

FIRST THINGS FIRST EXTERNAL EVALUATION

University of Arizona, Arizona State University, Northern Arizona University

Presenters

Ronald W. Marx, Ph.D., Dean and Principal Investigator, UA

M. J. Demetras, Ph.D., Executive Director, UA

Daniel Kain, Ph.D., Dean and Co-Principal Investigator, NAU

Nancy Perry, Ph.D., Co-Principal Investigator, ASU

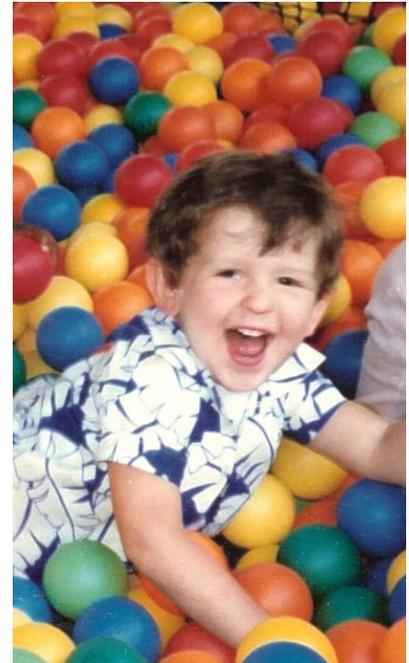
Lena Malofeeva, Ph.D., Director of Evaluation, UA

First Things First
Arizona Early Childhood Development and Health Board
Phoenix, Arizona
January 26, 2010

Highlights

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- ❑ Overview and Scope of Work
- ❑ Project Design and Methodology
- ❑ Preliminary Data Analyses –
2009 Readiness Study
- ❑ Next Steps





OVERVIEW AND SCOPE OF WORK



Evaluation Task

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To evaluate the FTF early childhood system to determine the impact of FTF investments.

Primary evaluation questions:

- ❑ Are children healthy and ready for school?
- ❑ Do families have access to high quality early childhood services?
- ❑ What impact do FTF investments have on children and families?

Focus of evaluation:

- Early Learning
- Health
- Family Support
- Early Intervention

Evaluation Team

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ABOR University Consortium - UA, ASU, and NAU

- ❑ Researchers/experts in early childhood, educational psychology, research methodology, medical/community health, and anthropology
- ❑ Project staff – finance, data/information technology, research coordination, outreach, technical and administrative support
- ❑ Data collectors, qualitative interviewers, and research assistants

