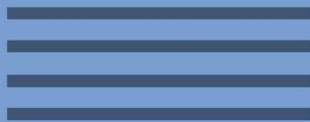


ECBG

2024-2025

Evaluation Report



WICHITA STATE
UNIVERSITY

COMMUNITY ENGAGEMENT INSTITUTE
CENTER FOR APPLIED RESEARCH AND EVALUATION

ECBG by the Numbers



26 grantees throughout the state

8,282 children served

74 counties served by ECBG programs

68% qualified for free/reduced priced lunch

50% At Risk and/or established developmental delay

88% families with at least one risk factor

43% families with three or more risk factors

Outcomes by the Numbers



88% of parents engaged in positive parenting

Highest rate of positive parenting in 10 years

81% high-quality classrooms

Classroom quality was the highest in 10 years

70% of 3-year-olds on track in early literacy

At least 80% of 4-year-olds on track in language comprehension subtests

78% on track in early numeracy

Range of ECBG Services



PRENATAL

Home Visits



0 – 3 YEARS OLD

Home Visits

Child Care

Part C Services

Mental & Behavioral Health

Dev. Screening & Referral



3 – 5 YEARS OLD

Home Visits

Child Care

PreK

Literacy Activities

Mental & Behavioral Health

Dev. Screening & Referral



CAREGIVERS

Home Visits

Case Management

Parent Education

ECBG Risk Factors

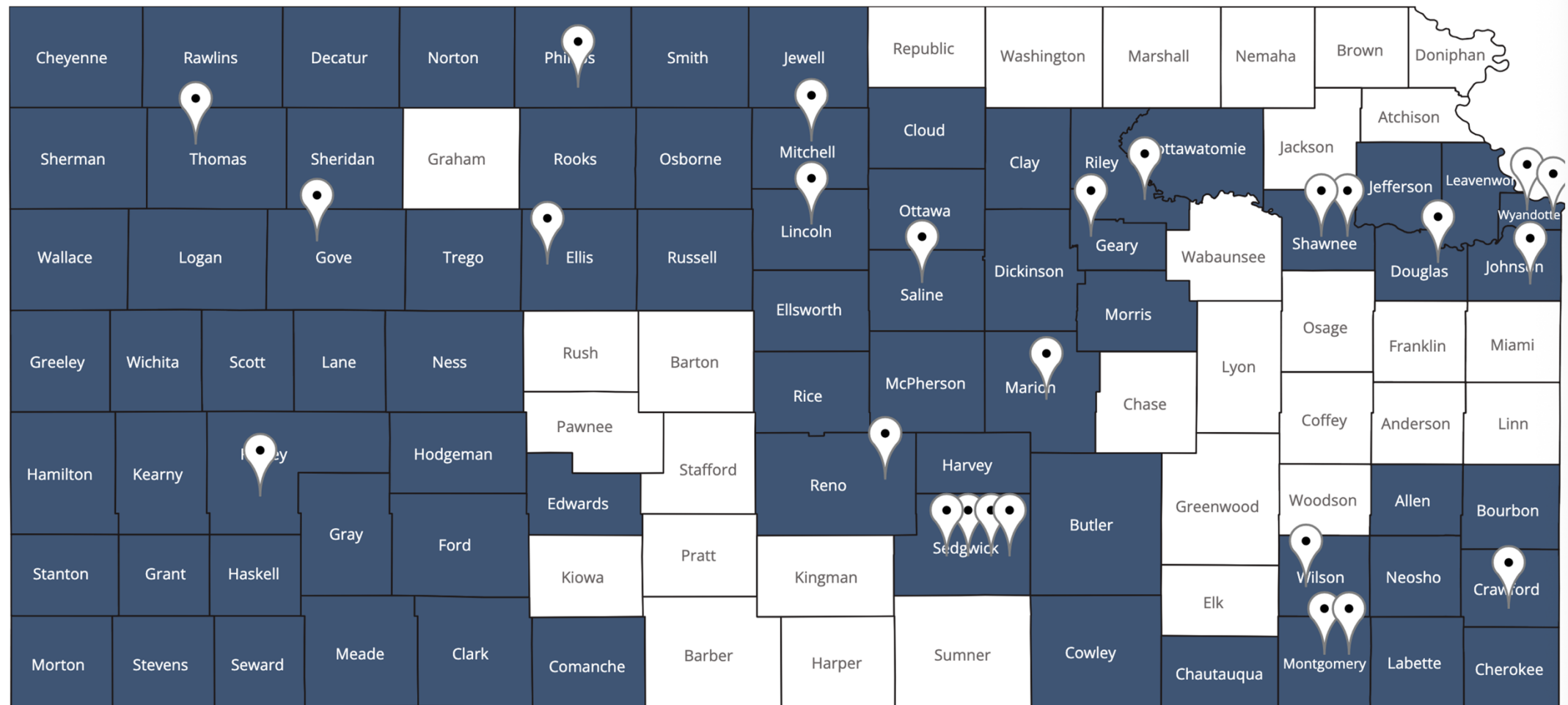
This report contains descriptive information for children and families served during the 2024-2025 grant year.



- 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

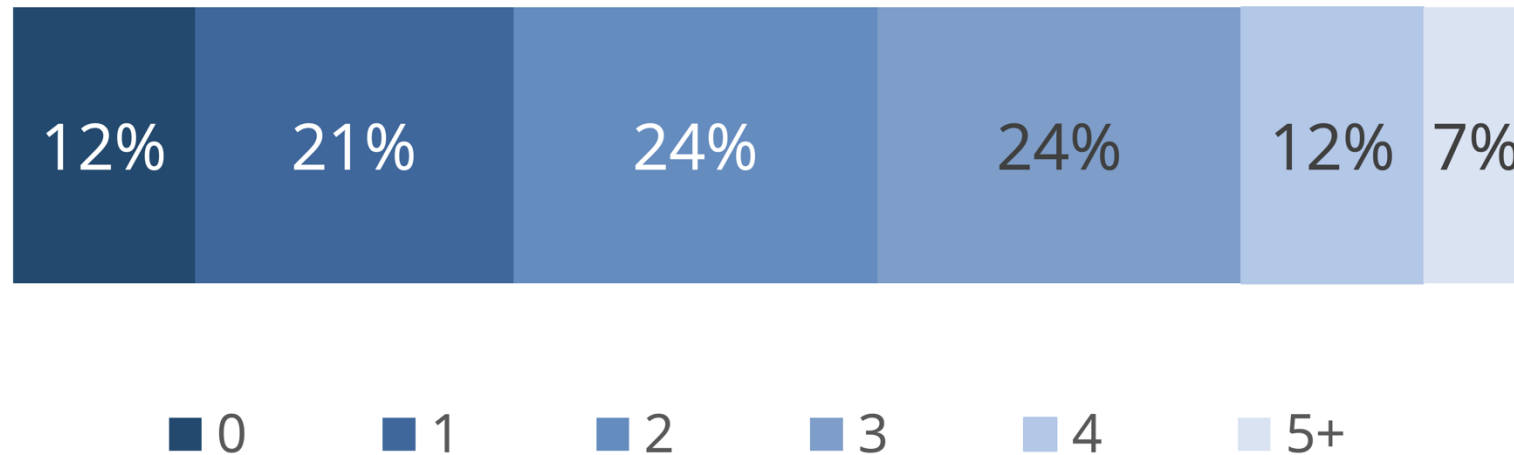
Counties Served and Grantees



CHILD & FAMILY RISK

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



CHILDREN

8,282

children served



Risk Factors

7%

Foster care/out of home care

5%

Children without health insurance

22%

Children whose first language was not English

50%

Indicator of developmental delay

FAMILIES

7,154

families served



Caregiver Education

11%

Less than a high school education

29%

High school diploma/GED

33%

Tech training/associate's degree/some college

27%

Bachelor's degree or higher

FAMILIES

7,154

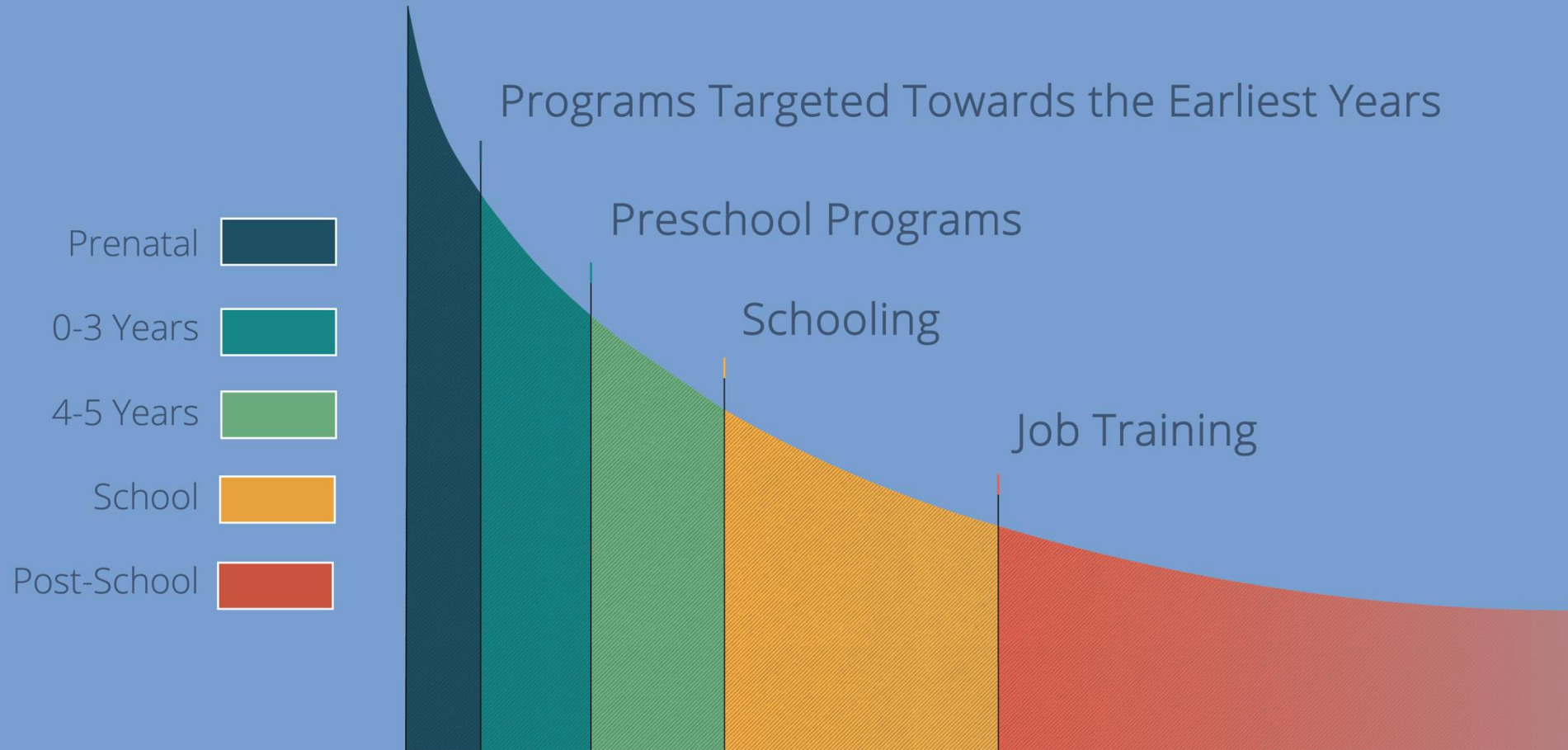
families served



Risk Factors

68%	Free/reduced price lunch
48%	Earned < \$40,000 annually
46%	Unmarried
26%	English second language
6%	Teen parents
6%	Without stable housing
2%	Migrant families

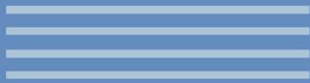
Rate of Return to Investment in Human Capital



Adapted from Heckman, James J. (2008). "Schools, Skills and Synapses," Economic Inquiry, 46(3): 289-324

PROCESS

The design & implementation
of a statewide evaluation in Kansas



Why common measures?



