FIRST THINGS FIRST EXTERNAL EVALUATION

Annual Report 2010-2011

First Things First External Evaluation
2010-2011
Year 3 Annual Report
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CONTENTS

Project Snapshot
1

Arizona Kindergarten Readiness Study
3

Longitudinal Child Study of Arizona
8

Family and Community Case Study
15

Involvement of Tribal Communities
22

Database Development & Maintenance
26

FTFEE Project-Related Presentations
29

Institutional Review Board Procedures
31

Advisory Board
37

FIRST THINGS FIRST EXTERNAL EVALUATION

Project Snapshot

In 2008 First Things First (FTF) entered into an agreement with the three Arizona Board of Regents universities—The University of Arizona, Arizona State University and Northern Arizona University—to investigate the impact of FTF's educational and health investments for Arizona children, birth to age five, and their families. The tri-university research consortium, called First Things First External Evaluation (FTFEE), is exploring how educational and health outcomes for young children and their families in Arizona change over time.

FTFEE uses a mixed-method design with three interrelated studies as part of an effort to conduct a statewide evaluation of FTF programs and services in Arizona. Each of the three research studies examines a key area of early childhood education, health and development; namely, kindergarten readiness, the impact of FTF-funded services on early development, and families' personal experiences with access to high-quality childcare, health services, and educational programs. Together, the FTFEE studies are designed to show how investments in family support, access to and quality of early care, and education and health services affect young children's development in Arizona.

The guiding purpose of FTFEE is to portray how the development and experiences of Arizona's children and their families change in relation to FTF-supported initiatives in early childhood care, health care and education. More specifically, FTFEE focuses on the following 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?

Personnel

Across the three universities, FTFEE involves a team of more than 200 people, including 19 university faculty, 2 postdoctoral researchers, 27 graduate and undergraduate students, 25 full-time staff, and a cadre of 130 part-time employees helping to recruit participants, schedule interviews and collect and enter data. In addition, the FTFEE Advisory Board, comprised of early childhood development and research methodology experts from around the country, provides guidance on research design, sampling, data collection and analysis issues.

Research Activities

The FTFEE project is conducting three studies: *The Arizona Kindergarten Readiness Study* (AKRS), *the Longitudinal Child Study of Arizona* (LCSA) and *the Family and Community Case Study* (FCCS). As of June 2011 more than 7,500 children and their families throughout Arizona have participated in one of these three studies.

FTFEE Major Research Projects		
Arizona Kindergarten Readiness Study (AKRS)	**Longitudinal Child Study of Arizona (LCSA)**	**Family and Community Case Study (FCCS)**
Purpose: To provide a snapshot of Arizona children's overall health and readiness for kindergarten at three time points.	*Purpose*: To follow three cohorts of children through high school to see how FTF investments influence developmental and academic outcomes.	*Purpose*: To understand issues of cultural relevance, availability, accessibility, visibility, quality, and use of early childhood care and health services over time.
Sample: The 2009 Wave 1 sample includes 1,145 children from 82 schools representing 48 school districts across the state.	*Sample*: Approximately 2,800 infants, 2,100 3 year-olds, and 1,400 5 year-olds and their families; includes those who have and have not used FTF-funded services.	*Sample:* 146 families, 110 community stakeholders, 69 focal families and 45 child interviews from 13 Regional Partnership Councils statewide; followed longitudinally.
Measures: Children are assessed in terms of physical, language/literacy, math, cognitive and social-emotional development. Guardian and teacher surveys are also completed.	*Measures*: Child measures focus on physical, language/literacy, math, cognitive and social-emotional development. Parents, guardians, primary caregivers, child care providers and administrators also complete surveys and interviews.	*Study Tools*: Qualitative methods including conversational interviews and focus groups to elicit in- depth information from primary caregivers, community stakeholders and children.

Arizona Kindergarten Readiness Study

Overview

Kindergarten readiness is typically understood as a set of skills that children are expected to have when they first start school. Based on this understanding, preparation for school has changed dramatically over the last two decades. Now there are greater expectations for children to begin school armed with the requisite social, emotional, and behavioral skills that will help them negotiate a kindergarten classroom. Research has consistently revealed that preschool experiences enhance children's academic knowledge and social development.

The Arizona Kindergarten Readiness Study (AKRS) focuses on children's skills, competencies and well being as they enter kindergarten. The AKRS is intended to be a broad index of general changes in a representative sample of young children in the areas of social and emotional development, early literacy and mathematics knowledge, language development, and various health measures (physical development, Body Mass Index, and insurance coverage). In addition to gathering demographic information about the sample of children and their families, surveys also include rating scales completed by both parents and teachers related to children's social behaviors, exposure and response to various home activities involving language, literacy and math, and physical development.

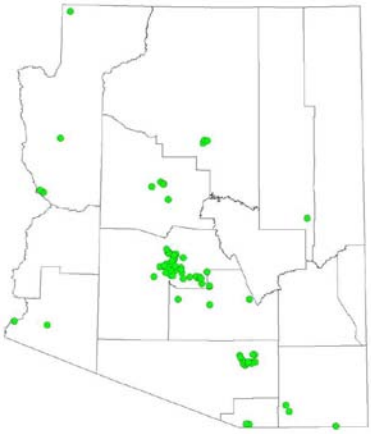
"Preparation for school has changed dramatically over the last two decades."

Successive samples ("waves") of approximately 1,200 kindergarten children attending randomly sampled kindergartens in representative locations across the state are assessed to evaluate the changes in key indicators of school readiness (skills, capabilities, and indicators of well-being). The samples are meant to capture the overall statewide changes in school readiness as successive groups of children enter kindergarten with various levels of exposure and participation in FTF services. Over the course of the project, a total sample of 6,000 children from three different time points will be assessed in this study.

FTFEE designed AKRS to identify changes in cognitive skills and capabilities, health, and well-being, in successive populations of Arizona children who are starting kindergarten. The various AKRS assessments align with Arizona Early Learning Standards (AZELS) and provide a snapshot of Arizona children's overall health and readiness for school.

FTFEE conducted the first wave of AKRS in 2009 and gathered data on 1,145 kindergarten children from 82 schools representing 48 school districts. The schools were selected through a stratified sampling method to ensure representation by region (northern, central, southern) and by locale (city, suburb, town, rural). The recruitment process was extensive, sometimes involving presentations to school boards as well as superintendents and principals.

Within each school, 14 kindergarten children were randomly selected to participate in the study. The final sample of children represented public, private and public charter schools, and families of varying racial/ethnic, language and socioeconomic status. Children and families from tribal communities were not included in the first wave of this study because tribal approval had not been granted to FTFEE at the time the first wave of the study was conducted.



Geographic distribution of schools in the Arizona Kindergarten Readiness Study

Children in the study received a battery of readiness assessments covering areas of language, literacy, and mathematics skills, and motor development. Parents and teachers also completed detailed questionnaires regarding family, child, and classroom characteristics, and the child's social and emotional competencies. A training protocol was established to ensure standardized data collection procedures across regions. All recruiters and data collectors went though formal standardized training; all training materials were made available online for review and for training of new data collectors.

Year 3 Activities

Primary activities in year 3 of AKRS included data analysis, collaborating with tribal communities to obtain approval for future data collection and preparation for AKRS Wave 2.

Analysis activities were centered on cleaning data from Wave 1 data collection and preparing a technical report for FTF. A draft of the AKRS technical report was submitted to FTF at the beginning of 2011 with a final revised report completed at the end of year 3. Initial findings from the first wave of AKRS support the importance of children attending preschool prior to kindergarten. Access to high-quality preschool experiences should be available to all Arizona children in order to guarantee better academic success when they start school. FTF's continued investment in programs such as Quality First—which assures safe, healthy environments, highly educated teachers, and provides materials that stimulate learning—will help facilitate better school preparedness for Arizona children. Further analyses continue to explore the factors associated with meeting the health needs of children as well as the impact of children's health on academic outcomes. For example, in the first wave of AKRS nearly 1 out of 3 first-time kindergartners were found to be overweight or at risk for obesity.

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A review team from the FTFEE consortium met to establish Wave 2 sampling procedures and review and revise measures used in Wave 1. Based on criteria established by the team, a number of changes were proposed. Changes to the assessment tools were based on a) time of assessment administration, b) ease of administration, and c) interpretation of outcomes from Wave 1.

The following table includes information on the children's measures in Wave 1 and proposed changes for Wave 2.

Arizona Kindergarten Readiness Study Proposed Changes to Child Measures						
DOMAIN	**Motor Development**	**Social-Emotional Development**	**Literacy**	**Language**	**Mathematics**	**Health**
Wave 1 Children's Measures	Battelle Developmental Inventory	Devereux Early Childhood Assessment (DECA)	Phonological Awareness Literacy Screening (PALS Pre-K)	Preschool Language Scale (PLS) , both Expressive and Auditory subscales	Research-Based Early Mathematics Assessment (REMA)	Height/ Weight
Wave 2 Proposed Changes	No change	No change	PALS-K replacing PALS Pre-K	Only use PLS Auditory Comprehension (receptive language) subscale	Test of Early Mathematics Ability (TEMA) replacing REMA	No change

Reasons for the proposed changes from Wave 1 to Wave 2 are:

- *Literacy Domain:* PALS-K to replace PALS Pre-K because PALS-K fits our sample age-range better, our time period for data collection and offers a subtest for sight words. The inclusion of PALS Pre-K in Wave 1 was based on its alignment with the Arizona Early Learning Standards. However, after conversations with the test developer, we determined PALS-K would provide more information on emergent literacy skills. PALS-K is designed to measure prekindergarten abilities up to 10 weeks in the fall of kindergarten and provides specific benchmarks for developmentally appropriate literacy skills at the beginning of kindergarten.

