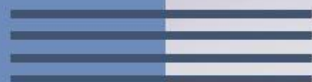


ECBG



2023-2024

Evaluation Report



WICHITA STATE
UNIVERSITY

COMMUNITY ENGAGEMENT INSTITUTE
CENTER FOR APPLIED RESEARCH AND EVALUATION



ECBG by the Numbers



26 grantees throughout the state

8,067 children served

63 counties served by
ECBG programs

70% qualified for
free/reduced priced lunch

51% At Risk and established
developmental delay

90% with at least one risk factor

44% with three or more
risk factors

Outcomes by the Numbers



17% increase in observed positive parenting

1% increase in parental stress

2% decrease in full-time care in the last year

78% high-quality classrooms

75% on track in early communication

59% of 3-year-olds on track in early literacy

70% on track in language comprehension

68% on track in early numeracy

Range of ECBG Services

CAREGIVERS Home Visits Case Management Parent Education



PRENATAL

Home Visits



0 – 3 YEARS OLD

Home Visits

Child Care

Part C Services

Classroom Infrastructure

Mental & Behavioral Health

Dev. Screening & Referral



3 – 5 YEARS OLD

Home Visits

PreK

Classroom Infrastructure

Literacy Activities

Mental & Behavioral Health

Dev. Screening & Referral

ECBG Risk Factors

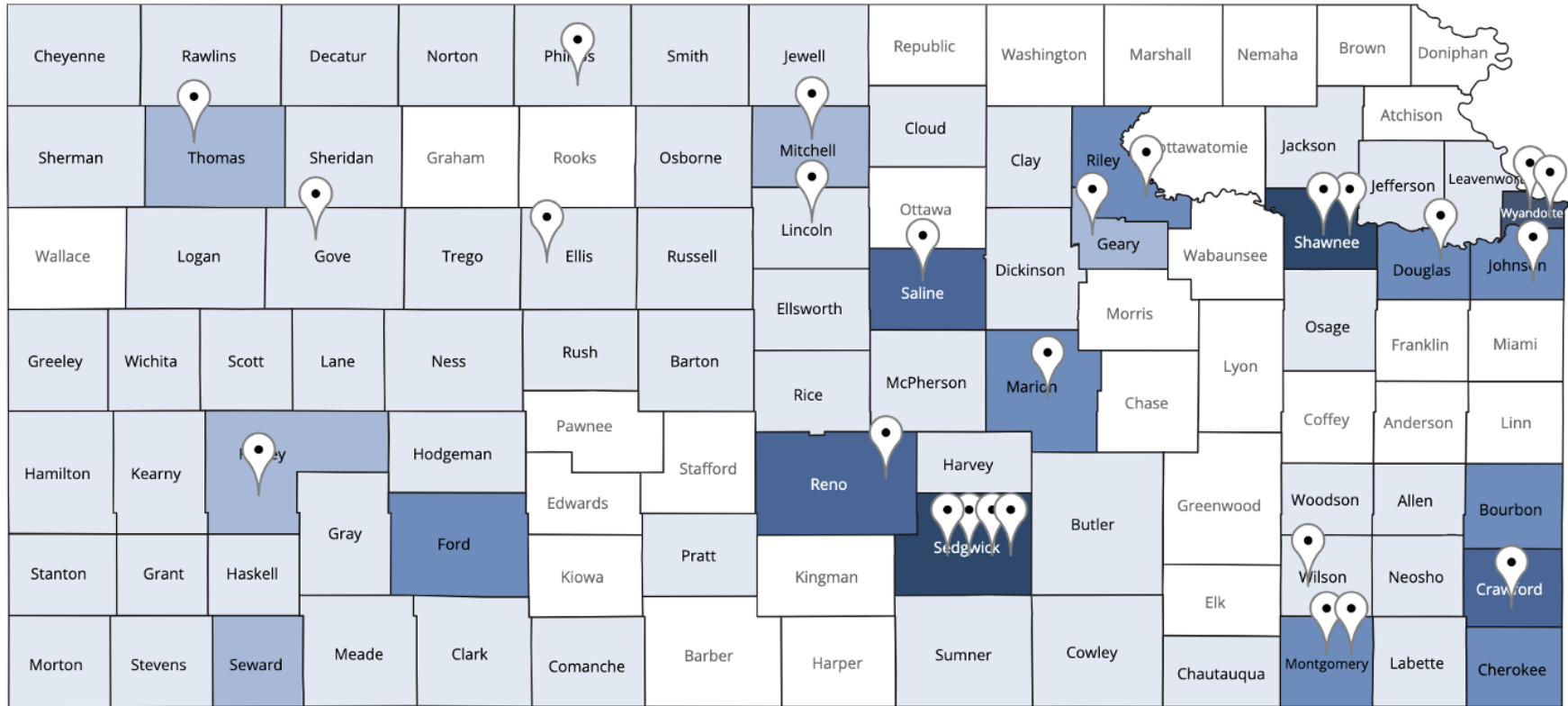
This report contains descriptive information for children and families served during the 2023-2024 grant year as well as historical data from 2018-2023.



- Poverty
- Single parent families
- Children in foster care/custody of a relative/out of home care/DCF
- Teen parents
- Less than a high school education
- Limited English proficiency
- Lower-than-expected developmental progress
- Migrant families
- Families without stable housing
- Children lacking health insurance

Early Childhood Block Grant

Children served by County



1-64

65-154

155-226

227-424

425-657

658-937

CHILDREN

8,067

children served



Risk Factors

7% Foster care/out of home care

4% Children without health insurance

22% Children whose first language was not English

51% Indicator of developmental delay

FAMILIES

6,971

families served

Caregiver Education

11% Less than a high school education

29% High school diploma/GED

34% Tech training/associate's degree/some college

26% Bachelor's degree or higher



FAMILIES

6,971

families served

Risk Factors

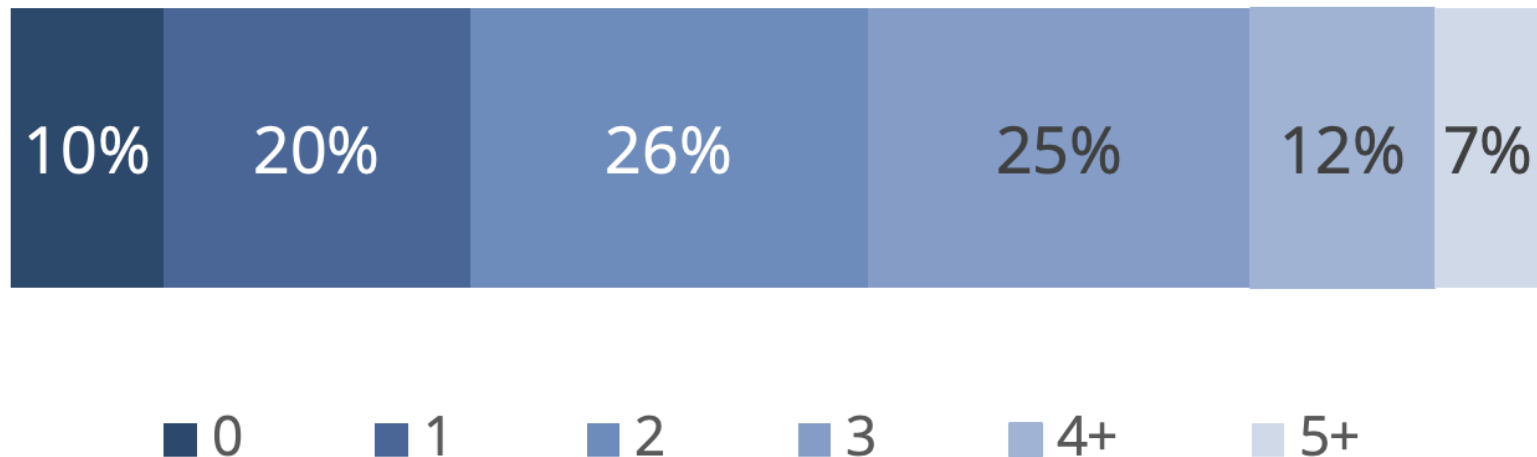
- 47% Unmarried
- 6% Teen parents
- 1% Migrant families
- 5% Without stable housing
- 70% Free/reduced price lunch
- 26% English second language
- 51% Earned < \$40,000 annually



CHILDREN & FAMILIES

While the presence of risk does not inevitably determine whether a child will fall behind, the existence of risk is powerful enough to create barriers. The likelihood of delays is proportionate to the number of risk factors a child experiences; the more risk factors experienced in early childhood, the less likely a child is to be ready for kindergarten.¹

Total Risk Factors



Healthy
Development
2023-2024





How do ECBG programs focus on fulfilling the Healthy Development vision of the Blueprint?



Early Life Skills

- Ability to attend
- Managing emotions
- Positive Interactions
- Fewer behavioral issues and better academic performance



Positive Parenting

- Reduced parenting stress
- Improved parenting
- Better connection to resources
- Better child outcomes



Quality Care and Education

- Quality matters
- Positive interactions
- Impact on future academics
- Phonemic awareness is critical

Why Early Life Skills?



The development of Early Life Skills, which is based on executive functioning, is a more stable predictor of outcomes through 5th grade than even GPA and academic assessment scores.^{2,3}



Mitigates many family risk factors.^{2,4}

Early identification and intervention can promote:

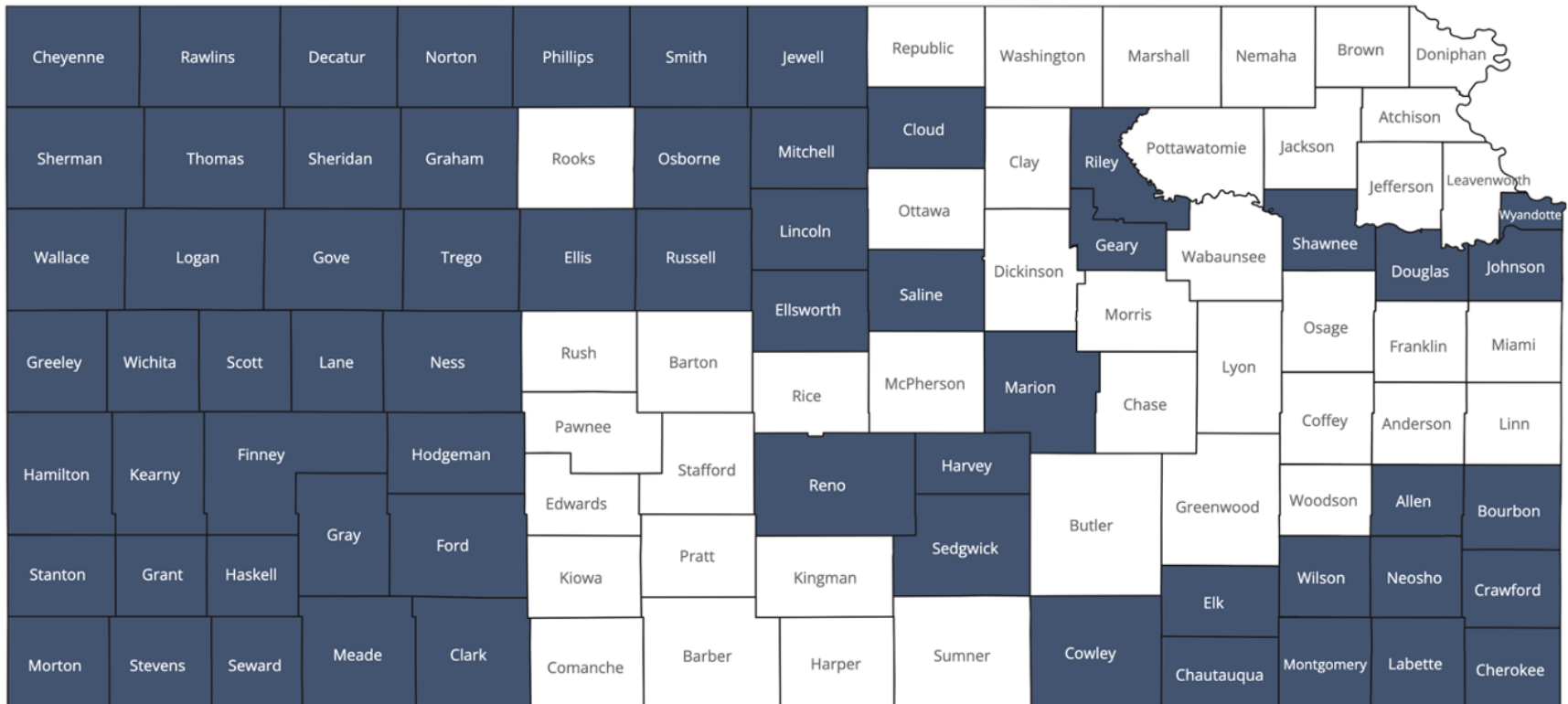
- Achievement of future developmental milestones
- School readiness^{5,6}

