE groups as well as English speaking students. Out of the 582 students in both the Cohort 3 ECE group and non-ECE group, 345 were identified as LEP and 237 students were English speaking in the ECE group. The non-ECE group included 341 LEP students and 241 English-speaking students.

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

Group	Reading		Math	
	Average	Percent Proficient	Average	Percent Proficient
<b>All Students (582)</b>				
Cohort 1 ECE	308.3*	58% (337)	324.1*	66% (386)
Non-ECE	298.5	50% (289)	314.1	60% (352)
<b>English-Speaking Students</b>				
Cohort 1 ECE (237)	324.3	71.7% (170)	331.0	71.3% (169)
Non-ECE (241)	323.1	66% (159)	328.0	71% (170)
<b>Limited English Proficient</b>				
Cohort 1 ECE (345)	297.4*	48.4% (167)	319.3*	62.9% (217)
Non-ECE (341)	281.1	38% (129)	303.7	53% (181)

\*  $p \leq 0.01$ 

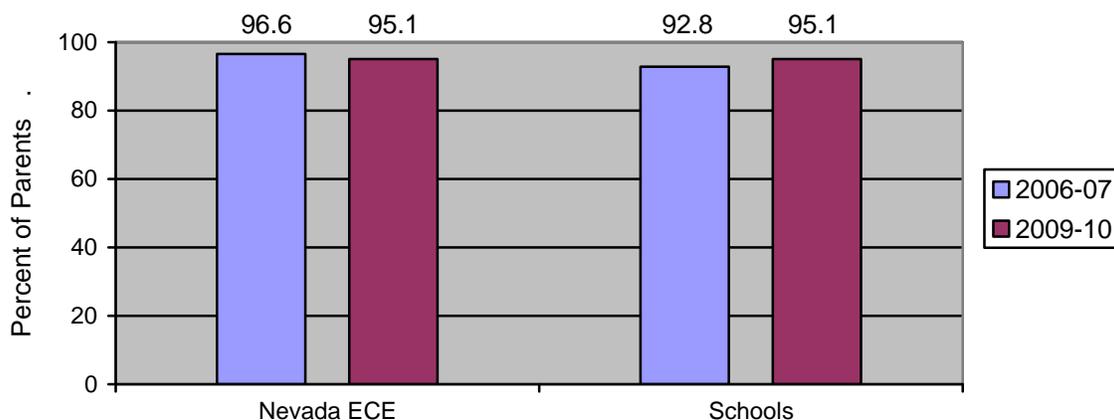
The results in Table 16 show that both groups of Cohort 3 ECE students (LEP and English speaking) scored higher than their counterparts in the non-ECE group on the Nevada CRT reading and math tests. The differences were significant for the LEP students in reading and math ( $p < 0.01$ ) but were not significant for the English-speaking students. The results also show that a larger percent of the LEP Cohort 3 ECE group were proficient in reading and math than the LEP non-ECE group. For English speaking students, a larger percentage of the Cohort 3 ECE students were proficient in reading than the non-ECE group, and the same percentages for the two groups were proficient in math.

### ***Parent Involvement***

The longitudinal evaluation also determined the level of involvement of the parents of the Cohort 1 children in their child's education, as measured by attendance at parent/teacher conferences.

The evaluation collected the data on attendance at parent/teacher conferences for Nevada ECE children from a survey administered to teachers in both Kindergarten and again in grade 3. The survey asked teachers if the parents of Cohort 1 children participated in the fall parent/teacher conference. Out of 255 matched students in Kindergarten and grade 3, there were 207 teachers who responded to this item in both Kindergarten and grade 3. As shown in Figure 7, 96.6 percent of the parents of the Cohort 3 children attended the parent/teacher conference in 2006-07 during Kindergarten, and 95.1 percent attended the parent/teacher conference in 2009-10 during grade 3.

**Figure 7. Parent/Teacher Conference Rate of Cohort 3 Children in Kindergarten and Grade 3 Compared to Parent/Teacher Conference Rate of Schools They Attend**



For comparison, the evaluation calculated the average percent of parents who attended parent/teacher conferences at the same schools that the sample of Cohort 3 children attended.<sup>12</sup> The comparison schools had a parent/teacher conference attendance rate of 92.8 percent during Kindergarten in 2006-07 and 95.1 percent during grade 3 in 2009-10. When compared to the results from the Cohort 3 parents, it appears that the parents of Cohort 3 children attended parent/teacher conferences in Kindergarten at a rate higher than did the parents of other students at the schools, and at the same rate than parents of other students at the schools when the Cohort 3 children were in grade 3.

While the data show differences between the parent/teacher conference rates of the Cohort 3 students and the schools they attended in both Kindergarten and grade 3, the results must be interpreted with caution because of differences in the type of data, as explained earlier with the Cohort 1 students. Suffice it to say, based on the data, the results suggest that the parents of Cohort 3 students probably attended parent/teacher conferences at a similar rate to other parents at the same grade levels at the schools in both Kindergarten and grade 3.

### **Cohort 6 Results in Kindergarten**

The evaluation compares the performance of Cohort 6 students on the PPVT and EOWPVT during preschool in 2008-09 with their performance at the end of Kindergarten in 2009-10. The evaluation also administered a survey to the Kindergarten teachers of Cohort 6 children, collecting data on parent involvement. The results from the three measures are reported below.

<sup>12</sup> The Cohort 1 children attended 56 elementary schools in Kindergarten and 70 elementary schools in grade 5; however, many schools enrolled just one or two Cohort 1 children. Instead of gathering data from all 56 and 70 schools for the two years, the evaluator elected to collect data only on schools that enrolled at least two students from the Cohort 1 sample for Kindergarten and for grade 5 as representative of the type of school attended by Nevada ECE children. The evaluation found that 29 schools enrolled at least two Cohort 1 students in Kindergarten for 2004-05 and 30 schools enrolled at least two Cohort 1 students in grade 5 for 2009-10. In fact, these schools enrolled a total of 127 of the 156 students in Kindergarten (82 percent) and 115 of the 156 students in grade 5 (74 percent).

**Cohort 6: PPVT and EOWPVT Results**

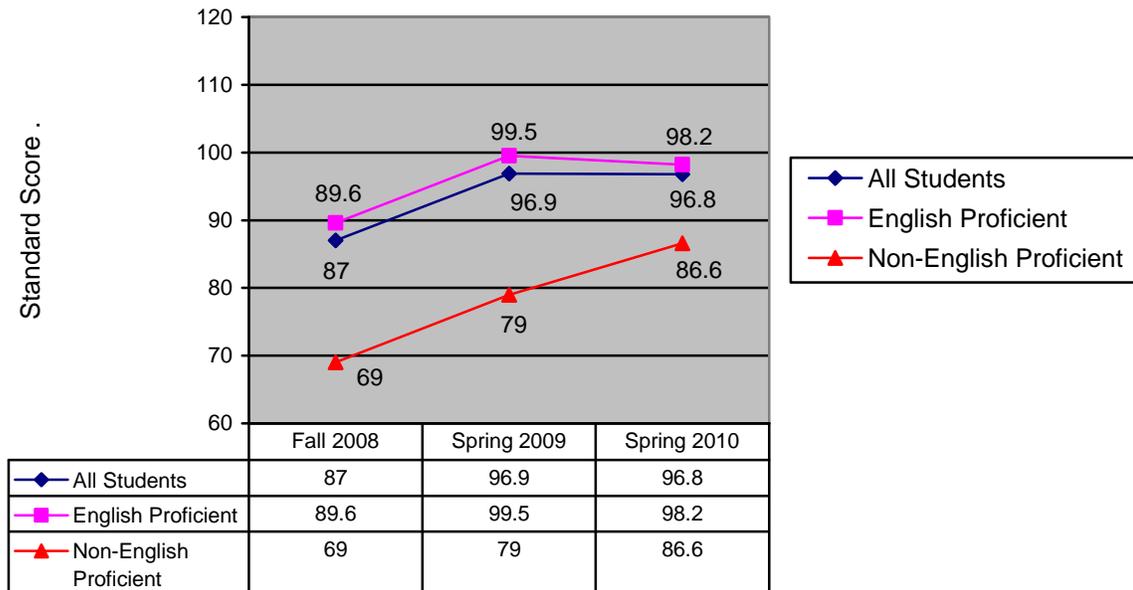
The evaluation selected a stratified random sample of 300 of the 878 four-year-old Cohort 6 children, based on the number of children in the 11 projects. The evaluation then conducted follow-up test administrations of the PPVT and EOWPVT in Kindergarten during 2009-10.

A total of 254 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 2010 at the end of Kindergarten.<sup>13</sup> Although not shown, the 254 students are representative of the larger population of 878 Cohort 6 students in terms of gender, ethnicity and level of English language skills, suggesting that the results obtained from the sample of Cohort 6 students can be generalized to the larger Cohort 6 population.

Figures 8 and 9 show the average standard scores 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 2010 at the end of Kindergarten 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 while in preschool. Then, Cohort 6 students maintained their level of performance that they had achieved in preschool through the end of Kindergarten in receptive vocabulary, but decreased their relative performance in expressive vocabulary.

**Figure 8.** PPVT Standard Score Averages of Cohort 6 in Preschool and Kindergarten, n=254<sup>14</sup>



<sup>13</sup> A total of 295 of the 300 children selected for the sample were tested. Forty-one students were eliminated from the analyses for two reasons: (1) the evaluation found testing irregularities while the children were in the Nevada ECE program in 2008-09 which caused their test scores to be invalid, and (2) the evaluation found potential tester bias when the children were tested in Kindergarten in spring 2010.

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

**Figure 9.** EOWPVT Standard Score Averages of Cohort 6 in Preschool and Kindergarten, n=254

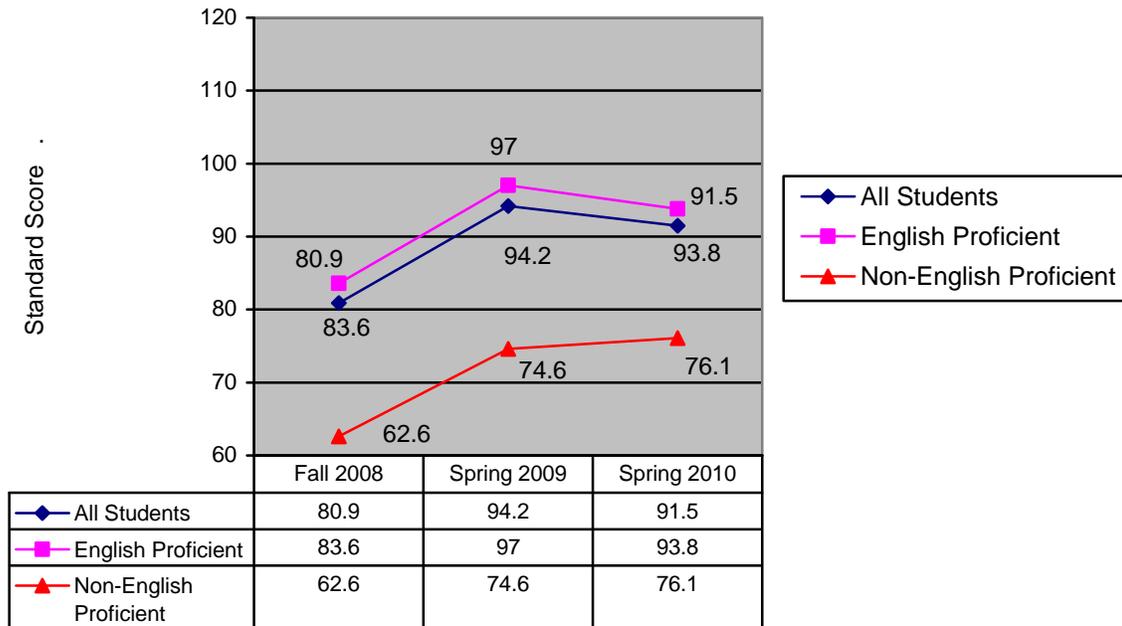


Table 17 presents the same average standard scores in Figures 7 and 8 as well as the average gains for two time periods: from fall 2008 when Cohort 6 children enrolled into the Nevada ECE program until the end of the program year in spring 2009, and from the end of the Nevada ECE program in spring 2009 until the end of Kindergarten in spring 2010.

***Fall 2008 – Spring 2009***

The results show that Cohort 6 children<sup>15</sup> scored substantially below the national average before they entered the Nevada ECE program in fall 2008. That is, their average standard score of 87.0 on the PPVT represents the 20<sup>th</sup> percentile, and their average standard score of 80.9 on the EOWPVT represents the 10<sup>th</sup> percentile. In other words, these students’ scores were consistent with an “at-risk” student population.

By the end of the Nevada ECE program in spring 2009, students made substantial gains, improving to an average standard score of 96.9 on the PPVT, or about the 42<sup>nd</sup> percentile, and to an average standard score of 94.2 on the EOWPVT, or about 35<sup>th</sup> percentile. While the spring 2009 standard scores are still below the national average of the 50<sup>th</sup> percentile, these students closed much of the achievement gap with the national norming sample, making significant learning gains during the time they participated in the preschool program: 9.9 standard score points on the PPVT and 13.3 standard score points on the EOWPVT ( $p \leq 0.01$ ).

<sup>15</sup> The gains of this Cohort 6 sample in preschool are similar to the gains that all Cohort 6 children made, reported in the *2008-09 Nevada ECE Annual Evaluation Report*. In other words, suggesting that other results from this Cohort 6 sample can be generalized to the larger Cohort 6 population.

**Table 17.** PPVT and EOWPVT Standard Score Averages and Gains of Cohort 6 in Preschool and Kindergarten by English Skills

Group (n)/Subtest	Average Standard Scores			Average Gains	
	Fall 2008 Average	Spring 2009 Average	Spring 2010 Average	Fall 2008 to Spring 2009 Average Gain	Spring 2009 to Spring 2010 Average Gain
<b>All Students</b>					
▪ PPVT (Receptive) (n=254)	87.0	96.9	96.8	9.9*	-0.1
▪ EOWPVT (Expressive) (n=254)	80.9	94.2	91.5	13.3*	-2.7*
<b>English-Speaking Students</b>					
▪ PPVT (Receptive) (n=222)	89.6	99.5	98.2	9.9*	-1.3
▪ EOWPVT (Expressive) (n=222)	83.6	97.0	93.8	13.4*	-3.2*
<b>No English Skills at Enrollment Students</b>					
▪ PPVT (Receptive) (n=32)	69.0	79.0	86.6	10.0*	7.6*
▪ EOWPVT (Expressive) (n=32)	62.6	74.6	76.1	12.0*	1.5

\*

p

≤

0.

### *Spring 2009 – Spring 2010*

The results show that Cohort 6 students maintained their standard score from 96.9 in spring 2009 to 96.8 in spring 2010 on the PPVT, but decreased their standard score from 94.2 to 91.5 on the EOWPVT,  $p < 0.01$ . The results suggest that the ECE children maintained the large learning gains in receptive vocabulary they had achieved in preschool through Kindergarten, but lost some of the learning gains in expressive vocabulary they made in preschool during Kindergarten. One possible explanation for the loss on the EOWPVT during Kindergarten is that the children made extremely large gains in preschool on the EOWPVT, larger than the gains that the children made on the PPVT. The larger gains that the children made on the EOWPVT in preschool may, in part, be due to positive testing error where the children scored higher than their actual skills. When tested again in Kindergarten, the children received test scores closer to their actual skill level, showing a decrease in the scores that they received at the end of preschool.

### *English-Speaking Students and Students with No English Skills at Enrollment*

The evaluation conducted an analysis to determine the gains of children who did not have sufficient English to take the PPVT or EOWPVT when they entered the preschool program.<sup>16</sup> Out of the 254 Cohort 6 students in the analysis, 32 students did not have sufficient English to take the PPVT or EOWPVT at enrollment and 222 students had sufficient English.

Table 17 presents the average standard scores and gains for these two groups of students. The results indicate that both groups of students made significant gains on the PPVT and EOWPVT during preschool,  $p < 0.01$ . The gains of the non-English speaking students are equivalent to the gains of the English-speaking students in receptive vocabulary (PPVT), but slightly smaller in expressive vocabulary (EOWPVT).