- *Language Domain:* For Wave 2 only the PLS Auditory Comprehension (receptive language) subscale will be used, not the Expressive Language subscale. The PLS Expressive and Auditory Comprehension scores are predictive of each other so we gain little information using both. In addition, in Wave 1 most of the children took 30-32 minutes to complete both subscales, with 18-20 minutes for the Expressive subscale and 2-3 minutes spent switching materials

required for each subscale. By using only the Auditory Comprehension subscale we reduce language assessment testing time to 10 to 12 minutes and maintain reliable results. Dropping the Expressive subscale was also recommended by the FTFEE Advisory Board at our November 2009 meeting, as we neared the end of Wave 1 AKRS data collection.

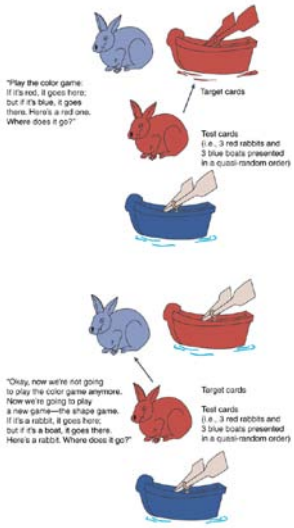
- *Mathematics Domain:* Test of Early Mathematics Ability (TEMA) to replace Research-based Early Math Assessment (REMA). The REMA proved to be burdensome to administer due to: a) the large number of manipulatives needed; b) the out-of-class time required; and c) the fatigue experienced by children due to the length of administration. Furthermore, although the developer promised a full set of norms would be developed prior to AKRS data analysis, this has yet to be completed. Substituting the TEMA was also suggested by the Advisory Board in November of 2009.

- *Proposed Addition:* The "Dimensional Change Card Sort" will be added in Wave 2 to assess children's executive functioning skills (to better explore children's strengths and challenges in learning, attention and behaviors).

- *Other Revision:* The Guardian Questionnaire was revised in order to gather more specific information about home environment and parenting practices related to school readiness.

In year 3, FTFEE also worked on the protocol for selecting the Wave 2 sample. Changes from Wave 1 sampling plan were minimal, involving a small change in child selection. For Wave 2, all kindergarten children from a chosen classroom will be invited to participate rather than selecting a random sample. This change was made after reviewing Wave 1 data which indicated that randomization of students at the classroom level did not result in greater representation of the school age population.

FTFEE consulted with the FTFEE Advisory Board at its meeting in June 2011 about school selection, timing and scope of the next wave of data collection. A summary of the Advisory Board recommendations is included at the end of this report.



Dimensional Change Card Sort sample card

Longitudinal Child Study of Arizona

Overview

FTFEE designed the Longitudinal Child Study of Arizona (LCSA) to evaluate the impact of high-quality early care and education experiences for a large sample of Arizona's children over an extended period of time. The primary goal of this study is to learn about children's development and families' experiences with early care and education, health and support services and to determine the effect of FTF investments as the system continues to be developed and implemented across the state.

Research findings from the LCSA will help determine whether or not there is a positive increase in the educational and health outcomes for young children, birth to age five, and their families. Simultaneously, it will also determine whether there is an increased capacity in the early childhood service delivery system as a result of programs and services funded both by FTF and by the respective Regional Partnership Councils. This is the first study of its kind to be conducted in Arizona that looks at the effect of a birth-through-five statewide initiative and, thus, will provide cutting-edge information at the state and national levels.

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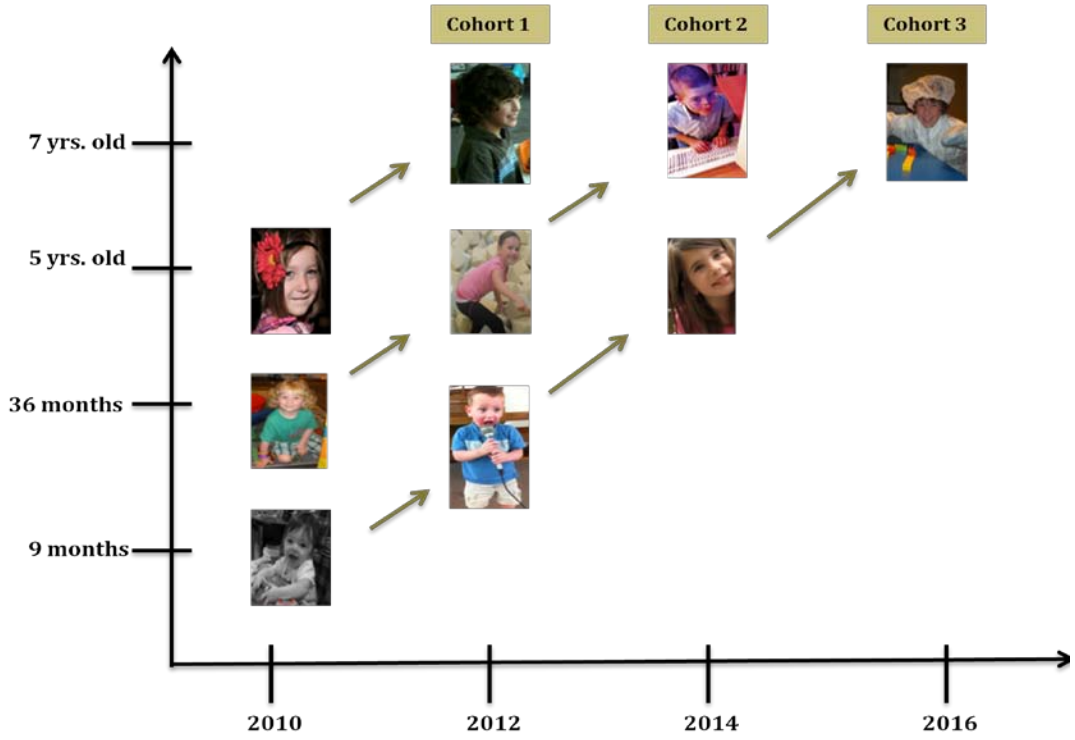
To determine the influence of FTF services, the LCSA gathers both quantitative and qualitative data in a mixed-method design. Children from sequential groups of infants, three year-olds and five year-olds are assessed as they develop and take part in FTF services across time.

This design, called a “cohort sequential longitudinal design” allows FTFEE to examine the changes in child outcomes over time (longitudinally) in different groups (cohorts) of children. FTFEE is currently completing the first wave of data collection for the LCSA.

In addition, the cohort sequential design allows for comparisons of children from the different cohorts as they reach the same age milestones (e.g., when children from the infant cohort reach three years of age, they may be compared to our initial three year-old cohort). The following diagram illustrates the cohort sequential longitudinal framework.



LCSA cohort sequential longitudinal design

Age-appropriate assessments are conducted to test the children's physical (motor) and communication skills, language, literacy, and mathematics skills, and measure their height and weight. Additionally, individual interviews are conducted with parents/guardians and childcare providers.

The FTFEE team developed a complex sampling plan to ensure that the sample of children participating in the LCSA accurately represents the range and diversity of children in Arizona. First, the plan was developed in relation to state population statistics. It was then further refined to accurately represent an appropriate distribution of children across the state (northern, central, southern), by locale (urban or rural), and by type of child care (center-based, parental care, unregulated care from families, friends, and neighbors). Finally, to determine the effect of FTF, the sample of children participating in the LCSA contains both children who are receiving FTF-funded services and children who are not, or who have not yet, received FTF-funded services.

Year 3 Activities

Recruitment

Initial efforts for the LCSA recruiting began in 2010**.** FTFEE used a variety of strategies to recruit families and children to participate in the LCSA study. These strategies include recruiting at community events, working with child care providers to identify and recruit families and children, recruiting through FTF grantees, and working with the Arizona Kith and Kin program and other statewide or community groups to identify children receiving care from providers that are not regulated.

Each strategy has been used to identify potential participants in one or more of the sampling categories. For example, community event recruitment is used to identify families and children who are receiving services in centers or homes, parental care, or care from family, friends, or neighbors (unregulated care). The following describes each recruitment strategy.

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Community Events. Community events have been the most successful strategy for recruiting children and families for the LCSA study. Recruitment coordinators target a wide variety of events so that children from a variety of backgrounds may be recruited to participate in the study. FTFEE recruiters meet families and children by attending events such as festivals, family gatherings, sporting events, libraries, carnivals, rodeos, holiday celebrations, farmers markets, and other community gatherings that attract families with young children.