Using the same measures to assess similar programs allows us to:

- Build the capacity of grantees to collect and utilize data to inform their programs and services for continuous quality improvement
- Have a common language to discuss outcomes for similar programs
- Meet the evaluation requirements
- Assess the impact of early childhood interventions across multiple grantees and programs
- Provide policy makers with important information regarding early childhood program outcomes in Kansas

How were measures originally selected? What are the ongoing criteria for selection?



- A systematic, best practice approach was used for identifying and selecting measures.
 - This process and the criteria that were established continue to be applied to the measures in an ongoing manner.
-

What are ECBG programs?



First Step: Beginning in the Fall of 2013

- Reviewed each grantee's programs
- What measures were being collected?

How are programs similar?



Second Step

Developed a Common Language

Categorized Similar Programs & Connected Similar Goals

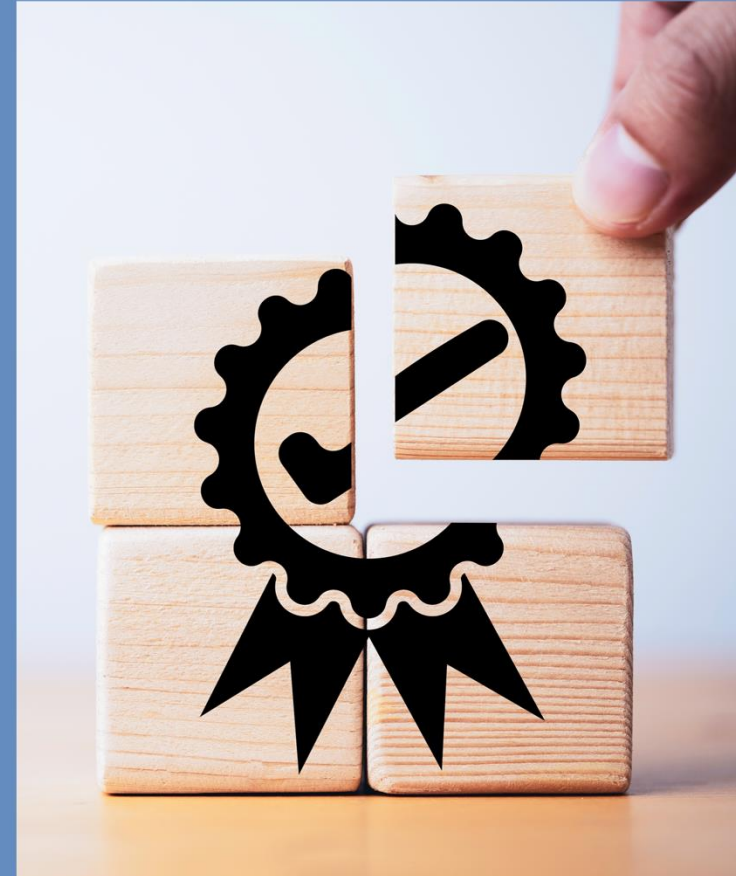
Mapped Programs onto the Blueprint

Assigned Grantee Programs to a Program Type

What are the criteria for measures?

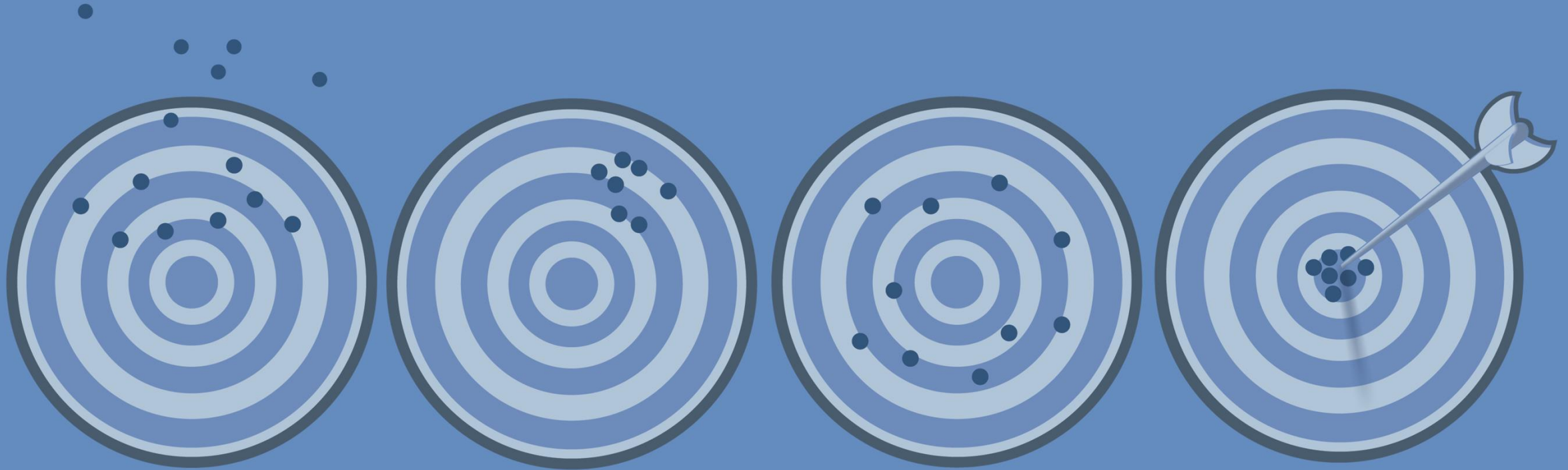
Measures are required to have:

- Established Reliability
- Established Validity
- Sensitivity to Change



Measures must also have empirically derived benchmarks.

Understanding Reliability & Validity



Not Reliable
Not Valid

Reliable
Not Valid

Valid
Not Reliable

Both Reliable
and Valid

How to measure program goals?



Third Step

Grantee program goals consistent with the Blueprint targets were identified.

Measures were selected based on short-term goals shown to be predictive of long-term outcomes identified by KCCTF.

What measures fit the program goals?



Developed a list of recommended measures and alternatives.

- Narrowed the list of measures by comparing those used by grantees and by other early childhood programs in the state.
- Prioritized measures that best inform program staff on progress, providing data for continuous quality improvement.
- Prioritized measures that take the least amount of time and cost to administer.
- The evaluation team recommended measures based on the criteria.

How were the measures implemented?

- Measures were assigned based on program type.
- The cost and intensity of the program were considered in identifying the most appropriate measures.
- Recommended measures were presented to and endorsed by the Cabinet in February 2014.
- A Pilot Phase was implemented in 2014 to introduce the measures and to assist with implementation.
- Measures were then field tested from Fall 2014 to Spring 2015, with data presented to the Cabinet in August 2015.

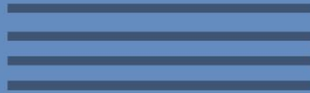




Measures of Annual Outcomes

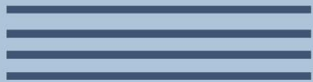
- These measures were selected to gather data to meet the annual evaluation requirements. Studies have shown these measures are sensitive to change, meaning they can be used to show changes associated with interventions and programming over the year.
- Early childhood is a period of rapid change and development, and many factors can be associated with outcomes years later.
- Intervention during early childhood has been found to result in positive effects long after the intervention has ended.^{2,3,4,5,6,7}

Ongoing review of measures



- Evaluation of the measures as evidence of desired outcomes is an ongoing annual process.
- Alternative measures that meet the established criteria are regularly reviewed.
- This ongoing work of scanning and reviewing measures allows us to pivot when a new measure is needed (for example, during COVID) or when a better measure is available (such as the PSI).

Healthy Development 2024-2025



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

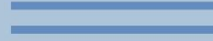
- Reduce parenting stress
- Build parenting skills
- Better connection to resources
- Better child outcomes



Quality Care & 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 academic assessment scores.^{8,9}



“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.^{6,7}

Early identification and intervention can promote:

