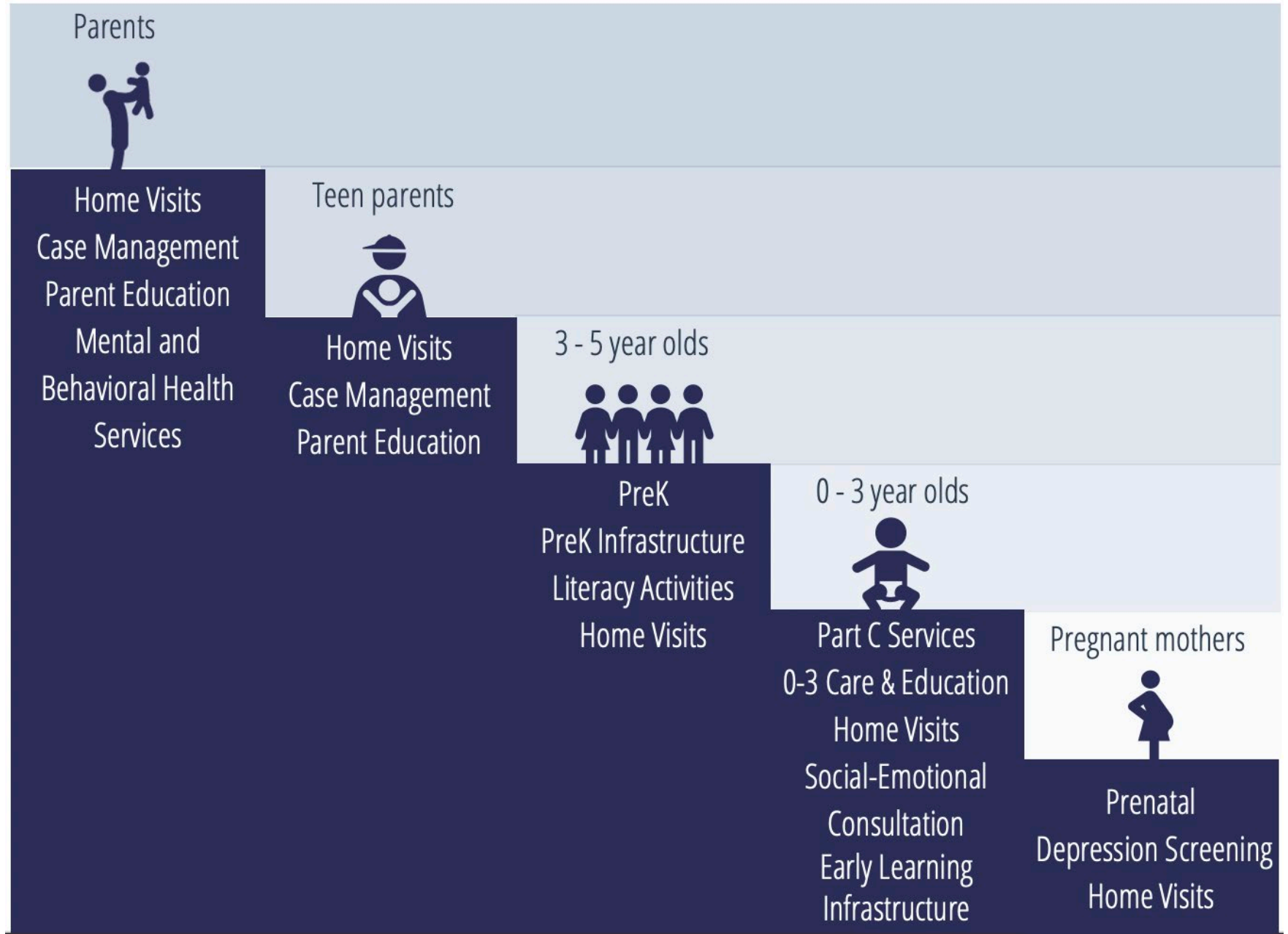


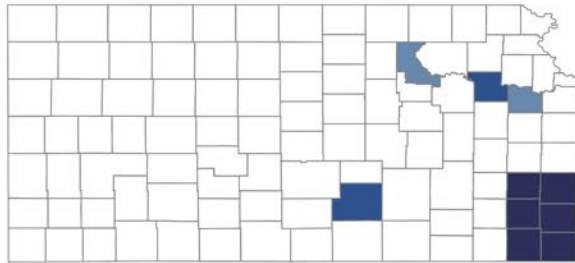
A stylized, dark blue tree graphic with many branches and small leaves is positioned in the background. In the center, there is a circular inset containing a black and white photograph of two young children, a girl and a boy, smiling and hugging each other. The girl is on the left, and the boy is on the right. The text "KCCTF Evaluation 2020-2021 Report" is centered below the circular inset, within a light blue horizontal band.

# KCCTF Evaluation 2020-2021 Report

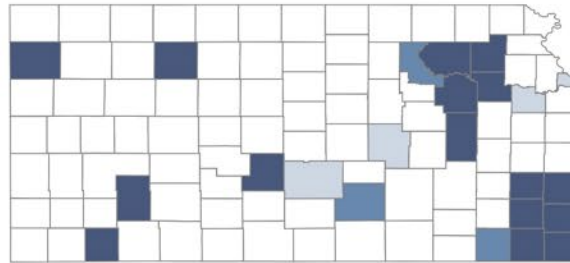
# Range of Services



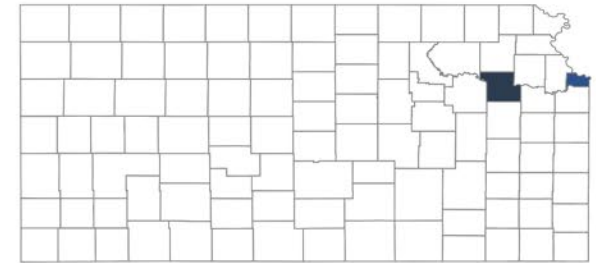
# Geographic Distribution by Type of Service



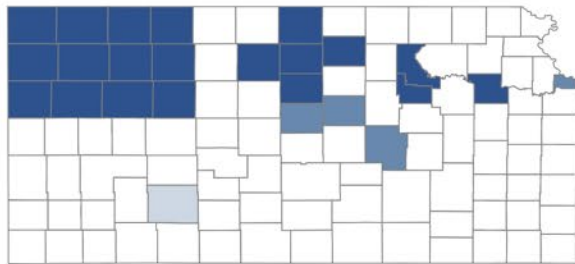
0-3 Care & Education



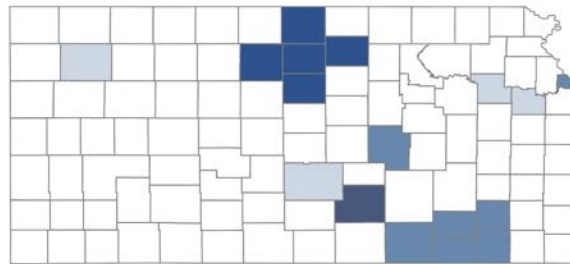
PreK



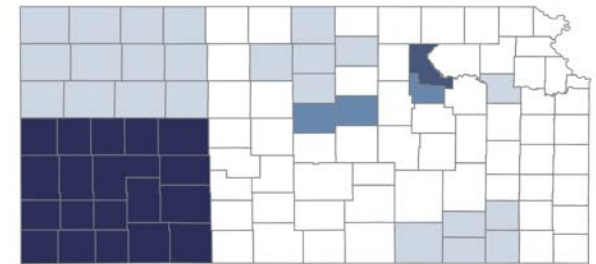
PreK & Early Learning for Children with Special Needs



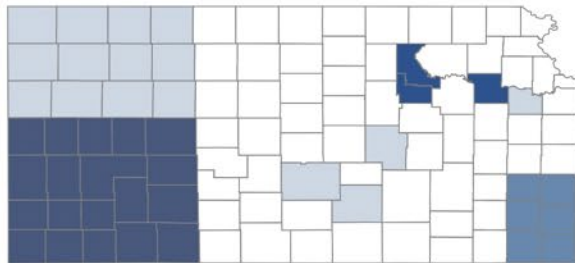
PreK & Early Learning Infrastructure



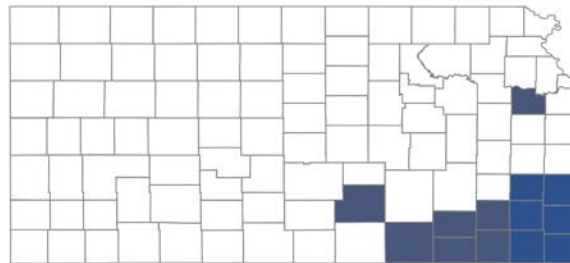
Social-Emotional Classroom & Family Consultation



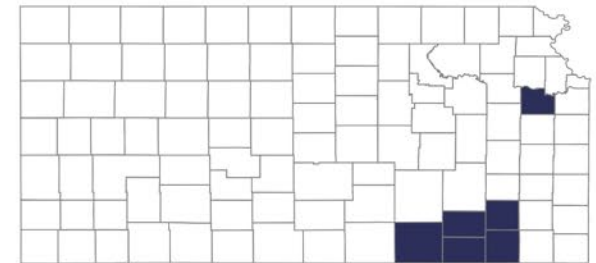
Parent Education



Home Visiting



Case Management




Mental & Behavioral Health Services



Proportion of service type

# Early Care & Education

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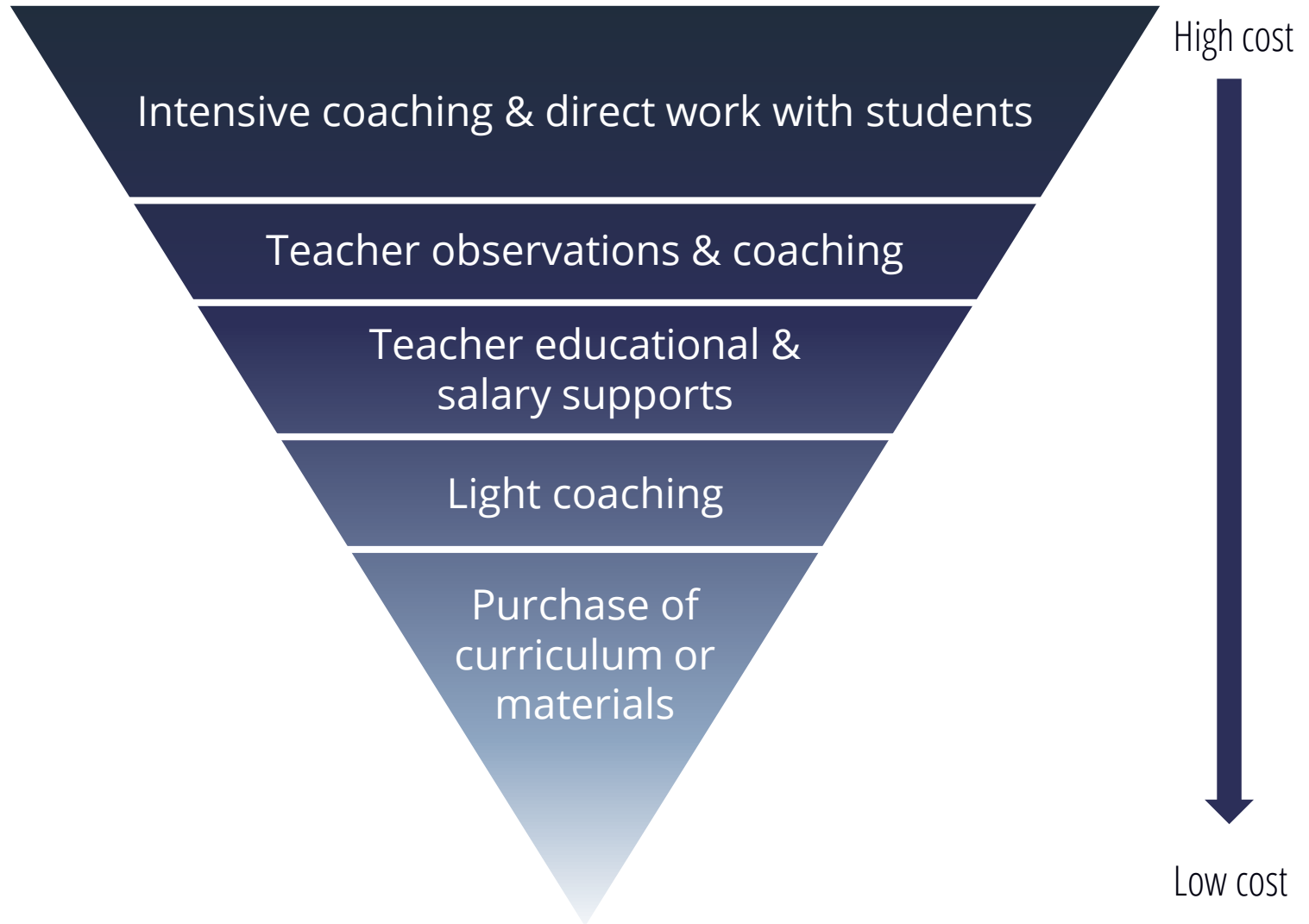
  PreK 2060	PreK & Early Learning Infrastructure 1420	Social-Emotional Classroom & Family Consultation 1178
	0-3 Care & Education 349	PreK & Early Learning for Children with Special Needs - 341



# PreK & Early Learning Infrastructure

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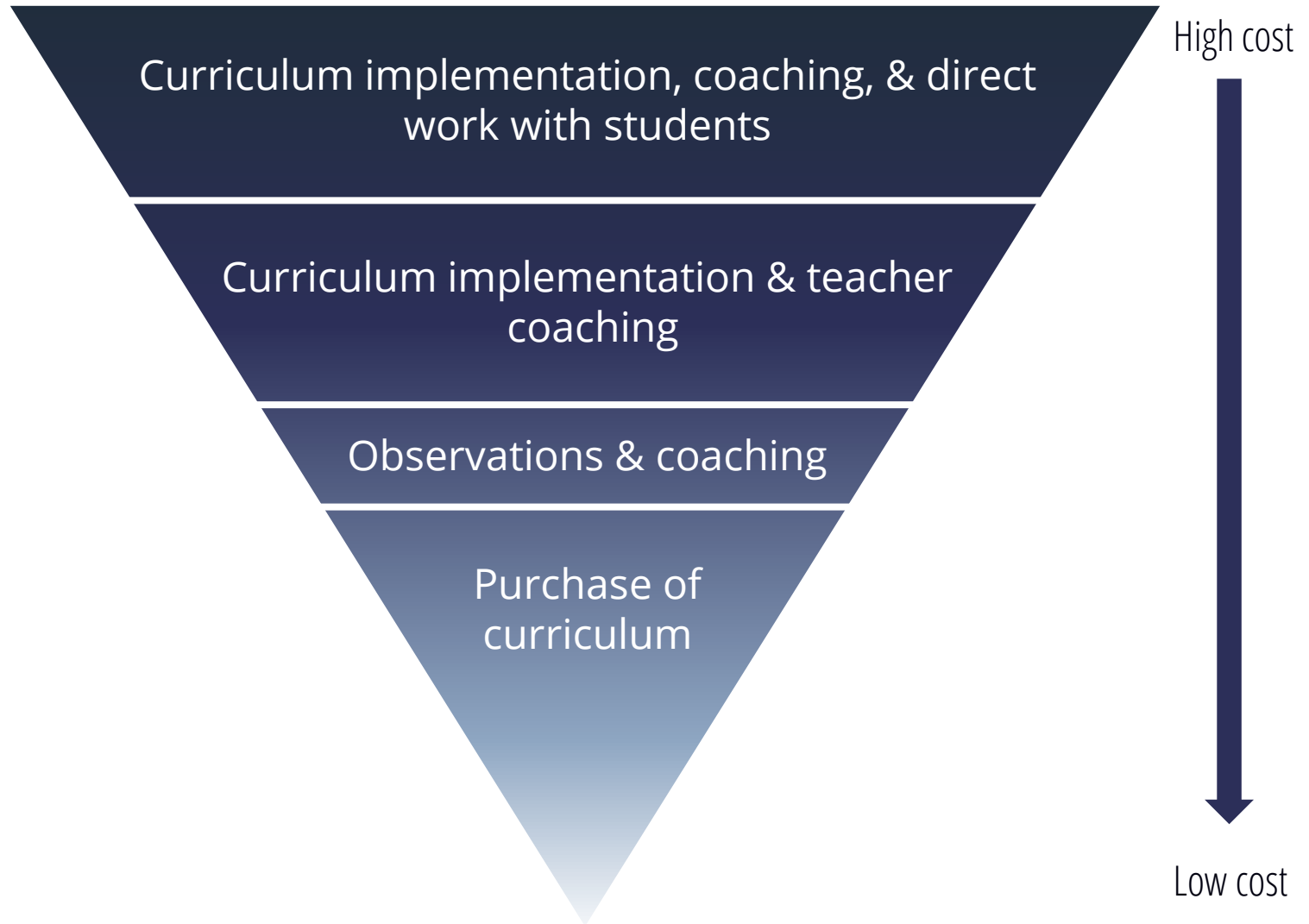
Services designed to improve the quality of classrooms, early care environments, and home providers vary widely in cost and intensity.



# Social-Emotional Classroom Consultation

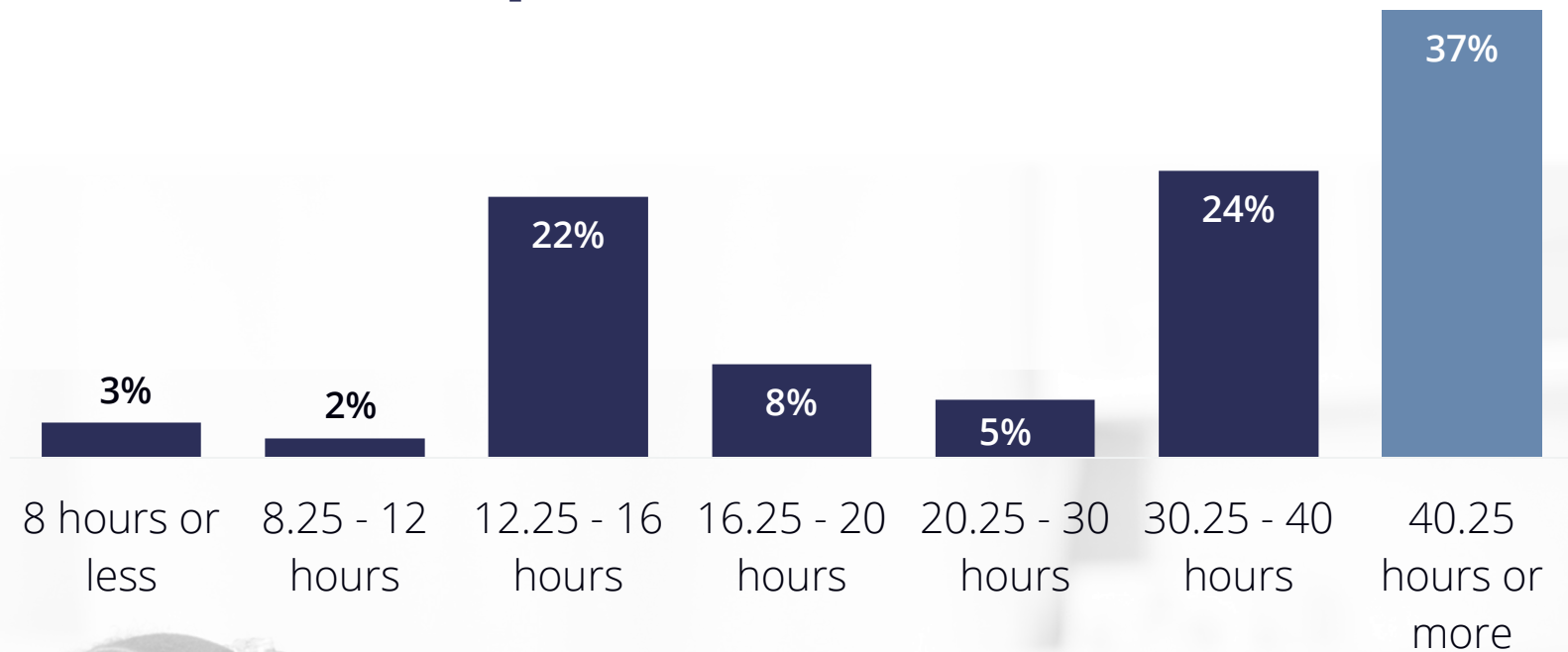
---

Classroom services to promote the development of social skills range in intensity and cost.



# Early Care & Education

More than a third of children in 0 - 3 Care and PreK were in care more than 40 hours per week.