After preschool, the English speaking students decreased their learning gains in receptive vocabulary and expressive vocabulary with respect to the norming populations during Kindergarten. That is, the average standard scores of the English speaking students decreased 1.3 points on the PPVT and 3.2 points on the EOWPVT, and the difference on the EOWPVT was significant,  $p < 0.01$ .

On the other hand, the non-English speaking students increased their learning gains in receptive vocabulary and expressive vocabulary with respect to the norming populations during Kindergarten. That is, the average standard scores of the non-English speaking students increased 7.6 points on the PPVT and 1.5 points on the EOWPVT during Kindergarten, and the difference on the PPVT was significant,  $p < 0.01$ . These results suggest that students who did not speak English at enrollment in the Nevada ECE program improved more than English-speaking students after leaving the preschool program through the end of Kindergarten. In addition, the results show that the overall decrease in PPVT and EOWPVT scores from spring 2009 to spring 2010 was not due to the non-English speaking students.

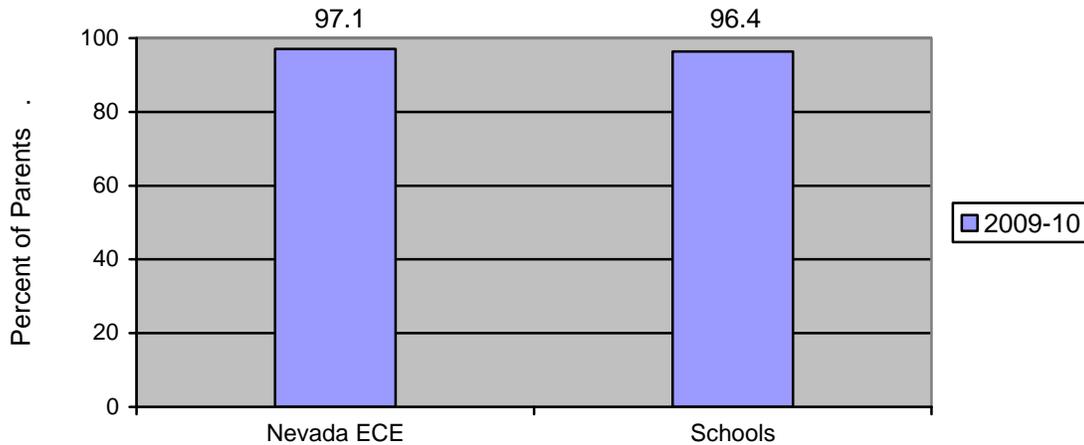
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<sup>16</sup> In 2008-09, the evaluation of the Nevada ECE program determined that 296 of the 1,123 Cohort 6 Nevada ECE students (29 percent) did not have sufficient English language proficiency at enrollment into the program to take the PPVT and/or EOWPVT. In these cases, projects waited to test these children until project staff determined the child had sufficient English skills to take the PPVT and EOWPVT.

## Parent Involvement

A survey was administered to the Kindergarten teachers, which asked if the parents of Cohort 6 children participated in the fall 2009 parent/teacher conference. Out of 295 children who were tested, 244 Kindergarten teachers completed the survey. As shown in Figure 10, 97.1 percent of parents of the Cohort 6 children attended the parent/teacher conference in 2009-10.

**Figure 10.** Parent/Teacher Conference Rate of Cohort 6 Children in Kindergarten 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.<sup>17</sup> The comparison schools had a parent/teacher conference attendance rate of 96.4 percent during Kindergarten in 2009-10. When compared to the results from the Cohort 6 parents, the parents of Cohort 6 children attended parent/teacher conferences in Kindergarten at a rate slightly higher than did the parents of other school students during 2009-10.

To interpret the meaning of the differences between the Cohort 6 sample and the schools they attended in Kindergarten, the evaluation calculated an “effect size” that researchers sometimes use to estimate the “value” of a difference. In this case, the effect size was small—a standard deviation of 0.23. Given this report’s previous explanation of the differences between the Nevada ECE and non-ECE data on parent/teacher conference attendance rates, the results suggest that the parents of Cohort 6 students attended parent/teacher conferences during Kindergarten at about the same rate as other parents at the schools.

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<sup>17</sup> The Cohort 6 children attended 91 elementary schools in Kindergarten; however, many schools enrolled just one or two Cohort 6 children. Instead of gathering data from all 91 schools, the evaluator elected to collect data only on schools that enrolled at least two students from the Cohort 6 sample for Kindergarten. The evaluation found that 46 schools enrolled at least two Cohort 6 students in Kindergarten for 2009-10, and reported parent/teachers conference rate data for the school year. In fact, the 46 schools enrolled a total of 233 of the 295 students in Kindergarten, or 79 percent.



## Testimonials



The complete impact of educational programs is sometimes difficult to describe because the assessment instruments, typically used in program evaluations, often describe a rather narrow domain of measurement. To provide a more complete picture of the impact of Nevada ECE, we asked two projects to submit testimonials from participating parents and from the Kindergarten teachers who then teach the Nevada ECE children when they enter elementary school.<sup>18</sup> The testimonials from parents are obviously important because parents can describe, in their own view and words, how the program changes their children. The testimonials from Kindergarten teachers are also important because they can accurately describe how the Nevada ECE program prepares the children for school, as compared to if the children had not participated in the program. In requesting these testimonials, we asked for the participating adults to write the testimonial. While anecdotal, testimonials can be a powerful medium to convey the impact of a program on the lives of participants, which is often missed by standardized children assessments.

### **Maria – Participating Adult**

Maria is a 33-year-old married Hispanic woman. Omar, her four-year-old, is enrolled in the Humboldt County School District Early Childhood Education project.

Maria and her husband enrolled in the ECE program to become better parents and improve their son's chances for future success. She attended 65 hours of parenting education and her husband attended nine hours as part of the ECE program. Omar attended 280 hours of early childhood education.

#### **Letter—**

*My name is Maria and my son Omar attended the 2009/2010 Humboldt County Pre-K program. First off I wanted to start off by saying that this program has had a huge impact on my son's life. He went from being the shy, quiet boy that was afraid to speak to an outgoing, talkative, confident boy everyone gets along with. He learned to become independent and not be afraid to try new things. All of this has happened thanks to the program.*

*My son had previously attended a preschool program but I felt it was run a little more as a child care than a learning facility. I wasn't seeing progression like I did when he started the Pre-K program. Omar was coming home saying words like acapella and cornucopia and actually knowing what they meant. I knew at that time that this was a very good program for children to attend.*

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

*This program allows you to see what your children are doing during class on volunteer days and let you be involved in their learning process. On parent teacher nights we see how we can be more involved and work with the teacher to help our kids. The kids are taught things that not only prepare them for Kindergarten but also things that they will use for years to come. From learning the days of the week to putting a straw in a juice box, our kids learn beyond their age. The way the program is structured and the way Mrs. Rhoads plans and executes class time allows our kids to learn skills in all different fields. I hope that this program continues to be funded and that many kids like Omar have the great opportunity to join this program and have the privilege of having Mrs. Rhoads as their teacher.*

*Thank you for your time,*

*Maria*

### **Larry and Kim – Participating Adults**

Larry and Kim are a married, Caucasian couple. Their daughter, Laura, is four years old and attends the Clark County School District Early Childhood Education (ECE) program at Cunningham Elementary School.

Larry enrolled in the Cunningham ECE program to better prepare Laura for school and improve her chances for future success. Larry attended 139 hours of parenting education as part of the ECE Program, and Laura attended 420 hours of early childhood education.

#### **Letter—**

*July 1, 2010*

*To Whom It May Concern:*

*We are grateful that our daughter Laura Sage had the opportunity to attend Cunningham Elementary School in the Pre-K program for the last two years. Her teacher, Ms. Baker, is exceptional, as is her assistant, Ms. 'YaYa'. We feel the experience has fully prepared Sage for Kindergarten and given her the confidence to excel at that level.*

*The program was well structured and well thought-out, but Ms. Baker took it a step further by incorporating teaching points into non-teaching situations. For example, while waiting outside next to the wall, she pointed out how the textured wall was 'rough' but the sidewalk was 'smooth'. This type of 'instruction' introduced the kids to concepts that parents overlook or ignore. I credit this type of attention to detail with helping Sage do so well with expanding her knowledge of the world around her as well as her vocabulary .*

*One aspect of the program that goes to the heart of the kid's early education is the expected goal of parental involvement. Our teacher's helper assignments exposed us to what was being taught, so we could supplement the instruction at home. It also gave us a*

*first-hand look at how Sage was interacting socially with others. The fact that the teachers maintained a strong level of classroom control, without being overbearing, made our days much more enjoyable.*

*We appreciate the opportunity our child was given to participate in this wonderful program and hope it continues in the future.*

*Larry & Kim*

### **Ingrid – Kindergarten Teacher**

Ingrid Karges is a Kindergarten teacher in Lyon County School District at Silver Springs Elementary School. The school is one of the sites visited by the Storey/Lyon County Classroom on Wheels (COW) program, funded by the Washoe County School District Nevada ECE program. Ms. Karges has taught many Kindergarten children who have participated in the Storey/Lyon County COW program. In the letter below, Mrs. Karges describes her experiences in teaching these students when they enter her classroom.

#### **Letter—**

*June 11, 2010*

*To Whom It May Concern,*

*My name is Ingrid Karges and I am the Kindergarten teacher at Silver Springs Elementary School in Silver Springs, Nevada. I have taught at this school for 14 years and the last eleven years have been at the Kindergarten grade level.*

*I want to express my sincere appreciation of the COW Bus program. The students in my class who have participated in the Cow Bus program are always prepared for Kindergarten. These children have a solid foundation for me to build upon in Kindergarten. I love getting COW Bus students because I know they are ready to be in my Kindergarten class and I can take right off with my curriculum. They almost always end the school year in the top 10 percent of my class.*

*When parents ask me what they can do to get their child prepared for Kindergarten, I tell them to try and get their child enrolled on the Cow Bus because they do an excellent job of preparing children for what they need to know and even more to be ready to start Kindergarten. The Cow Bus is a wonderful program and I would love to see more children have the opportunity to participate in it.*

*If you have further questions or need more information from me, I would be glad to talk with you.*

*Please keep this wonderful program running as it is definitely a benefit to our children, our school and our community.*

*Sincerely,*

*Mrs. Ingrid Karges*



## Conclusions & Recommendations

The results from the 2009-10 annual evaluation of the Nevada ECE program, as well as all previous annual evaluations, support the national research on the short-term effects of quality preschool education programs. The positive short-term results of the Nevada ECE program can, in part, be attributed to the fact that Nevada state law requires pre-Kindergarten teachers to be highly qualified, either by holding a special license or endorsement in early childhood education. As previously mentioned, teacher effectiveness is among the most important factors in determining program impact. Preschool teachers who hold a bachelor's degree and have specialized training in early childhood education, such as those required by Nevada statute, have a larger positive impact on children than programs with non-certified preschool teachers.



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

## Developmental Progress of Children

- **Short-Term Effects.** The Nevada ECE Program had short-term effects on the developmental progress of children. Nevada ECE children made large cognitive gains in preschool and were clearly better prepared to enter Kindergarten academically than if they had not participated in Nevada ECE. This is an important achievement for the largely at-risk student population served in the program, because it closed some of the gap in school readiness with average students and avoided some early obstacles that most at-risk student populations face, thus providing them a better chance at early school success. It is especially important for the large number of English language learners in the program who, in fact, may have even benefited the most academically from the Nevada ECE program. These developmental gains during early learning help ease their transition into school, preparing them for future success.
- **Long-Term Effects.** After preschool, it appears, for the most part, Nevada ECE students maintained the significant learning gains they achieved in preschool through elementary school, consistent with the national research results on long term cognitive results. 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. Further research could verify this hypothesis.

## Parent Involvement

- **Short-Term Effects.** The parents of the children who participated in the Nevada ECE program became more involved in the education of their children, including spending

more quality time with them, especially in terms of reading with their children. As research has learned, increased parent involvement leads to increased student achievement due, in part, to the value of education that parents convey to their children by their own actions.

- ***Long-Term Effects.*** After preschool, the parents of the children continued to be very involved in their children's learning. In fact, the parents of the Nevada ECE children are at least as involved in their children's learning commensurate with schoolmates' parents.

## **Recommendations**

In these difficult economic times, it is important to fund programs that have proven their value. The Nevada ECE program has achieved this status by showing it has both positive short-term and continued long-term effects on participating children, and has the potential to reduce the need for future services for many children. The results from the evaluation suggest that the Nevada State Legislature continue the funding of the Nevada ECE program and consider increasing the funds to expand the program so that more than the current 1.5 percent of the estimated three and four year-old children in Nevada benefit from this effective program.

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

1. Continue to adopt, implement, and provide training to staff in high-quality, research-based early childhood programs and practices. Train all new staff in Nevada Pre-Kindergarten Content Standards.
2. Examine the project's ratings on the Early Childhood Environmental Rating Scale (ECERS) and the Early Language and Literacy Classroom Observation Tool (ELLCO), and develop program improvement plans for indicators that received lower ratings; i.e., a rating of less than "5" on the ECERS and a rating less than "4" on the ELLCO.
3. Examine the project's ratings on the five outcome indicators and develop program improvement plans for any indicator that the project did not meet.
4. Monitor parent's attendance in the parenting program and develop policies to replace those families whose parents are unable to attend the required parenting program with other families.
5. In classes that include large numbers of children with little or no English language skills, research and implement practices that are a good fit with program and children characteristics to facilitate the learning of English.
6. Assess current practices on providing services to children with special needs within the Nevada ECE classrooms. Train all early childhood education teachers to ensure that they have the skills and strategies to serve children with special needs effectively.

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

1. Continue to work with individual projects to improve services in the early childhood education indicators assessed in the ECERS and ELLCO by having projects develop improvement plans for those indicators in which projects were rated low; i.e., a rating of less than “5” on the ECERS and a rating less than “4” on the ELLCO.
2. Ensure that all projects that did not meet any of the five outcome indicators develop improvement plans to address the indicator(s).
3. Provide training to all projects on the indicators that received the lowest ratings in 2009-10; i.e., *Personal Care Routines (health practices, meals/snacks)* and *Activities* from the ECERS and *Phonological Awareness, Efforts to Build Vocabulary, and Recognizing Diversity in the Classroom* from the ELLCO.
4. Develop a framework and provide guidance to Nevada ECE projects on how and in which areas to collaborate with other early childhood education programs, such as Title 1 and Head Start, to improve services to preschool children.
5. Convey to projects the importance of collecting data from the early childhood program evaluation assessments that reflect an accurate picture of children skills so that the program can conduct a valid assessment of both short-term and long-term effects.



# Appendix A

## PROJECT SITE DESCRIPTIONS





Appendix A presents data on the Nevada ECE projects based on site visits. As previously reported, the evaluator visited all 11 Nevada ECE projects in spring 2010, making a total of 14 site visits because two projects operate multiple early childhood education sites with different program delivery models. Table 18 presents a list of the project sites observed.

**Table 18.** Nevada ECE Sites Observed in 2009-10

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

Each site description includes overall project data on the number of participants, staff and qualifications, and the results on the statewide outcome indicators. The descriptions also include the specific site results of the two standardized early childhood environment ratings instruments: the Early Childhood Environmental Rating Scale-Revised (ECERS-R) and the Early Language and Literacy Classroom Observation Tool (ELLCO) as well as a description of the site in four areas: curriculum and program design, learning environment, assessment and continuous improvement, 19 and parent engagement.

