

# ECBG

2022-2023

Evaluation Report



WICHITA STATE  
UNIVERSITY

COMMUNITY ENGAGEMENT INSTITUTE  
CENTER FOR APPLIED RESEARCH AND EVALUATION



# ECBG By the Numbers



19 Grantees throughout the state

7,062 Children served

61 Counties served by  
ECBG programs

66% Qualified for free/reduced  
priced lunch

49% At risk & established  
developmental delay

91% With at least one risk factor

42% With three or more risk factors

# Outcomes By the Numbers



18% Increase in observed positive parenting

3% Decrease in parental stress

18% Increase in full-time care in the last 2 years

77% High-quality classrooms

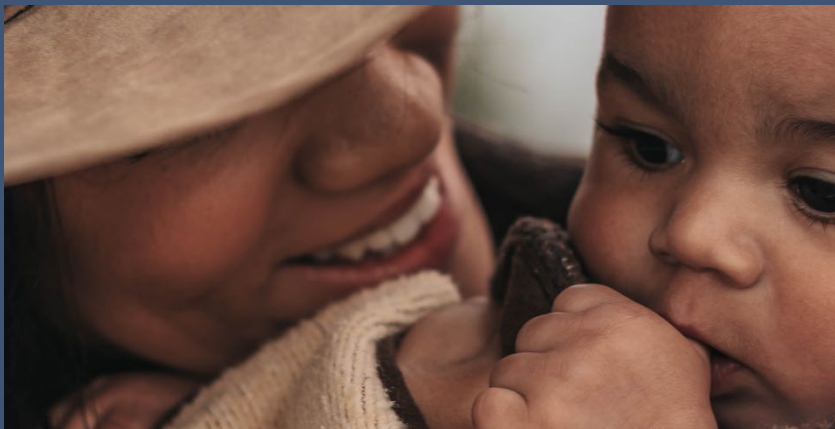
80% On track in early communication

75% 3-year-olds on track in early literacy

74% On track in language comprehension

73% On track in early numeracy

# Range of ECBG Services



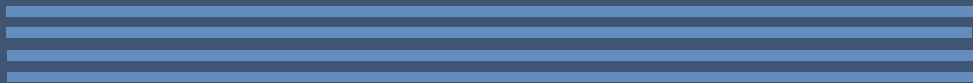
## CAREGIVERS

Home Visits

Case Management

Parent Education

Mental and Behavioral Health Services



### PRENATAL

Depression Screening  
Home Visits



### 0 – 3 YEARS OLD

Part C Services  
0-3 Care & Education  
Home Visits  
Social-Emotional Consultation  
Early Learning Infrastructure



### 3 – 5 YEARS OLD

PreK  
PreK Infrastructure  
Literacy Activities  
Home Visits  
Social-Emotional Consultation

# ECBG Risk Factors

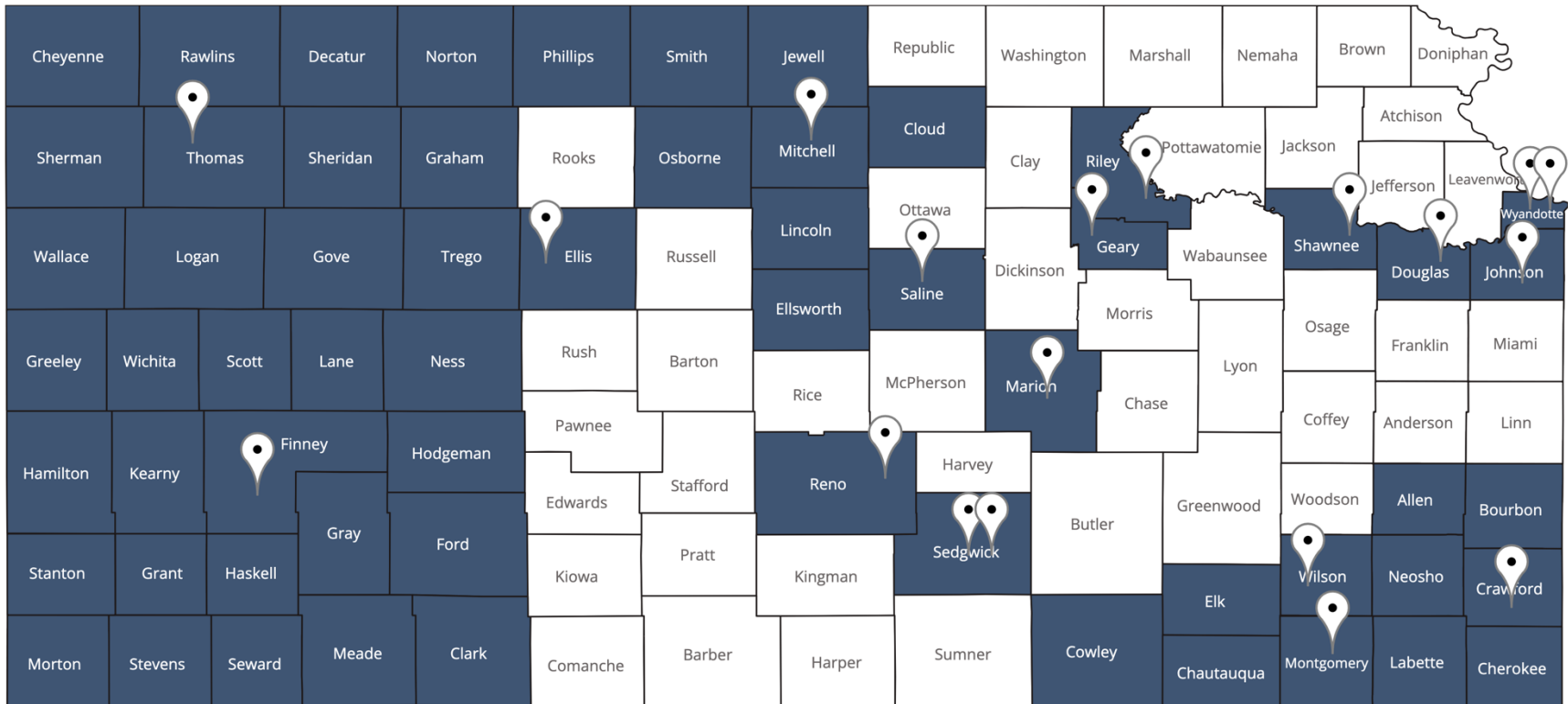
This report contains descriptive information for children and families served during the 2022-2023 grant year as well as historical data from 2018-2023.



- 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 care/DCF
- Caregivers with less than a high school education
- Teen parents
- Families without stable housing
- Custodial parent is unmarried

# Early Childhood Block Grant

## Counties Served



# CHILDREN

7,062

children served  
2022 - 2023

## Risk Factors

7% Foster care / out of home care

4% Children without health insurance

23% Children whose first language was not English

49%

At risk & established developmental delay



# FAMILIES

6,143

families served  
2022 - 2023

## Caregiver Education

11% Less than a high school education

29% High school diploma / GED

36% Tech training / associate's degree / some college

24% Bachelor's degree or higher





# FAMILIES

6,143

families served  
2022 - 2023

## Risk Factors

- 48% Unmarried
- 7% Teen parents
- 1% Migrant families
- 5% Without stable housing
- 66% Free & reduced-\$ lunch
- 27% English second language

54%

Earned less than \$40,000 annually



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# PROCESS

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The design and implementation  
of a statewide evaluation  
in Kansas



# What are ECBG programs?



## First Step

- Review each grantee's programs
- What current measures were collected?

# How are programs similar?



Second Step

## Develop a Common Language

Categorize Similar Programs

Connect Similar Goals

# How to measure program goals?

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Third Step

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Grantee programs were assigned to a program type based upon short-term one-year goals.

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Based on the goals identified by the grantees, we reviewed the measures available to assess the desired outcomes.

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# What are the criteria for measures?

Measures are required to have:

- Established Reliability
- Established Validity
- Sensitivity to Change



Measures must also have empirically derived benchmarks.

# What measures fit the program goals?



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Develop a list of recommended measures and alternatives.

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- Narrow down measures by comparing those used by grantees & by other early childhood programs in the state.
- Measures that took the least amount of time and cost to administer were given priority.
- The measures that best inform program staff on progress were prioritized, providing data for continuous quality improvement.

Recommended measures were endorsed and assigned based on program type.

The intensity of the measures was designed to match the cost and intensity of the program.

# How were the measures implemented?



- The measures were introduced in a Pilot Phase to assist in the introduction of the measures.
- Evaluation of the measures as evidence of desired outcomes is an ongoing annual process.



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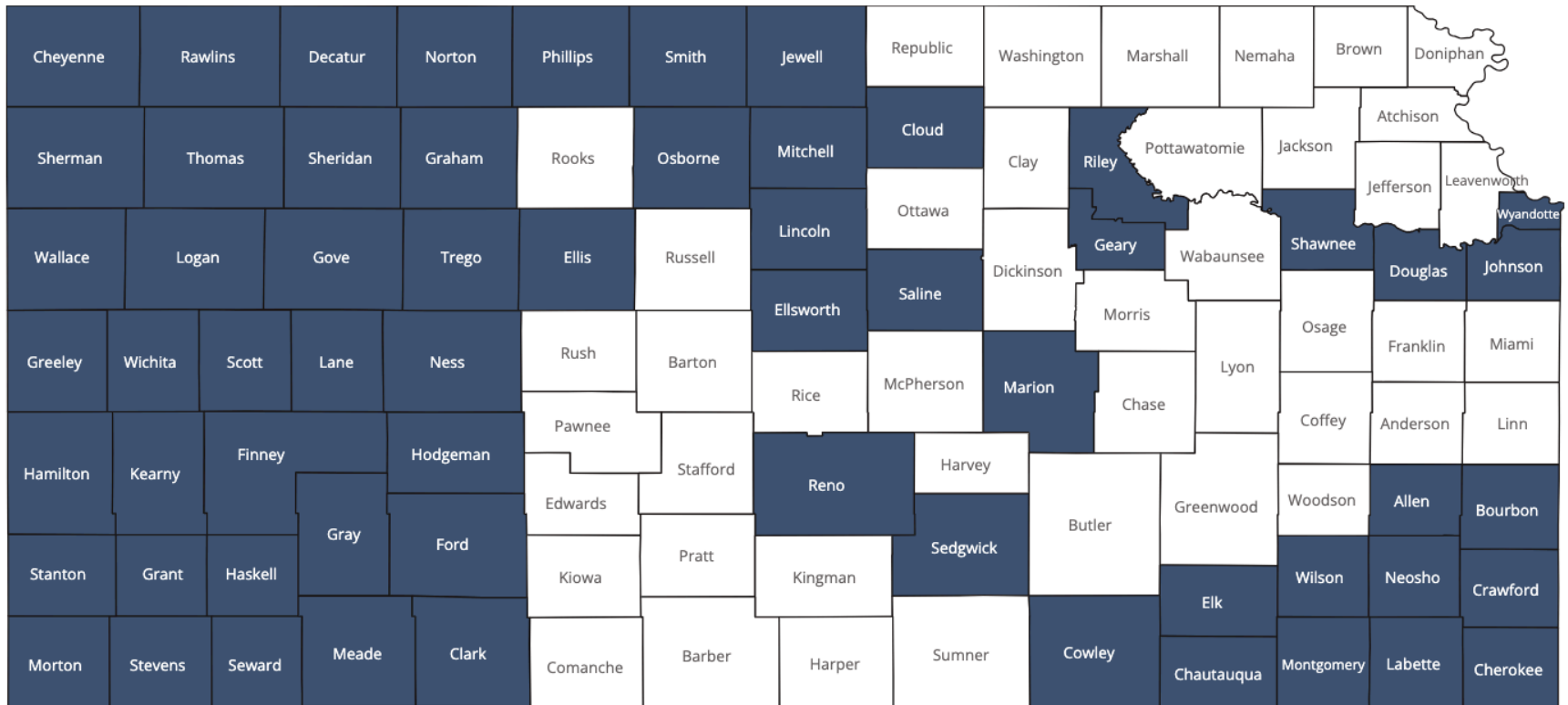
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# Healthy Development