# Family Services

Family Services meet the needs of the family with programs:

- to meet a variety of needs
- of varying intensities based on need
- selected based on the needs of the community



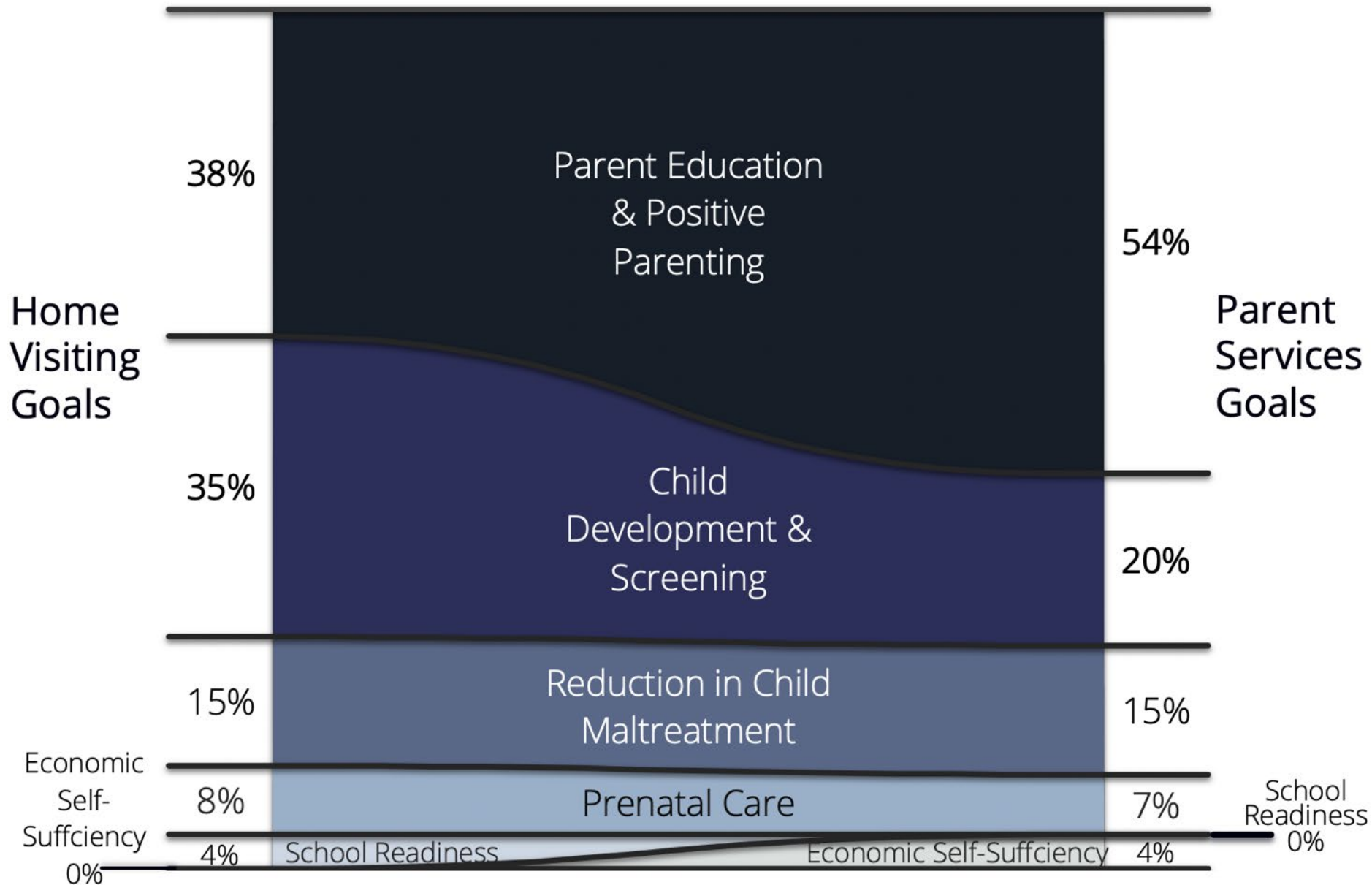
# Family Services

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## Parent Services



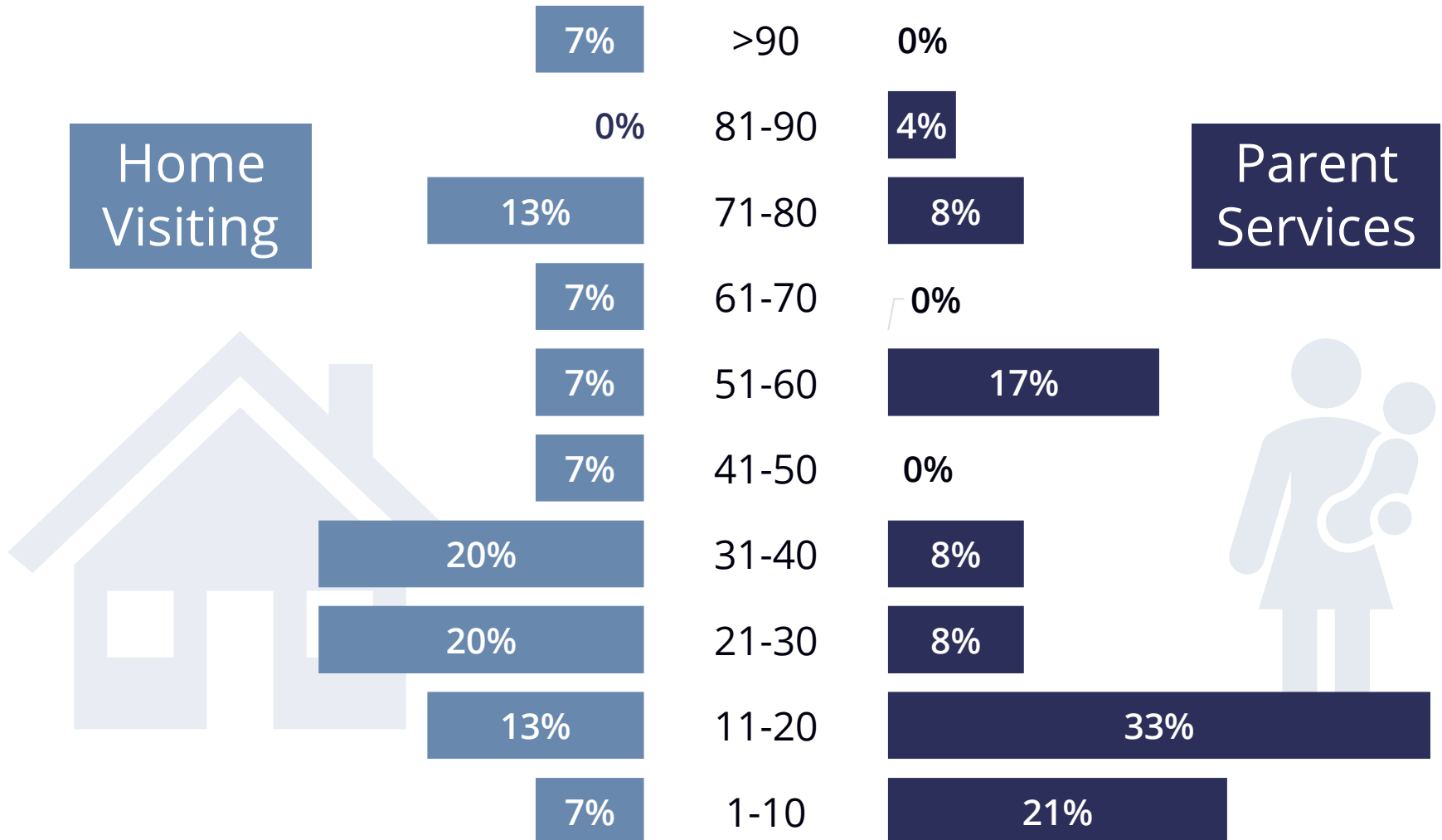
Home visiting programs focused more on child development while both services prioritized positive parenting.





Parent Services and Home Visiting both provided a range of total hours of service to families.

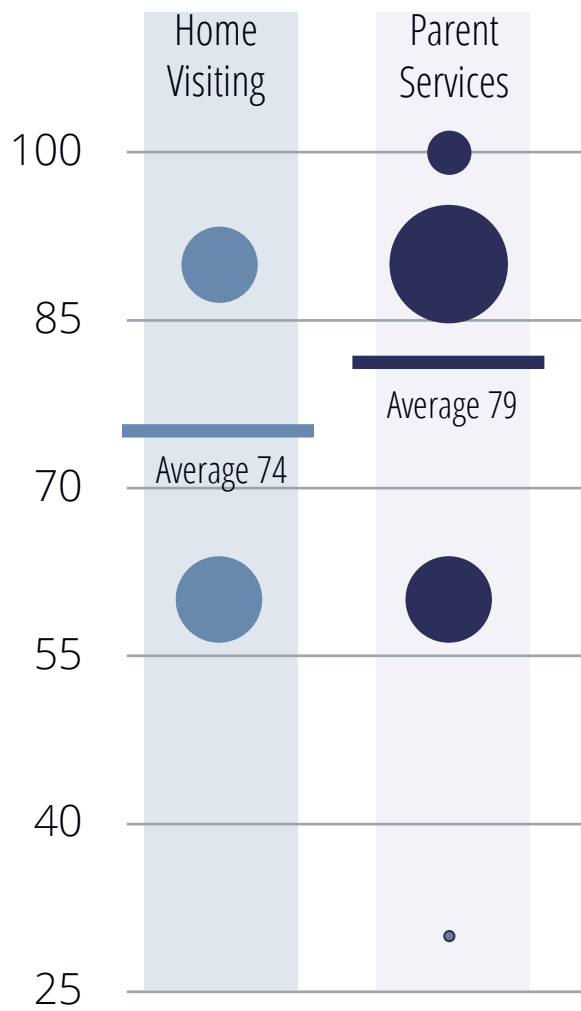
### Total Hours of Services per Year per Family



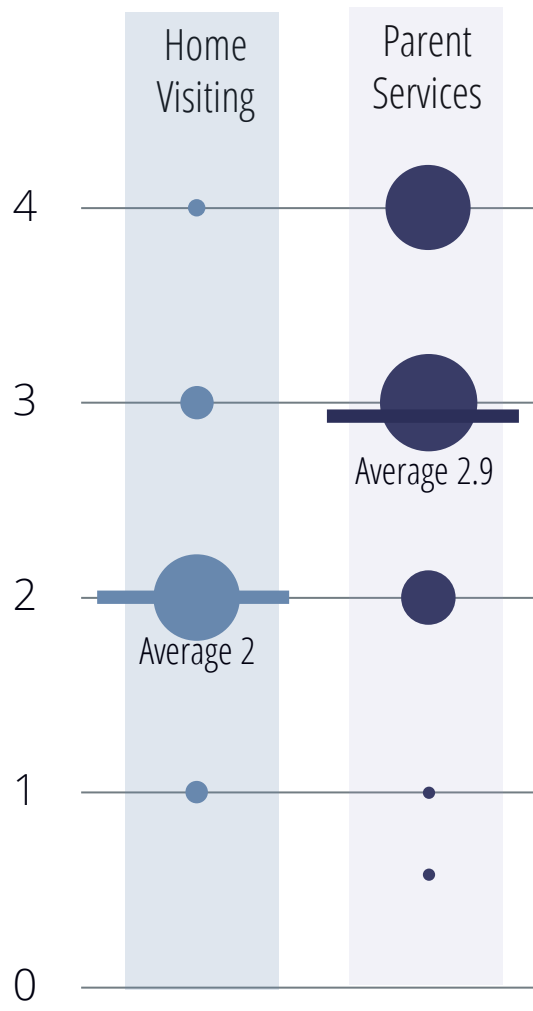
# Both Home Visiting & Parent Services varied widely in the intensity & duration of services.

Home Visiting or Parent Services programs represented by the ●, larger dots indicate more programs.

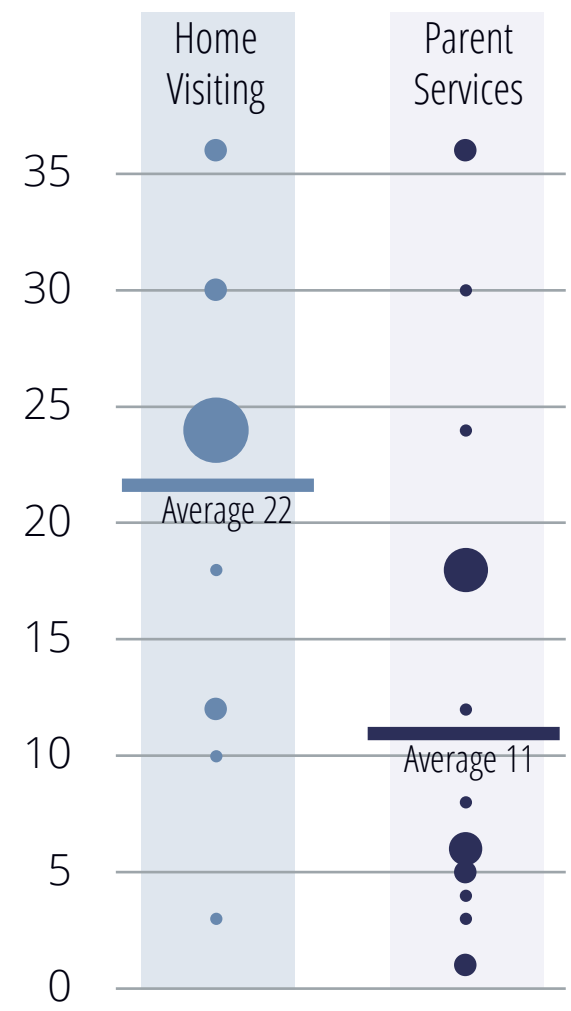
## Minutes per Session



## Sessions per Month



## Months of Services



# Early Childhood Block Grant (ECBG)

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2020-2021 Evaluation

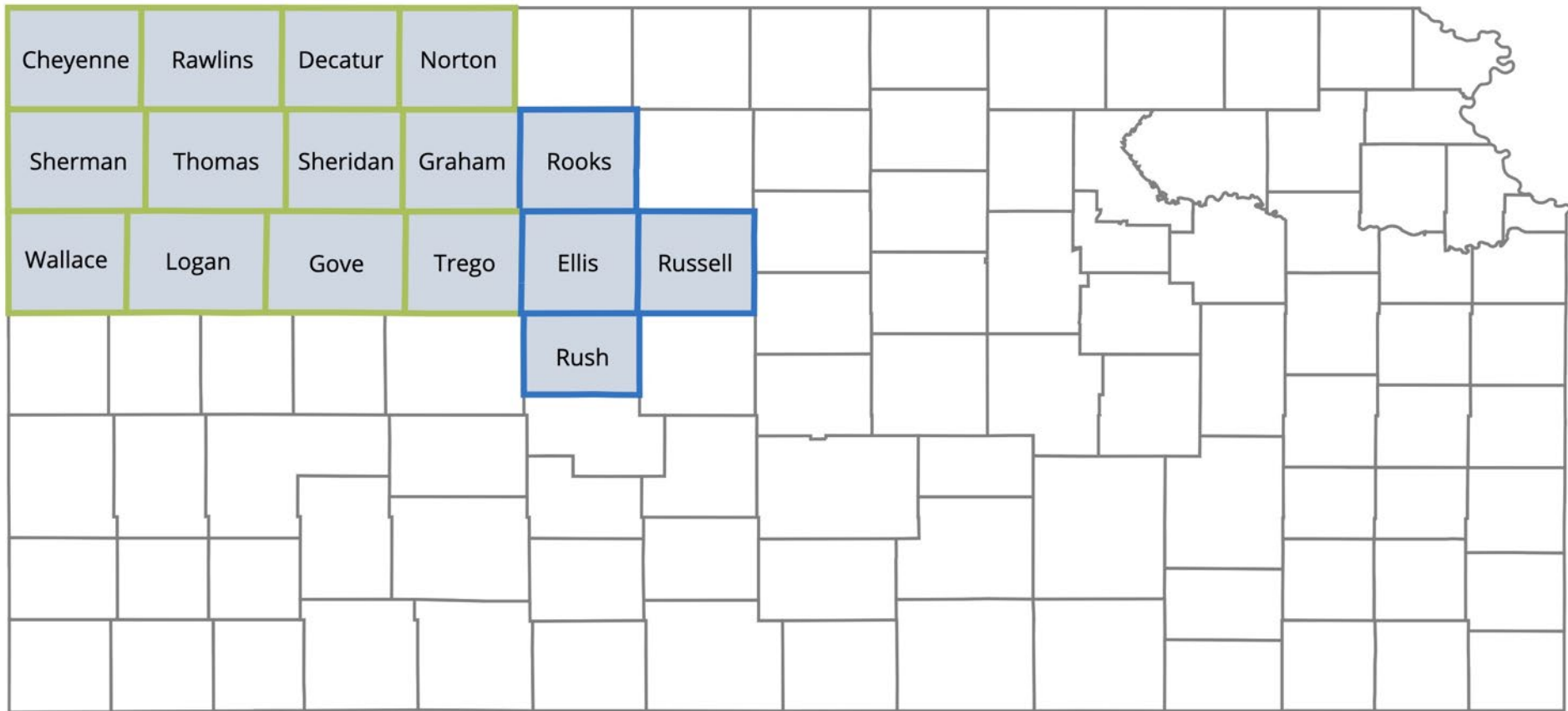


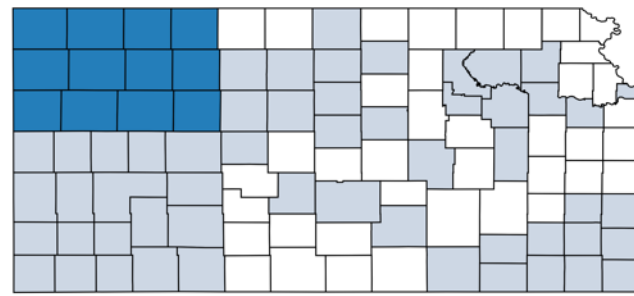
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# ECBG Grantees & Programs



# Northwest Kansas: LiveWell & USD 489 ECC





Cheyenne, Decatur,  
Gove, Graham, Logan,  
Norton, Rawlins,  
Sheridan, Sherman,  
Thomas, Trego, &  
Wallace

173 children served  
139 families served

83% qualified for  
free/reduced price lunch

## Programs

- Home Visiting
- Parent Education
- PreK & Early Learning Infrastructure

## Bright Spots

Partnered with  
stakeholders  
in two  
counties



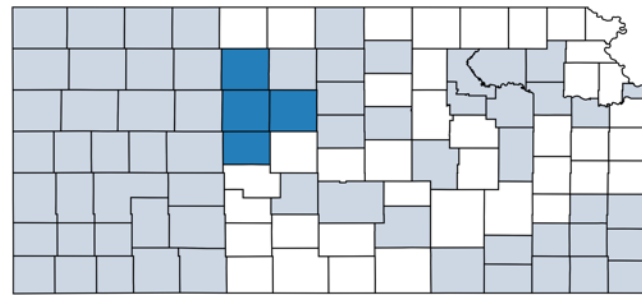
Developed a  
community-  
based model  
for childcare



Created a plan  
to partner with  
additional  
counties







88 children served  
83 families served

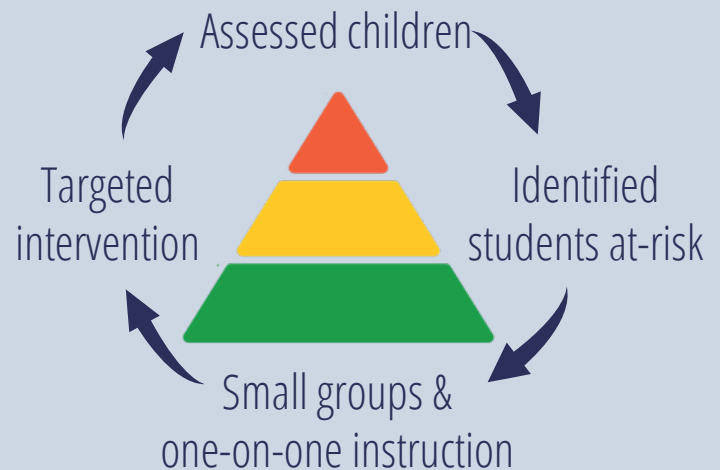
93% qualified for  
free/reduced price lunch

## Bright Spots

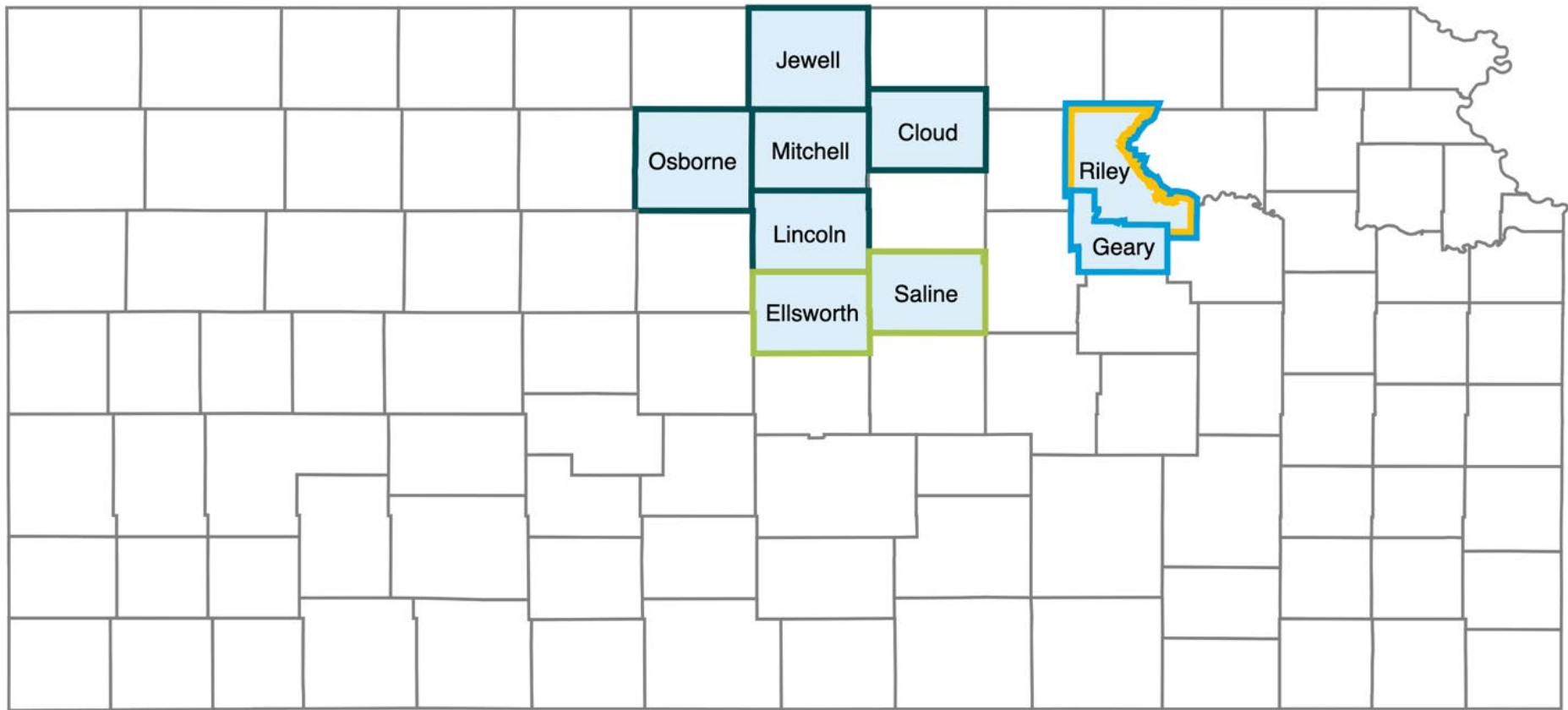
## Programs

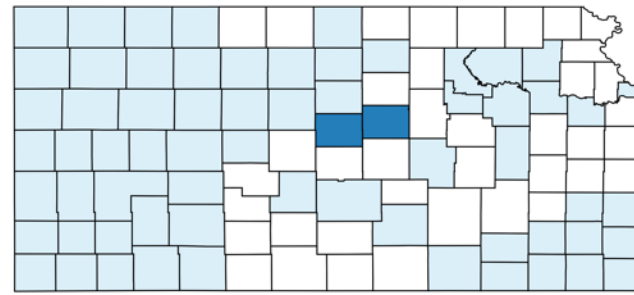
- Home Visiting
- PreK

### Response to Intervention Teacher



# North Central Kansas: CAPS, ECBGGC, & MCPC, Raising Riley





151 children served  
136 families served

68% qualified for  
free/reduced price lunch

## Bright Spots

### Programs

- Parent Education
- PreK
- PreK & Early Learning Infrastructure



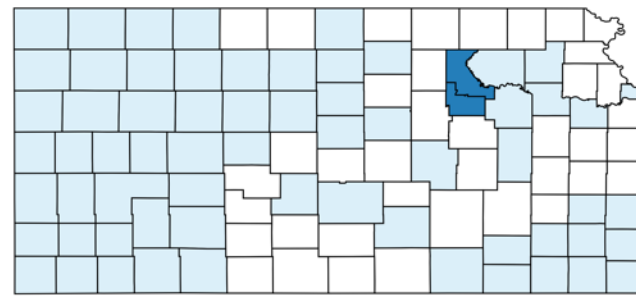
Streamlined assessments  
using technology



Improved provider  
understanding & use of data



Focused on provider  
coaching & parent education



309 children served  
270 families served

76% qualified for  
free/reduced price lunch

## Programs

- Home Visiting
- Parent Education
- PreK Infrastructure

## Bright Spots

### Supported families with technology



Hybrid-model  
service delivery



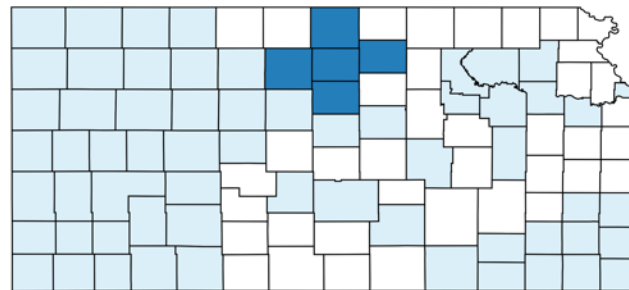
Interactive &  
educational  
Facebook videos



Tablets & data  
plans for  
families in need



Mitchell County  
Partnership for  
Children (MCPC)



