



Every Child Succeeds: Transition to Preschool and Kindergarten Readiness

Review of Year 3 Data (2013-14)

1. Program Theory and Objectives

Every Child Succeeds (ECS) has strengthened communities in Cincinnati and Northern Kentucky with its home visitation intervention for over a decade. Families served by ECS are considered high-risk due to low economic status, young maternal age, inadequate prenatal care, limited social supports, mental illness or substance abuse. Specifically: 91% are unmarried; 98% are low income; one in four is under 18. Eighty-five percent have experienced challenges such as social isolation, mental illness, and substance abuse.

Each month, more than 200 referrals are made to ECS and 2400 total visits are provided. Participants in ECS receive two to four visits a month from home visitors who work to ensure that mothers have access to parenting supports, and infants and young children receive the care, nurturing, and interaction they need to have a successful start in life. ECS relies on two national evidence-based models of home visitation to address their families' needs: Healthy Family America® (HFA) and Nurse Family Partnership® (NFP). Research demonstrates the efficacy of these models in sustaining the well-being of participating families, including reduced reliance on government welfare programs, improved self-regulation of aggression, and higher IQs and language scores for children (Olds et al. 2004). Longitudinal studies of children who received home visits through age 12 also indicate reduced incidences of both substance use and internalizing disorders meeting clinical thresholds (Kitzman et al. 2010).

ECS's data resonates with these findings. Regular assessment of ECS children using the Ages and Stages Questionnaire (ASQ) indicates that in 2014 nearly all children exhibited age-appropriate gross motor skills (98%), fine motor skills (98%), language skills (97%), and social-emotional development (93%). ECS pre-post data collected between 2003 and 2008 assessed children's and parents' results after receiving approximately two years of home visits, first at two-nine months of age and again at 18-27 months; of children delayed at three or nine months on the Denver Screening, more than 72% were on-track by 27 months, or after approximately two years of home visitation. As well, over 83% of children delayed in language were on-track by 27 months. Results of the Parenting Inventory indicate that at 18 months, 68-89% of mothers report parenting beliefs and attitudes of average to low risk – ones that are flexible, accepting, and nurturing of child development. Of those parents who expressed high-risk beliefs at two months, 43-63% were in average to low risk ranges by 18 months. Lastly, the majority of home environments as assessed by the HOME inventory were in the low risk range at 18 months. Of high-risk homes at three months, 78-95% were in average to low risk ranges by 18 months.

Findings such as these demonstrate encouraging outcomes for children actively participating in ECS. Ensuring that children's development keeps pace with their peers as they enter kindergarten can be additionally supported by helping to transition ECS children from home visits to preschool participation. Typically, ECS services for mothers and children end when children are 36 months of age. The implementation of a Social Innovation Fund (SIF) supported Preschool Transition Program allows ECS to continue working with these families by assisting them to enroll their children in quality preschool, further strengthening skill development and better preparing them for school.

A large and growing literature speaks to the importance of preschool in mediating barriers to

developmental, academic, and even economic well-being experienced by children with similar risk factors as those enrolled with ECS (Levenstein, Levenstein, Oliver 2002; Nelson, Westhues, MacLeod, 2003). Gains experienced by children participating in early home visitation programs such as ECS may be substantially augmented when followed by participation in preschool (Levenstein & Oliver, 2002; Nelson, Westhues, & MacLeod, 2003). Evidence further suggests that enrollment in a quality rated preschool increases the likelihood that at-risk children will be ready for kindergarten, improving developmental gains in early literacy and social-emotional development (Thornburg, Mayfield, Hawks & Fuger, 2009).

Regional standards for quality preschool align with national criteria and are defined as those centers accredited through the National Association for the Education of Young Children (NAEYC) and/or have a star rating in either the Kentucky STARS for KIDS NOW (SKN) or Ohio Step Up to Quality (SUTQ) rating systems. NAEYC accreditation is based on adherence to eight standards of care that include criteria for the relationships among teachers, children, families and their communities, the health and development of children, and curriculum content and delivery. SKN ratings are implemented through the Kentucky Department of Education, while SUTQ is administered through the Ohio Department of Jobs and Family Services. Both state agencies award star ratings for centers which exceed state licensing standards. Criteria for ratings are similar in both systems and include annual performance evaluations, staff/child ratios, curriculum, and the training and continuing education of staff.