# Healthy Development

## Counties Impacted



# Healthy Development



EARLY & FREQUENT SCREENING



EARLY INTERVENTION



BETTER OUTCOMES & LOWER COST



# Healthy Development

Programs use screenings to:



Educate parents on developmental stages



Address and inform parent and teacher concerns



Promote activities and interactions to encourage development of skills



Make referrals to additional services as needed

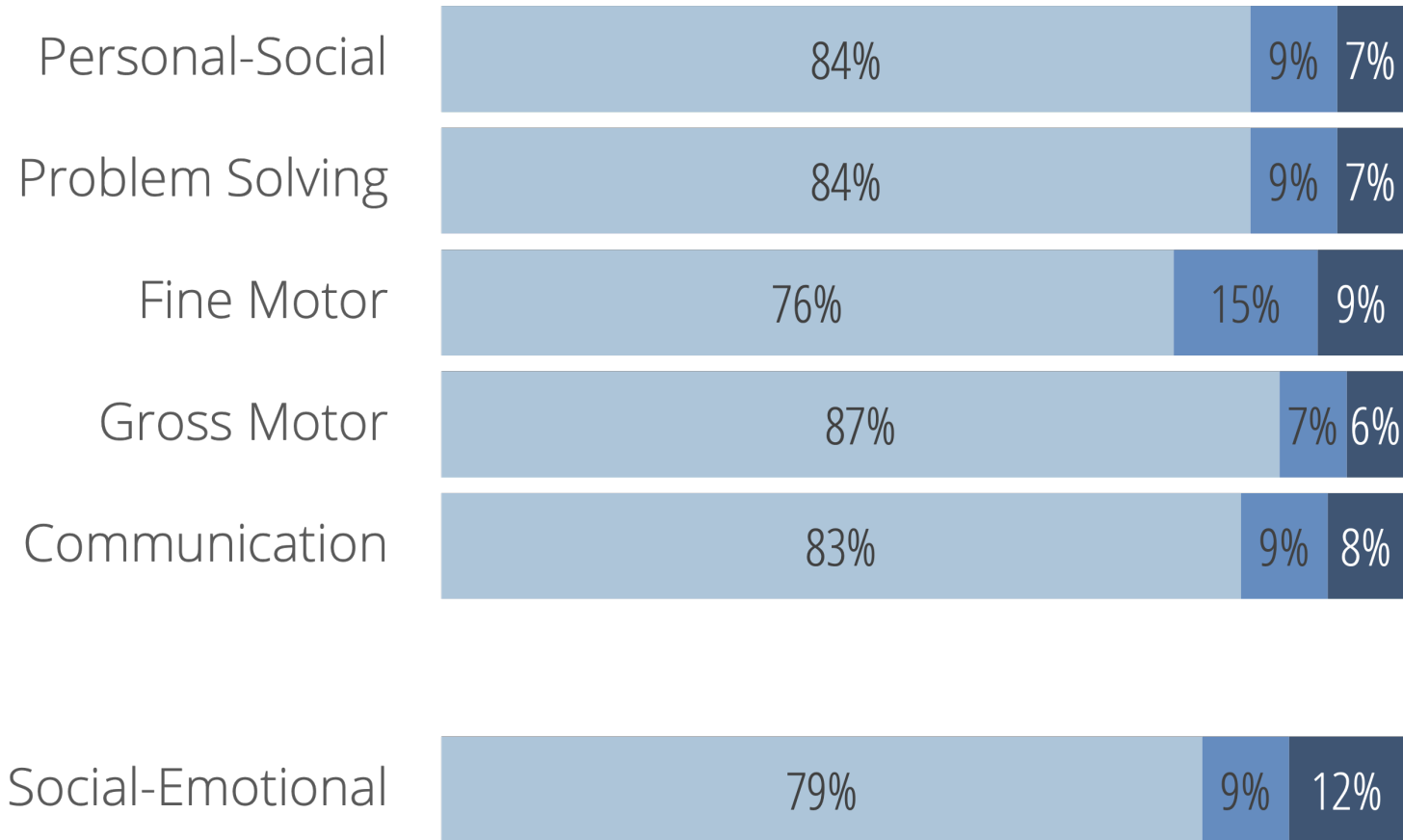
# Healthy Development

N=5,918

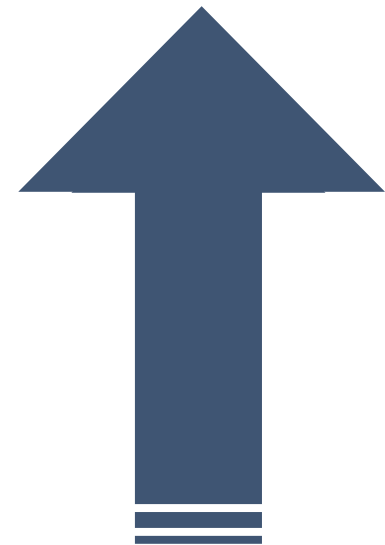
Met benchmarks

Monitoring

At Risk



Compared to 2021-22, more children met benchmarks in all five domains.



ASQ: SE 2 remained the same

# Healthy Development



The DECA is an observational measure designed to evaluate social-emotional strengths associated with resiliency and protective factors.<sup>1</sup>

Why is a measure of social-emotional development so important?

Understanding and regulating feelings are important social-emotional skills that contribute to a child's ability to effectively interact and focus in the classroom. Social-emotional competence provides a strong foundation for school readiness.<sup>2,3,4,5</sup>

The DECA is a strengths-based measure of:

- Attachment/Relationships
- Self-Regulation
- Initiative<sup>1</sup>

# Healthy Development

Devereux Early Childhood Assessment (DECA)

6%

Increase this year



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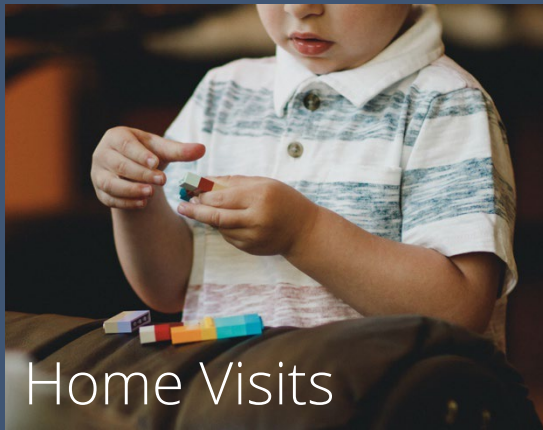
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# Strong Families

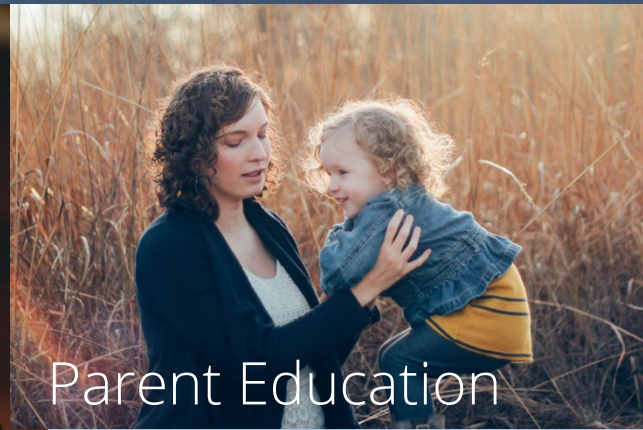




# Strong Families



Home Visits



Parent Education



Case Management

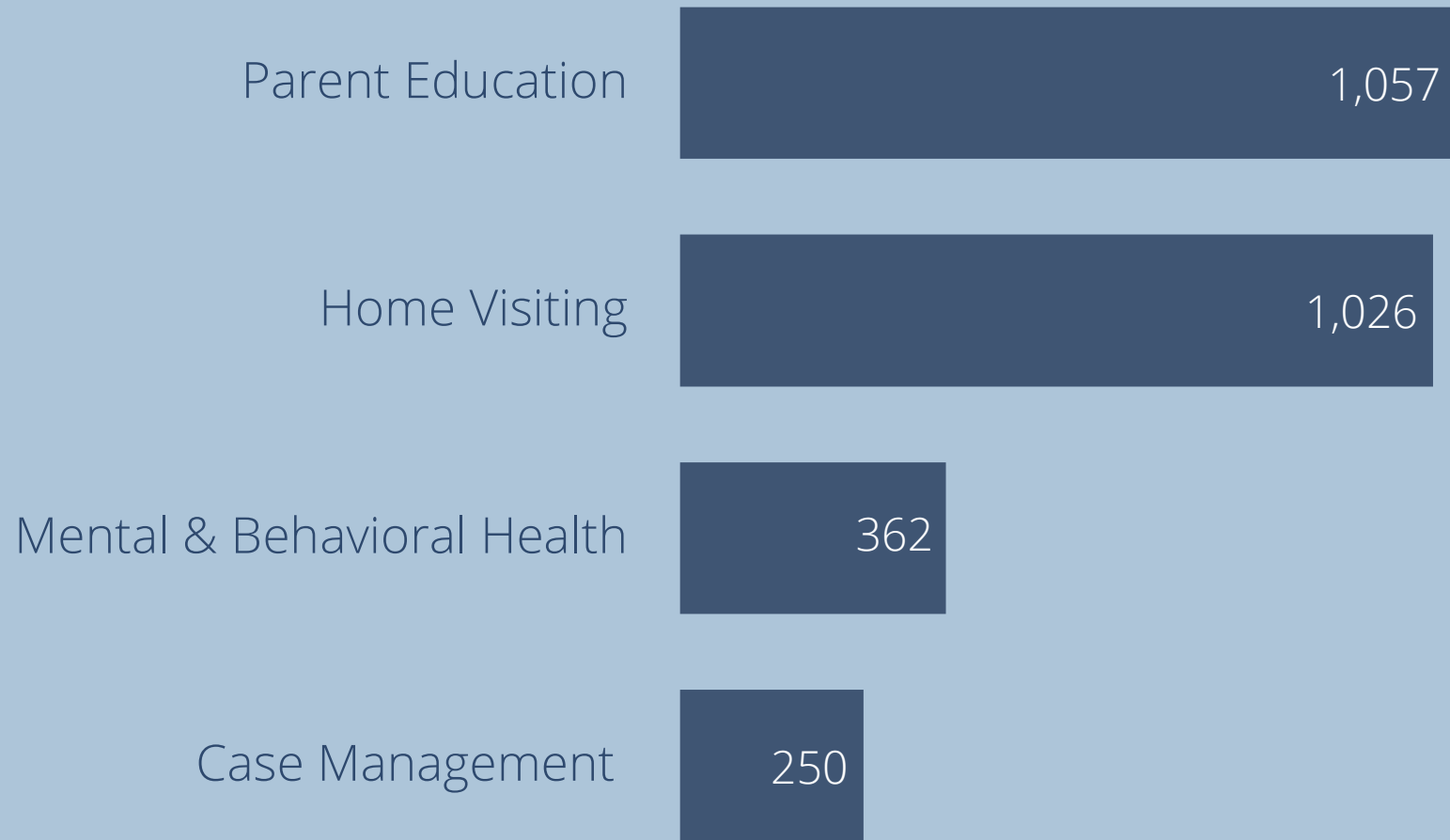
- Family programs meet a variety of needs, vary in intensity as needed, and are selected based on the needs of the community.
- These programs can ameliorate the impacts of trauma and toxic stress.
- They also positively impact communication, social-emotional skills, and brain development for children.