Cloud, Jewell,  
Lincoln,  
Mitchell, &  
Osborne

231 children served  
213 families served

55% qualified for  
free/reduced price lunch

## Programs

- PreK & Early Learning Infrastructure
- Parent Education

## Bright Spots

### Supported early childhood professionals



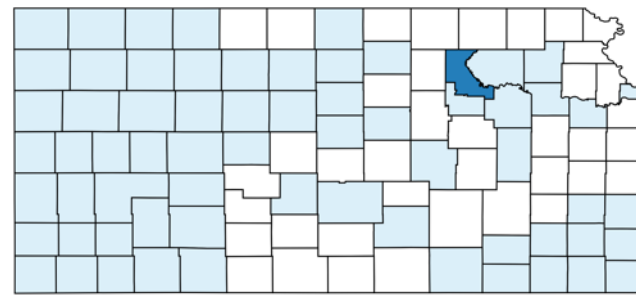
Training &  
data coaching



Reviewing data  
& strategies



Collaboration



Riley

170 children served  
156 families served

93% qualified for  
free/reduced price lunch

## Programs

- 0-3 Care & Education
- PreK
- Home Visiting
- Parent Education
- PreK

## Bright Spots

Camp K fostered kindergarten  
readiness by teaching:



Positive peer  
relationships



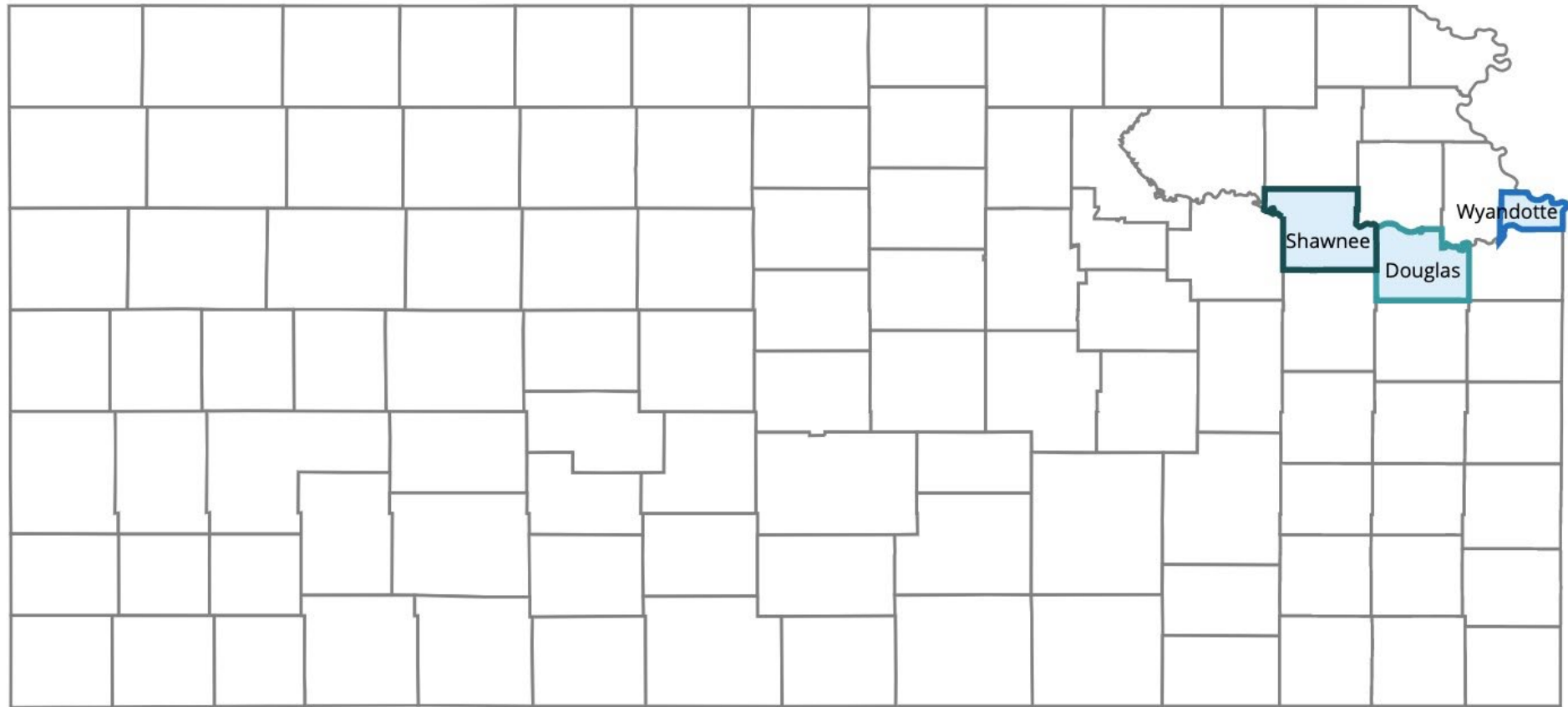
Listening  
skills

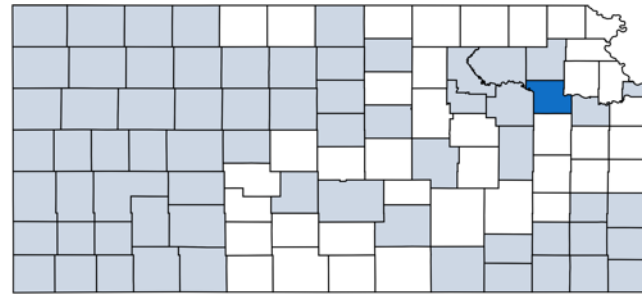


Academic  
skills



# Northeast Kansas: CASS, Project SPARK & SB6





Shawnee

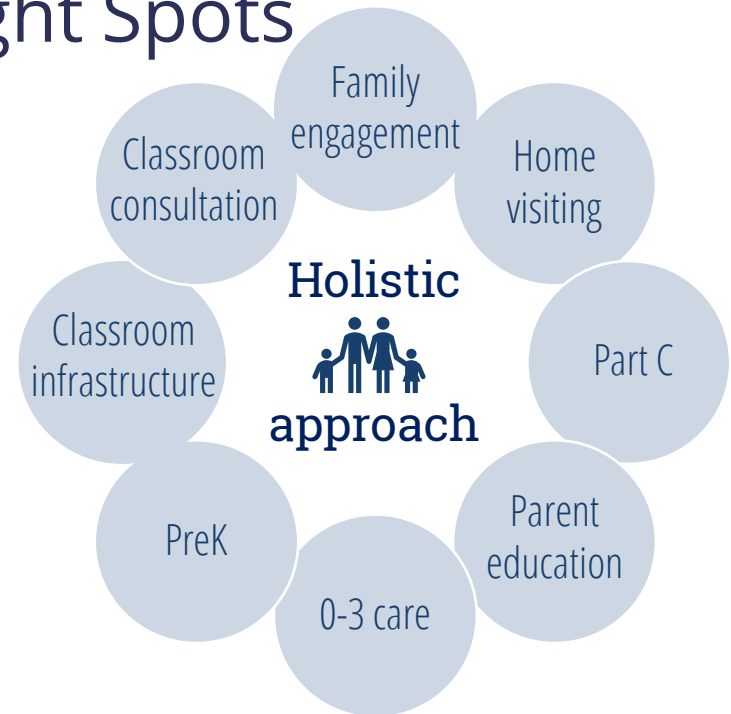
744 children served  
642 families served

73% qualified for  
free/reduced price lunch

## Programs

- Early Learning for Children with Special Needs
- Home Visiting
- Parent Education
- 0-3 Care & Education
- PreK
- PreK & Early Learning Infrastructure
- Social-Emotional Consultation

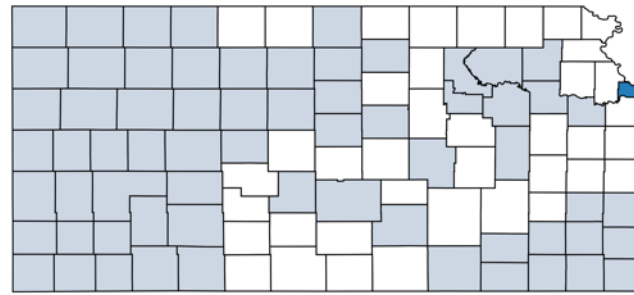
## Bright Spots





KANSAS CITY  
**KANSAS**  
PUBLIC SCHOOLS

Project SPARK



Wyandotte

288 children served  
270 families served

86% qualified for  
free/reduced price lunch

## Programs

- Early Learning for Children with Special Needs
- PreK
- PreK & Early Learning Infrastructure

## Bright Spots



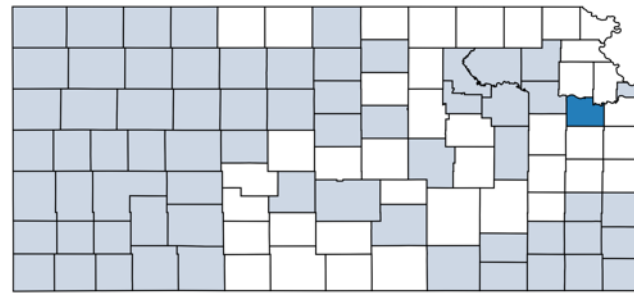
Instructional & behavioral health coaches supported positive educational impact



Part C program utilized assessment to broaden team knowledge



Teachers supported during pandemic with hands-on activity kits



205 children served  
180 families served

81% qualified for  
free/reduced price lunch

## Programs

- Case Management
- Mental & Behavioral Health Services
- Home Visiting
- PreK
- 0-3 Care & Education
- Social-Emotional Consultation

## Bright Spots

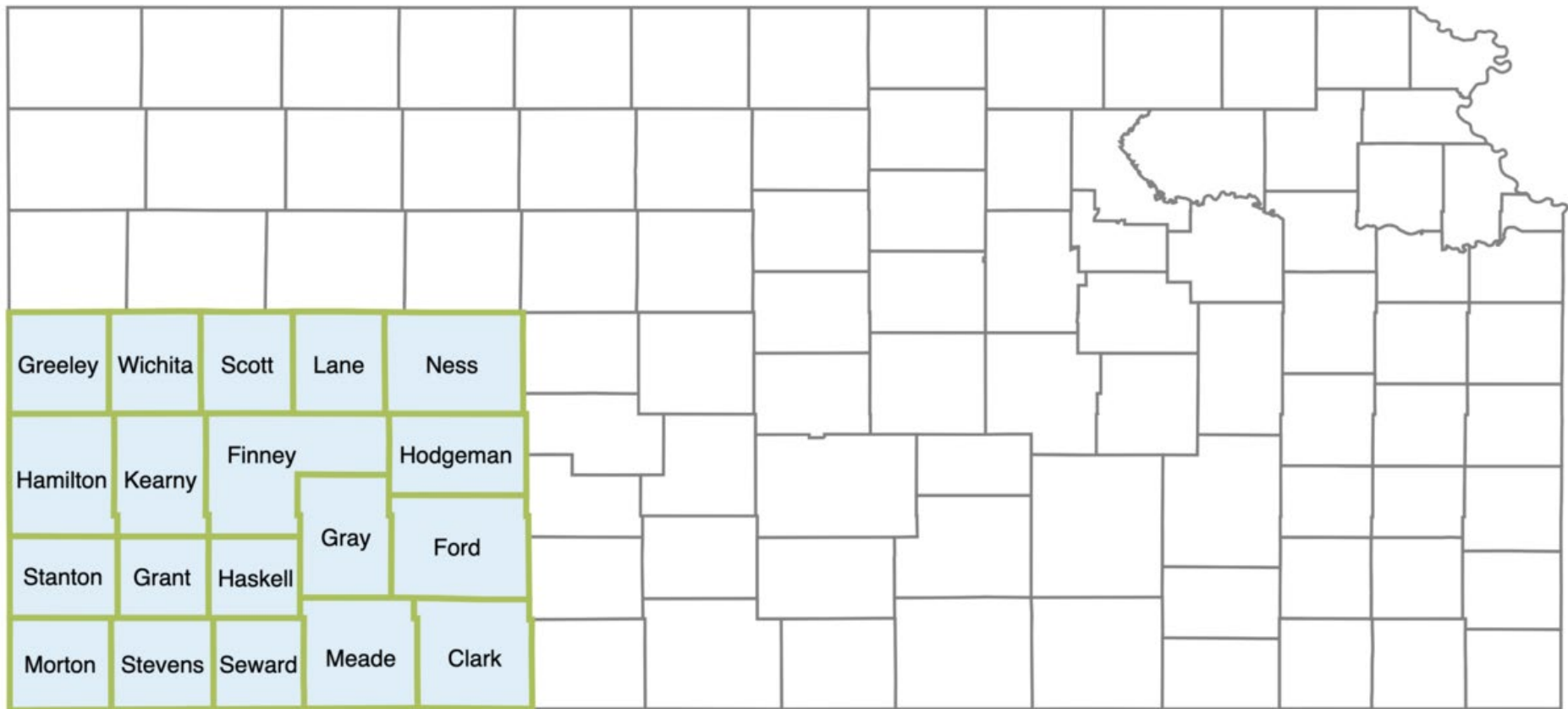
Supported  
partnerships for a  
holistic approach to  
helping families



Program directors  
used & applied their  
data for program  
improvement

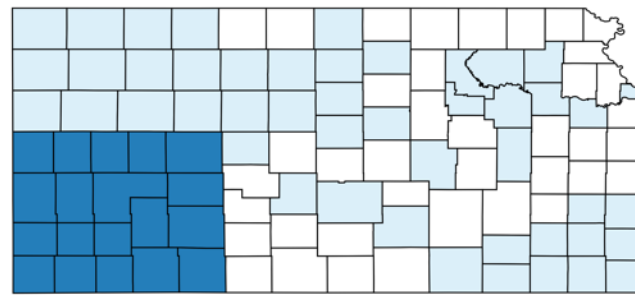


# Southwest Kansas: RCDC





RUSSELL CHILD DEVELOPMENT CENTER



Clark, Finney, Ford, Grant, Gray, Greeley, Hamilton, Haskell, Hodgeman, Kearny, Lane, Meade, Morton, Ness, Scott, Seward, Stanton, Stevens, & Wichita

969 children served  
747 families served

60% qualified for  
free/reduced price lunch

## Programs

- Family Engagement & Referrals
- Home Visiting
- Parent Education
- PreK Infrastructure

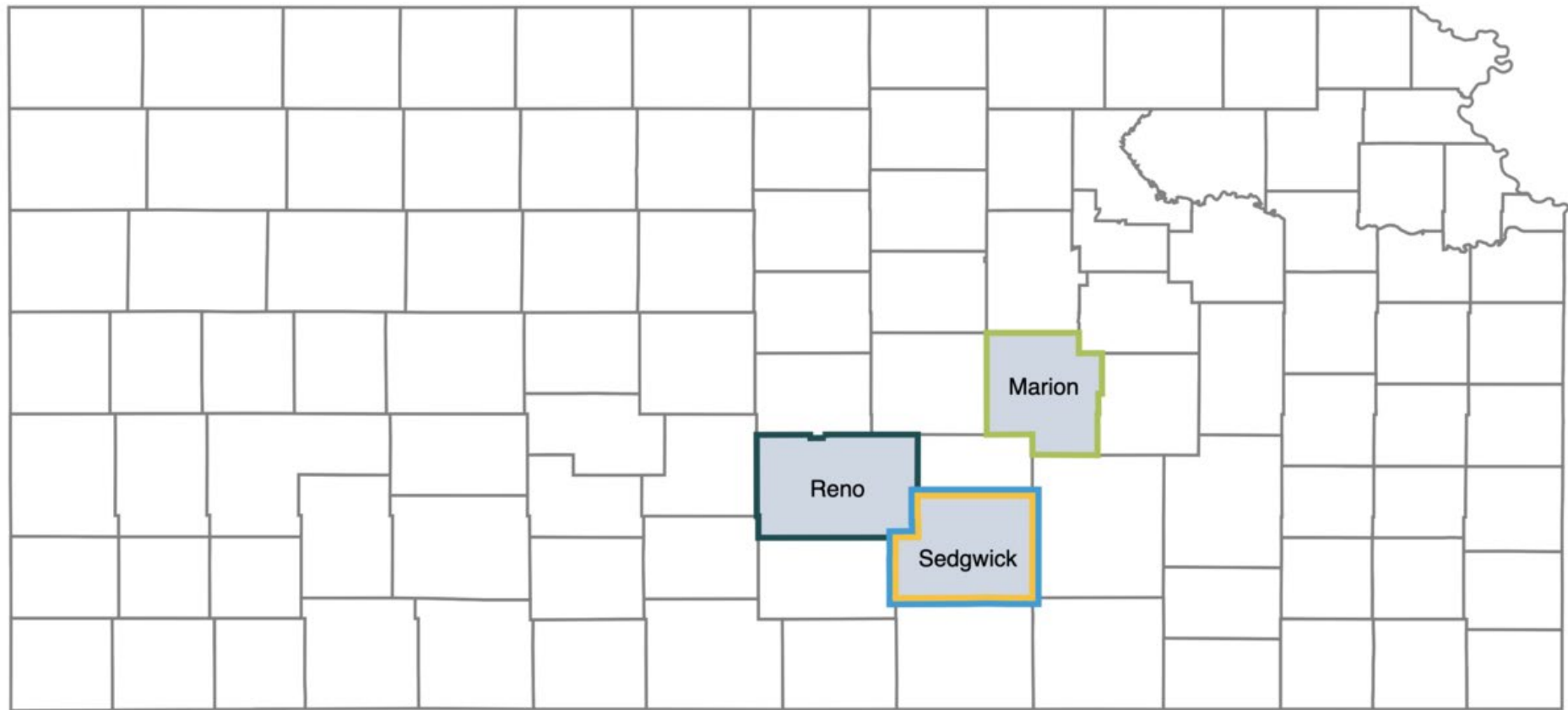
## Bright Spots

### Cross-generational intervention





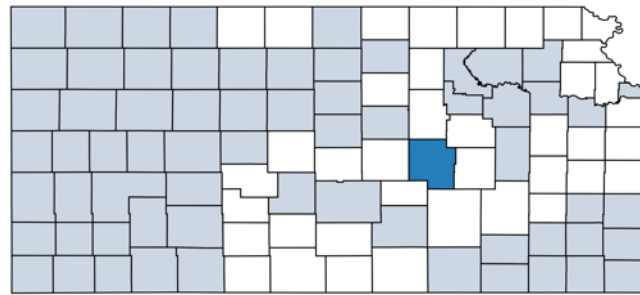
# South Central Kansas: ITAV, TOP, UWPC, & UWRC





**It Takes A Village...**

Early Childhood Collaborative Project



Marion

212 children served  
212 families served

52% qualified for  
free/reduced price lunch

## Programs

- Home Visiting
- PreK
- PreK & Early Learning Infrastructure
- Social-Emotional Consultation

## Bright Spots

### ITAV Home Visitor



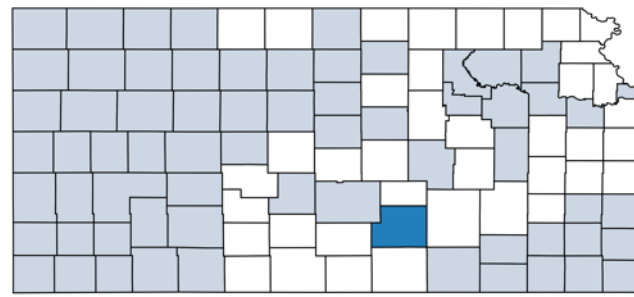
Prenatal  
connections  
with families



Screened infants  
for developmental  
delays



Linked  
families to  
needed services



343 children served  
312 families served

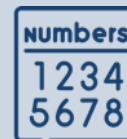
## Programs

- 0-3 Care & Education
- Case Management
- Family Engagement & Referrals
- PreK
- Social-Emotional Consultation

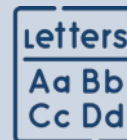
81% qualified for  
free/reduced price lunch

## Bright Spots

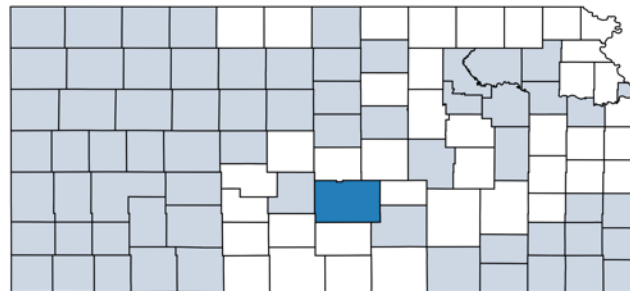
Number of months enrolled in  
TOP had a positive relationship  
with...



Numeracy outcomes  
in younger children.



Phonemic awareness  
outcomes in older children.