FTFEE Leadership

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Ronald Marx, UA



Dan Kain, NAU



Beth Swadener, ASU



Billie Enz, ASU



David Yaden, UA



M. J. Demetras, UA

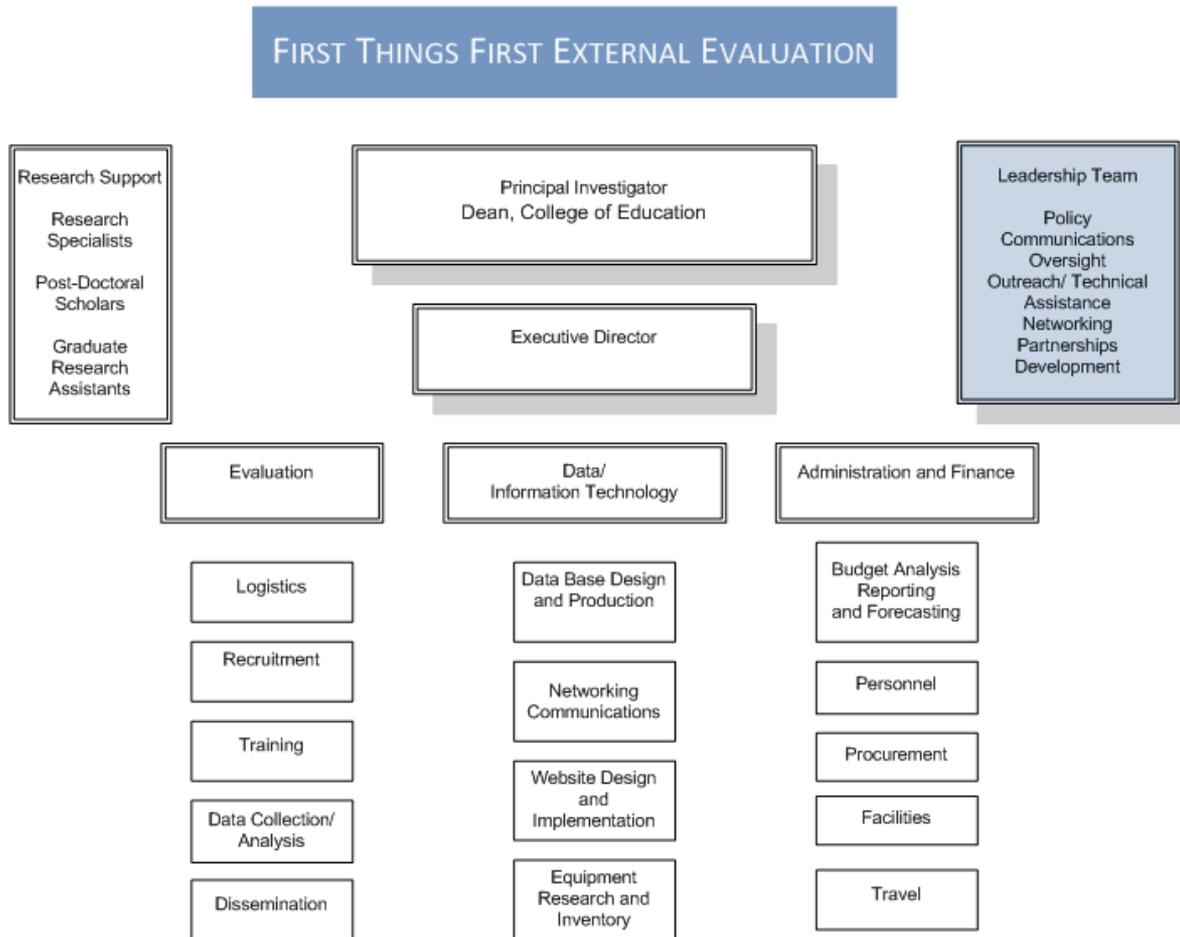


Doug Taren, UA



Nancy Perry, ASU

Statewide FTFEE Organization



PROJECT DESIGN AND METHODOLOGY



Data/IT Support

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Project Management

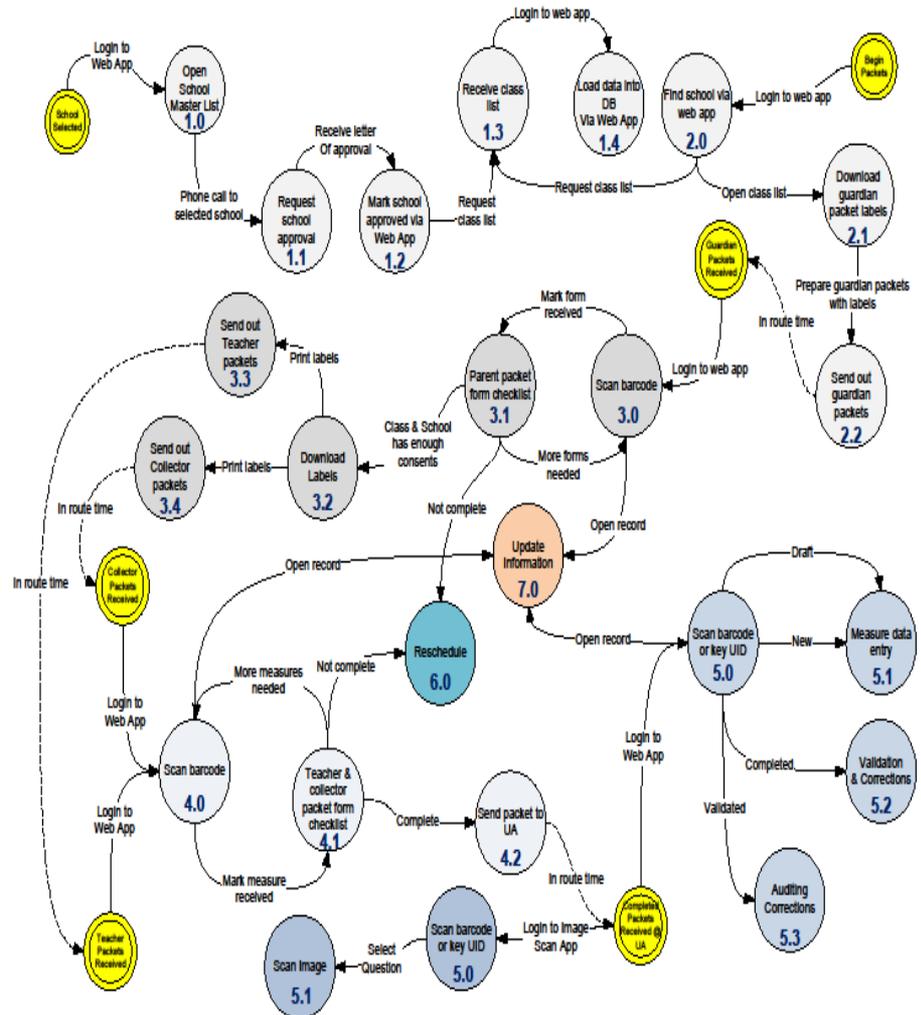
- ❑ Data/communications security
- ❑ Scheduling
- ❑ Training
- ❑ Budget analysis
- ❑ Personnel evaluation

Research operations

- ❑ Workflow design
- ❑ Remote data entry
- ❑ Data management
- ❑ Geographical resources
- ❑ Data analysis
- ❑ Reporting