Executive functioning supports:

- Self-management
- Engaged learning
- Social competency
- Working memory^{3,4,7,8,9,10}

Healthy Development

Counties Served



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 skill development



Make referrals to additional services as needed



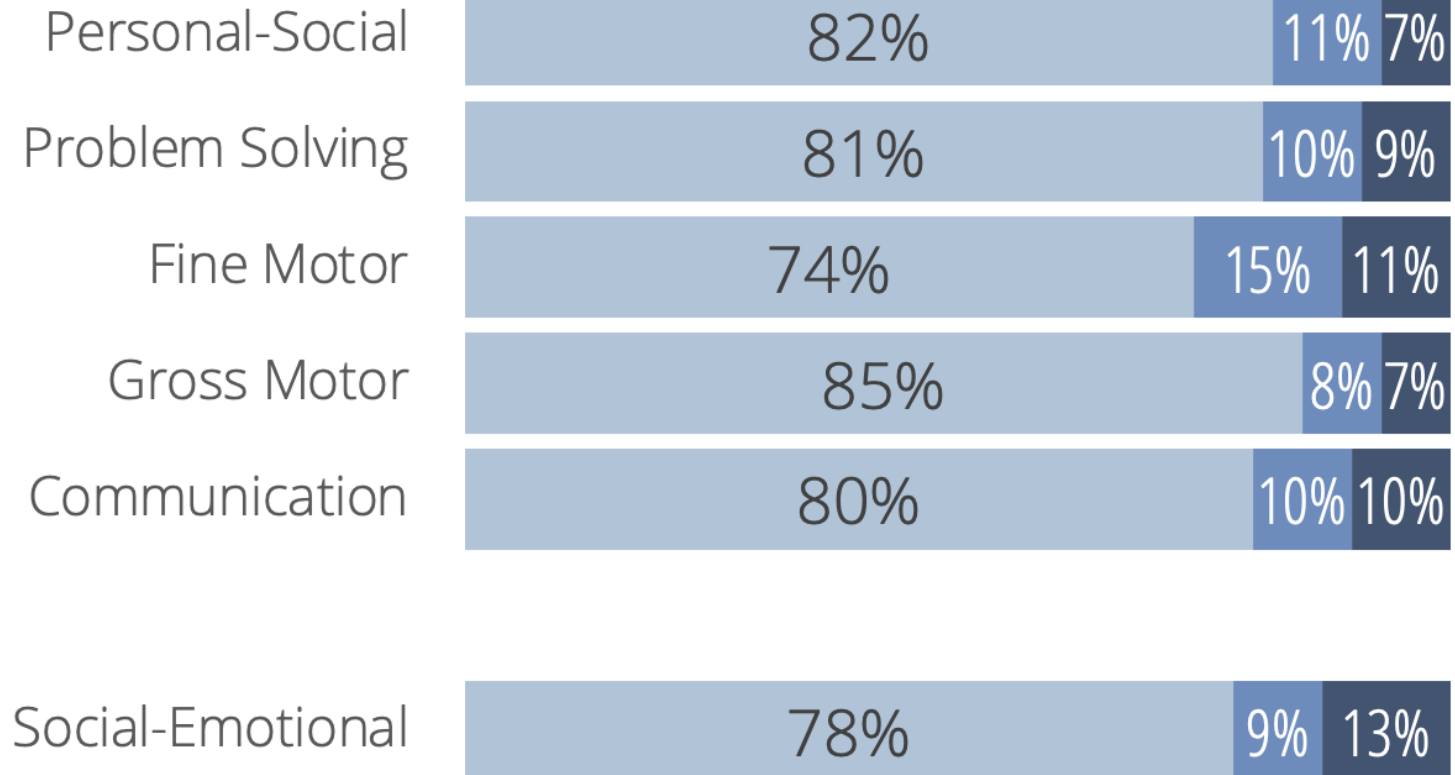
Healthy Development

N=6,744

Met benchmarks

Monitoring

At Risk



N=6,656 The Social-Emotional snapshot of Healthy Development is not statewide because Project Spark USD 500 and TARC Inc. did not collect the ASQ:SE2

Healthy Development



The DECA is an observational measure designed to evaluate social-emotional strengths associated with resiliency and protective factors.¹¹

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

Understanding & regulating feelings are important social-emotional skills that contribute to a child's ability to effectively interact & focus in the classroom. Social-emotional competence provides a strong foundation for school readiness.^{12,13,14,15}

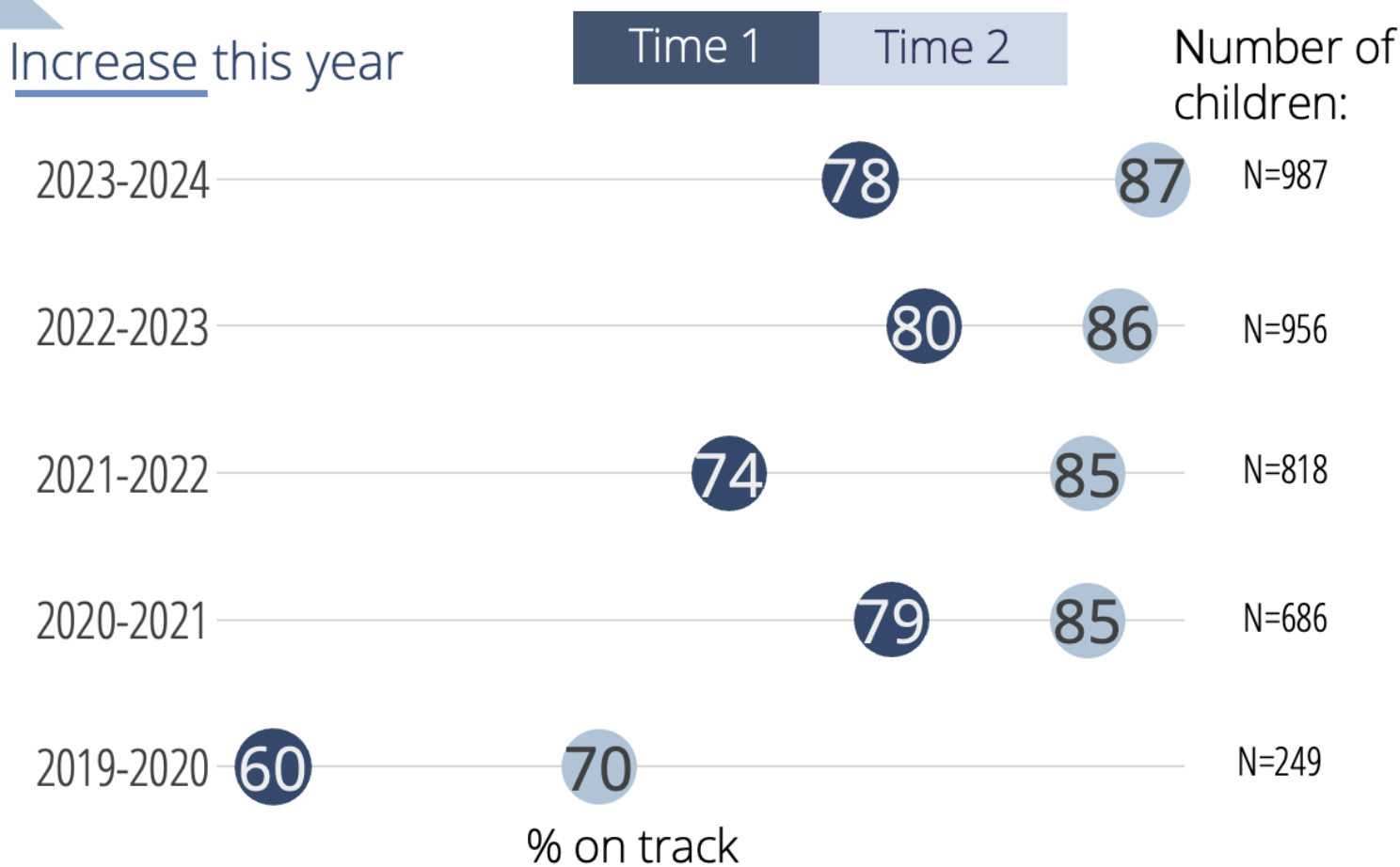
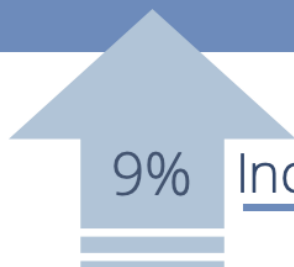
The DECA is a strengths-based measure of:

- Attachment/Relationships
- Self-Regulation
- Initiative¹¹



Early Life Skills

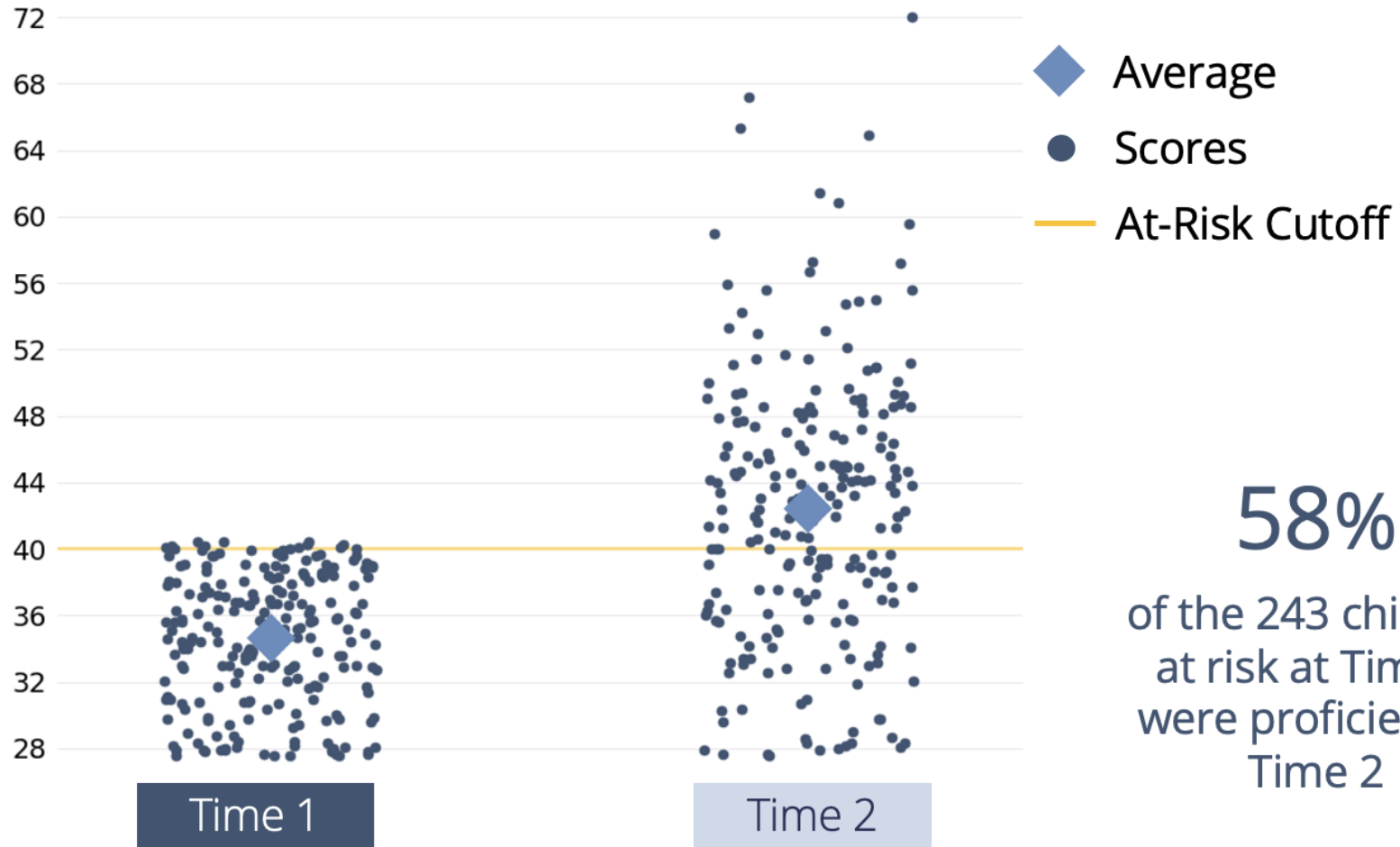
Strong growth was evident for programs promoting early life skills.