252 children served  
228 families served

61% qualified for  
free/reduced price lunch

## Programs

- PreK
- PreK & Early Learning Infrastructure
- Home Visiting

## Bright Spots

Build Me Up targeted children's behavior  
in classrooms by fostering:



Warm  
relationships



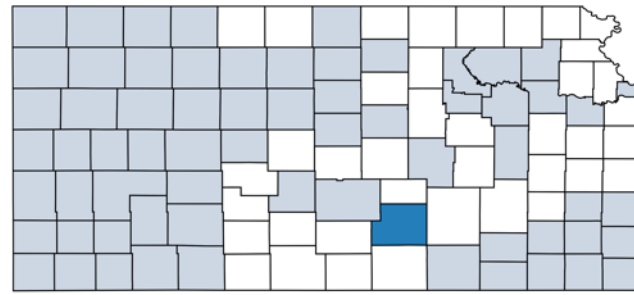
Social-  
emotional skills



Communication  
skills



United Way  
of the Plains



Sedgwick

289 children served  
280 families served

66% qualified for  
free/reduced price lunch

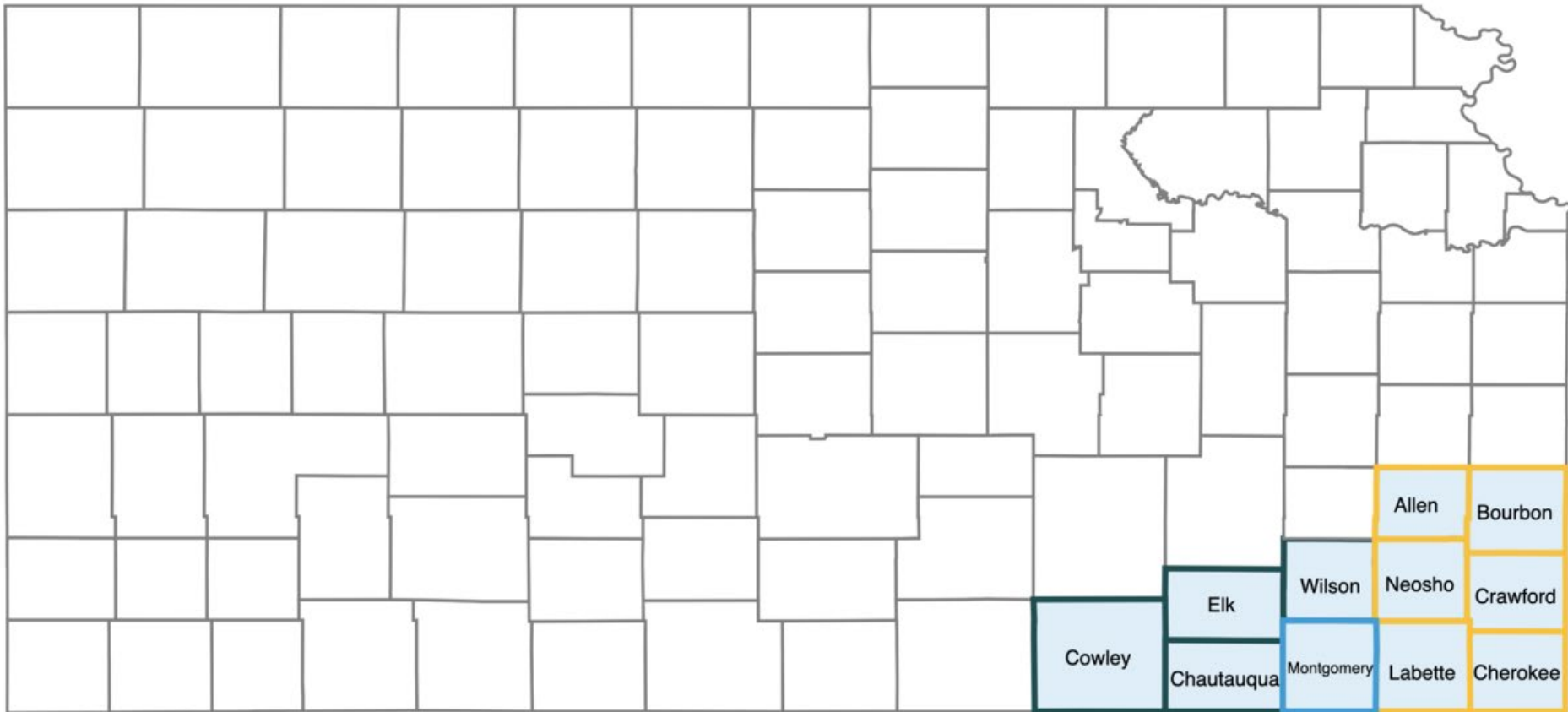
## Programs

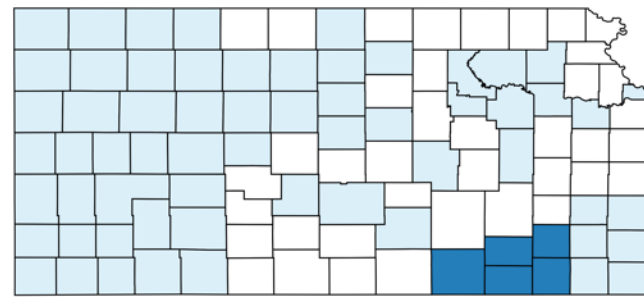
- 0-3 Care & Education
- PreK
- Developmental Screening
- Family Engagement & Referrals
- Home Visiting
- Social-Emotional Consultation

## Bright Spots



Wrap-around services to families





Chautauqua,  
Cowley, Elk,  
Montgomery,  
& Wilson

89 children served  
68 families served

72% qualified for  
free/reduced price lunch

## Programs

- Case Management
- Mental & Behavioral Health Services
- Parent Education
- Social-Emotional Consultation

## Bright Spots

### Early Childhood Mental Health Consultation



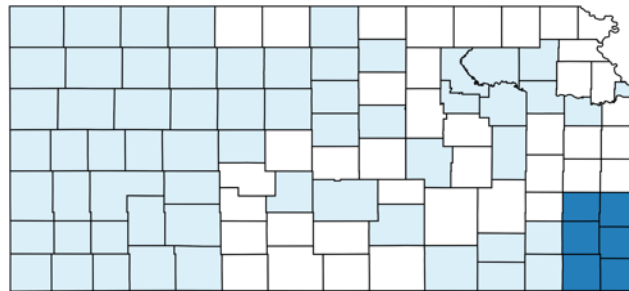
Assessment & intervention for challenging behaviors



Expulsion prevention from early learning centers



Targeted interventions to parents & providers



Allen, Bourbon,  
Cherokee,  
Crawford,  
Labette, & Neosho

906 children served  
788 families served

79% qualified for  
free/reduced price lunch

## Programs

- Case Management
- PreK
- 0-3 Care & Education
- Home Visiting

## Bright Spots

Proud of our providers who...



learned how to interpret  
& use their data



emphasized & improved  
literacy

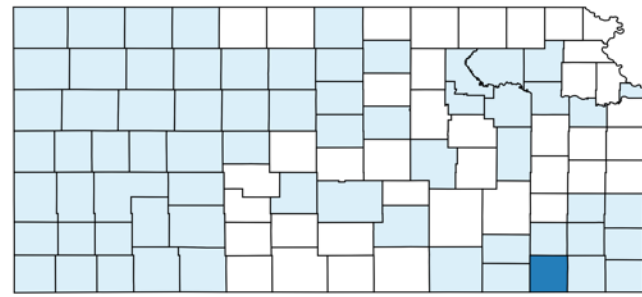


supported each other &  
families during the pandemic





USD 445



Montgomery

149 children served  
139 families served

79% qualified for  
free/reduced price lunch

## Programs

- PreK
- Social-Emotional Consultation

## Bright Spots

Supported families in response to COVID-19:



Offered onsite & remote services

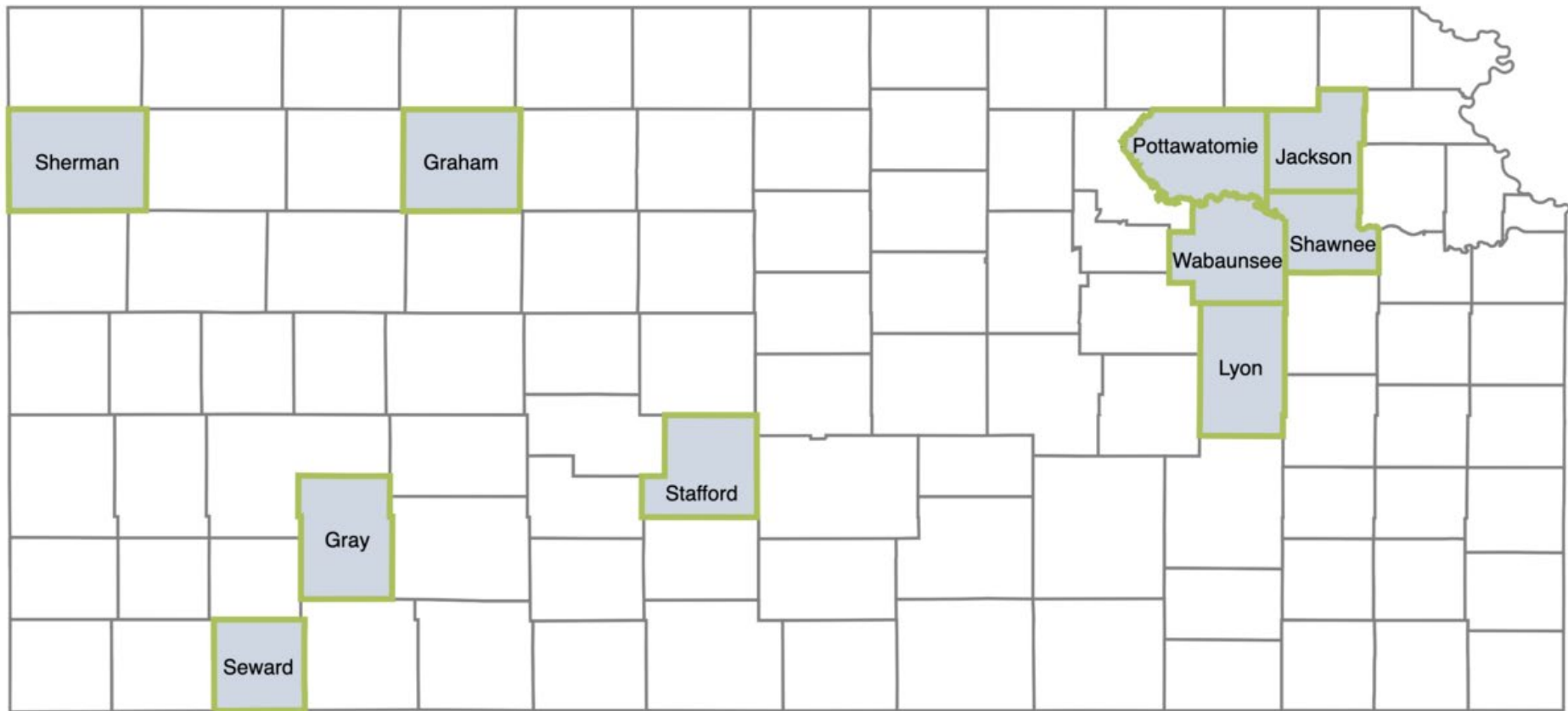


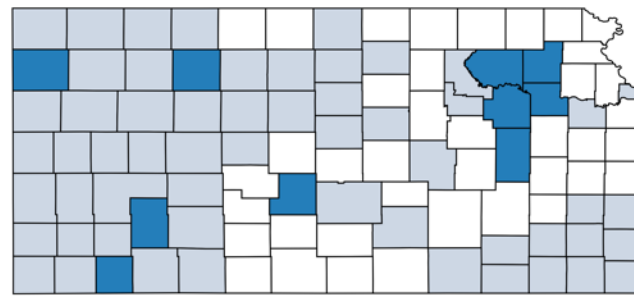
Children stayed enrolled & engaged



Created special virtual events for families

# Multiple Regions: KHSa





Graham, Gray,  
Jackson, Lyon,  
Pottawatomie,  
Seward, Shawnee,  
Sherman, Stafford,  
& Wabaunsee

506 children served  
483 families served

69% qualified for  
free/reduced price lunch

## Programs

- PreK

## Bright Spots

Parent  
connections



Used data to  
support learning  
at home

Community  
partnerships



Included resources  
& activity supports

Classroom  
instruction



Used data to  
support learning  
in classrooms



# ECBG Children & Families Served

## Demographics & Risk

# Risk Factors

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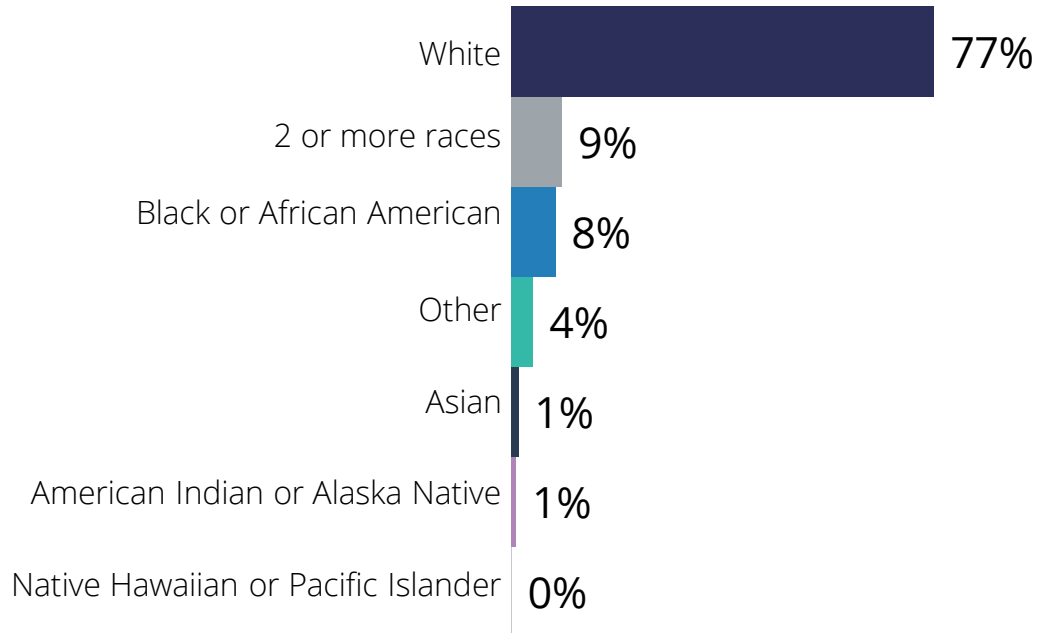
This report contains descriptive information for children and families served during the 2020-2021 grant year as well as longitudinal data from 2017-2021.

## KCCTF Risk Factors

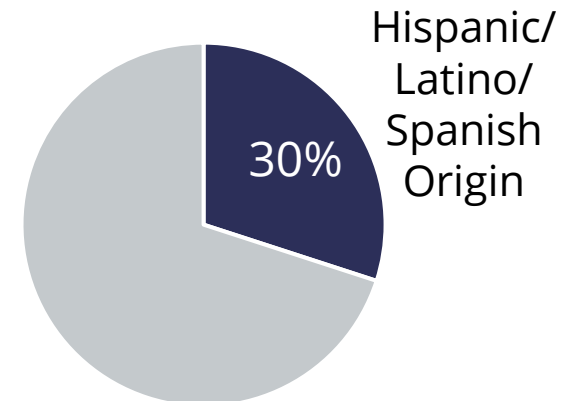
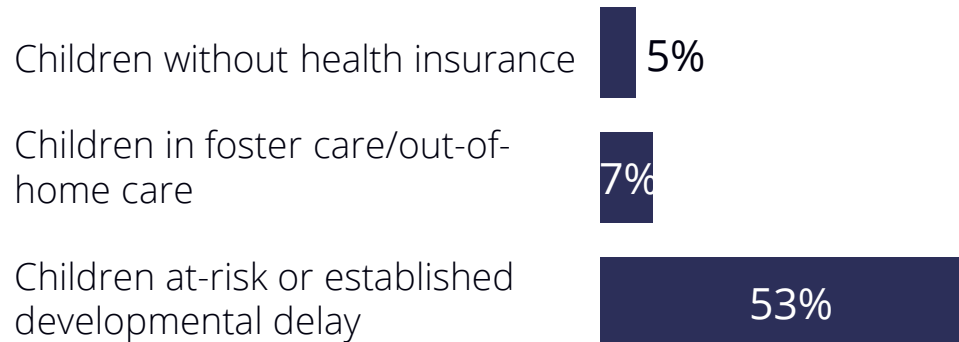
- Family income qualifying for the federal free and reduced-price lunch program
- Children and families whose primary language is not English
- Children at risk for developmental delay (ASQ-3 or ASQ:SE-2) or who have an established delay (Part B or Part C)
- Migrant families
- Children without health insurance
- Children in foster care/custody of a relative/out of home/DCF
- Caregivers with less than a high school education
- Teen parents
- Homeless families
- Custodial parent is unmarried

# 2020-2021 Child Risk Factors

6074 children served



## Risk Factors



# 2020-2021 Family Risk Factors

**5346 families served**

**56%** Married

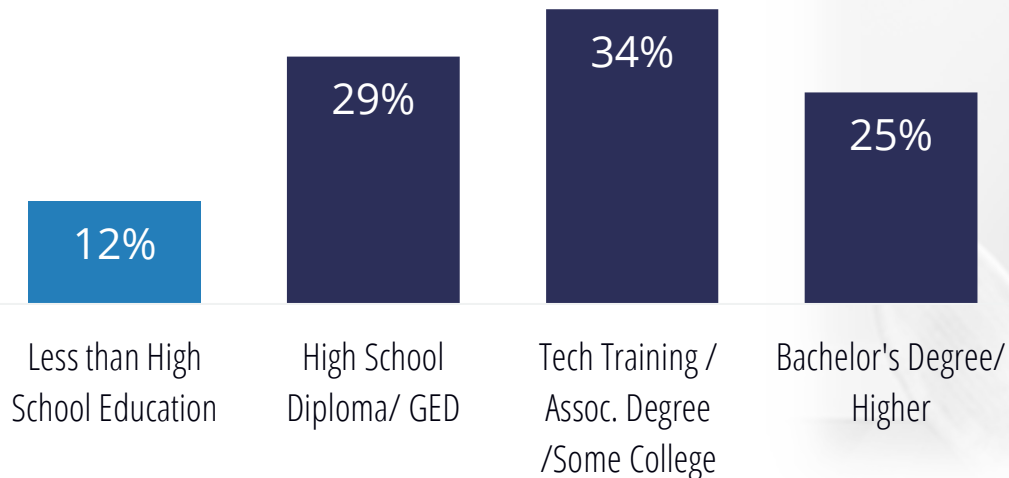
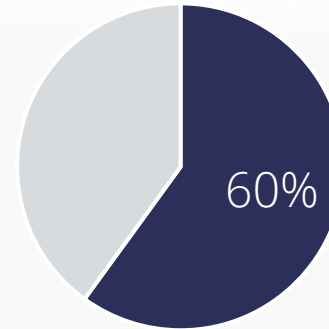
**7%** Teen Parents

**72%** Free & Reduced-Price Lunch

**27%** English is not the primary language in the home

**1%** Migrant Families

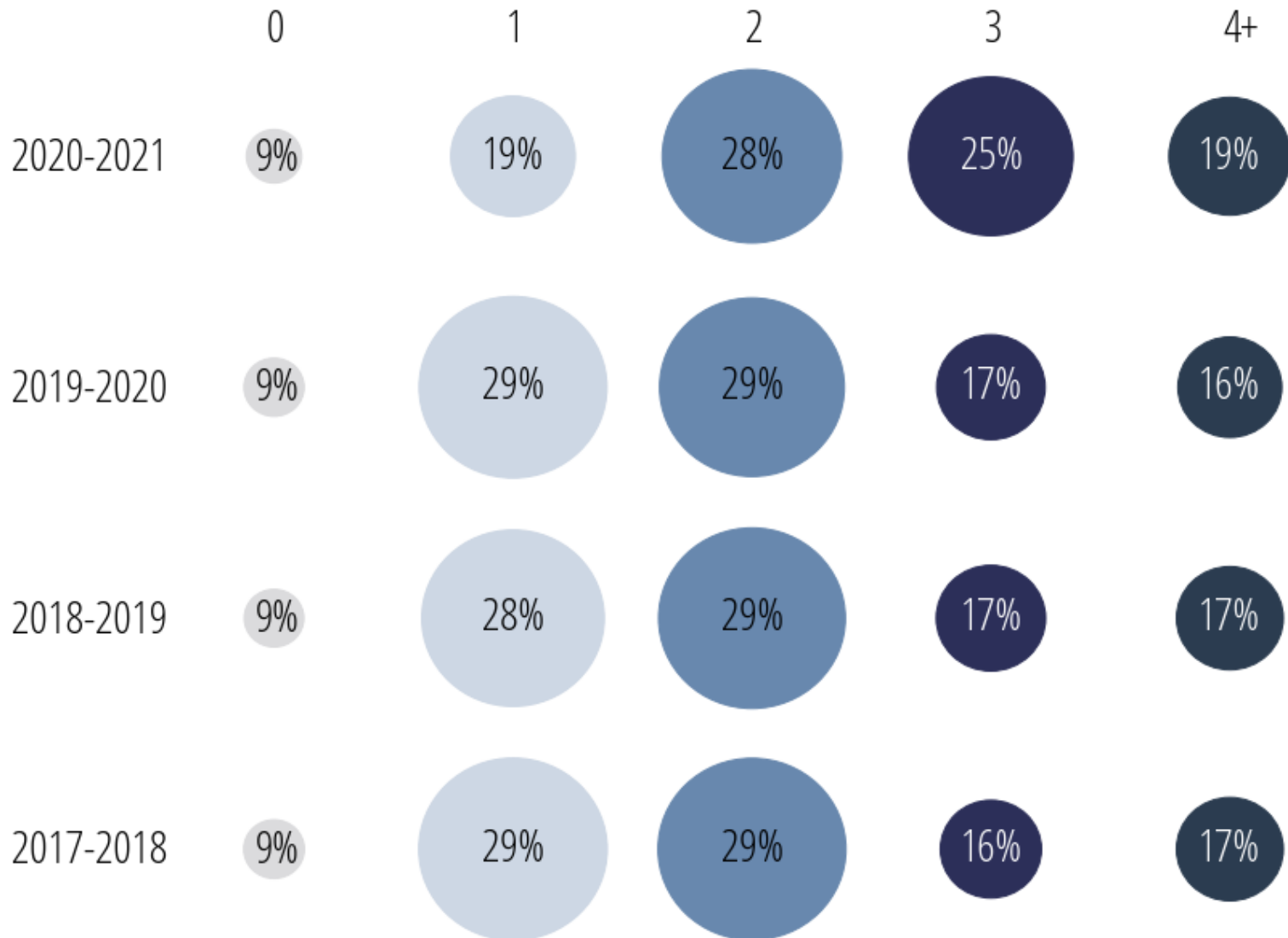
**3%** Homeless Families



# Overall Risk by Year

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## Total Family Risk Factors





# Developmental & Social-Emotional Risk in Context

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Early & Frequent  
Screening



Early  
Intervention



Better Outcomes &  
Lower Cost Over Time

Why are developmental & social-emotional screenings so important?

Early identification and intervention have been associated with **achievement of future developmental milestones and promotion of school readiness.**<sup>1</sup>

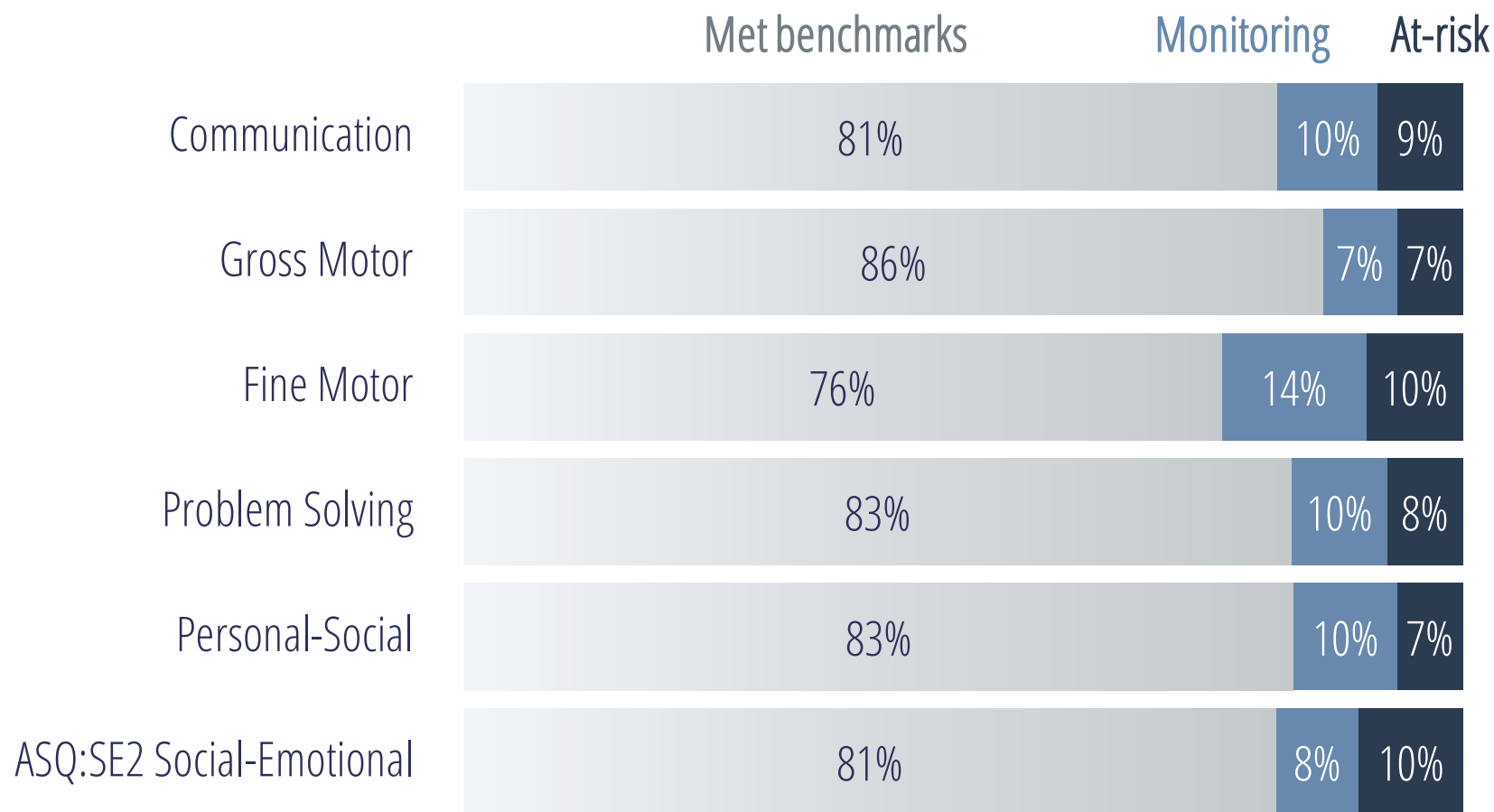
Why use the ASQ-3 & ASQ:SE-2?