Data Transport

- ❑ FTTEE ↔ FTF Warehouse
- ❑ Agency data sharing



Focus Groups – Stakeholder Meetings

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Purpose

- ❑ Collaborate with RPCs and communities
- ❑ Introduce evaluation team and studies
- ❑ Learn community culture and needs
- ❑ Respond to questions and concerns

Targeted Groups

- ❑ FTF Regional Partnership Councils
- ❑ Community EC stakeholders
- ❑ Rural and tribal communities

Outcomes

- ❑ 20 Presentations – 30 RPC regions and 9 tribal communities
- ❑ Information sharing and community support
- ❑ Increased understanding of community values
- ❑ Networking and collaboration

Tribal Update

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Coordination with FTF

- ❑ Developed process for FTFEE and FTF communication
- ❑ Participated in bi-weekly FTF tribal workgroup meetings

Dissemination of project information to tribal RPCs through FTFEE
Stakeholder presentations statewide

Development of overview materials for distribution to tribal communities

Specific updates

Three Simultaneous Studies

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Readiness Study – A snap shot of Arizona kindergarten children

Developmental assessments of children, health measures, surveys with guardians/teachers ...different children each year.

Longitudinal – Child Cohort Study

Developmental assessments of children, health measures, surveys with guardians/teachers...over 8500 children...followed for five years

Longitudinal – Family and Community Case Study

Interviews and focus groups in homes and communities
Resulting in in-depth portraits of families, children, and community stakeholders across the state.

2009 Readiness Study - Target

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Who: 1200 five year olds for each of five years

- ❑ Different sample for each year
- ❑ 6000 total children

Where: 86 schools statewide, randomly selected from across the state

When: Launch -- October 2009

What: Developmental assessments of children, health measures, surveys with guardians/teachers

How: A team of data collectors will conduct assessments/gather information in schools

2009 Readiness Study - Recruitment

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Sample

School districts and schools were randomly chosen from a list of all public, private, and charter schools in the state of Arizona.

Recruited/contacted to participate:

- ❑ 130 school districts
- ❑ 296 schools

Review/Approval Process

- ❑ Approval by UA, ASU, and NAU human subjects review boards
- ❑ Approval by 18 school district-level review boards

2009 Readiness Study - Actual

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Data Collection Sample

- ❑ Arizona children eligible for kindergarten in Fall 2009, who did not repeat a grade
- ❑ Enrolled in 83 schools across the state
- ❑ Included over 1100 children
- ❑ Kindergarten classrooms were randomly selected within schools
- ❑ Within each classroom, kindergartners were randomly selected
- ❑ An average of 14 children per classroom participated

Evaluation Instruments

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Are Children Ready for School?

Developmental Domains – Standardized Assessments

- ❑ Language
- ❑ Literacy
- ❑ Mathematics
- ❑ Self-management skills
- ❑ Social-emotional competence
- ❑ Motor skills

Physical Health – Teacher and Guardian Questionnaires

- ❑ Updated immunizations
- ❑ Nutrition
- ❑ Dental care
- ❑ Insurance- health and dental
- ❑ Height/Weight and BMI

Criteria for Instrument Selection

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Measures

- ❑ Information on children's health and readiness for school
- ❑ Cultural sensitivity
- ❑ Reliability and validity
- ❑ Norms

Administration

- ❑ Ease of training and inter-rater reliability
- ❑ Ease of administration to guardians / children
- ❑ Amount of assessment time
- ❑ Ease of data transfer to major data bases
- ❑ Children enjoy the process

Readiness Assessment Measures

DOMAINS	Motor Development	Social-Emotional Development	Literacy	Language	Mathematics	Health
<p>Child Measures</p> <p>Kindergarten</p> 	Battelle Developmental Inventory	Devereux Early Childhood Assessment (DECA)	Phonological Awareness Literacy Screening (PALS Pre-K)	Preschool Language Scale (PLS)	Research-Based Early Mathematics Assessment (REMA)	Height/Weight
	Guardian/Teacher Survey	Guardian/Teacher Survey	Guardian/Teacher Survey	Guardian/Teacher Survey	Guardian/Teacher Survey	Guardian/Survey

PRELIMINARY DATA ANALYSES

2009 READINESS STUDY



Analysis Overview

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All results reported today are based on a subgroup of the 2009 Readiness Study participants whose data have been entered to date (n=373)

Caution should be taken when interpreting these preliminary results, as they might not generalize to the study population as a whole

Characteristics of Subsample

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Age

- ❑ 72.1% 5 yr olds
- ❑ 27.3% 6 yr olds

Gender

- ❑ 46.7% male
- ❑ 53.3% female

Free and Reduced Lunch

- ❑ 21.1%

Individualized Education Program (IEP)

- ❑ 5.4%

Subsample Measures

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Literacy

- ❑ Phonological Awareness Literacy Screening – (PALS Pre-K)
- ❑ Guardian Survey – Family reading habits

Social-emotional Development

- ❑ Devereux Early Childhood Assessment (DECA)