To date, over 5,000 families and children have been recruited at community events. Nearly one-half (47%) of those recruited at community events are eventually assessed for the LCSA. Families and children who do not end up participating do so for many reasons. Some families do not participate because they move and are no longer available. For others, their contact information changes and they cannot be located. In many instances, families do not participate because their situations change and they are unable to commit to the time needed to complete the assessments.

Child Care Providers (Centers and Homes). Child care providers (centers and home-based) have been a second way FTFEE recruits families and children to participate in the LCSA. These child care providers may or may not be funded by FTF. Child care providers have been involved in LCSA by allowing data collectors to conduct assessments with children within the child care center or home (legal guardians must provide consent), distributing information to families regarding LCSA, allowing recruiters to directly interact with families and staff, and by providing family contact information to recruiters.

Child care provider recruitment efforts have resulted in 5,071 children participating in the LCSA through June 2011. Of these, 2,702 were recruited from a list of 400 FTF-funded centers. An additional 1,127 were recruited from 196 non FTF-funded centers. Recruitment efforts

"Child care provider recruitment efforts have resulted in 5,071 children participating in the Longitudinal Child Study of Arizona."

conducted in centers generally result in a higher percentage of children who are eventually assessed.

Unregulated Care. A third recruitment strategy targets unregulated care providers. Recruiting children who are receiving unregulated child care has been the most difficult group to involve in the LCSA. The Arizona Kith and Kin program through the Association for Supportive Child Care has been the most effective means of identifying children receiving unregulated child care.

To date over 340 children have been recruited through community events and referrals from agencies. Although a child LCSA may receive unregulated care; the child may also receive FTF-funded services. As individual assessment files are reviewed, FTFEE staff members determine whether the child or family received FTF services and note that in the database.

FTF Grantees. Through contacts with grantees and regional council directors, FTFEE continues to identify centers that have been recipients of FTF funding throughout the state. The strategies used to recruit families and children attending FTF grantees' programs varies across the state, tailored to the specific regions. Some examples of strategies include attending parent play groups that involve families who receive home visitation services, distribution of permission forms at centers and grantee programs, and working home visitors to collect information forms from families for the LCSA recruitment staff.

Recruitment has also expanded to include centers/programs that had contact with one (or more) FTF funding streams/programs. These include TEACH, Child Care Health Consultation, Child Care Mental Health Consultation, Oral Health Education/Screening, and other FTF-supported programs that work with child care providers. In addition, FTFEE has recruited from providers that have individuals who participate in

"Through contacts with grantees and regional council directors, FTFEE continues to identify centers that have been recipients of FTF funding throughout the state."

Professional Rewards, occupy a Preschool Expansion slot or who received Child Care Scholarships.

Data Collection

After recruitment, teams of FTFEE staff visit with the families in order to collect the LCSA data. In general, a team of 2-3 data collectors will work together to collect data from one family, with one data collector interviewing the parent, one assessing the child and a third occupying other children in the house (if needed) or in some cases conducting an assessment on another child in the home. The time needed to collect data from one family averages about 1.5 to 2 hours.

Data collection began in July 2010 and will end in August 2011. As of June 24, 2011, FTFEE has completed interviews with 6,355 parents, 85% of FTFEE's target goal. Assessments have been completed with 6,457 children, 86% of our targeted number.

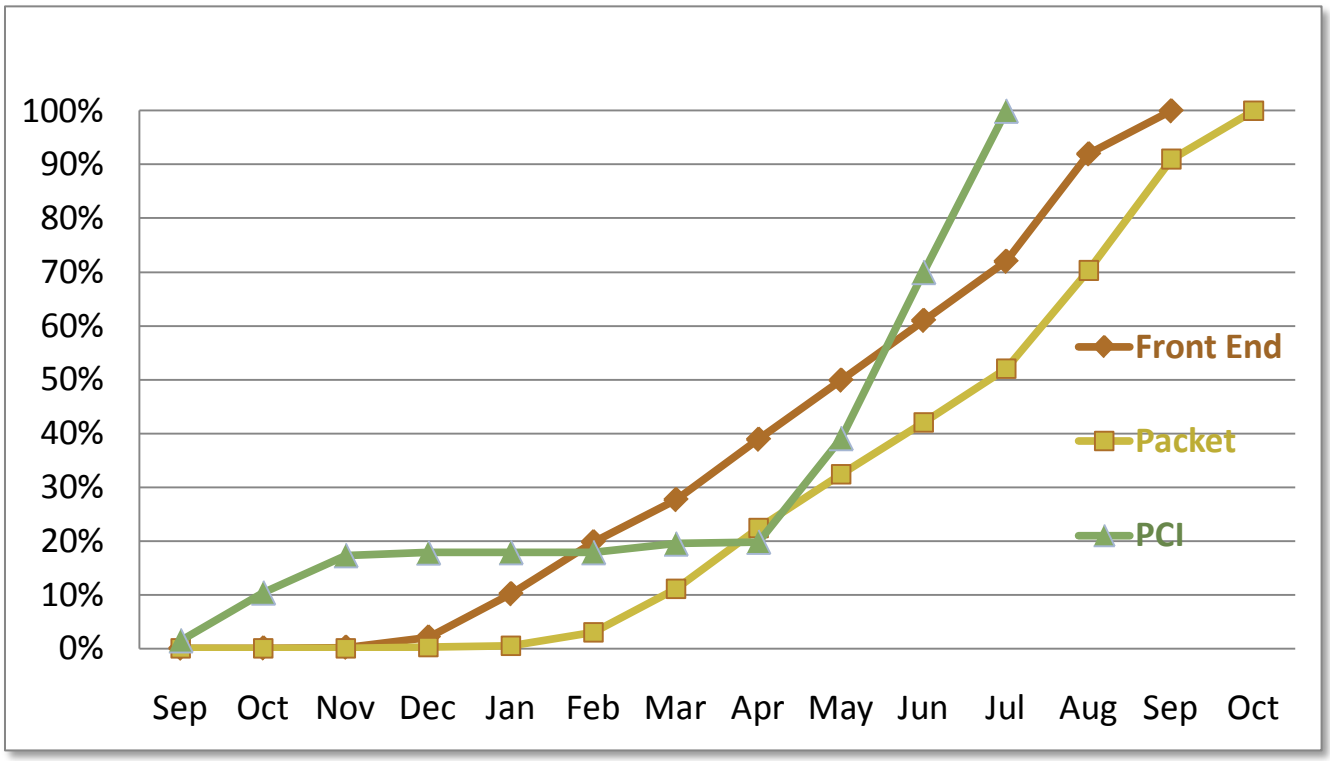
Current Data Collection Totals (as of June 24, 2011)						
	Infants	Three Year-olds	Five Year-olds	Total Collected	Goal	% of Goal
Child Assessment Total	2839	2134	1484	6457	7486	86%
Parent Interview Total	2831	2069	1455	6355	7486	85%

Analysis of LCSA data

Data collection for the LCSA is projected to be completed in August, 2011 with data entry continuing until late-September or early October, 2011. FTFEE plans to begin analyses prior to all data being entered. For example, preliminary data analysis activities will be used to identify an index of engagement (the

degree to which the family and child are exposed to and participating in services), to determine the effects of various levels of exposure to FTF-funded services and to explore various relationships among the data (e.g., how FTF-funded services relate to various developmental and health information). The following chart details the timeline for LCSA data entry. The data entry team is close to completing entry of the primary caregiver interview, expect to complete the verification of data packets done by September and have all child, teacher and guardian data entered by October.

Timeline for completing LCSA data entry



Front End: Verification of all participant data entered into ECOLE against information received in completed data packets and Electronic verification or capture of Record Forms.

Packet: Electronic capture of all direct Child Assessments, Guardian, Teacher and Administrator Questionnaires.

Hard Copy PCI: Electronic capture of the Primary Caregiver Interview.

Family and Community Case Study

Overview

FTFEE has designed the longitudinal Family and Community Case Study (FCCS) to complement the data obtained from the AKRS and the LCSA by providing a qualitative perspective on access, cultural relevance of programs, and other issues that influence the delivery and use of early childhood care and health services. The main purpose of the FCCS is to understand the degree to which Arizona families in different parts of the state have access to health, child care and family support services, and the degree to which these services and families' access to relevant services improve over time.

The FCCS uses qualitative methods including conversational interviews and focus groups. The FCCS gathers data from three groups of the statewide population selected from 13 Regional Partnership Councils:

> *Primary Caregivers*: parents, grandparents, guardians and others caregivers who are the primary source of care for young children under the age of 6.
>
> *Community Stakeholders*: professionals within communities across Arizona who provide services to young children and their families, and who have a stake in the well-being and outcomes for young children.

"The main purpose of the Family and Community Case Study is to understand the degree to which Arizona families in different parts of the state have access to health, child care and family support services."

Children: the children of primary caregivers participating in the FCCS, who are between the ages of 4 and 6, are interviewed in the spring semester before they enter kindergarten and again in the fall just after they enter kindergarten.

The primary questions for the FCCS are:

- Do families have access to services including child care, health care, and sources of family support?
- What are the unmet needs of families and young children and how do families negotiate challenges in meeting their children's needs?
- How are services responsive to the needs of families? What gaps or unmet needs are identified? How do service providers negotiate challenges in meeting the community's needs?
- How do stakeholders view key FTF programs (i.e., Quality First and T.E.A.C.H) and in what ways do these programs impact the accessibility and quality of services?
- What are the perspectives and descriptions of (five year old) children in Arizona regarding family, community, child care or kindergarten?