Early Life Skills

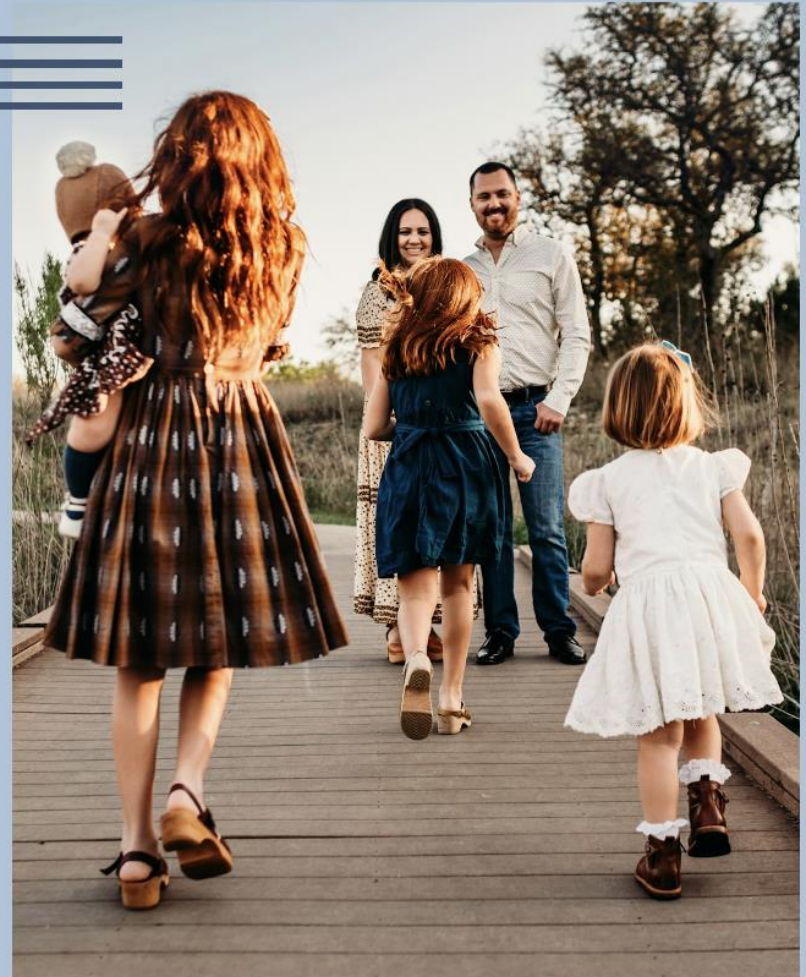
The chart below shows the improved Time 2 scores for those children at risk at Time 1.



58%
of the 243 children
at risk at Time 1
were proficient at
Time 2

Strong Families

2023-2024





HOW do ECBG family programs fulfill the vision of the Blueprint?



Early Life Skills

- Ability to attend
- Managing emotions
- Positive Interactions
- Fewer behavioral issues and better academic performance



Positive Parenting

- Reduced parenting stress
- Improved parenting
- Better connection to resources
- Better child outcomes



Quality Care and Education

- Quality matters
- Positive interactions
- Impact on future academics
- Phonemic awareness is critical

Why Positive Parenting?



Evidence-based parenting programs have a positive impact on parents' perception of their children and decreases disruptive child behavior, even years after intervention.^{16,17,18,19}



Impacts that continue for years following intervention.^{16,17,18,19}

Home visiting programs improve:

- Positive parenting skills
- Early development and health for children
- School readiness
- Behavioral problems ^{20,21,22,23,24,25,26,27,28}

Parenting programs impact:

- Overall decreased parental stress
- Disruptive child behavior
- Parents' perceptions of parenting ^{16,17,18,19}

Strong Families



Home Visiting

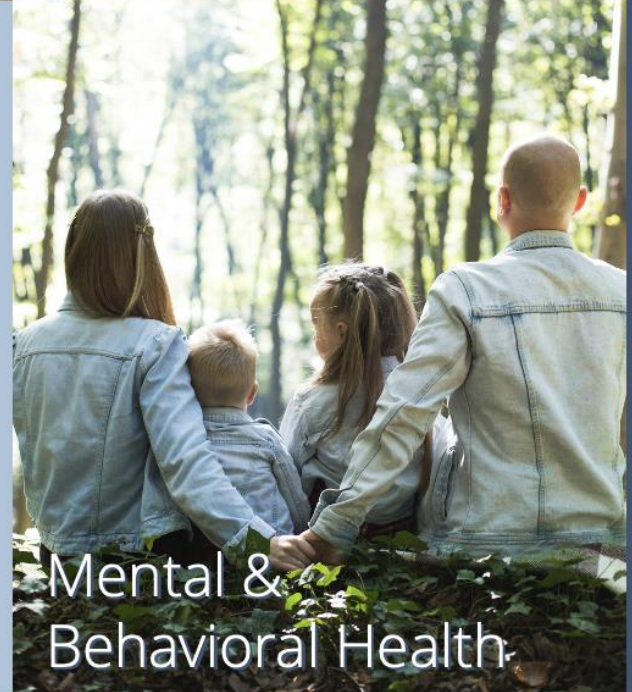


Parent Education



Case Management

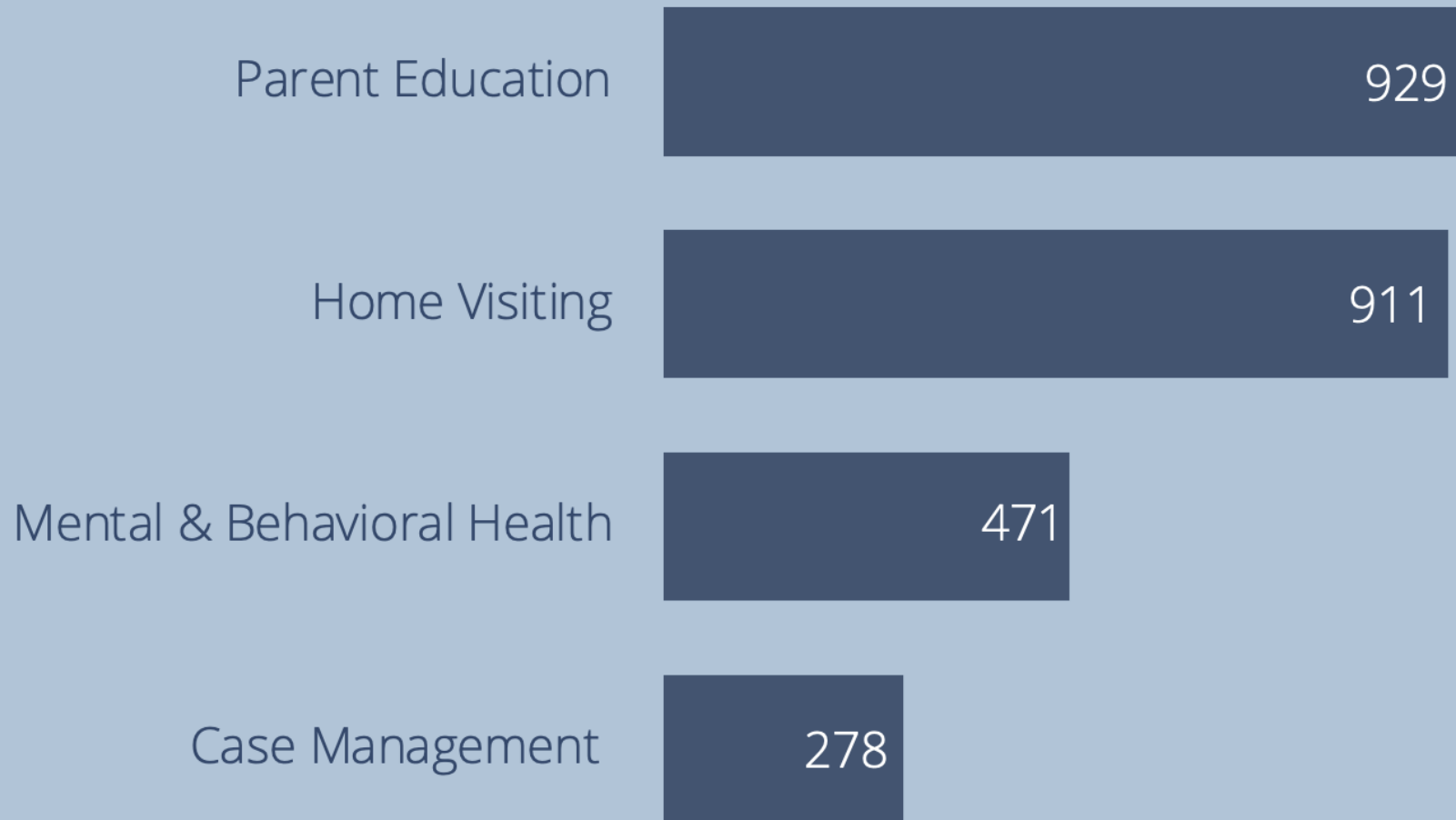
- Family programs meet a variety of needs, vary in intensity as needed, and are selected based on the needs of the community.
- These programs can ameliorate the impacts of trauma and toxic stress.
- They also positively impact communication, social-emotional skills, and brain development for children.



Mental & Behavioral Health

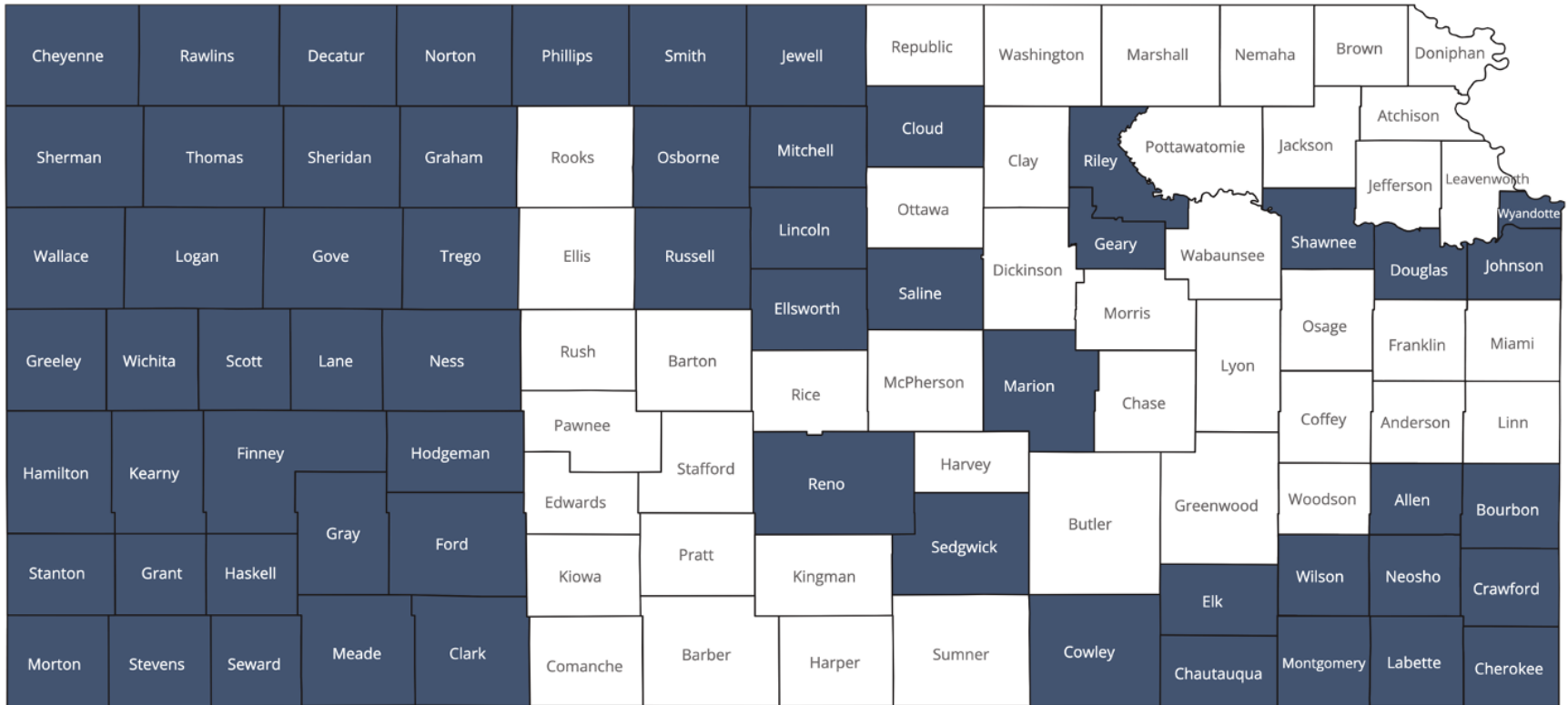
Strong Families

Families Served by Program Type



Strong Families

Counties Impacted



Strong Families Outcomes

Positive Parenting Outcomes

The KIPS is a strengths-based assessment of positive parenting and parent-child interactions. The KIPS is a standardized observational measure of responsive parenting.²⁹ Observers complete a training and certification process and recertify annually.