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

## Carson City School District

Initially Funded: FY 2001-2002

FY 2009-10 Funding: \$246,599

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

- Mark Twain Elementary School
- Empire Elementary School

### **Participants: Carson City ECE**

Participants	Number Served
Number of Children	84
Number of Adults	94
Number of Families	84

### **Staff and Qualifications: Carson City ECE**

Staff Position	FTE	Qualifications/Endorsement
Teacher	2 FTE	Two K-8 Certifications, Two ECE Endorsements
Aide	2.4 FTE	Three H.S. Degrees/GED

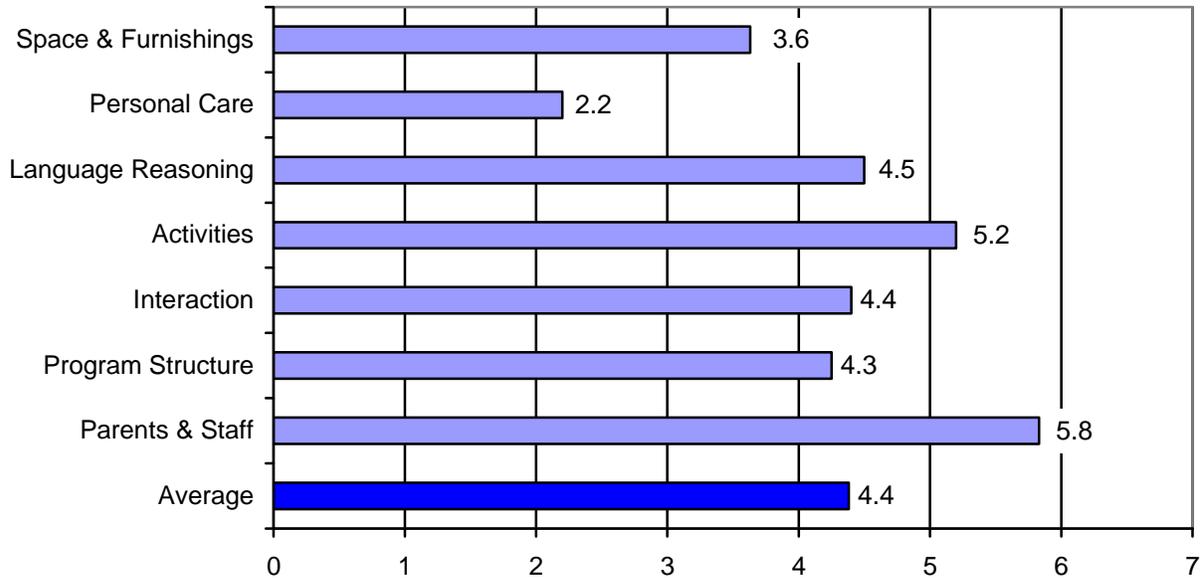
### **Program Outcomes: Carson City ECE**

Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 92.1%	Met
B. Expressive Comprehension (80%)	EOWPVT- 94.2%	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (7 pts.)	PPVT- 15.6 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT- 15.1 pts.	Met
Individual Parenting Goals (92%)	92.4%	Met
Increase in Time Spent with Children (75%)	83.8%	Met
Increase in Time Spent Reading With Children (75%)	97.1%	Met

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

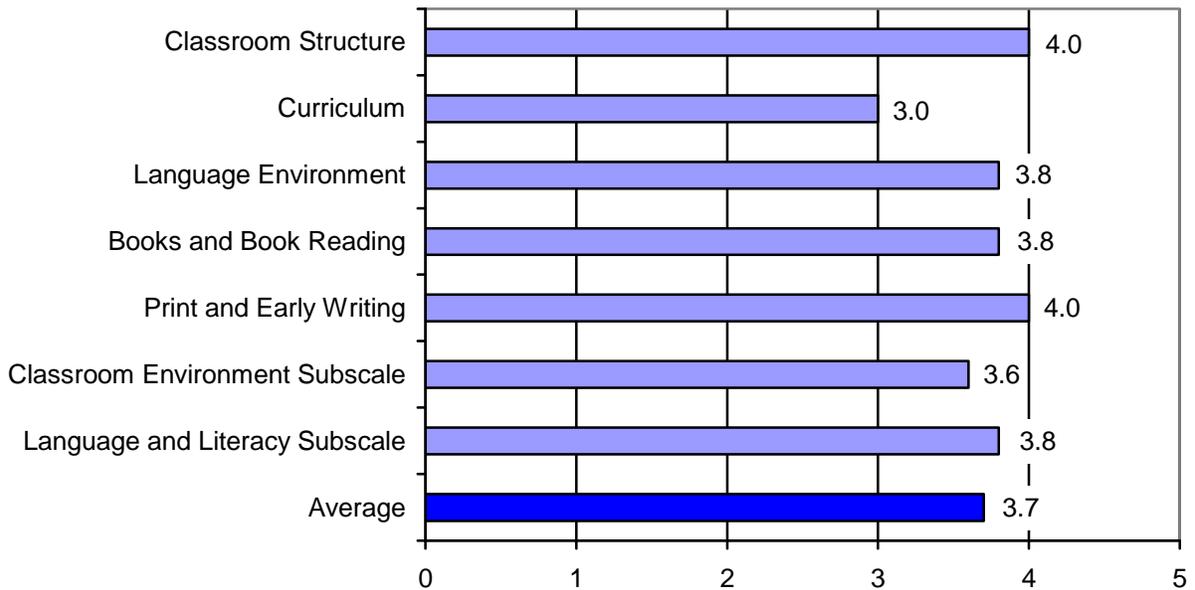
*Early Childhood Environmental Rating Scale (ECERS)*

1= Inadequate; 7= Excellent



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

1= Deficient; 5= Exemplary



## Project Description: Mark Twain Elementary School

Area—Description
<b>Curriculum &amp; Program Design</b>
<p>The program uses <i>Curiosity Corner</i> as the early childhood curriculum. <i>Curiosity Corner</i> is the preschool component of <i>Success for All</i>, the language arts curriculum implemented at the elementary school, Kindergarten through grade 5. The curriculum emphasizes oral language development using thematic units, children’s literature, oral and written expression, and learning centers (called “labs”).</p> <p>The program has morning and afternoon sessions, Monday through Thursday. Children receive 11 hours, 20 minutes of service per week.</p>
<b>Learning Environment</b>
<p>The program is located in a large modular building: one-half is used for the classroom. The classroom is equipped with child-sized tables and chairs, and is adjacent to a child-sized bathroom. Children can access a second room through a narrow hallway, which leads to an unsupervised exit, becoming a safety issue.</p> <p>The program has access to two early childhood playgrounds. One playground is for primary school-aged children (K-3), and a second, smaller playground appropriate for preschool children includes a large sand area with age-appropriate toys and a tricycle trail. The small playground has several limitations, such as the climbing bar and a climbing structure, which are too high for preschoolers.</p> <p>The classroom contains well-developed and well-equipped learning centers, including blocks, dramatic play, manipulatives, art, science, writing, language arts, and sensory play. The materials in the centers change to correspond with the unit themes.</p>
<b>Assessment and Continuous Improvement</b>
<p>The program keeps a file for each child with his/her work samples. Program staff keeps notes on daily observation forms to track the developing skills of the children.</p> <p>Staff reviews the notes and assessments on Fridays to plan classroom activities.</p>
<b>Parent Engagement</b>
<p>Parents sign a Commitment List that requires the parent to ensure that the child attends the program daily (unless sick), and spend time each day with their child reading, playing, and talking.</p> <p>The teacher conducted three Family Storyteller sessions, helping parents learn how to read with their children. The teacher also conducts a home visit at the beginning of the year to discuss the program and identify parenting goals, and holds a parent conference twice annually to review each child’s progress.</p> <p>Staff reports that most parents have good attendance at required parent meetings, except those parents who work, which makes it more difficult for them to participate in parenting activities.</p>

## Churchill County School District

Initially Funded: FY 2001-2002

FY 2009-10 Funding: \$102,897

### Program Location (1)

- Northside Early Learning Center, Fallon, Nevada

### Participants

Participants	Number Served
Number of Children	45
Number of Adults	44
Number of Families	44

### Staff and Qualifications

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

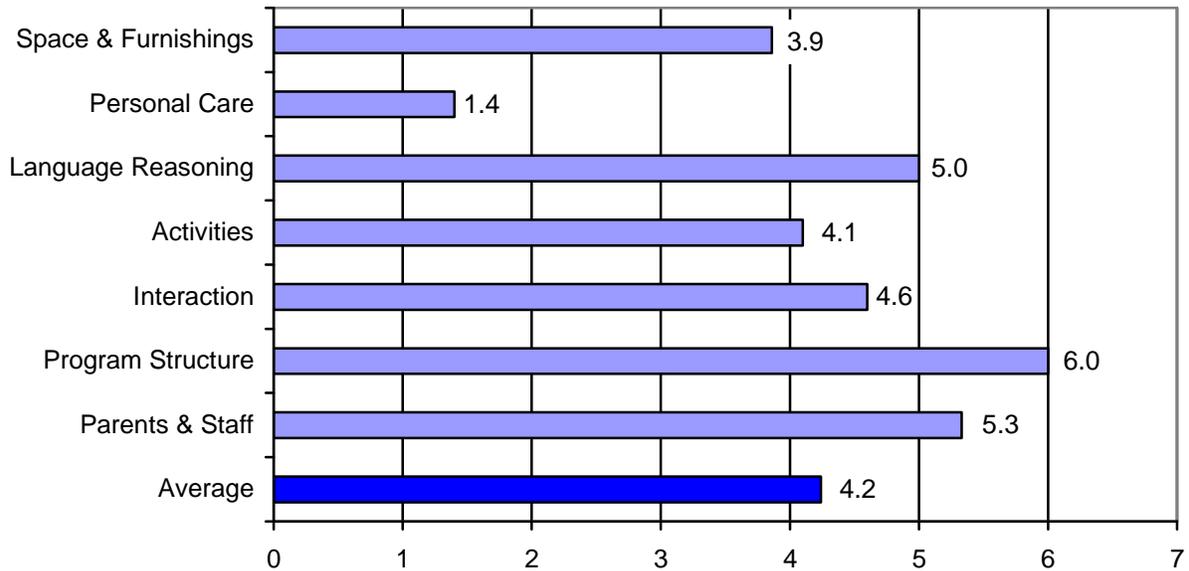
### Program Outcomes

Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT- 71.4% EOWPVT- 97.0%	Not Met Met
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 6.2 pts. EOWPVT- 19.6 pts.	Not Met Met
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (75%)	100 %	Met
Increase in Time Spent Reading With Children (75%)	97.1%	Met

## Program Delivery Indicators

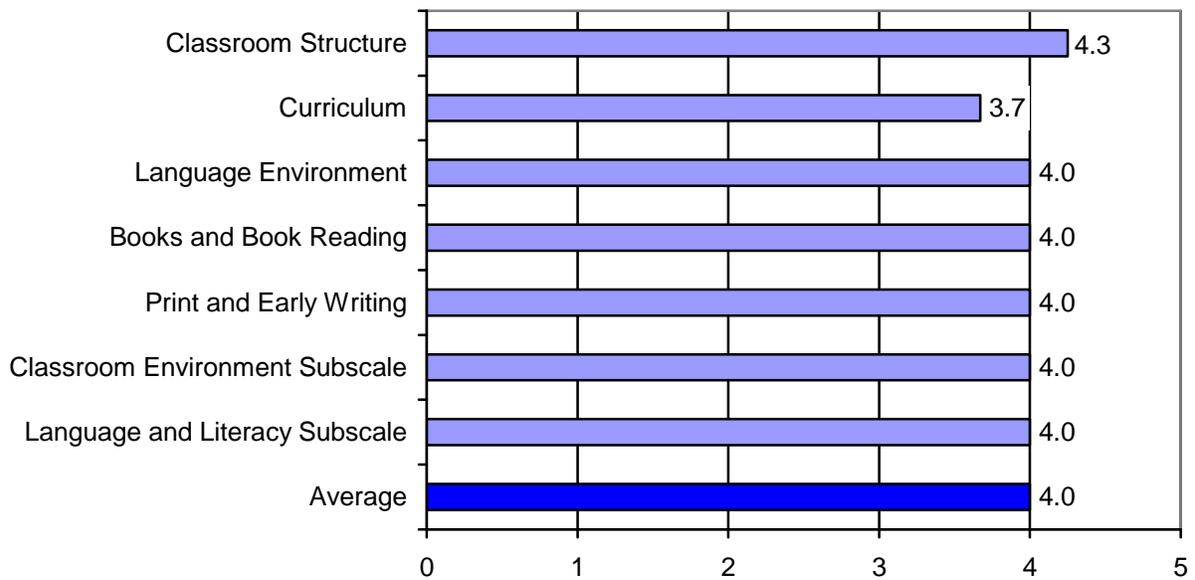
### Early Childhood Environmental Rating Scale (ECERS)

1= Inadequate; 7= Excellent



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

1= Deficient; 5= Exemplary



## **Project Description: Northside Early Learning Center**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<p>The program uses the <i>High Scope Curriculum</i>, and staff incorporated the Nevada Pre-K standards into lessons and activities. The research-based High/Scope Preschool Curriculum views children as active learners, who learn best from activities that they themselves plan, carry out, and reflect upon. The children are encouraged to engage in experiences that help them to make choices, solve problems, and actively contribute to their own development.</p> <p>Classes are offered Monday through Thursday in morning and afternoon sessions, three hours per day, so that children receive 12 hours per week of early childhood education.</p>
<b>Learning Environment</b>
<p>The program operates in a large classroom, which is in need of some repair, such as worn carpeting and chipped paint. The classroom is equipped with child-sized tables and chairs and contains a separate sink. The bathrooms are down three short hallways, requiring staff presence, compromising the supervision of the students left in the classroom. The playground is near the classroom, and has both stationary and portable gross motor equipment available. There are multiple entrapment and entanglement hazards on equipment, some of which have other safety issues, such as climbing equipment that does not have a cushioning surface.</p> <p>The classroom contains many well-developed and well-equipped learning centers, which include blocks, dramatic play, manipulatives, art, science, writing, language arts, computers, and water play. The materials in the learning centers change as themes change.</p>
<b>Assessment and Continuous Improvement</b>
<p>Program staff use portfolio assessments developed by the Washoe County Early Childhood Education (ECE) program. Staff also completed DIAL-3 (Developmental Indicators for the Assessment of Learning), an individually administered screening test designed to identify young children in need of further diagnostic assessment, several times during the year.</p> <p>The teacher uses the assessment results to adjust the learning activities and materials to meet the needs of the children.</p>
<b>Parent Engagement</b>
<p>Staff offer parenting classes twice a month as well as Parents as Teachers classes and other classes based on surveys assessing both parent needs and interests. Staff also offer home visits four times per year. There is a resource library for parents, and parents can assist with monthly field trips, such as to the grocery store and public library.</p> <p>Most parents attended about five parenting classes per year and volunteered about two to three times in the classroom or for monthly field trips.</p>

## Clark County School District

Initially Funded: FY 2001-2002

FY 2009-10 Funding: \$1,446,937

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

Early Literacy Centers (6)		Inclusion Models (4)
Cunningham Elementary	<b>McWilliams Elementary</b>	Gates ECE Head Start
Dondero Elementary	Warren Elementary	Kaufman Head Start
Harris Elementary		Bracken Elementary
McCaw Elementary		<b>Bunker Elementary</b>

**Participants: Clark ECE**

Participants	Number Served
Number of Children	429
Number of Adults	414
Number of Families	414

**Staff and Qualifications: Clark ECE**

Staff Position (n)	FTE	Qualifications/Endorsement
Teacher (11)	10 FTE	Six K-8 Certification, Four ECE Certification, and One Secondary Certificate; Six ECE Endorsements and Five Special Education ECE Endorsements
Aide (12)	12 FTE	One Bachelor's Degree, Eleven H.S. Degree/GED
Administrator	1 FTE	
Family Specialist	1 FTE	