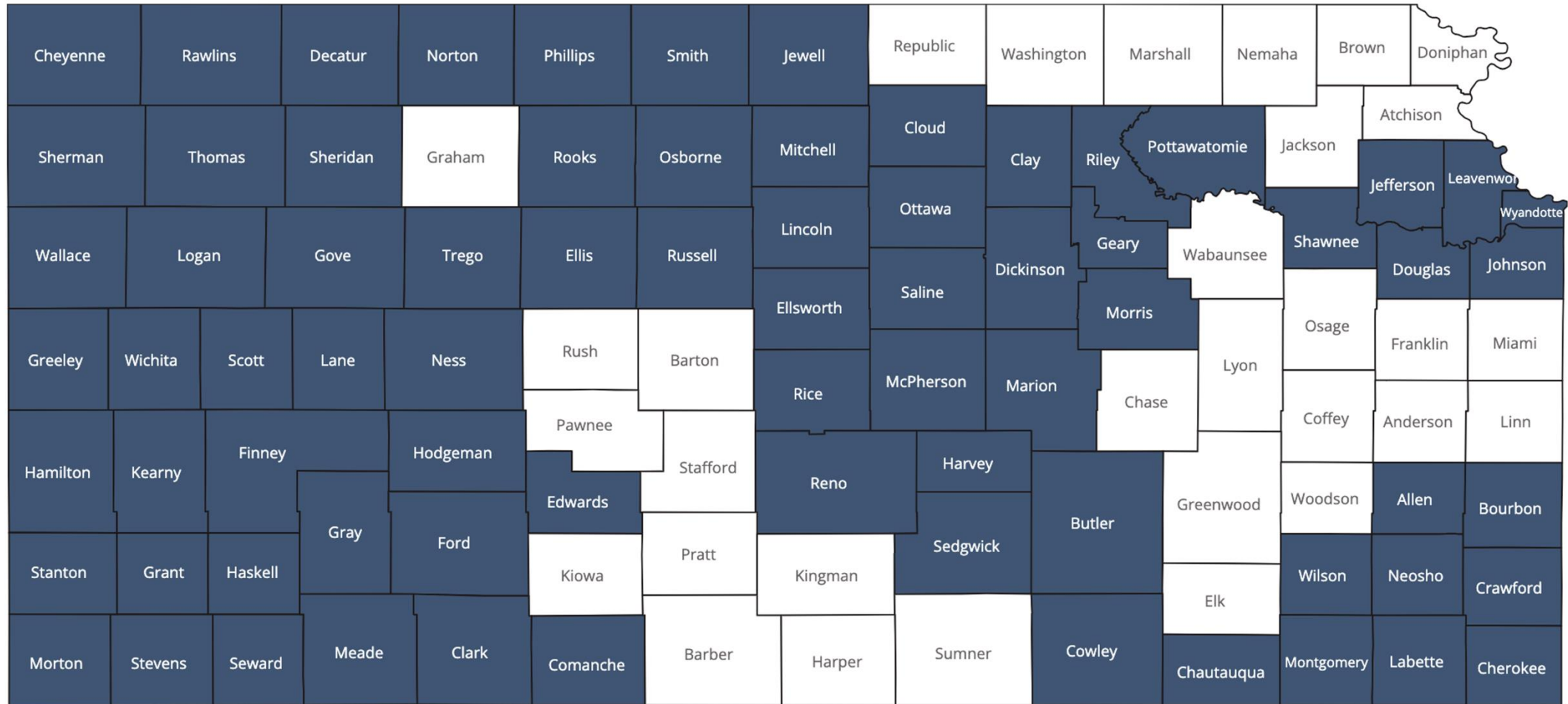
- Achievement of future developmental milestones
- School readiness ^{10,11}

Executive functioning supports:

- Self-management
- Engaged learning
- Social competency
- Working memory ^{9,12,13,14,15,16}

Healthy Development

Counties Impacted



Healthy Development



EARLY & FREQUENT SCREENING



EARLY INTERVENTION

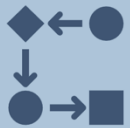


BETTER OUTCOMES & LOWER COST



Healthy Development

Programs use screenings to:



Educate parents on developmental stages



Address and inform parent and teacher concerns



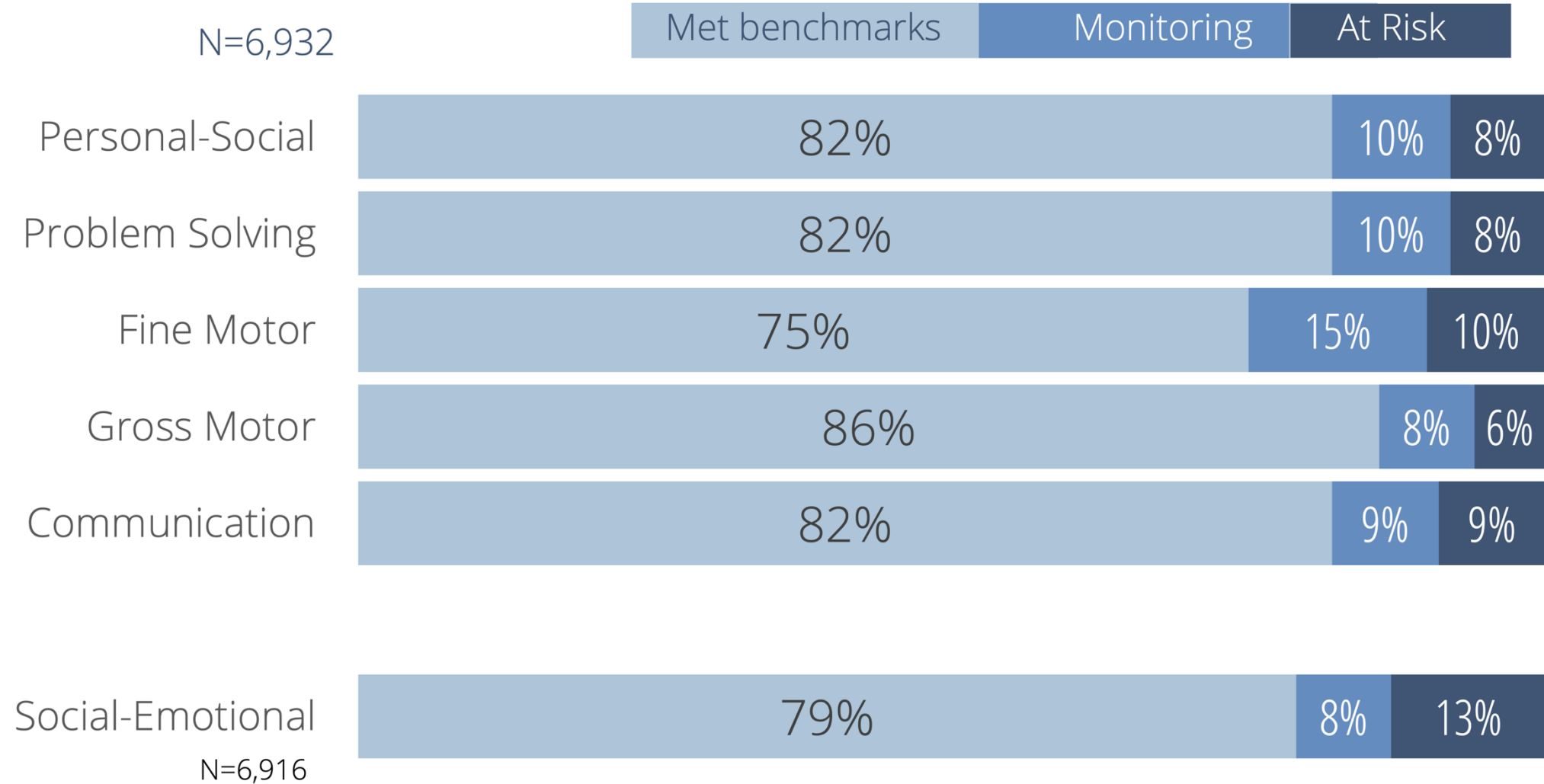
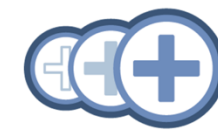
Promote activities and interactions to encourage skill development



Make referrals to additional services as needed



Healthy Development



Healthy Development

The measure used to evaluate early life skills is associated with resiliency and protective factors such as Attachment/Relationships, Self-Regulation, and Initiative.¹⁷



Why is a measure of early life skills so important?

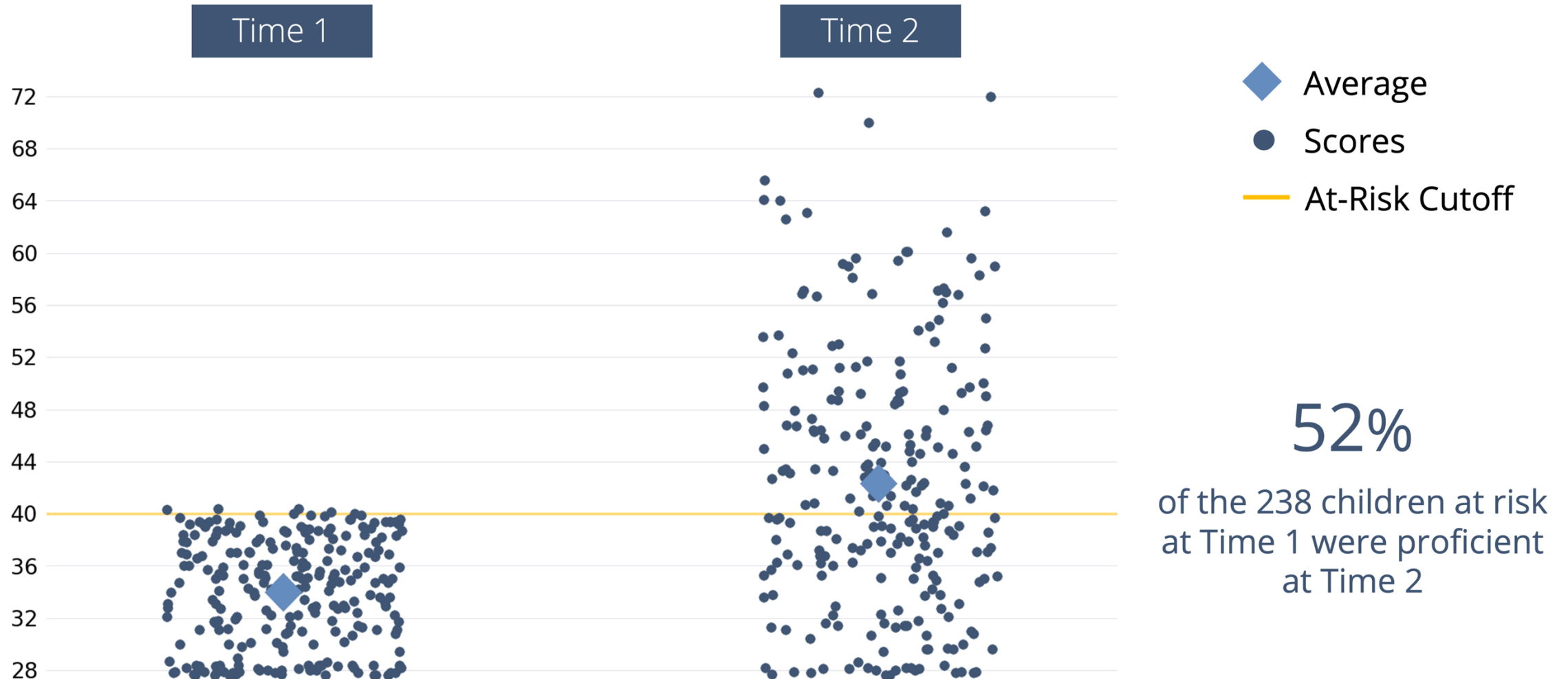
Understanding and regulating feelings are important skills that contribute to a child's ability to effectively interact and focus in the classroom. Competence in early life skills provides a strong foundation for school readiness.^{18,19,20,21}



Early Life Skills

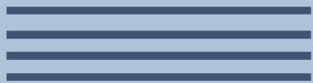


Considerable progress was made for children who were at risk at Time 1.