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.^{30,31,32,33}

The KIPS is an observational measure of parental:

- Sensitivity
- Support
- Involvement
- Adaptability
- Engagement
- Limit Setting
- Encouragement
- Promoting Exploration³⁴

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.^{29,35}

Change in scores
(range 1-5)





Positive Parenting Outcomes

There was a sizable increase in the percentage of parents demonstrating positive parenting.

17%

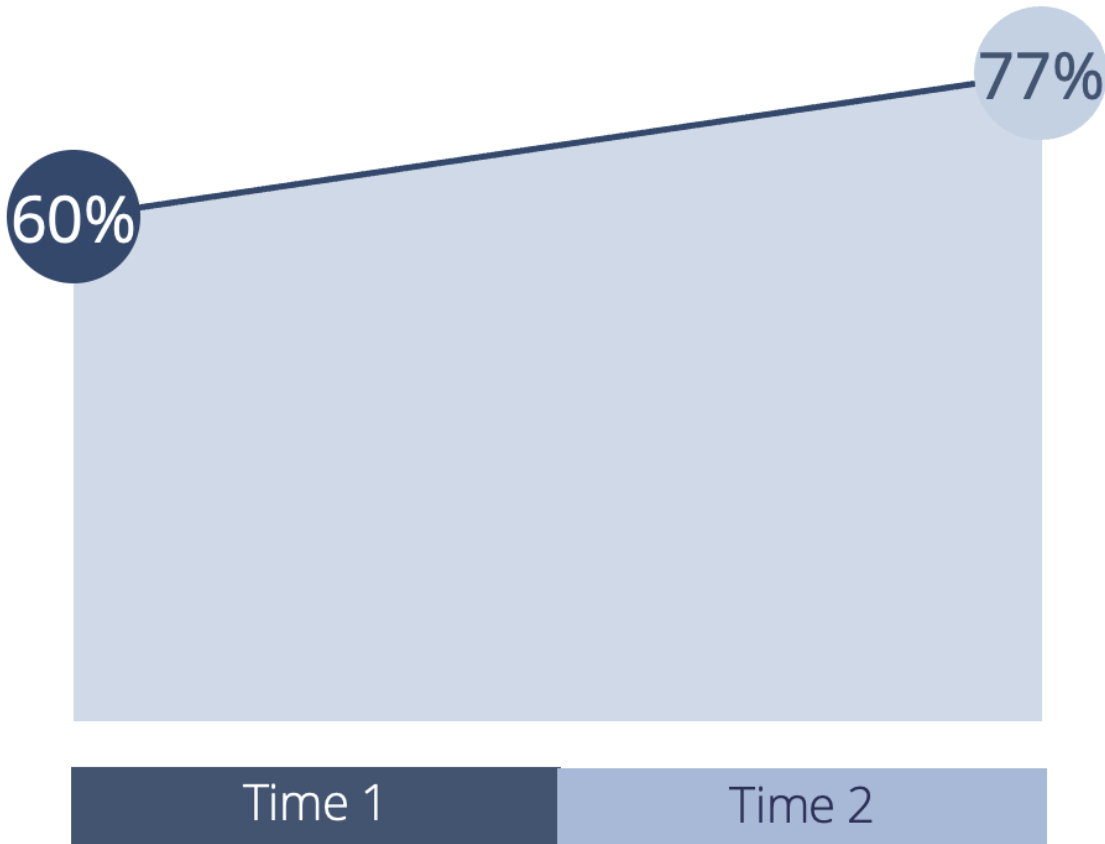
Increase in positive parenting!

60%

77%

Time 1

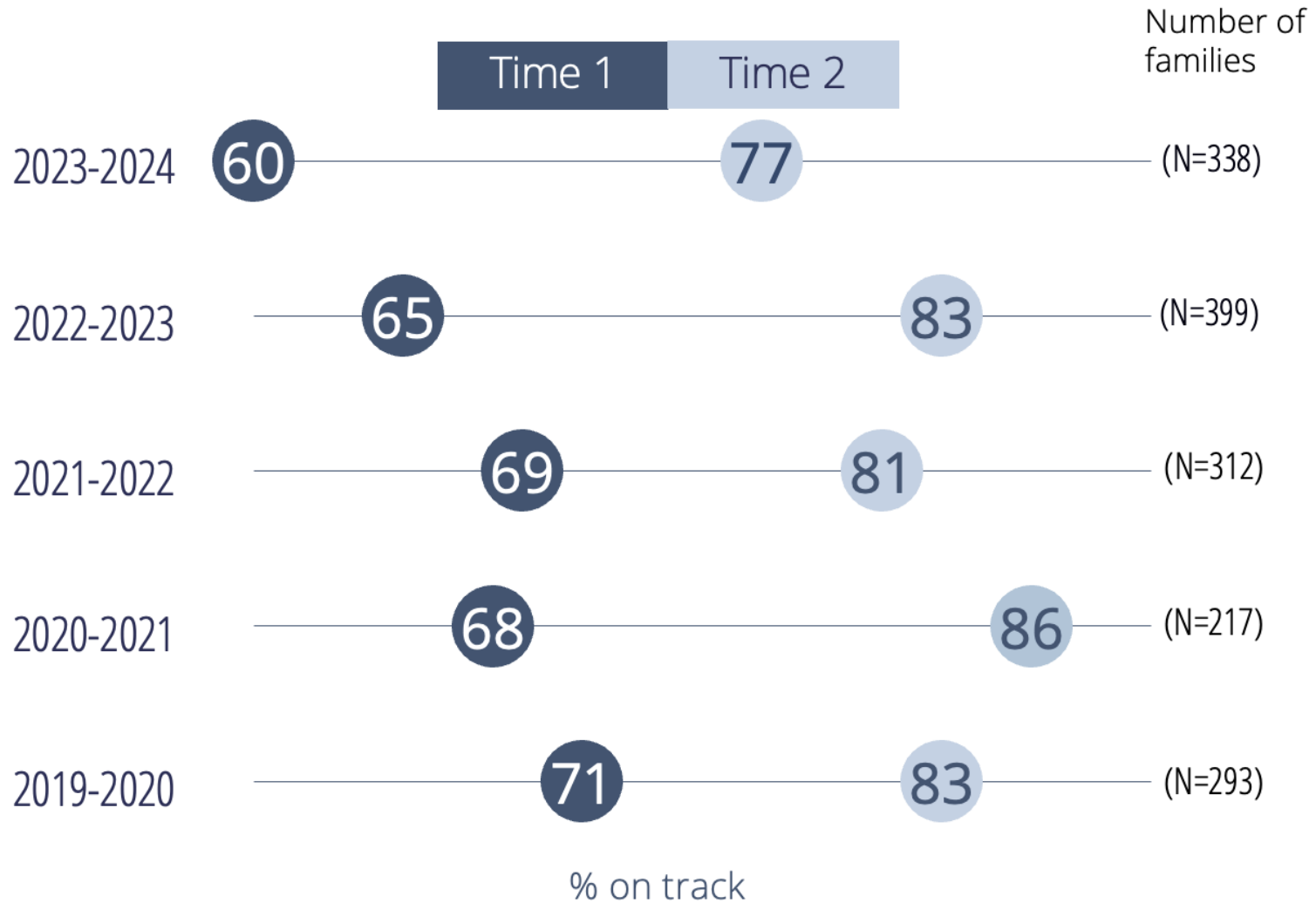
Time 2





Positive Parenting

While fewer parents were observed engaging in positive parenting at Time 1 this year, 17% improved to meet benchmarks at Time 2.



Strong Families Outcomes

Parental Stress



Why is a measure of parental stress so important?

- Parental stress impacts children's social-emotional and cognitive/language development.³⁶
- Parents and children reciprocally impact each other; both are important in forming healthy relationships.³⁷
- Parenting stress impacts the quality of caregiving, interactions, and child behavior.³⁸

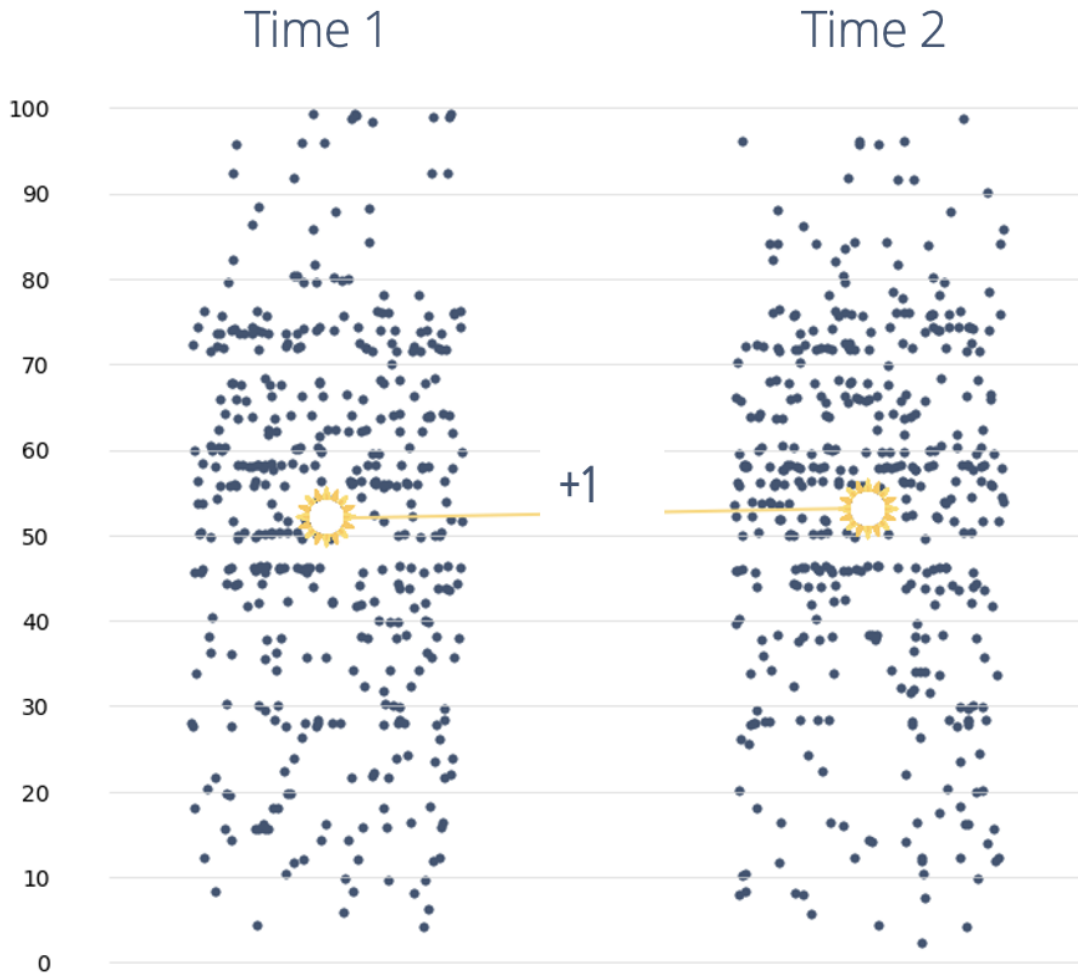
The PSI focuses on four areas:

- Parental Distress
- Parent-Child Dysfunctional Interaction
- Difficult Child
- Overall Stress³⁹



Strong Families Outcomes

Average parental stress had a small increase



1%
Increase in
average stress



ECBG Strong Family Programs



Parental Stress

Parental Stress started higher this year than last year and increased slightly.