Children with quality preschool experiences are more likely to reach benchmarks on state-administered kindergarten assessments. Regional indicators of school readiness include a benchmark score of 19 on the Kindergarten Readiness Assessment – Literacy (KRA-L) in Ohio and a “Normal Curve Equivalent” score of 50 on the Developmental Indicators (DIAL-4) in Northern Kentucky (United Way, 2010). Additional supports for school readiness are essential as an estimated 50% of children in Cincinnati and Northern Kentucky are considered “ready” by regional standards. By securing enrollment opportunities to quality preschool programs for at-risk populations served by ECS, the Preschool Transition program is expected to contribute to moving the needle on school readiness within the region.

The Preschool Transition program supported by the SIF includes home visitation but enhances this service through four additional features: 1.) the dissemination of information and individual consultation on the benefits of preschool to ECS parents, 2.) additional developmental assessment of children using the Bracken Basic Concepts Scale in Ohio and the DIAL-4 in Kentucky, 3.) the monitoring of assessment results to assist in coordinating referral services to quality preschools and to increase parents’ understanding of school readiness concepts and practices, and 4.) working cooperatively with quality preschools to remove barriers to enrollment and attendance. These enhanced transition services will be offered to all ECS participating families living in Cincinnati, Covington, and Newport school districts.

The relationship between the ECS Preschool Transition program components and their anticipated outcomes is summarized by the program’s logic model (Figure 1). This project model is based on the Kellogg Foundation’s Logic Model Development Guide (2004) and is informed by components of effective home-visitations programs as outlined by the Council on Child and Adolescent Health Pediatrics (1998). By consistently meeting implementation goals, the ECS Preschool Transition program expects to: 1.) reach a large number of ECS families with information on preschool, 2.) engage these families in transition coordination services provided by a home visitor, 3.) increase children’s developmental progress relative to standard norms on early childhood assessments, 4.) establish partnerships with quality preschools, 5.)

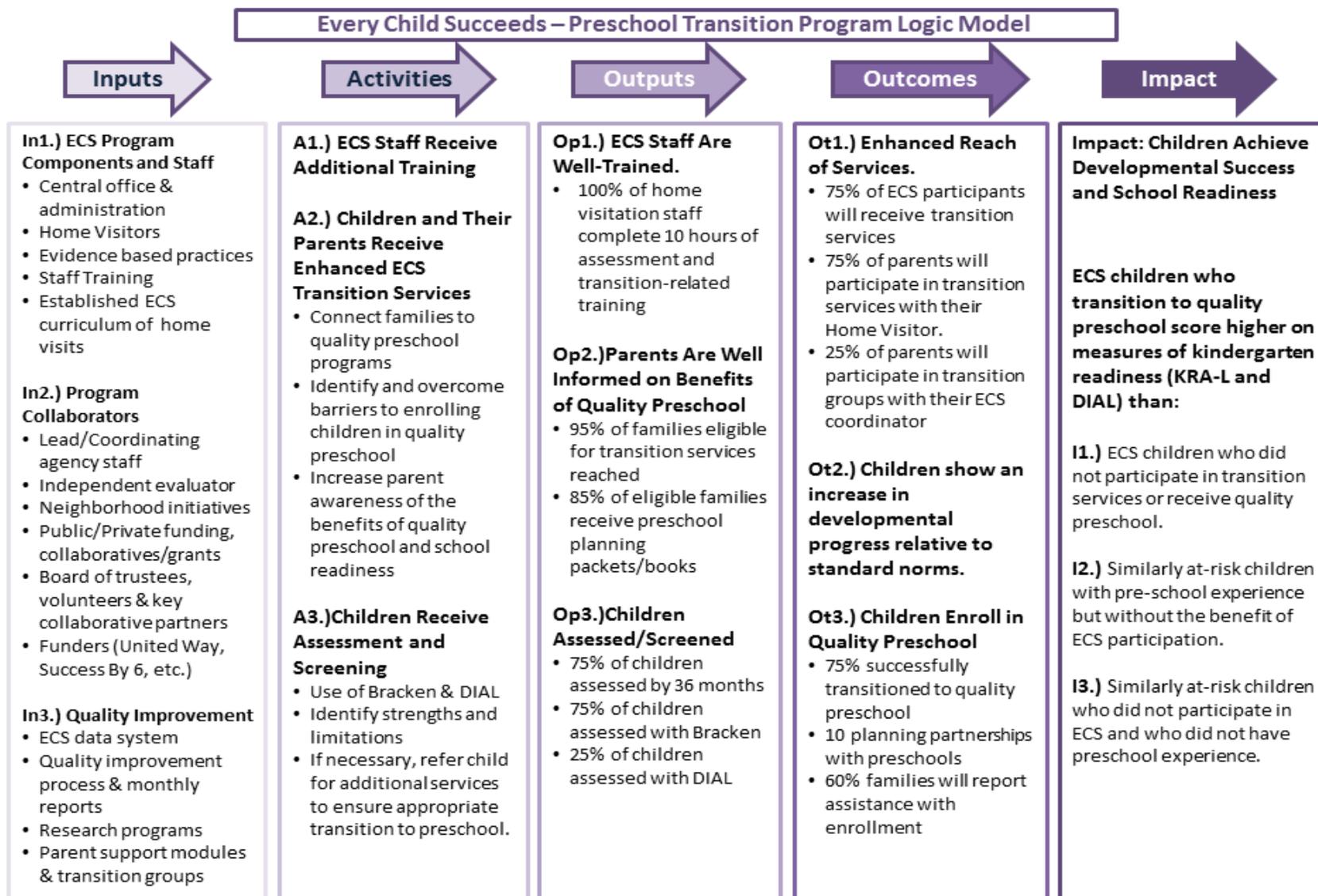
successfully enroll ECS children in these programs, and 6.) improve school readiness as indicated in kindergarten assessments of at-risk children in Cincinnati and Northern Kentucky.