**Program Outcomes: Clark ECE**

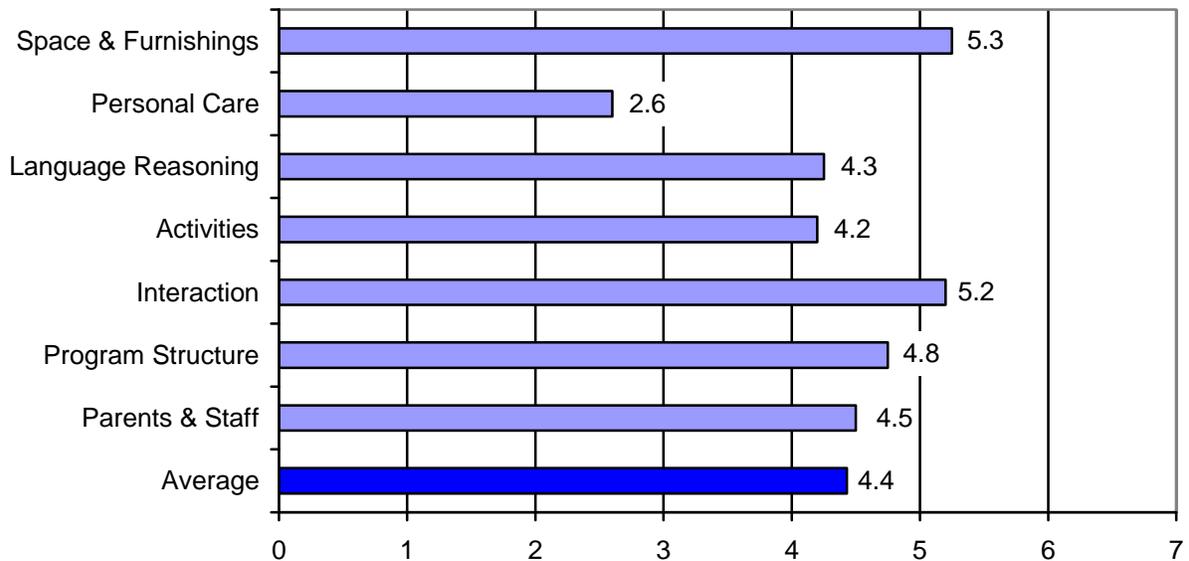
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT- 88.6% EOWPVT- 97.3%	Met Met
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 11.6 pts. EOWPVT- 16.8 pts.	Met Met
Individual Parenting Goals (92%)	99.2%	Met
Increase in Time Spent with Children (75%)	94.1%	Met
Increase in Time Spent Reading With Children (75%)	93.7%	Met

**Program Model #1— Early Literacy Centers**

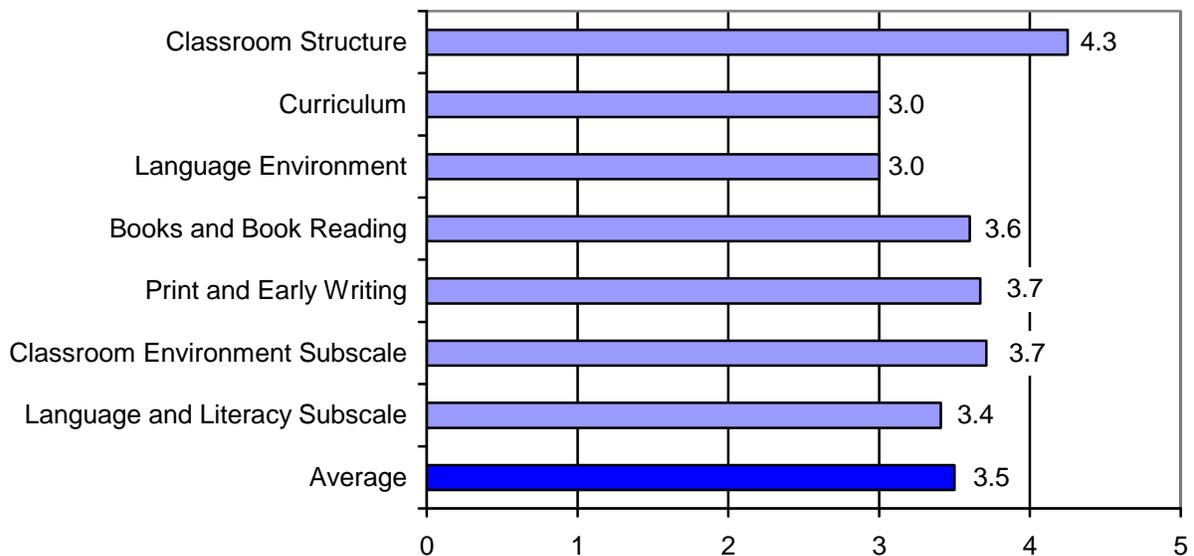
The evaluator visited J.T. McWilliams Elementary as representative of Early Literacy Centers.

**Program Delivery Indicators: J.T. McWilliams Elementary School**

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



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



## **Project Description: J.T. McWilliams Elementary School**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<p>The program uses the <i>Creative Curriculum</i> program as the primary early childhood curriculum: it includes well-developed learning centers and extensive time periods for children to explore their environment. The program includes seven literacy components: literacy as a source of enjoyment, vocabulary and language, phonological awareness, knowledge of print, comprehension, letters and words, and books and other texts. The curriculum is linked to Nevada Pre-K Standards.</p> <p>The program offers two sessions, 8:50 a.m.-11:20 a.m. and 12:45 p.m.-3:15 p.m., Monday through Thursday, for a total of 10 hours per week.</p>
<b>Learning Environment</b>
<p>The program is in a large classroom on the outer wing of the school. It contains child-sized furniture and shares bathroom facilities with an Early Childhood Special Education classroom, next door. The classroom contains two sinks, promoting good health practices. Children use the Kindergarten playground on the other side of the school, requiring a long walk. The playground has a rubberized surface with appropriate child-sized equipment, and has access to blacktop for ball and bike play.</p> <p>The classroom contains several learning centers (blocks, dramatic play, manipulatives, art, science, writing, sensory, library, listening, and computers) geared to the developmental needs of the children. The classroom is clean, well maintained, and contains an excellent supply of materials in good condition.</p>
<b>Assessment and Continuous Improvement</b>
<p>Staff completes a Developmental Continuum Assessment from Creative Curriculum three times a year. The teacher keeps a Child Progress and Planning Report on each child that includes work samples that the teacher gives to parents at the end of the year.</p> <p>The teacher individualizes lesson plans for all children, across skill levels and domains, based on assessments results, such as from an individualized math assessment.</p>
<b>Parent Engagement</b>
<p>The parenting program offers a variety of training opportunities for parents, including Virtual Pre-K and parent nights. Parents provide snacks and support the program by cleaning the classroom and washing toys. Parents set a literacy goal to complete by the end of the year. Parents receive a monthly STAR book with interactive activities for the parent and child to do daily.</p> <p>Staff report that 75 to 80 percent of parents participate in the parenting program.</p>

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

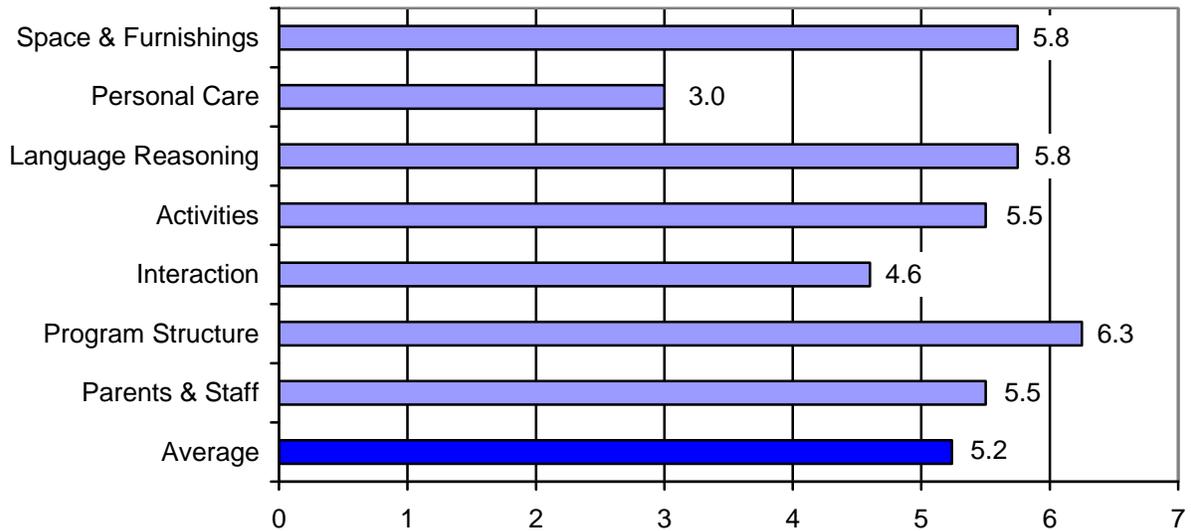
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**Program Model #2—Inclusion Model**

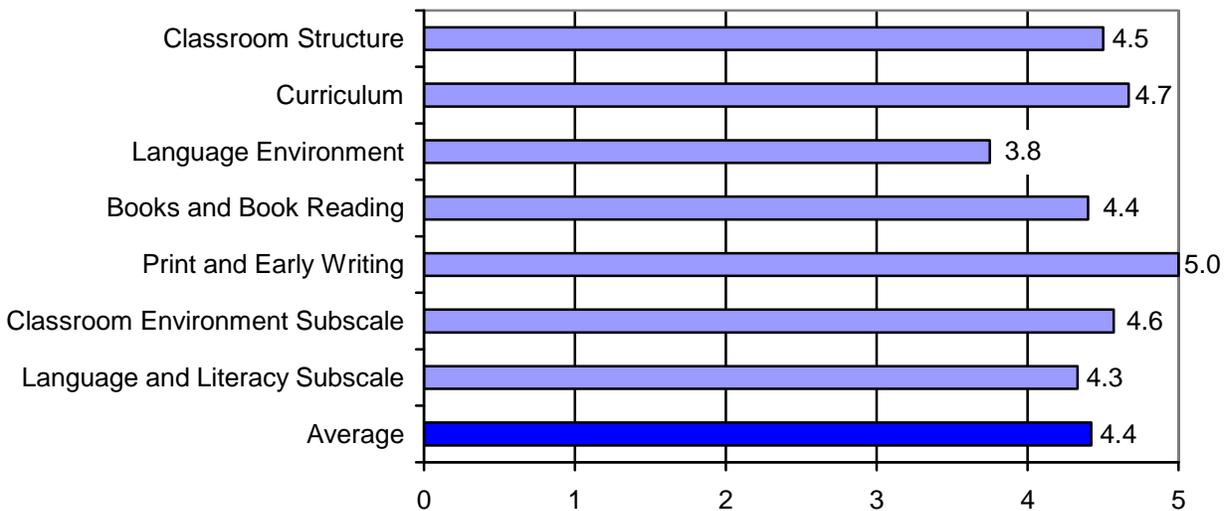
The evaluator visited Bunker Elementary School as representative of the Inclusion Model.

**Program Delivery Indicators: Bunker 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: Bunker Elementary School**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<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.</p> <p>As part of an inclusion delivery model, the program serves both Special Education children along with typically developing peers.</p> <p>The program meets Monday through Thursday, in morning and afternoon sessions, for 10 hours per week of contact time per child.</p>
<b>Learning Environment</b>
<p>The program is located in a large, well-maintained classroom with child-sized furniture. The classroom has access to adjacent bathrooms and direct access to a playground. The classroom contains two additional child-sized sinks, promoting good health practices.</p> <p>The playground is covered with both grass and cement, and has a rubberized cushioning surface under appropriately child-sized climbing equipment. The playground has several safety issues. It is near the parking lot without clear protection from cars. The chain link fence that surrounds the playground has multiple entanglement hazards (protruding bolts).</p> <p>The classroom is designed with multiple centers, with many low open shelves for accessible storage. The program has an excellent supply of materials which are in good condition.</p>
<b>Assessment and Continuous Improvement</b>
<p>Staff completes portfolio assessments for each child which includes a variety of student work samples.</p> <p>The teacher uses assessment results to guide instruction, pinpointing children with significant needs and developing teaching points.</p>
<b>Parent Engagement</b>
<p>In September, the teacher meets with each family to explain program requirements and the preschool curriculum. The teacher holds Individual Education Plan (IEP) meetings with the family of special needs children at least twice during the year.</p> <p>Program staff encourages parents to participate in several district parenting programs, including Virtual Pre-K, Language and Literacy in the Home, Family Storyteller, and PBS literacy workshops. Workshops are offered twice monthly during the day on Fridays.</p> <p>Staff report that 75 to 80 percent of parents regularly attend parenting activities.</p>

## Elko County School District

Initially Funded: FY 2007-2008

FY 2009-10 Funding: \$149,277

### Program Locations (2)

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

### Participants: Elko ECE

Participants	Number Served
Number of Children	89
Number of Adults	126
Number of Families	87

### Staff and Qualifications: Elko ECE

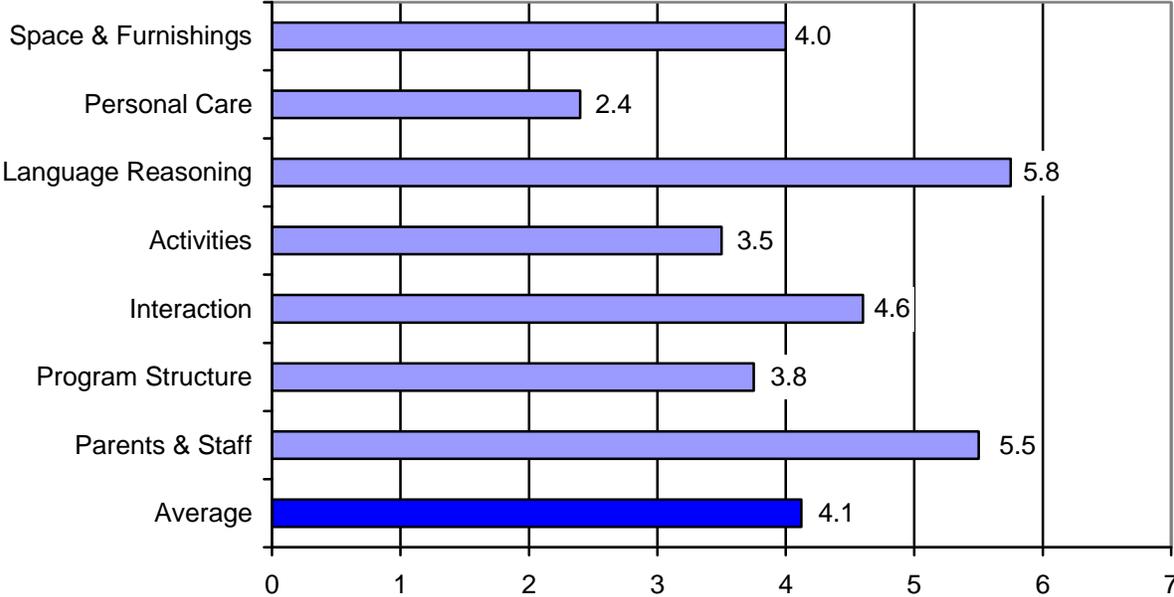
Staff Position	FTE	Qualifications/Endorsement
Teacher	1.5 FTE	Two K-8 Certification, ECE Certificate, ECE Endorsement, ECE Special Education Endorsement
Aide	2 FTE	Two HS Degrees/GED

### Program Outcomes: Elko ECE

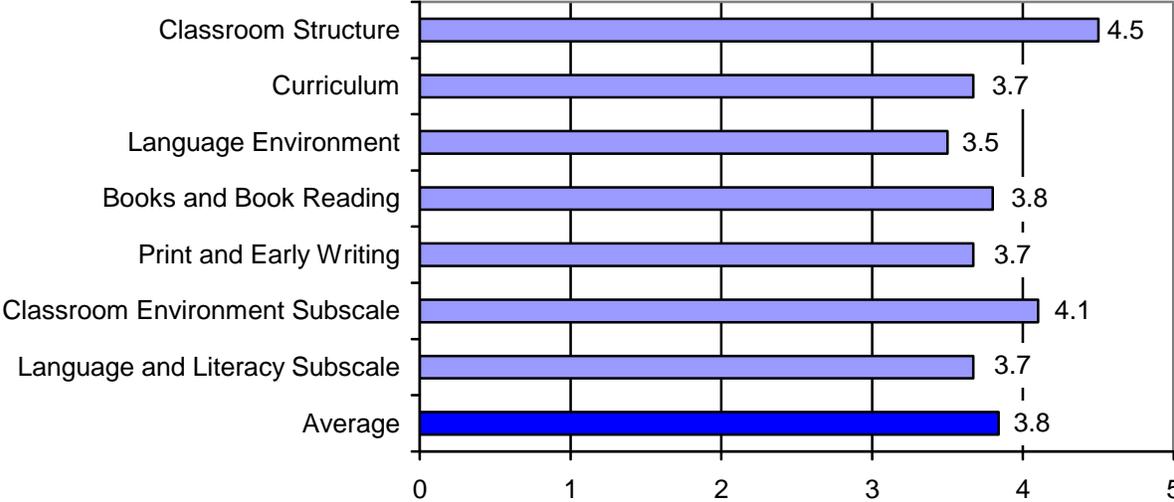
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 85.2%	Met
B. Expressive Comprehension (80%)	EOWPVT- 80.8%	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (7 pts.)	PPVT- 8.6 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT- 12.2 pts.	Met
Individual Parenting Goals (92%)	89.0%	Not Met
Increase in Time Spent with Children (75%)	90.6%	Met
Increase in Time Spent Reading With Children (75%)	89.1%	Met