The data gathered through the FCCS facilitate a better understanding of family strengths and the challenges families face in their communities and what families experience when they attempt to access health care, education, and child care in Arizona. In addition, there is insight and information on the effectiveness of the system of services for young children and families in Arizona. The FCCS complements the child evaluation and parent surveys included in the LCSA and the AKRS. Local context, direct family and community experiences, and the voices of children help bring some of the quantitative data to life in ways that can be useful and meaningful to determine future FTF policy and program planning.

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Interviews began in 10 Regional Partnership Councils (RPCs); in the fall of 2010 a tribal community was added and by the spring of 2011, 2 more tribal communities were participating in the FCCS, bringing the total RPCs represented to 13—just over one third of RPCs statewide.

Purposive sampling was done to ensure that the primary caregiver sample included not only two-parent families, but a broad range of families, including same sex parents, single parents (by choice or circumstance), grandparent primary caregivers, adoptive parents, teen parents as well as families where English is not the primary language used at home.

After the first round of initial interviews were conducted with 146 families, 69 families were selected as "focal families," to be interviewed twice annually for the duration of the study. These families were selected to be both representative of the Regional Partnership Council from which they were chosen and to represent traditionally underrepresented populations. In addition, individual interviews were conducted with 110 stakeholders (service providers and community leaders identified by providers and parents) and focus group discussions were conducted with 54 stakeholders from 11 Regional Partnership Councils. Individual interviews have also been conducted with 45 children to record their perspectives regarding their care providers and how they make sense of the transition from early care to kindergarten. Thus far, 4 waves of primary caregiver data have been collected, as well as 3 waves of stakeholder data and 2 waves of child data.

Year 3 Activities

In year 3, tasks for the FCCS have centered on data collection, plans for future waves of data collection, cleaning and coding data, building continuing ties with tribal communities and ongoing analysis and reporting of data. With four waves of interviews already conducted, the primary caregiver data set alone includes more than 10,000 pages of interview transcripts that the FCCS team must code and analyze. Similarly, the stakeholder data set includes more than 5,000 pages of transcripts that team members must code and analyze. Given the sheer volume of qualitative data, and the fact that data are collected each year, it has proven essential to develop a plan and strategy for completing coding and analysis on a continuing basis.

"With four waves of interviews already conducted, the primary caregiver data set alone includes more than 10,000 pages of interview transcripts."

Within year 3 the FCCS team members completed coding 75% of the primary caregiver data from Waves 1 and 2. All focus group stakeholder data and some individual stakeholder interviews were also coded. A 164-page technical report was completed and submitted to FTF in the spring of 2011. Some of the key themes that surfaced in the analysis of data from Waves 1 and 2 were the need and importance of support of all kinds for families (both formal and informal), the isolation many families experience without support and the many ways that families are working to prepare their children for kindergarten even without formal support available. Our general findings suggest that families encounter barriers as they attempt to access services, which can mostly be attributed to cost, availability of programs, accessibility of dependable transportation to get to services, and language and immigration issues.

Although it might be assumed that higher income families have greater access to programs, this is not always the case. We have identified what we call the "gap group" phenomenon, and barriers to needed services have been especially prevalent and relevant for our identified "gap families." Gap families in the study were identified and defined by their compromised position earning just over the limit to qualify for some services. Yet these families do not make enough money to be able to pay for their family's essential needs, namely health care and child care services.

Arizona's economic crisis and the recent state budget cuts in excess of 1.1 billion dollars to education, healthcare, and other vital social programs pack a hard punch for Arizona's families. Options available to assist families in finding and paying for affordable, quality care and programs for their young children are vanishing. Many families are finding the services that were once available to them have been cut back, cut altogether or are no longer available to them due to lengthy waitlists. Cuts to low-cost and free programs leave families without the necessary resources to engage their children in educational ways outside the home.

"Options available to assist families in finding and paying for affordable, quality care and programs for their young children are vanishing."

From our interviews and focus group sessions with stakeholders, we found that FTF carries a heavy burden due to rapid deterioration of state funding for services. Stakeholders are developing creative ways to collaborate between agencies and are adopting a whole child approach to readiness to best support families. Stakeholders provided their views on the progress made in building a more seamless system for young children and families in each of the sampled RPCs and made concrete suggestions and recommendations.

In preparing for future waves of data collection, the FCCS team has decided to recruit new families to replace families no longer participating in the study in order to ensure a minimum of at least 6 focal families per RPC and to provide new perspectives on how FTF-funded services and programs are affecting families. This will also mean that the sample will continue to be comprised of families with children under six years of age.

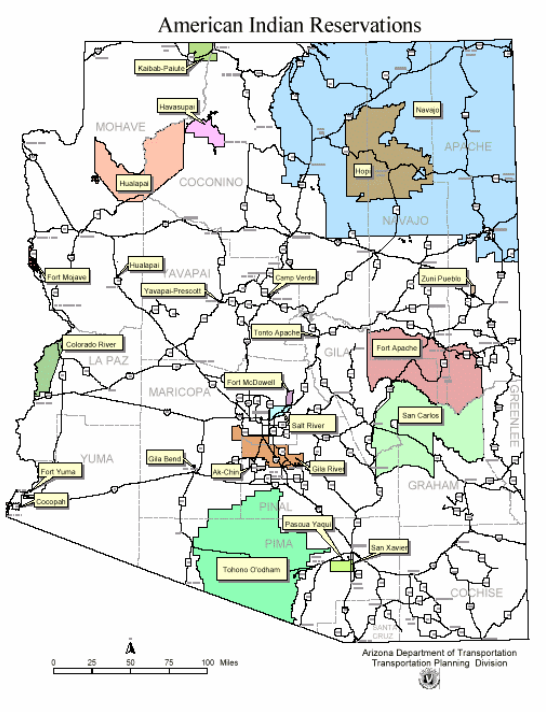
The FCCS faculty and staff continue to work closely with the leadership of both the LCSA and the AKRS in order to strengthen the mixed-method design of the overall evaluation. For example, findings from the AKRS were used to inform the primary caregiver/parent interview in Wave 3 to ask more focused questions regarding readiness views and school preparation activities. A 25% overlap in families and children participating in the LCSA and the FCCS offers another strategy for providing the needed context to frame the quantitative findings. Finally, data from the parent/guardian survey in the AKRS and the parent-child interview in the LCSA will be compared in future analyses so that greater meaning may be gleaned from the survey data collected.

The following tables summarize the themes covered in the primary caregiver and stakeholder interviews over the course of data collection thus far. Information from each wave of interviews is used in framing the focus for the next wave of data collection.

"From our interviews and focus group sessions with stakeholders, we found that First Things First carries a heavy burden due to rapid deterioration of state funding for services."

Summary of Thematic Content for Primary Caregiver Interview		
Wave 1	**Family/Household**	These questions tried to obtain information about the participant's support systems, household and community environments, including languages spoken in the home and daily routines and practices.
	Pre/Post-Partum Experiences	These questions were designed to obtain birth stories from families and the ways in which they did or did not connect with various services during pregnancy and the early months of their children's lives.
	Health Care and Other Child Services	These questions attempted to gather information about the health of the primary caregiver's children, both past and present. In this case, health encompasses both dental and physical health as well as emotional and behavioral health.
	Being a Parent/ Primary Caregiver	These questions focus on the participants' experiences as a parent, both the challenges and joys they face in raising young children. These questions also try to obtain more information on their support systems and who they reach out to when they have concerns about their child's well-being.
	Early Childhood Care and Education Services	These questions attempt to gather information about the early care and education experiences of their children as well as the parents' experiences in locating this care for their children.
	Child Raising Goals and Priorities	These questions get at the long term goals/hopes/dreams that parents have for their children. This knowledge will also serve us in understanding what parents look for in the services they reach out to for support.
	Concluding Questions	These concluding questions gauge parents' knowledge of FTF and ask parents to reiterate which services have been most beneficial to them.
Wave 2	All the same categories as Wave 1; plus updates and clarification on issues/topics raised in the first interview.	
Wave 3	**Changes**	These questions obtain information about changes in the family's life since we last saw them. These changes span an array of topics including new births, new schools, changes in employment or income, etc.
	Readiness	In an effort to understand some of the findings of the readiness study, we focused a portion of this interview on parents' experiences with the topic of readiness, including preparation for kindergarten, how parents think about and understand readiness and what specific activities parents are doing to prepare their children for school.
	Culturally relevant programs	Given the diverse sample of parents in this study and the diverse population of parents and primary caregivers in Arizona, we developed interview questions to gauge how well the services in the early care and education system are addressing the needs of families from diverse backgrounds.
	Play, language and literacy events	These questions focus on the literacy events that children and families are engaged in given that literacy is a large part of readiness. These questions approach literacy from a broad perspective and really attempt to understand the scope of literacy events that children may be engaged with.
	Preschool/Kindergarten	These questions center on the experiences of children in both pre-school and kindergarten. Pre-school for the parents in this study, however, takes many different forms, including co-operative pre-schools, Montessori, faith-based, home school, etc.
	Transition to Kindergarten	These questions really try to understand how the transition to kindergarten affects families and the strategies they use to manage this transition.
Wave 4	All the same categories as Waves 1 and 2 with the addition of a demographic questionnaire gathering family's race/ethnicity information, education and income levels, and insurance coverage. This wave also asks families to provide the names and addresses of the care centers that their children have attended in order to concretely link these to FTF funds.	