Health

- ❑ BMI
- ❑ Guardian Survey – Family health insurance

Literacy – PALS Pre-K

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PALS Pre-K Composition

Direct child assessment

Measure of young children's knowledge of emergent literacy skills

Six subtests: Name Writing , Alphabet Knowledge (upper-case and lower-case recognition, letter sounds), Print and Word Awareness, Rhyme Awareness

Scoring -- Raw scores are categorized by Spring Developmental Range for 4 yr olds

What a child should know prior to entering kindergarten

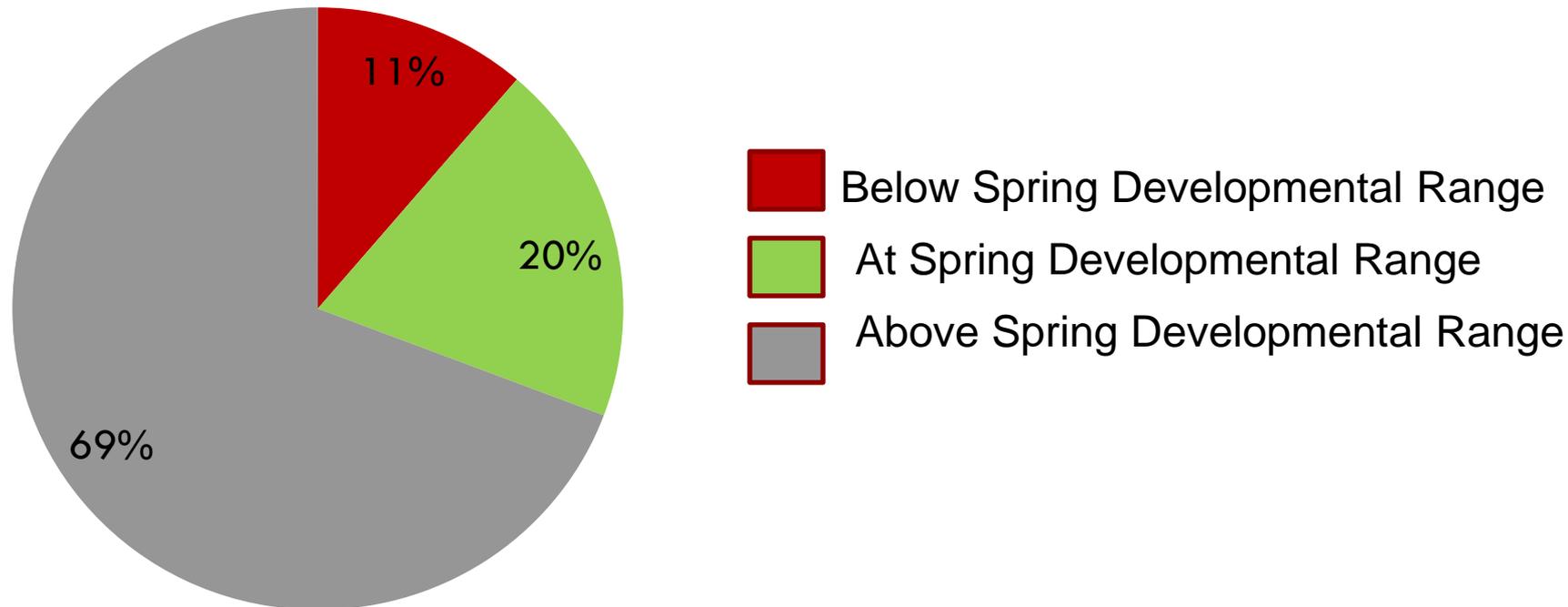
- Below developmental range
- At developmental range
- Above developmental range