Mental & Behavioral Health

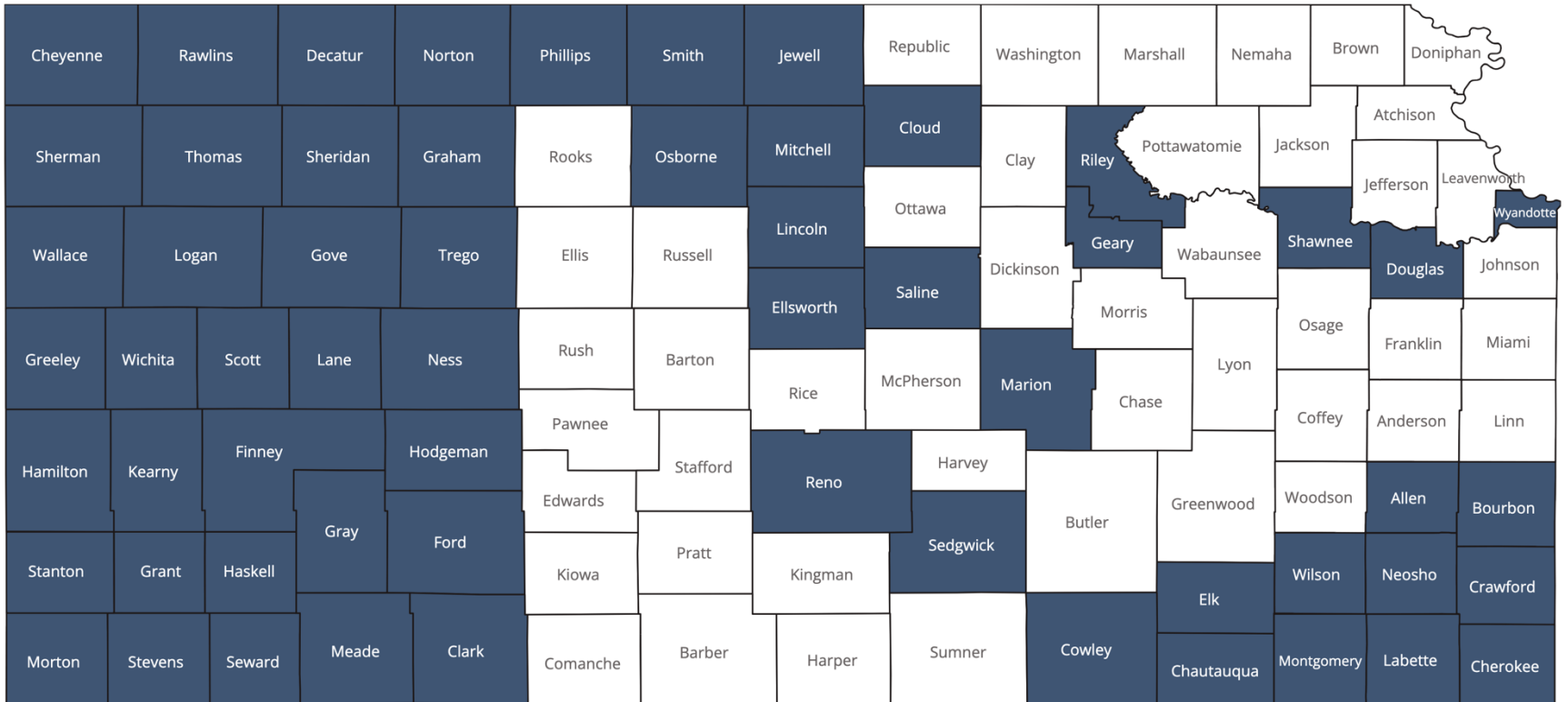
# Strong Families

## Families Served by Program Type



# Strong Families

## Counties Impacted



# Strong Families Outcomes

## Parental Stress

### Why is a measure of parental stress so important?

- Parental stress impacts children's socio-emotional and cognitive/language development.<sup>6</sup>
- Parents and children impact each other; attributes of both are important in forming healthy relationships.<sup>7</sup>
- Parenting stress has been found to impact the quality of caregiving, parent-child interactions, and child behavior.<sup>8</sup>

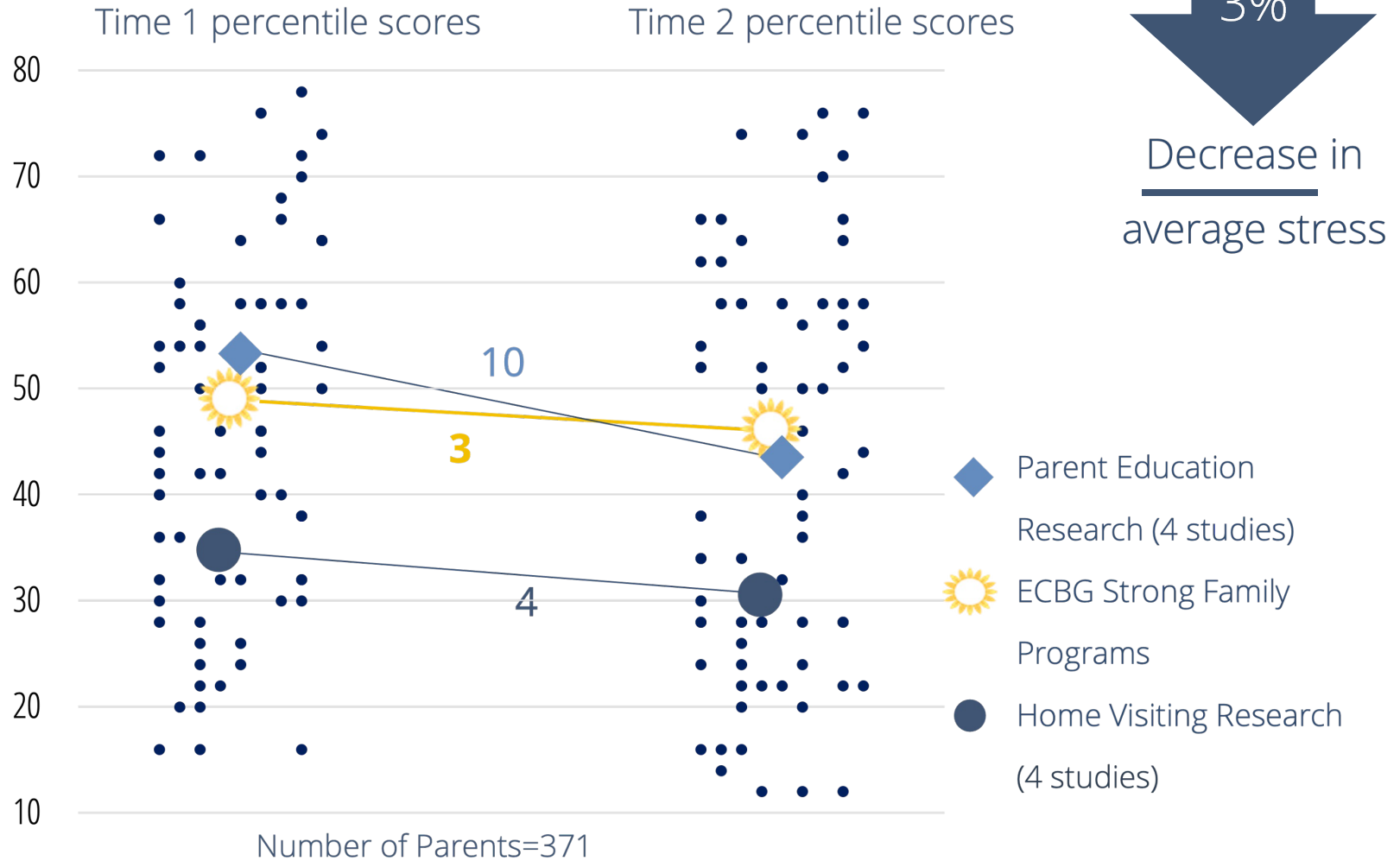
### The PSI focuses on four areas:

- Parental Distress
- Difficult Child
- Parent-Child Dysfunctional Interaction
- Overall Stress<sup>9</sup>



# Strong Families Outcomes

## Parental Stress



# Strong Families Outcomes

## Positive Parenting Outcomes

The KIPS is a strengths-based assessment of positive parenting and parent-child interactions. It provides observations of responsive parenting.<sup>10</sup>

Why is a measure of positive parenting so important?

Parental encouragement and the ability to set consistent age-appropriate limits and consequences as measured by the KIPS promote social-emotional and cognitive development.<sup>11,12,13,14</sup>

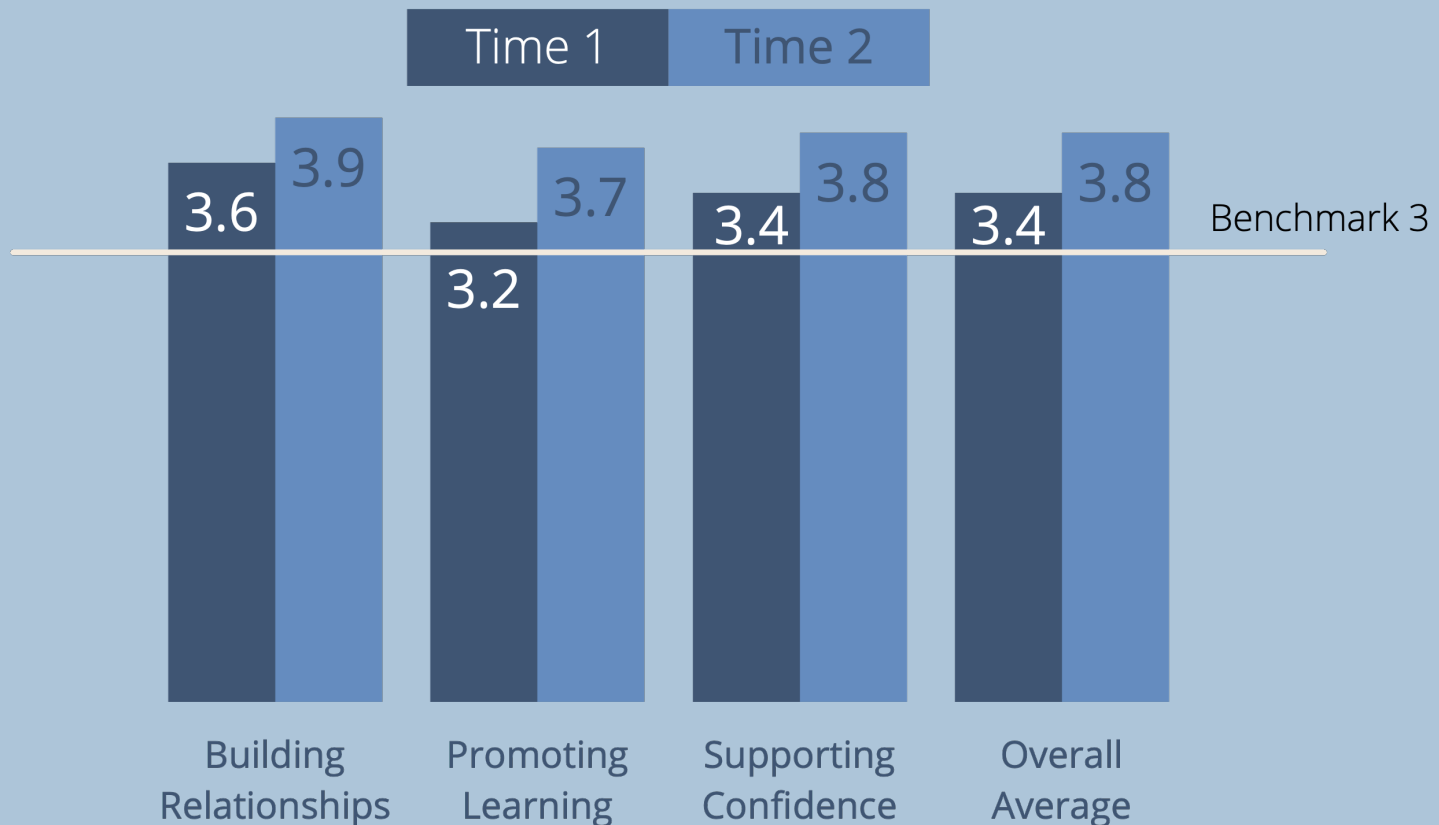
The KIPS is an observational measure of parenting:

- Sensitivity
- Support
- Involvement
- Adaptability
- Engagement
- Limit Setting
- Encouragement
- Promoting Exploration<sup>15</sup>

# Strong Families Outcomes

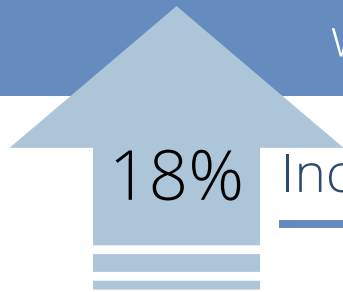
Observations of positive parenting showed improvement in all areas.