IMPACTFUL FACTORS

ECBG PROGRAM OUTCOMES

24 Grantees completed an anonymous survey asking about various factors that might have impacted the previous year's ECBG program outcomes

The survey included 22 items focused on the following:

- FAMILY FACTORS (including economic and social stressors)
- PROGRAM FACTORS (including staffing and funding)
- SOCIETAL FACTORS

For each item, they were asked:



Indicate the relative importance/contribution of each item to last year's outcomes.

IMPACTFUL FACTORS

ECBG PROGRAM OUTCOMES (CONT)

TOP FACTORS IDENTIFIED

FAMILY FACTORS: Social stressors

Increased behavioral health concerns (including mental health and substance misuse) – Average rating 7.8

PROGRAM FACTORS: Funding

Difficulty maintaining competitive pay for staff – Average rating 7.5

FAMILY FACTORS: Social stressors

Increased screen time for children (including social media & games) – Average rating 7.4

FAMILY FACTORS: Economic stressors

Inflation (increased cost of goods and services) – Average rating 7.2

Early Learning 2023-2024





HOW do ECBG early learning programs fulfill the vision of the Blueprint?



Early Life Skills

- Ability to attend
- Managing emotions
- Positive Interactions
- Fewer behavioral issues and better academic performance



Positive Parenting

- Reduced parenting stress
- Improved parenting
- Better connection to resources
- Better child outcomes



Quality Care and Education

- Quality matters
- Positive interactions
- Impact on future academics
- Phonemic awareness is critical

Why Early Learning?

“Children who receive high-quality early childhood supports have significantly better life outcomes and pass the positive effects on to their children.”

— James Heckman et al.^{40,41}



13% return on investment⁴²

Significantly better outcomes
for:

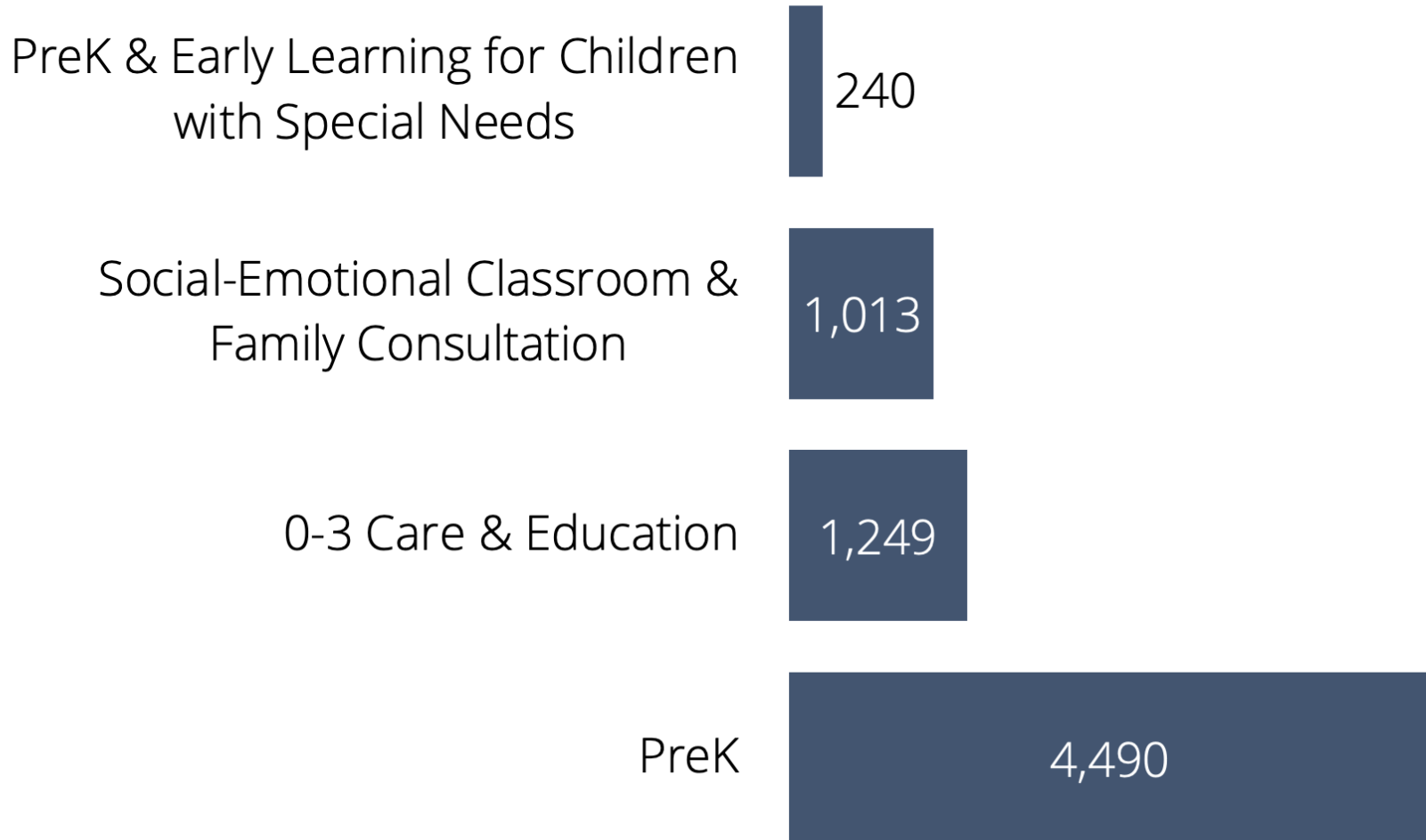
- Employment
- Education
- Social behaviors
- Health
- Families ^{40,41,43,44,45,46,47}

Improved second-generation
effects:

- Lower school suspension and higher high school completion
- Higher full-time employment
- Lower crime ^{40,41,44}

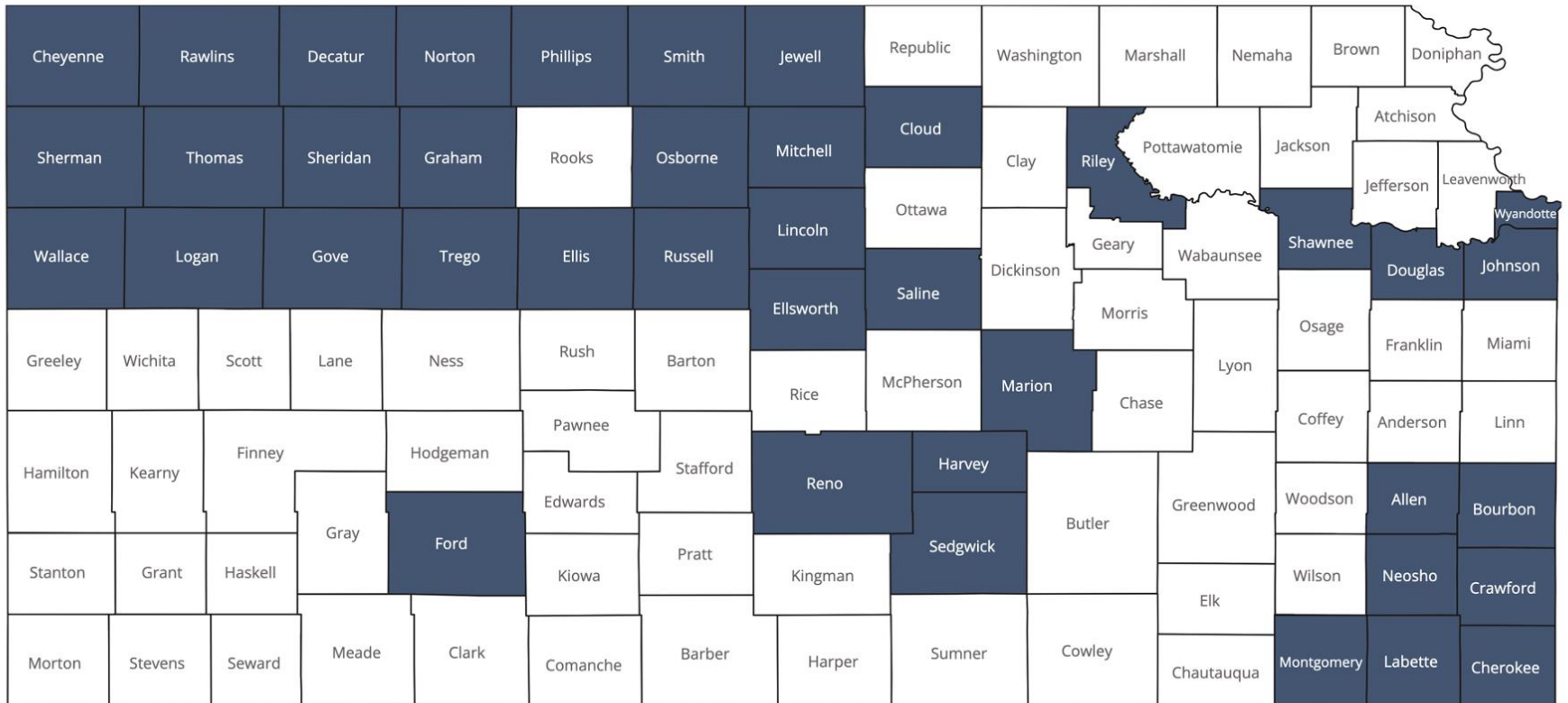
Early Learning Programs

Children Served by Program Type



Early Learning

Counties Impacted

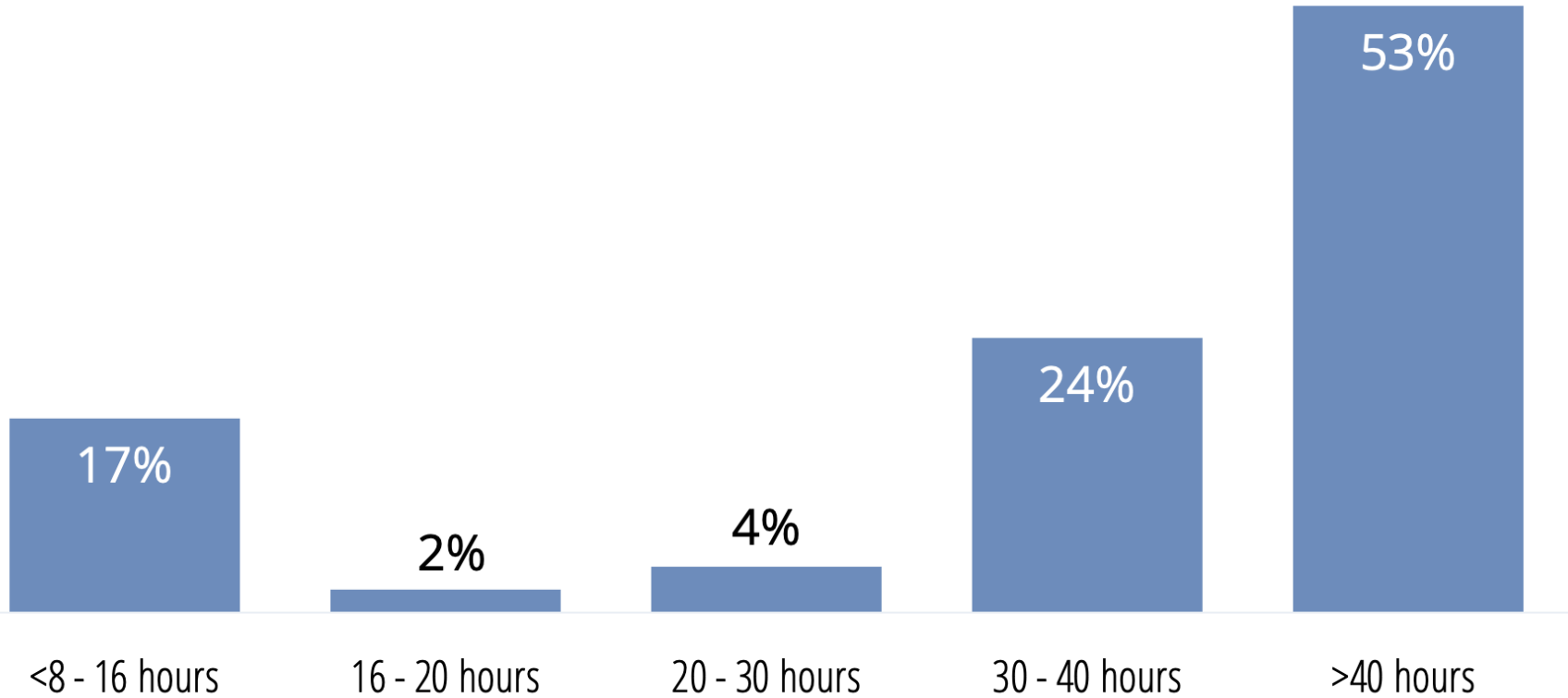


Early Learning

Full-Time Care

2%

Decrease 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.^{48,49}

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.^{50,51}

Quality early care is defined as positive, responsive serve and return relationships with adults.⁵²