2. Summary of Program Evaluation Methodology

Evaluation of the ECS Preschool Transition program focuses on assessing both program implementation and its preliminary outcomes. Program activities and outputs outlined by the logic model describe the program's intended implementation. Implementation goals were tracked primarily by ECS by logging numbers for: hours of training each staff member received, families eligible for transition services, families provided with preschool information packets, and families receiving transition services and participating in transition groups. Assessors with ECS likewise tracked the number of children tested, while the lead transition coordinator tracked efforts to form partnerships with quality rated preschools.

ECS assessors administered either the Bracken or the DIAL 4 depending upon service delivery area. The Bracken is a measure of receptive language that assesses concept knowledge. It is composed of ten subtests which correspond to different categories of concept development. For the purposes of the ECS Preschool Transition evaluation, five subtests were administered. These first five subtests make up the school readiness composite (SRC) and assess concept awareness related to colors, letters, numbers and counting, sizes and comparisons, and shapes. The SRC of the Bracken assessment has well documented validity and reliability with high rates of intercorrelation with both measures of preschool development and the KRA-L. In Kentucky, the DIAL-4 is used as a complement to measures of kindergarten readiness. Although the Bracken and the DIAL are not directly comparable, the domains of knowledge assessed with this tool overlap with those assessed by the Bracken, including color and shape identification, counting, meaningful counting, concepts, and problem solving.

Figure 1: ECS Transition Program Logic Model



Preschool developmental assessment data were recorded and scored by ECS assessors and were compiled and reviewed for errors by program evaluation staff at INNOVATIONS in Community Research and Program Evaluation. Efforts to link data to school readiness assessments at the kindergarten level were also led by INNOVATIONS. Currently available data sources include the Cincinnati Public Schools (CPS) KRA-L database for 2013-14 and the 2013 Southwest Early Learning Leaders (SWELL) Preschool Experience Survey project, the latter of which has compiled KRA-L and preschool attendance data for both 20+ school districts in a four county region and Head Start programs. Aggregation and organization of both implementation and impact data were led by INNOVATIONS, who also completed this evaluation summary report for ECS and their funders. ECS intends to apply the findings of this report to continuous improvement efforts aimed at strengthening program implementation and efficacy.

The current evaluation report uses a series of between group analyses to answer questions of program implementation and impact as outlined in subsequent sections. Twelve groups of interest are listed in Table 1. Anticipated group size and composition are compared to group characteristics emerging through the course of program implementation. The Year 1(2011-12) and Year 2 (2012-13) report examined data from these years in detail and offered baseline data for comparison for the Year 3 (2013-14) report (current report). Due to limitations in the availability of information for risk factors in general preschool and kindergarten populations, family income level as indicated by eligibility for free- and reduced lunch became the primary variable for identifying comparison groups. Eligibility requirements mandate that adjusted income relative to family size be no greater than 185% federal poverty guidelines. Although income is an indicator of barriers to preschool and kindergarten readiness and success, comparison groups outlined in Table 1 are likely to outperform ECS children in measures of school readiness as ECS targets a population with the greatest identified risks.