Parent education promotes supportive and nurturing parent-child relationships. Evidence-based parent education programs promote positive parenting and reduce developmental risk.<sup>10,16</sup>

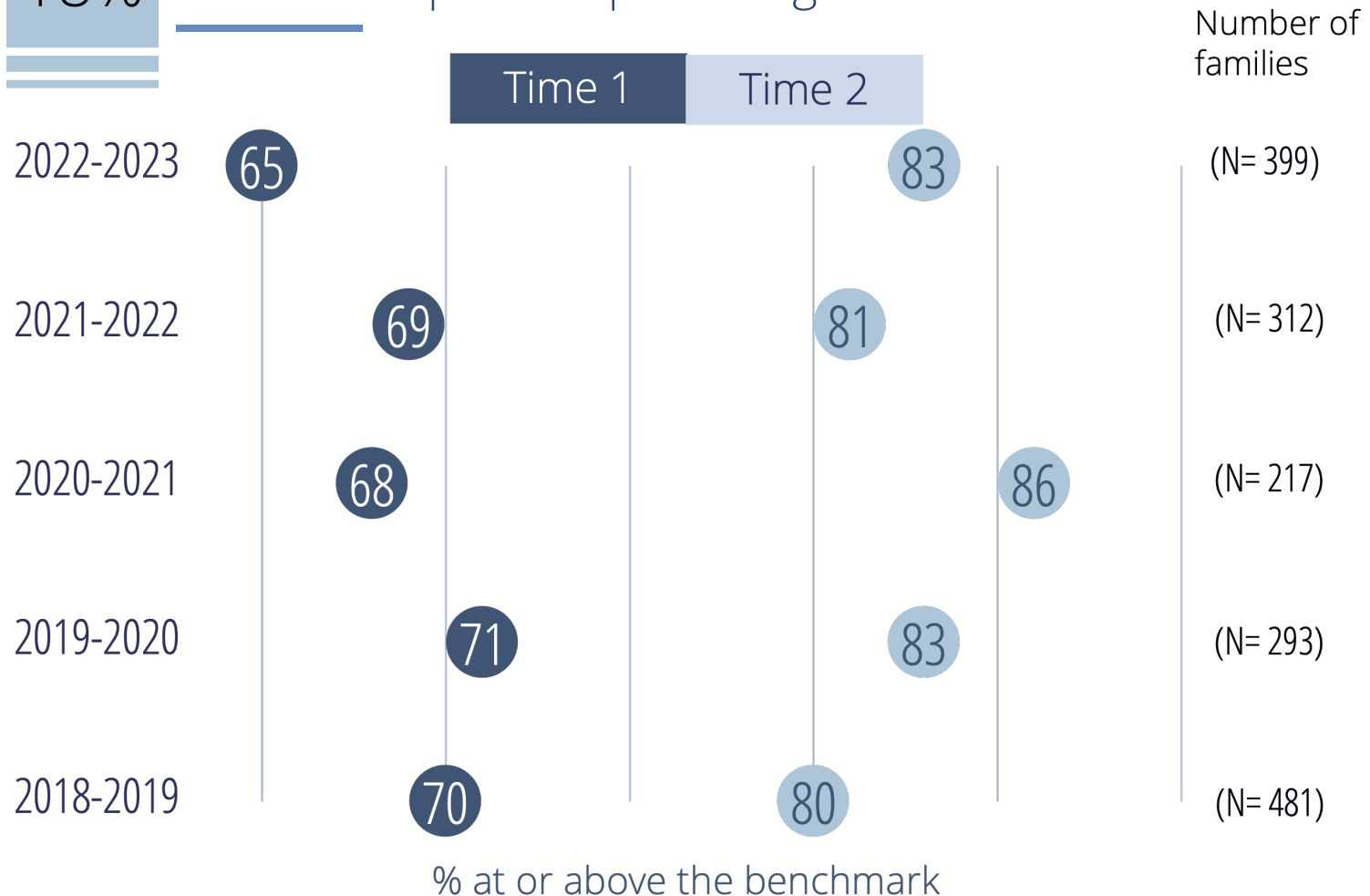


# Strong Families Outcomes

There was a sizable increase in the percentage of parents who were above the benchmark for positive parenting.



18% Increase in positive parenting!





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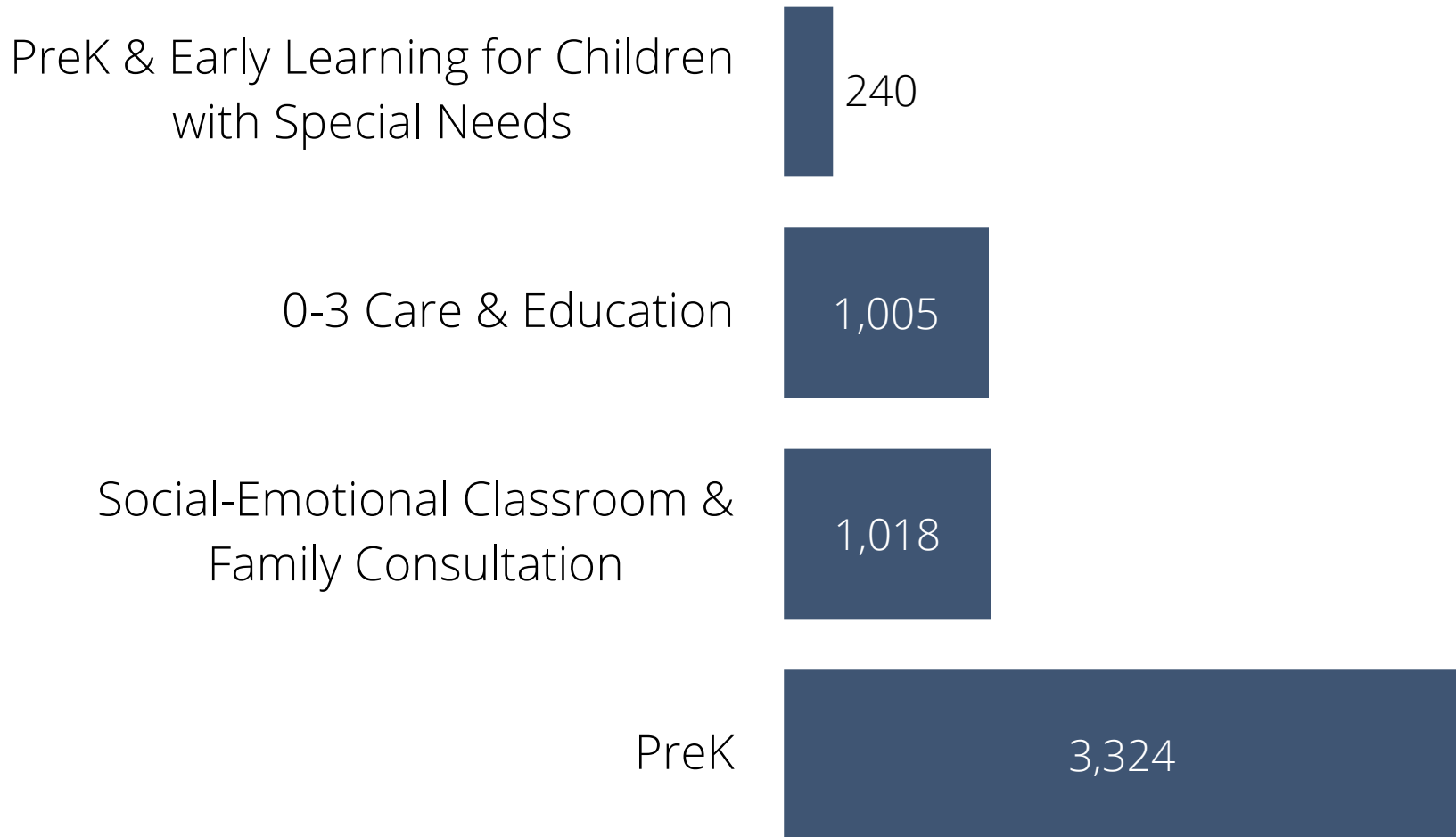
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Early  
Learning