ASQ-3 and ASQ:SE-2 are reliable, valid, and normed measures of developmental progress. The ASQs are designed to be used solely as screeners, **not as measures of outcome.**

# Developmental & Social-Emotional Risk

## ASQ-3 & ASQ:SE-2 Screenings

Overall, 46% children had an indication of risk.





# ECBG Impact

# Impact of COVID-19 on Child Care & PreK



**49%** of environments shut down due to COVID-19



**1749** children were impacted by closures

**2%** closed **permanently** due to the COVID-19 pandemic

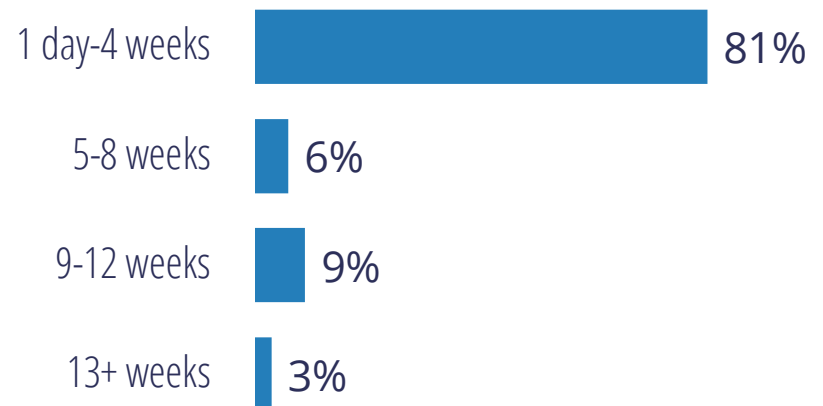
**47%** shut down **temporarily** due to the COVID-19 pandemic

Range of weeks temporarily shut down



 **33%** utilized remote learning while temporarily shut down

Number of weeks temporarily shut down



# Social-Emotional Development

## Why is a social-emotional measure important?

Measures of social-emotional skills **promote mental health and lead to improved outcomes** in behavioral and emotional development.<sup>2,3</sup>

Development of age-appropriate social-emotional skills is related to the ability to build relationships, solve problems, and cope with challenges as well as contributes to academic success.<sup>4</sup>

## Why use the Devereux Early Childhood Assessment (DECA)?

The DECA is a strengths-based, reliable and valid measure of **social-emotional well-being**.<sup>5</sup>

### Focuses on three areas:

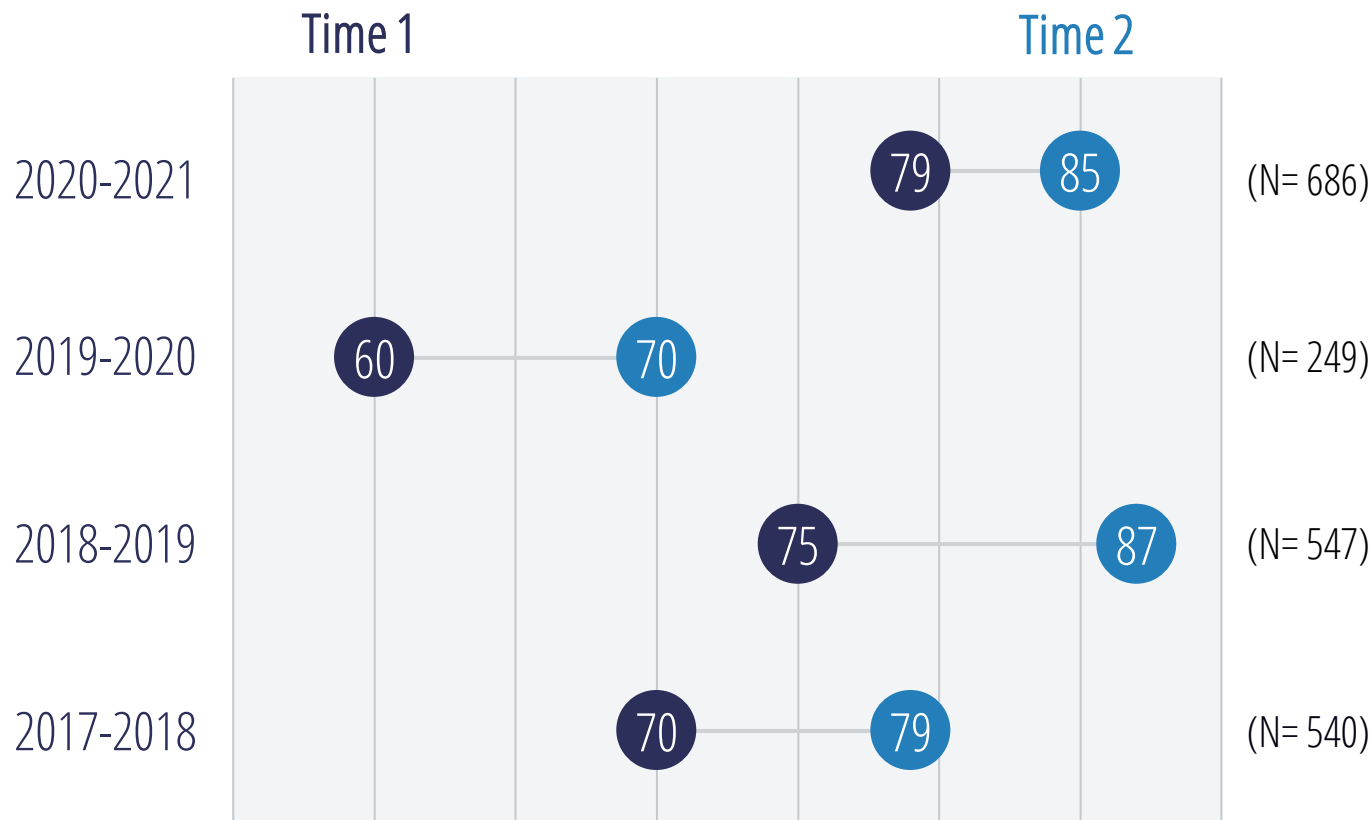
- Attachment/Relationships
- Self-Regulation
- Initiative<sup>6</sup>



# Social-Emotional Outcomes

## DECA – % children on track

The % of children on track started higher this year, but the gains were smaller than in previous years.



**6%**  
increase  
this year



# Early Care & Education

## Why are quality teacher-child interactions important?

Quality of early care is defined as positive, responsive relationships with adults. Research on these relationships is defined as [Serve and Return](#) by The Center on the Developing Child at Harvard University.



Studies suggest high quality, responsive teacher-child interactions/relationships are most predictive of positive change in academic outcomes and social skills.<sup>7,8</sup>

Children who experience **high quality relationships and care** from infancy through PreK have **higher cognitive, language, preacademic skills, and social-emotional skills** upon school entry.<sup>9,10,11</sup>

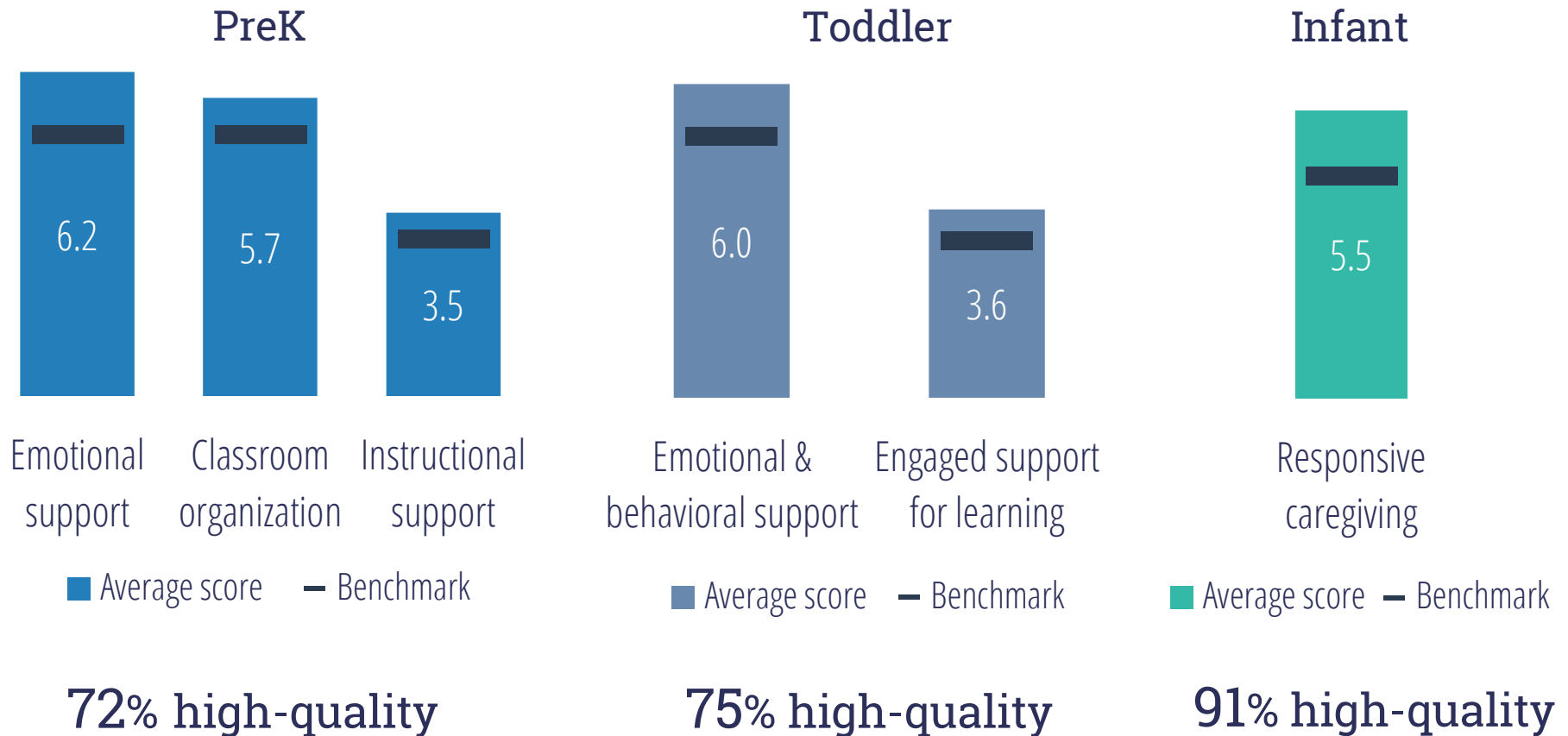
## Why use the Classroom Assessment Scoring System (CLASS)?

The CLASS is a standardized measure used to determine the quality of teacher-child interactions in an educational environment.<sup>12</sup>

# Early Care & Education Outcomes

## CLASS – average scores

The average scores in each category of the CLASS were above the benchmarks at initial assessment.

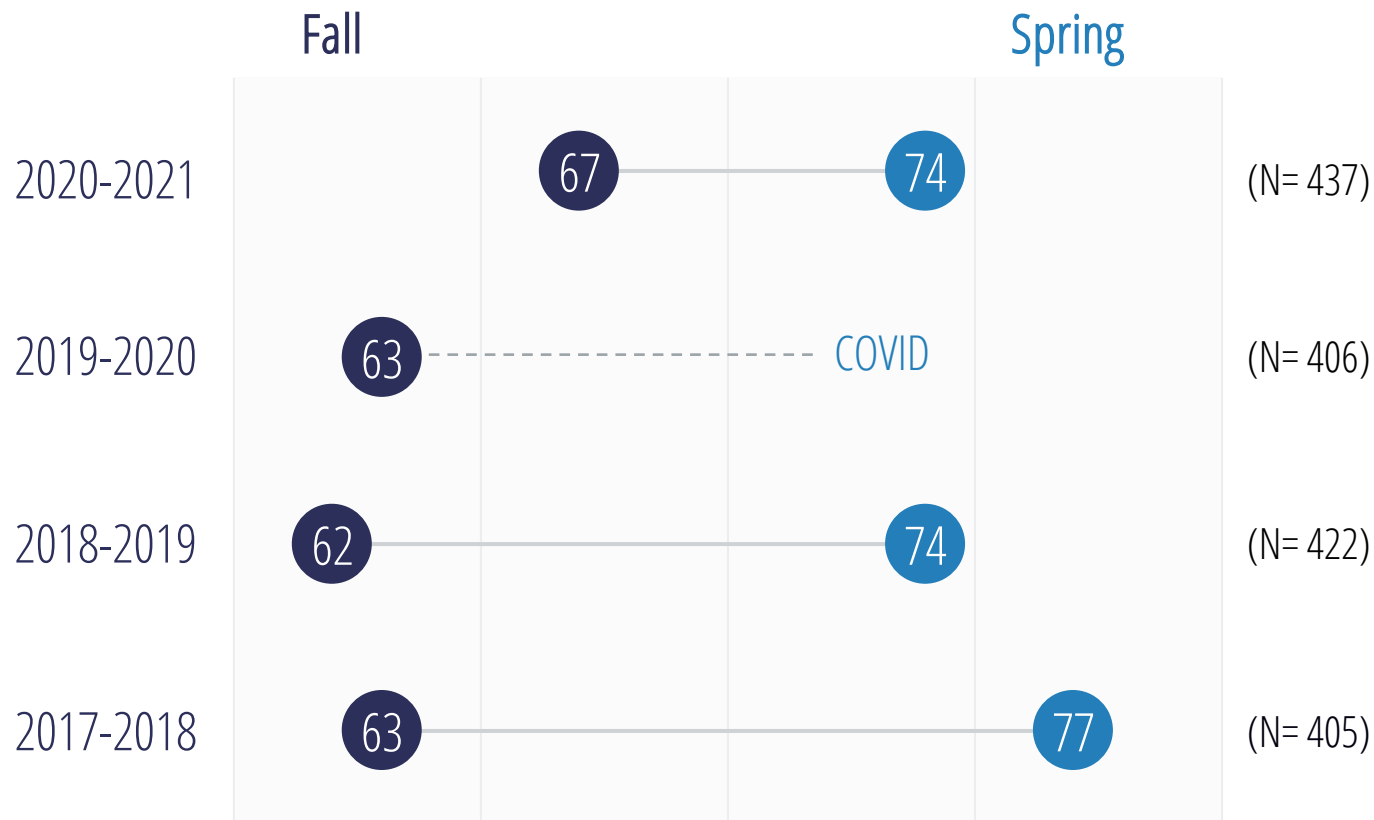




# Early Care & Education Outcomes

## CLASS – % high-quality classrooms

The % of classrooms observed to be high-quality in the fall was higher than in past years.



**7%**  
increase  
this year



# Early Communication

## Why is an early communication measure important?

Monitoring growth in early communication is important for **early identification and to guide intervention**.<sup>13</sup> Early language ability has been found to be the **best predictor** of future **school readiness and academic success** at this age.<sup>14</sup>

## Why use the Individual Growth & Development Indicator (IGDI) Early Communication Indicator (ECI)?

The IGDI's ECI measures key **expressive communication skills** as they develop in infants and toddlers with a play-based interaction with a familiar adult.<sup>15</sup>

### Focuses on four areas of communication:

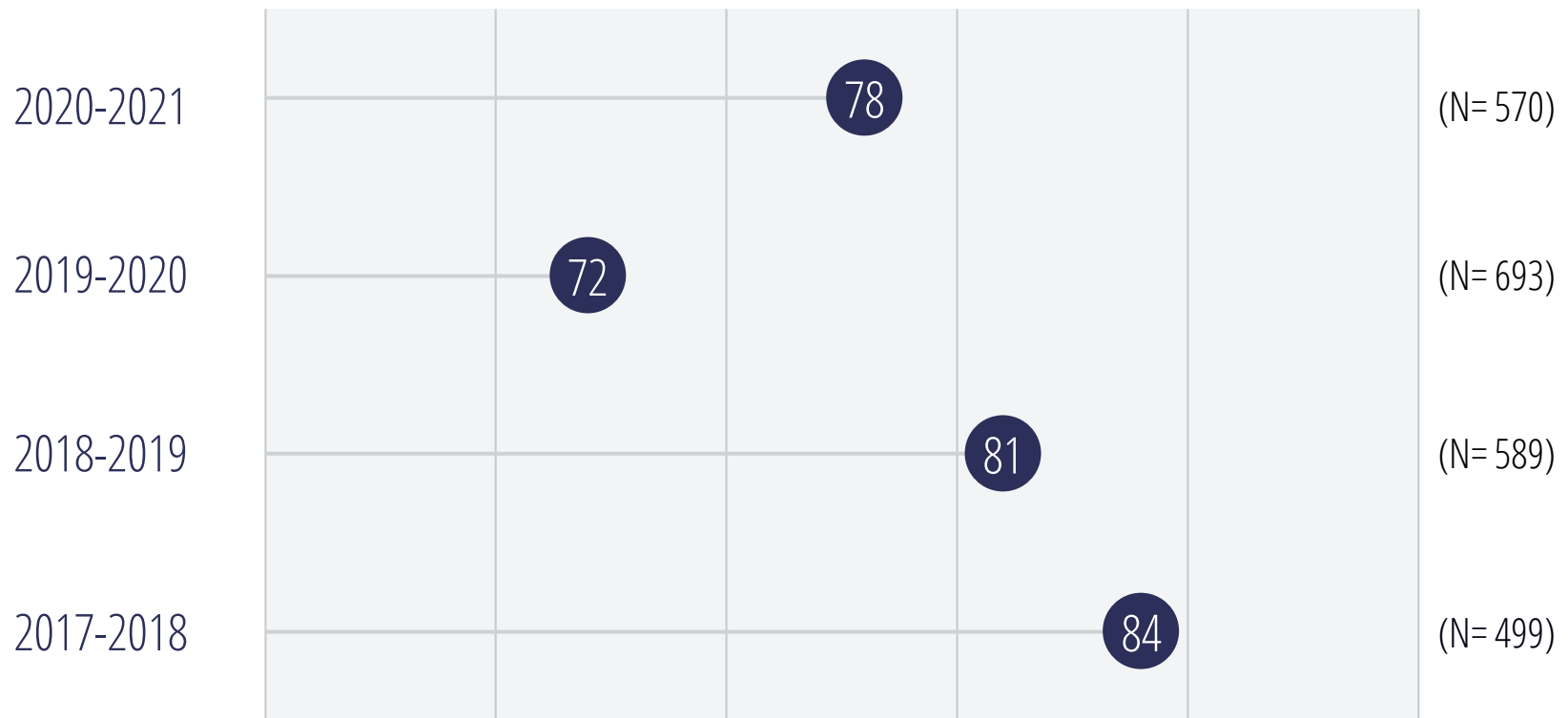
- Gestures
- Vocalizations
- Single words
- Multiple words



# 0-3 Early Care & Education Outcomes

## IGDI ECI – % positive change

The % of children whose scores indicate growth from Time 1 to Time 2 increased from 2019-2020 to 2020-2021.



Almost half of the ECBG children assessed (47%) had an established delay.

# 4-Year-Old Early Literacy Language Comprehension

**Language comprehension** is the ability to derive meaning and draw inferences from written and spoken language.

**Why is Language Comprehension important?**

Oral language and comprehension have been found to **predict literacy and reading outcomes**.<sup>16</sup>

Children who enter school with larger vocabularies have fewer difficulties learning new words and comprehending language.<sup>17</sup>

**Why use the myIGDIs Literacy?**

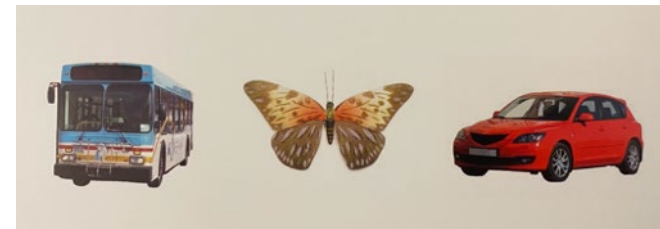
The myIGDIs is a reliable, valid, benchmarked measure of that is sensitive to change and supports Multi-tiered Systems of Support.<sup>18</sup>

Language Comprehension focuses on:

Picture Naming



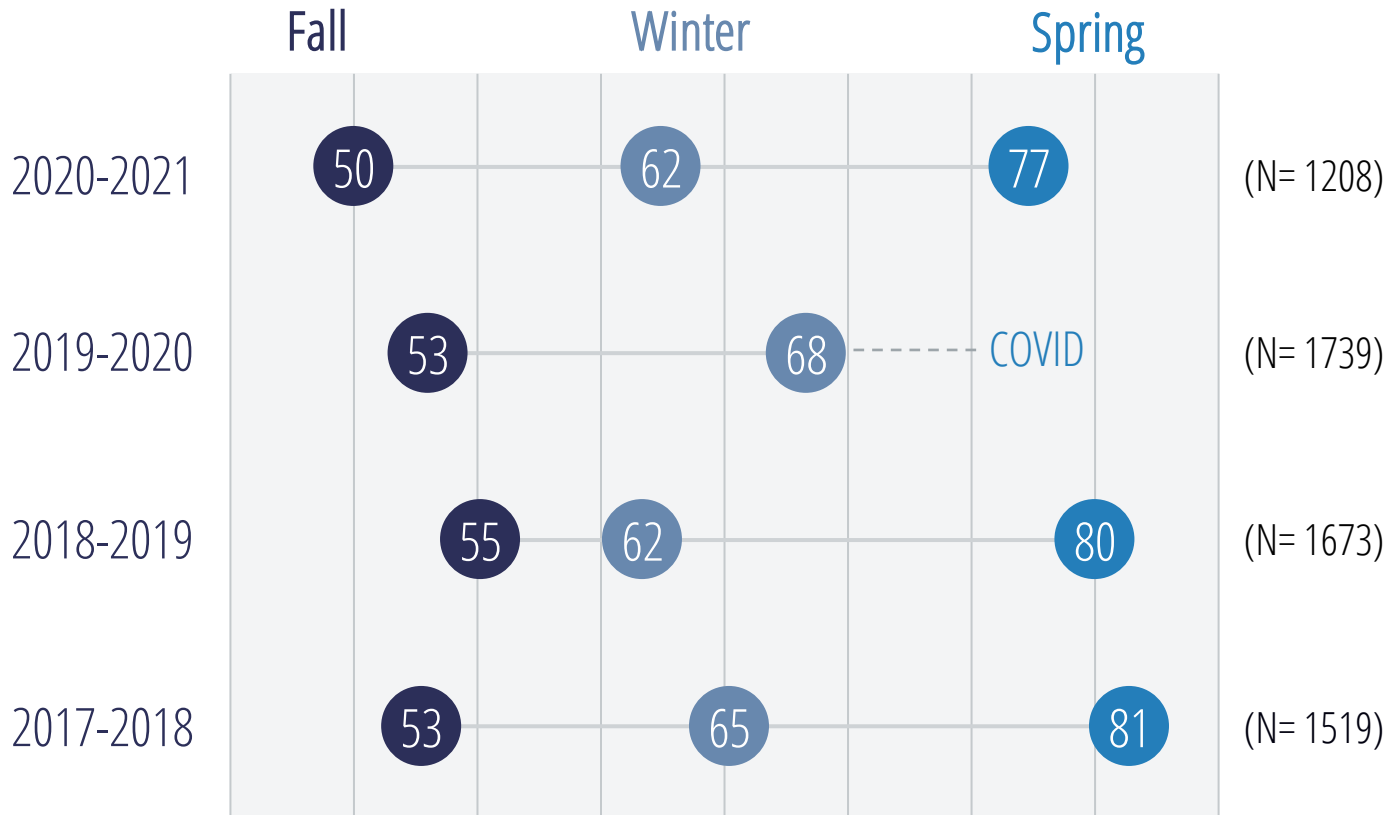
Which One doesn't Belong



# PreK Literacy Outcomes

## myIGDIs Language Comprehension – % on track

Consistent gains have been made in the % of children on track in language comprehension over the past 4 years, but children started lower this year.