Strong Families

2024-2025



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

- Reduce parenting stress
- Build parenting skills
- Better connection to resources
- Better child outcomes



Quality Care & Education

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

Why Positive Parenting?

Evidence-based parent education programs have a positive impact on parents' engagement with their children and improve child outcomes, even years after participation.^{22,23,34,25}



Impacts continue for years following the intervention.^{22,23,34,25}

Parents can choose to participate in family services.

Home visiting programs improve:

- Positive parenting skills
- Early development and health for children
- School readiness
- Behavioral problems^{26,27,28,29,30,31,32,33,34}

Parent education programs impact:

- Overall parental stress
- Disruptive child behavior
- Parent perception of parenting^{22,23,34,25}

Strong Families



Home Visiting



Parent Education

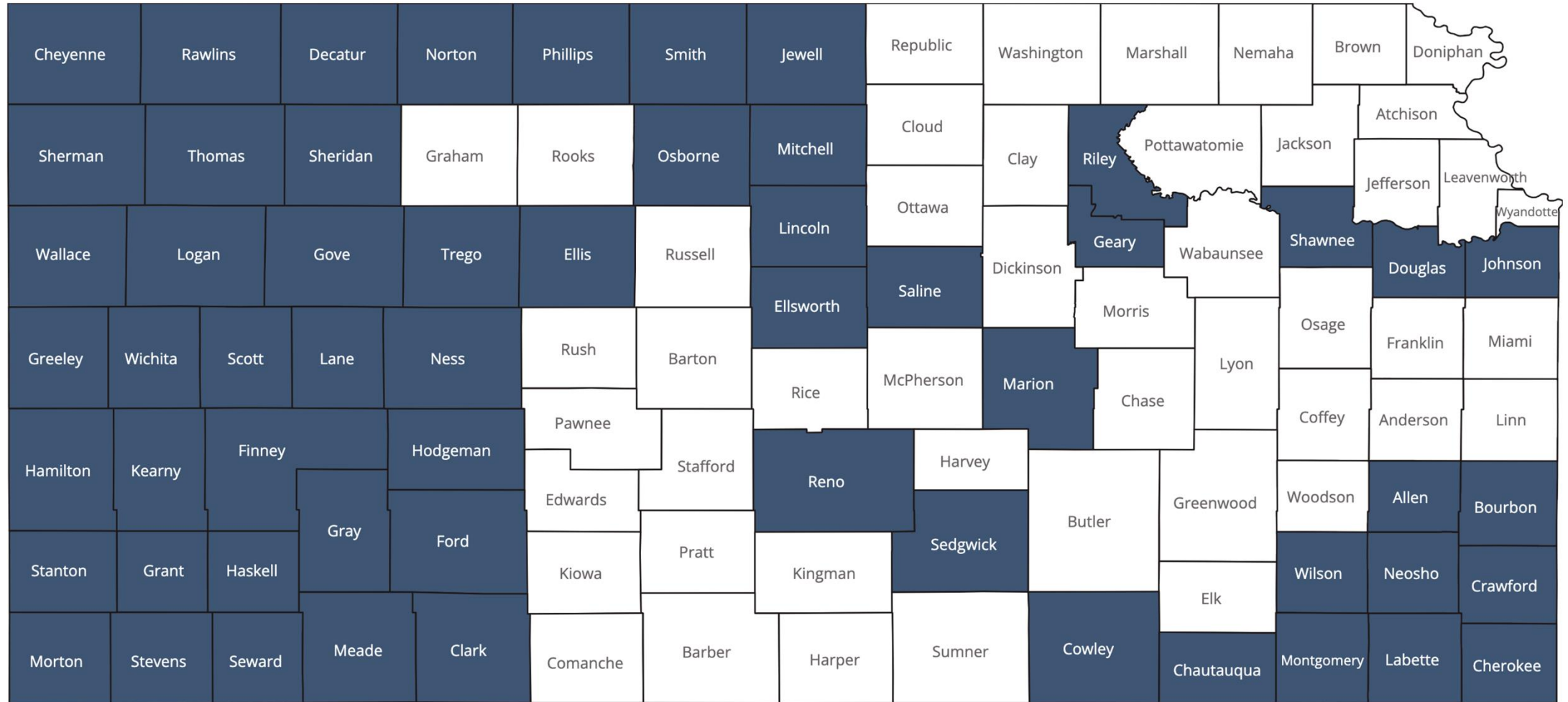


Case Management

- Family programs meet a variety of needs, vary in intensity as needed, and are offered based on the needs of the community.
- Programs can ameliorate the impacts of trauma and toxic stress. ^{22,23,34,25}
- They also positively impact communication, life skills, brain development, and school readiness for children. ^{26,27,28,29,30,31,32,33,34}

Strong Families

Counties Impacted

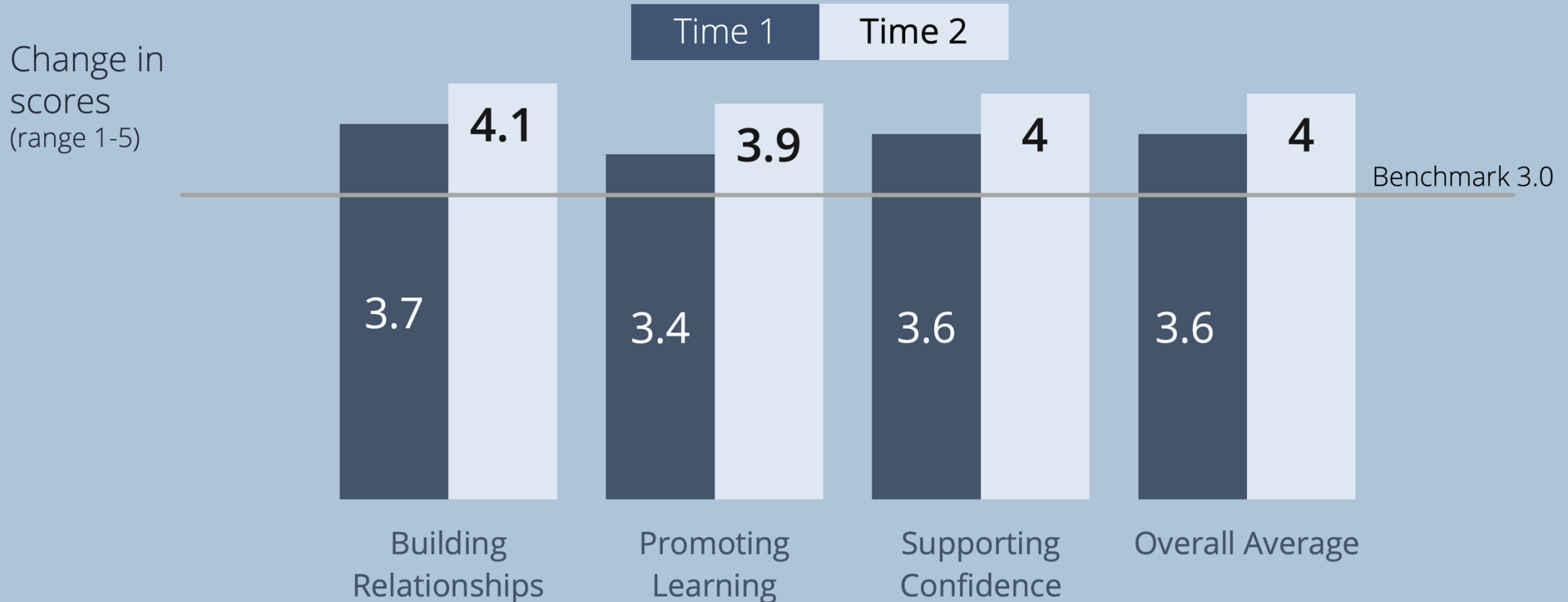


Strong Families Outcomes

Observations of positive parenting showed improvement in all areas.

Parent education promotes supportive and nurturing parent-child relationships.

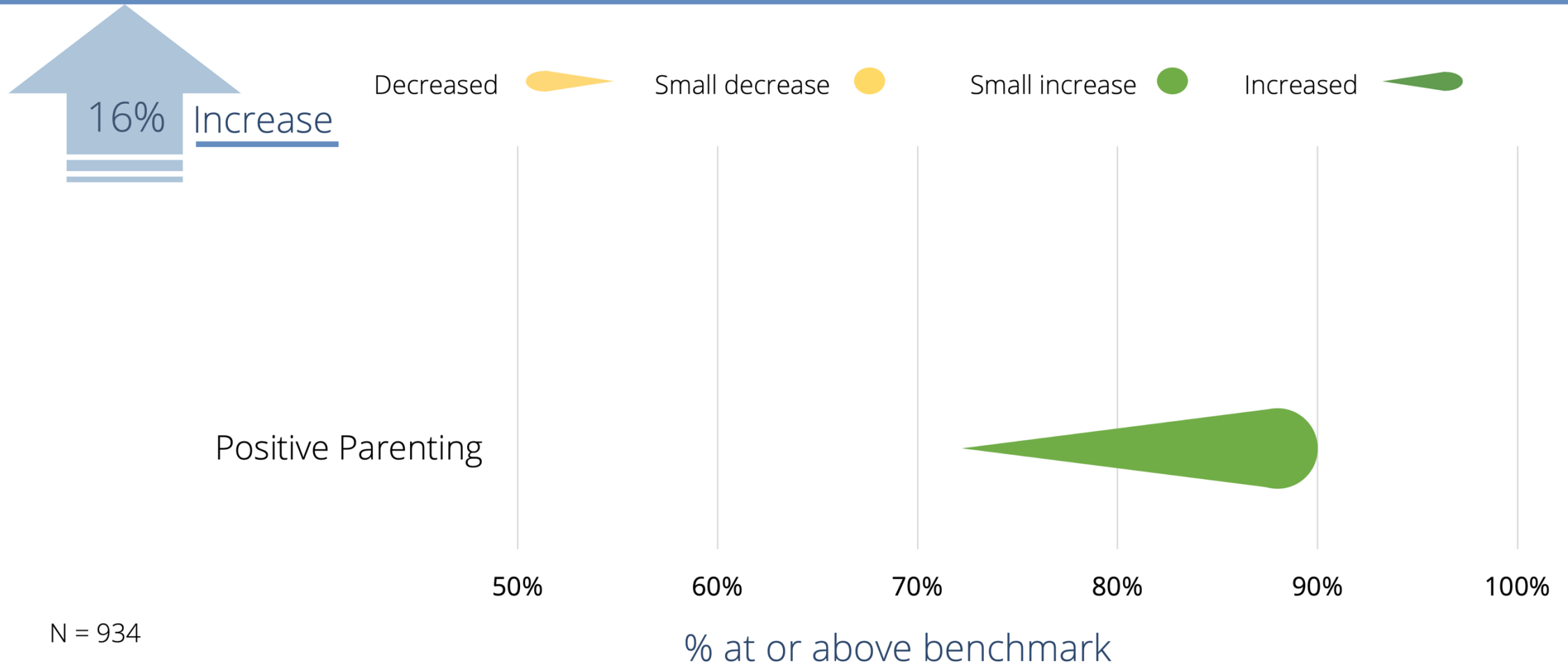
Evidence-based parent education programs promote positive parenting and reduce developmental risk.^{35,36}