**Program Delivery Indicators; Southside Elementary Pre-K Program**

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



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



**Project Description: Southside Elementary Pre-K Program**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<p>The teacher uses activities and materials from <i>Creative Curriculum</i> as the preschool curriculum, and incorporates the Nevada Pre-K content standards into lessons. The <i>Creative Curriculum</i> focuses on developing an experientially rich, developmentally appropriate environment that responds to the creativity of children and teachers. The program includes well-planned learning centers that allow for child choice and self-directed play, small groups, and supportive teaching designed to ensure future academic success.</p> <p>The program operates Monday through Thursday in morning and afternoon sessions. Children receive 10 hours per week of contact time.</p>
<b>Learning Environment</b>
<p>The program is located in a large classroom. Bathrooms are adjacent to the classroom where children can use the bathroom or sink independently. The bathrooms are not wheelchair accessible. The classroom contains an additional sink.</p> <p>The playground is shared with Kindergarten students, and includes multiple climbers and a blacktop for 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 the fences have entanglement hazards.</p> <p>The classroom contains many well-developed learning centers, including reading, writing, blocks, computers, art, sand/water, math, science, and dramatic play. Children have 35 minutes for self-selected groups (when 50 is recommended), and 25 minutes for outside activities (when 30 is recommended).</p>
<b>Assessment and Continuous Improvement</b>
<p>Staff uses three informal assessments. Staff uses one assessment during transition activities, which is often tied to preschool standards. Staff uses a second assessment to observe the activity for the day, and uses a third assessment to observe behavior and conversations during center time as well as to see if a particular learning center needs to be changed.</p> <p>All results are discussed during weekly planning sessions to help determine if someone needs extra help.</p>
<b>Parent Engagement</b>
<p>Parent involvement opportunities include a monthly Family Storyteller program, literacy classes, and volunteering in the classroom. The parents also assist in the planning and participation in various holiday celebrations. Staff sends home "Homework on Wheels" for parents and children.</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 2009-10 Funding: \$123,354

### Program Location (1)

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

### Participants

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

### Staff and Qualifications

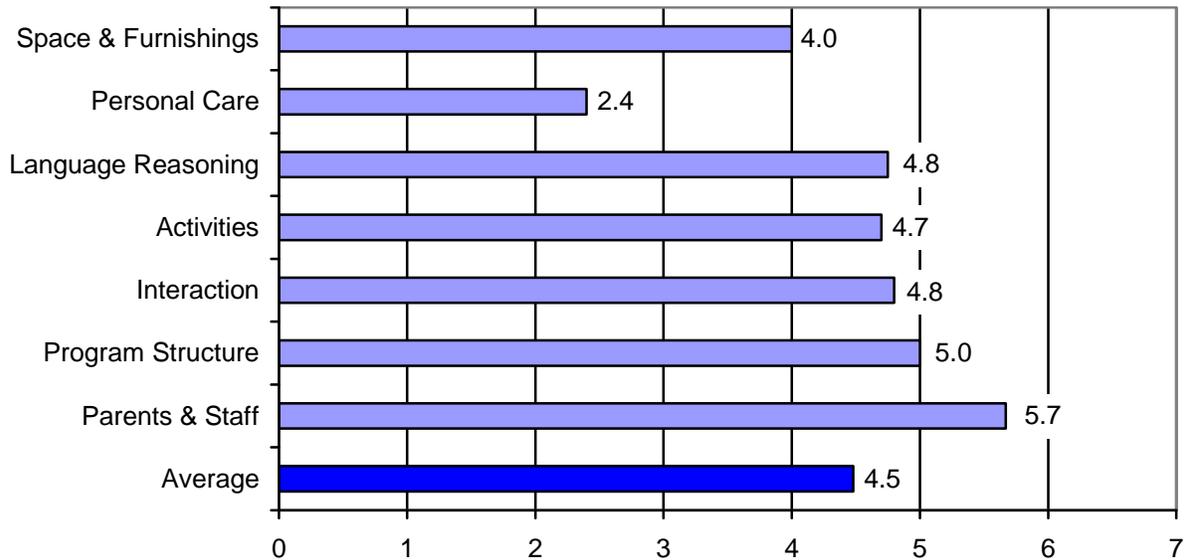
Staff Position	FTE	Qualifications/Endorsement
Teacher	1 FTE	K-8 Certification, ECE Endorsement
Aide	2 FTE	Three A.A. Degrees, One H.S. Degree/GED
Administrator	0.1 FTE	
Support Staff	0.45 FTE	

### Program Outcomes

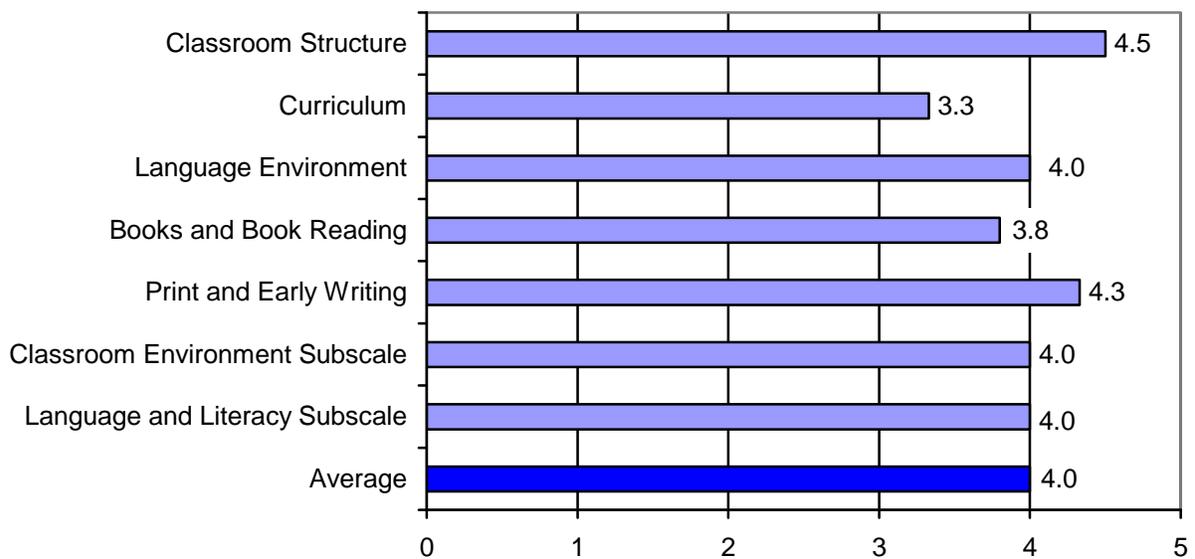
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 96.4%	Met
B. Expressive Comprehension (80%)	EOWPVT- 88.0%	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (7 pts.)	PPVT- 15.0 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT- 13.2 pts.	Met
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (75%)	94.7 %	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: Mark H. Dawson Child & Family Center, Great Basin College**

Area—Description
<p><b>Curriculum &amp; Program Design</b></p>
<p>The program uses a literacy-based curriculum, <i>Light Up for Literacy</i>, which draws from three programs. <i>Creative Curriculum</i>, previously described, is a research-based curriculum, emphasizing interactive learning in carefully designed learning centers. The <i>Self-Concept Curriculum</i> focuses on the development of self-concept. The <i>Anti-Bias Curriculum</i> promotes acceptance, respect, and cooperation. 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>
<p><b>Learning Environment</b></p>
<p>The classroom contains child-sized furniture and is adjacent to child-sized bathroom facilities. Children use the bathroom unsupervised at times. The classroom also has a 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. The playground includes a large sand box with child-sized dump trucks and backhoes, a tricycle path, and a large grass area. The playground poses several hazards, such as inadequate cushioning, no protection from cars, and entanglement hazards.</p> <p>The classroom contains a variety of learning centers (blocks, dramatic play, manipulatives, art, writing, science, language arts, and computers). Some materials have both English and Spanish labels. The Center contains a library, well stocked with early childhood books and materials for parents to check out.</p>
<p><b>Assessment and Continuous Improvement</b></p>
<p>Staff uses the Brigance Screening at the beginning and end of each year, which serves as a formal assessment of child progress. Staff also use several informal checklists based on pre-Kindergarten standards.</p> <p>The teacher uses the data from the checklists and screenings to prepare for developmentally appropriate instruction for each child.</p>
<p><b>Parent Engagement</b></p>
<p>The program provides many opportunities for parent involvement. Parents volunteer in the classroom at least monthly, participate in the “Homework on Wheels” program (which is also sent home monthly), and come to parent nights where teachers model appropriate reading techniques for children and plan engaging activities for parents and children to complete together at home.</p> <p>Teachers report active participation by most of the parents.</p>

## Humboldt County School District

Initially Funded: FY 2001-2002

FY 2009-10 Funding: \$112,683

### Program Location (1)

- Grass Valley Elementary School, Winnemucca, Nevada

### Participants

Participants	Number Served
Number of Children	43
Number of Adults	81
Number of Families	43

### Staff and Qualifications

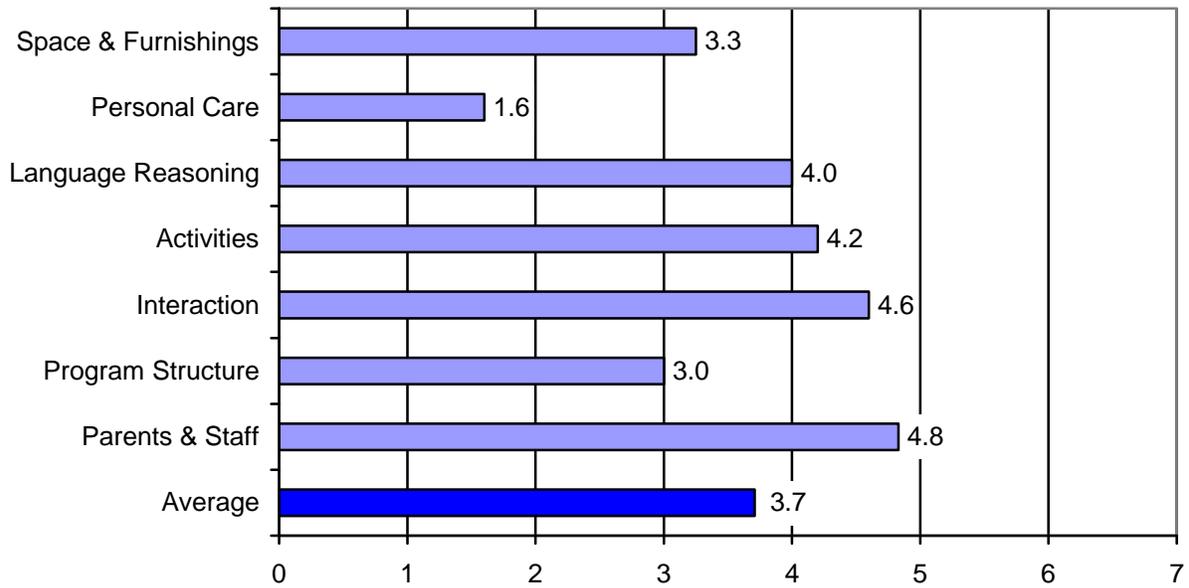
Staff Position	FTE	Qualifications/Endorsement
Teacher	1 FTE	One K-8 Certification, ECE Endorsement
Aide	1 FTE	One A.A. Degree

### Program Outcomes

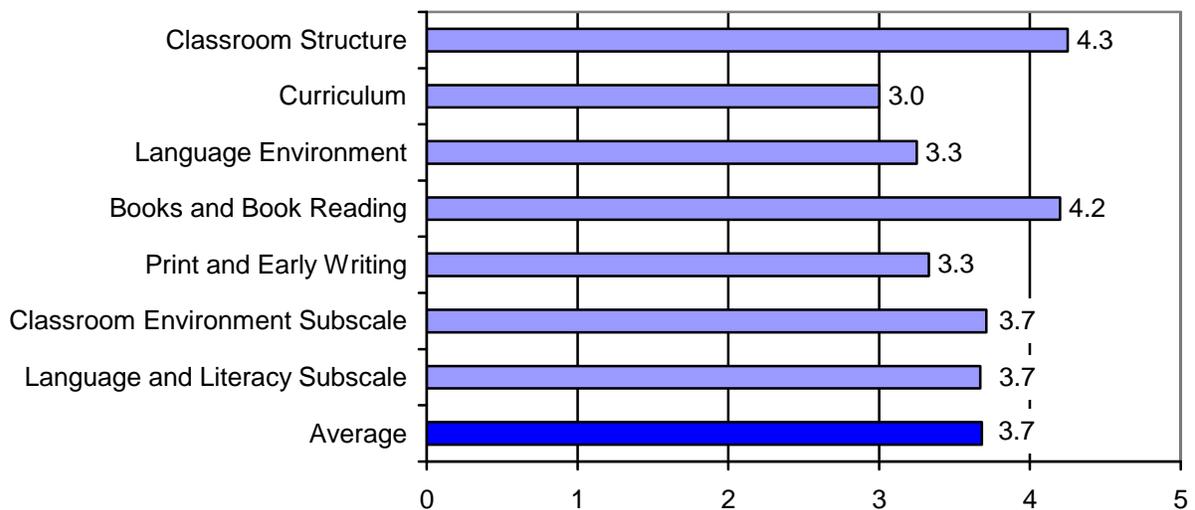
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 90.0 %	Met
B. Expressive Comprehension (80%)	EOWPVT- 97.5 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (7 pts.)	PPVT- 11.6 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT- 21.1 pts.	Met
Individual Parenting Goals (92%)	96.3%	Met
Increase in Time Spent with Children (75%)	96.4 %	Met
Increase in Time Spent Reading With Children (75%)	92.9 %	Met

## Program Delivery Indicators

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



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



**Project Description: Grass Valley Elementary School**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<p>The Humboldt County Pre-Kindergarten program uses <i>Creative Curriculum</i> as the primary curriculum. The <i>Creative Curriculum</i>, previously described, includes well-planned learning centers that allow for child choice and self-directed play, small groups, and supportive teaching. The development of language, mathematical reasoning, and scientific thought are emphasized throughout the centers.</p> <p>Classes are Monday through Thursday in morning and afternoon sessions for two-and-a-half hours each day. Children receive 10 hours per week of contact time.</p>
<b>Learning Environment</b>
<p>The program has two classrooms. One classroom is in the school. It has an extra sink and has bathrooms in a nearby hallway. This room is used for snack times, meeting times, bathroom use, and center time. The second classroom is a portable classroom on the other side of the school. It is used primarily for center time. From this classroom, children and a staff member must walk to the school to use the bathroom. No sinks are available in this classroom.</p> <p>The program has a newly 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.</p> <p>The rooms are well organized and include a language arts and listening center, an area for manipulative toys, a science area, a writing area, a puppet theatre, art, library, math, blocks, computers, woodworking, sand/water, and a dramatic play area. Materials are stored on low, open shelves.</p>
<b>Assessment and Continuous Improvement</b>
<p>The program completes the required assessments: PPVT, EOWPVT, and PreLAS.</p> <p>Data are used to guide lesson plans to ensure appropriate activities are scheduled to meet the needs of each children.</p>
<b>Parent Engagement</b>
<p>Parents sign a contract that requires they be involved in the early childhood program six hours per month, including volunteering in the classroom and attending a monthly parent night. Parents receive training in how to support the children’s learning in the classroom. Parents also prepare materials for the teacher, and chaperone field trips, such as to the farm and a play.</p> <p>Classroom activities are well attended, and the teacher has a parent volunteer most days. Parents are well trained and appropriately support the children and the teacher.</p>

# Mineral County School District

Initially Funded: FY 2009-2010

FY 2009-10 Funding: \$102,897

## Program Location (1)

- Hawthorne Elementary School, Hawthorne, Nevada

## Participants

Participants	Number Served
Number of Children	27
Number of Adults	28
Number of Families	25

