

UNIVERSITY OF ARIZONA, ARIZONA STATE UNIVERSITY, NORTHERN ARIZONA UNIVERSITY

ABOR Tri-University Consortium

UNIVERSITY OF ARIZONA, ARIZONA STATE UNIVERSITY, NORTHERN ARIZONA UNIVERSITY

Presenters

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Phoenix, Arizona
June 15, 2010

FIRST THINGS FIRST EXTERNAL EVALUATION

Overview

- ❑ Project Status – Evaluation Studies
- ❑ Kindergarten Readiness
- ❑ Family Community Case Study
- ❑ FTF System Outcomes
- ❑ Next Steps



FTF Board Meeting - June 15, 2010



PROJECT STATUS

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THREE SIMULTANEOUS STUDIES

Readiness Study – A snapshot of Arizona kindergarten children

Developmental assessments of children, health measures, surveys with guardians/teachers...up to 1200 different children each wave.

Wave 1 – Fall 2009; Wave 2 – Spring/Summer 2011

Longitudinal Child Study of Arizona (LCSA)

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

Wave 1 – Spring/Summer/Fall 2010

Family and Community Case Study (FCCS)

Interviews and focus groups in homes and communities

Resulting in in-depth portraits of families, children, and community stakeholders across the state.

Wave 1 – Fall/Spring 2009-2010; Wave 2 – Fall/Spring 2010-2011

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KINDERGARTEN READINESS

A snapshot of Arizona kindergarten children

Wave 1 - 2009



FTF Report Writing - June 15, 2010

PURPOSE

To provide baseline data regarding:

- physical health
- socio-emotional development
- cognitive preparedness for kindergarten
- approaches to learning and alignment with developmental benchmarks as defined by Arizona's Early Learning Standards
- access to and use of health, educational and social services during the children's pre-kindergarten years

FTF Report Writing - June 15, 2010

METHODOLOGY - MEASURES

Direct Child Assessments

- Language
- Literacy
- Mathematics
- Height and Weight
- Motor skills

Questionnaires and Surveys

- Social-emotional skills
- Literacy
- Math skills
- Insurance: health and dental
- Overall health

F.T.F. Board Meeting - June 30, 2010

SAMPLE

- 34 Districts represented
- 82 Schools participated
- 206 Teachers returned questionnaires
- 1058 Guardian/Caregivers returned questionnaires
- 1145 Children assessed

F.T.F. Board Meeting - June 30, 2010

FIRST THINGS FIRST EXTERNAL EVALUATION

Schools

Number and (percentage) of school sites by region

	North	Central	South
Sample N=82	14 (17%)	43 (52%)	25 (30%)
State N=1292	181 (14%)	736 (57%)	375 (29%)

FTF Results Meeting - June 15, 2010

FIRST THINGS FIRST EXTERNAL EVALUATION

Schools

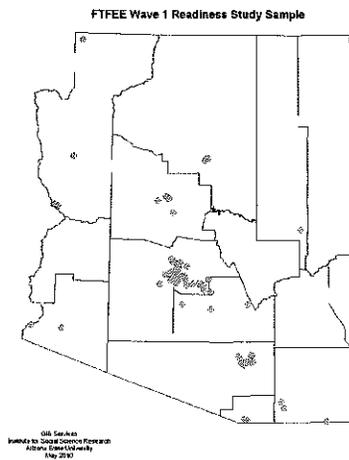
Percentage comparison of type of school between sample and state

	Public	Private	Charter
Sample	83%	7%	10%
State	73%	9%	18%

FTF Results Meeting - June 15, 2010

SCHOOLS

Geographical Distribution of the School Sites



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TEACHERS

- Gender
- Education level
- Certification

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FIRST THINGS FIRST EXTERNAL EVALUATION

TEACHER CHARACTERISTICS

19

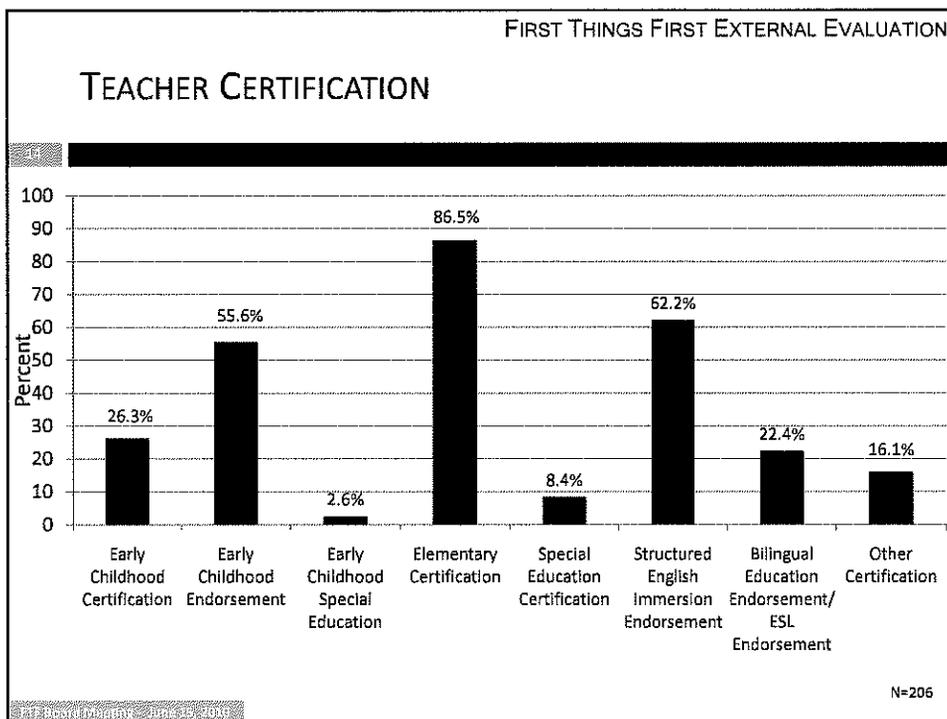
Gender

- ☐ 95.6% female
- ☐ 4.4% male

Education Level

- ☐ 53.7% Bachelors
- ☐ 45.8% Masters
- ☐ 0.5% Ph.D.