Table 1: Groups Identified for Program Evaluation

Group Name	Intended Composition and Size	Resultant Composition and Size
Group <u>1a</u> : All participants in ECS enhanced with Preschool Transition.	A total of 250 ECS families from both Ohio and Kentucky (estimated from prior ECS enrollment and program availability)	234 for Year 3 of the SIF (2013-14). Data source is ECS proprietary database and the SuccessBy6® Data Central online database.
Group <u>1b</u> : Ohio ECS with enhanced Preschool Transition assessed with the Bracken.		75 for Year 3 of the SIF (2013-14). Data source is ECS proprietary database and the SuccessBy6® Data Central online database.
Group <u>1c</u> : Northern Kentucky ECS with enhanced Preschool Transition assessed with the DIAL.		32 for Year 3 of the SIF (2013-14). Data source is ECS proprietary database and the SuccessBy6® Data Central online database.
Group <u>2</u> : ECS Without Preschool Transition.	15-20% of ECS families who decline Preschool Transition services (approximately 50 families).	100 for Year 3 of the SIF (2013-14). Data source is the ECS proprietary database and the SuccessBy6® Data Central online database.
Group <u>3a</u> : Kindergarteners in Ohio with ECS experience and preschool experience.	56 children with both ECS and preschool experience.	56 for Year 3 of the SIF (2013-14). Data source is the CPS KRA-L database (2013-14).
Group <u>3b</u> : Kindergarteners in Northern Kentucky with	No data available. Data sharing agreements with school districts in Northern Kentucky are pending.	Baseline data not available. Data sharing agreements with school districts in Northern Kentucky are pending.

ECS experience and preschool.		
Group 4a: Kindergarteners in Ohio with ECS and <u>NO</u> preschool experience.	<u>28</u> children with ECS only experience.	28 for Year 3 of the SIF (2013-14). Data source is the CPS KRA-L database (2013-14).
Group 4b: Kindergarteners in Northern Kentucky with ECS and <u>NO</u> preschool experience.	No data available. Data sharing agreements with school districts in Northern Kentucky are pending.	Data sharing agreements with school districts in Northern Kentucky pending.
Group 5a: Kindergarten Children in Ohio with preschool experience and <u>NO</u> ECS participation.	<u>156</u> children with preschool but no ECS participation.	156 for Year 3 of the SIF (2013-14). Data source is the SWELL regional survey. (2012-13).
Group 5b: Kindergarten Children in Northern Kentucky with preschool experience and <u>NO</u> ECS participation.	No data available. Data sharing agreements with school districts in Northern Kentucky are pending.	Data sharing agreements with school districts in Northern Kentucky pending.
Group 6a: Kindergarten Children in Ohio with <u>NO</u> preschool experience and <u>NO</u> ECS participation.	<u>462</u> children with no preschool or ECS participation.	462 for Year 3 SIF (2013-14). Data source is the SWELL regional survey. (2012-13).
Group 6b: Kindergarten Children in Northern Kentucky with <u>NO</u> preschool experience and <u>NO</u> ECS participation.	No data available. Data sharing agreements with school districts in Northern Kentucky are pending.	Data sharing agreements with school districts in Northern Kentucky pending.

Demographic data for these evaluation groups are represented by Tables 2 through 4 and show composition by gender, race/ethnicity, and primary language.

Table 2: Gender			
Group Name	Females	Males	Total
Group 1b: Ohio ECS with enhanced Preschool Transition assessed with the Bracken.	44.0% (33)	56.0% (42)	75
Group 1c: Northern Kentucky ECS with enhanced Preschool Transition assessed with DIAL.	28.1% (9)	71.9% (23)	32
Group 3a: Kindergarteners in Ohio with ECS experience and preschool experience.	51.8% (29)	48.2% (27)	56
Group 4a: Kindergarteners in Ohio with ECS and NO preschool experience.	50.0% (14)	50.0% (14)	28
Group 5a: Kindergarten Children in Ohio with preschool experience and NO ECS participation.	47.1% (73)	52.9% (82)	155
Group 6a: Kindergarten Children in Northern	52.1%	47.9%	461

Kentucky with NO preschool experience and NO ECS participation.	(240)	(221)	
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Table 3: Race/Ethnicity							
Group Name	American Indian	Asian/Pacific Islander	Black/African American	Latino/Hispanic	Multi-Racial/Other	White/Caucasian	No Record
Group <u>1b</u> : Ohio ECS with enhanced Preschool Transition assessed with the Bracken.	0.0% (0)	1.3% (1)	70.7% (53)	1.3% (1)	5.3% (4)	21.3% (16)	0.0% (0)
Group <u>1c</u> : Northern Kentucky ECS with Enhanced Preschool Transition assessed with the DIAL.	0.0% (0)	0.0% (0)	6.3% (2)	21.9% (7)	18.8% (6)	53.1% (17)	0.0% (0)
Group <u>3a</u> : Kindergarteners in Ohio with ECS experience and preschool experience.	0.0% (0)	0.0% (0)	82.1% (46)	3.6% (2)	7.1% (4)	7.1% (4)	0.0% (0)
Group <u>4a</u> : Kindergarteners in Ohio with ECS and NO preschool experience.	0.0% (0)	0.0% (0)	50.0% (14)	17.9% (5)	17.9% (5)	14.3% (4)	0.0% (0)
Group <u>5a</u> : Kindergarten Children in Ohio with preschool experience and NO ECS participation.	0.0% (0)	0.0% (0)	41.7% (60)	9.0% (13)	6.3% (9)	43.1% (62)	0.0% (0)
Group <u>6a</u> : Kindergarten Children in Northern Kentucky with NO preschool experience and NO ECS participation.	0.0% (0)	0.2% (1)	19.2% (82)	7.2% (31)	7.0% (30)	65.0% (278)	1.4% (6)