Example for Rhyme Awareness Scale -- Child identifies rhyming words

Mop: top, bike, can

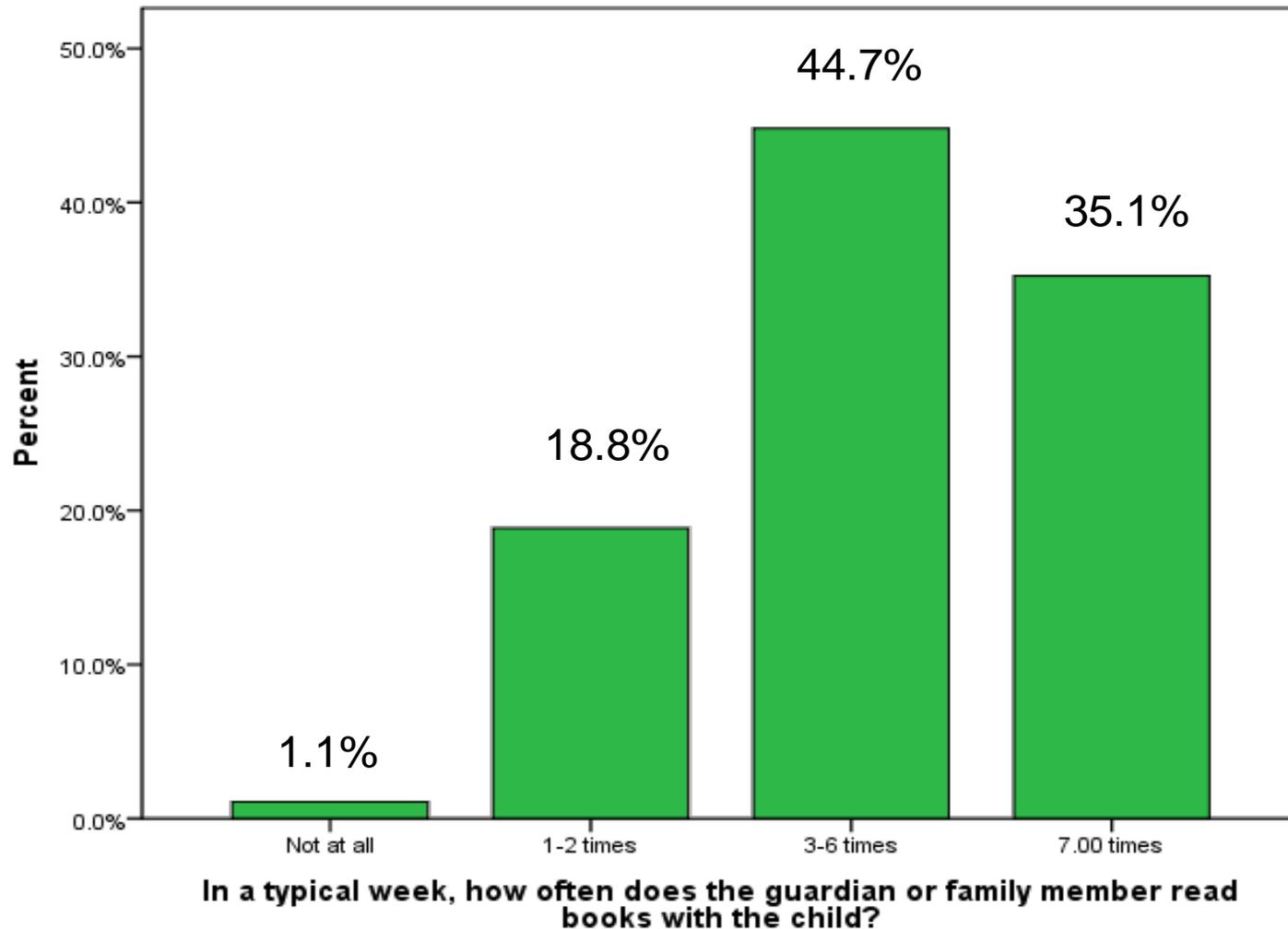
PALS Pre-K Analysis – Rhyme Awareness

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Literacy – Family Support

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Social-Emotional Development– DECA