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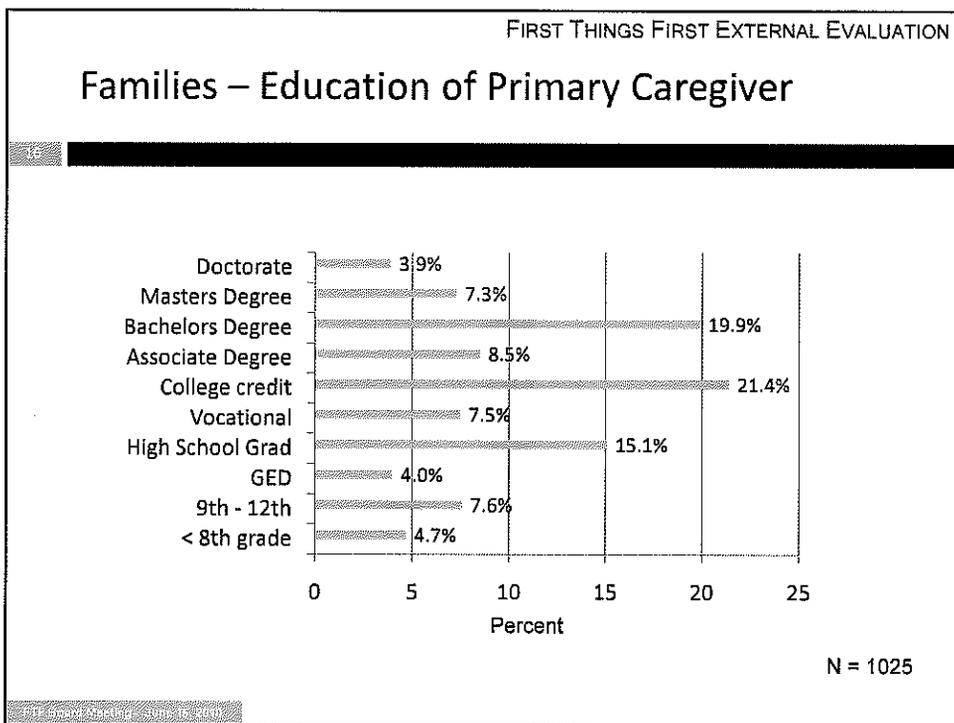


FIRST THINGS FIRST EXTERNAL EVALUATION

FAMILIES

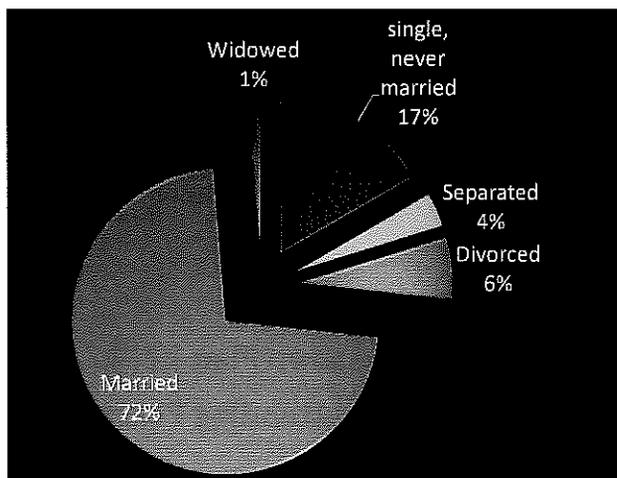
- Level of education of primary caregiver
- Family structure (marital status)
- Primary language spoken in the home

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FIRST THINGS FIRST EXTERNAL EVALUATION

FAMILY STRUCTURE

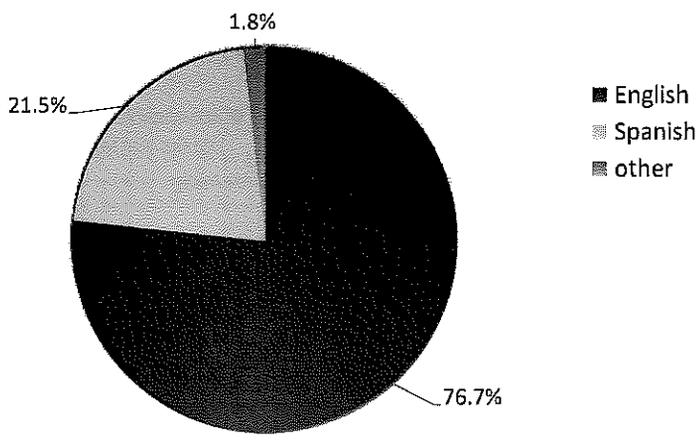


N=1046

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FIRST THINGS FIRST EXTERNAL EVALUATION

PRIMARY LANGUAGE SPOKEN IN HOME



N=1019

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CHILD CHARACTERISTICS

19

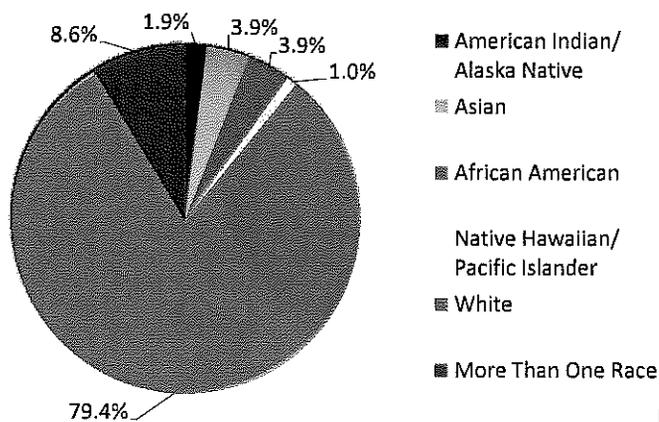
- Hispanic Status
- Race
- Gender
- Age
- Free or reduced lunch
- Individualized Education Plan (IEP)
- Percent of children attending Preschool

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Children – Hispanic Status and Race

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- 49.1% Hispanic
- Race



Hispanic N=1024
Race N=776

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Children - Demographics

- Gender
 - 48.7% female
 - 51.3% male

- Age
 - 1.0% under 5 yrs old
 - 68.3% 5 yrs – 5 yrs 11 mos.
 - 29.2% 6yrs – 6yrs 7 mos.
 - 1.5% older than 6 yrs 8 mos.

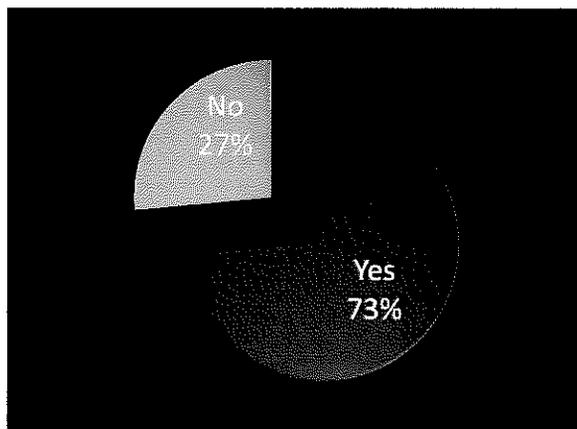
- Percent receiving free or reduced lunch
 - 51.3%

- Percent with an IEP
 - 5.5%

FTF Focus Meeting - June 17, 2010

Children - Preschool Attendance

Percent of children attending preschool prior to kindergarten



N = 1039

FTF Focus Meeting - June 16, 2010

DATA ANALYSIS

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Data Set Preparation

- Processes of data cleaning
- Statistical procedures for assigning weights

Analysis of Results

- Descriptive statistics provided for scores on direct child measures and teacher ratings
- Results displayed according to national norms and standard score distributions for appropriate direct child measures

FTF Board Meeting, June 17, 2010

RESULTS

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- Language
- Literacy
- Math
- Socio-emotional development
- Health