Table 4: Primary Language				
Group Name	English	Spanish	Other	No Record
Group <u>1b</u> : Ohio ECS with enhanced Preschool Transition assessed with the Bracken.	97.3% (73)	0.0% (0)	2.7% (2)	0.0% (0)
Group <u>1c</u> : Northern Kentucky ECS with enhanced Preschool Transition assessed with the DIAL.	81.3% (26)	18.8% (6)	0.0% (0)	0.0% (0)
Group <u>3a</u> : Kindergarteners in Ohio with ECS experience and preschool experience.	94.6% (53)	3.6% (2)	1.8% (1)	0.0% (0)
Group <u>4a</u> : Kindergarteners in Ohio with ECS and NO preschool experience.	85.7% (24)	14.3% (4)	0.0% (0)	0.0% (0)
Group <u>5a</u> : Kindergarten Children in Ohio with preschool experience and NO ECS participation.	95.5% (149)	2.6% (4)	0.0% (0)	1.9% (3)
Group <u>6a</u> : Kindergarten Children in Northern Kentucky with NO preschool experience and NO ECS participation.	95.9% (443)	2.6% (12)	0.0% (0)	1.5% (7)

* Data variables have been changed or eliminated from Tables 2-4 for better ease of analysis.

There is an extensive literature that documents benefits of preschool experiences for improving school readiness outcomes, particularly for low-income and at-risk children (Heckman, Moon, Pinto, Savelyev & Yavitz, 2010; Herrod, 2007; Reynolds & Temple 1996). Studies also substantiate the benefit of home visitation services (Kitzman et al. 2010; Gomby 2005; Olds, Henderson, Cole, Eckenrode, Kitman, Luckey, et al, 1998); however, there are no studies on kindergarten readiness in children who have received home visitation services. An important goal of this evaluation plan is, therefore, to differentiate the effects on school readiness due to participation in a home visitation intervention from those produced by either preschool alone, a home-visitation program in combination with preschool, or no documented intervention.

Given extant literature, the working hypothesis for this project is that the combination of home visitation and preschool offered through the ECS Preschool Transition Program will produce the most significant gains in school readiness for a population of at-risk children. In its first and second year of SIF funding the evaluation plan assessed the benefits of home visitation to kindergarten readiness for ECS children both with and without the benefit of preschool transition services. In its third year of SIF funding, the evaluation plan expanded its scope by comparing school readiness for four groups of at-risk children.

3. Evaluation of Program Implementation

A summary of program implementation questions, their place within the logic model, and their findings are summarized in Table 5. Generally, implementation goals for high levels of staff training, family outreach, availability of materials and resources, and assessment of children prior to transition to preschool were met.

In Year 3 of the SIF, ECS' home visitation and transition staff received a minimum of 3 hours of training that included an hour-long introduction to the project and explanation of transition resources, as well as guidance and training on assessment tools. At present there are a total of 8 staff members delivering developmental assessments (2 in Ohio and 6 in Northern Kentucky). Goals for reaching ECS families with information pertaining to the Preschool Transition program were met, as were goals for distributing developmental and preschool planning packets. Barriers to delivery of assessments include family mobility and lack of phone minutes. As ECS continues to bring its assessment efforts to scale through the initial years of program implementation, the percentage of those children receiving assessments should meet the goals established through the program logic model.

Table 5: Summary of Program Implementation Questions and Findings

1.) Are ECS transition staff receiving necessary training?	
Logic Model OP1: ECS staff are well-trained.	
Logic model Component	Findings
Did 100% of home visitation staff complete 10 hours of assessment and transition related training?	All staff received 1 hour introductory seminar, 3 additional hours of transition resources seminar. All 8 assessors received an additional 6 hours of evaluation training for a total of 10 hours of training.
2.) Are ECS families receiving information about the benefits of quality preschool?	
Logic Model OP2: Parents are well informed on benefits of quality preschool.	
a.) Were 95% of families eligible for transition services reached	100% (n = 234) of eligible families Year 3 of the SIF were contacted by ECS staff.