## Staff and Qualifications

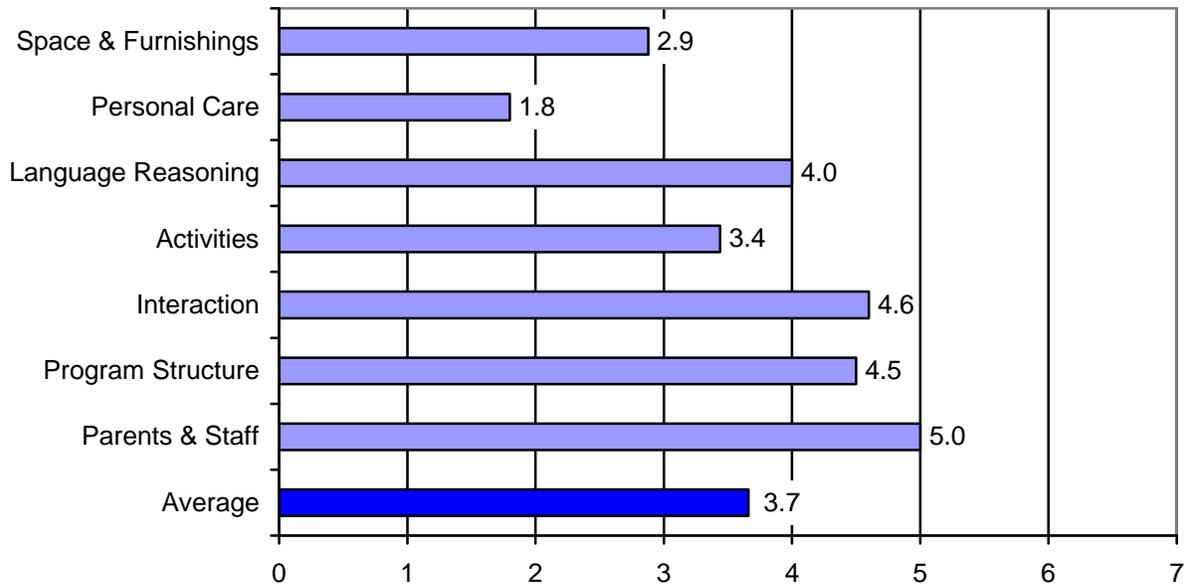
Staff Position	FTE	Qualifications/Endorsement
Teacher	1 FTE	One K-8 Certification

## Program Outcomes

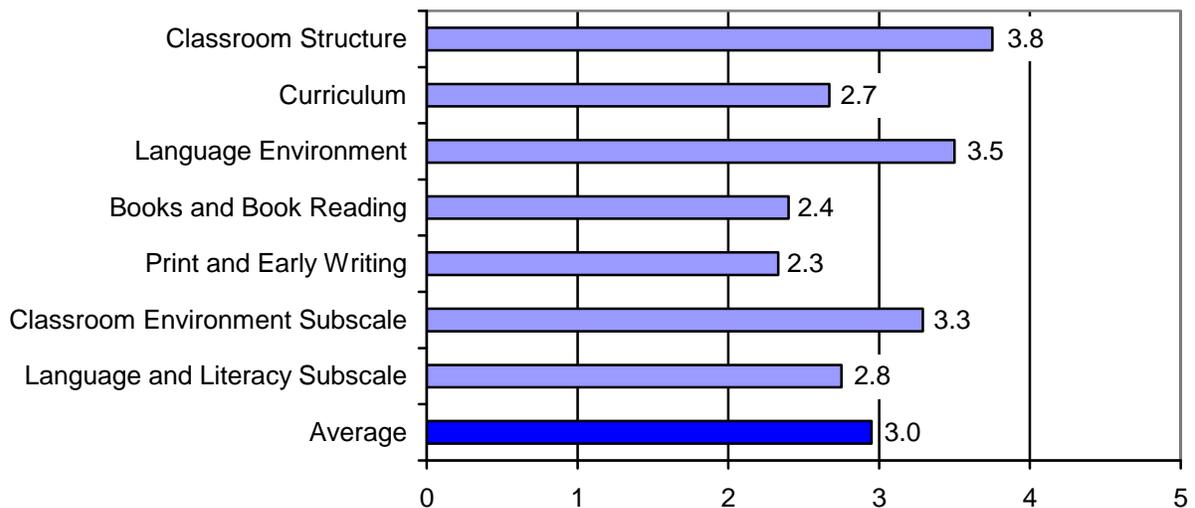
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 90.9 %	Met
B. Expressive Comprehension (80%)	EOWPVT- 100 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (7 pts.)	PPVT- 12.5 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT- 21.5 pts.	Met
Individual Parenting Goals (92%)	96.3 %	Met
Increase in Time Spent with Children (75%)	76.9 %	Met
Increase in Time Spent Reading With Children (75%)	65.4 %	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: Hawthorne Elementary School**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<p>School year 2009-10 is the first year of the program, and staff is developing a curriculum by examining available commercial programs. Thus far the curriculum includes the <i>Creative Curriculum</i> program, which has been described previously. Staff plans to incorporate Nevada’s Pre-K Standards into the selected program.</p> <p>The program operates Monday through Thursday in morning and afternoon sessions. Children receive 10 hours per week of early childhood education.</p>
<b>Learning Environment</b>
<p>The program is in a large classroom and contains child-sized furniture. The classroom has access to adjacent bathrooms and has one sink for use after toileting and for all other uses, compromising health procedures. Children have easy access to a nearby playground, which is near a parking lot with no protection from cars. The playground contains several hazards. For example, swings do not have adequate fall zone protection because the fence is too close. The rubberized surface under the climber has multiple tears and holes. There are multiple entanglement hazards on equipment, such as bolts on fence.</p> <p>The classroom is designed with six centers, and has low open shelves for accessible storage. Materials are in good condition and good supply. Classroom is well maintained and clean except for stained rugs. Schedule allows for independent use of materials by children.</p>
<b>Assessment and Continuous Improvement</b>
<p>Staff is experimenting with some of the <i>Creative Curriculum</i> assessments.</p> <p>Staff use the data gathered from assessments to tailor learning activities and experiences for children throughout the year.</p>
<b>Parenting Engagement</b>
<p>Staff encourage parents to attend holiday parties, participate in birthday celebrations, volunteer in the classroom, and read at home with their children. The program conducts mid-year parent conferences and offers two Literacy Nights.</p> <p>Parent participation was not as high as desired in this first year of the program, and will be a focus for next year. Some parents attended the Literacy Nights, and about a third of parents attended parties, birthdays, and conferences.</p>

## Nye County School District

Initially Funded: FY 2007-2008

FY 2009-10 Funding: \$123,375

### Program Location

- Nye County Pre-Kindergarten Program, Pahrump, Nevada

### Participants

Participants	Number Served
Number of Children	42
Number of Adults	41
Number of Families	40

### Staff and Qualifications

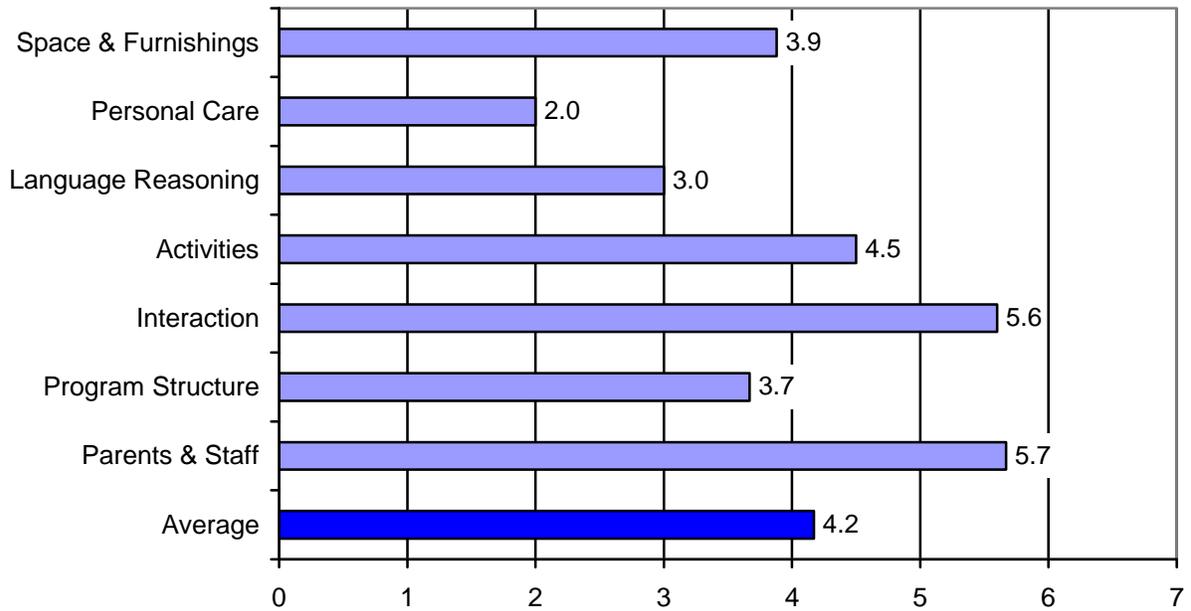
Staff Position	FTE	Qualifications/Endorsement
Teacher	1 FTE	K-8 Certification. ECE Endorsement
Aide	1.0 FTE	One A.A. Degree, One H.S. Degree/GED
Administrator	0.25 FTE	

### Program Outcomes

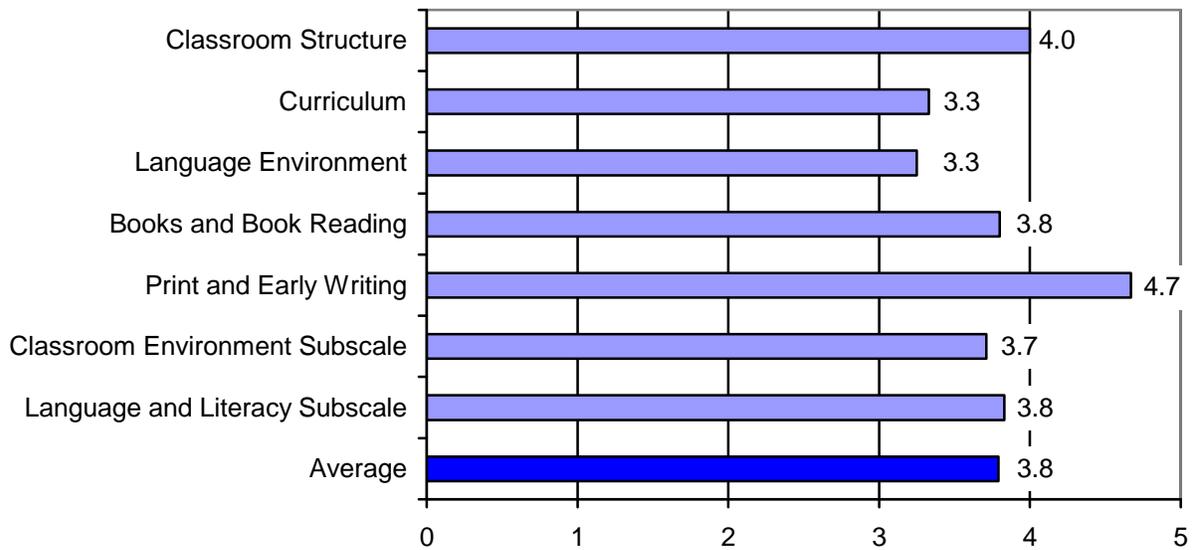
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 100 %	Met
B. Expressive Comprehension (80%)	EOWPVT- 100 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (7 pts.)	PPVT- 12.5 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT- 11.7 pts.	Met
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (75%)	85.0 %	Met
Increase in Time Spent Reading With Children (75%)	65.0 %	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: Nye County Pre-Kindergarten Program**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<p>The program uses Scholastic’s <i>Building Language for Literacy</i> as the primary 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>
<b>Learning Environment</b>
<p>The classroom, located in a modular building, is connected by a hallway to a parenting area and small art studio for children. The bathrooms are located between the two rooms. There is an additional sink in the classroom. The furniture is not child-sized, and the room arrangement leaves some hidden, unsupervised areas. The playground is accessible from the classroom and includes climbers, space to ride bikes, and grass. The playground also contains several hazards, such as entrapment hazards on the fence, inadequate cushioning in fall zones, and no protection from car traffic.</p> <p>The classroom contains many learning centers, including reading, blocks, puzzles, listening, science, and dramatic play. The materials are in good condition and supply. The outside time was increased to 17 minutes, but is below the recommended 30 minutes due to limited gross motor options.</p>
<b>Assessment and Continuous Improvement</b>
<p>The teacher uses the Pre-Kindergarten Portfolio Assessment developed by the school district, which tracks skill development in various areas, such as Language Arts, Book Handling/Concepts of Print, and Math. The portfolio contains work samples, art samples, photos, etc., which the teacher gives to parents at end-of-year conferences.</p> <p>Teachers and aides use assessment data to target group and individual instruction.</p>
<b>Parenting Engagement</b>
<p>Parents are asked to attend an orientation meeting, two parent/teacher conferences, and four parenting workshops or literacy events, which are offered in English and Spanish. Parents are encouraged to volunteer monthly in the classroom, and receive a library card to use with their child.</p> <p>All parents have participated in one or more of the above-listed opportunities, and 98 percent have made all of their parenting goals by attending four or more parenting events.</p>

# Pershing County School District

Initially Funded: FY 2001-2002

FY 2009-10 Funding: \$120,809

## Program Location

- Lovelock Elementary School, Lovelock, Nevada

## Participants

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

## Staff and Qualifications

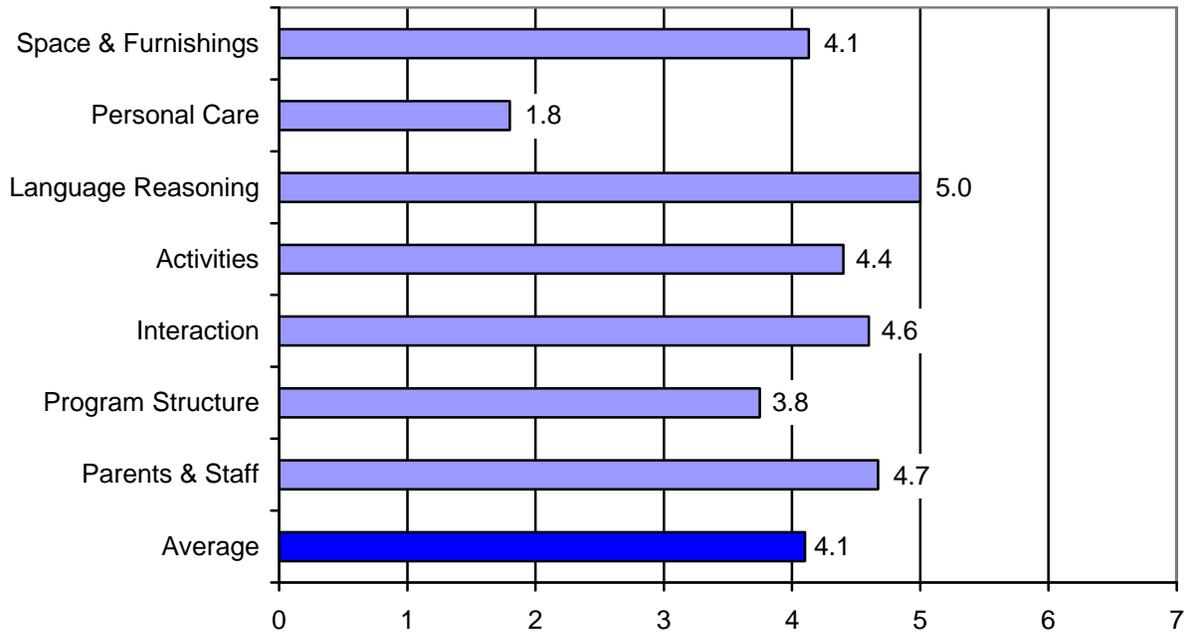
Staff Position	FTE	Qualifications/Endorsement
Teacher	1 FTE	One K-8 Certification, ECE Endorsement
Aide	2 FTE	One A.A. Degree, One H.S. Degree/GED