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LANGUAGE

25

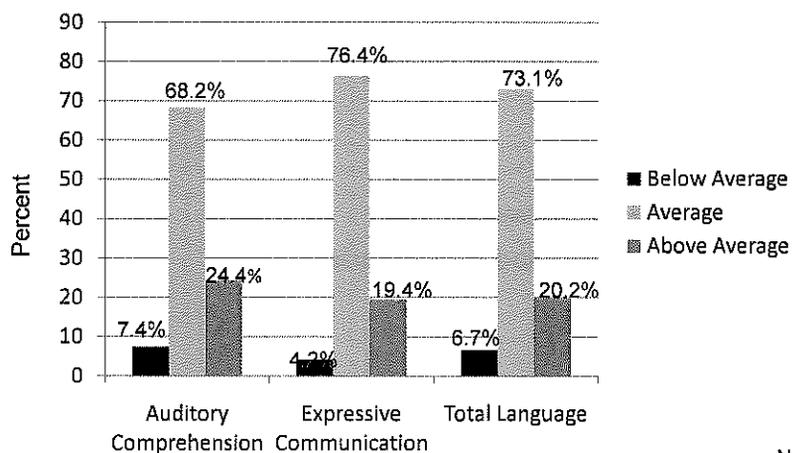
Preschool Language Scale

- ❑ English and Spanish versions administered
- ❑ Domains
 - ❑ Auditory Comprehension
Understanding Basic vocabulary, Basic Concepts, Grammatical markers
 - ❑ Expressive Communication
Object naming, Concepts of objects, Quantity, Pre-literacy skills (phonological awareness, story telling)
- ❑ Scoring: Domain and total scores
 - ❑ Below average
 - ❑ Average
 - ❑ Above average

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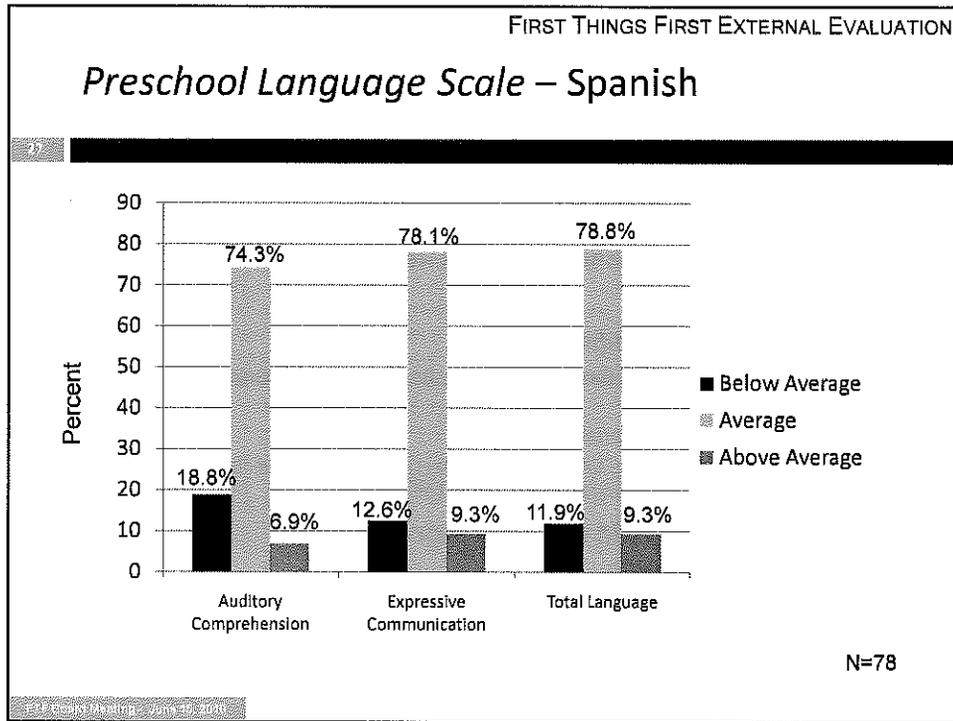
Preschool Language Scale – English

26



N=783

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- FIRST THINGS FIRST EXTERNAL EVALUATION
- ### LITERACY
- Phonological Awareness Literacy Screening Pre-K (PALS Pre-K)*
 - Guardian Questionnaire*
 - Reading books and telling stories
- EJ Public Reading, June 15, 2010