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Sample Questions

Protective Factors

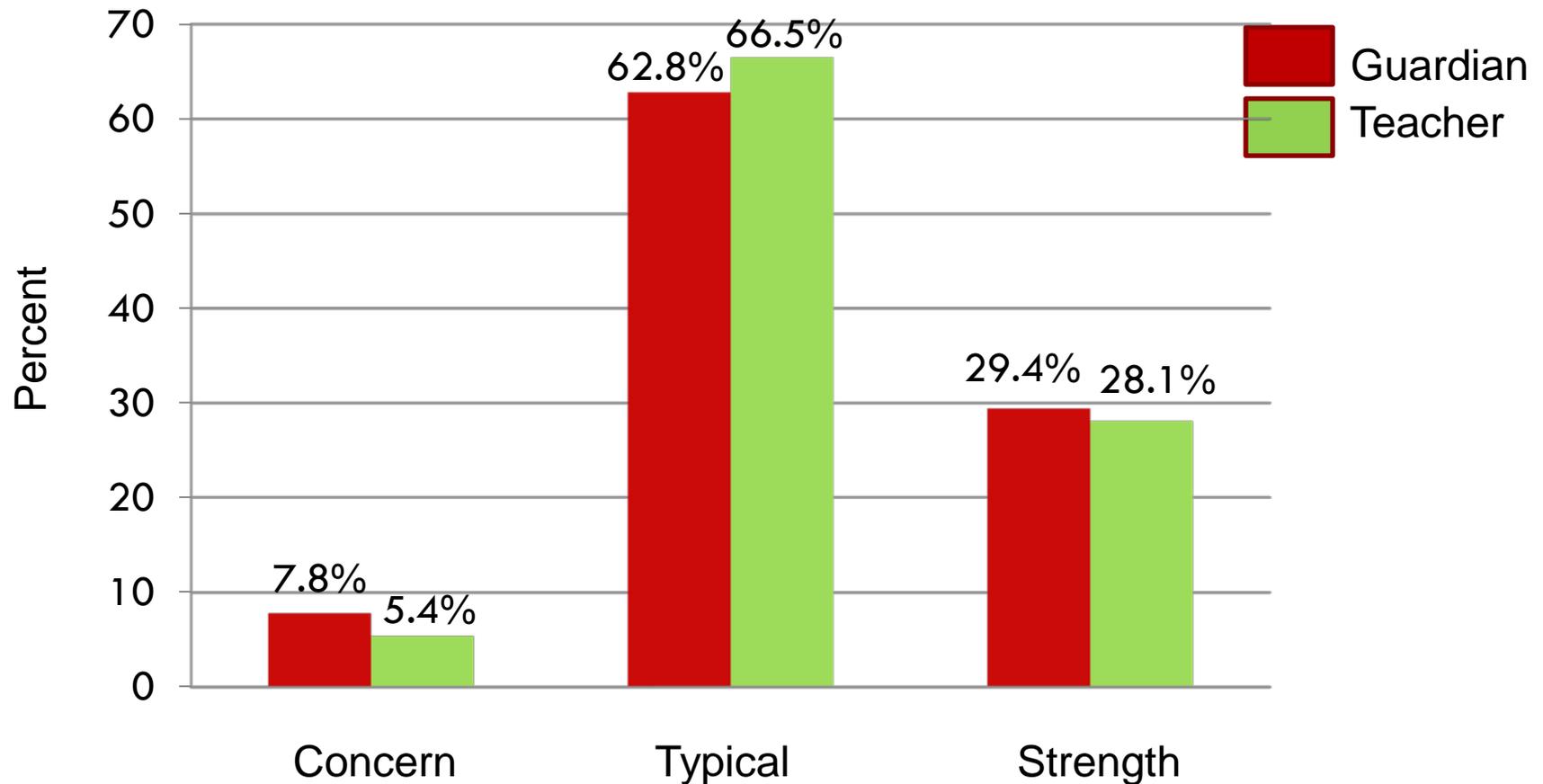
- ❑ **Initiative:** During the past 4 weeks, how often did the child choose to do a task that was challenging for her/him?
- ❑ **Self-control:** During the past 4 weeks, how often did the child handle frustration well?
- ❑ **Attachment:** During the past 4 weeks, how often did the child trust familiar adults and believe what they say?

Risk Factors

- ❑ **Behavioral Concerns:** During the past 4 weeks, how often did the child have temper tantrums?