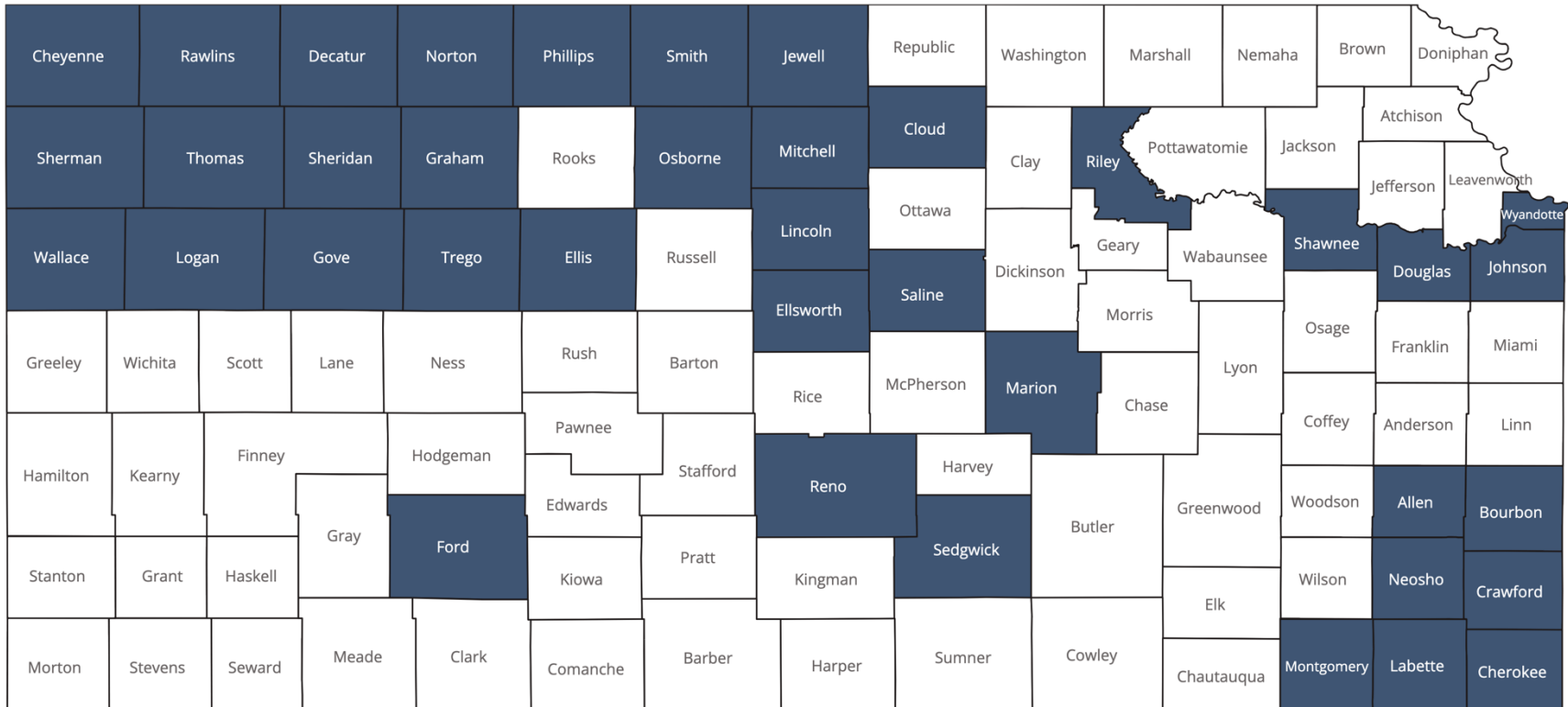
# Early Learning Programs

## Children Served by Program Type



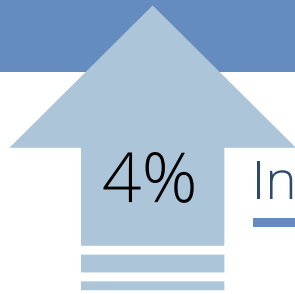
# Early Learning

## Counties Impacted

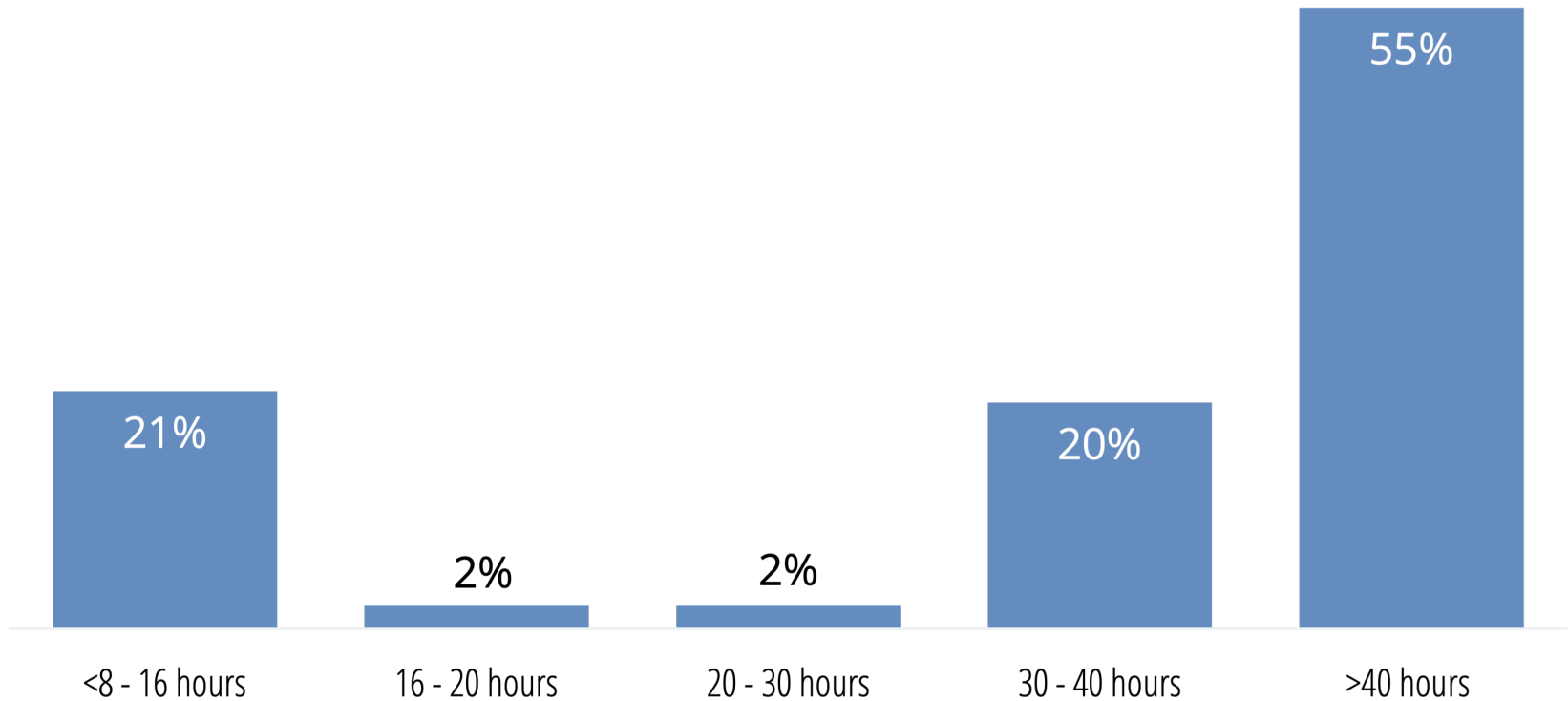


# Early Learning

## Full-Time Care



Increase in full-time care from last year



# Early Learning Programs

## CLASS – Classroom Quality

Why are observations of  
classroom interactions  
so important?

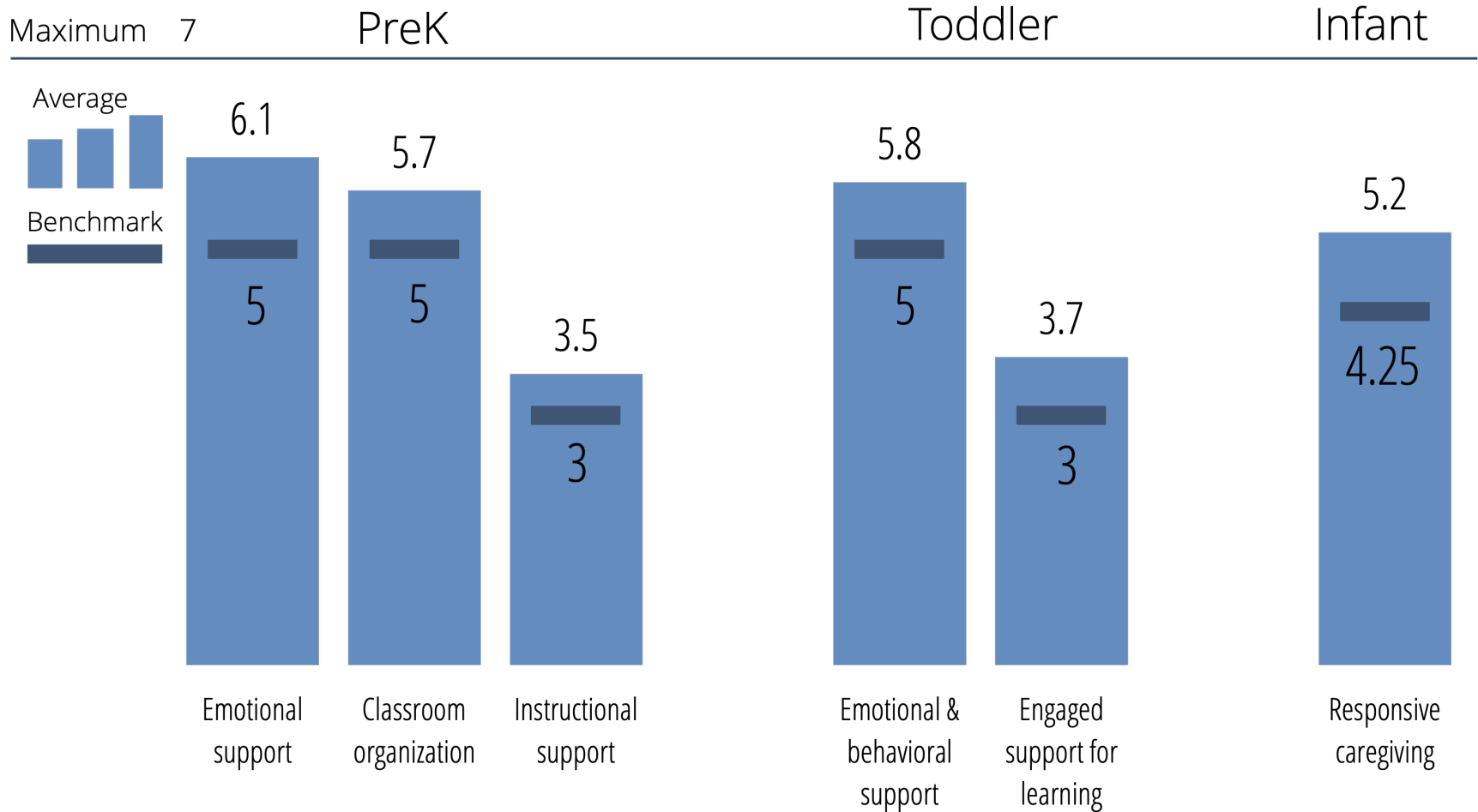
Observations that measure high-quality, responsive teacher-child interactions/relationships are most predictive of positive change in academic outcomes and social skills.<sup>17,18</sup>

Children who experience high-quality relationships and care from infancy through PreK have higher cognitive, language, pre-academic, and social-emotional skills upon school entry.<sup>19,20</sup>

Quality early care is defined as positive, responsive serve and return relationships with adults.<sup>21</sup>

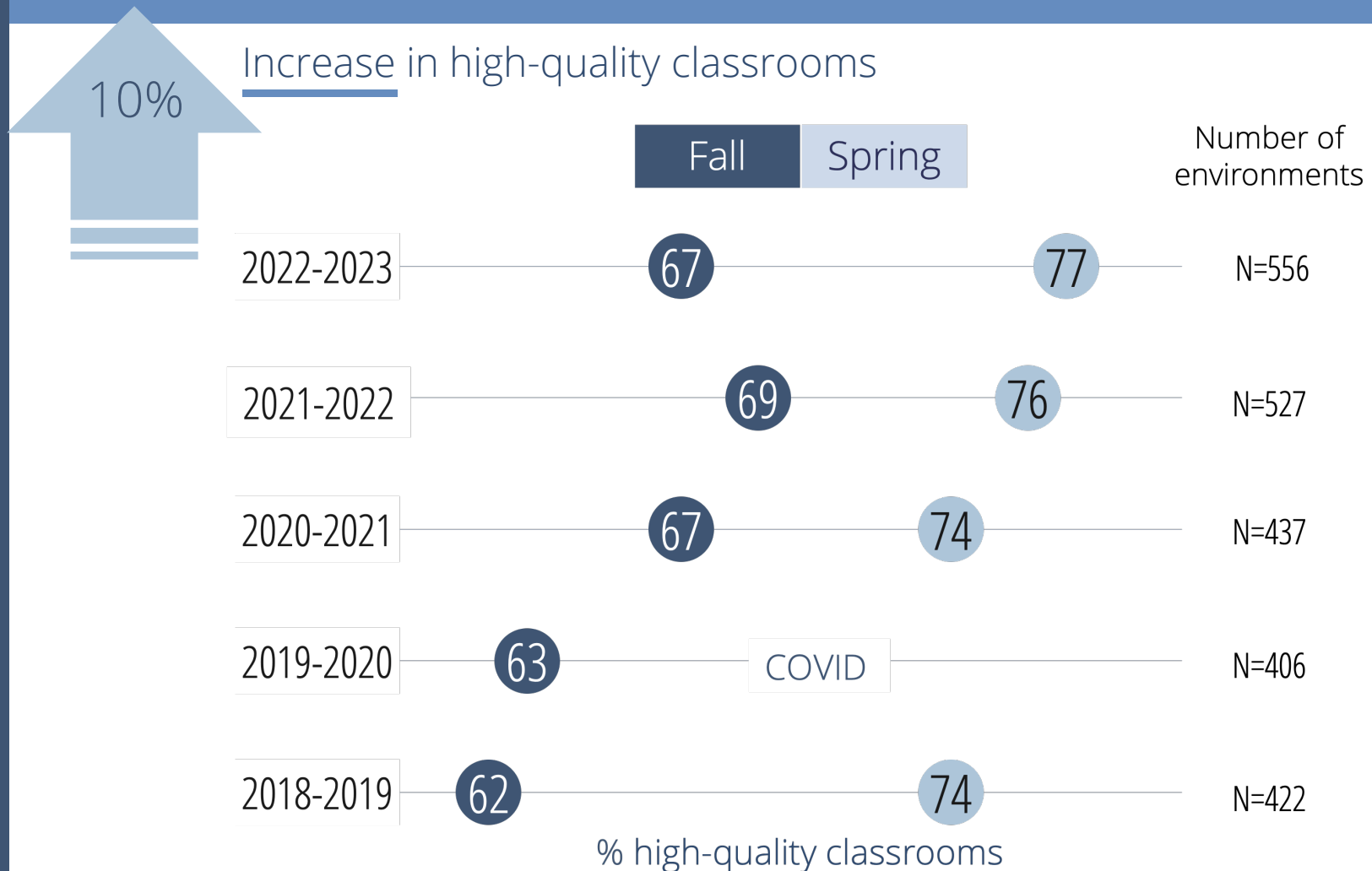
# Early Learning Programs

Quality averages were above benchmarks for all CLASS indicators.