Summary of Thematic Content for Stakeholder Interview		
Wave 1	**General Information on Stakeholder/Program**	These questions gather information about the specific program and the stakeholder's role within that program.
	Public Awareness	These questions gauge both professional access to information about services and the community's access to information about available services.
	Collaboration	These questions focus on the ways in which various stakeholders/service providers collaborate to provide services to families raising young children in the state of Arizona. These questions attempt to understand what features of their particular program are unique and how they compliment other services in the community.
	Evaluation of the System of Services	These questions begin by asking stakeholders to outline the most pressing needs of their community and how well they believe these needs are being met by the current system of services. We also inquire as to what stakeholders view as the positive and negative aspects of the system as well as gather their creative solutions for resolving some of the things that are not working well.
	Knowledge of / Experiences with FTF & RPC	In this set of questions, we attempt to garner stakeholders' knowledge of, and experiences with FTF, and their Regional Partnership Council. We also ask stakeholders to comment on their community's knowledge and understanding of FTF.
	Quality First	These questions are intended only for those stakeholders involved in a Quality First program and their experiences with this program.
	Services and Readiness	This set of questions gathers information about the ways in which stakeholders are involved in preparing children for kindergarten and beyond as well as how they view and conceptualize readiness today.
	Conclusion	In our concluding questions we ask stakeholders to identify other persons who are leaders in the community as potential participants.
Wave 2	**Evaluation of the System of Services**	These questions begin by asking stakeholders to outline the most pressing needs of their community and how well they believe these needs are being met by the current system of services. We also inquire as to what stakeholders view as the positive and negative aspects of the system as well as gather their creative solutions for resolving some of the things that are not working well.
	Cultural Relevance	These questions gather stakeholders' perspectives on how well the services in the early care and education system are addressing the needs of families from diverse backgrounds.
	Readiness	This set of questions gathers information about the ways in which stakeholders are involved in preparing children for kindergarten and beyond as well as how they view and conceptualize readiness today.
	FTF Programs	Gather stakeholders' perspectives on FTF funded programs.
	Vision for Arizona	This question gathers stakeholders' ideas for making Arizona an ideal place to raise children.
	Recommendations to FTF	We explicitly ask stakeholders if they have any recommendations for FTF
Wave 3	**Role of Stakeholder**	Same as Wave 1 (See Wave 1 Role of Stakeholder Summary)
	Program Changes/Services	Same as Wave 1, though inquires about any changes that may have occurred over the past year
	Evaluation of System of Services	Same as Wave 1 (See Wave 1 Evaluation of System of Services Summary)
	Collaborative Process	These questions focus on the ways in which various stakeholders/service providers collaborate to provide services to families raising young children in the state of Arizona. These questions attempt to understand what features of their particular program are unique and how they compliment other services in the community and if there have been any changes in the collaborative process for this stakeholder.
	Funding Changes	This question provides us with any funding changes for the stakeholder and their program.
	Recommendations for FTF	This question is intended to elicit from the stakeholders explicit recommendations for FTF.
	Personalized Questions	These questions clarify and follow-up on topics raised in the first individual interviews.
	Focus Group Experience	This question is to inquire about their previous experiences in the focus groups; intended to help to improve focus group experience and future protocol.



Involvement of Tribal Communities

Overview

FTFEE recognizes that an accurate understanding of the impact of FTF investments and services must include children from various regions, programs and demographic groups, including tribal communities. FTFEE is working to ensure that data collection for AKRS, LCSA and the FCCS includes a sample from tribal communities. However, no children or families residing on tribal lands have been nor will be included in any of the FTFEE studies until full consent is provided by a community's tribal council and/or tribal research review board.

Year 3 Activities

Throughout year 3 of the project, FTFEE has been working with Arizona's tribal communities to include their tribal members and service providers (stakeholders within tribal land) as participants in the three major studies that comprise the FTFEE project.

"First Things First External Evaluation is working to ensure that data collection includes a sample from tribal communities."

Recruitment of Tribal Communities

To address the individual needs of the various tribal communities in Arizona and be respectful of both the unique procedures of securing tribal consent and preferences of each tribe, FTFEE has engaged in a multi-stage process for recruiting tribal communities.

In 2009, FTFEE began seeking permission from tribal research review boards for the 19 federally-recognized tribes in Arizona. For each of these tribal communities, FTFEE followed a different recruiting process to obtain permission. The approach differed depending on the unique nature of each tribal group and the specific procedures each tribe requested and required. In general, key FTFEE faculty or staff members with experience in working with tribal communities initiated multiple contacts (formal and informal) with each tribal community to determine the interest of the tribe in participating in the project. If a tribal community indicated an interest in participating in the FTFEE project during the initial contact, faculty and staff members worked with the FTF Director of Tribal Affairs, the local RPC Manager/Coordinator and tribal community representatives to identify the protocol for working with each tribal community.

In one instance, tribal consent to participate in the FTFEE project was secured more quickly. For other tribal communities, the process of securing consent was more extensive and complex. In some cases this included dozens of meetings (over a period of months) with several delegations from within the tribal community, with local RPCs, or tribal leaders to present information about the project and to receive approval to proceed to the next stage of the multi-tiered process.

"In some cases securing consent involved dozens of meetings with several delegations from within the tribal community, with local RPCs, or tribal leaders to present information about the project."

In all instances, faculty and project staff presented before different committees and boards to secure consent to participate in the project studies. Presentations entailed an overview of FTFEE project, the individual studies, the risks and benefits of participating in the project, and the process FTFEE uses to ensure anonymity of tribal participation and

individual participants. In some instances, the local RPC Coordinator attended the tribal council/tribal review research board meetings to present information about FTF and explain the difference between FTF and the FTFEE. Tribal consent was documented through formal tribal council resolutions or through letters from tribal officials indicating the tribal community's consent to participate in the FTFEE project.

Approval from Tribal Communities

During the second quarter of year 3 (February 2010), FTFEE was able to obtain the first tribal consent (written resolution) from a centrally-located tribal community for participation in one arm of the FTFEE project, the Family and Community Case Study. Since then, FTFEE has continued to pursue approval for the additional studies (AKRS and LCSA) from this tribal community.

Over the last two quarters of year 3, four additional tribal communities gave their consent to participate in all of the studies of the FTFEE project. Of the four tribes, three have provided written consent, while FTFEE is awaiting a copy of a final resolution from the tribal community that has only given verbal consent.

By the end of year 3, tribal permission had been obtained for 5 of the 21 (24%) federally-recognized tribes in Arizona.

"By the end of year 3, tribal permission had been obtained for 5 of the 21 federally-recognized tribes in Arizona."

Inclusion of Tribal Communities in FTFEE Studies

As sovereign nations, Arizona Tribes have the right to regulate research on their tribal land. Honoring this right, FTFEE did not collect data from tribal community members or agencies within tribal jurisdiction until tribal permission was obtained. The dates of when tribal consent was granted determined inclusion of the tribal community in a particular FTFEE study. The following provides a summary of the inclusion of tribal community in each of the three major FTFEE studies.

- *Arizona Kindergarten Readiness Study (AKRS).* The approval from tribal communities for FTFEE to conduct research/collect data occurred after the first wave of the AKRS data collection, therefore no data were collected from tribal communities during the first wave of AKRS. Subsequent waves of AKRS will include tribal community members from which tribal consent was granted.

- *Longitudinal Child Study of Arizona (LCSA).* Wave 1 Data Collection for LCSA began in July 2010 with a projected completion date of August 2011. During the latter part of LCSA's Wave 1 data collection, FTFEE has obtained consents from four tribal communities; however, data have yet to be collected in these tribal communities. The delay of data collection is due to negotiations between FTF and FTEE regarding tribal matters. FTFEE has every intention of collecting data from tribal community members living within tribal land during Wave 1. At this time, a small percentage of the current LCSA sample (approximately 2%) includes tribally-enrolled persons who live *off* the reservation who have voluntarily chosen to participate in the LCSA study. These individuals are included in the aggregate data for this study.

- *Family and Community Case Study (FCCS).* In year 3, FCCS collected data from only one tribal community located in the central region of the state. In this community, data were collected from 7 primary caregivers, 2 children (only two children met the criteria) and 6 stakeholders. FCCS plans to collect data from each of the four tribal communities from which approval was granted.

