

U.S. Department of Education

Washington, D.C. 20202-5335



ECEPD GRANT PERFORMANCE REPORT

CFDA # 84.349A

PR/Award # S349A040054

Budget Period # 1

Report Type: Final Performance

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**U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)**

Check only one box per Program Office instructions.

Annual Performance Report Final Performance Report

General Information

1. PR/Award #: **S349A040054**
(Block 5 of the Grant Award Notification.)

2. NCES ID #:
(See Instructions.)

3. Project Title: Early Education Professional Development
(Enter the same title as on the approved application.)

4. Grantee Name*(Block 1 of the Grant Award Notification.):* Children's Institute, Inc.

5. Grantee Address *(See Instructions.):* Children's Institute
274 N. Goodman Street, Suite D103
City: Rochester State: NY Zip:14607 Zip+4:

6. Project Director:

First Name	Last Name	Title
A. Dirk	Hightower	Principal Investigator
Phone #:	Fax #:	Email Address:
(585)295-1000	(585)295-1090	DHIGHTOWER@CHILDRENSINSTITUTE.NET

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 10/1/2006 To: 1/4/2008 (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	824,149.00	909,603.00
b. Current Reporting Period	396,401.00	434,466.00
c. Entire Project Period <i>(For Final Performance Reports only)</i>	2,138,437.00	2,216,953.00

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

- a. Are you claiming indirect costs under this grant? Yes
 No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes
 No
- c. If yes, provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2010 (mm/dd/yyyy)
 Approving Federal agency: ED Other (Please Specify) DHHS
 Type of Rate (For Final Performance Reports Only): Provisional Final Other (Please Specify) predetermined
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that :
- Is included in your approved Indirect Cost Rate Agreement?
 Complies with 34 CFR 76.564(c)(2)?

Human Subjects (See instructions.)

10. Annual Certification of Institutional Review Board (IRB) Approval? Yes No
 N/A

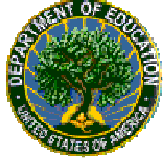
Performance Measures Status and Certification (See instructions.)

11. Performance Measures Status
- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No
- b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)
12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: A. Dirk Hightower	Title: Project Director
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : EEPD Executive Summary
 File : H:\EEPD Annual Report Year 3\ED524BExecSummary EEPD S349A040054.doc



U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1890 - 0004
Expiration: 10-31-2007

PR/Award #: S349A040054

The goals of Early Education Professional Development Project (EPPD) consistently directed our multi-faceted and unified professional development offerings in Rochester: 1) establish an integrated system of staff development for ECEs from entry level through B.A. that can be sustained with local dollars, and 2) enable low-income children to attain school success. All partnering agencies were dedicated to the improvement of early care and education, to supporting their staff participation in professional development opportunities and to providing resources and support to facilitate this process. Community-wide support regarding the value of quality early childhood education for children at risk and the importance of career development in the early education field were consistently agreed upon as the guiding foci throughout the activities of EPPD.

The population served included early childhood educators (ECE's) - mentors, classroom caregivers and teachers, directors, and students enrolled in courses. ECE's worked in early care and education center-based programs serving infants, toddlers and preschool children living in high poverty. In the Rochester City School District, the catchment area in which all partner centers were located, students are 65% African American, 21% Hispanic, 12% White, and 2% Asian/ Native American/ other and the district-wide free/reduced lunch rate is 88%. A total of 541 ECE's were served during the project (31 mentors, 210 mentees and another 300 ECE's took college courses). The number of children served was 2450 (35% infants/toddlers, 65% preschool; three- and four-year olds); the demographics of the children matched closely that of the Rochester City School District, see above.

Participants receiving professional development services had the following education levels: 39% high school/GED, 20% CDA, 18% A.A., 7 A.A. in Child Development/Early Education, 26% B.A., 15% B.A. in Child Development/Early Education and 16% some graduate school. Mentors had the following educational levels 40% CDA, 25% A.A., 10% A.A. Child Development/Early Ed., 15% B.A., 10% B.A. Child Development/Early Ed., 55% M.A., 35% M.A. Early Ed., 5% Ph.D. (Note: Some individuals indicated more than one educational level, therefore the total of percentages exceeds 100%): Eighty percent of the mentors had 10 or more year of experience in early care and education.