FIRST THINGS FIRST EXTERNAL EVALUATION

PALS Pre-K – Name Writing

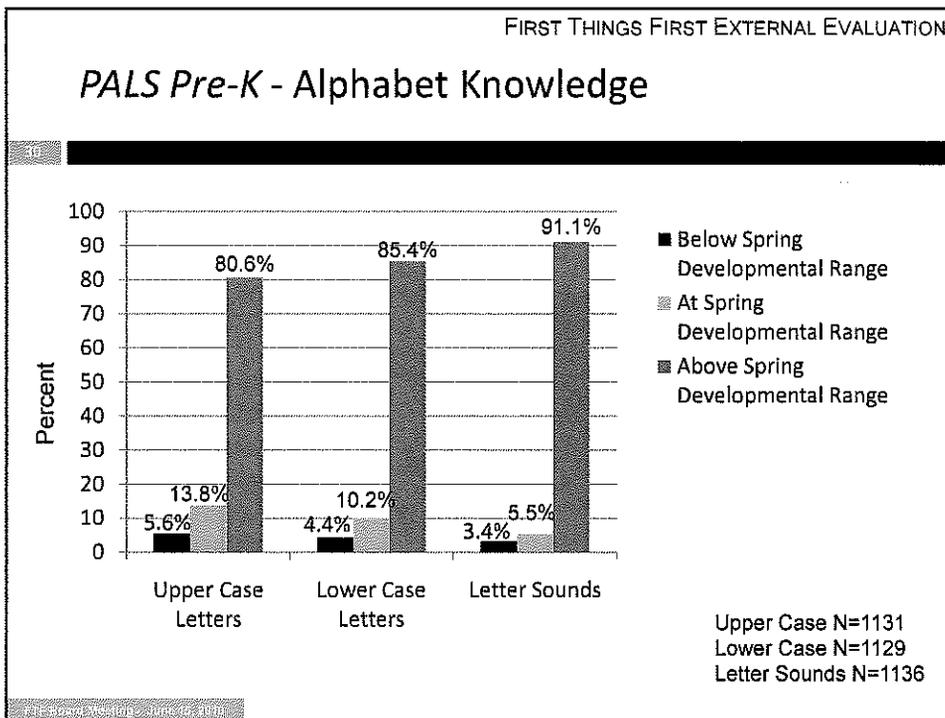
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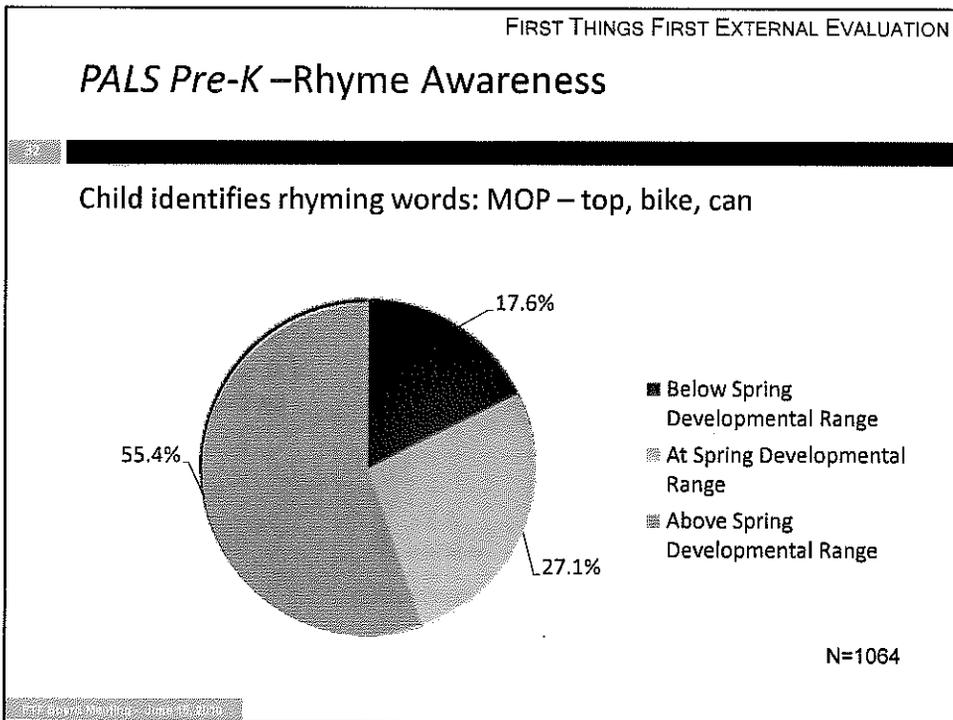
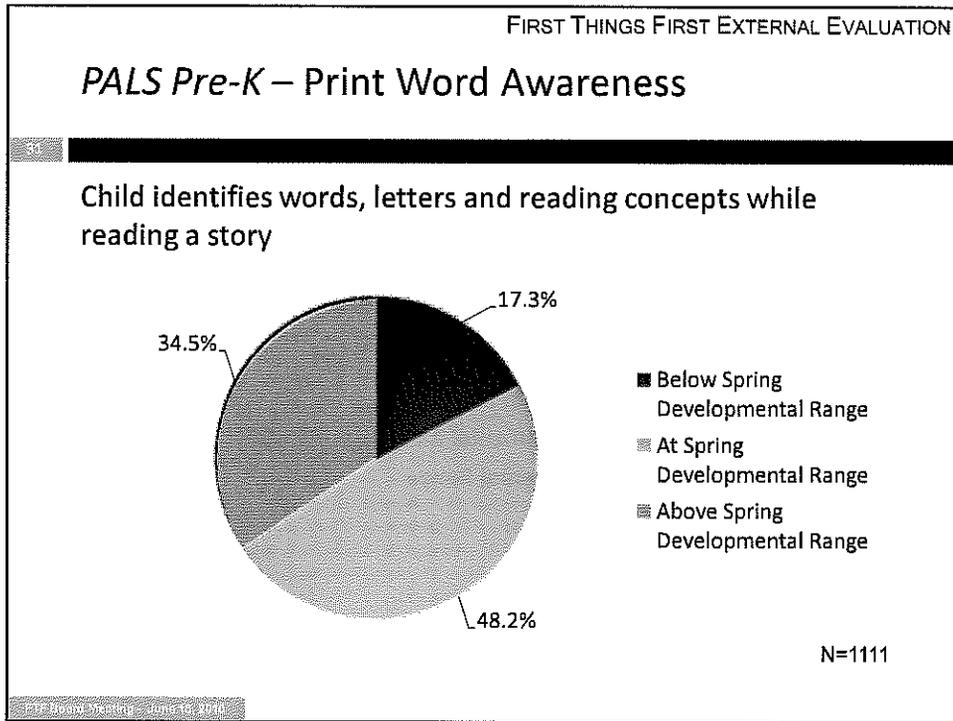
- ❑ Child is asked to write his/her name and draw a picture.

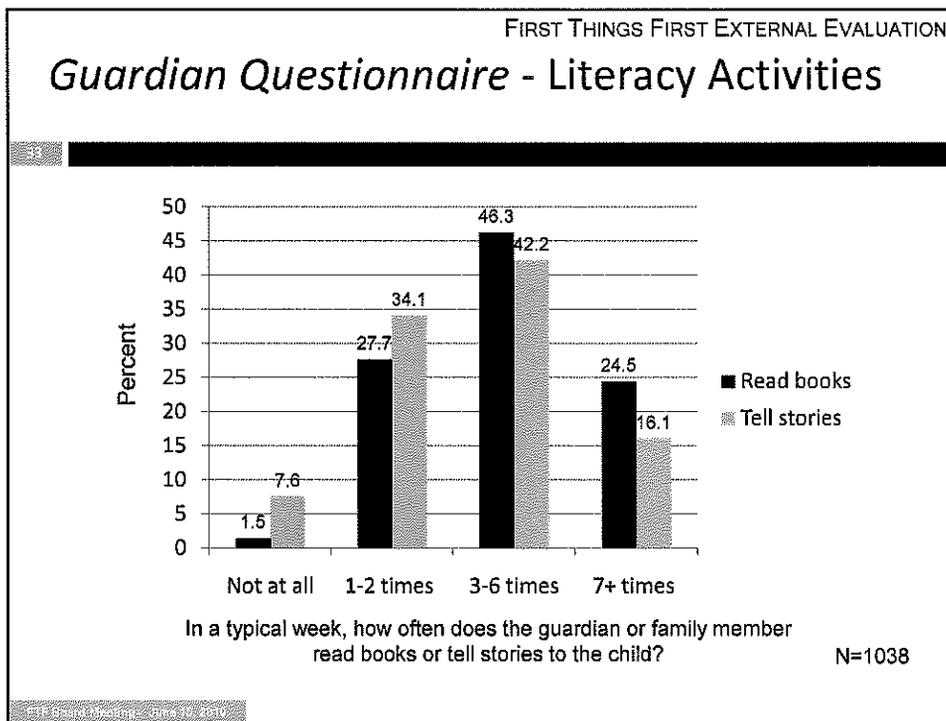
- ❑ Performance
 - ❑ 2.1% Below Spring Developmental Range
 - ❑ 97.9% At Spring Developmental Range