Database Development & Maintenance

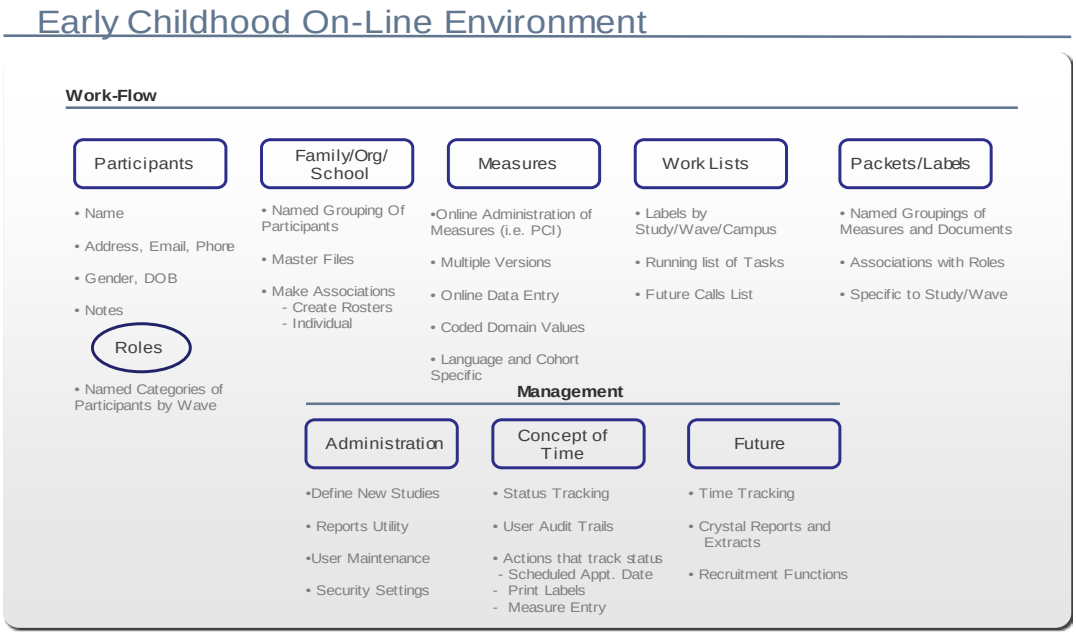
Overview

FTFEE has developed computer-assisted and web-based applications and databases to support the ongoing flow of project work, statewide data collection efforts, data entry procedures, and the data analysis needs of multiple studies that are simultaneously underway.

The web-based application, ECOLE (Early Childhood Online Learning Environment), provides a comprehensive environment for creating and managing multiple collaborative integrated research studies. ECOLE is a highly secure application with the potential to supply researchers with the framework required for implementing and managing the day-to-day tasks of research. It can also generate meaningful reports by connecting the data with various statistical analytical tools. The system also has components for managing and tracking field operations.

FTFEE has also developed a laptop-based application, SAM (Stand Alone Measure), that enables collection of complex information more accurately. Data collectors are able to directly enter data into the computerized measure thereby enhancing the accuracy of the data gathered. The data are then directly uploaded to ECOLE at regular intervals.

The following figure provides an overview of the main aspects of ECOLE's function items.



Overview of ECOLE web-based system

Year 3 Activities

Over the last year ECOLE has been improved to better address the complexity of FTFEE. For example, study participant data must capture family relationships (e.g., when multiple children are assessed in one family) as well as connections to the many services a family may access in the community. ECOLE functionality has been developed and refined to support these needs.

Starting with recruiting, ECOLE collects participant data and the relationships among the various pieces of data that are collected about a child. Family and organizational relationships are also identified and created in ECOLE. Status tracking of the child, the family, and any organizations is continually updated as the participant moves through the recruitment, assessment and ultimately the retention process of our studies.

A system for mapping the services children and families receive has also been built into ECOLE. FTF strategies, grantees, programs, and services are all identified as service “structures” and linked within ECOLE to provide a map (or picture) of the available statewide early care and education services. Database functions have been developed to link study children and families to these ECOLE service structures. FTFEE continues to evolve our statewide internal work procedures to standardize the linking between children and families participating in the studies and these services on a statewide basis. The ability to link children and families to the services they receive will offer rich possibilities for conducting detailed analysis of how services, both FTF-funded and non FTF-funded, affect children in Arizona.

Data Collection

The development of the Stand Alone Measure, SAM, allows data collectors to administer assessments using a laptop, whether or not the data collector is connected to the Internet. SAM includes a secure framework for immediate and timely upload of assessment measure information to the ECOLE database. Uploaded data are available immediately for quality assurance review and data analysis. Testing has shown that assessment data captured through SAM is of higher quality with fewer errors than the paper-based counterpart. The development of SAM reduced data entry time by 66%.

Creating Reports

UA, ASU and NAU personnel interact with ECOLE on a daily basis to ensure timeliness and completeness of the data collected for each of the study participants. ECOLE is an integral part of our day to day workflow. It provides useful reports that help manage our quality assurance processes, helping the project oversee the complex, ongoing evaluation and project management tasks.

To help with reporting, the database team developed a series of readily accessible reports on recruitment and scheduling, primary caregivers, and statistical summaries of assessment information that project management teams use to better determine workflow and project goals.

Reports are available that support quality assurance, data analysis, and management oversight. FTFEE also recently integrated Microsoft SQL Server Report Services (SSRS) tools into the ECOLE system. In the near future, all reports will be rendered through SSRS to provide a seamless integration for creating reports. SSRS also has the potential to securely allow selected users the ability to create their own custom reports.

Database Maintenance

Database maintenance required that we rebuild the FTFEE test server configuration. The database was moved from its original single server location to a cluster of computers to ensure that all applications continue to run even if problems occur within one part of the system. The new configuration insures that data entry and data analysis can continue to operate smoothly and that any interruptions in service are minimized. We also instituted stricter search and creation rules for participants and organizations in ECOLE to limit the possibility of entering duplicate information.

FTFEE PROJECT-RELATED PRESENTATIONS

Few projects around the country have the scope of FTFEE. The project design, methods and "lessons learned" in undertaking this research have important implications for researchers around the country.

During 2010-2011, team members disseminated project work through 16 presentations at nine local and national conferences.

- Angeles, G. & Soto, S. (October 2010). *Issues of Representation: Sampling and Focal Family Selection in a Statewide Evaluation Project.* Paper presented at 109th annual conference for the American Anthropological Association , New Orleans, LA.

- Angeles, G. & Swadener, B. (May 2011). *Challenges to Creating and Organizing a Statewide Qualitative Study*. Paper presented at the 7th annual International Congress on Qualitative Inquiry (ICQI), Urbana-Champaign, IL.

- Cimetta, A., Sutton, T., Abman, K., Yaden, D., Perry, N., & Polasky, S. (2011, May). *Evaluating School Readiness in Arizona: A Partial Blueprint for Arizona's First Things First Statewide Early Childhood Initiative*. Paper presented at the Annual Smart Start Conference, Greensboro, NC.

- Enz, B., Colling, L., Eversman, K., Nagasawa, M., Okraski, R., Polasky, S., & Walton, L. (2010, November). *Assessment and the Primary Teacher: Developing and Implementing Effective Instructional and Assessment Strategies.* Session for the Annual Meeting of the Southern Arizona Association for the Education of Young Children, Tucson, AZ.

- Enz B., Horn, R., Prior, J., Perry, N., Yaden, D., & Marx, R. (2011, May). *Be Careful What You Wish for: Lessons Learned From Conducting a Statewide Readiness Study*. Poster session presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

- Enz, B.J., Perry, N., Swadener, E., Yaden, D., & Marx, R. (2010). *Evaluating First Things First: Arizona's Initiative to Support Families and Communities*. Association for Childhood Education International. Phoenix, AZ.

- Holiday, D. (October 2010). *Data Coding in a Large-Scale Qualitative Project: How Many is Too Many Cooks in the Kitchen?* Paper presented at 109th annual conference for the American Anthropological Association, New Orleans, LA.

- Holiday, D. & Applequist, K. (May 2011). *Insiders' Perspectives on the System of Early Childhood Services in Arizona.* Paper presented at the 7th annual International Congress on Qualitative Inquiry, Urbana-Champaign, IL.

- Joanou, J. & Iddings, C. (May 2011). *Including Primary Caregivers' Perspectives in a Statewide Early Childhood Evaluation.* Paper presented at the 7th annual International Congress on Qualitative Inquiry, Urbana-Champaign, IL.

- Lunders, C. (October 2010). *Interview Families, Stakeholders and Children: Understanding the Challenges and Dynamics of Research by Proxy.* Paper presented at 109th annual conference for the American Anthropological Association (AAA), New Orleans, LA.

- Peters, L. & Swadener, B. (2011, May). *Transcending "Adultism" to Honor Children's Unmediated Voices: Experiences from a Large Scale Case Study Project*. Paper presented at the annual meeting of International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

- Peters, L. & Swadener, B. (2011, May). *Children's Experiences of Becoming Kindergarteners: Findings from a Statewide Case Study Project.* Paper presented at the annual meeting of International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

- Polasky, S., Nagasawa, M., Perry, N., & Enz, B. (2011, March). *The Socioemotional Development of Arizona's Kindergarteners: Results from a Statewide Assessment of School Readiness.* Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, CA.

- Prior, J., & Horn, R. (2010, October). *Building Community in Preparation for School Readiness: Lessons Learned From a Large-Scaled Study*. Paper presented at the 17th Annual Conference for the American Association for Teaching and Curriculum, St. Louis, MO.