## Program Outcomes

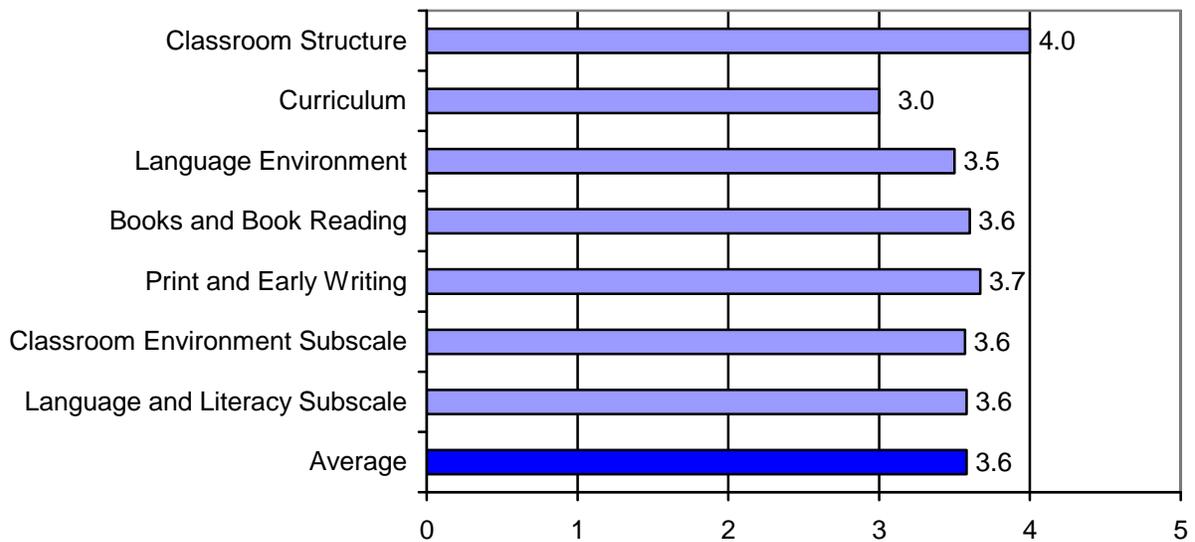
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 80.6 %	Met
B. Expressive Comprehension (80%)	EOWPVT- 83.3 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (7 pts.)	PPVT- 7.9 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT- 7.1 pts.	Not Met
Individual Parenting Goals (92%)	94.9 %	Met
Increase in Time Spent with Children (75%)	90.0 %	Met
Increase in Time Spent Reading With Children (75%)	95.0 %	Met

## Program Delivery Indicators

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



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



**Project Description: Lovelock Elementary School**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<p>The program uses the Pre-Kindergarten program from the <i>Houghton Mifflin Reading Program</i>, which is the elementary school’s reading program. The teacher also uses the <i>Alpha Friends Big Book</i>, which emphasizes alphabet recognition, oral language and vocabulary development, print awareness, and beginning phonics. The teacher integrates the Nevada Pre-K Standards into the curriculum.</p> <p>The program offers morning and afternoon classes, Monday through Thursday, three hours per day, so that children receive 12 hours per week of the preschool program.</p>
<b>Learning Environment</b>
<p>The program conducts a fully inclusive environment, combining children from the regular early childhood classroom and the Early Childhood Special Education (ECSE) classroom. The classrooms contain many interest centers and some areas are crowded. The child-sized bathroom is accessed from the classroom, and the classroom has an extra sink. The playground, accessible from the classroom, is used by both classrooms. It includes a large and small outdoor climbing apparatus, a sand box, tricycles, wagons, appropriate adaptive outdoor play equipment, swings, and a narrow tricycle trail alongside the building. There are several safety hazards, such as a lack of sufficient cushioning surface under fall zones and some entanglement hazards on fence.</p> <p>Each classroom has several learning centers (blocks, dramatic play, manipulatives, art, writing, science, library, and computers) as well as a loft for quiet activities. The learning centers contain a variety of learning materials appropriate for the wide age range and developmental levels of all the children.</p>
<b>Assessment and Continuous Improvement</b>
<p>Staff completes portfolio assessments, based on Nevada Pre-K Standards, and the PALS Literacy Assessment annually.</p> <p>Learning activities and materials are adjusted to meet the needs of the children as defined by the assessments.</p>
<b>Parenting Engagement</b>
<p>The teachers require parents to sign a contract to complete one goal with their child, volunteer monthly in the program, and attend required trainings. The program offers six family events per year. Parents are encouraged to attend family activities offered by the school district and school.</p> <p>Programs are attended by about half of the families.</p>

## Washoe County School District

Initially Funded: FY 2001-2002

FY 2009-10 Funding: \$708,902

**Program Locations.** The WCSD program has 14 locations using three service models.

Early Literacy Centers (6)	High School Centers (4)	Classroom on Wheels (COW)(4)
Anderson Elementary	Hug High	Kate Smith Elementary
Desert Heights Elementary	Reed High	Echo Loder Elementary
Incline Elementary	Sparks High	Stage Coach Elem. in Lyon County
Johnson Elementary	Wooster High	Mark Twain Elem. in Storey County
Mt. Rose Elementary		
Veterans Memorial		

### Participants: Washoe ECE

Participants	Number Served
Number of Children	373
Number of Adults	367
Number of Families	366

### Staff and Qualifications: Washoe EC

Staff Position (n)	FTE	Qualifications/Endorsement
Teacher (11)	10.5 FTE	Nine ECE Certifications, Nine ECE Special Education Endorsements, Two State ECE Requirement Endorsements
Aide	1 FTE	One High School/GED
Other Staff	1 FTE	

### Program Outcomes: Washoe ECE

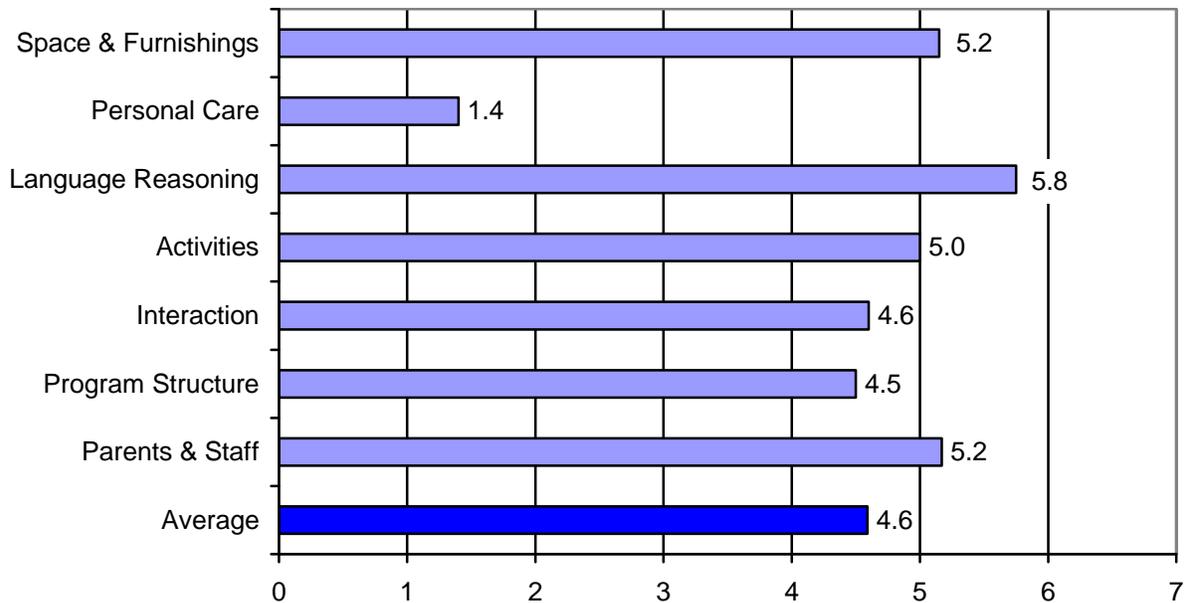
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 85.5%	Met
B. Expressive Comprehension (80%)	EOWPVT- 85.7%	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (7 pts.)	PPVT- 11.3 pts.	Met/
B. Expressive Comprehension (10 pts.)	EOWPVT- 12.2 pts.	Met
Individual Parenting Goals (92%)	92.4%	Met
Increase in Time Spent with Children (75%)	83.8%	Met
Increase in Time Spent Reading With Children (75%)	97.1%	Met

### **Program Model #1: Early Literacy Centers**

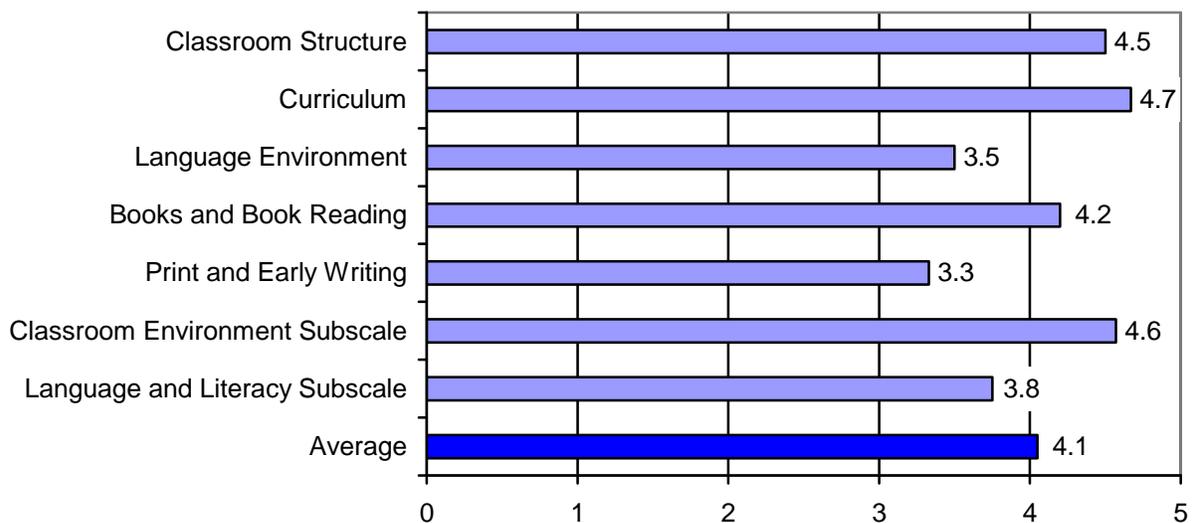
- Veterans Memorial Elementary School

### **Program Delivery Indicators: Veterans Memorial Elementary School**

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



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



**Project Description: Veterans Memorial Elementary School**

Area—Description
<b>Curriculum &amp; Program Design</b>
<p>Staff uses the Nevada Pre-K Standards as the primary early childhood curriculum and supplements it with Scholastic’s <i>Building Language for Literacy</i>. The teacher also uses the <i>Reggio Emilia Approach</i>, which emphasizes respecting children’s inherent interests, working on long-term projects often based on children’s ideas, and documenting the children’s learning via photos, the children’s words, etc.</p> <p>The program offers classes Monday through Thursday in the morning and afternoon. Children receive 10 hours per week of contact time.</p>
<b>Learning Environment</b>
<p>The class is located in a modular classroom behind the school. Bathrooms are located in a small hallway. Toilets are not child-sized. Children use a classroom sink for hand washing after toileting and for all other uses.</p> <p>The program uses the school playground, adjacent to the portable. It does not contain early childhood equipment. The fall zones have inadequate cushioning and there are multiple entanglement hazards on the fence. A more age-appropriate Kindergarten playground is available, but the classroom does not use it often since it is across the blacktop.</p> <p>The classroom contains many learning centers, including language, listening, dramatic play, blocks, science, and art and sensory tables. The program serves primarily Hispanic children learning English. The teacher is bilingual and the classroom contains English and Spanish books, songs, and videos.</p>
<b>Assessment and Continuous Improvement</b>
<p>The teacher uses the Pre-Kindergarten Portfolio Assessment developed by the school district, which tracks skill development in multiple areas, such as Language Arts, Book Handling, and Math. The portfolio contains work samples, art samples, photos, etc., that the teacher gives to parents at end-of-year conferences.</p> <p>Lesson plans are developed based on children’s need.</p>
<b>Parenting Engagement</b>
<p>Parents are required to sign a contract to attend a four-session literacy training, and are encouraged to attend monthly meetings. Staff also sends home monthly Virtual Pre-K activities, which includes journals and activities for parents to complete with their child. The teacher holds parent/teacher conferences twice annually to report on progress and encourages parents to be involved in program activities and their child’s learning.</p> <p>The parent activities are well attended, with 80 percent of parents participating in events.</p>

## Washoe County School District: (Cont.)

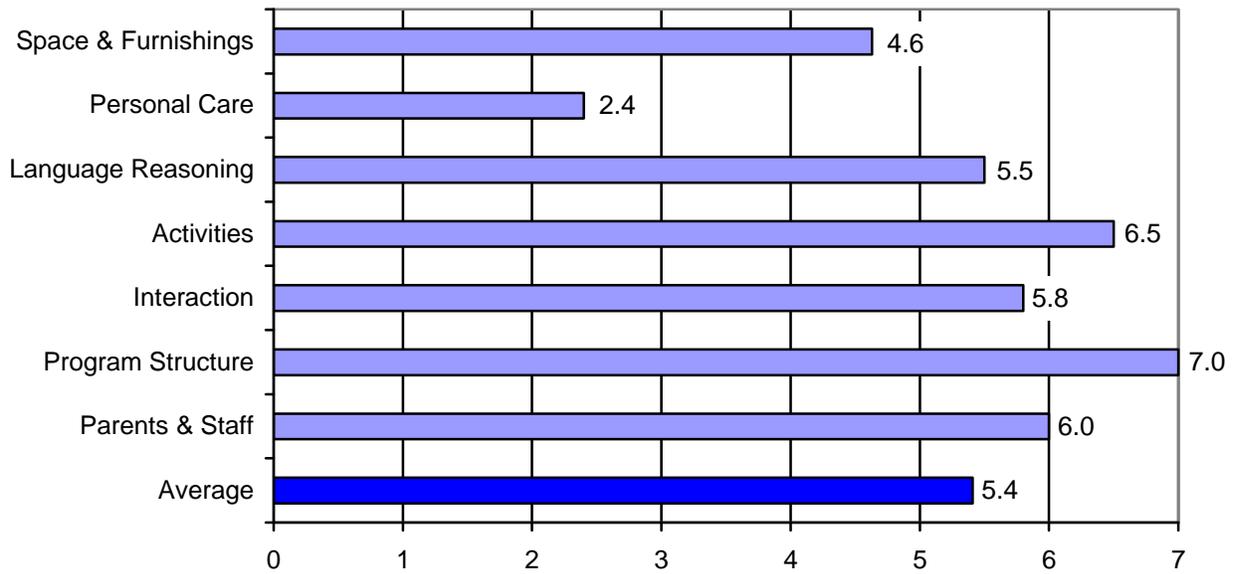
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### Program Model #2: High School Early Childhood Center

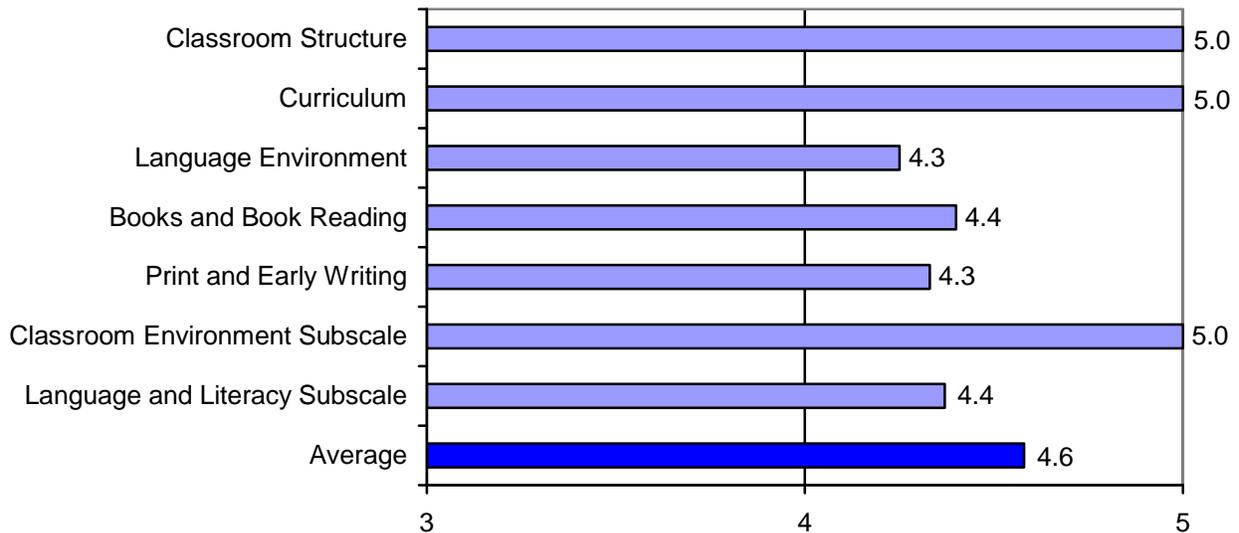
- Sparks High School Early Childhood Education Center, Sparks, Nevada

