



Nebraska Early Childhood Education Grant Program

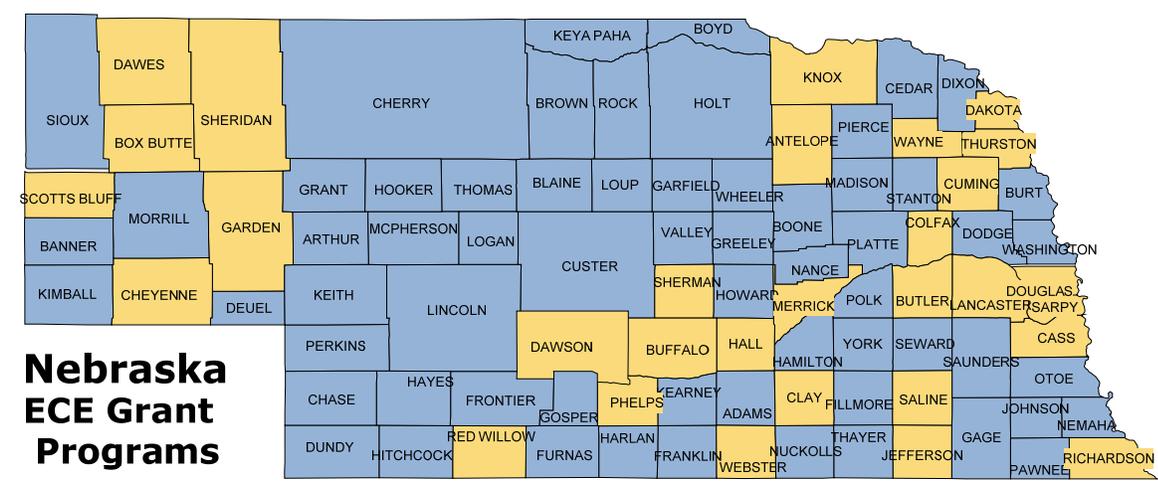
July 1, 2006 – June 30, 2007

Annual Evaluation Report

Where are the Nebraska Early Childhood Education Programs?

In the 2006-2007 program year, the Nebraska Department of Education provided Nebraska ECE Grant Program funds to 38 districts or Educational Service Units across the state to operate early childhood education (ECE) grant programs. These programs have been funded from two to fifteen years.

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|---------------------------------------|---|
| Alliance Public Schools | Bancroft-Rosalie Community Schools |
| Central City Public Schools | Centura Public Schools |
| Chadron City Schools | Conestoga Public Schools |
| Crete Public Schools | David City Public Schools |
| Douglas County West Community Schools | Elgin Public Schools |
| ESU 9 | Fairbury Public Schools |
| Falls City Public Schools | Garden County Schools |
| Gering Public Schools | Grand Island Public Schools |
| Holdrege Public Schools | Humboldt Table Rock Steinauer |
| Kearney Public Schools | Lexington Public Schools |
| Lincoln Public Schools | Loup City Public Schools |
| McCook Public Schools | Millard Public Schools |
| Omaha Public Schools | Overton Public Schools |
| Papillion LaVista Public Schools | Plattsmouth Community Schools |
| Santee Community Schools | Schuyler Community Schools |
| Sidney Public Schools | South Central Unified #5 |
| South Sioux City Community Schools | Southeast Nebraska Consolidated Schools |
| Southwest Public Schools | Umon'Hon' Nation Public Schools |
| Wakefield Public School | Walthill Public Schools |



■ Counties where ECE grant programs are located.

**Early Language and Literacy Classroom Observation Scores by Domain and Total
Reported by Percent of Possible Score**

Year	<i>n</i>	Literacy Environment Checklist	General Classroom Observation	Literacy Activities Rating Scale	Overall
2006-07	51	82.25%	89.94%	80.24%	86.46%
2005-06	29	80.23%	87.55%	74.45%	80.74%

Summary of Objective 1: To provide a quality early childhood education program

External observers were used to collect measured classroom quality data, including broad classroom environment quality and specific focus on language and literacy supports. These data suggest that ECE program classrooms demonstrated quality environments for young children, including provision of rich language and literacy environments. To further strengthen supports for continuous improvement, individual program summaries were developed by the external statewide evaluation team. These summaries provided comparisons of local program scores to statewide average program scores.