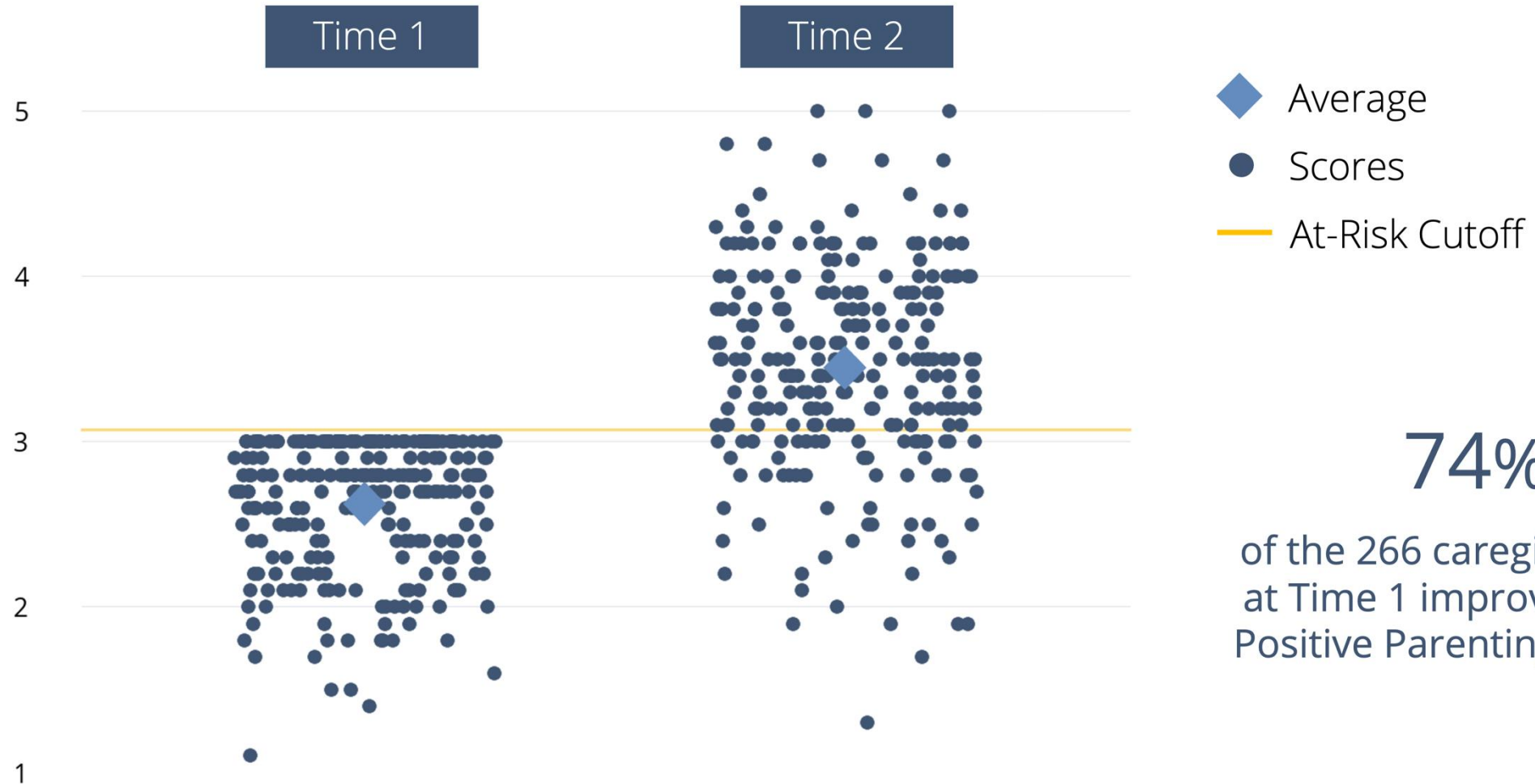
Positive Parenting Outcomes

The percentage of parents who engaged in nurturing supportive parenting, while also setting effective limits, increased to the highest in ten years.



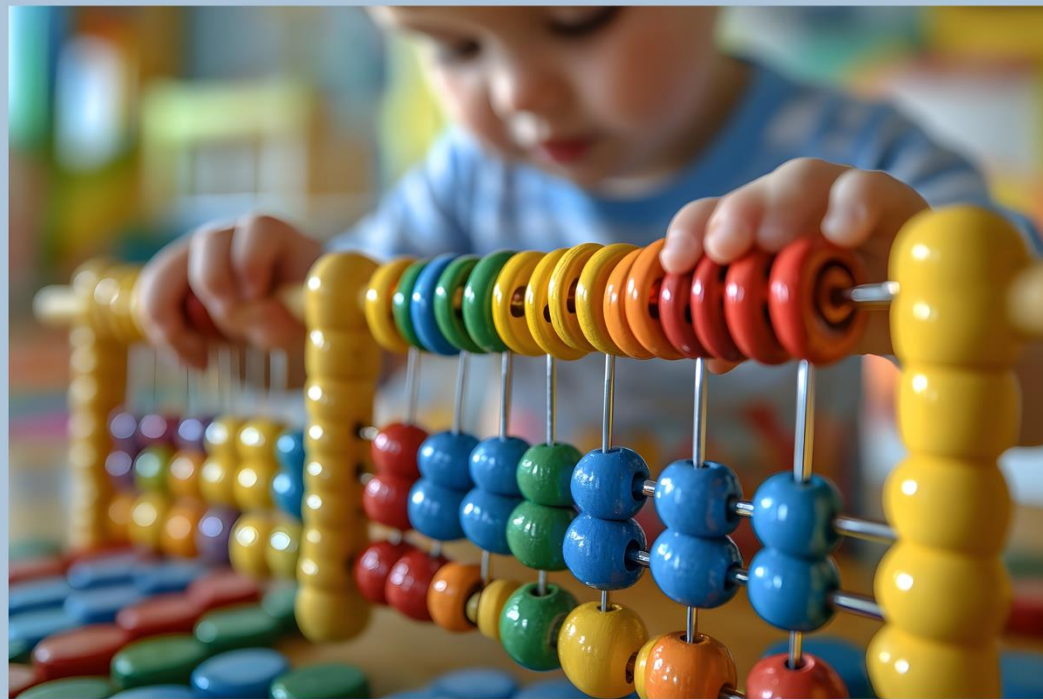
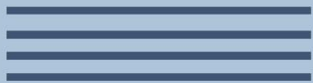
Strong Families Outcomes

Caregiver Growth in Positive Parenting Following ECBG Programs



Early Learning

2024-2025



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

- Reduce parenting stress
- Build parenting skills
- Better connection to resources
- Better child outcomes



Quality Care & Education

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

Why Early Learning?

“Access to high-quality early childhood education can break the cycle of poverty across generations.” ^{6,7}



13% return on investment ³⁷

Significantly better outcomes for:

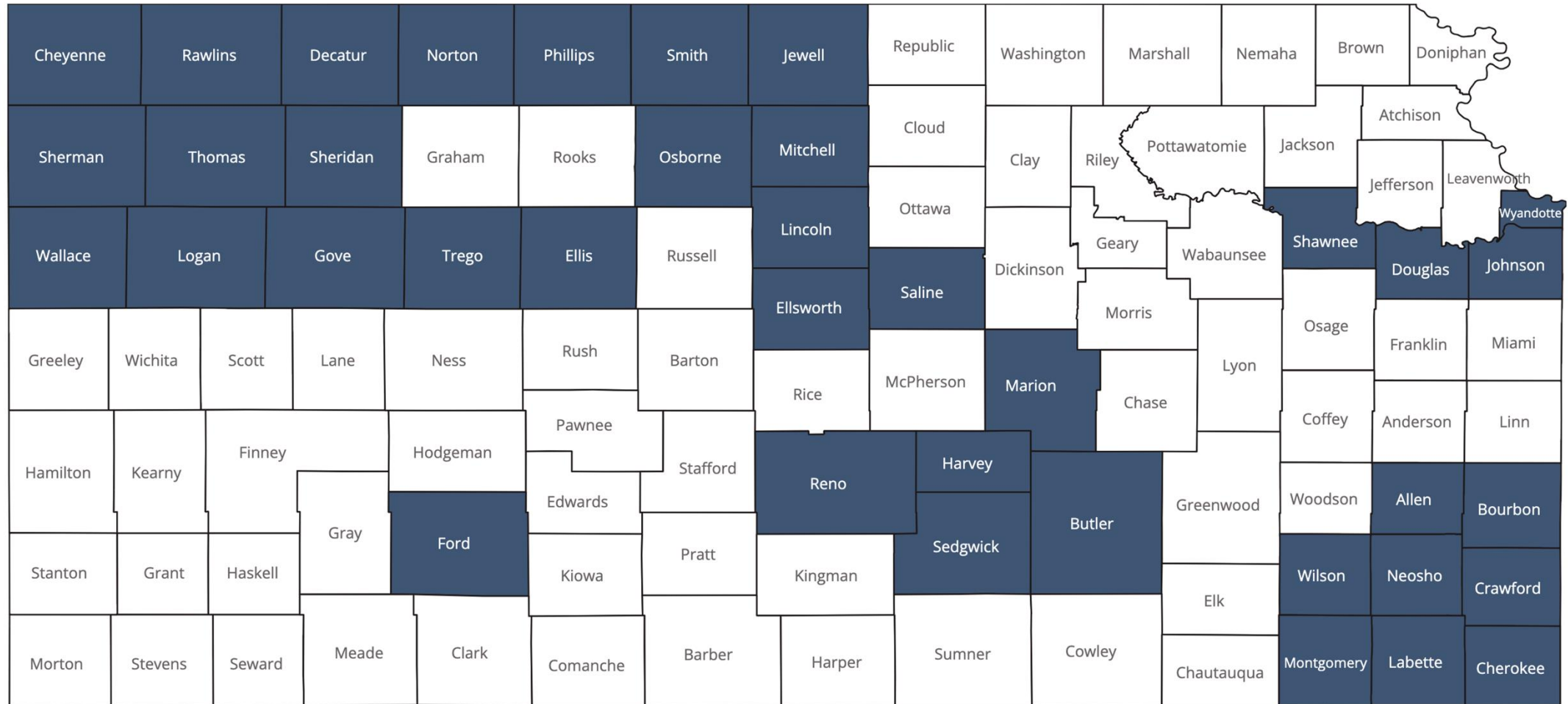
- Employment
- Education
- Social behaviors
- Health ^{6,7,12,38,39,40,41}