**27%**  
increase  
this year



# 4-Year-Old Early Literacy Phonological Awareness

Phonological Awareness is the ability to detect, identify, and manipulate individual sounds in spoken language.

## Why is Phonemic Awareness important?

Research indicates **emergent phonological skills are key to learning to read**.<sup>19</sup> Strong phonemic awareness is a predictor of reading proficiency in third grade.<sup>20,21</sup>

Rhyming

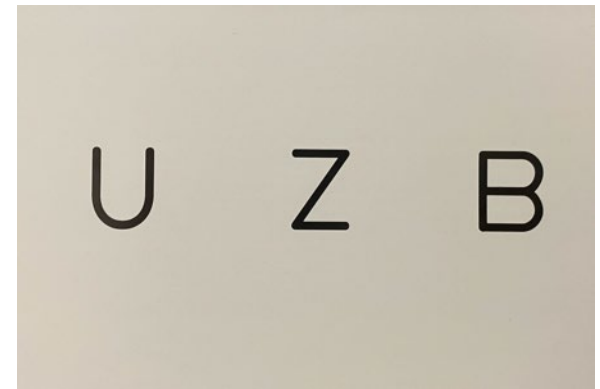


Phonemic Awareness  
focuses on:

Alliteration



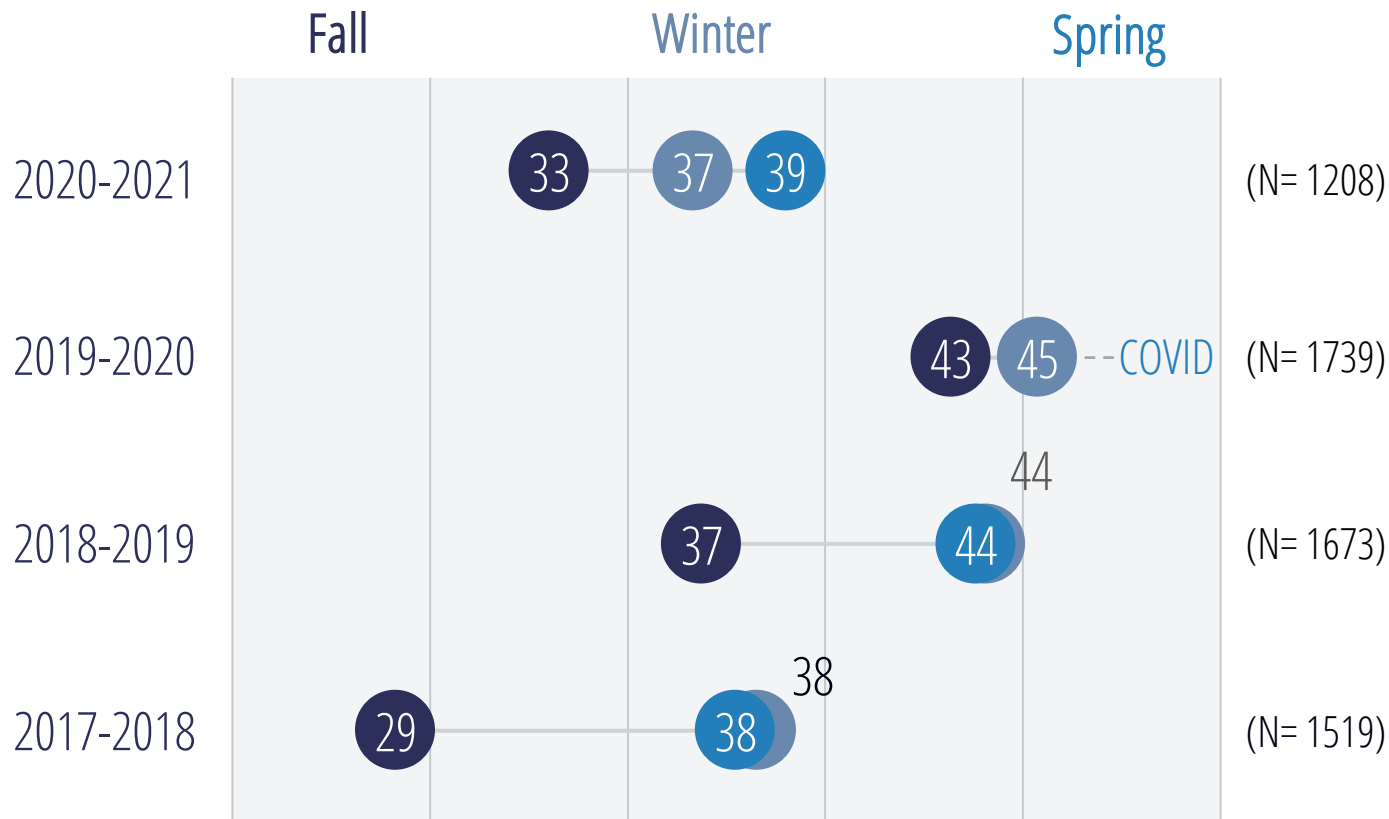
Sound Identification



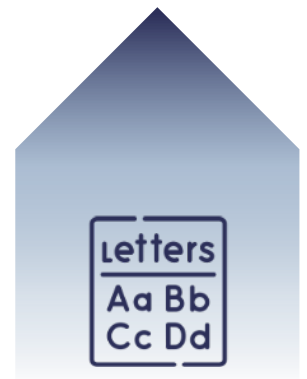
# PreK Literacy Outcomes

## myIGDIs Phonemic Awareness – % on track

Much of the progress made in phonemic awareness in the last couple of years was lost and the % of children on track in phonemic awareness this year ended lower.



**6%**  
increase  
this year



# 3- & 4-Year-Old Numeracy

## Why is a measure of numeracy important?

Research from multiple longitudinal studies demonstrated preschool numeracy skills are **strongly associated with future academic success**.<sup>22</sup>

Pre-numeracy skills at Kindergarten entry were a better predictor of academic achievement than literacy, attentional skills, or social behavior.<sup>23</sup>

Engaging in early mathematics increases oral language abilities, even when measured during the following school year. These include vocabulary, inference, independence, & grammatical complexity.<sup>24</sup>

Numeracy in PreK has been linked to future reading & academic skills in primary school.<sup>22,25</sup>



# 3- & 4-Year-Old Numeracy

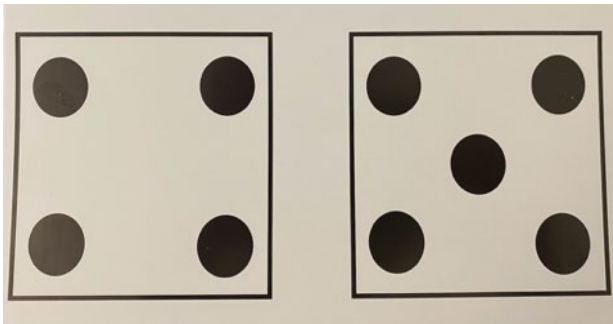
## Why use the myIGDIs Literacy?

The myIGDIs is a reliable, valid, benchmarked measure of early literacy that is sensitive to change and supports Multi-tiered Systems of Support.<sup>25</sup>

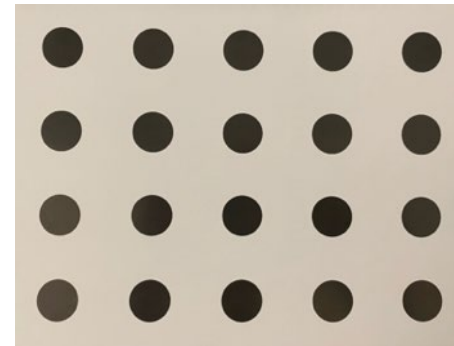
### Numeracy focuses on:

- Oral Counting
- Number Naming
- Quantity Comparison
- 1-to-1 Correspondence Counting

Quantity Comparison



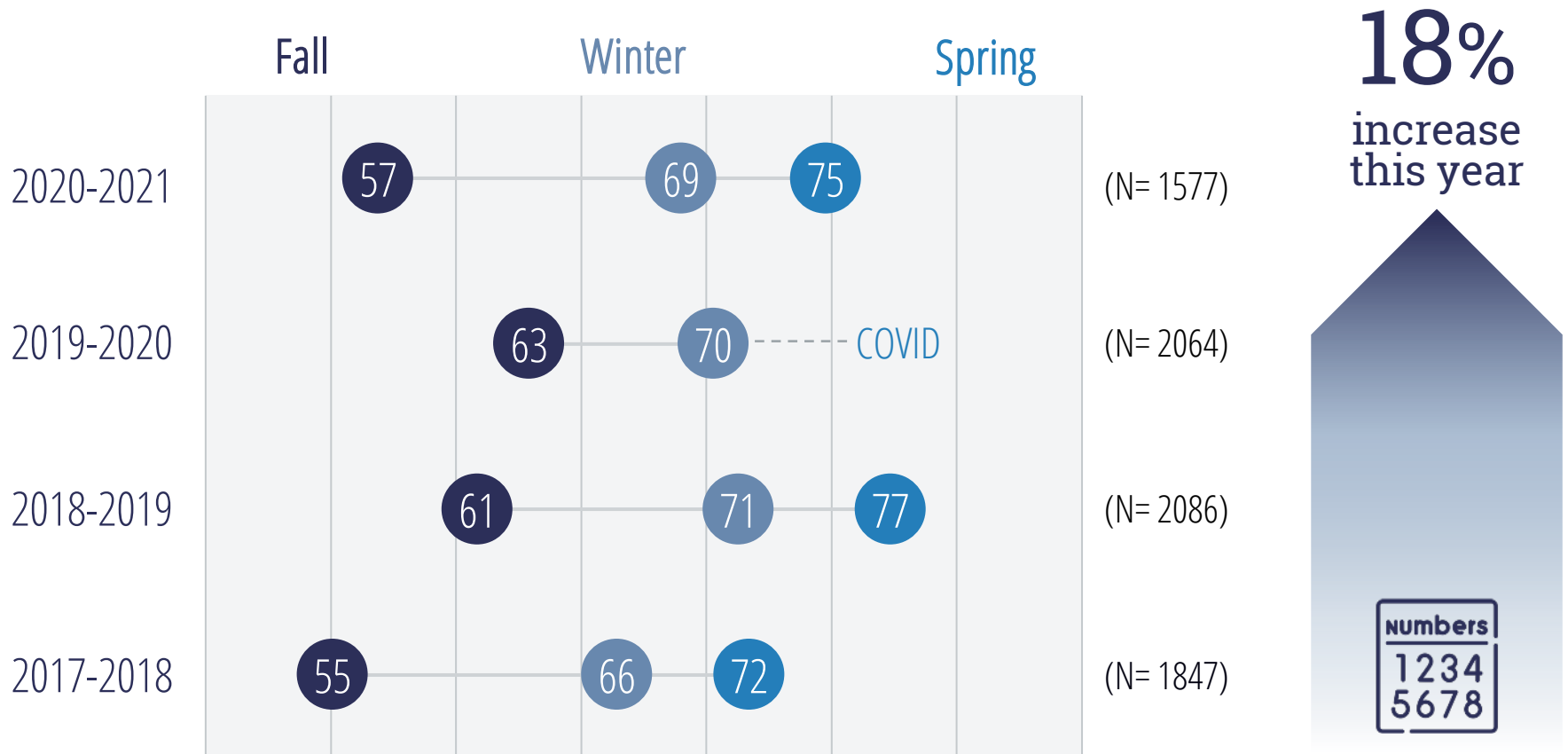
1-to1 Correspondence Counting



# PreK Early Numeracy Outcomes

## myIGDIs Numeracy – % on track

The % of children on track in numeracy started lower in the fall but gains over time were larger than in previous years.



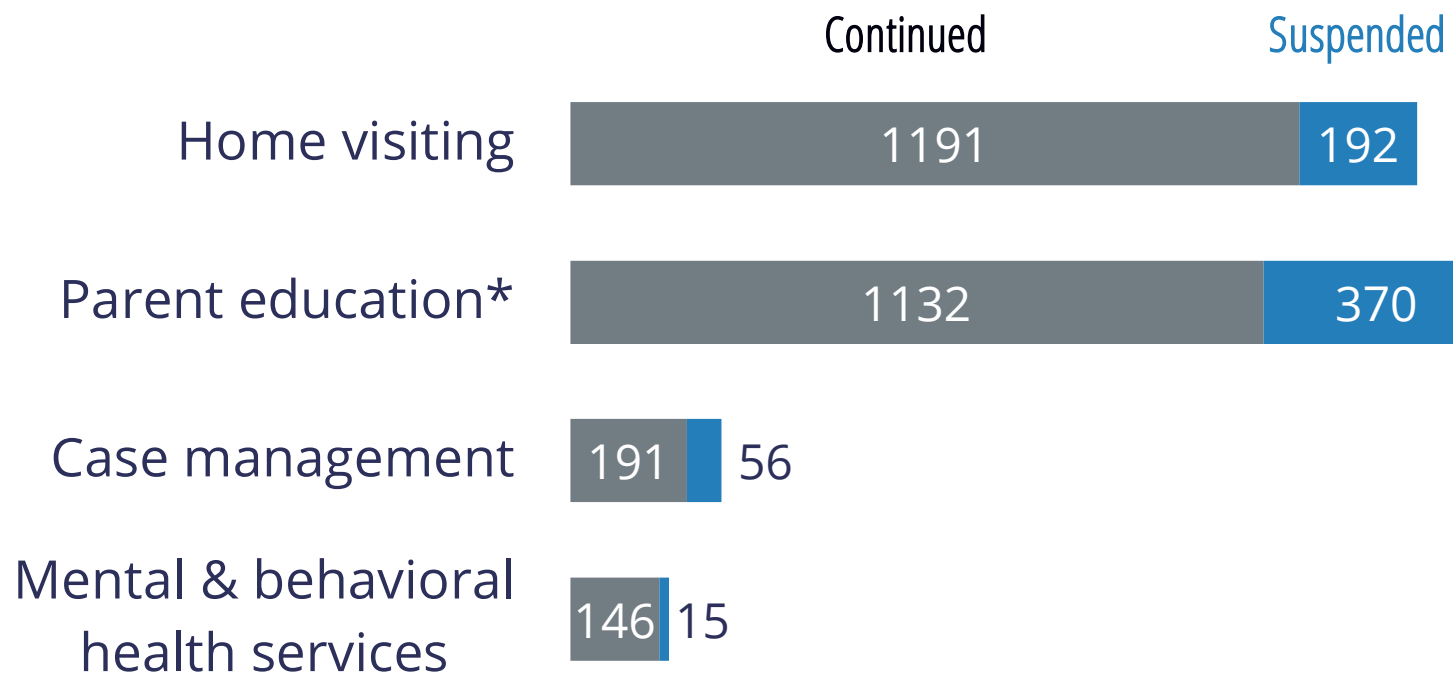
# Impact of COVID-19 on Families Engaged in Family Services

2660

continued to be served  
during 2020-2021

663

suspended services  
due to the pandemic



\*140 parent education groups, sessions, and/or classes were cancelled due to the pandemic

# Home Visiting

## Why is a measure on home visiting important?

Home visiting programs can **intervene and connect families** to needed support early in a child's development. The benefits of home visiting programs are greater when the program is more **intensive** (i.e., includes more home visits) and is part of a **comprehensive community-wide early childhood service system**.<sup>26, 27, 28</sup>

Home visiting is predictive of **positive developmental outcomes** associated with **positive parenting**.<sup>26</sup> Home visiting programs can improve positive parenting skills, children's early development, and ultimately children's school readiness.<sup>29, 30, 31, 32</sup>



# Home Visiting – HOME

## Why use the Home Observation Measurement of the Environment (HOME)?

The HOME is a reliable, valid, benchmarked measure of parenting that has been shown to be sensitive to change.

## What is the HOME?

The HOME:

- measures the **quality** and **extent of stimulation**
- includes observations and parent interview items to measure **parental interaction** with the child in the home environment

Focuses on six areas:

- Responsivity
- Acceptance
- Organization
- Learning Materials
- Involvement
- Variety

# Home Visiting Outcomes

## HOME – % supportive home environments

The % of families that provided supportive parenting started high and small gains were made from Time 1 to Time 2 this year.



**2%**  
increase  
this year



# Parent Education



Why is a measure of positive parenting important?

Parent education promotes **supportive parenting and positive nurturing parent-child relationships**. Evidence-based parent education programs promote positive parenting and **reduce developmental risk**.<sup>33,34</sup>

Why use the Keys to Interactive Parenting Scale (KIPS)?

The KIPS is a reliable, valid, benchmarked measure of parenting, shown to be sensitive to change. The qualities measured by the KIPS reflect **Serve and Return interactions**.

What is the Keys to Interactive Parenting Scale (KIPS)?

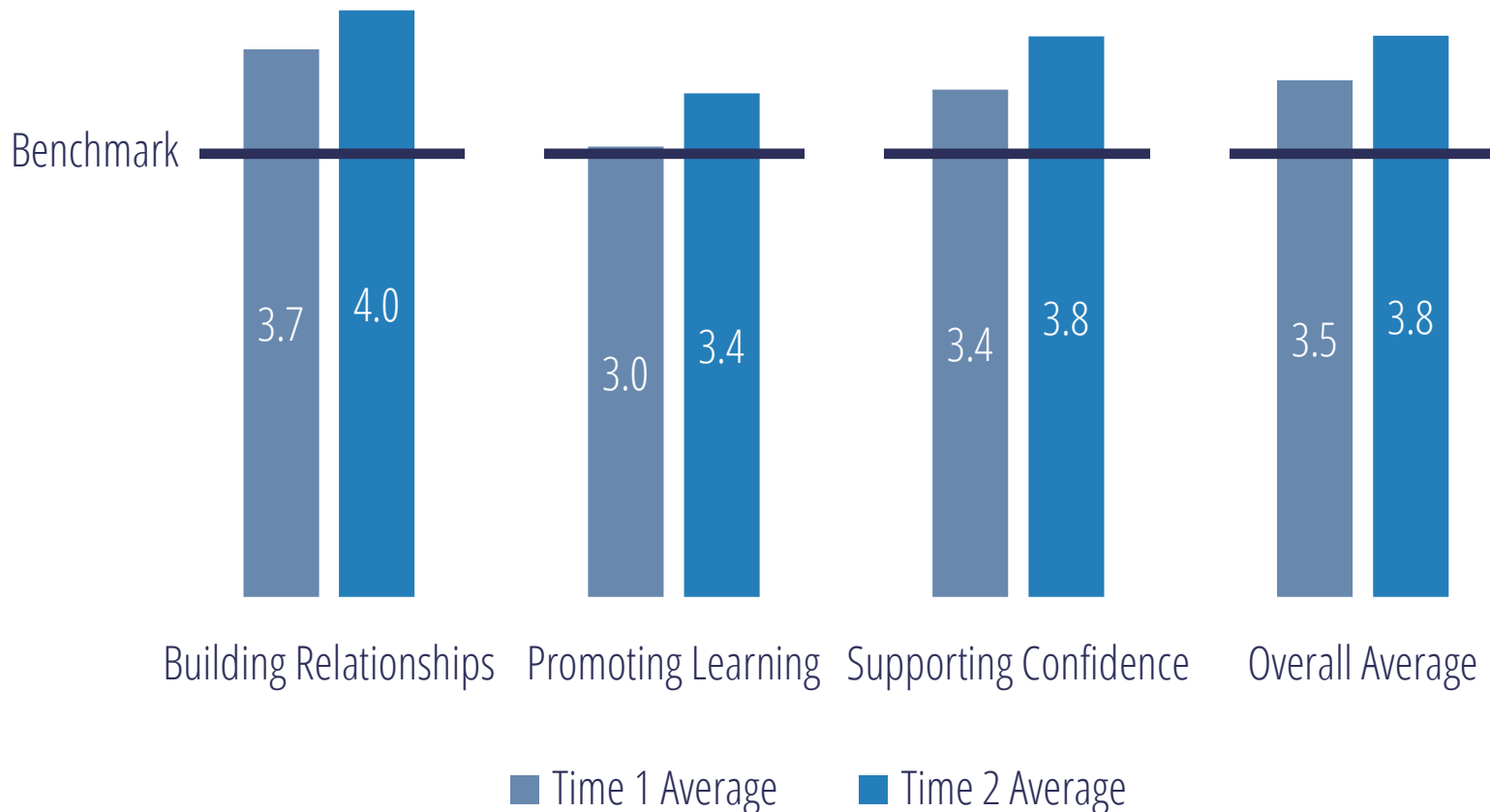
The KIPS:

- assesses **positive parenting interactions**.<sup>35</sup> Observations measure responsive parenting guided by the child's instinctive attempts for interaction.<sup>36</sup>
- measures parental encouragement and the ability to set consistent appropriate limits and consequences. These parenting skills have been found to promote social-emotional and cognitive development.<sup>37,38</sup>

# Parent Education Outcomes

## KIPS – subcategory and overall averages

Parents who participated in parent education had gains in all areas of parenting.

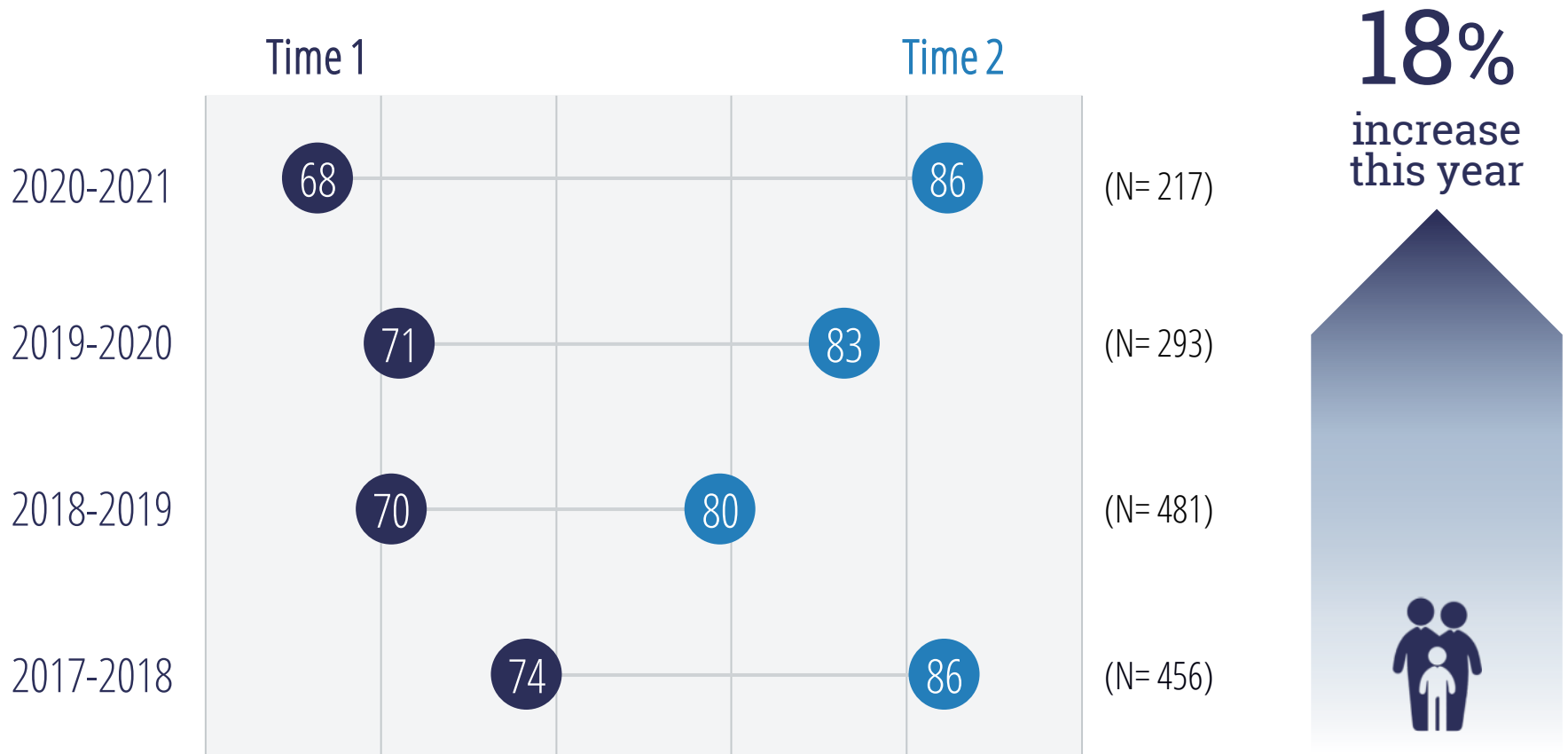




# Parent Education Outcomes

## KIPS – % positive parenting

Larger gains were made this year in the % of parents using positive parenting than in the previous 3 years.