- Soto, S. & Tobin, J. (May 2011). *The Development of a Coding System for a Large-Scale Project.* Paper presented at the 7th annual International Congress on Qualitative Inquiry (ICQI), Urbana-Champaign, IL.

- Swadener, B., Peters, L., Holiday, D., & Gaches, S. (2011, May). *Engaging Children in Research Processes: A Children's Rights Based Approach.* A symposium at the biennial meeting of the UNA Global learning initiative on children and ethnic diversity.

Institutional Review Board Procedures

Overview

All research conducted at any of the three universities that are part of the FTFEE consortium is overseen by an Institutional Review Board (IRB) that ensures the research study in question is conducted ethically and is in compliance with Federal regulations about conducting research with children and families. FTFEE research studies are conducted statewide and are governed by the Arizona Board of Regents' Reciprocity agreement by which the IRB office at one university can assume the role of the main body overseeing the complete FTFEE evaluation project.

For FTFEE, the main oversight for IRB issues resides at the University of Arizona (UA). All study proposals and supporting documentation are submitted first to the UA IRB office. After the UA IRB has approved the study and/or changes to the original study, the approvals are then forwarded to the IRB offices at ASU and NAU and their approvals are received and documented.

At the University of Arizona, the department that oversees the conduct of research university-wide is the Office for the Responsible Conduct of Research. Within this larger department is a subdivision called the Office of Human Subjects Protection Programs (HSPP) that is responsible for ensuring that all research with human participants is conducted in an ethical and responsible manner with minimum risk to the participants. Any study that is conducted at UA is first submitted to and approved by the University's HSPP office. The HSPP is overseen by the Department of Health & Human Services (HHS) and Office for Human Research Protections (OHRP).

All materials submitted to the IRB go through a process of review by IRB staff and faculty researchers. In addition, IRB ensures that all FTFEE project members have human subjects training and are certified to conduct research.

The IRB process includes several procedures designed to ensure that all research projects, including FTFEE, operate in a safe and ethical manner. The following forms and processes are part of IRB requirements for review and approval:

Verification of Training Form (VOTF): This form is required of all key personnel who are involved in a research study and verifies that individuals who will be working with potential children and families in our project and/or handling the data (collection and/or analysis) have completed the appropriate training. Any person who is not listed on the VOTF cannot engage with participants and/or handle the data. Any person who handles data must have completed human subjects training and submit proof of completion at the time of being hired on the project. All FTFEE personnel have completed either the Collaborative Institutional Training Initiative (CITI) or the National Institute of Health (NIH) training on research ethics and compliance.

Project Review Form (PRF): This is the initial project review form submitted to the IRB office as part of the complete application packet for seeking approval for a new research study. All documents that are referred to in the PRF also have to be submitted as appendices to the PRF.

Continuing Review: Every research study has to undergo an annual review in order to be considered active and ongoing. All IRB approvals on consent documents are valid for one year from the date of approval. The UA IRB office requires that documents for Continuing Review purposes be submitted at least 45 days before the date the existing approval ends. Any research studies that do not follow this requirement are considered closed and a new project proposal must be submitted to continue the project. As part of the packet of documents for Continuing Review, FTFEE has to submit a Completed Application for Continuing Review for each of the three studies and provide information including a summary of interim findings, any new literature references, a report discussing the withdrawal of study participants, and a review of complaints from participants or non-participants about the study. Any substantial changes to the original proposal such as revised study protocols, changes to the study design, sampling plans, and adjustments or modifications of recruitment or data collection procedures requires the submission of a revised Project Review Form.

Request for Modification: Each time a change is made to the project proposal (sample size, design, consenting or testing instruments, questionnaires/surveys, or protocols), a Request for Modification is submitted to the IRB office. Implementing a change to a study without submitting a Request for Modification will constitute a violation and/or deviation from protocol. All violations/deviations must be reported to the IRB office within ten business days of discovering the violation.

Year 3 Activities

Throughout year 3 of the project, FTFEE had ongoing interactions with the UA IRB office. The following tables provide an overview of the IRB process and activities for AKRS, LCSA and FCCS. The tables include the materials submitted to IRB and the dates of approval since inception of the project as well as for the past year.

Arizona Kindergarten Readiness Study (AKRS) IRB Process			
Study Part	*Dates and Documents Submitted*	*Dates of Approval*	*Notes*
LAUNCH, WAVE I & PILOT (Original Proposal)	05/29/09: Project Review Form (PRF) and Verification of Training Form (VOTF) 06/29/09: Consent & Recruitment material, Instruments & Proposal, including: -Guardian, Child, Teacher Consenting Instruments; Guardian Telephone Script & Letter of Explanation, Teacher Telephone Script & Letter; Protocol sheets for all test instruments submitted – Battelle, PALS Pre-K, REMA, PLS & DECA—and for measuring height and weight, guardian & teacher questionnaire -FTF Proposal for External Evaluation (reviewed by both UA IRB & Native American Consultant)	Approved on 07/27/09	-Consenting instruments submitted in English and Spanish versions. -The original proposal also stated that we will be piloting our test instruments and questionnaires in order to test reliability and validity. The pilot was conducted statewide on a total of 100 children. Recruitment scripts were also tested to understand the effectiveness of our procedures to initiate contact with school districts/schools.
POST-PILOT CHANGES	09/29/09: Request for Modification form and Amendments submitted to the IRB office post-pilot to accommodate the lessons we had learned from the field. The following documents were submitted: -Guardian Informed Consent -Child Assent -Guardian In-Person meeting Script -Guardian Letter of Explanation -Teacher Letter of Explanation -Teacher Disclosure Form	Approved on 10/01/09	-Both English & Spanish versions changed -Some of the changes requested: a) Child Assent reworded in simpler language. In the original, children did not understand and data collectors had to explain the document before asking child to sign it. b) Consent forms and letters of explanation changed after pilot to inform parents that the activities were actually taking longer than estimated (between 2-3.5 hours with regular breaks for child as needed). c) Recruitment procedures were refined based on experiences in the pilot.

Longitudinal Child Study of Arizona (LCSA) IRB Process (*Note*: Originally titled "Longitudinal Child Cohort Study—LCCS")			
Study Part	*Dates and Documents Submitted*	*Dates of Approval*	*Notes*
LCCS PILOT	11/24/09: Project Review Form (PRF) and Materials to pilot study including: -Consenting Instruments -Recruitment Materials (Forms, Scripts, Flyers) -Site Authorization -Infant, 3-year old, Kindergartener Guardian Interviews -Family Information Sheet and Mail-Ahead Questionnaire -FTF Proposal for External Evaluation -FTFEE's responses to FTF Staff's questions -FTFEE Grantee Agreement: Yr. 1 and Yr. 2 extensions 03/01/10: Pilot documents revised and resubmitted	Approved on 12/09/09 Revised pilot documents approved on 03/03/10	-Only English versions of documents were used for the Pilot.
LCCS	07/21/09: Revised PRF and materials, including: -Consenting instruments -Verification of Training Form (VOTF) -Recruitment Materials (Guardian Recruitment Flyer & Script; Guardian, Teacher & Administrator Letter of Explanation; Radio Script, Newspaper Ad, Administrator Script, & Recruitment Sign & Form) -Surveys/Questionnaires (Protocol sheets for all test instruments – Battelle, PALS Pre-K, TEMA- 3, PLS & DECA. Protocol sheets submitted for measuring height and weight), Guardian Interview Questionnaires, Family Information Sheet, Mail-Ahead Questionnaire. -FTF Proposal for External Evaluation 11/24/09:FTFEE's responses to FTF Staff's questions; Yr. 1 & Yr. 2 Extension for FTFEE Grantee Agreement	Approved on 12/09/09	-The original PRF was submitted to IRB in July 2009. After an initial review, the IRB office offered various suggestions to revise the language in the proposal and documents. The necessary changes were completed and submitted in November 2009 and the study was approved in December 2009.

IRB Continuation and Change of Study Name to Longitudinal Child Study of Arizona			
Study Part	*Dates and Documents Submitted*	*Dates of Approval*	*Notes*
LONGITUDINAL CHILD STUDY OF ARIZONA (LCSA)	01/29/10: Request for Modification was submitted to change the name of the study from LCCS to LCSA along with changes to recruitment fliers and scripts.	Approved on 02/09/10	
	02/11/10: Request for Modification was submitted to change one of the direct child measures. PLS was dropped and replaced with DCCS (Dimensional Change Card Sort).	Approved on 02/22/10	
	03/17/10: Application for National Institute of Health (NIH) Certificate of Confidentiality for LCSA.	Approved by **NIH** on 04/09/10	This document was submitted to the NIH and after it was approved, the consent documents were modified accordingly to indicate that the COC had been approved. The modified documents were then submitted to the UA IRB office for approval.
	03/24/10: Protocol changes (Pilot documents revised for use in LCSA launch study), revised factsheet for families, revised initial guardian script and primary caregiver script, and revised new LCSA Administrator/Supervisor questionnaire.	Approved on 03/30/10	
	10/13/10: Developed Retention materials for LCSA (Thank You postcards and Birthday postcards in English & Spanish)	Approved on 10/20/10	

Family and Community Case Study (FCCS) IRB Process			
Study Part	*Dates and Documents Submitted*	*Dates of Approval*	*Notes*
FAMILY & COMMUNITY CASE STUDY (Original Proposal)	07/14/09: Project Review Form (PRF) and Study materials including: -Guardian and Stakeholder Informed Consent; Child Assent -Recruitment Materials (Signs, Scripts, Letters) -Surveys/Questionnaires (First Guardian Interview, Second Guardian Interview, Child Interview, stakeholder Interview) -First Things First Proposal for External Evaluation -FTFEE Responses to FTF Staff Questions -FTFEE Grantee Agreement: Yrs. 1 & 2 extensions	Approved on 08/24/09	- Recruitment materials and consenting documents submitted in English and Spanish.
	08/03/10: Continuing Review Application 10/19/10: Second submission	Continuing review approved on 08/13/10 Second submission approved on 10/26/10; valid until 08/23/11	-Original application for Continuing Review did not have the necessary modifications made to the consent documents and VOTF in terms of the correct contact name and phone number to call in case of emergencies or complaints due to changes in personnel. The revised documents were submitted the second time in October 2010 and were subsequently approved.