Improved second-generation effects:

- Lower school suspension and higher high school completion
- Higher full-time employment
- Lower crime ^{6,7,39}

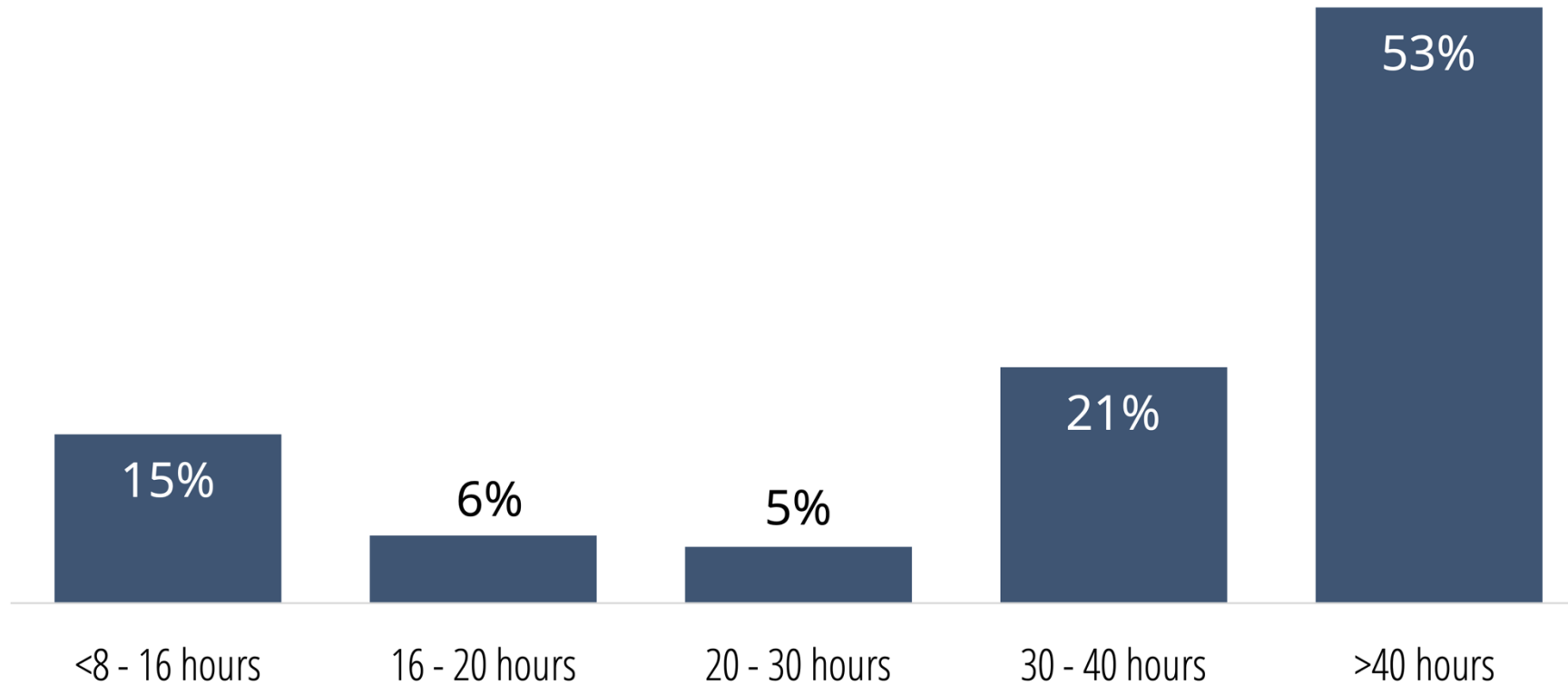
Early Learning

Counties Impacted



Early Learning

The number of hours per week varied in the Early Learning and Child Care programs.



Early Learning Programs

CLASS – Classroom Quality

Why are classroom interactions so important?

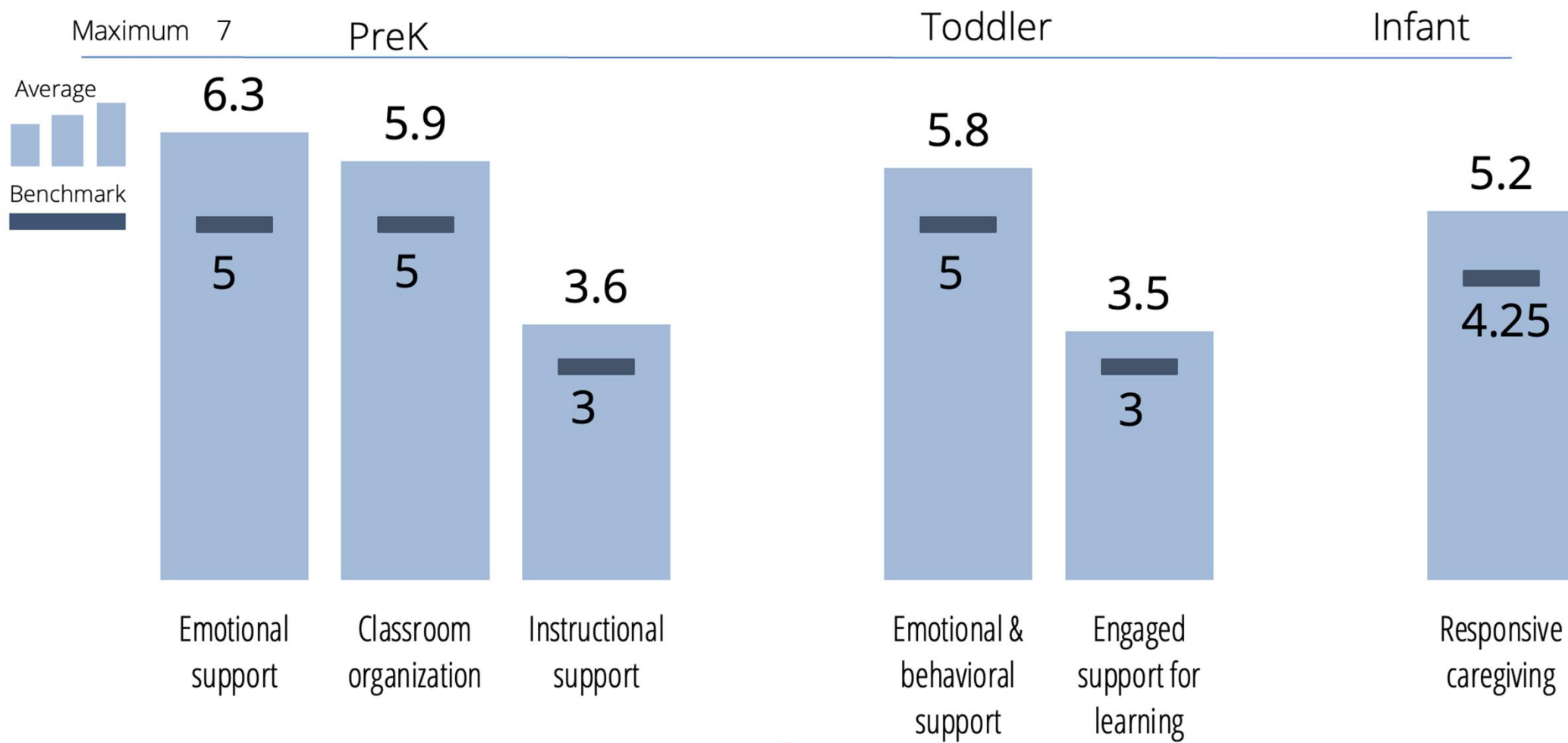
Observations that measure high-quality, responsive teacher-child interactions/relationships are most predictive of positive change in academic outcomes and social skills.^{42,43}

Children who experience high-quality relationships and care from infancy through PreK have higher cognitive, language, pre-academic, and social skills upon school entry.^{44,45}

Quality early care is defined as positive, responsive serve and return relationships with adults.⁴⁶

Early Learning Programs

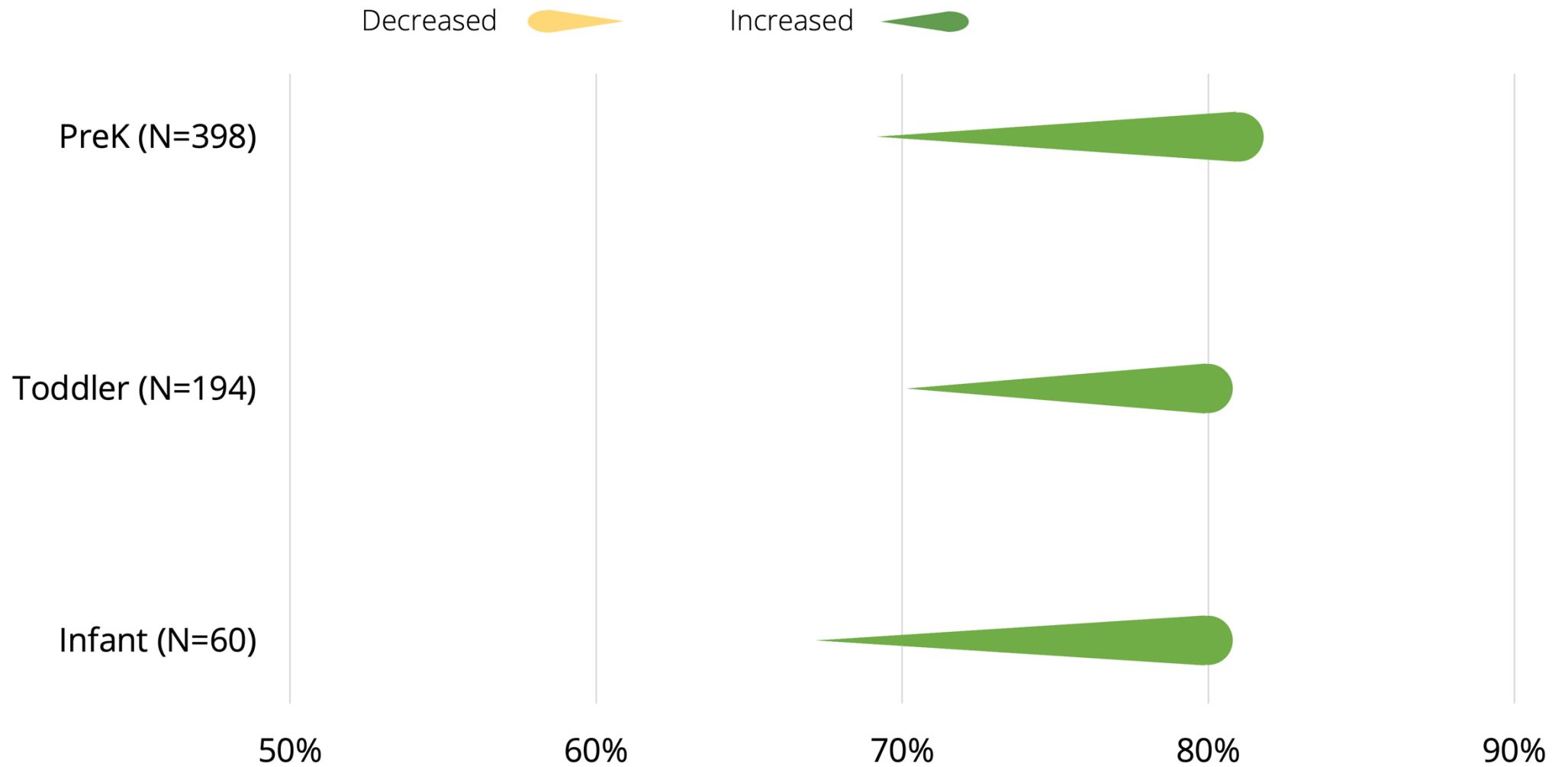
Quality averages were well above benchmarks for High Quality on all CLASS indicators.





