

FIRST THINGS FIRST EXTERNAL EVALUATION

University of Arizona, Arizona State University, Northern Arizona University

Presenters

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Yavapai County Cottonwood Annex

Board of Supervisors Meeting Room

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Overview

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How do *First Things First* investments in the early childhood delivery system statewide impact children's health and school readiness?

- ❑ Information on:
 - ❑ Evaluation goals
 - ❑ Evaluation design, methods, and process
 - ❑ Questions

FTF Goals

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- ❑ Quality and Access
- ❑ Health
- ❑ Professional Development
- ❑ Family Support
- ❑ Coordination
- ❑ Communication

The Evaluation Task

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

Primary evaluation questions:

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

Evaluation Team

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From University of Arizona, Arizona State University and Northern Arizona University

- ❑ Researchers/experts in early childhood, educational psychology, medical/community health, and anthropology
- ❑ Project staff - Evaluation Coordinators
- ❑ Data collectors and research assistants



EVALUATION DESIGN



Two Simultaneous Studies

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1. Readiness Study

2. Longitudinal Study

2a. Child Cohort Study

2b. Family and Community Case Studies

1. Readiness Study – a snapshot of Arizona kindergartners

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- ❑ Who: 1200 five year olds for each of five years
 - ❑ Different sample for each year
 - ❑ 6000 total children
- ❑ Where: 86 schools statewide, randomly selected from specified areas
- ❑ When: Launch is September 2009
- ❑ What: Developmental assessments of children, health measures, surveys with parents/teachers
- ❑ How: A team of data collectors will conduct assessments/gather information in schools

2a. Longitudinal - Child Cohort Study

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Who: 8500 + total children of different ages

- ❑ 3500+ infants (9 month olds)
- ❑ 2800+ three-year olds
- ❑ 2200+ five-year olds

Where: Selected from centers and home programs statewide

When: Three separate data collection periods as children grow over the first 5 years of the study

What:

- ❑ Administration of developmental assessments of children
- ❑ Health measures
- ❑ Interviews with Parents / teachers

How:

- ❑ A team of data collectors will conduct assessments / gather information in schools, centers, and homes

2b. Longitudinal - Family and Community Case Studies

Family and community portraits

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Who: 275 families and children

- ❑ 70 families from the Longitudinal Child Cohort Study
- ❑ Over 200 families from other communities statewide

100 community stakeholders

- ❑ Child care providers, health providers, community leaders

Where: Selected from 10 – 12 Regional Partnership Councils statewide

When: Fall and Spring of each of the five years

What: Qualitative portraits of family and community members.

- ❑ Parent interviews
- ❑ Brief interviews with 5 year olds in the families to incorporate children's voices in the evaluation
- ❑ Community stakeholder interviews and focus groups

How:

- ❑ A team of data collectors will gather information in homes and community locations as appropriate

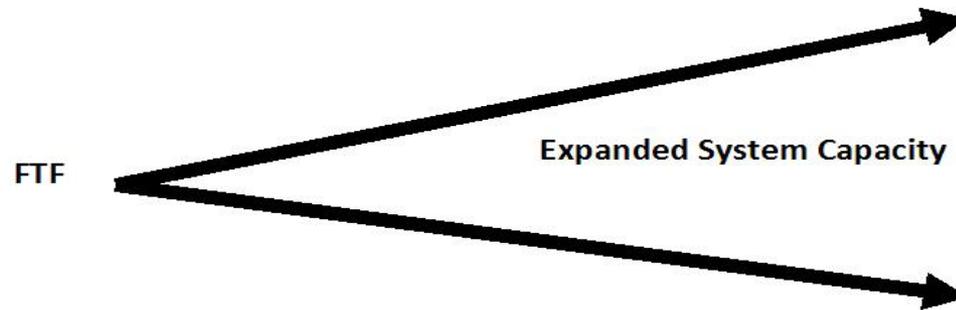
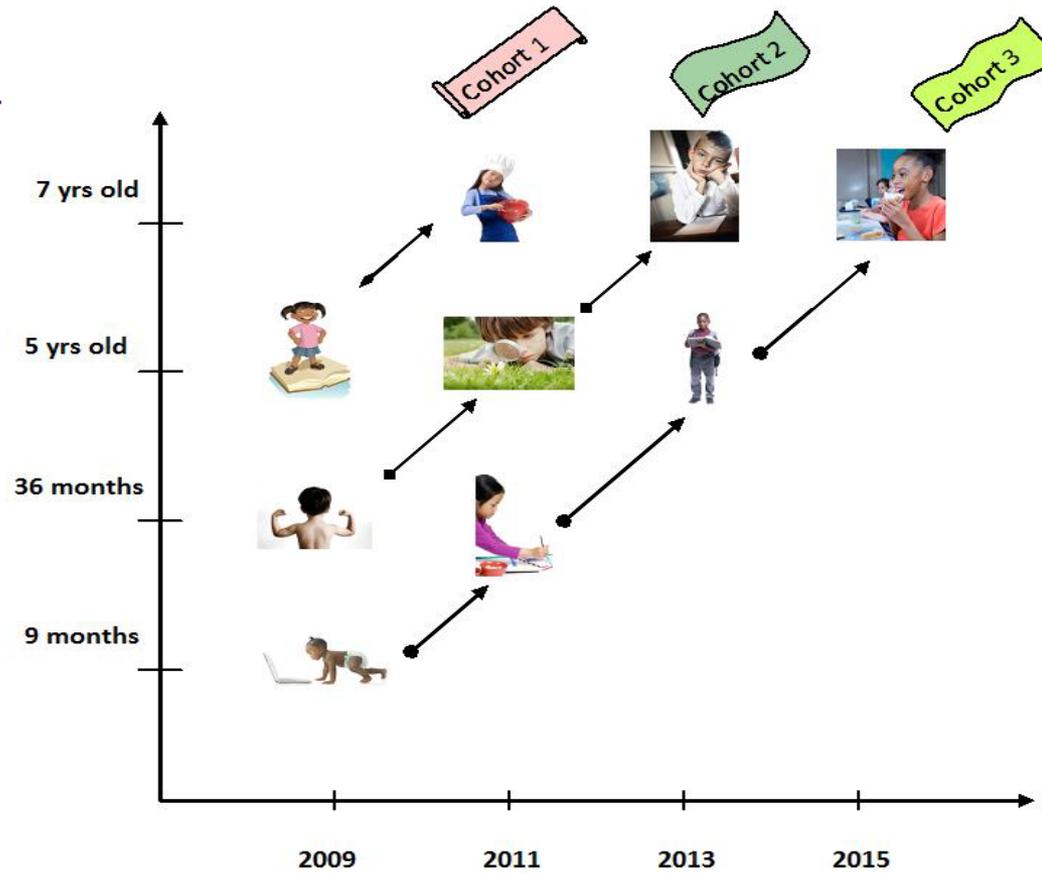