Mentoring recipients (mentees) were recruited from early care and education center-based programs serving infants, toddlers and preschool children living in high poverty. Mentors were matched with mentees based on geographic location, scheduling constraints, personality and cultural/linguistic background. For the preschool classrooms, a comparison group was recruited from the same locale of center-based programs. All comparison and experimental classrooms were assessed pre/post in years 2 and 3. In year 1, only a spring assessment was conducted due to delays in project start-up (e.g. IRB, recruitment barriers). Child assessments followed a pre/post evaluation schedule.

The originally planned random assignment evaluation model reduced participation interest on the part of preschool mentees and was impossible to maintain. Due to initial recruitment difficulties, ECE's were assigned to receive mentoring service and a comparison group for preschool classrooms was then recruited, a quasi-experimental design with a matched comparison group. Both experimental and comparison groups had high rates of turnover, which contributed to high attrition rates.. The high attrition rate of mentees required management and documentation by the supervisory mentor and evaluation teams and the development and monitoring of database tracking systems.

Treatment ECE's received approximately 5 hours per month for 18 months of one-on-one mentoring services including goal setting, use of evaluation measures and results, modeling appropriate strategies to support social-emotional development, literacy and numeracy; observing adult-child interactions and providing feedback; helping educators develop action plans for working with children needing extra support; and assisting early educators to make links to appropriate services for children and their families. The comparison group consented to participate in the evaluation and did not receive any direct services.

Attrition of ECE's had a significant impact on the project management, evaluation, management of data, documenting turnover of staff in centers, samples of classrooms and children evaluated and subsequent outcomes. Our experience of mentee turnover mirrors the national trend in the field of early childhood. Overall, the turnover rate of all teachers/caregivers was approximately 55%. Among those original treatment classrooms that were included in the initial program observation assessments, 54% of them ceased participation by the spring of the project's second year. By comparison, 40% of the original comparison classrooms left the project by the spring of the second year. Comparison preschool classrooms were recruited to replace those opting out between Year 1 and Year 2. No new comparison classrooms were recruited in Year 3. Overall, it was difficult to recruit and maintain experimental and comparison group classrooms, which, as per IRB requirements, could opt out at any time during the program year and/or grant period. There was a lower, but still high, attrition rate for the infant/toddler classrooms with 36% of these classrooms leaving the program by the spring of the second year.

The entire sample of measured classrooms included those in the original sample of classrooms assessed in April 2005 plus others that were randomly selected and added during the last two years of the grant period in order to make up for the high rate of classroom attrition. This sample, with an unequal number of classrooms and sometimes including different classrooms, at different points of time, was not ideal for our analysis. However, due to the high rate of mentee/classroom attrition in the project, it was considered the least objectionable of all other possibilities.

When mentees ceased employment at centers and subsequently ceased participation in mentoring, a new ECE at that site or another site would be recruited. Recruitment of participants was ongoing during the entire grant period. This turnover rate had a significant impact on hours of mentoring service due to delays caused by necessary administrative tasks as well as start-up functions of mentoring. Matching mentors with mentees was a regular operational task that needed to be implemented and required considerable staff hours to

manage. Also affected by attrition was the impact on goal setting and acquisition. Time is essential in building mentee-mentor rapport and identifying goals -- two essential start-up functions.

Within the mentoring team there was a plan for attrition though little attrition occurred. New mentors were trained between program years. Professional development offered to the mentors provided support and helped to retain these staff. The philosophy of leadership – collegial circles, relationships, strength-based focus in supervision, helped to sustain the group and to strengthen skills. The supervisory mentoring team closely examined skill sets and paired mentors with mentees accordingly.