N=1063

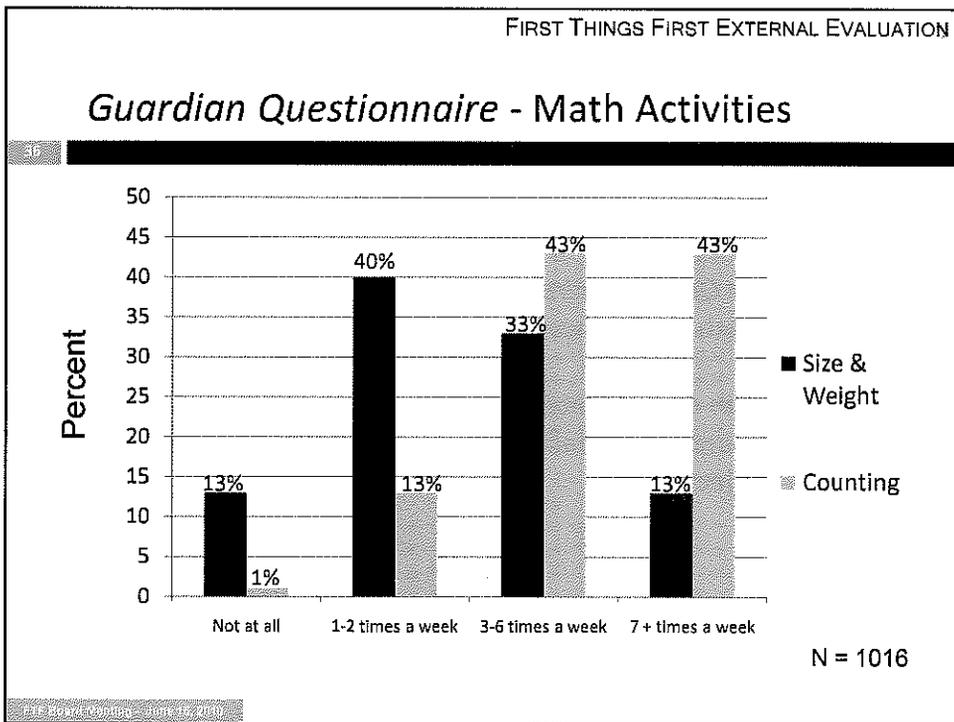
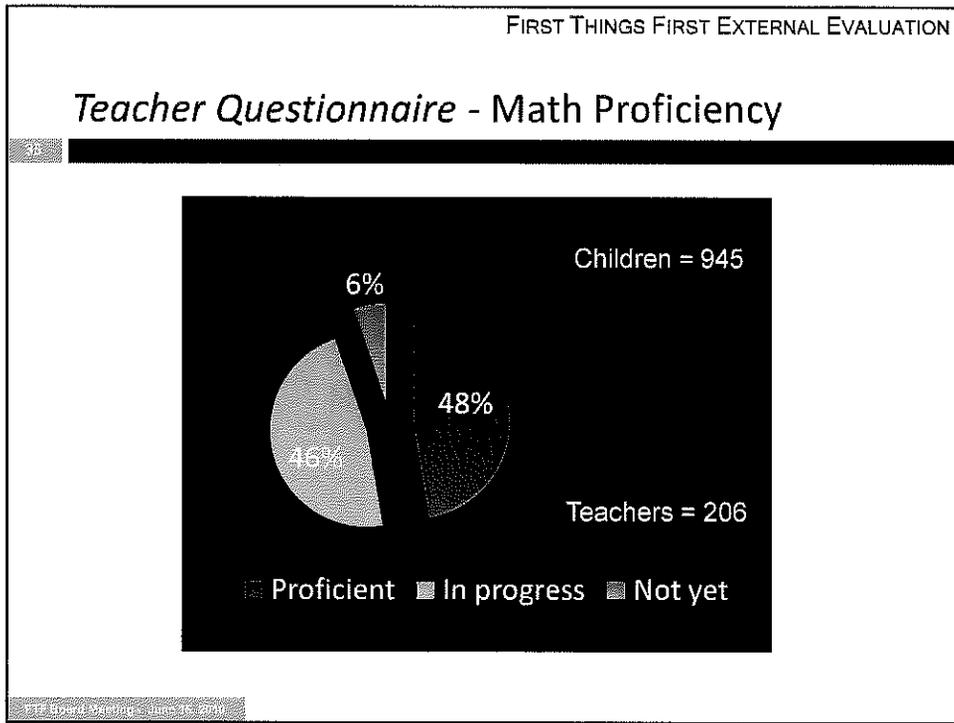
FT Board Meeting, June 16, 2010







- FIRST THINGS FIRST EXTERNAL EVALUATION
- ## MATH
- Teacher Questionnaire*
 - Math proficiency
 - Guardian Questionnaire*
 - Counting and talking about the size and weight of objects
- FIT Board Meeting - June 30, 2010



SOCIO-EMOTIONAL DEVELOPMENT

Devereux Early Childhood Assessment (DECA)

- ❑ Guardians and teachers completed
- ❑ Sample Questions

Protective Factors

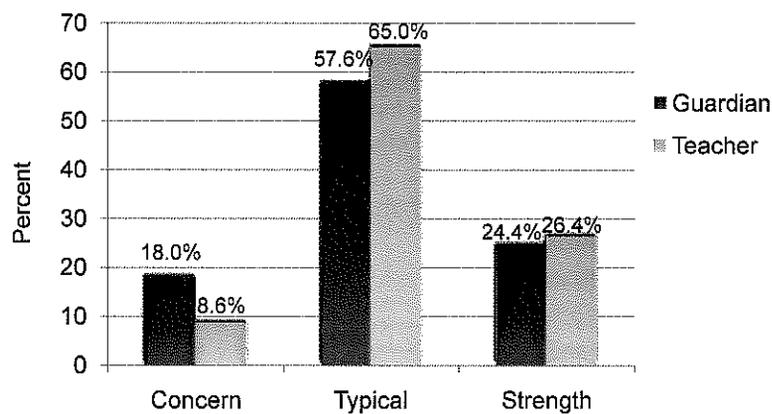
- **Initiative:** During the past 4 weeks, how often did the child choose to do a task that was challenging for her/him?
- **Self-control:** During the past 4 weeks, how often did the child handle frustration well?
- **Attachment:** During the past 4 weeks, how often did the child trust familiar adults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