### Program Delivery Indicators

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



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



## **Project Description: Sparks High School Early Childhood Education Center**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<p>This teacher uses the <i>Reggio Emilia Approach</i>, which involves extended projects based on children’s interests and an in-depth system of documentation to make the learning visible for the children, teachers, and parents. In the <i>Reggio Emilia Approach</i>, teachers are seen as researchers, observing and documenting what the child is working on, and then facilitating the learning through selected materials and questions.</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>
<b>Learning Environment</b>
<p>The classroom is in a large, well-lit modular building with a small kitchen. Two bathrooms are adjacent to the classroom. Toilets, sinks, tables, and chairs are not child-sized. There is a portable sink in the classroom. The playground is next to the classroom and includes climbing equipment with a slide, an outdoor art easel, a sand box, and a balance beam. There is insufficient cushioning under many fall zones, some entanglement hazards on the fence, and no protection from cars.</p> <p>The classroom is designed with well-spaced centers (writing, library, art, manipulatives, science, blocks, computer, dramatic play) so that children can easily move between them. Each center has an excellent supply of materials. The environment is homelike with curtains, a couch, lamps, plants, and children’s artwork.</p>
<b>Assessment and Continuous Improvement</b>
<p>Program staff administers the Pre-K Portfolio Assessment developed by the WCSD Early Childhood Office to assess specific developmental areas and literacy awareness. The portfolio contains assessments, drawing and writing samples, and documentation photos. Lesson plans are developed based on children’s need.</p>
<b>Parenting Engagement</b>
<p>The teacher has strong positive relationships with the parents, and works to find the best way for each parent to be involved. Some parents help in the classroom, such as writing with children or making books and snacks. Other parents help set up chairs for parent meetings. The teacher offers monthly workshops on a variety of topics, such as literacy. After the workshops, the teacher sends Virtual Pre-K activities home for the parents to complete with their child.</p> <p>Staff report that about 80 percent of parents participate in parenting activities.</p>

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

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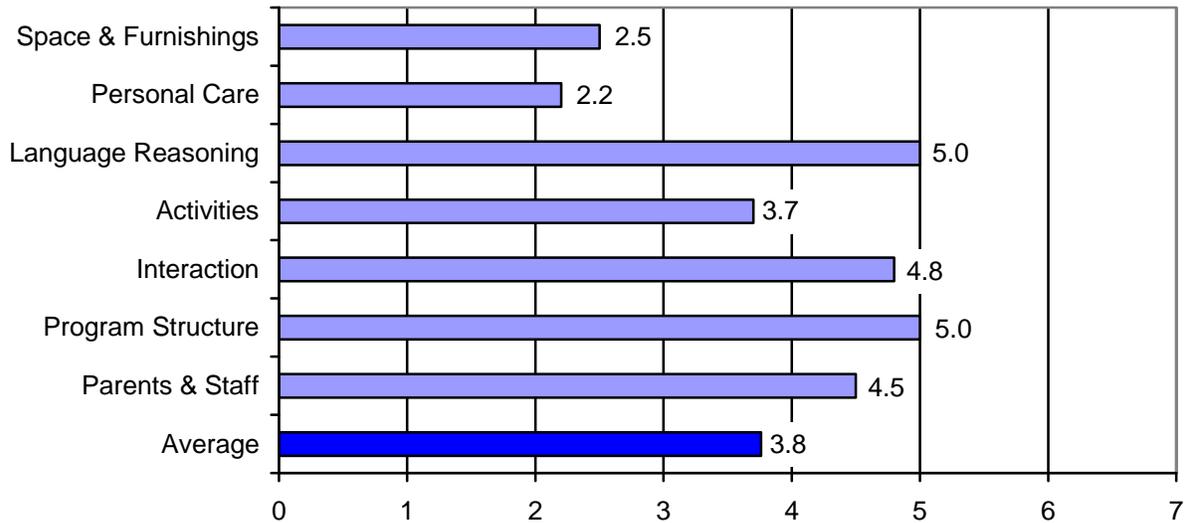
### Program Model #3: Classroom On Wheels (COW)

- Echo Loder and Kate Smith Elementary School, Sparks, Nevada

### Program Delivery Indicators

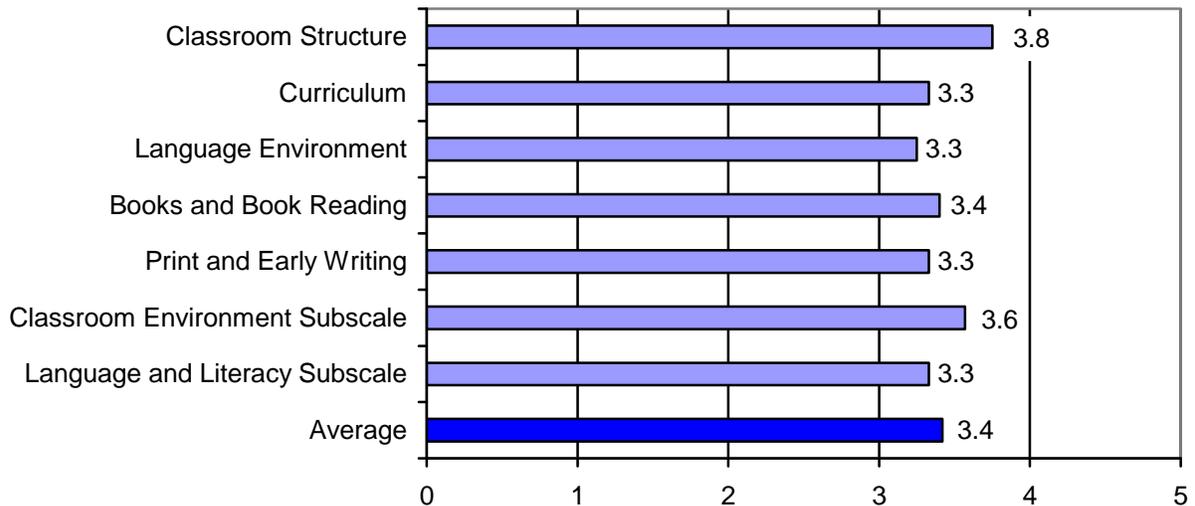
#### Early Childhood Environmental Rating Scale (ECERS)

1= Inadequate; 7= Excellent



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

1= Deficient; 5= Exemplary



## **Project Description: Classroom on Wheels (COW)**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<p>This teacher uses the <i>Reggio Emilia Approach</i>, which involves extended projects based on children’s interests and an in-depth system of documentation. As previously mentioned, under this approach teachers are seen as researchers, observing and documenting what the child works on, and then facilitating the learning process.</p> <p>The COW bus serves two elementary schools: one on Mondays and Wednesdays, and another on Tuesdays and Thursdays. Both schools have five-hour sessions, so children receive 10 hours of contact time per week.</p>
<b>Learning Environment</b>
<p>The COW bus is a mobile classroom equipped with panels that fold out from the sides of the bus into learning centers. The bus is 8 feet by 39 feet, and contains a child-sized bathroom, but has no hot running water. The bus contains a sink, separate from the toilet, used for hand washing after toileting and all other uses.</p> <p>The program uses the school playground, which has a climber and swings. The playground has several safety issues, including entanglement hazards on the fence and swings, stationary equipment that is too high, and inadequate cushioning in some fall zones. The program also uses the Headstart playground and a large grass field next to the school.</p> <p>The bus contains mini-learning centers (blocks, dramatic play, manipulatives, music area, art, sand and water play, reading area, quiet area, and a computer area) that have a variety of materials. Children spend a great deal of time outdoors after a brief circle and center time.</p>
<b>Assessment and Continuous Improvement</b>
<p>Staff administers the Pre-K Portfolio Assessment developed by the WCSD Early Childhood Office to assess developmental areas and literacy awareness. The portfolio contains drawing and writing samples, assessment results, and documentation of activities in progress.</p> <p>The teacher develops lesson plans based on children’s needs as identified by the assessments.</p>
<b>Parenting Engagement</b>
<p>Parents are required to attend various workshops offered by the school district and program, and are encouraged to check out educational toys, books, and art materials from a lending library. Parents volunteer in the classroom one day per month. The teacher holds parent-teacher conferences in November and June to report on progress and show parents how they can help their child at home.</p> <p>Program staff reports that the parent activities are well attended, with an annual parent participation rate of about 80 percent.</p>

## White Pine County School District

Initially Funded: FY 2001-2002

FY 2009-10 Funding: \$101,145

### Program Location (1)

- McGill Elementary School, McGill, Nevada

### Participants

Participants	Number Served
Number of Children	24
Number of Adults	22
Number of Families	22

### Staff and Qualifications

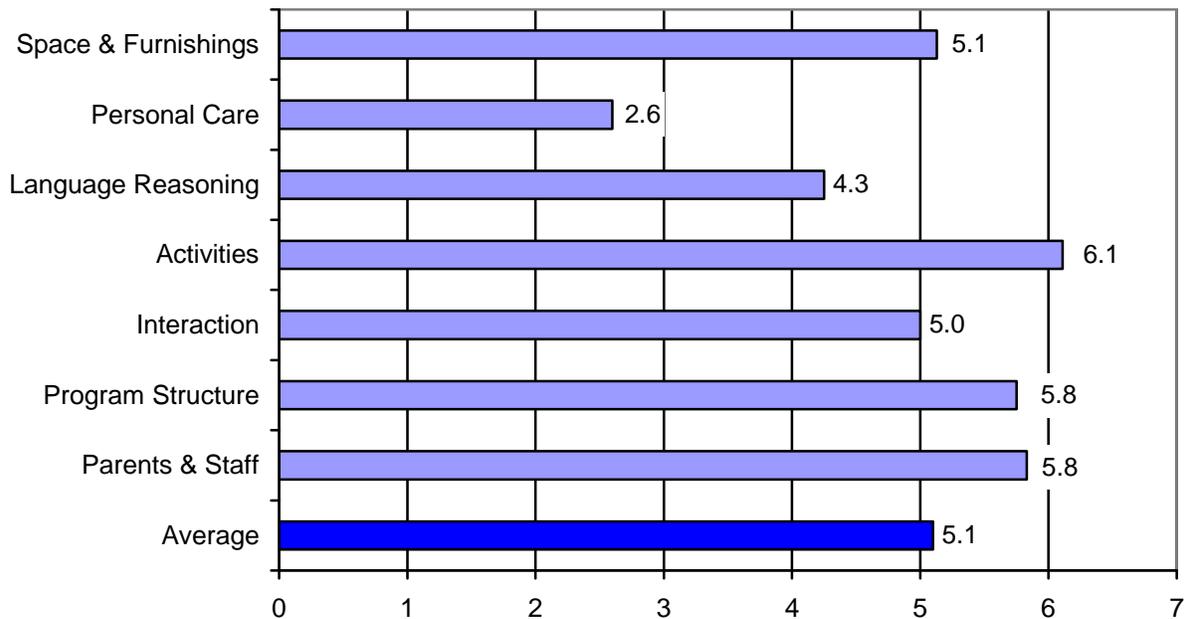
Staff Position	FTE	Qualifications/Endorsement
Teacher	0.83 FTE	K-8 Certification, ECE Endorsement
Aide	0.75 FTE	One A.A. Degree
Family Specialist	0.60 FTE	

### Program Outcomes

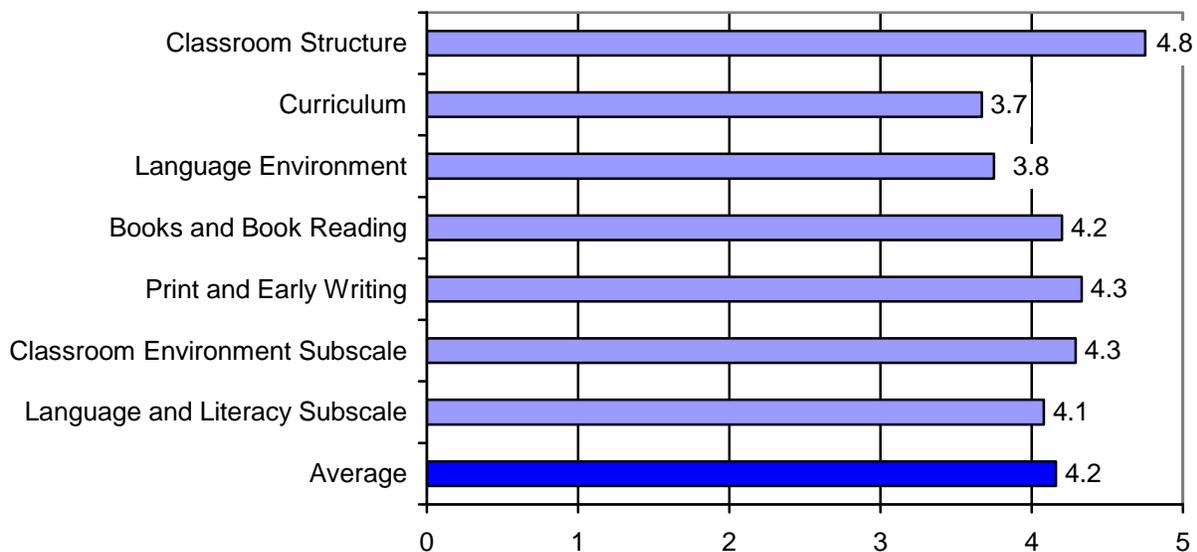
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 100 %	Met
B. Expressive Comprehension (80%)	EOWPVT- 100 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (7 pts.)	PPVT- 10.4 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT- 16.7 pts.	Met
Individual Parenting Goals (92%)	94.7 %	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**

<b>Area—Description</b>
<b>Curriculum &amp; Program Design</b>
<p>The program uses the <i>Core Knowledge Program-Preschool</i> as the primary curriculum, and supplements it with the <i>California Early Literacy Learning (CELL)</i> Program. Both are research-based literacy programs used in McGill Elementary School. The teacher linked the <i>Core Knowledge Program</i> with the Nevada Pre-K Standards.</p> <p>The program operates Monday through Thursday in morning and afternoon sessions. Children receive 12 hours per week of contact time.</p>
<b>Learning Environment</b>
<p>The program is housed in two large, connecting classrooms. Child-size bathroom facilities are directly across the school hall. There is a sink in the classroom used for center time and snack.</p> <p>The program uses two playgrounds: one is a fenced-in, smaller playground area developed for the program. It contains a tricycle trail and a central gravel area with animal climbers and a beam walker. The program also uses the school playground with swings, climbers, slides, etc., but it is not wheelchair accessible and has inadequate cushioning under fall zones.</p> <p>One classroom is used for large group activities, such as circle time. The second classroom contains learning centers, such as library and listening, writing, blocks, and dramatic play. The teacher extends the learning environment by using the town for experiences, taking several field trips during the year.</p>
<b>Assessment and Continuous Improvement</b>
<p>The teacher completes the Brigance Developmental Inventory, and develops portfolios that contain work samples, artwork, photographs, and assessment data. Program staff uses several checklists to record student progress, and the teacher provides parents with report cards.</p> <p>Staff uses this initial information to develop an Individualized Learning Plan for each child.</p>
<b>Parenting Engagement</b>
<p>The parents sign a compact to volunteer in the classroom on a monthly basis, participate in a family literacy night once per year, and agree to a monthly visit to monitor their parent and child goals. The Parent Outreach Coordinator also holds a monthly “Family Hour,” during which she presents parenting topics from the <i>Love and Logic</i> Program, models how to read a book with their child, conducts a follow-up activity, and provides a snack related to the book.</p> <p>Staff reports consistent involvement by parents.</p>