Early Learning Programs

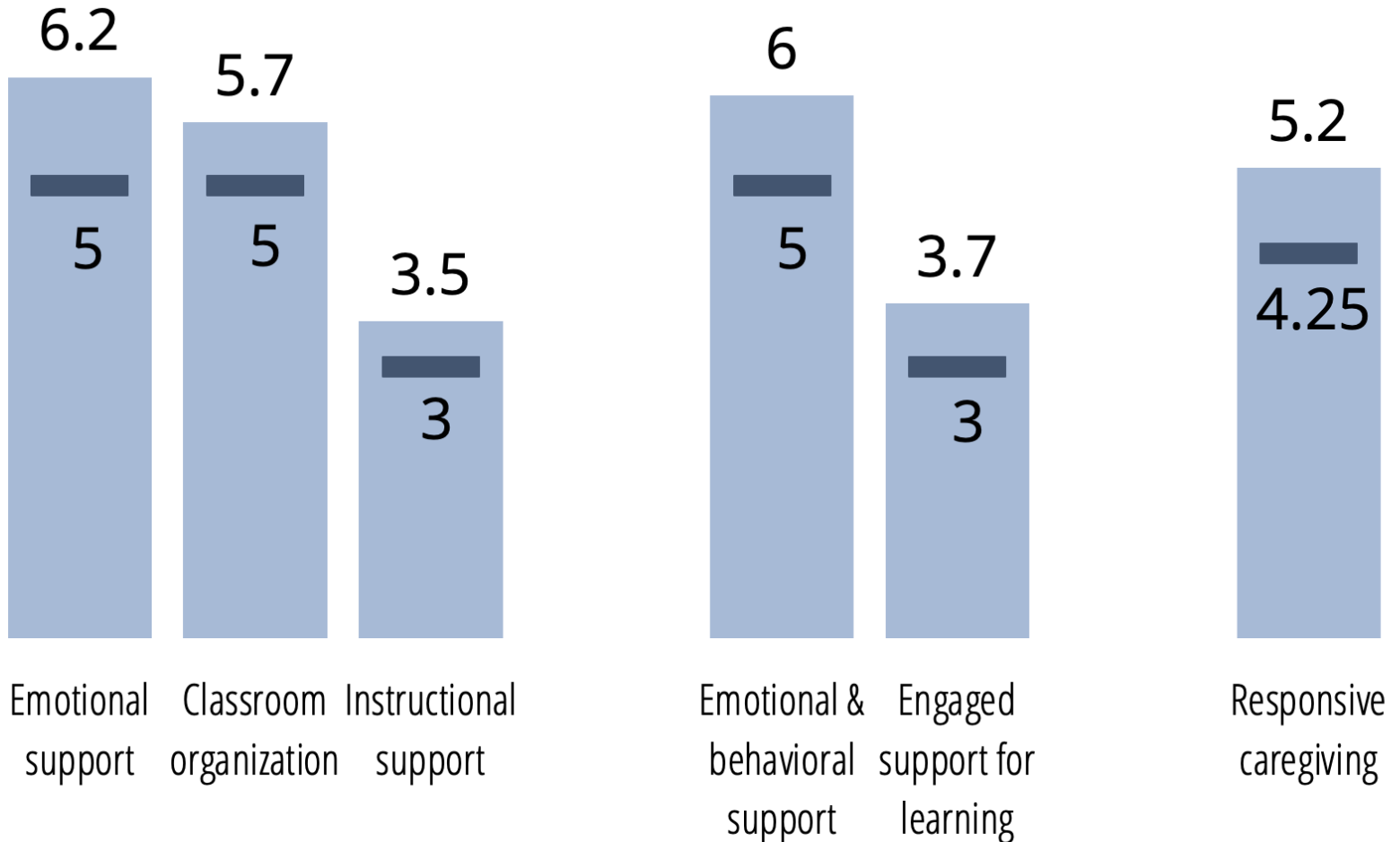
Quality averages were above benchmarks for all CLASS indicators.

Maximum 7

PreK

Toddler

Infant



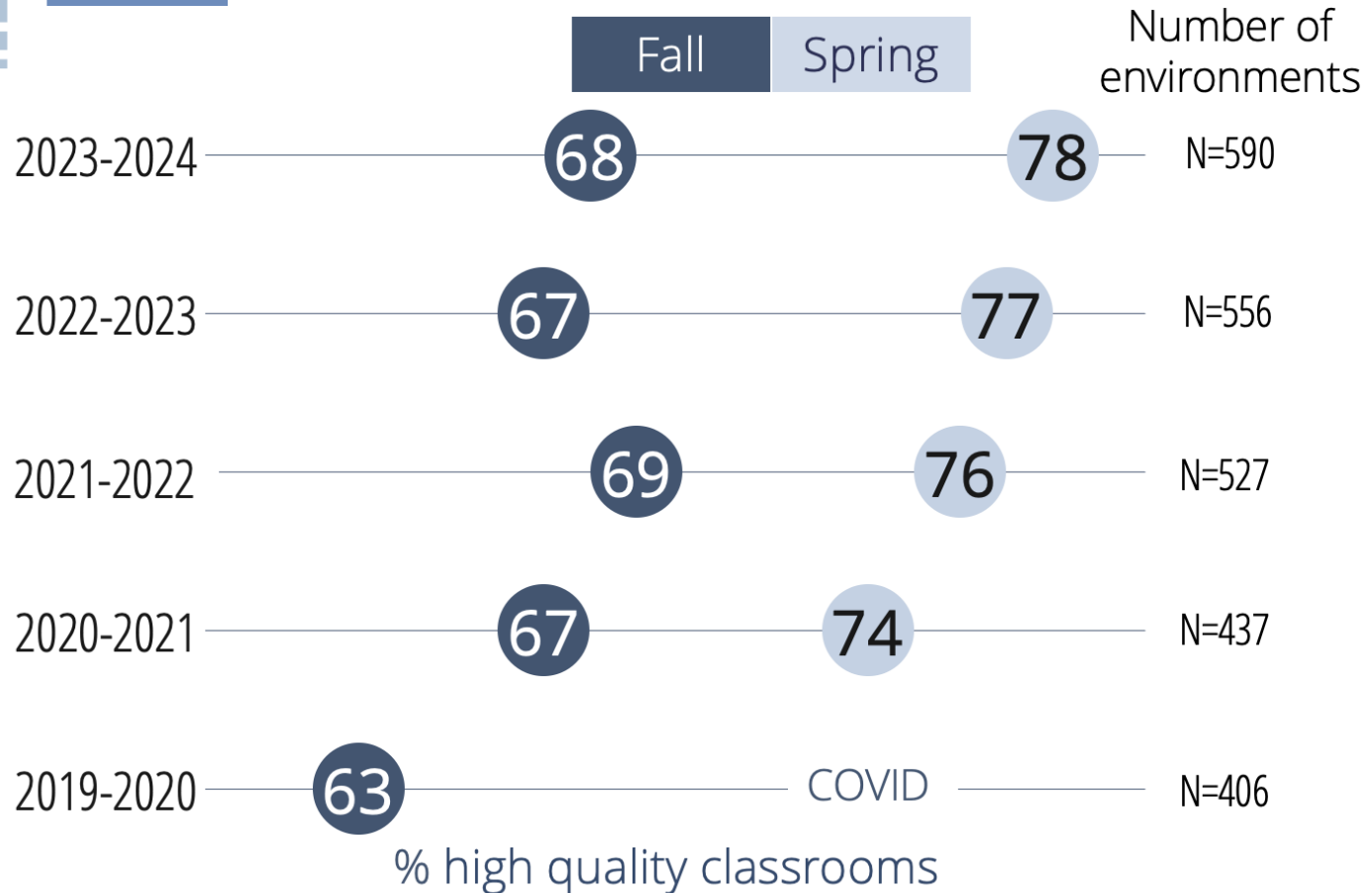
Classroom Quality



Classroom quality improved to the highest percentage in 5 years!

10%

Increase in Quality





Early Communication

0 – 3 Early Communication



The IGDIs Early Communication Indicator is a developmentally sensitive, brief, play-based observation of early communication.⁵³

Why is a measure of early communication important?

Early language is:

- The best predictor of school readiness for this age group.⁵⁴
- The best predictor of academic success.⁵⁴
- Essential for early identification and intervention.⁵⁵

The IGDIs ECI
focuses on:

- Gestures
- Single Words
- Vocalizations
- Multiple Words⁵³

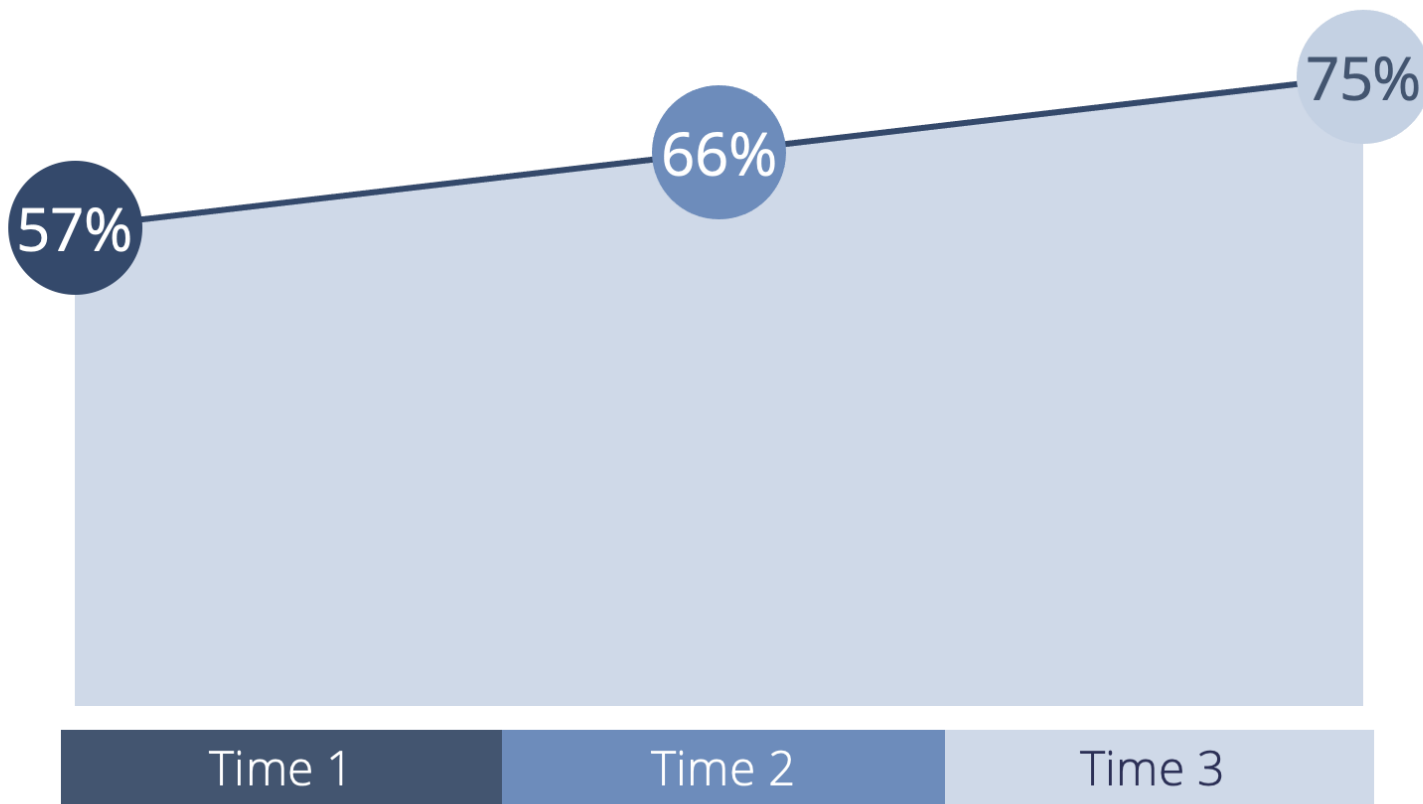
Early Communication



75% of 0 to 3-year-olds served were on track in early communication by spring.

