

# FIRST THINGS FIRST EXTERNAL EVALUATION

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Peach Springs, Arizona  
October 14, 2009

# 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
  
- ❑ The goal of today is to inform all RPCs of the evaluation process, not to seek tribal approval. Today's presentation is part of a statewide effort.
- ❑ Special process will be conducted to obtain permission to do studies on tribal land.
- ❑ Respect for the process is a priority which will determine appropriate ways to work with each tribe.

## 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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### ABOR University Consortium - UA, ASU, and NAU

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

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

What:

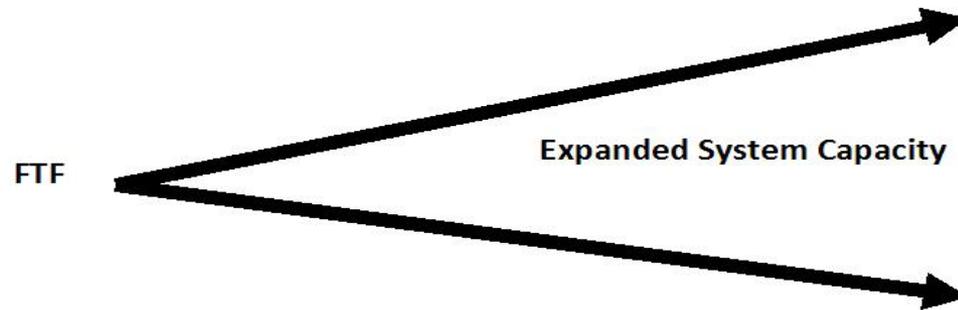
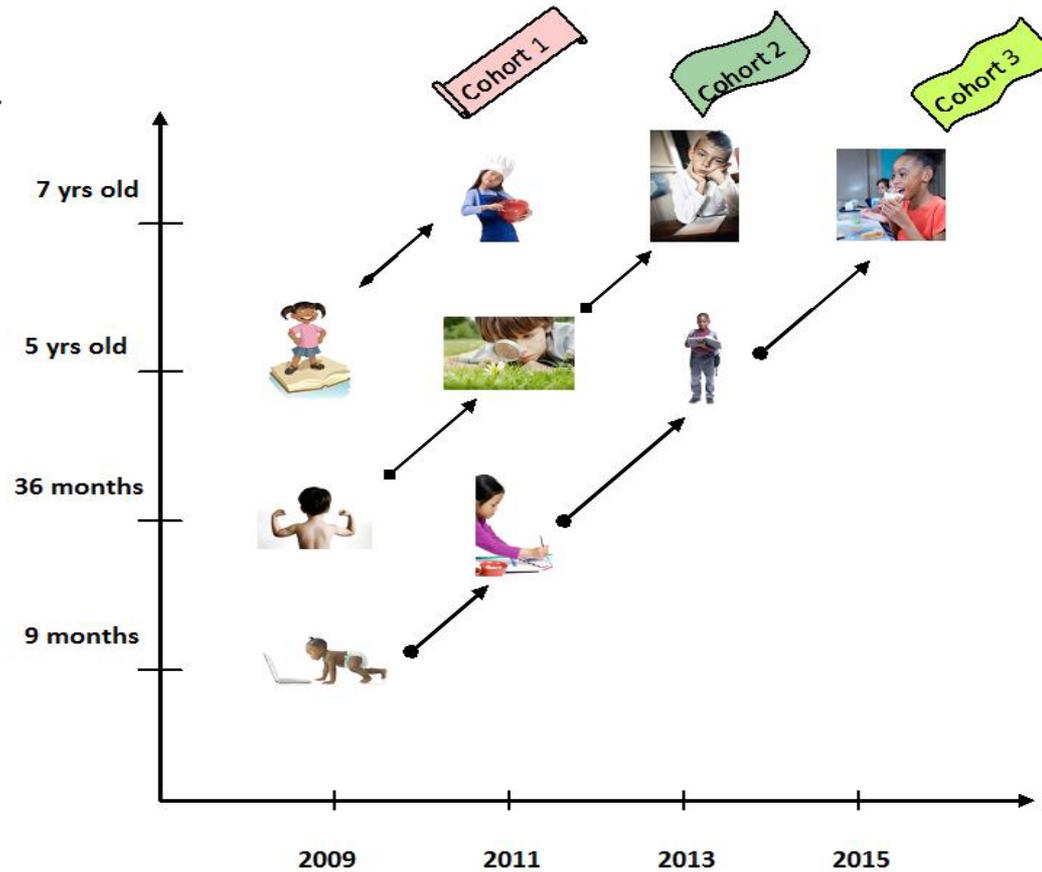
- ❑ Administration of developmental assessments of children
- ❑ Health measures
- ❑ Interviews with Parents / teachers

How:

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

## COHORT-SEQUENTIAL DESIGN

1. Developmental outcomes
2. System outcomes



## 2b. Longitudinal - Family and Community Case Studies

### Family and community portraits

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Who: 300 families and children

- ❑ 75 families from the Longitudinal Child Cohort Study
- ❑ Over 225 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 qualitative interviewers will gather information in homes and community locations as appropriate



## EVALUATION INSTRUMENTS



## 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

## 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



# Instruments - Longitudinal

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Domains	Development (5 domains)*	Social-emotional development		Language/Literacy		Mathematics	Health	
<b>Child Measures</b>	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
<b>Age</b>								
9 months 	<b>X</b>	<b>X</b>	<b>X</b>				<b>X</b>	<b>X</b>
Preschool 	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Kindergarten 	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

\* 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.

**PUBLIC MAPS ACCESS and QUALITY**

Map | Satellite | Terrain

Example FTF Provider

123 E. Washington Street  
Suite 102  
Phoenix, AZ 85002  
Phone: (602) 555 - 1423

edit this provider

FOR MORE INFORMATION, PLEASE CONTACT:

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