by ECS staff?	
b.) Did 85% of eligible families receive preschool planning packets/books?	84% (n = 197) of eligible families with a child between 2 and 3 years of age were provided at least 1 developmental packet by home visitors. 75% (n = 178) of eligible families received an age-appropriate book. 62% (n = 146) of eligible families received a preschool resource packet to prepare for school enrollment.
3.) Are ECS transition program participants being tracked for developmental progress.	
Logic Model OP3: Children are assessed/screened using Bracken or DIAL measures.	
a.) Were 75% of children receiving transition services assessed by 36 months?	50% (n = 118) of eligible families received assessment services. This is 82% of those families who participated in transition specific visits with a home visitor or transition coordinator. 92% (n = 109) of these families provided consent to share their child's scores with the program evaluator. 36% (n = 43) of these families had children who received assessments by 36 months of age.
b.) Were 75% of children receiving transition services assessed with Bracken?	67% (n = 78) of children whose families participated in transition specific home visits were assessed with the Bracken. 96% (n = 75) of these families provided consent to share their child's scores with the evaluator.
c.) Were 25% of children receiving transition services assessed with DIAL?	44% (n = 40) of children whose families participated in transition specific home visits were assessed with the DIAL-4. 83% (n = 33) of these families provided consent to share their child's scores with the evaluator.

4. Evaluation of Program Outcomes

A summary of program outcome questions, their place within the logic model, and their findings are summarized in Table 6. Generally, outcome goals for high rates of participation in transition services, appropriate developmental progress for children, and enrollment in quality preschool were met.

In Year 3 of the SIF, 62.0% participated in home visits as compared with 80% of families in years 1 and 2. Despite this success to program participation, barriers encountered in scheduling transition home visits include family mobility and lack of phone minutes, typical of serving such a vulnerable population. Project staff was creative with outreach to families, utilizing text messaging, calling and visiting during family-friendly hours, and reaching out to home visitors for updated contact information. Preschool developmental assessments indicated that children who participated in ECS enhanced with Preschool Transition services were developmentally on pace with their peers. Of those children assessed using the Bracken, 66.7% of Ohio ECS students with enhanced Preschool Transition produced scores at or above the level considered average according to test norms. Of those children assessed using the DIAL-4 in Northern Kentucky, 59.4% produced scores at or above the benchmark score for average according to test norms.

ECS has entered into or has maintained partnerships with at least 15 preschool programs – significantly more than the originally stated goal for the Preschool Transition program. These

partnerships include: Cincinnati Early Learning Centers (CELC), Children’s Home of Cincinnati (CHOC), University of Cincinnati Early Learning Centers (UCELC), YMCA Early Learning Centers, Cincinnati Children’s Hospital Medical Center (CCHMC), Northern Kentucky Community Action Commission Head Start (NKCAC), Hamilton County Community Action Commission Head Start (CAA), Cincinnati Public Schools (CPS), Bright Days, Children Inc., Newport Public Schools, Covington Public Schools, Home Instruction for Parents of Preschool Youngsters (HIPPY), Supporting Partnerships to Assure Ready Kids (SPARK), and Promoting Our Preschoolers (POP).

The percent of ECS families who enrolled or were in the process of enrolling their children for preschool neared the goal of 75.0%. Of these 123 families (53.0%) who received transition services, 83 (67.0%) have children currently enrolled in a preschool program, while 40 (33.0%) are in the process of enrolling.

Table 6: Summary of Program Outcome Questions and Findings	
1.) Are ECS families participating in the preschool transition program?	
Logic Model OT1: Enhanced reach of services.	
Logic model Component	Findings
a.) Did 75% of ECS participants receive transition services?	59% (n = 140) eligible families developed a transition goal.
b.) Did 75% of parents participate in transition services with their home visitor?	62% (n = 146) of eligible families participated in home visits with Transition Program coordinators. 81% (n = 118) of these families were provided developmental assessments for their children.
c.) Did 25% of parents participate in transition groups with their ECS coordinator?	31% (n = 36) of families with children assessed with either Bracken or DIAL participated in transition groups.
2.) Are the children who participate in the ECS transition program making appropriate developmental progress?	
Logic Model OT2: Children show an increase in developmental progress relative to standard norms.	
a.) Did children show developmental progress relative to standard norms on the Bracken assessment?	Children were developmentally on pace with their peers. 75 children with Bracken assessments had a mean scaled score of 9.0 , which falls in the “ average ” performance category for the school readiness composite (indicated by a range of scores from 8 to 12). 66.7% (n =50) of those evaluated had assessment scores at or above the “average” performance category.
b.) Did children show developmental progress relative to standard norms on the DIAL assessment?	Children were developmentally on pace with their peers. 32 children with DIAL-4 scores had a mean standard score of 105.5 , and a mean Normal Curve Equivalent score of 57.7 , which falls within the “ Average ” category (indicated by a standard score of 100 or an NCE of 50). 59.4% (n = 19) of those evaluated had assessment scores at or above the “average” benchmark score.
3.) Does the ECS transition program help participating children enroll in quality preschool?	