Risk Factors

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

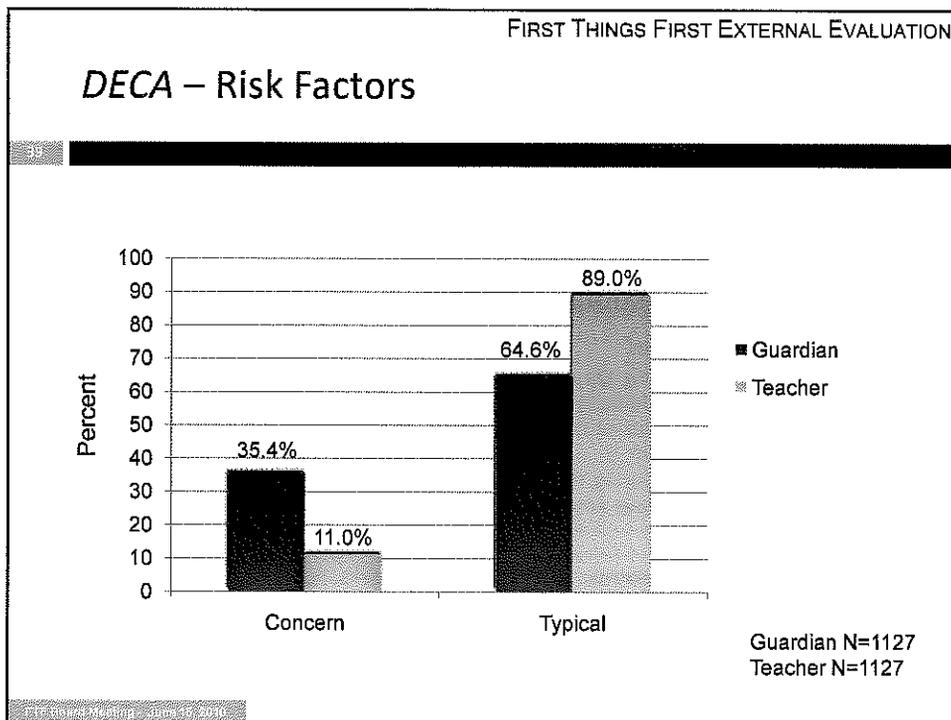
FFT Review Meeting - June 18, 2010

DECA – Protective Factors



Guardian N=1134
Teacher N=1122

FFT Review Meeting - June 18, 2010

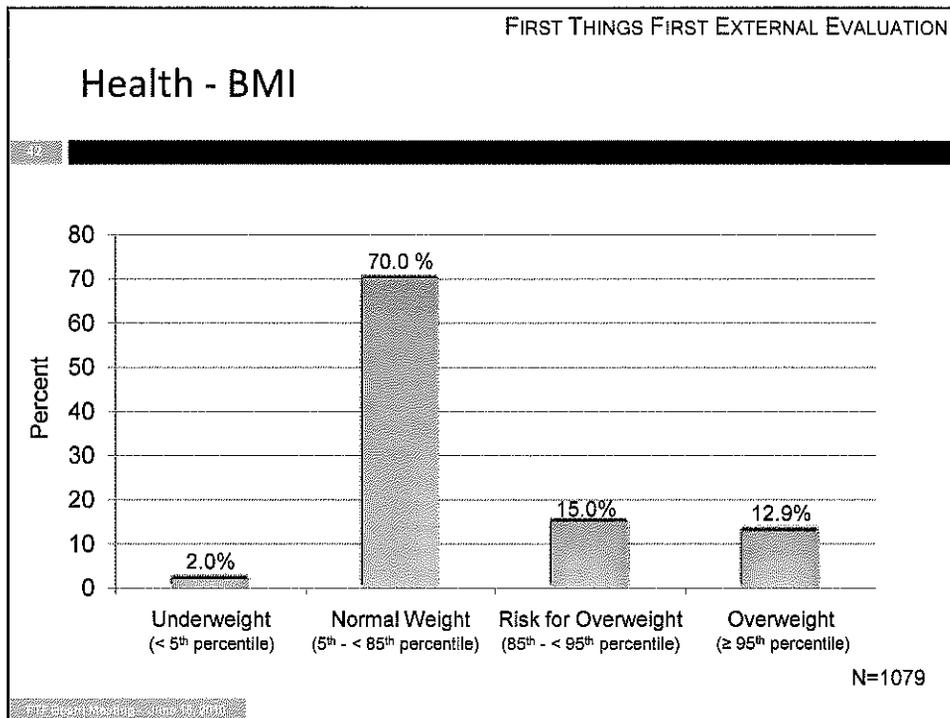
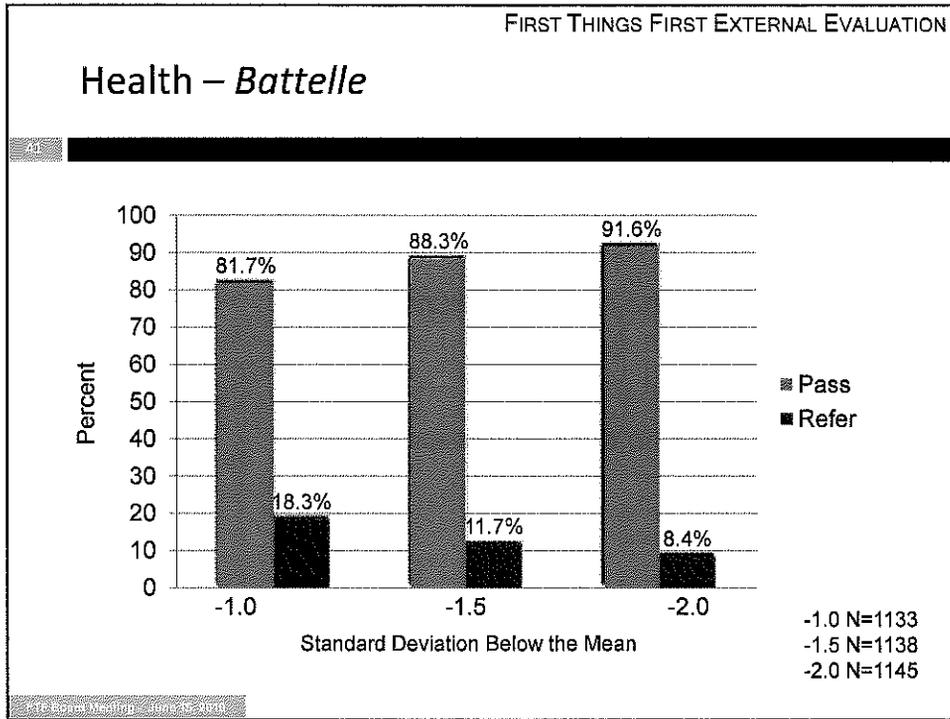


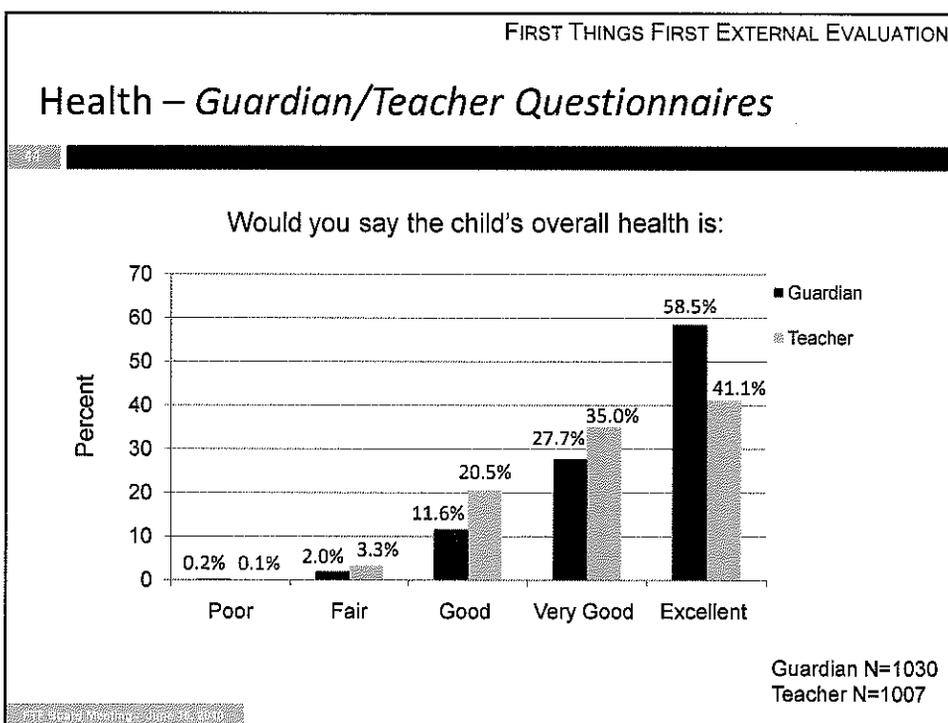
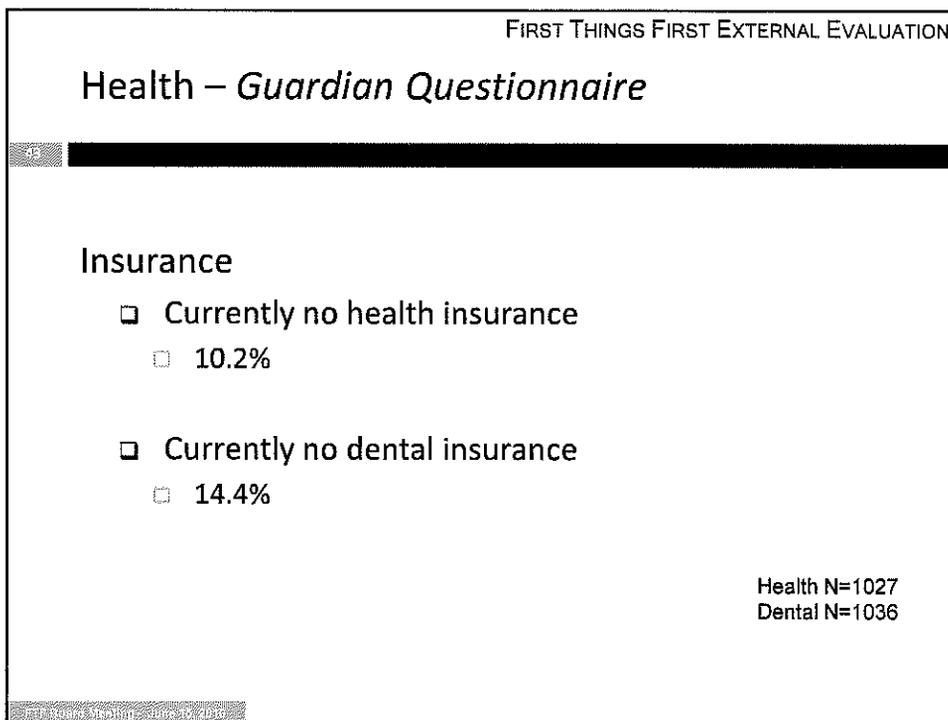
FIRST THINGS FIRST EXTERNAL EVALUATION

