

# ECDC Evaluation

To learn more, call us at 812-422-4100 or visit us at [www.earlychildhoodswi.org](http://www.earlychildhoodswi.org)



## **EVALUATION: YEAR ONE**

This report highlights the success ECDC has experienced as highlighted in the Spring 2008 Early Childhood Development Coalition Evaluation Report.

### **Coalition members are working together to achieve their goals and objectives.**

91.5% of stakeholders reported a shared vision and mission among Coalition members in baseline data collected in September 2007.

### **The community demonstrates a need for understanding and awareness of the importance of early childhood development practices.**

91.8% of survey respondents indicated that they believe that the early childhood issues included on the survey are important, but a majority did not feel those issues were being addressed well, or were not aware of how those issues are being addressed.

### **Parents of young children who have attended literacy-related courses have shown an increase in their knowledge about literacy topics.**

Literacy parties provide parents with information and training on developing early literacy skills with their children. 99.3% of parents or guardians showed an increase or maintained a high level of knowledge of literacy-related issues after attending a literacy party.

### **Early child care providers and elementary teachers have shown an increase in their knowledge about literacy topics.**

After literacy workshops for early child care providers and teachers covering the topics of Dialogic Reading, Strong Predictors of Early Reading and Writing Skills, Building Literacy into Daily Routines, and Every Child Ready to Read, 97.8% of participants reported an increase or maintained a high level of knowledge of literacy-related issues after completing workshops.

### **Efforts have been made to increase partnerships with community experts to address the impact of nutrition and environmental factors on children's brain development and learning.**

The Health and Nutrition Subcommittee conducted a lead awareness campaign in 2007. They provided area health care providers with information regarding lead testing.

### **ECDC is addressing kindergarten transition.**

ECDC has developed two key kindergarten transition materials: the Kindergarten Readiness Checklist and ABC 123 All About Me! These materials have been implemented for kindergartners who are entering school in the fall of 2008.

## **EVALUATION: YEAR ONE CONTINUED...**

### **Collaboration and coordination between early child care providers and kindergarten teachers needs to be enhanced.**

Baseline data from the Early Childhood Stakeholder Survey indicate that there is not a high degree of collaboration between early child care providers and kindergarten teachers

### **A plan has been developed to establish and maintain process and outcome evaluation strategies connected with all aspects of the Coalition's work**

Outcomes and indicators have been developed for the specific objectives established by ECDC. As indicators of progress toward objectives, evaluation measures have been developed for various programs and activities. At present, the vast majority of objectives have been linked to specific indicators of progress.

### **Parents show an increase in knowledge and skills associated with early childhood development practices.**

The parent education program sponsored by the ECDC and 4C of Southern Indiana is 1, 2, 3, 4 Parents! 76.9% of parents/guardians who completed the 1, 2, 3, 4 Parents! course improved or maintained positive attitudes and beliefs related to parenting. Additionally, 74.2% improved or maintained positive behaviors related to parenting.

### **ECDC is working to address social-emotional issues pertaining to children.**

Second Step is a violence prevention curriculum offered through the Coalition. The information presented through Second Step is designed to positively impact social-emotional skills in children. 97.8% of providers (including early child care educators and kindergarten teachers) increased or maintained knowledge and skills after attending Second Step sessions.

### **Programs and activities offered through the Coalition are supported by research and best practice.**

Based on documentation of the research basis of all activities implemented through the Coalition, it is evident that all activities are supported by a strong research and best practice foundation.

### **Children in our community are not ready to enter kindergarten.**

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a series of short fluency measures related to early literacy skills. While this assessment represents only one indicator, it gives some indication of early literacy skills when children enter kindergarten. Results from the fall 2006 DIBELS assessment indicated that 38.8% of kindergarten students entered EVSC schools at the benchmark level for the early literacy skills measured by the instrument. In fall, 2007, 41.5% of kindergarten students entered EVSC schools at the benchmark level for the early literacy skills.