Logic Model OT3: Children enroll in quality preschool.	
a.) Did as many as 75% of ECS transition program participants successfully enroll in quality preschool?	53% (n = 123) of families receiving preschool transition services have successfully enrolled or are enrolling a child in a quality preschool program. Of these children, 83 (67%) are currently enrolled in a quality preschool program, while 40 (33%) are in the process of enrolling.
b.) Were as many as 10 planning partnerships formed with preschools?	ECS currently participates in planning partnerships with 15 programs including SUTQ or STARS center based programs, public preschool, and Head Start.
c.) Did 60% of families report receiving assistance with enrollment?	Family feedback survey not yet administered.

5. Year 3 Analysis of Impacts

A summary of program impact questions, their place within the logic model, and their findings are summarized Table 7.

Table 7: Summary of Program Impact Questions and Findings	
Are ECS children who participate in the Preschool Transition Program and quality preschool more ready for school compared to other at-risk children?	
Impact: Children Achieve Developmental Success and School Readiness	
a.) Did ECS children who transitioned to quality preschool score higher on measures of kindergarten readiness than ECS children who did not participate in transition services or receive quality preschool?	ECS participants with confirmed preschool program participation (n = 56), evaluation group <u>3a</u> , produced a mean school readiness (KRA-L) score of <u>19.2</u> . ECS participants without preschool (n = 28), evaluation group <u>4a</u> , produced a mean school readiness (KRA-L) score of <u>18.9</u> .
b.) Did ECS children who transitioned to quality preschool score higher on measures of kindergarten readiness than similarly at-risk children with preschool experience but without the benefit of ECS participation?	ECS participants with confirmed preschool program participation (n = 56) produced a mean school readiness (KRA-L) score of <u>19.2</u> . Non-ECS participants with preschool experience (n = 156), evaluation group <u>5a</u> , produced a mean school readiness score (KRA-L) of <u>18.5</u> .
c.) Did ECS children who transitioned to quality preschool score higher on measures of kindergarten readiness than similarly at-risk children who did not participate in ECS or preschool?	ECS participants with confirmed preschool program participation (n = 56) produced a mean school readiness (KRA-L) score of <u>19.2</u> . Non-ECS participants without preschool (n = 462), evaluation group <u>6a</u> , produced a mean school readiness (KRA-L) scores of <u>15.8</u> .

KRA-L scores are evaluated according to performance bands in the state of Ohio. These bands are defined as follows:

- Band One: Scores between 0 and 13 – “Assess broadly for intense instruction”
- Band Two: Scores between 14 and 23 – “Assess for targeted instruction”
- Band Three: Scores between 24 and 29 – “Assess for enriched instruction”

When baseline results for assessing program impacts are evaluated according to band criteria, a more nuanced picture emerges for ECS program participation, preschool attendance and school readiness (Figure 1). The distribution of scores may be also considered in light of community standards for school readiness, which rely on a score of 19 or above (Figure 2). As illustrated by figures 1 and 2, graduates of the Preschool Transition Program who were tracked into kindergarten better retained developmental skills that contribute to school success.