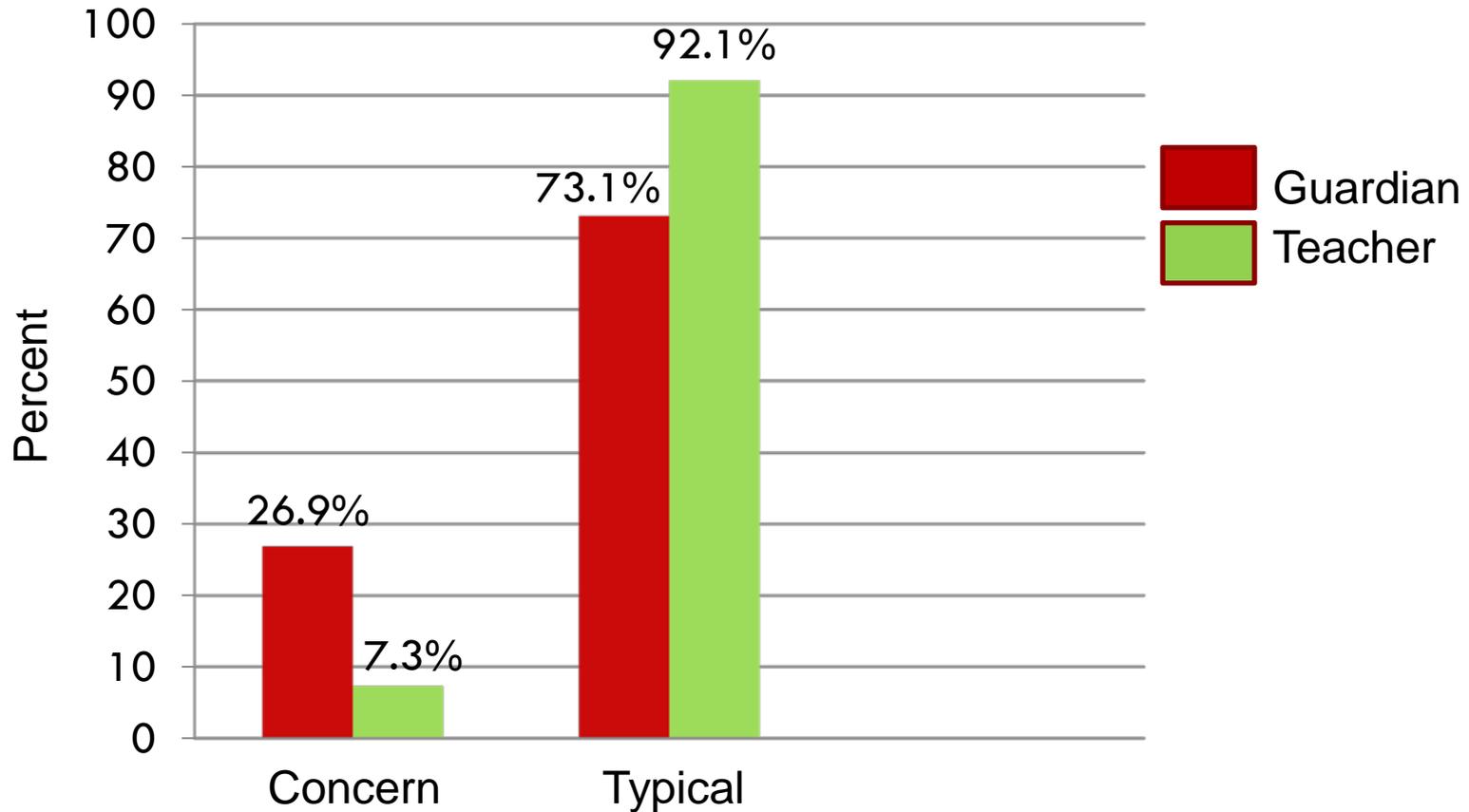
DECA Analysis— Protective Factors

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DECA Analysis— Behavioral Concerns

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Physical Health – Guardian Questionnaire

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Health indicators:

- Updated Immunizations
- Nutrition
- Dental care
- Insurance – Health and Dental
- Height/Weight and Body Mass Index (BMI)

Health Analysis - Insurance

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Currently no health insurance