EVALUATION ANALYSIS



COHORT-SEQUENTIAL DESIGN

- 1. Developmental outcomes
- 2. System outcomes





EVALUATION INSTRUMENTS



Criteria for Instrument Selection

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- ❑ Information on children's health and readiness for school
- ❑ Ease of administration to parents / children
- ❑ Validity and normed age ranges
- ❑ Children enjoy the process

Are Children Ready for School?

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- **Academic indicators** - language, literacy, and problem solving
- **Physical health** – updated immunizations, good nutrition, dental care
- **Self-management skills** – able to dress, use the toilet, feed themselves
- **Social-emotional competence** – able to manage emotions and to interact well with others

Instruments - Longitudinal

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Domains	Development (5 domains)*	Social-emotional development		Language/Literacy		Mathematics	Health	
Child Measures	Battelle Developmental Inventory	Parent-Child Interaction Scale (NCAST)	Devereux Early Childhood Assessment (DECA)	Phonological Awareness Literacy Screening (Pals pre-K)	Preschool Language Scale (PLS)	Research-based Mathematics Assessment (REMA)	Height/Weight	Interview
Age								
9 months 	X	X	X				X	X
Preschool 	X	X	X	X	X	X	X	X
Kindergarten 	X		X	X	X	X	X	X

* Certain domains of the Battelle will be used with specific child populations



GEOGRAPHIC INFORMATION SYSTEMS (GIS) MAPPING / BASELINE



GIS Community Mapping

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Community Assets

- Public libraries, Department of Economic Security (DES) child care offices, parks--federal, state, city

Quality and Access

- Provider locations flagged by accreditation, Quality First participation, FTF Emergency Child Care participation

Health

- Licensed medical, facilities flagged by parent kit distribution and birthing centers; Women, Infants, and Children (WIC) offices; Food Banks, flagged by participating in FTF emergency food distribution

Professional Development

- Community college and university locations providing early childhood education coursework

Arizona's Children

- Density mapping of 2008 birth certificate information; percent of well child visits, etc.



COMMUNITY MAPPING

"This section would contain a quote relevant to the community mapping features." ~ Quote Credit

In This Section

Public Maps

Access and Quality

Health

Community Assets

Professional Development

Services

Research Maps

Measures

Demographics

Research Questions

Regional Councils

Map Controls

FIND YOUR LOCAL RESOURCES

Enter your zip code GO

SHOW YOUR STATE RESOURCES

- Display:
- Schools
 - First Things First Providers
 - QIRS Participants
 - Accreditation Status
 - FTF Emergency Child Care Funding Participant

Community Mapping

Brief introduction text similar to the other top level pages would go here. There could also be an overview of the mapping features and some simple instructions. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nunc ut libero diam. Aenean quis lectus neque, vitae gravida nulla. Duis mollis rhoncus consequat. Suspendisse lacus lectus, ornare a venenatis eu, lacinia nec lorem. Mauris pharetra dignissim purus vitae imperdiet.

FOR MORE INFORMATION, PLEASE CONTACT:

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