Figure 1: KRA-L Performance Band Distributions for Evaluation Groups

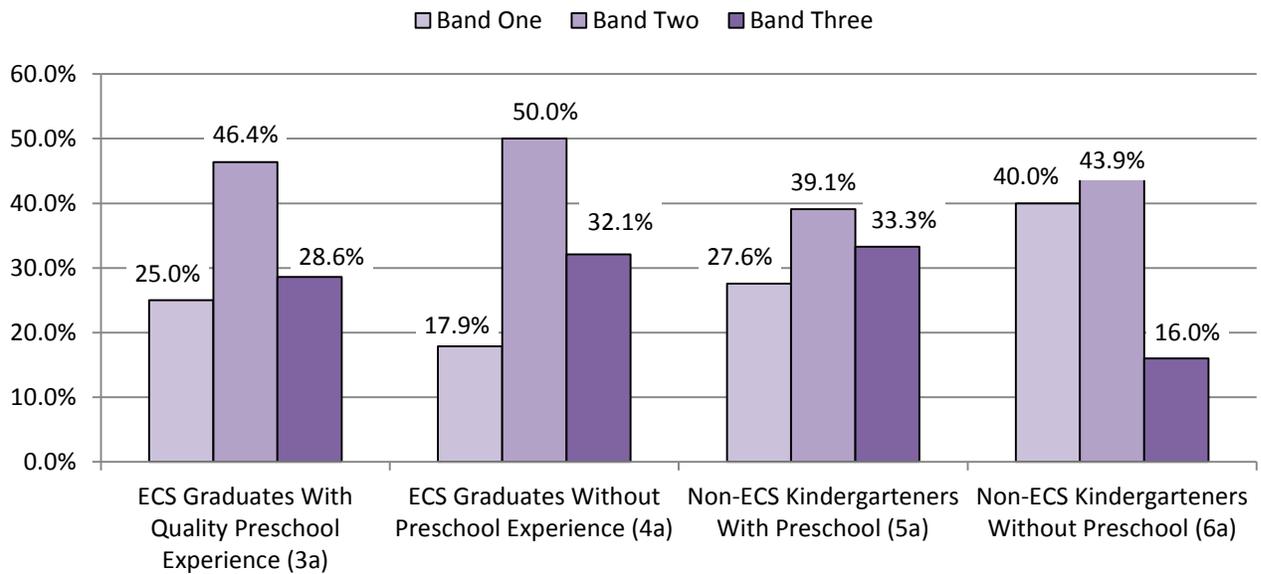
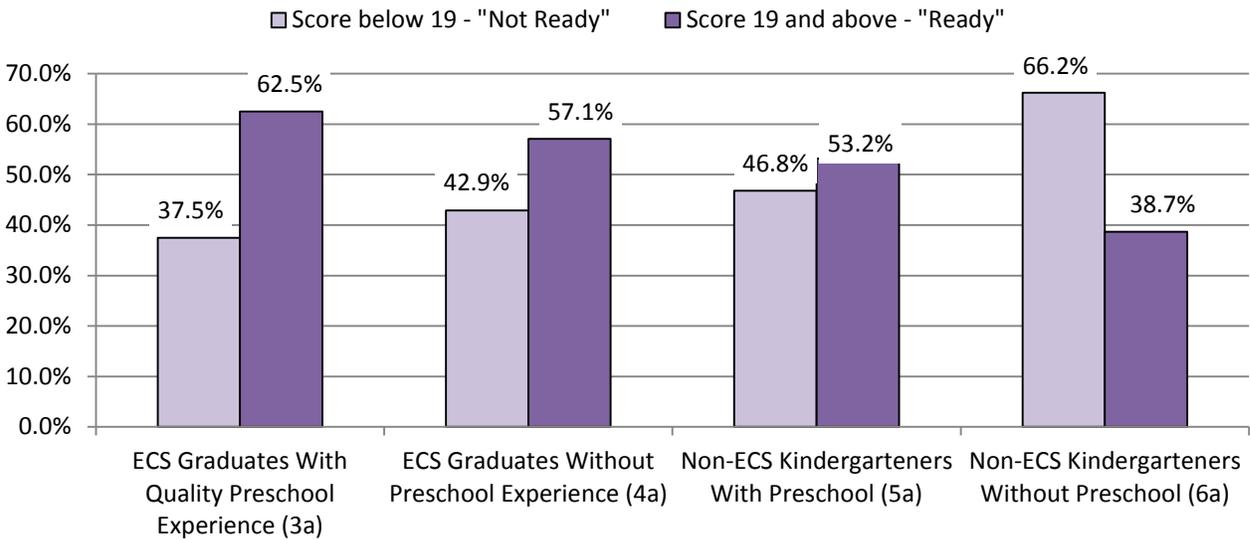


Figure 2: KRA-L Performance and School Readiness for Evaluation Groups



6. Summary of Implementation and Outcomes

- ECS staff received 10 total hours of training and will continue to receive additional hours of training in future years.
- 100.0% of the families eligible to receive transition services have been reached by ECS staff. 84.0% of these families received at least one developmental packet; 75.0% of families received an age-appropriate book; and 62.0% of families received a preschool resource packet.
- 59% of eligible families worked to develop a transition plan or goal for their children.
- 62.0% of eligible families participated in home visits with Transition Program coordinators.
- Children assessed as a part of transition activities were developmentally on pace with their peers and produced scores in the “**average**” range for both Bracken and DIAL-4 measures.
- ECS maintained or created partnerships with over 15 high quality preschools.
- ECS graduates with preschool experience outperform ECS graduates without preschool by 0.3 points on the KRA-L.
- ECS graduates with preschool experience also outperform a comparison group of students without either preschool or ECS experience by 3.4 points.

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