18%

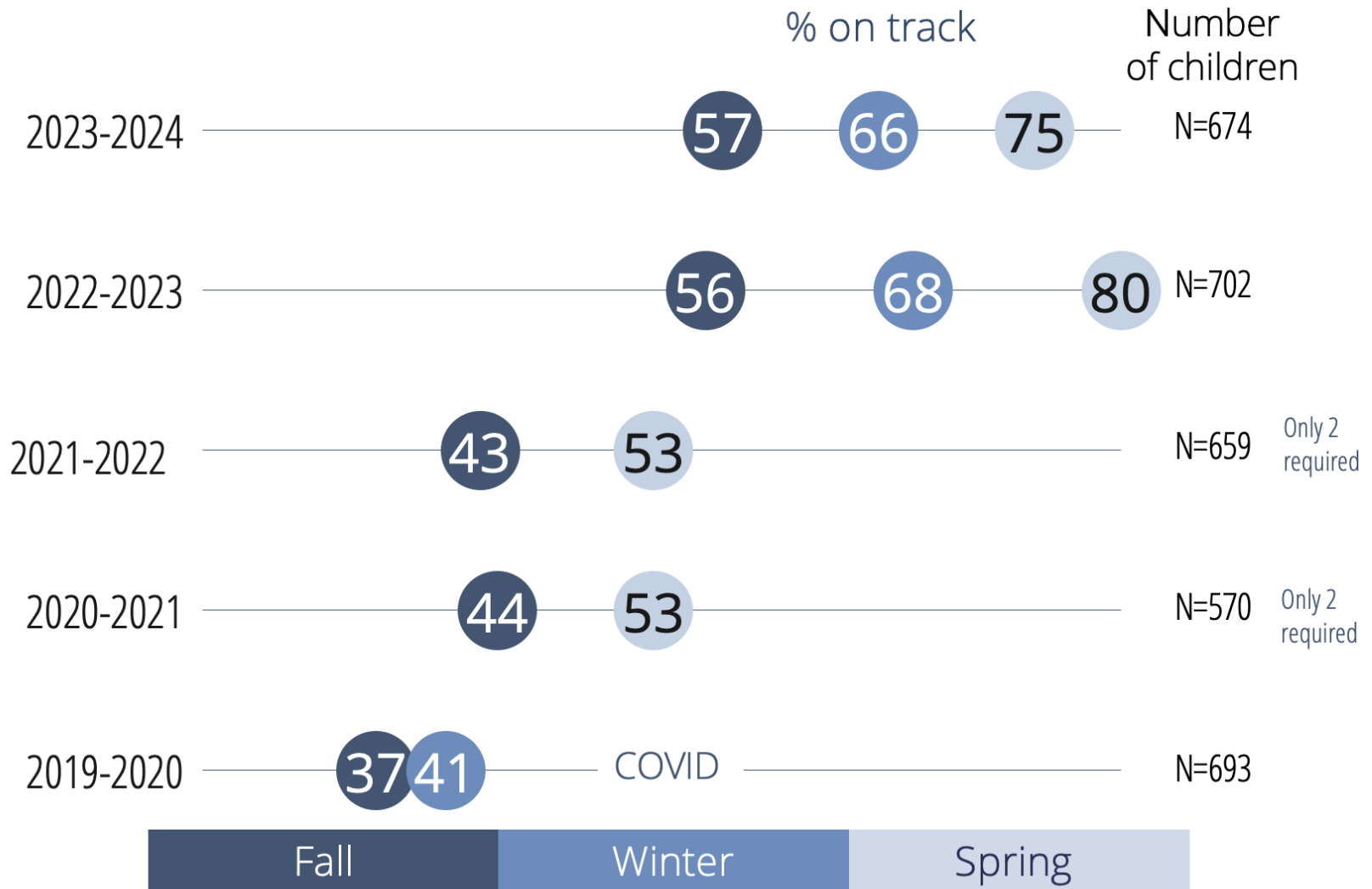
Increase in early communication





Early Communication

The percentage of 0 to 3-year-olds on track in early communication started high and remained strong.





Early Literacy

4-Year-Old Literacy

Why is a measure of language comprehension important?

- Language comprehension predicts literacy and reading outcomes.⁵⁶
- This refers to the ability to derive meaning and draw inferences from written and spoken language.⁵⁶
- Larger vocabularies at school entry predict stronger acquisition of new words and language comprehension.⁵⁷

myIGDIs Language Comprehension focuses on:

Picture Naming



Which One Doesn't Belong ⁵⁸



4-Year-Old Language Comprehension



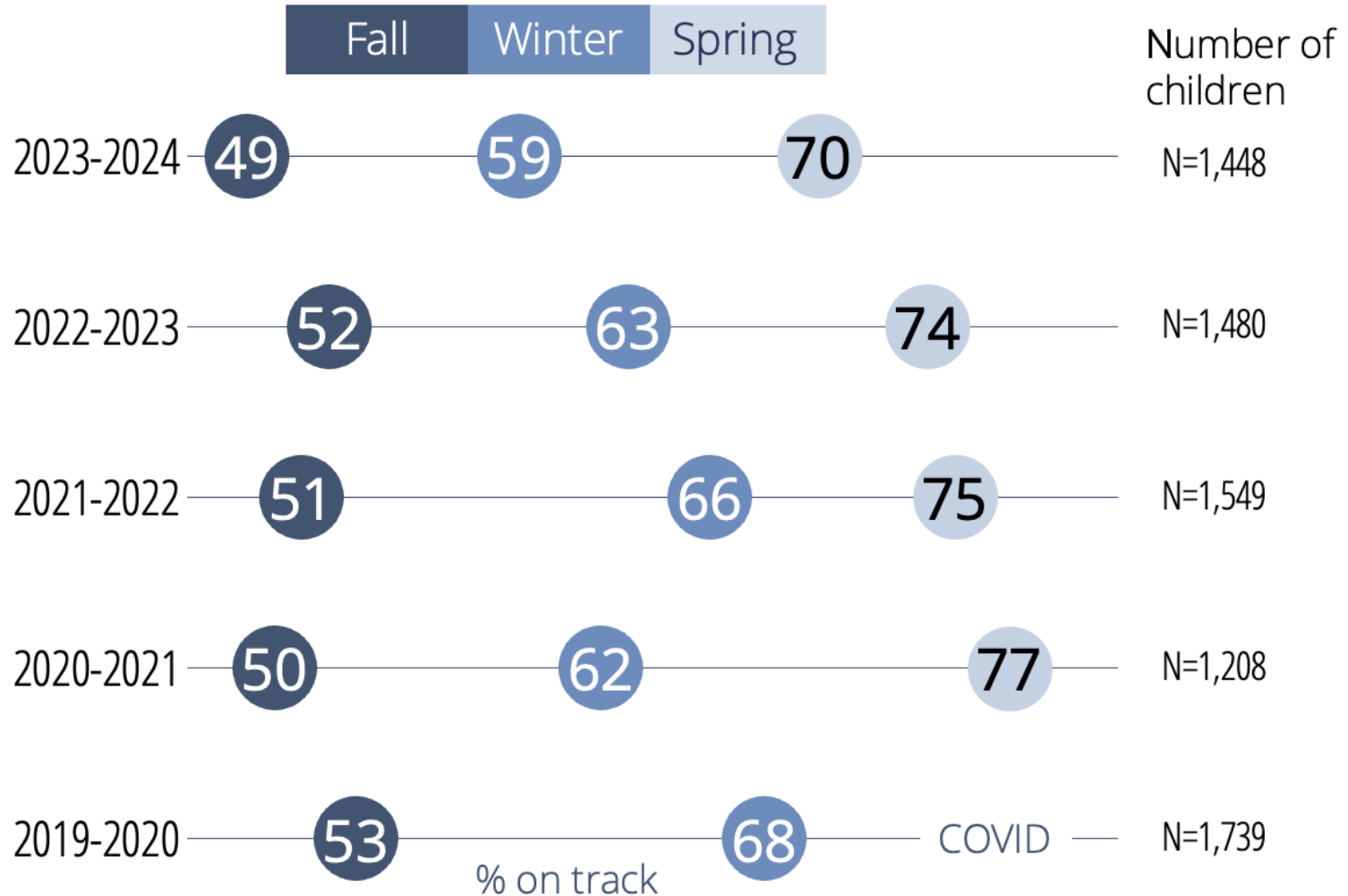
70% of 4-year-olds were on track in Language Comprehension by spring.

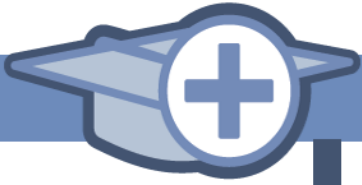
21% Increase



4-Year-Old Language Comprehension

The average started lower in the fall, but gains in Language Comprehension were similar to the past 3 years,.





Early Literacy

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.⁵⁹
- Strong phonological awareness in PreK predicts third-grade reading proficiency.^{59,60}
- It is vital for teacher-child interactions in small group instruction to support these emergent skills and provide frequent opportunities to practice.⁶¹

myIGDIs Phonological Awareness focuses on:

Rhyming



Alliteration



Sound Identification ⁵⁸

U Z B

4-Year-Old Phonological Awareness

4-Year-Old Phonological Awareness dipped but then increased by spring.



Increase overall



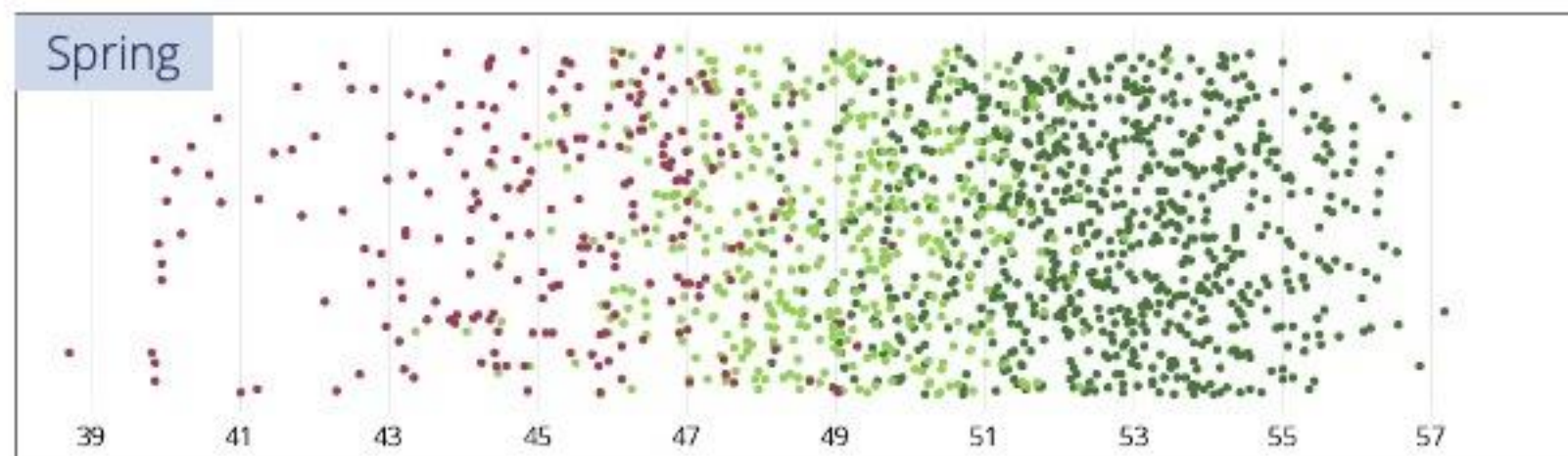
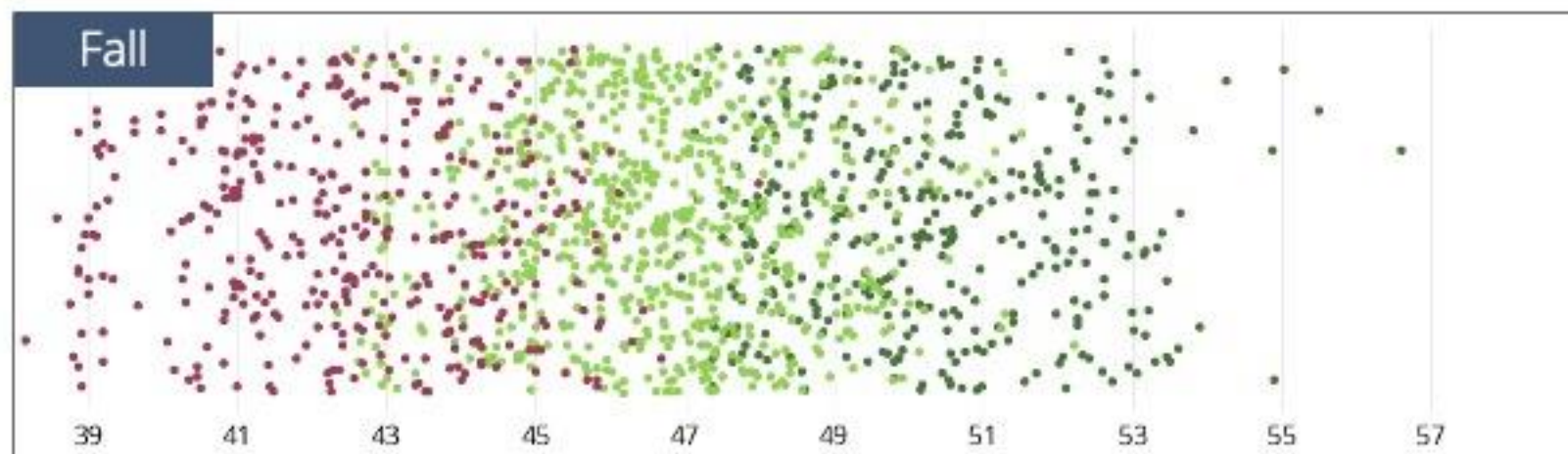
4-Year-Old Phonological Awareness

The gains in 4-Year-Old Phonological Awareness were similar in magnitude but the final percentage on track was lower than last year.