Independent, reliable ($\geq .85$) observers rated the quality of classroom environment in infant/toddler classrooms using the ITERS-R and in preschool classrooms using the ECERS-R and ELLCO.

Preschool ECE's were trained to use the Child Observation Record (COR) and Teacher-Child Rating Scale (T-CRS) to assess the developmental and socio-emotional progress of all the children in their classrooms. Educators attended a 3-hour COR training that included explanation of COR components, child observation techniques, and documenting and scoring protocols. Mentors often attended training with mentees and followed up with them to increase understanding and facilitate their successful use of the child measures. COR scores were collected on all children at the beginning and end of each school year. In addition, consented children from treatment and comparison preschool classrooms were assessed by trained independent testers using the PPVT-III and TERA. Mentor logs were used to measure goal identification and acquisition as aligned with quality standards and assessments.

Over the entire grant period, there was improvement in classroom quality in experimental preschool and infant/toddler classrooms as measured by ITERS-R, ECERS-R and ELLCO. Additionally, the ITERS-R and ELLCO Literacy Environment Checklist (LEC) classroom observations showed significant positive changes over two years. Both years of pre/post assessments of preschool children showed increase in language and developmental outcomes, but did not provide strong evidence for the causal effect of the intervention on the outcomes of interest as the comparison group improved as well.

The broad range of education and skills of ECE's in the field of early childhood education presents the need for a variety of professional development offerings at differing levels and from many venues in order to maximize the ability to reach as many ECE's as possible. Work continues in improving the quantity and accessibility of high quality early care and education programs for children living in poverty by improving the skills of ECE's. While not definitive, results provide evidence that the intensive one-on-one mentoring intervention coupled with knowledge gained from coursework had an impact on improving the quality of childcare environments, and in turn, improving children's foundation for school success. Also, future researchers should not assume that typical ECE's have basic knowledge of child development or basic skills in behavioral management. This suggests that to implement literacy and professional development programs for literacy successfully, training in such basic skills, if not present, will be required.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: **S349A040054**

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1 . **Project Objective** Check if this is a status update for the previous budget period.

1.a.. Performance Measure	Measure Type	Quantitative Data					
Project will offer an increasing number of hours of high-quality pro-fessional development to early childhood educators. 20,000 (2 years) hours of mentoring to early educators (center direc-tors, directors, teaching assistants, teachers, and other classroom staff) to 100 classrooms x 25 weeks x 4 hours x 2 years. This fulfills the measure types, program and project.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		9999	/		2607	/	
1b-n. Performance Measure	Measure Type	Quantitative Data					
General offerings, appropriate for all educators with the following courses: IEEPDP, Early Literacy Series, Do Right by Kids, Rochester	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

Early Educators? Mentoring Systems, Infant-Toddler Development series, Working with Challenging Children. This fulfills the measure types, program and project.	1021	/		165	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Mentoring

The mentoring component of the EEPD grant continued throughout the 2006-2007 funding year, with a total of 60 mentees (teachers participating in the mentoring program) as registered to receive mentoring. While the first year of the mentoring program showed very high turnover, the second year was characterized as the main thrust of mentoring activity, and the third and final year was characterized by a "winding down" of the program with a steady cohort of 23 mentees received mentoring services. Because the 2006-2007 funding year is a third year no-cost extension, there were no new enrollees entering into the mentoring program. During this time, many mentees were successful in meeting the goals set for them in conjunction with their respective mentors, and therefore no longer received mentoring services. Replacements were not sought for exiting mentees as in the first two funding years.

As was the case during the 2005-2006 program year, mentoring for infant-toddler classrooms was year round, as infant-toddler classrooms were in operation during summer months. For preschool classrooms, the delivery of mentoring services followed the school year, with mentoring pausing during school breaks, including summer months.

As EEPD program participants entered the mentoring process, qualitative data were collected on the mentors and the mentees. For the ECE college students, Information and Demographic forms were administered and data tabulated. Continued use was made of the database warehouse, created at the program's inception, to facilitate data-collection processes, to monitor program participation and monthly logs, to conduct evaluation analyses, and to print summary reports to EEPD program participants.