# Early Learning

Quality serve and return teacher-child interactions were most predictive of positive academic and social skills outcomes when compared to group size, family partnership, staff education and training, or alternate classroom environment ratings.<sup>17,18</sup>



# Early Learning

## 0 – 3 Early Communication



The IGDIs Early Communication Indicator is a developmentally sensitive, brief, play-based observation of early communication.<sup>22</sup>

Why is a measure of early communication important?

Early language is:

- The best predictor of future school readiness for this age group.<sup>23</sup>
- The best predictor of academic success.<sup>23</sup>
- Essential for early identification and intervention.<sup>24</sup>

The IGDIS ECI

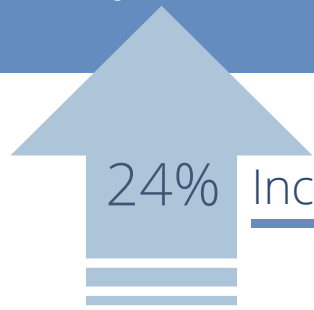
focuses on:

- Gestures
- Single Words
- Vocalizations
- Multiple Words<sup>22</sup>

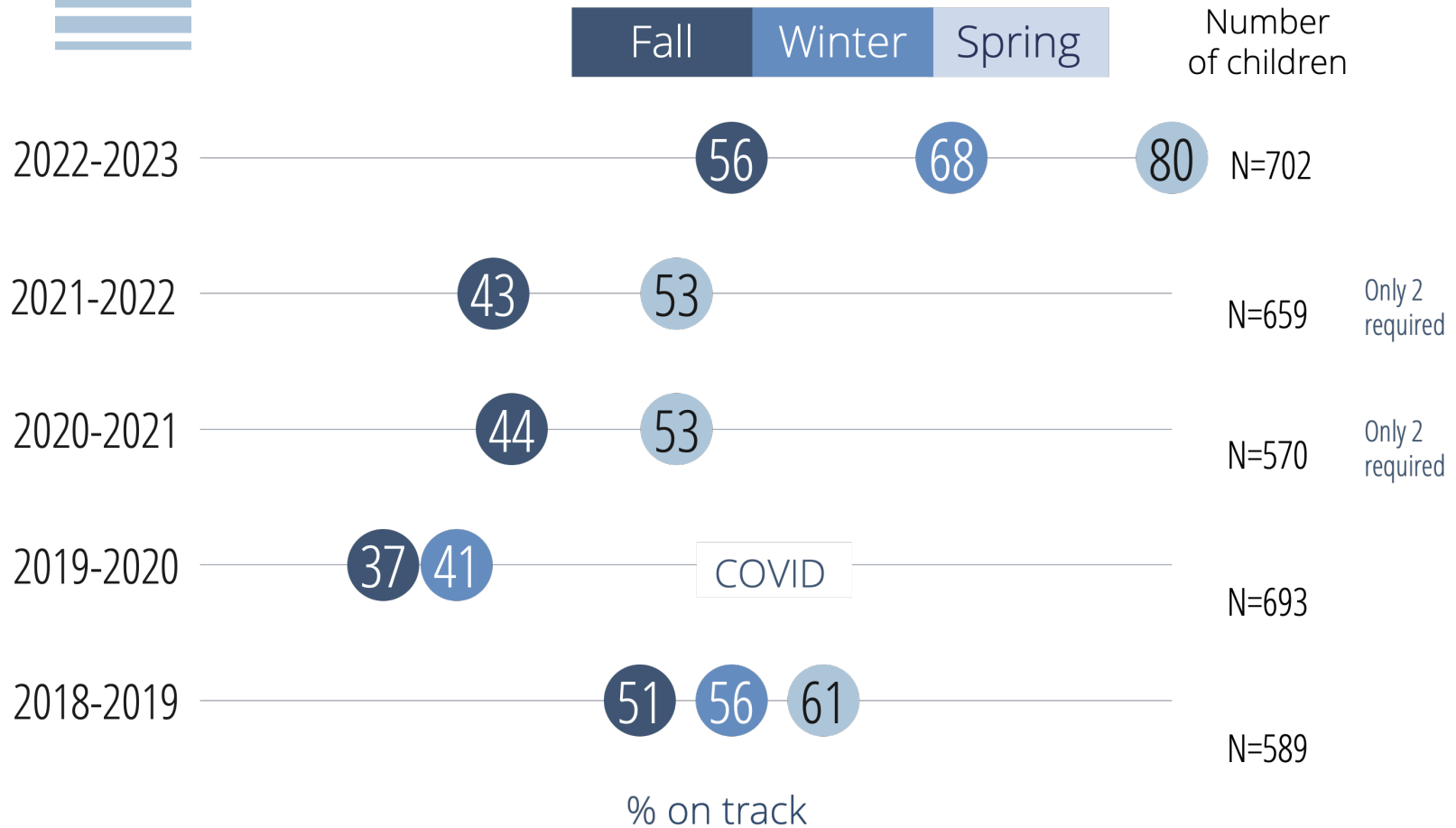


# Early Learning

Early communication outcomes for 0 to 3-year-olds were very strong this year.



Increase in early communication



# Early Learning

## 3-Year-Old Literacy

Why is a measure of 3-year-old literacy important?

- Oral language has been found to predict literacy and reading outcomes.<sup>25</sup>
- Phonemic awareness abilities have been observed in children as young as 2.5 years old.<sup>26</sup>
- In previous analyses of ECBG data, children assessed as 3-year-old PreK students were significantly more likely to reach benchmarks in 4-year-old PreK than their peers in early literacy (effect size for the model = .55,  $p < 0.00001$ ).<sup>27</sup>

# Early Learning

## 3-Year-Old Literacy

Age 3 IGDIs focuses on:

Letter Knowledge – Fridge Letters

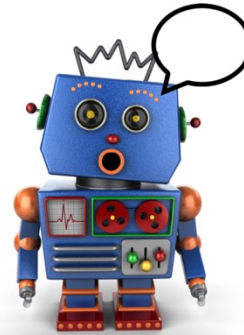
M

A

F



Sound Matching



Mixed Oral Language

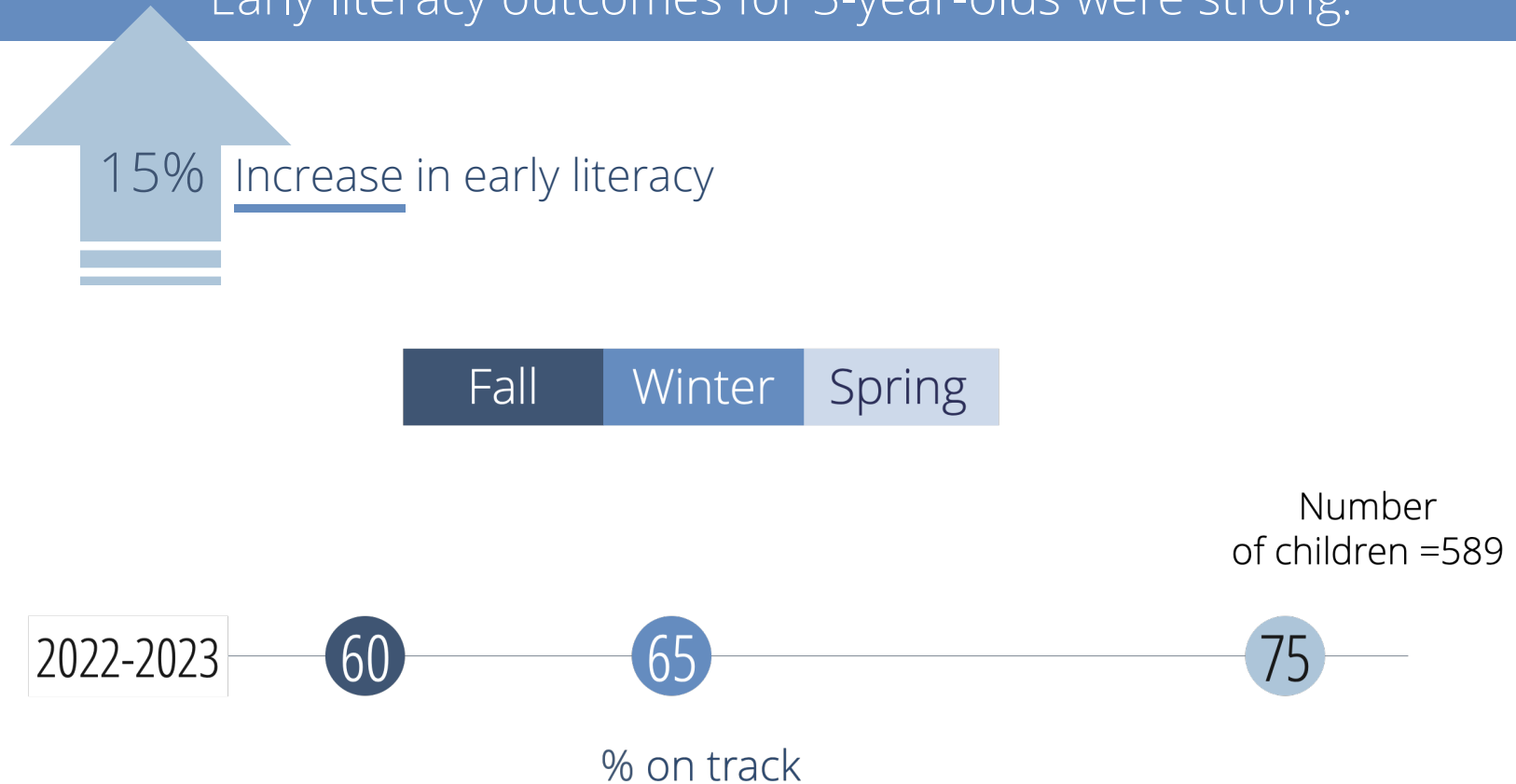


Mixed Oral Language



# Early Learning

Early literacy outcomes for 3-year-olds were strong.



The measure has been in development so historical data are not comparable.