# Summary & Conclusions: ECBG

In the 2020–2021 year, ECBG funds helped early childhood providers serve 6074 children and 5346 families. The number of children and families with 3 or more risk factors increased to 44% – the largest percentage since 2016. Notably, many children and families had risk factors such as:

- Qualified for free or reduced-price lunch (72%)
- At-risk of or with a developmental delay (53%)
- Earned less than \$40,000 annually (60%)

Due to COVID-19, 49% of environments closed at least temporarily, impacting 1749 children. Family services were suspended for 663 families as well. COVID-19 also disrupted data collection and delivery of services. The effects on the classrooms, children, and families can be seen in the 2021 outcomes.

- ASQ-3 & ASQ:SE-2 indicated 46% of children had some indication of risk.
- Although all outcomes showed progress for children, families, and classrooms, results were often less positive than in previous years (pre-COVID-19).

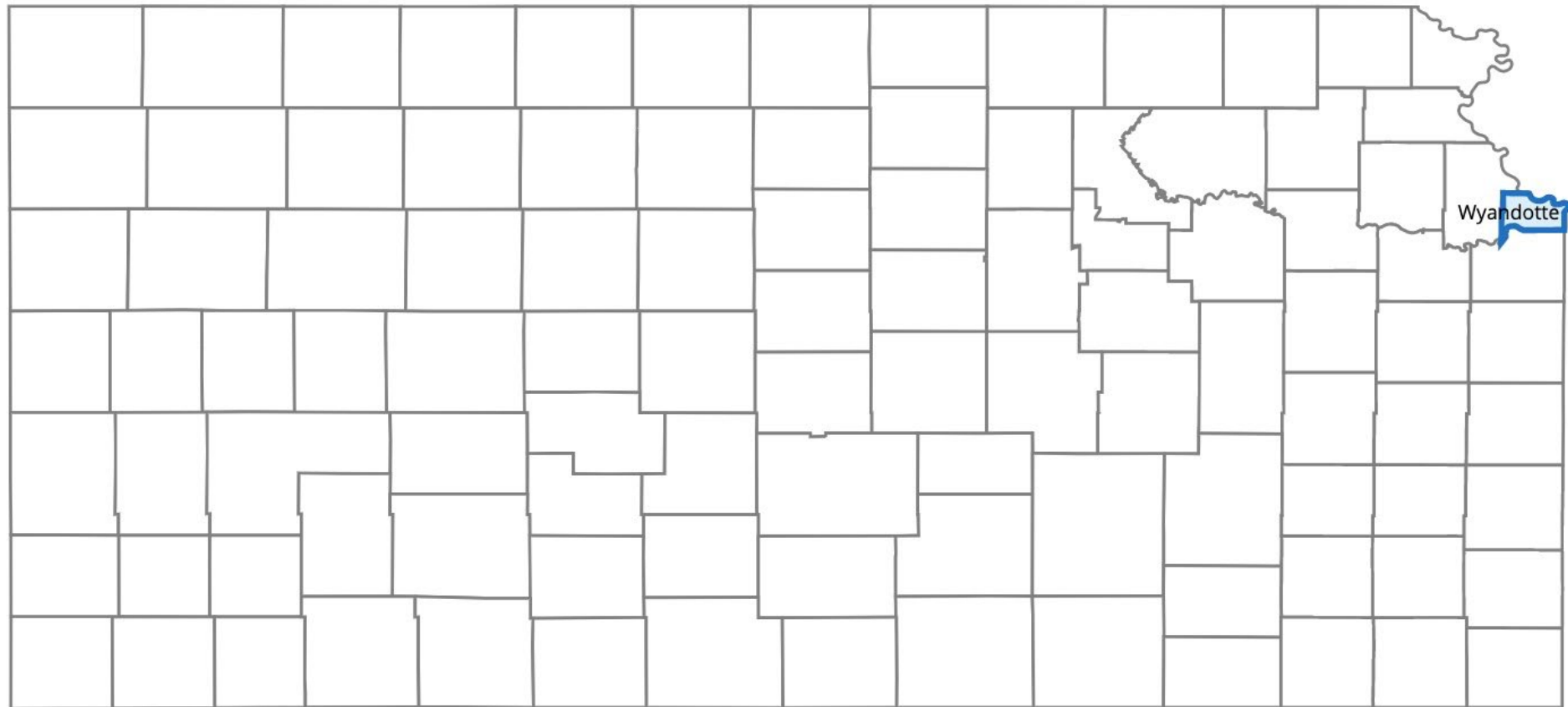
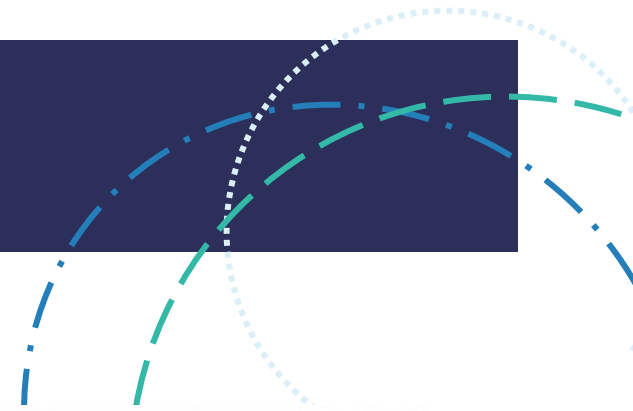
# Communities Aligned in Early Development & Education (CAEDE)

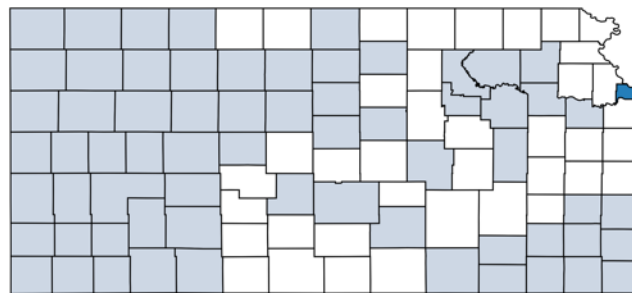
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Start Young  
2020-2021 Evaluation



# Wyandotte County: Start Young





Wyandotte

511 children served  
420 families served

67% qualified for  
free/reduced price lunch

## Programs

- Literacy Activities
- Mental & Behavioral Health Services
- PreK
- PreK & Early Learning Infrastructure

## Bright Spots



26

teachers  
increased their  
level of education



94%

of teachers with  
salary supplements  
were retained



293

new, quality child  
care slots in  
Wyandotte County

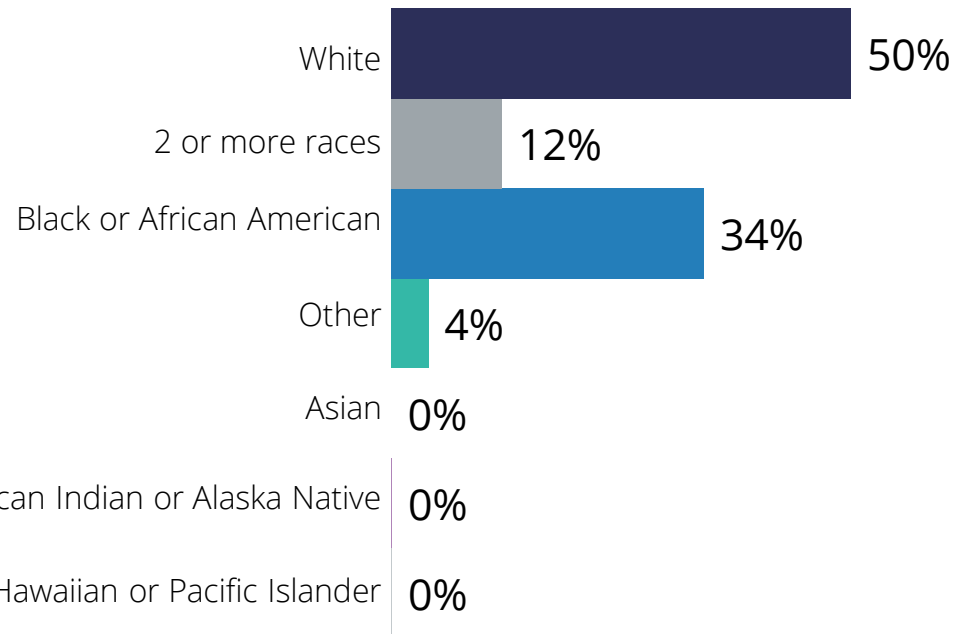


# Children & Families Served

## Demographics & Risk

# 2020-2021 Child Risk Factors - Start Young

**511 children served**

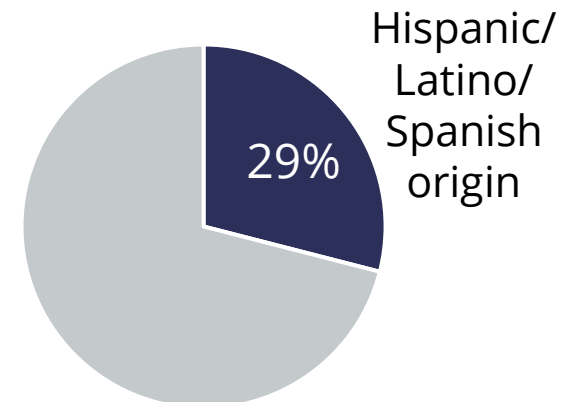


## Risk Factors

Children without health insurance 3%

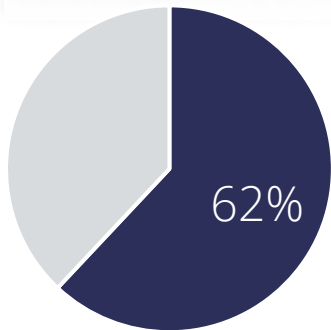
Children in foster care/out-of-home care 8%

Children at-risk or established developmental delay 38%



# 2020-2021 Family Risk Factors - Start Young

**420 families served**



Earned less than \$40,000 annually

**44%** Married

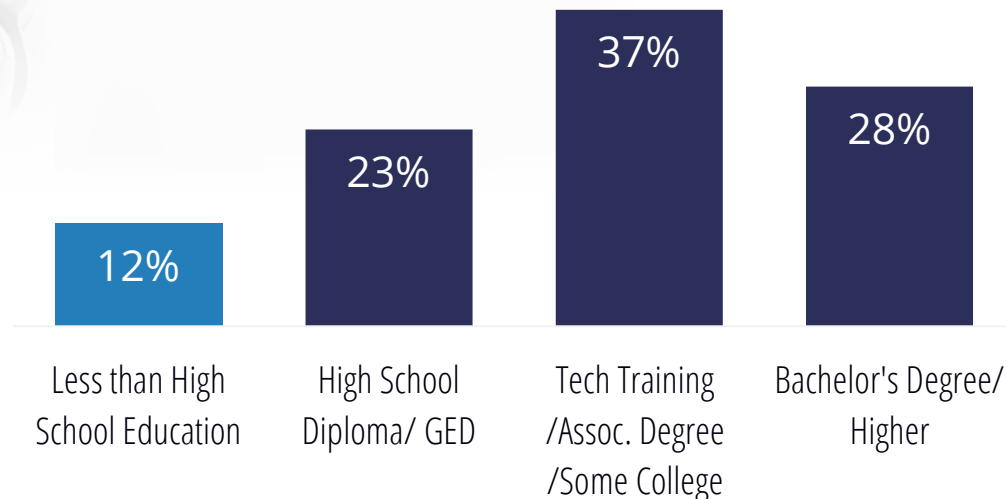
**7%** Teen Parents

**67%** Free & Reduced-Price Lunch

**29%** English is not the primary language in the home

**1%** Migrant Families

**3%** Homeless Families

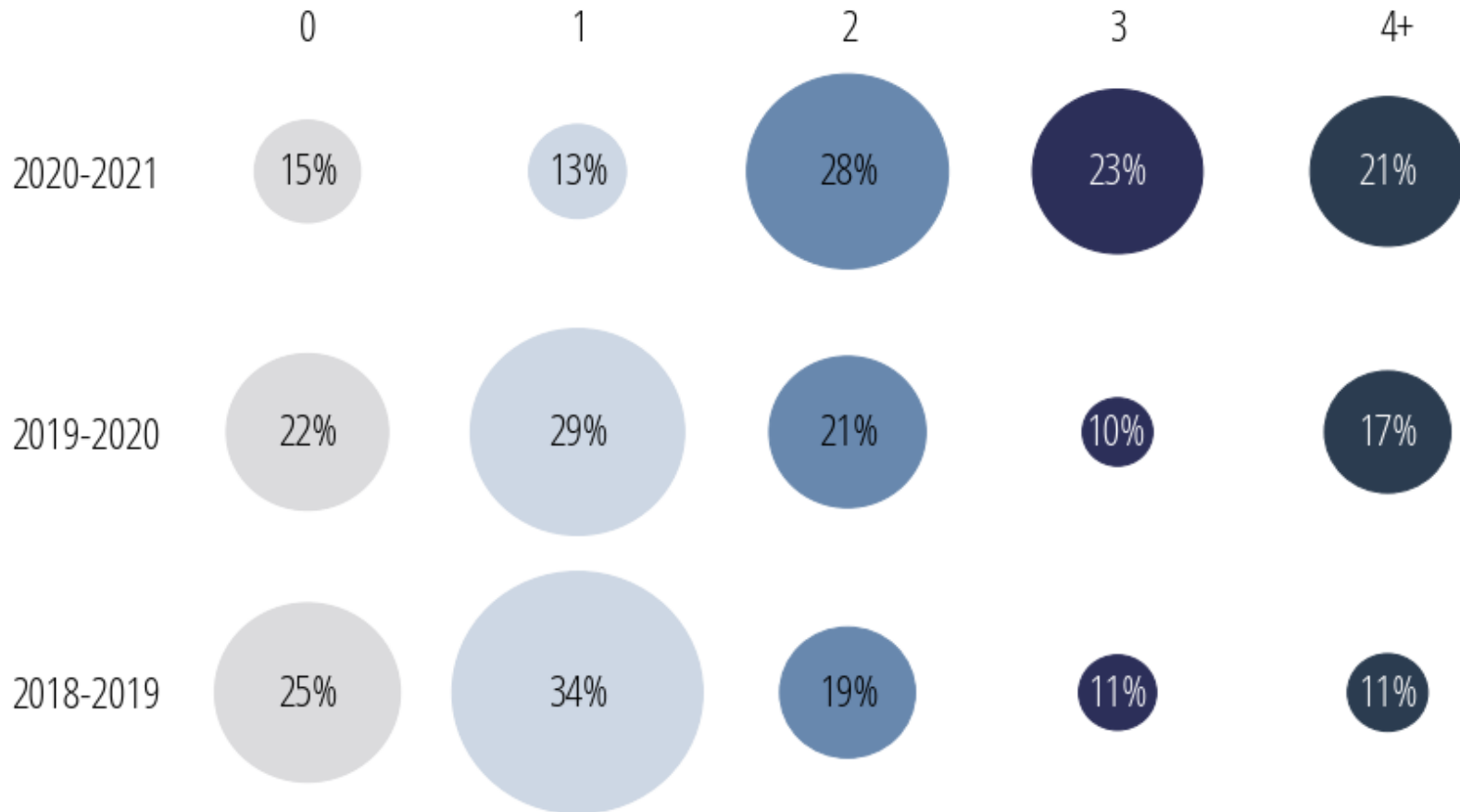




# Overall Risk by Year

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## Total Family Risk Factors



# Developmental & Social-Emotional Risk

## Why are the ASQ-3 & ASQ:SE-2 not considered outcome measures?

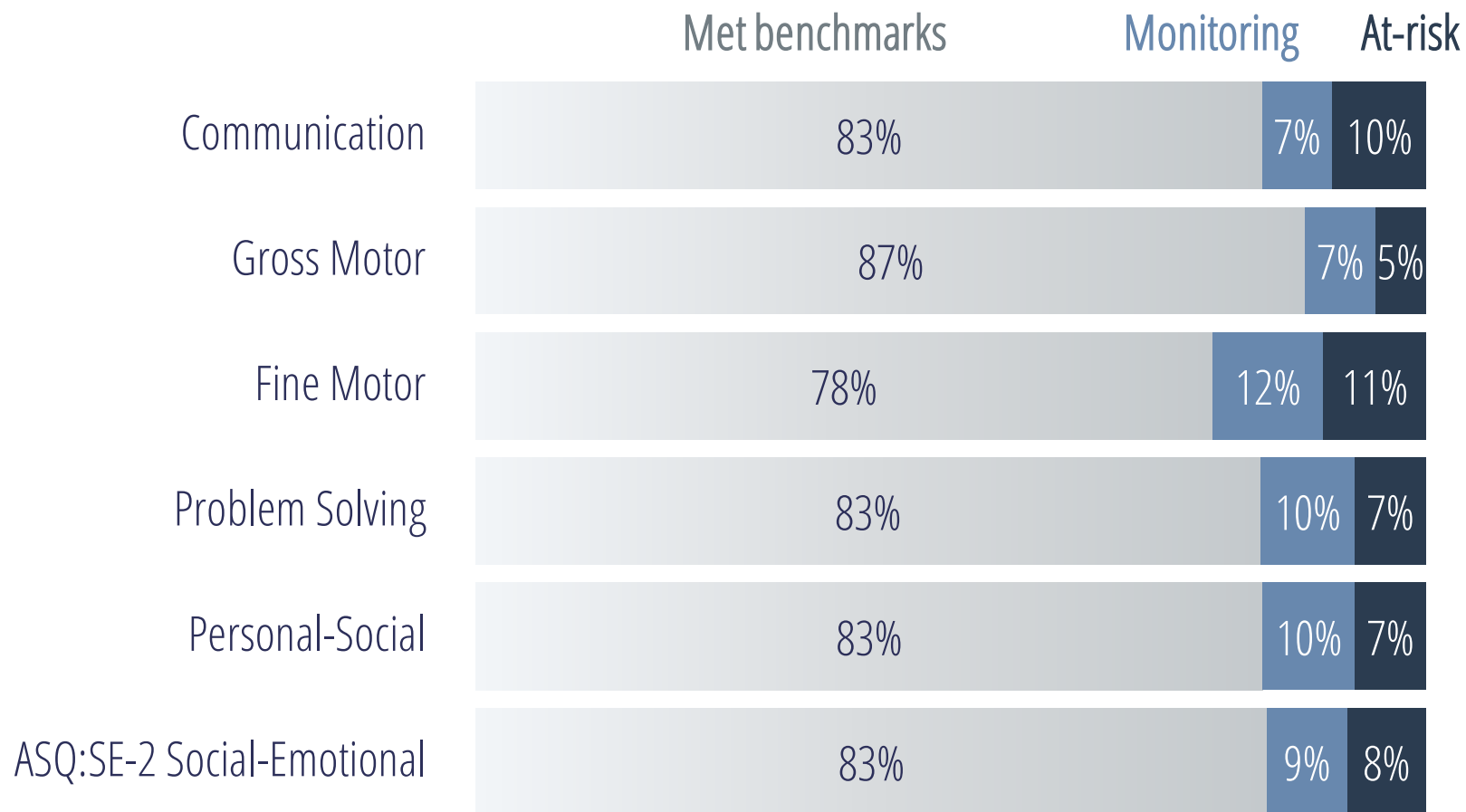
- The ASQ-3 and ASQ:SE-2 are normed screeners of developmental progress.<sup>39</sup>
- ASQs were developed to be used in intervals based on the child's age with a different screener for each age. Cutoff scores represent whether the infant or child performs developmentally appropriate tasks at each interval.
- According to the developers of the ASQ, this instrument for screening children fits the definition of a screener by being “a brief procedure to identify children in need of more in-depth evaluation.”<sup>40</sup>
- It is not **comprehensive enough to assess progress or outcomes** associated with any given intervention.<sup>41</sup>



# Developmental & Social-Emotional Risk

## ASQ-3 & ASQ:SE-2 Screenings

Overall, 43% children had some indication of developmental risk.



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# Start Young Impact



# Impact of COVID-19 on Child Care & PreK



**55%** of environments shut down due to COVID-19



**229** children were impacted by closures

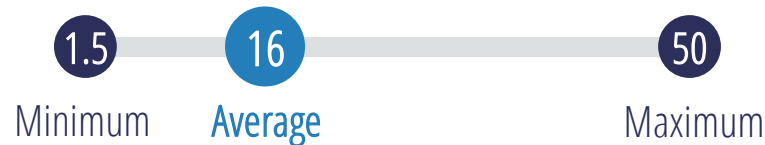
**5%**

closed **permanently** due to the COVID-19 pandemic

**50%**

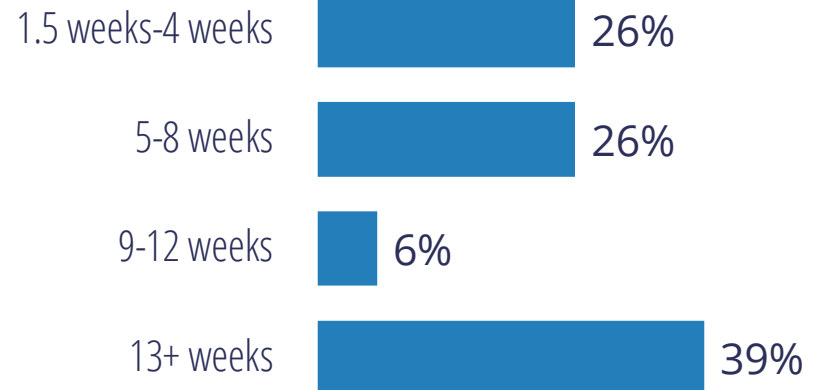
shut down **temporarily** due to the COVID-19 pandemic

Range of weeks temporarily shut down



**58%** utilized remote learning while temporarily shut down

Number of weeks temporarily shut down



# Social-Emotional Development Impact

## What is the Devereux Early Childhood Assessment (DECA)?

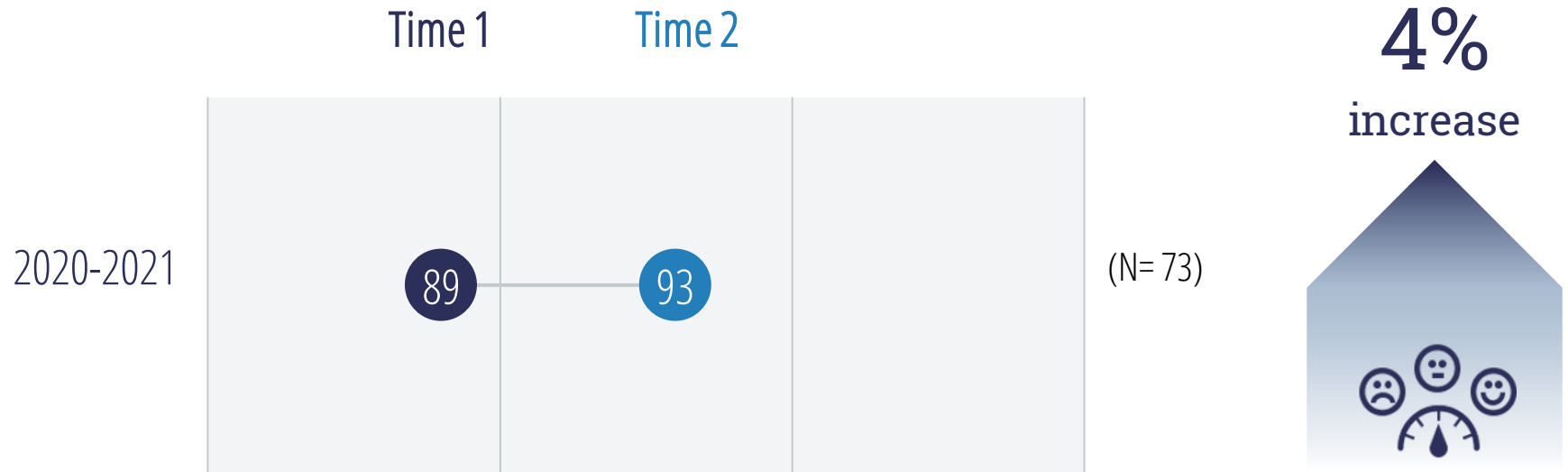
The DECA:

- is an observational measure designed to evaluate **social-emotional strengths** associated with **resiliency and protective factors**.
- is an additional social-emotional assessment. A second measure is necessary to determine outcomes associated with services targeting one-on-one child intervention, social-emotional instruction, teacher coaching, or social-emotional curricula.
- has been demonstrated to be reliable, valid, and sensitive to change.
- can be used for progress monitoring as well as for determining the needs of individual children and providing targeted intervention. <sup>42</sup>

# Social-Emotional Outcomes

## DECA – % on track

The % of children on track increased from Time 1 to Time 2.