Objective 2: To assist children to reach their full potential and increase the likelihood of children’s later success in school

Both short-term and long-term developmental outcomes were assessed to determine the extent that children’s learning and development was positively associated with participation in the program. Programs used one of three state approved observational assessments to evaluate child progress: High/Scope Child Observation Record (COR) for Infants and Toddlers (2004), or Preschoolers (Brinkman, Barton, and Taylor, 2005), Assessment, Evaluation, Programming System (AEPS) (Bricker, 2003) or Creative Curriculum Developmental Continuum (Dodge, et al, 2005). Since there was only one program using AEPS and few programs serving infant and toddlers, the data will not be summarized in this report. Long-term data were collected for those children who had participated in ECE grant programs and remained within the same school district. These analyses were based on math and reading scores on standardized achievement tests used by local school districts at 3rd or 4th, 8th and 11th grades and the STARS assessment at 4th, 8th and 11th grades.

Short-Term Developmental Outcomes

exception was that 4-year-old children who were ELL scored lower in language.

Creative Curriculum Developmental Continuum (CCDC). CCDC outcome data provided scores for children based on a sequence of four steps, with each step on the continuum representing a more difficult developmental concept. Twelve (12) programs provided fall and spring observational data for a total of 308 children. Seventeen (17%) percent were children with an IEP. The CCDC ratings are based on a 6 point scale with a range from 0 to 5. The gain scores were reported for language and cognitive skills based on two age groups, 3- to 4-year-olds and 4- to 5-year-olds. The tables below summarize the data including results based on the sub-population of gender.

**Summary of Preschool Findings by Age Group:
Creative Curriculum Developmental Continuum**

Language/Literacy Skills			Cognitive		
Fall Mean	Spring Mean	Total Gain	Fall Mean	Spring Mean	Total Gain
<i>State Summary for 3-Year-Olds n=167</i>					
3.10	3.99	.89	2.83	3.83	1.0
<i>State Summary for 4-Year-Olds n=141</i>					
3.66	4.52	.86	3.44	4.40	.95

Comparison of Males and Females: CCDC

Language/Literacy Skills			Cognitive		
Fall Mean	Spring Mean	Total Gain	Fall Mean	Spring Mean	Total Gain
<i>Females n=163</i>					
3.40	4.25	.85	3.17	4.11	.96
<i>Males n=145</i>					
3.22	4.12	.91	2.96	3.91	.98

The results indicated that preschoolers across ages made substantial gains in all areas with slightly higher gains in cognitive skills than in language skills. A slightly larger percentage of females made greater gains than males in both language/literacy and cognitive skills. Additional analyses indicated that children who were English Language Learners (ELL) initially scored lower than their English speaking peers in the

Long-Term Educational Outcomes

The Nebraska ECE Grant Program is designed to assist schools and educational service units in providing high quality programs that lead to positive long-term outcomes for young children, including continuing success in school. Long-term outcomes were tracked for children in programs that have been in operation sufficient years for follow-up of those children who have remained in the same school district. One of the challenges of collecting data for long-term outcomes is the mobility of families. This results in attrition of numbers of children remaining in the school district over time and the amount of children's data available for this report.

Based on the targeted population, which would be characterized as "at-risk", the goal is to have the children achieve at academic levels comparable to or higher than their classroom peers. Therefore, those at or above the 50th percentile or those meeting or exceeding district objectives would be considered equal to or above their peers.

Standardized Achievement Outcomes. The long-term impact of an ECE grant program experience was evaluated by collecting mathematics and reading achievement scores from a sample of children who attended Nebraska's ECE grant programs. The assessments included the Stanford Achievement Test, Terra Nova, California Achievement Test, and Measures of Academic Progress. Results for 3rd or 4th, 8th, and 11th grade students were aggregated from 14 programs. Of the 228 children included in this sample, 22% were students with identified disabilities. The results are summarized in the following figures.

Summary of Percentage of Children Scoring Above the National Average in *Reading*: A Comparison of Students with ECE Grant Experience with State Averages