# Early Learning

## 4-Year-Old Literacy

### Why is a measure of language comprehension important?

- Language comprehension predicts literacy and reading outcomes.<sup>26</sup>
- This refers to the ability to derive meaning and draw inferences from written and spoken language.<sup>26</sup>
- Larger vocabularies at school entry predict stronger acquisition of new words and language comprehension.<sup>28</sup>

myIGDIs Language Comprehension focuses on:

Picture Naming



Which One Doesn't Belong

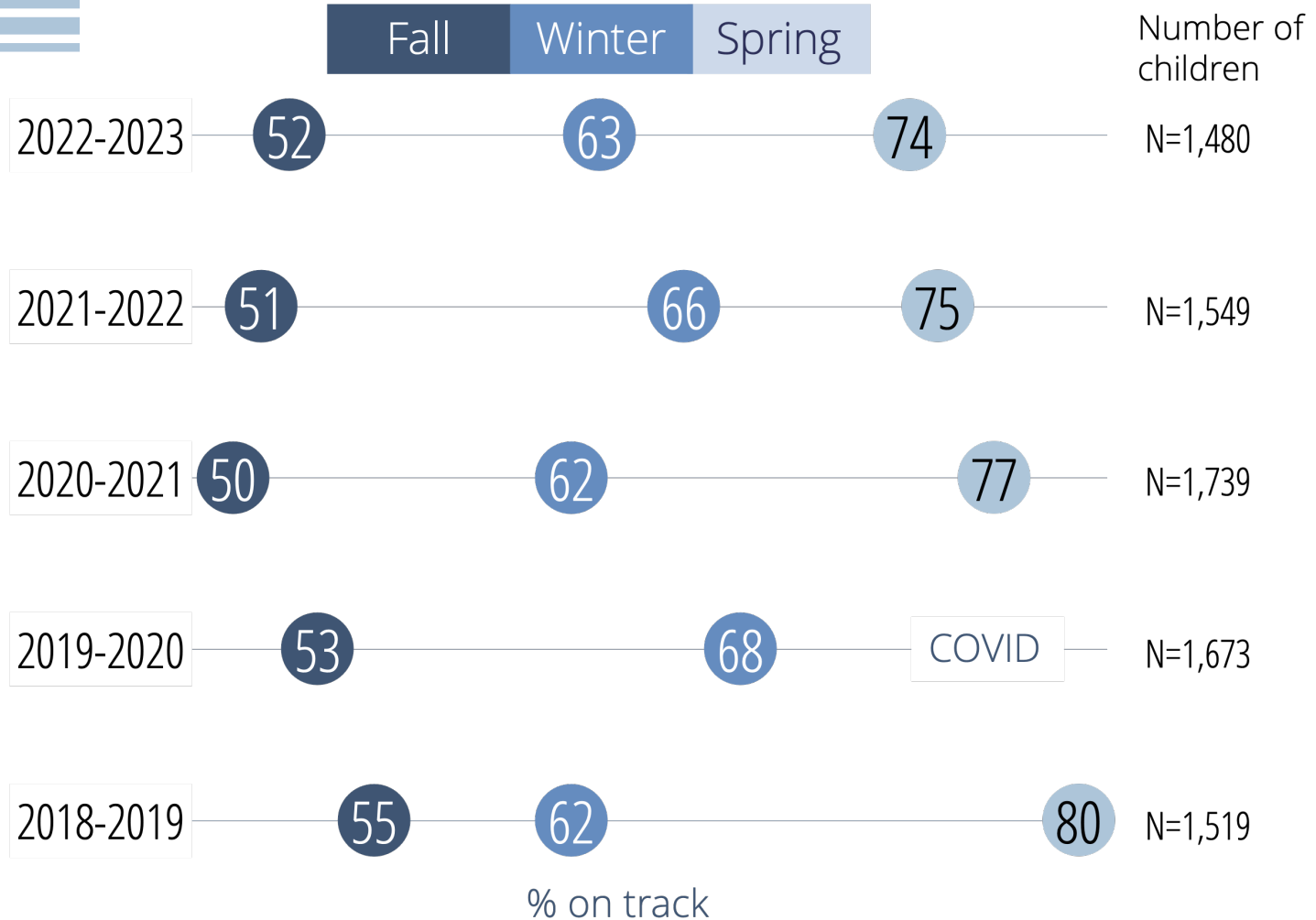


# Early Learning

## 4-Year-Old Language Comprehension

22%

Increase in language comprehension



# Early Learning

## 4-Year-Old Literacy

### Why is a measure of phonological awareness important?

- The ability to detect, identify, and manipulate individual sounds in spoken language is key to learning to read.<sup>29</sup>
- Strong phonological awareness in PreK predicts third-grade reading proficiency.<sup>29,30</sup>
- It is vital for teacher-child interactions in small group instruction to support these emergent skills and provide frequent opportunities to practice.<sup>31</sup>

myIGDIs Phonological Awareness focuses on:

Rhyming



Alliteration



Sound Identification

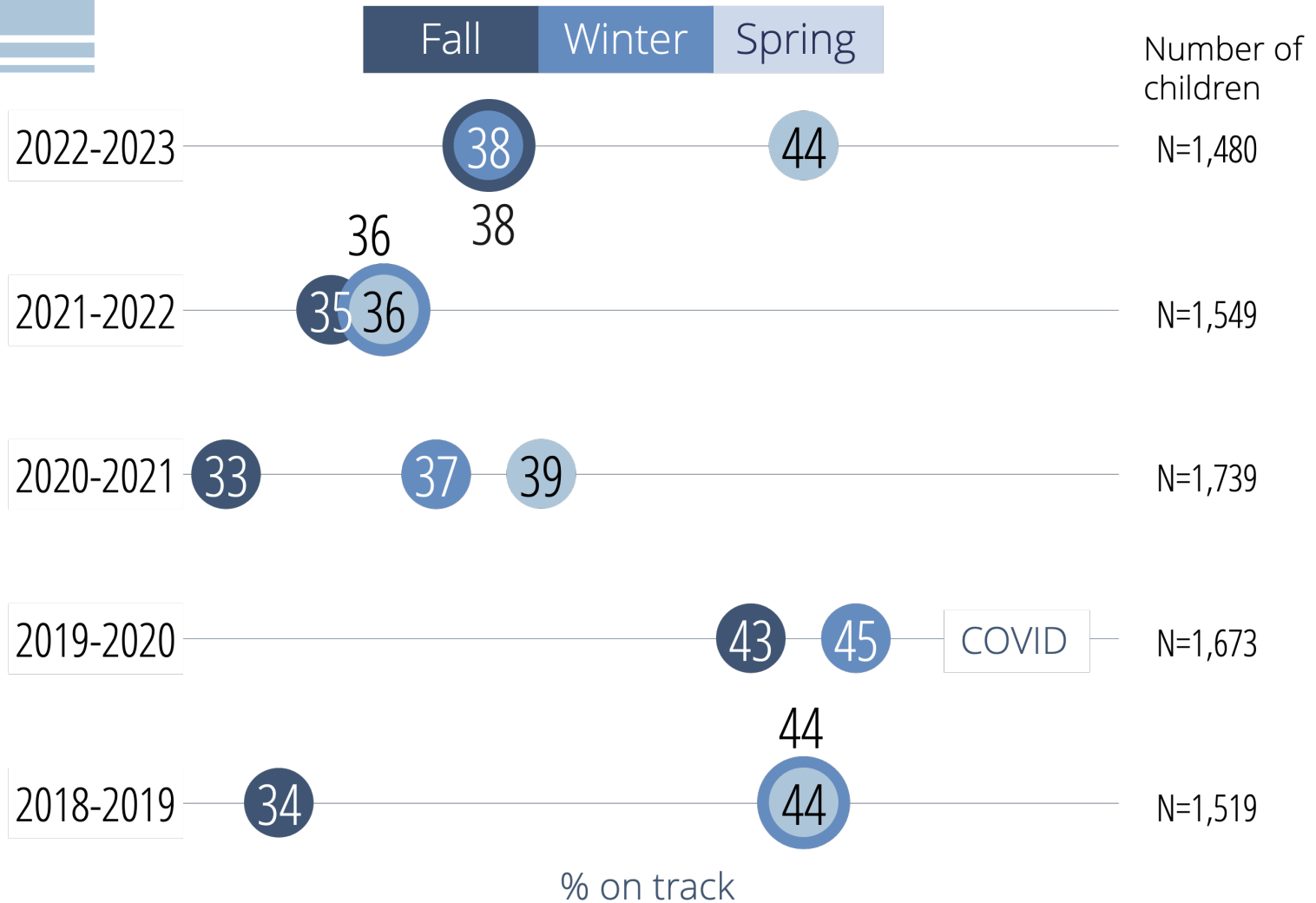
U      Z      B

# Early Learning

## 4-Year-Old Phonological Awareness

6%

Increase in phonological awareness



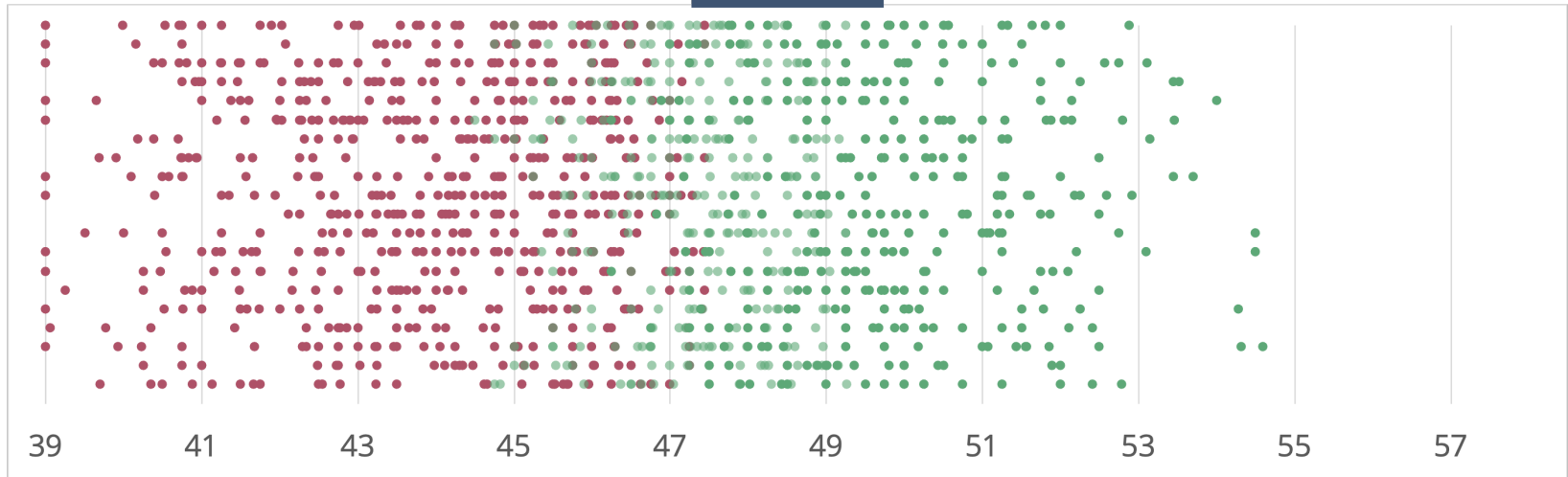


# Early Learning

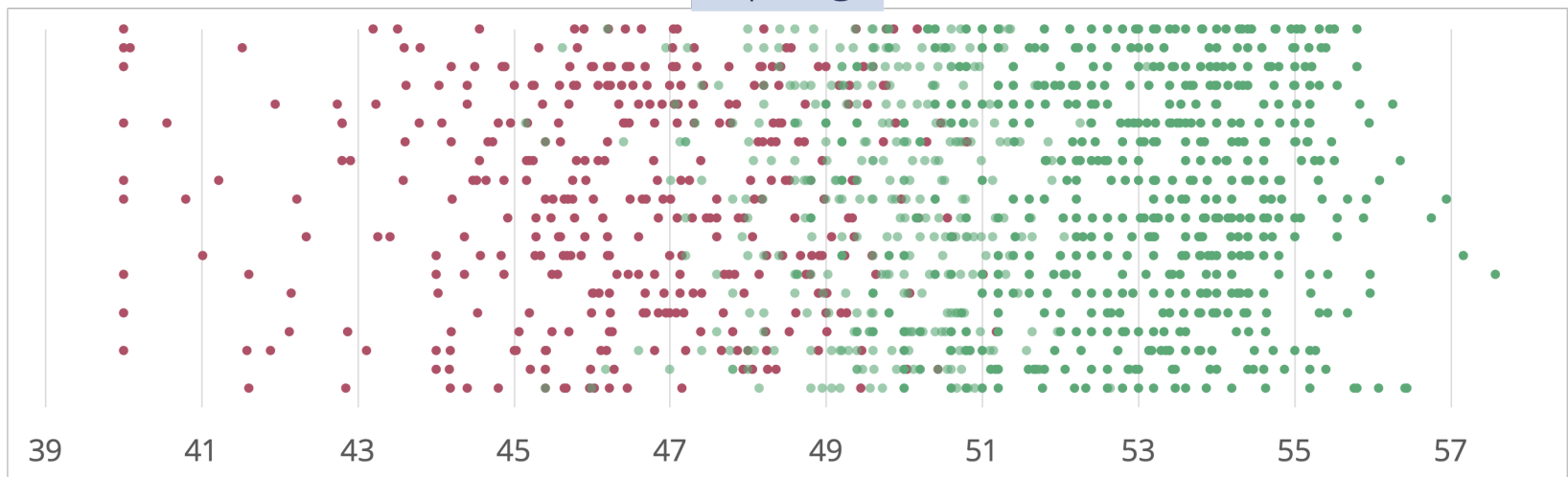
## Overall Literacy

Many of the 4-year-olds who were still at risk in literacy are close to being on track!

