

IES Partnership Grant Proposal:

An Opportunity for Improved Quality, Educational Experiences, and Contributions to the Field of Early Childhood

August 5, 2014

Meeting Purpose

- To discuss and obtain approval to seek additional funding of the Pre-K 4 SA evaluation which would lead to:
 - Educational opportunities for the Board, Pre-K 4 SA staff and teachers
 - Pre-K 4 SA as a contributor to the national early childhood conversation
 - Causal statements about the program (statements on *effectiveness* of Pre-K 4 SA immediately after the program year and beyond)

- Institute for Education Sciences (IES), U.S. Department of Education
 - “...priority to support **research that contributes to school readiness** and improved academic achievement for all students and **particularly for** those whose education prospects are hindered by inadequate education services and **conditions associated with poverty, race/ethnicity, limited English proficiency, disability, and family circumstance**”
- IES funds different programs of research – one identified
 - Partnerships and Collaborations Focused on Problems of Practice or Policy
 - Evaluation of State and Local Education Programs and Policies

Funding Program and Duration/Cost Limits

- Partnerships and Collaborations Focused on Problems of Practice or Policy
 - Evaluation of State and Local Education Programs and Policies

“...supports the evaluation of fully-developed programs and policies implemented by state and local education agencies to determine whether they produce a beneficial impact on student education outcomes relative to a counterfactual when they are implemented under routine conditions in authentic education settings”

- 3 cohorts of students: 5 years – \$4.8M
 - Total cost to include direct and indirect costs of all activities and materials
 - Approximately \$2M in data collection efforts
 - Includes \$213,550 in family incentives
 - Approximately \$300,000 to support capacity building efforts

Why Seek Additional Funding?

- Educational opportunities for the Board, Pre-K 4 SA staff, and Pre-K 4 SA teachers
 - Partnership grants allow for professional development/capacity building activities that benefit the partner education agency
 - » Topics can be driven by interests of education agency interests concerning educational research and program evaluation

Why Seek Additional Funding?

- Pre-K 4 SA as a contributor to the national early childhood conversation
 - Very few evaluations of local EC initiatives are able to utilize the strongest research methods for determining effectiveness because of prohibitive cost and assignment into programs
 - Would allow for more prominent dissemination as well as review by What Works Clearinghouse
 - » Potential to meet evidence standards without reservations
 - Includes resources for local and national dissemination

- Causal statements about the program (statements on *effectiveness* of Pre-K 4 SA)
 - Resources available to take advantage of existing lottery process
 - » Randomized controlled trial design – gold standard of research but often cost prohibitive with EC programs
 - » Causal statements can be made about results – eliminates “Compared to what?” question
 - Outcomes that will be tested (child and parents)
 - » Physical & nutrition
 - Gross & fine motor skills
 - Nutritional risk
 - Body mass index
 - » Social-emotional
 - Self-regulation
 - Social/self-awareness
 - Relationship skills
 - Goal-directed behavior
 - Initiative
 - » Literacy/language
 - Receptive vocabulary
 - Letter & word recognition
 - » Early mathematics



Joint Position Statement on Program Evaluation



- National Association for the Education of Young Children (NAEYC) and National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)
 - “Regularly **evaluate** early childhood programs in light of **program goals, using varied, appropriate, conceptually and technically sound evidence** to determine the extent to which programs meet the expected standards of quality and to examine intended as well as unintended results.” (p.14)
 - Proposed design and collection of information adhere to all stated indicators of effectiveness listed within Program Evaluation and Accountability section of statement

Evaluation Design

	2013-14 (Year 1)	2014-15 (Year 2)	2015-16 (Year 3)	2016-17 (Year 4)	2017-18 (Year 5)	2018-19 (Year 6)	2019-20 (Year 7)	2020-21 (Year 8)
Cohort 1	PK	K	G1	G2	G3			
Cohort 2		PK	K	G1	G2	G3		
Cohort 3			PK	K	G1	G2	G3	
Cohort 4			Preparation/ Training	PK	K	G1	G2	G3*
Cohort 5					PK	K	G1	G2
Cohort 6						PK	K	G1
Cohort 7								PK
Cohort 8								PK

QUESTIONS AND ANSWERS