Advisory Board

The FTFEE Advisory Board includes members with a wide variety of expertise and experience in early care and education, research in early childhood education and large scale research projects. In addition to representatives from the FTF State Agency and Governing Board, the FTFEE Advisory Board also includes researchers from around the country.

Advisory Board Members

W. Steven Barnett
W. Steven Barnett is a Board of Governors Professor and Co-Director of the National Institute for Early Education Research (NIEER) at Rutgers University. His research includes studies of the economics of early care and education including costs and benefits, the long term effects of preschool programs on children's learning and development, and the distribution of educational opportunities. He most recently authored *Research on preschool education and its lasting effects: Research and policy implications* for the Education and Public Interest Center & Education Policy Research Unit.

Maryann Santos de Barona
Maryann Santos de Barona joined Purdue University as the Dean of the College of Education in July 2009. She arrived from Arizona State University where she was senior associate dean for academic programs and personnel with the Mary Lou Fulton College of Education. Dr. Santos de Barona also served as a school psychology training director, has published over 40 refereed manuscripts and book chapters, and wrote and administered several grants. Her research interests include the assessment of ethnic minority children and adolescents, P-20 pipeline education issues to include high school completion and college attendance, and women's issues.

Diane Bricker
Diane Bricker is a retired professor and former director of the COE Early Intervention Program, has focused her professional and research interests on young children within their family context

who are at risk and who have disabilities. Bricker has an abiding interest in the preparation of early intervention leadership personnel. For over three decades the Early Intervention Program has graduated students who now fill leadership positions in institutions of higher education, who contribute to research efforts in the field and who in turn, prepare the next generation of early intervention personnel.

Donna M. Bryant
Donna M. Bryant is a senior scientist at the FPG Child Development Institute and a research professor in the School of Education at the University of North Carolina at Chapel Hill. She has conducted studies of center-based child care, family child care, and family and health services as well as early intervention and prevention for children at risk for developmental disabilities. Dr. Bryant recently lead the Child Care Bureau-funded QUINCE study (Quality Interventions for Early Care and Education), a 5-state study of quality enhancement interventions.

Patricia Edwards
Patricia A. Edwards is a Distinguished Professor of Language and Literacy at Michigan State University. She is the 2010-2011 President of the International Reading Association, the largest literacy practitioner organization in the world. Dr. Edwards is the author and co-editor of many books and of two nationally acclaimed family literacy programs: Parents as Partners in Reading: A Family Literacy Training Program and Talking Your Way to Literacy: A Program to Help Nonreading Parents Prepare Their Children for Reading. Dr. Edward's research focuses on family literacy, home-school partnerships, and parental involvement.

Joan LaFrance
Joan LaFrance is owner of Mekinak Consulting, a management and evaluation service specializing in program evaluation, research, and management studies. In addition to doing program evaluation of educational, social services and health programs, Mekinak Consulting has developed a specialized expertise in providing services to Indian tribes and organizations. Dr. LaFrance is currently working with the American Indian Higher Education Consortium to develop an Indigenous framework for evaluation.

Robert Rueda
Robert Rueda is the Stephen H. Crocker Professor of Education in the area of Psychology in Education at the Rossier School of Education at the University of Southern California. His research has centered on the sociocultural basis of motivation, learning, and instruction, with a focus reading and literacy in English learners, and students in at-risk conditions, and he teaches courses in learning and motivation. He served as a panel member on the National Academy of Science Report on the Overrepresentation of Minority Students in Special Education, and also served as a member of the National Literacy Panel (SRI International and Center for Applied Linguistics) looking at issues in early reading with English language learners.

Catherine Snow
Catherine Snow is the Henry Lee Shattuck Professor of Education at the Harvard Graduate School of Education. Her research interests include children's language development as influenced by interaction with adults in home and preschool settings, literacy development as related to language skills and as influenced by home and school factors, and issues related to the acquisition of English oral and literacy skills by language minority children. Dr. Snow has co-authored books on language development and on literacy development (e.g., *Unfulfilled Expectations: Home and School Influences on Literacy*), and published widely on these topics in referred journals and edited volumes.

Kyle Snow
Kyle Snow is currently Senior Scholar and Director of the Center for Applied Research, at the National Association for the Education of Young Children (NAEYC). Prior to joining NAEYC in 2010, Dr. Snow was a senior research psychologist at Research Triangle International (RTI), where he was the Principal Investigator for the Early Childhood Longitudinal Study-Birth cohort study (ECLS-B). Prior to joining RTI in 2005, Dr. Snow was the Director of the National Institute of Child Health & Human Development Program in Early Learning and School Readiness. His areas of specialization include infant and child development, the interface between early social and cognitive development, and children's transition to school. Dr. Snow is co-editor (and contributing author) of *School Readiness, Early Learning, and the Transition to Kindergarten in the era of Accountability.*

Eugene W. Thompson
Eugene W. Thompson was appointed to the Arizona Child Development and Health Board (First Things First) by then Governor Janet Napolitano in 2007 to serve a six year term and currently serves as the FTF Board Chair. After earning his doctorate at Western Michigan University he moved to key leadership roles including: Director of Curriculum, Director of Evaluation and School District Superintendent in Alaska, Alabama, Indiana, and Michigan. He has also served as a University Administrator and professor at the University of Alabama at Birmingham, Bowling Green State University and Western Michigan University.

John J. McArdle (Project Consultant)
John J. McArdle, Ph.D., is Senior Professor of Psychology at the University of Southern California where he heads the Quantitative Methods training program and is Chair of the research Committee. He teaches classes in topics in psychometrics, multivariate analysis, longitudinal data analysis, exploratory data mining, and structural equation modeling. His research has been focused on age-sensitive methods for psychological and educational measurement and longitudinal data analysis including publications in factor analysis, growth curve analysis, and dynamic modeling of adult cognitive abilities. Working with the American Psychological Association he has led the Advanced Training Institute's on both Longitudinal Structural Equation Modeling (2000-2010) and Exploratory Data Mining (2009-2010).

2011 Advisory Board Recommendations

The Advisory Board met with members of the FTFEE research team on June 16-17, 2011 in Tucson. FTFEE faculty and staff members gave brief presentations on the status of the Arizona Kindergarten Readiness Study, the Longitudinal Child Study of Arizona and the Family and Community Case Study. The presentations highlighted three areas: a) initial design of the study (or intervention); b) current status or analysis of progress to date; and c) central issues in moving forward. The Advisory Board was asked to provide recommendations about design, methods, implementation and data analysis to guide FTFEE studies in the future.

First, the Advisory Board commented on the complexity of the FTFEE project and how the multiple constituencies and competing interests and viewpoints are to be expected with a project of this scope. They also noted they were "deeply impressed" with the progress made on the FTFEE project. Second, the Advisory Board commented on the larger social, political, and economic setting in Arizona. The state's economic downturn has resulted in more job loss, an overall decrease in funding for programs and services throughout the state, and increased levels of poverty and associated risk factors. The Advisory Board stressed that these issues increase the number and severity of risk factors that impact early childhood development, and decrease the willingness of families to access services and participate in this evaluation.

While affirming the overall values and direction of the current FTFEE studies, the Advisory Board also recommended the following:

> *Design Issues:* FTFEE should consider a) exploring smaller scale studies that look at specific indicators of success or examine the extent to which children have received different levels of exposure to services due to random factors (such as residence) and b) review the findings of the British Sure Start evaluation project, which is similar to FTFEE.
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> *Sampling*: FTFEE should continue to investigate a) ways to include participants from Native American tribal lands and communities in the overall samples (although they commended steps taken so far), b) how the political climate in Arizona (e.g., immigration legislation) may lead to differential attrition of participants, and c) how families access all early care services, regardless of funding source.
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> *Data Analysis*: FTFEE should a) examine the impact of various levels of FTF-funded services and programs through a "dosage effect," b) further define the expected outcomes of the system of early care services and programs supported by FTF, c) begin analyzing data now (rather than waiting for the completion of data collection), and further refine the analysis as additional data are collected and cataloged in the online database and d) assess the characteristics of those children who drop out of the study in order to determine whether there are differences between those who do and do not stay in the study, which will help determine "selection effects" and guide analysis and interpretation of results.