# Early Care & Education

## What is the Classroom Assessment Scoring System (CLASS)?

### The CLASS:

- is a tool to capture and evaluate **classroom interactions** essential for optimal child development and education.
- is an **observation-based** measure used to assess the **quality of teacher-child interactions** within early learning environments.
- targets components of classroom interactions found in research to be the most impactful aspects of the early care and education environments. High quality interactions are linked to better early learning outcomes.
- includes components gauged to be developmentally appropriate and targeted by age group.<sup>43</sup>

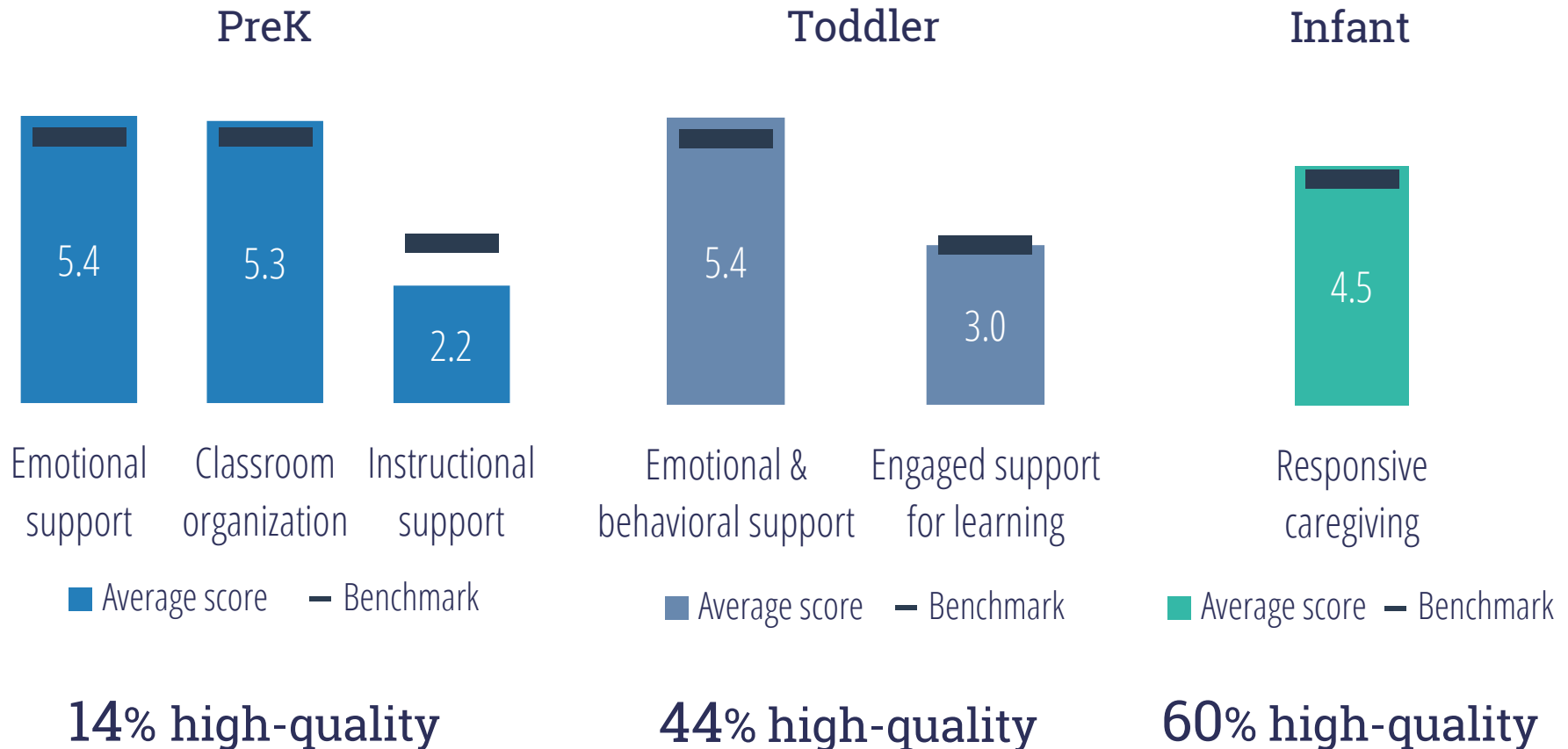




# Early Care & Education Outcomes

## CLASS – average scores

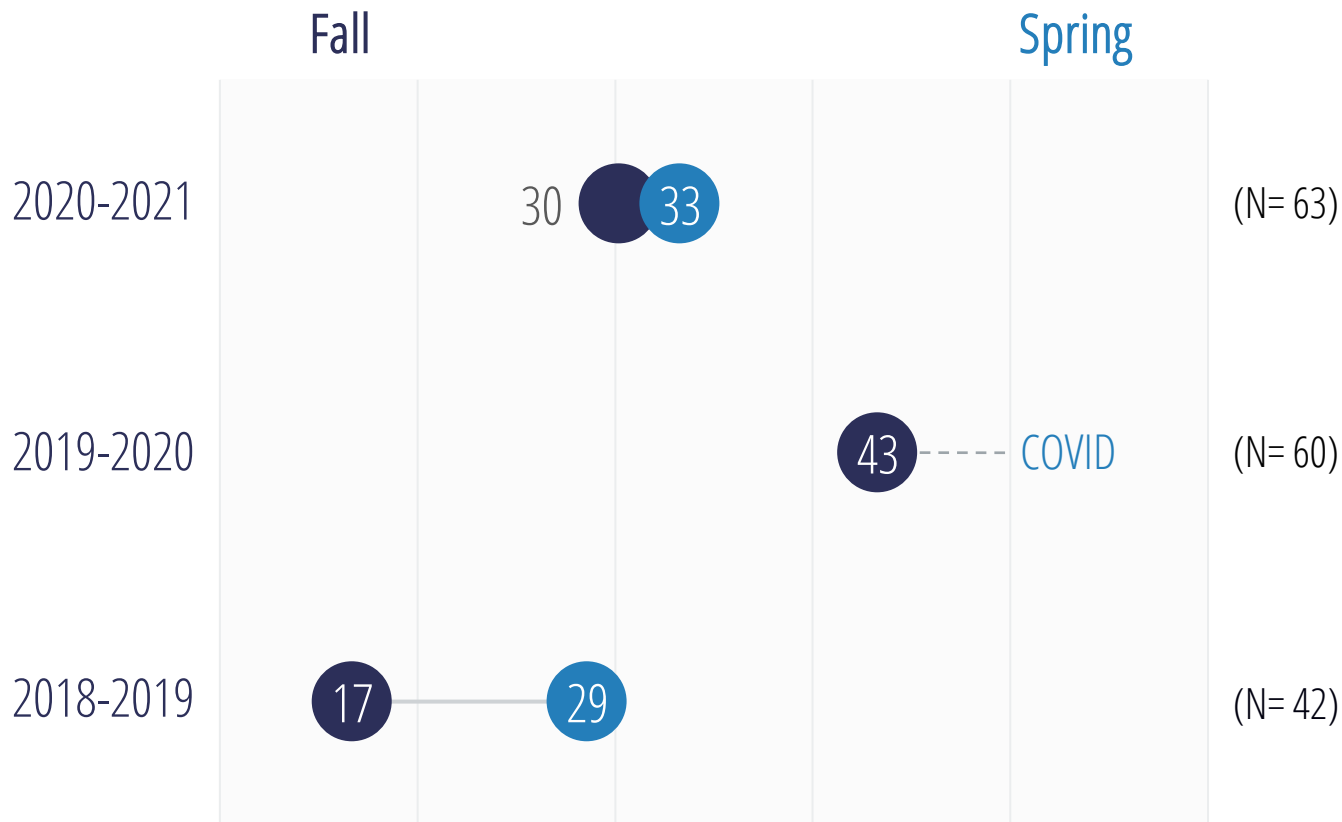
The average scores in each category of CLASS PreK & Toddler were above the benchmarks at initial assessment.



# Early Care & Education Outcomes

## CLASS - % high-quality classrooms

The % of high-quality classrooms slightly increased during the 2020-2021 evaluation year.



**3%**  
increase  
this year



# Early Communication

What is the Individual Growth & Development Indicator (IGDI)  
Early Communication Indicator (ECI)?

The ECI:

- is a play-based measure that monitors **expressive communication skills**.
- can be used as an ongoing, progress monitoring tool.
- is sensitive to small changes in growth and development.
- is designed to measure communication in children of any ability level, including children with established delays.
- provides support materials through the **Making Online Decisions** (MOD) for children with communication delays.<sup>44</sup>

# 0-3 Early Care & Education Outcomes

## IGDI Early Communication – % on track

The percent of children on track started higher this year but increased very little.



**2%**  
increase  
this year



# 4-Year-Old Early Literacy

What are the myIndividual Growth & Development Indicators (myIGDIs) Literacy measures?

The myIGIDs Literacy:

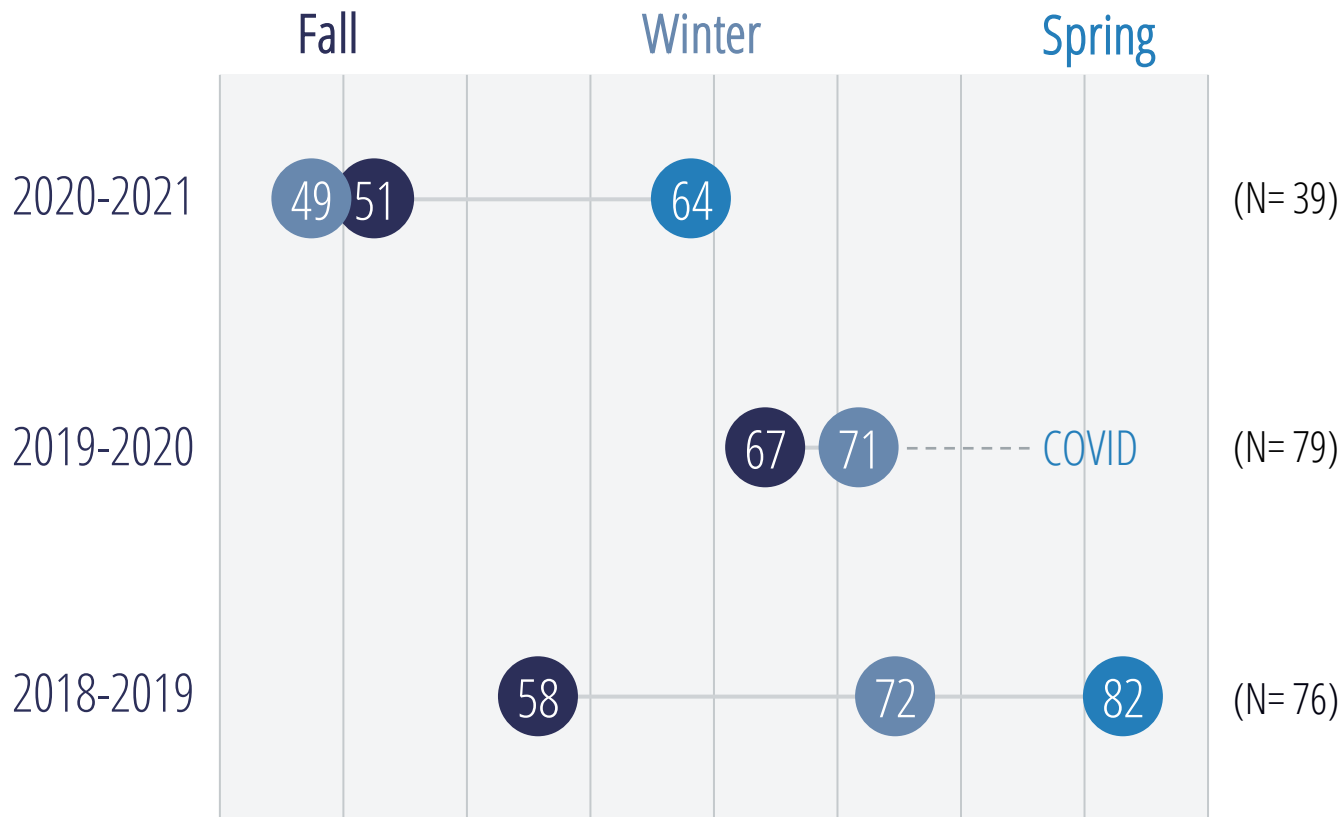
- measures provide essential information on **the emergence of critical literacy skills** in preschool-aged children, including Language Comprehension and Phonemic Awareness.
- measures are reliable, valid, and sensitive to change.
- supports a tiered Response to Intervention (RTI) system, which utilizes a data-based decision-making approach to progress monitoring.
- identifies children at-risk based on established benchmarks so they can be targeted for individualized intervention and monitored to track improvement.
- provides literacy data used to develop data coaching materials for teachers and to conduct data coaching calls with grantees.<sup>45</sup>



# PreK Literacy Outcomes

## myIGDIs Language Comprehension – % on track

The % of children on track in language comprehension started low and while there was improvement, the % of children on track remained low.



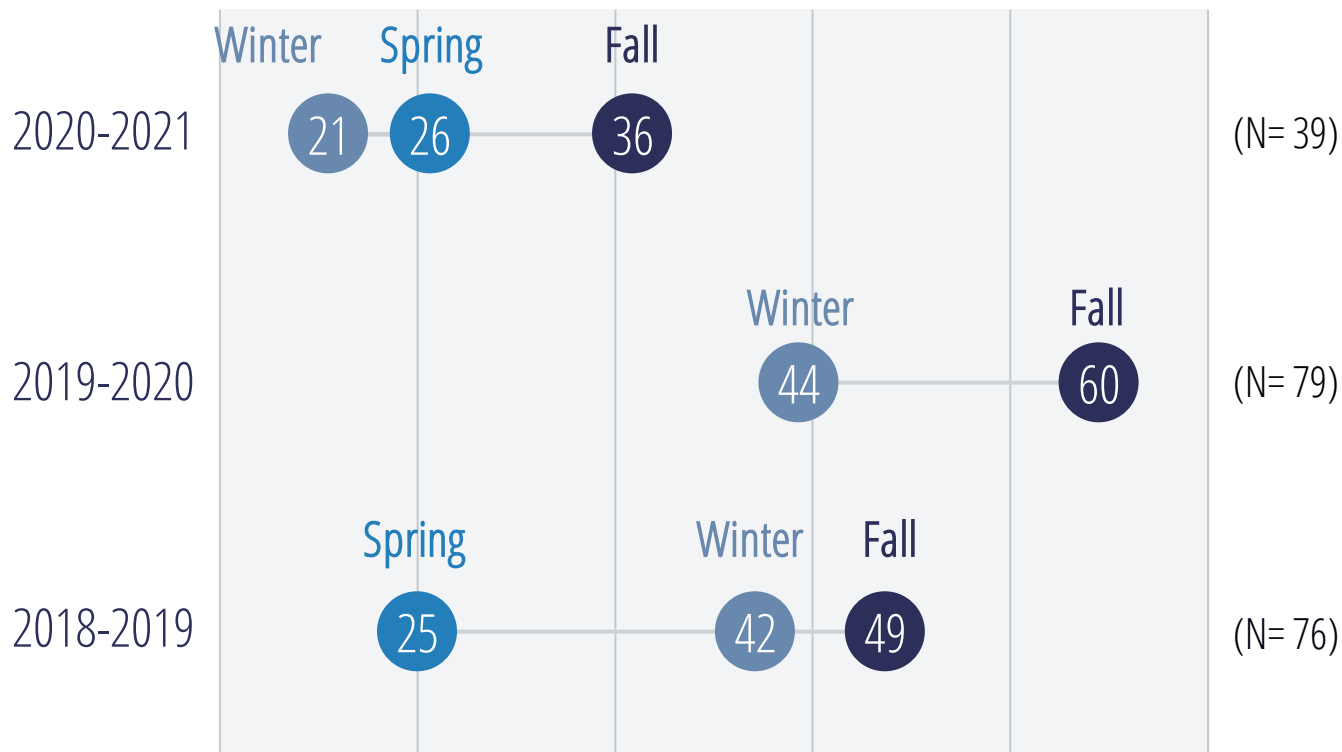
**13%**  
increase  
this year



# PreK Literacy Outcomes

## myIGDIs Phonemic Awareness – % on track

The % of children on track in phonemic awareness declined from fall to spring.



**10%**  
decrease  
this year



# 3- & 4-Year-Old Numeracy

What are the myIndividual Growth & Development Indicators (myIGDIs) Numeracy measures?

The myIGDIs Numeracy:

- uses four subtests to monitor the **development of numeracy skills** in preschool-aged children.
- measures the ability to produce numbers in sequence, to make judgments about differences in the quantity of objects in groups, to name numbers fluently, and to understand the correspondence of numbers to symbols to represent a quantity.
- measures are reliable, valid, and sensitive to change.
- also supports a tiered Response to Intervention (RTI) system.<sup>46</sup>

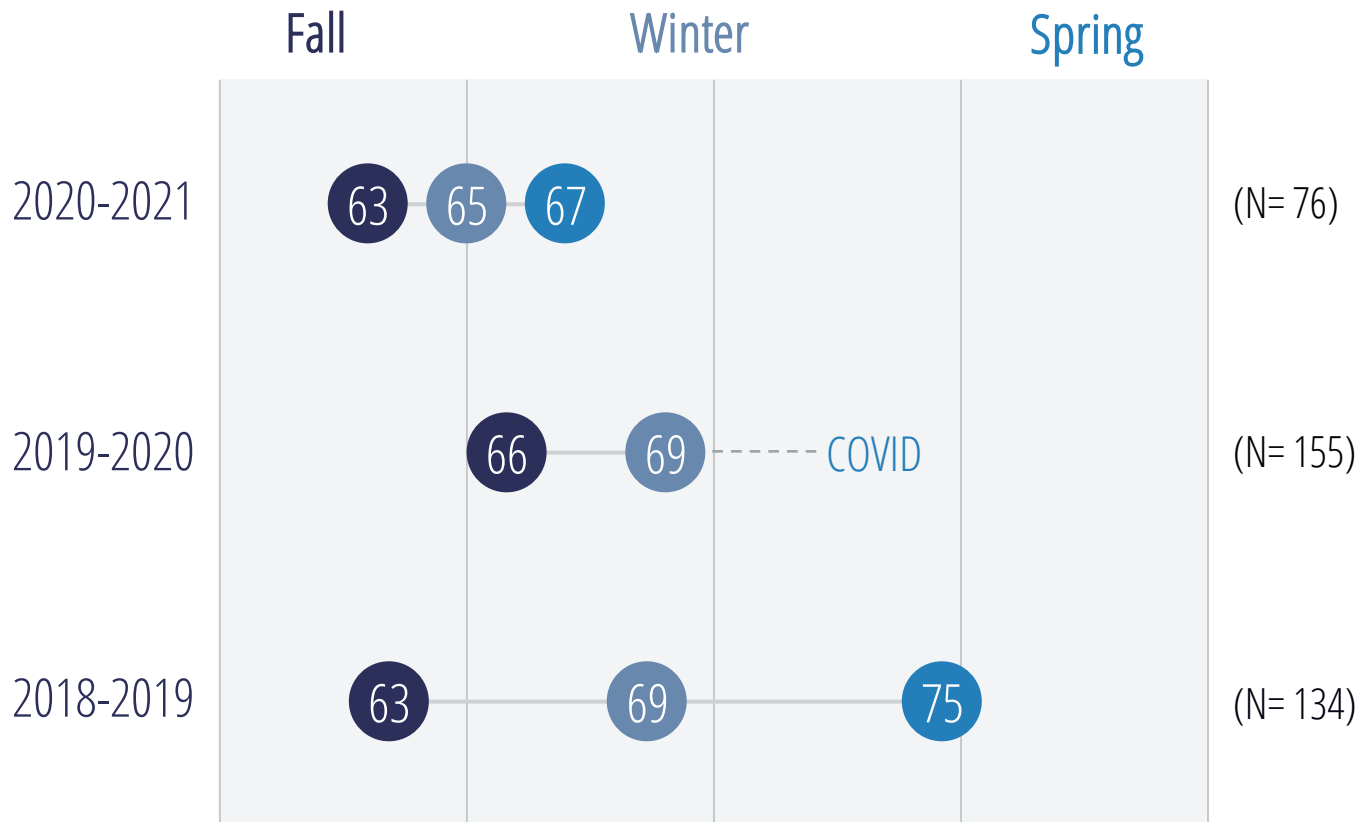




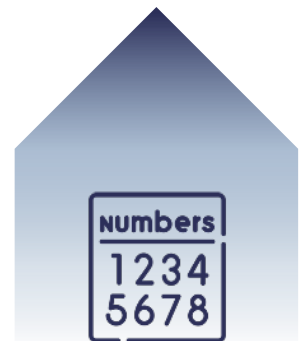
# PreK Early Numeracy Outcomes

## myIGDIs Numeracy – % on track

The % of children on track in numeracy started low with some improvement by spring.



**4%**  
increase  
this year



# Summary & Conclusions: CAEDE - Start Young

This evaluation year, Start Young served 511 children and 420 families. Since 2018-2019, the percentage of families with 3 or more risk factors has doubled (22% to 44%). Specifically, relatively large numbers of Start Young children and families had risk factors such as:

- Qualified for free or reduced-price lunch (67%)
- At-risk of or with a developmental delay (38%)
- Earned less than \$40,000 annually (62%)

As a result of COVID-19, 55% of all Start Young environments had to close at least temporarily, which impacted 229 children. COVID-19 also disrupted data collection and delivery of services. The effects on the classrooms, children and families can be seen in the outcomes, including:

- ASQ-3 & ASQ:SE-2 indicated 43% of children showed at least some risk.
- Most measures showed little improvement across the year and/or much lower scores than in previous years (pre-COVID-19).

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