Observed Classroom Quality

Classroom quality improved to reach 81% high-quality classrooms this year, the highest percentage in 10 years!





Early Literacy & Numeracy

3- and 4-Year-Old Literacy and Numeracy

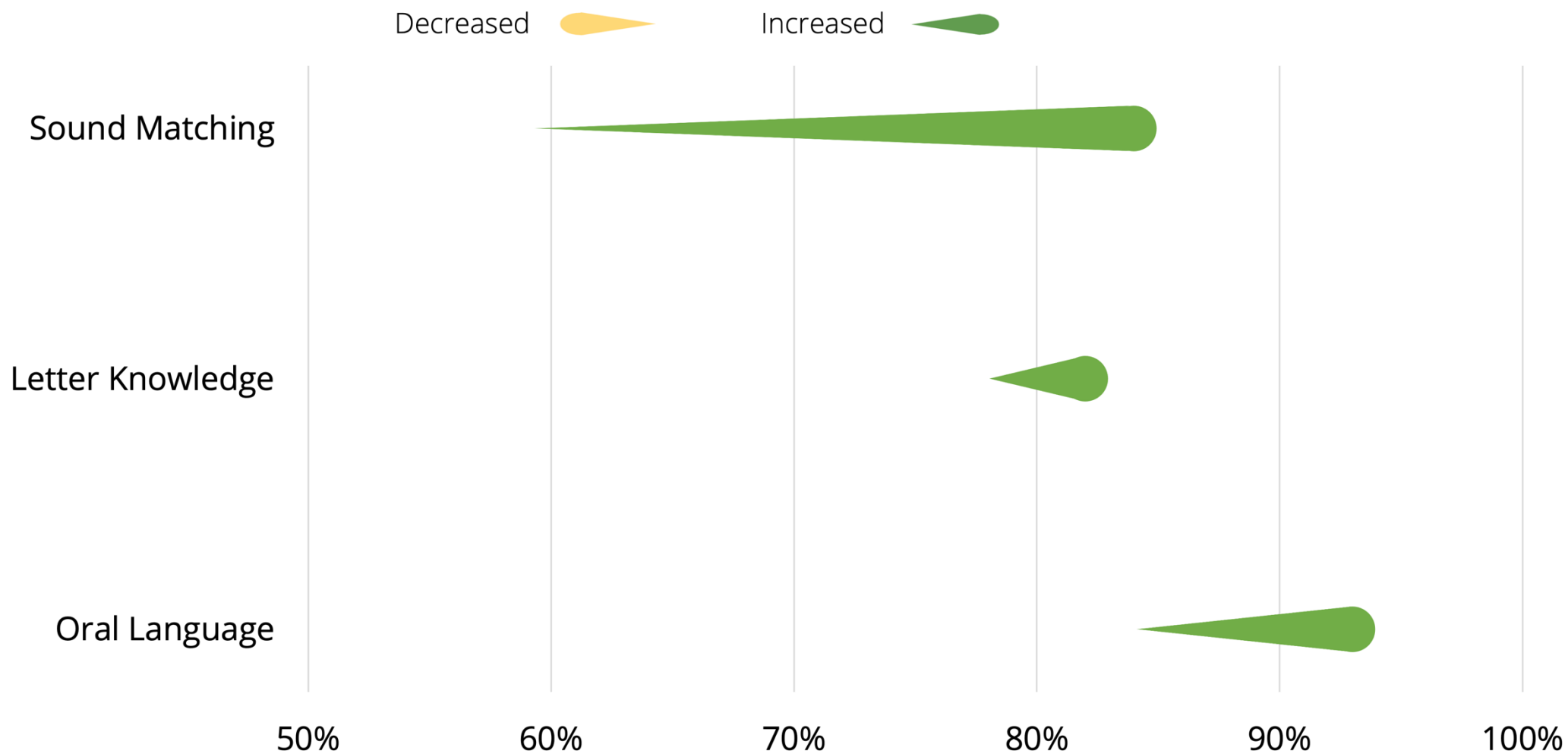
Why are measures of early literacy and numeracy important?

- The ability to derive meaning and draw inferences from written and spoken language predicts literacy and reading outcomes.⁴⁷
- Larger vocabularies at school entry predict stronger acquisition of new words and language comprehension.⁴⁸
- The ability to detect, identify, and manipulate individual sounds in spoken language is key to learning to read.⁴⁹
- Strong phonological awareness in PreK predicts third grade reading proficiency.^{49,50}
- Key early literacy skills develop at different points for 3- and 4-year-olds. Instruction and progress monitoring in individual skills is necessary to identify children who need additional support.
- Multiple longitudinal studies have demonstrated preschool numeracy skills are strongly associated with future academic success.^{51,52}



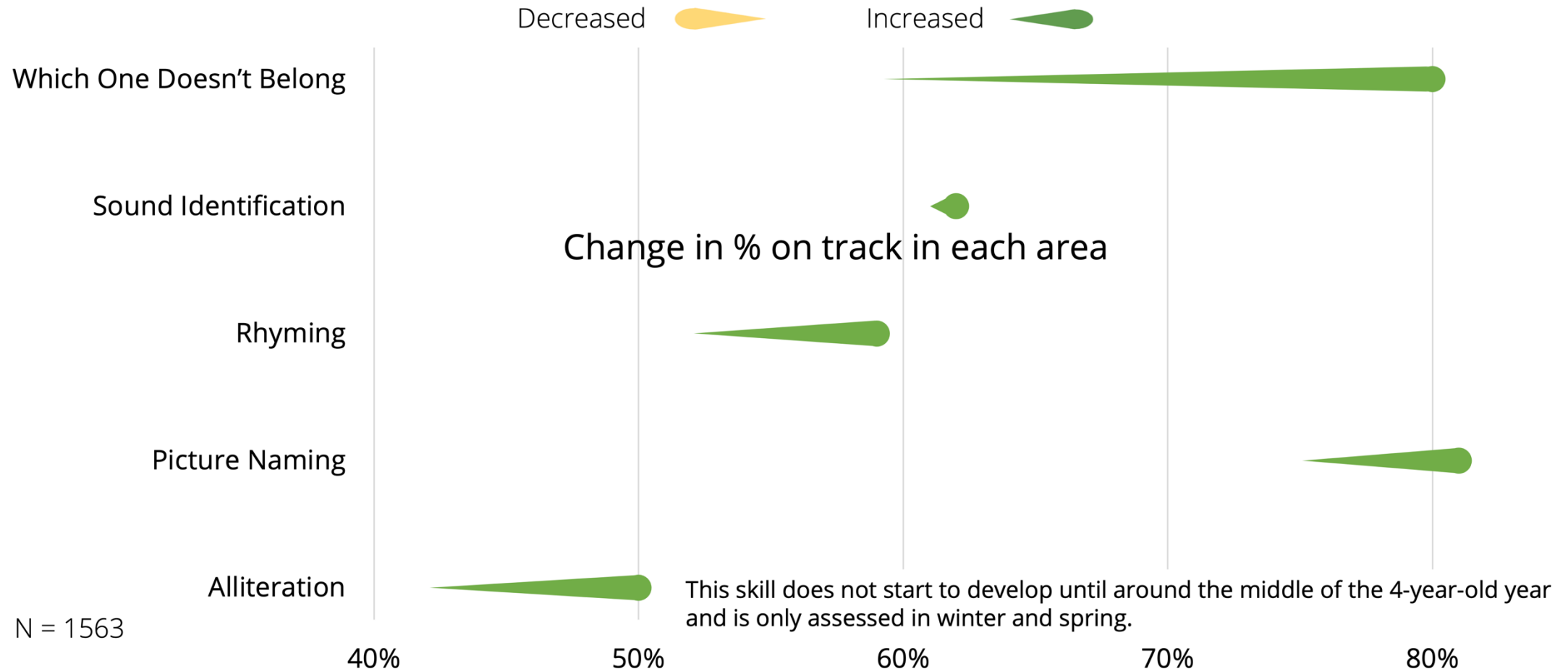
Early Literacy

Early literacy outcomes showed very strong gains for 3-year-olds.