HEALTH

- *Battelle Developmental Inventory Screening Test-Motor Domain*
 - Fine & gross motor
 - Examples
 - **Fine Motor** : Child touches fingertips of each hand successively with the thumb of the same hand
 - **Gross Motor**: Child hops on one foot without support
 - Scoring
 - Pass/Refer designation based on raw score
- Height and Weight
 - Body Mass Index (BMI)
- *Guardian Questionnaire*
 - Insurance: Health and Dental
- *Guardian/Teacher Questionnaires*
 - Report on Overall Health

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CONCLUSIONS

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Language

- ❑ Approximately 93% of English-speaking children's language ability is at or above average.
- ❑ Approximately 88% of Spanish-speaking children's language ability is at or above average.

Literacy

- ❑ 98 % of Arizona's kindergartners can write their names conventionally
- ❑ Between 9%-20% of Arizona's beginning kindergartners need additional help in recognizing letters and sounds
- ❑ 65% of kindergartners are below average in understanding print conventions (directionality, word awareness, concepts about print)
- ❑ 44% of kindergartners have difficulty recognizing rhyming words

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CONCLUSIONS (CONT'D)

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Math

- ❑ Arizona kindergarten teachers rate 54% of children as being not proficient in basic math concepts

Socio-emotional Development

- ❑ 80% of kindergartners show normal development according to their guardians on overall protective factors
- ❑ 90% of kindergartners are rated by teachers as showing normal development in protective factors
- ❑ Guardians generally are more concerned about their children's development

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FIRST THINGS FIRST EXTERNAL EVALUATION

Health

- ❑ 20% of kindergartners show delays in their motor development
- ❑ 15% of young children are categorized as being at risk for obesity and 13% are overweight
- ❑ 10% of children were without health insurance and 14% were without dental insurance
- ❑ Over 96% of teachers and guardians rate children's overall health as good to excellent

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FIRST THINGS FIRST EXTERNAL EVALUATION

FAMILY AND COMMUNITY CASE STUDY (FCCS)

In-depth portraits of families, children,
and community stakeholders across the state

Wave 1 – 2009/2010



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OVERVIEW

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In this presentation we will:

- ❑ Provide information about our sample
- ❑ Discuss data collection
- ❑ Provide sample portraits
- ❑ Discuss some emergent themes
- ❑ Review the ongoing stakeholder study

In your packet: Sample of family portraits, summary of codebook categories

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FCCS SAMPLE

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FCCS Sample: 11 Regional Partnership Councils

ASU: Central Phoenix, South Phoenix, Pinal County, & a Tribal Community

UA: Central Pima, South Pima, Cochise, & a Tribal Community

NAU: Coconino, Navajo/Apache, Yuma, La Paz/Mohave

Focal Families: 78 families, average of 8 families per Regional Partnership Council

ASU: 24 families

UA: 24 families

NAU: 30 families

Child Interviews: Children of focal families between the ages of 4½ and 5½**Stakeholders:** 110 stakeholders

ASU: 40 stakeholders

UA: 30 stakeholders

NAU: 40 stakeholders

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FAMILY PORTRAITS



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Portrait of Families – Alma

“Pues, soy papá y mamá,”

-Alma, interview transcript

- ❑ Mexican immigrant, single mother raising four children ages 11, 4, 3 and 3 months in South Phoenix.
- ❑ Works as seasonal worker
- ❑ Struggled in finding adequate care for her children, finds that she does not trust the care centers she can afford to care for her children
- ❑ Now relies on family care, though she must drive further
- ❑ Her 4 year old son is in Head Start, and while she is very happy with what he is learning there, she may be forced to take him out as she does not have the means to pick him up from school while she is at work

*See full profile in folder provided

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Portrait of Families – Matthew

"So you are caught in the middle?" "Stuck between a rock and AHCCCS"

Matthew, interview transcript

- Father of four children in Tucson
- Expressed concern regarding the safety of their neighborhood and for the lack of services and resources for his children
- Lack of support and lack of affordable childcare affects many aspects of the family's life
- Father cannot look for work because he does not have child care
- Struggles to schedule appointments due to the lack of available doctors, and the required transportation to get to service locations
- Father worries that if he finds a job, he will lose other crucial sources of support and family will not be able to cover monthly expenses

*See full profile in folder provided

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Portrait of Families – Rhonda

"I wish I could stay home, but sometimes I don't have the means to do it all. So, I leave it up to the daycare, but the daycare personnel are not qualified."