Fall



Spring



# Early Learning

## 3- and 4-Year-Old Numeracy

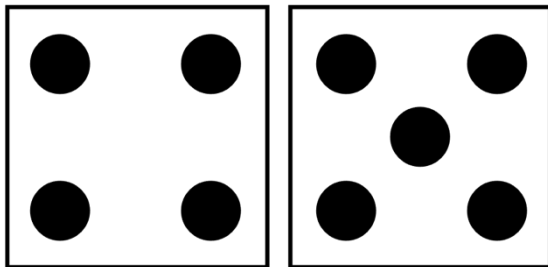
### Why is a measure of numeracy important?

- Multiple longitudinal studies demonstrated preschool numeracy skills are strongly associated with future academic success.<sup>32,33</sup>

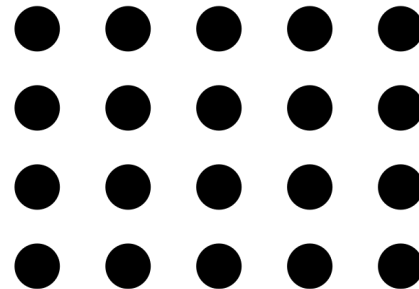
myIGDIs Numeracy focuses on:

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

#### Quantity Comparison



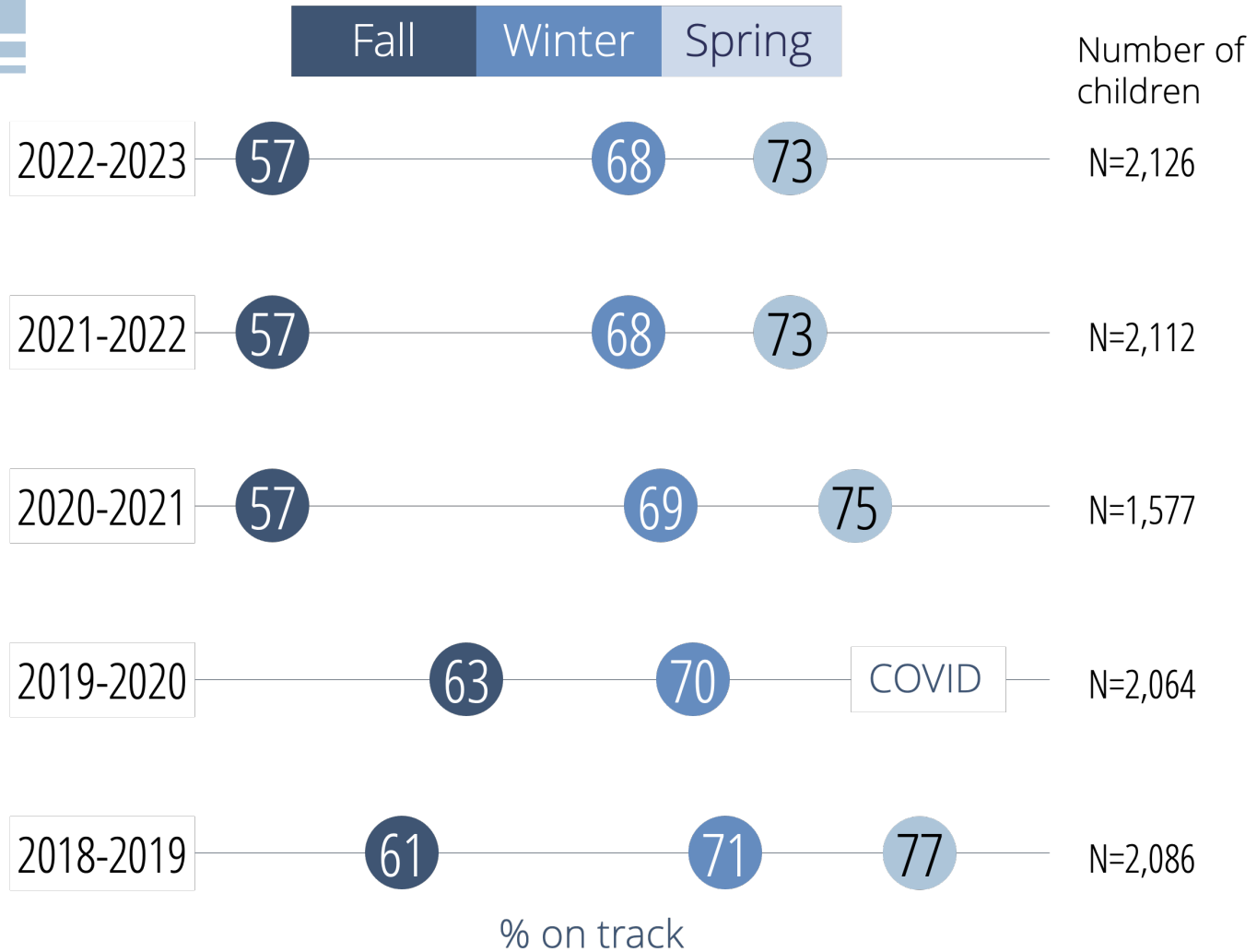
#### 1-to-1 Correspondence Counting



# Early Learning

## 3- and 4-Year-Old Numeracy

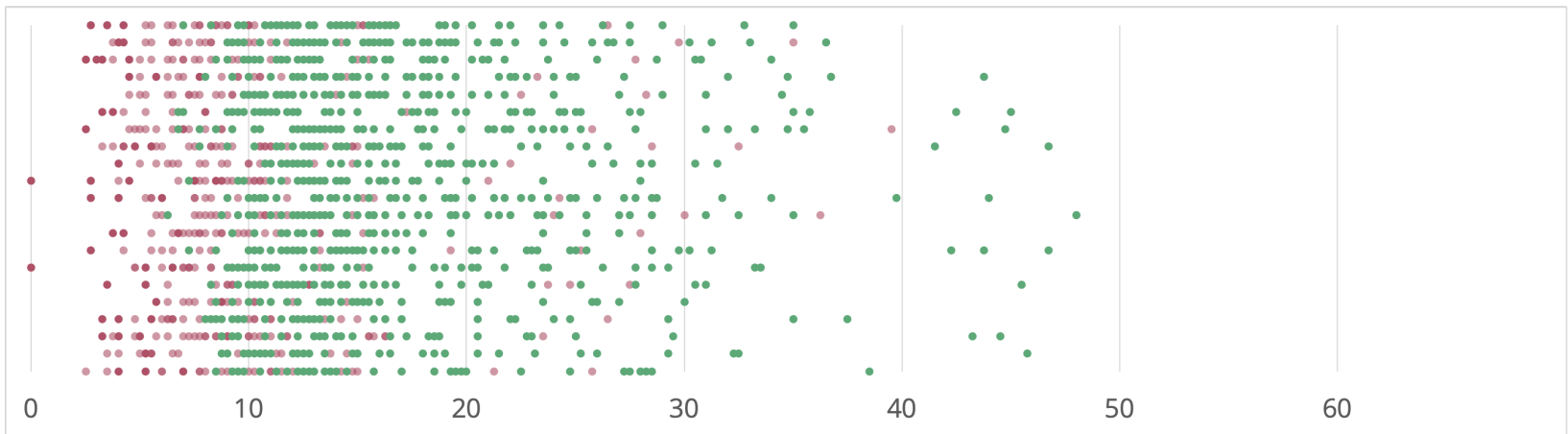
16% Increase in early numeracy



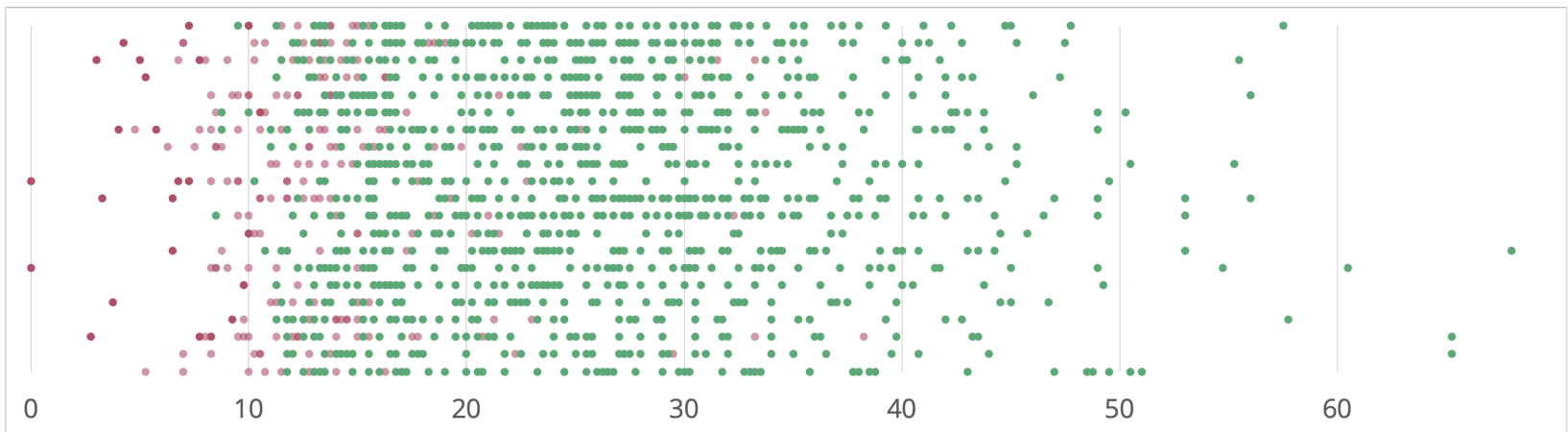
# Early Learning

By spring, most 4-year-olds were on track or close to on track in numeracy.

Fall



Spring



# Summary and Conclusions

## Child and Family Risk

- There was an increase in the number of children and families served.
- Children and families served were at risk with 91% having at least one risk factor.
- 54% of families served earned less than \$40,000 annually.

## Healthy Development

- 49% of children served were at risk or had an established developmental delay.
- There was a 6% increase in the children on track in the DECA measure of social skills development.

## Strong Families

- Parents indicated a decrease in parental stress following services.
- There was a large increase in the parents observed to be engaged in positive parenting following parent education services.

# Summary and Conclusions

## Early Learning

- 55% of children served in PreK or 0-3 Care and Education received full-time care, this is an 18% increase in the last two years.
- Classroom quality was at the highest level with 77% of classrooms observed to be high quality.
- 80% of 0 to 3-year-olds were on track in early communication skills.
- 75% of 3-year-olds in PreK were on track in early literacy skills.
- 74% of 4-year-olds in PreK were on track in language comprehension.
- 44% of 4-year-olds in PreK were on track in the key skill of phonological awareness. Although this is lower than we would like it represents a return to pre-COVID levels.
- 73% of 3 and 4-year-olds in PreK were on track for early numeracy.
- Many children who were still at risk in literacy or numeracy were quite close to the cut-off.

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