4-Year-Old Literacy

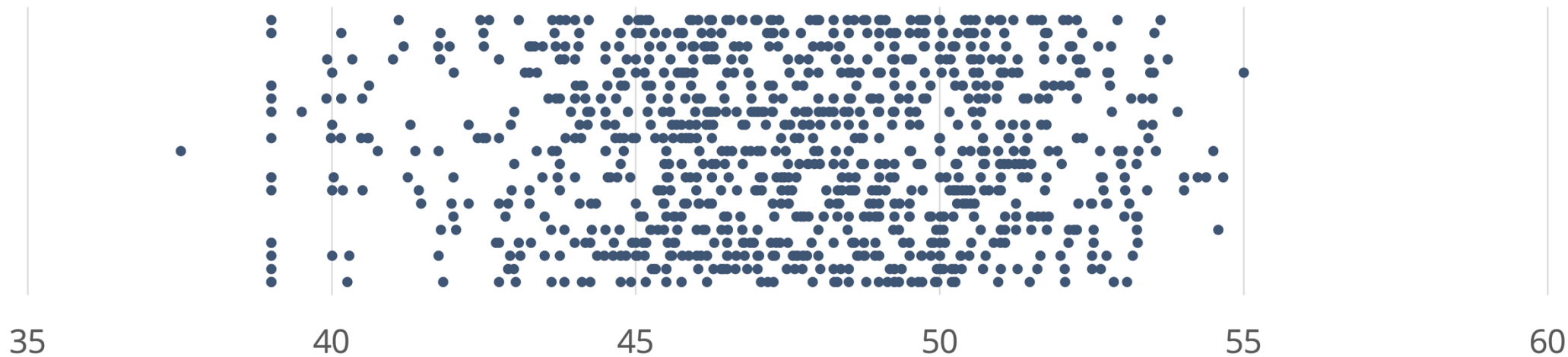
4-year-old literacy scores improved from fall to spring as individual skills developed.



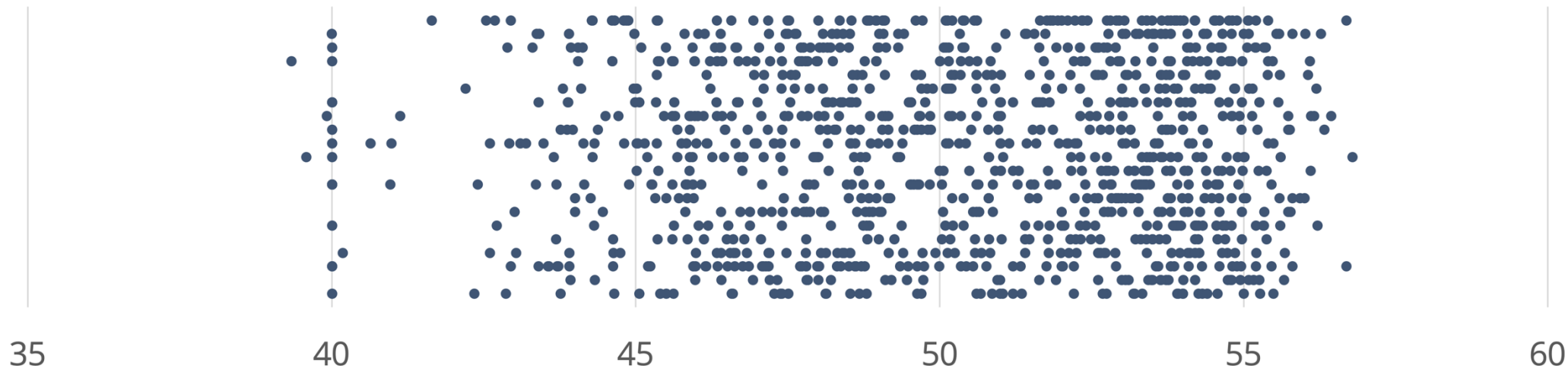
4-Year-Old Literacy

Overall, 4-year-old literacy scores improved from fall to spring.

Fall



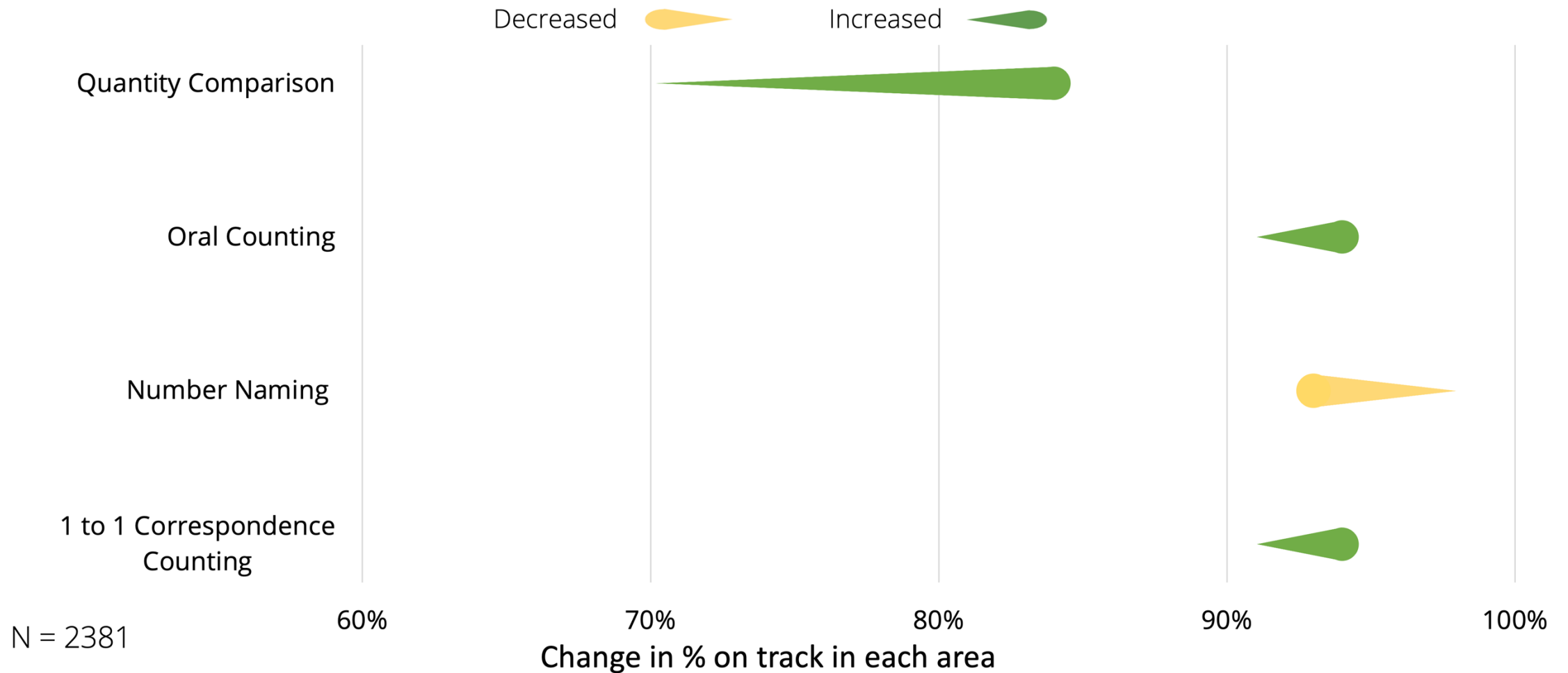
Spring





Early Numeracy

ECBG 3- and 4-year-olds continue to perform well on Numeracy.

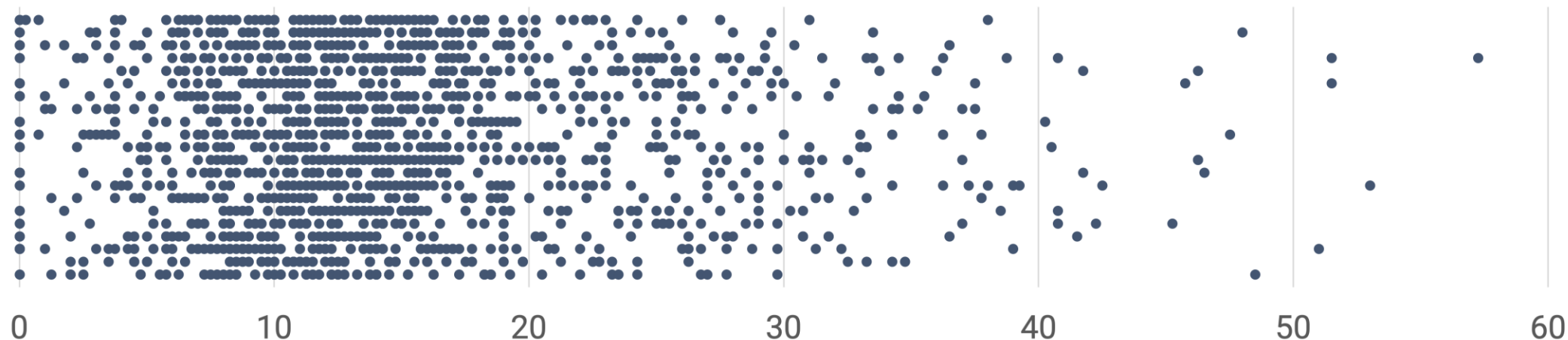




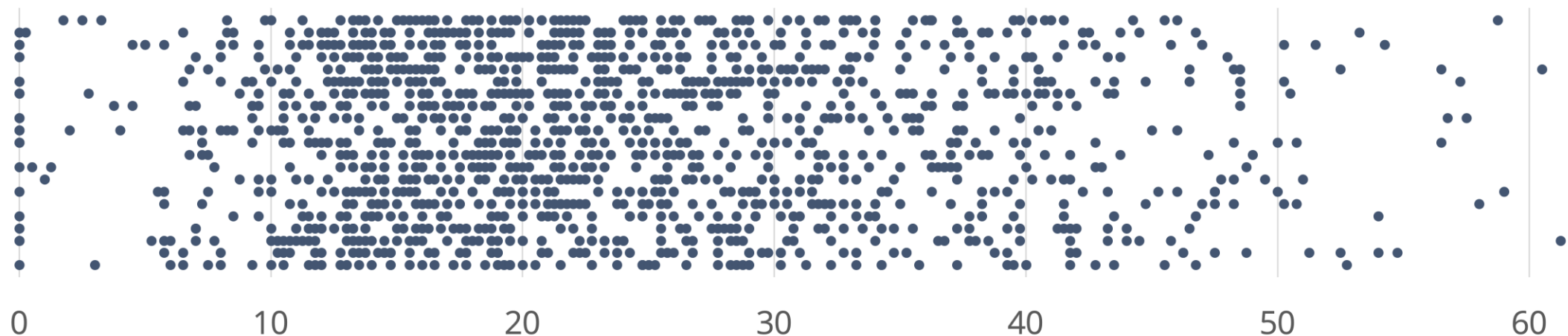
Early Numeracy

By spring, almost all 4-year-olds were on track.

Fall



Spring



ECBG 2024-2025

8,282 children from 74 counties served by 26 grantees

88% had at least 1 risk factor, and 43% had 3 or more

81% high-quality classrooms – the highest in 10 years

70% of 3-year-olds on track in early literacy

At least 80% of 4-year-olds on track in language comprehension subtests

78% on track in early numeracy



Highest rate of positive parenting in 10 years

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