-Rhonda, interview transcript

- Navajo mother of four living in rural community in northern Arizona, earning her doctorate from ASU
- Childcare facilities in her area are outdated, unsafe, and unclean and offer a poor level of academic readiness
- Finds herself within an economic gap, earning too much income to qualify for AHCCCS but too little to afford the \$500 insurance premium offered by her employer
- Travels for two hours to access the Indian Health Services center where her children are eligible

*See full profile in folder provided

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Portrait of Families – Shontelle

“Every time you turn around, they’re cutting something educational. How can we raise children to be presidents, and governors, and senators if they keep taking away from education?” .Shontelle, interview transcript

- ❑ African-American, single mother raising two young children in Central Phoenix: Avery, age four and a half and Alicia, age three
- ❑ Benefits from a variety of services, including state-funded and non-profit
- ❑ Does a lot of research, trying to find needed yet affordable services for her children
- ❑ Wonders what it would be like if she could see the same doctor every time her children had a problem, or if she didn’t have to spend so much time trying to find needed services

*See full profile in folder provided

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ORGANIZATION OF DATA

Organizing/analyzing the data in two ways:

- ❑ Family portraits
- ❑ Coded by themes/categories (examples:)
 - ❑ Support
 - ❑ Access/Barriers to Services
 - ❑ Early Care and Education
 - ❑ System of Services
 - ❑ Health
 - ❑ Culture and Ethnicity
 - ❑ Finances

*Full list of coding categories provided in the handout

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STAKEHOLDER STUDY

- ❑ Interviews and focus group discussions with diverse statewide sample of service providers and community leaders
- ❑ Interviews with 110 stakeholders completed
- ❑ Focus on services, systems, and FTF interactions

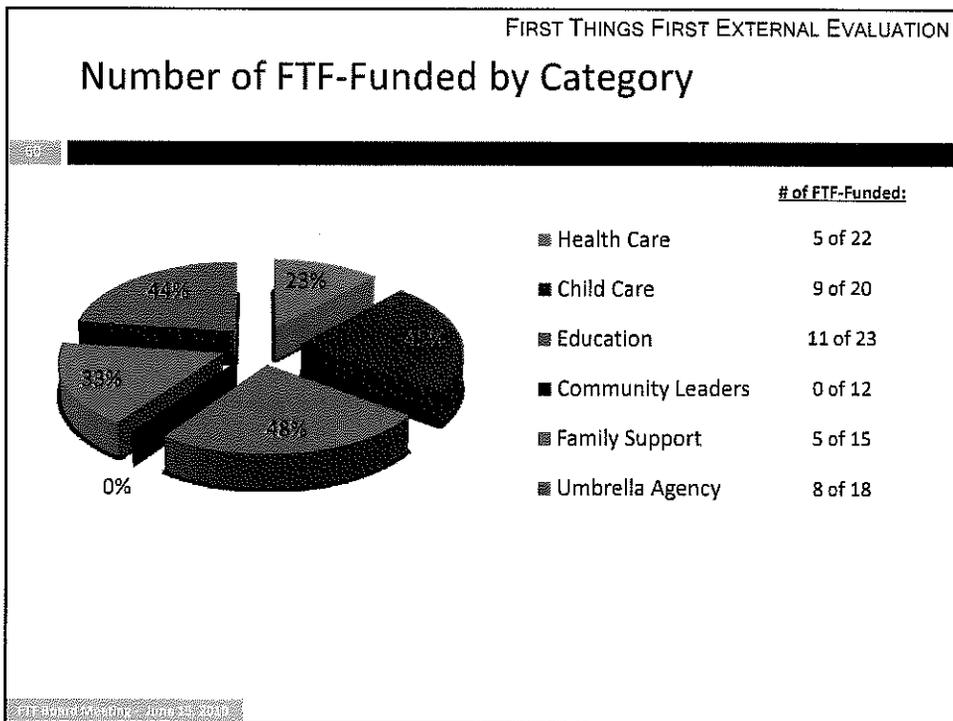
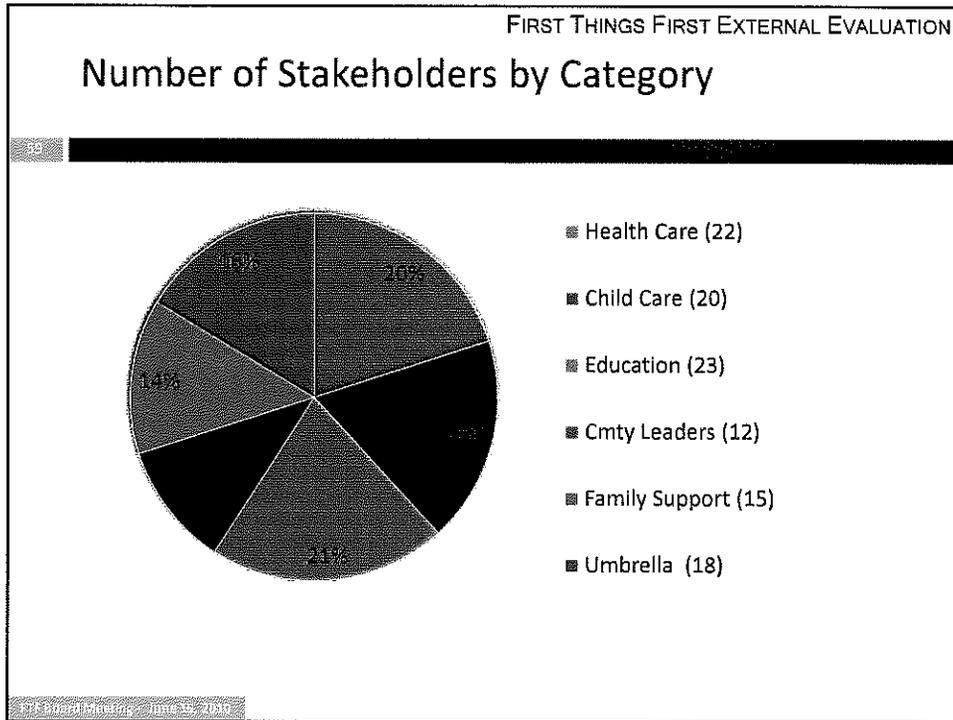


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Stakeholder Profiles

- ❑ **Health Care**
Profile: Physical, Special needs, Refugee Population, Dentist, Nutritional, Public Health, Private Health Center, Pediatrics
- ❑ **Child Care**
Profile: Public, Private, Kith & Kin, Religious, School-based, Military, Tribal
- ❑ **Education**
Profile: For-profit, Non-profit, Private, Public, Religious, Head Start, Preschool, Montessori, Migrant/Seasonal
- ❑ **Family Support**
Profile: Provides *support* to families from a diverse population
- ❑ **Umbrella Agency**
Profile: Provides *an array of services* to a diverse population
- ❑ **Community Leaders**
Profile: Representative of a community who is knowledgeable about the resources related to early childhood and programs

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FIRST THINGS FIRST EXTERNAL EVALUATION



FTF System Outcomes

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FIRST THINGS FIRST EXTERNAL EVALUATION

Does the current status of Arizona kindergartners' development and health demonstrate optimal growth?

Are Arizona's families engaging in activities which effectively promote their children's school success?

For those children showing delays in cognition or health, what services are available?

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FIRST THINGS FIRST EXTERNAL EVALUATION

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NEXT STEPS

- ❑ Further Wave 1
- ❑ Readiness Analysis
- ❑ Wave 1 LCSA Data Collection and analysis
- ❑ Wave 2 FCCS
- ❑ Wave 2 Readiness



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FIRST THINGS FIRST EXTERNAL EVALUATION

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FOR MORE INFORMATION, PLEASE CONTACT:

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