4-Year-Old Literacy

4-year-old overall scores increased and many who were still at risk in literacy made progress toward being on track!





Early Numeracy

3- and 4-Year-Old Numeracy

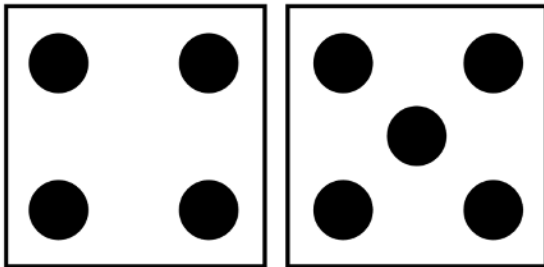
Why is a measure of numeracy important?

Multiple longitudinal studies demonstrated preschool numeracy skills are strongly associated with future academic success.^{62,63}

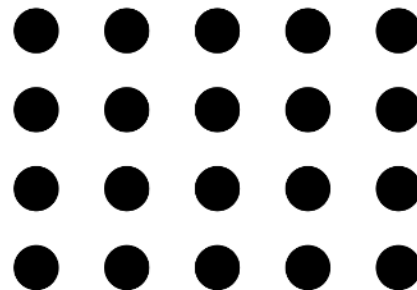
myIGDIs Numeracy focuses on:

- Oral Counting
- Number Naming
- Quantity Comparison
- 1-to-1 Correspondence Counting⁵⁸

Quantity Comparison



1-to-1 Correspondence Counting



Early Numeracy



The percentage of 3- and 4-Year-Olds on track in Numeracy improved 13% from fall to spring.

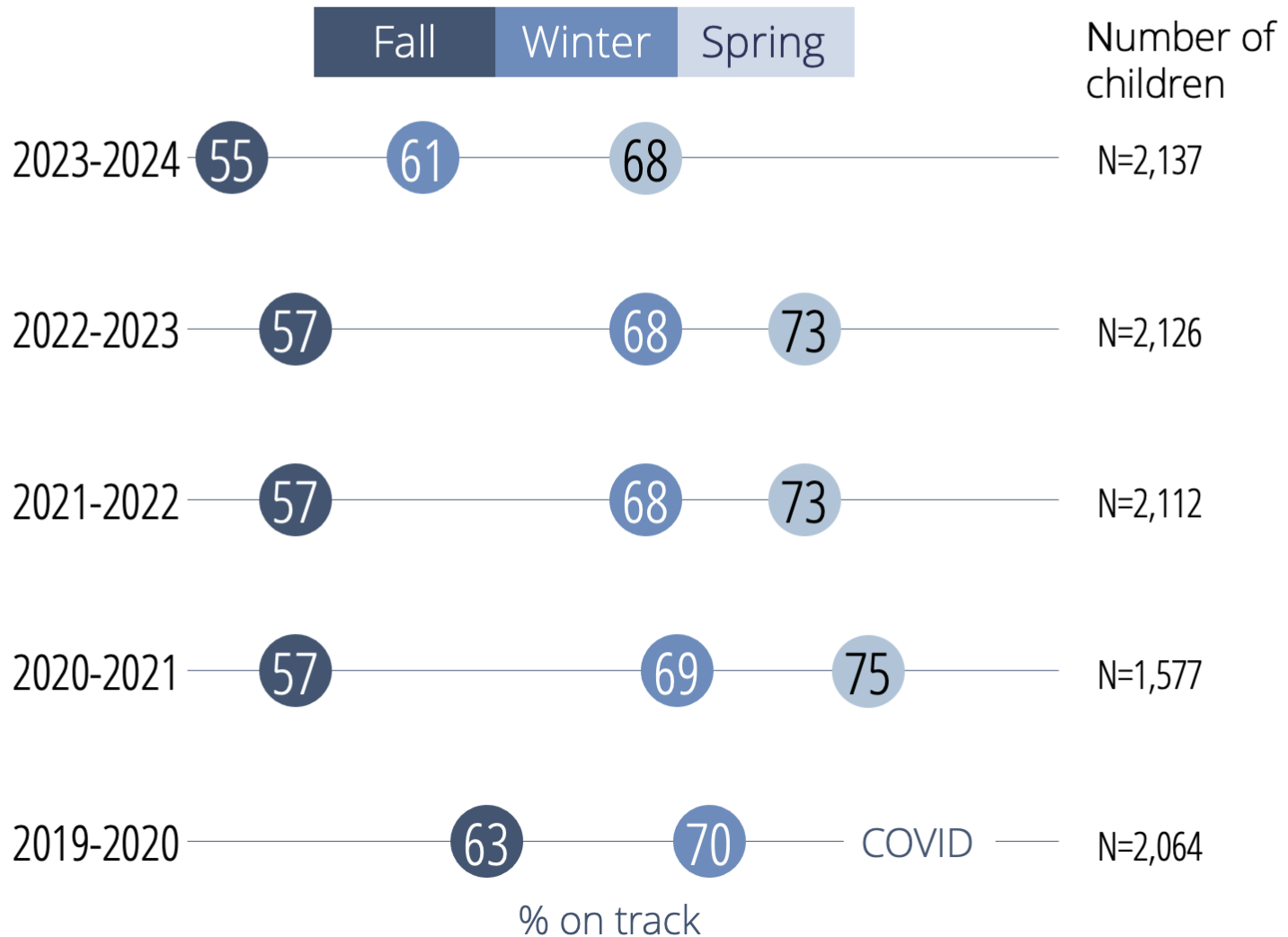
13% Increase





Early Numeracy

3- and 4-Year-Old Numeracy started lower last year.

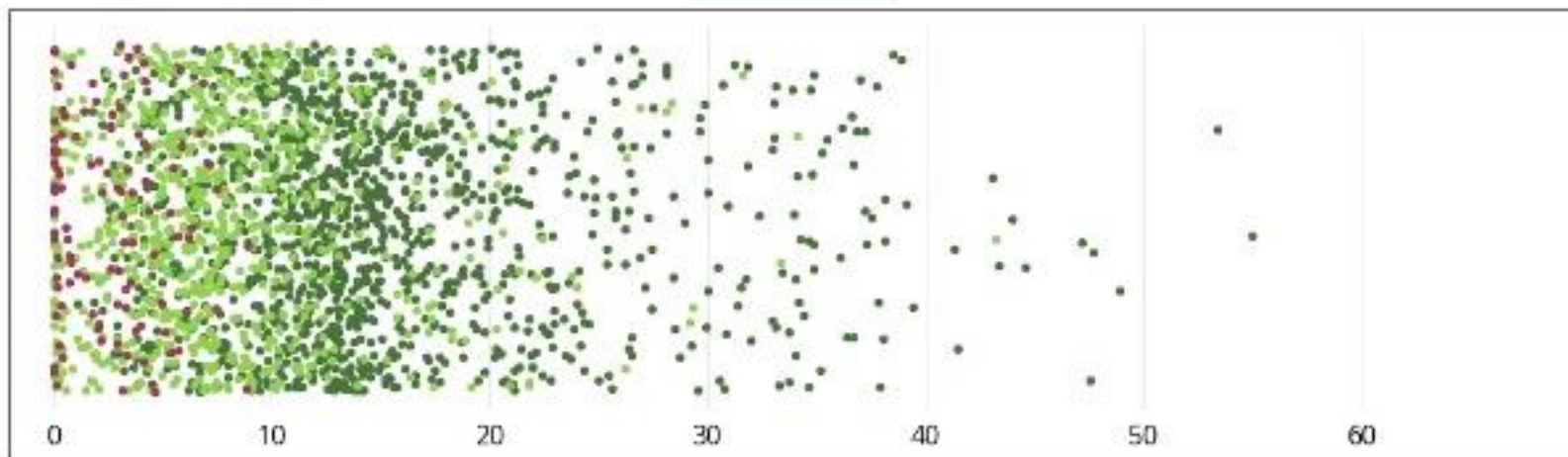


Early Numeracy

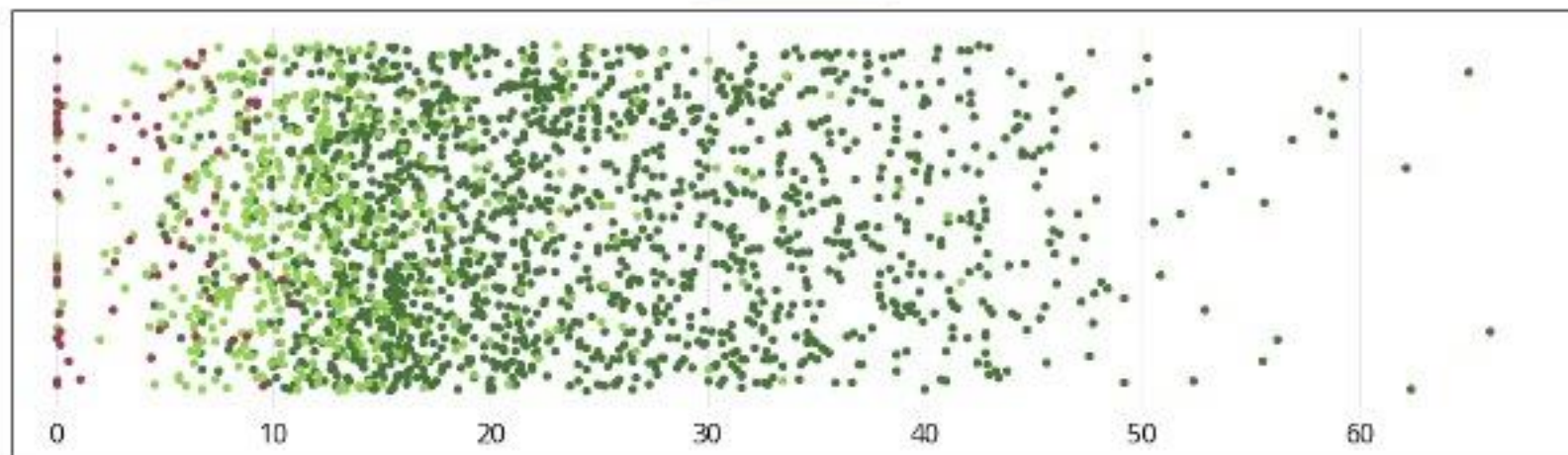


Although the increases were not as large as past years, by spring, most 3- and 4-year-olds were on track.

Fall



Spring



Summary and Conclusions

Child and Family Risk

- There was an increase in the number of children and families served last year.
- 90% of children and families served had at least one risk factor.
- 51% of families served earned less than \$40,000 annually.

Healthy Development

- 51% of children served were at risk or had an established developmental delay.
- There was a 9% increase in the children on track in DECA measure of social skills development

Strong Families

- Parents indicated increased parental stress.
- There was a large increase in the percentage of parents observed to engage in positive parenting following parent education services.

Summary and Conclusions

Early Learning

- 53% of children served in PreK or 0-3 Care and Education received full-time care.
- Classroom quality was observed to be at the highest level in five years. 78% of classrooms were observed to be high quality.
- 75% of 0 to 3-year-olds were on track in early communication skills.
- 70% of 4-year-olds in PreK were on track in language comprehension.
- 41% of 4-year-olds in PreK were on track in the key skill of phonological awareness.
- 68% of 3- and 4-year-olds 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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