▣ 8.3%

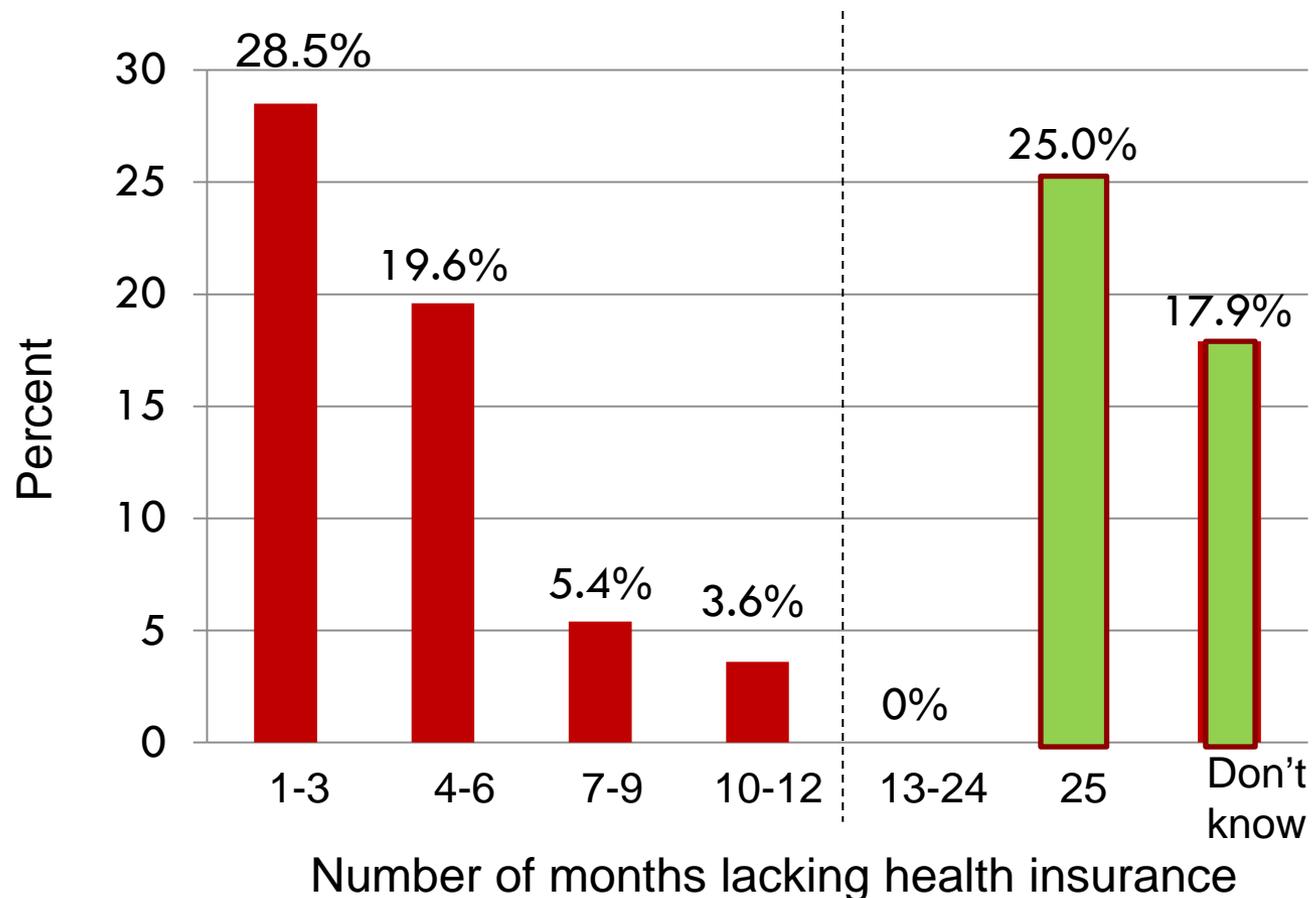
Currently no dental insurance

▣ 13.4%

Health Analysis - Insurance

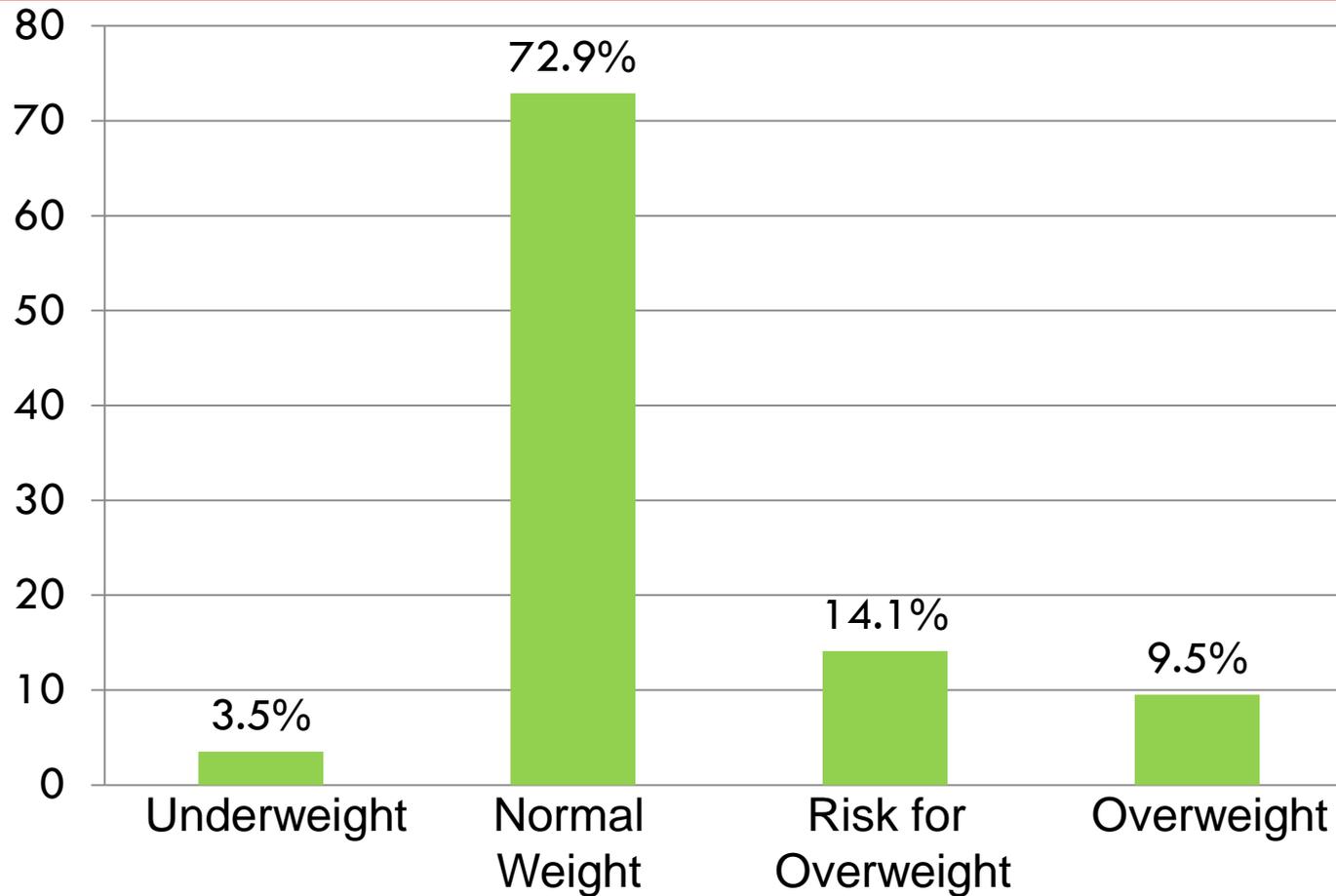
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Percent of children without health insurance in the last 12 months



Health - BMI

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NEXT STEPS

- Current Status
- Future Work
- System Outcomes



FOR MORE INFORMATION, PLEASE CONTACT:

Ronald W. Marx, Ph.D.
Dean of Education and Principal Investigator
ronmarx@email.arizona.edu
520 621-1081

M. J. Demetras, Ph.D.
Executive Director
demetras@u.arizona.edu
520 621-5966