Courses

As in the first and second program years, the two primary colleges participating in the EEPD program were Empire State College and Monroe Community College. Despite being in the third year no-cost extension, both colleges continued to provide a strong offering of EEPD-affiliated courses. Introduction to Early Education Professional Development (IEEPD) was offered in two different sessions throughout the 2006-2007 program year. Empire State continues to offer the series of Infant-Toddler Development courses. Students who took the college-level courses in conjunction with EEPD completed a Student Information Form for demographic and tracking purposes.



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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3 . Project Objective Check if this is a status update for the previous budget period.

3.a.. Performance Measure	Measure Type	Quantitative Data					
ECEs who complete mentoring will understand general quality classroom practices and standards. This fulfills the measure types: project and program.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		100	/		23	/	
3.b. Performance Measure	Measure Type	Quantitative Data					
Course offerings: general, infant-toddler courses, preschool courses This fulfills the measure types: project and program Courses have different outcomes in terms of what is successful. Please refer to Explanation of Progress.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		100	/		58	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

ECEs and quality classroom practice

In 2006-2007 there was a total of 60 mentees (teachers who receive mentoring services). While the EEPD program provided mentoring to a total of 60 mentees, 23 mentees received consecutive and consistent mentoring. This core group of 23 mentees, many of whom continued from the program's inception, was receptive to the mentoring process and, in turn, integrated classroom-quality improvements.

The mentors continued to use their "mentor logs" to gauge progress on established goals. These goal data, including monthly hours and progress made on goals, were entered into several database tables. To assess more completely those mentees who have an understanding of quality classroom practice, the mentor-completed Mentee Skills Scale was administered in June 2007. The Mentee Skills Scale has 30 items tapping classroom quality, traits of the mentee, and appropriate curriculum practice. By analyzing these data, it was concluded that all of the 23 mentees understood quality classroom practice.

Courses

The courses are grouped in three categories: general, infant-toddler, and preschool.

The general courses included Do Right by Kids and Behaviorally Challenging Children. These courses did not have a formal assessment process and are considered complete and successful by the time spent attending the course, as well as meaningful participation in class discussion.

College course grades are reviewed to establish success rates. Grades of C or higher are regarded as successful or passed (Students who either were not able to complete the coursework or received a grade of D or below received an NC, which detracted from the success rate.) Here are the groupings:

Monroe Community College Course: Introduction to Early Education Professional Development, 35 percent successful

Monroe Community College Courses in Infant-Toddler Series, 67 percent successful

Empire State College Courses in Infant-Toddler Series, 70 percent successful

Active and prospective ECE students experienced various barriers to successfully completing courses including lack of transportation, and inability to fulfill the time commitments required. These emerged as salient issues which speak to the need for a solution which facilitates the ability of early childhood educators to successfully further their education and training, and consequently enhance the quality of care that they are able to provide.



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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2 . Project Objective Check if this is a status update for the previous budget period.

2a. Performance Measure	Measure Type	Quantitative Data					
Biannual: 250 additional directors, teachers, TAs and volunteers will complete the mentoring sequence. This measure type fits all three performance types: GPRA, Project and Program.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		125	/		53	/	
Early childhood educators, who serve low-income children, will participate in greater numbers and increasing number of hours in high-quality professional development. This measure type fits all three performance types: GPRA, Project, and Program	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		383	/		90	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Mentoring

Throughout the 2006-2007 third year no-cost extension, a total group of 13 mentors provided mentoring services to 60 mentees. 23 of the 60 mentees received continuous and sustained mentoring, with the participation of 19 directors and 11 paraprofessionals for a combined total of 53 ECEs.

As in previous years, continued usage of tracking mechanisms and databases were employed to monitor assignments of mentee-mentor relationships, which also facilitated data collection and measures tabulation.

Courses

Despite the third year no-cost extension status of the 2006-2007 EEPD program year, and that course hours throughout program years one and two met requirements for professional development through coursework, many of the EEPD affiliated courses continued to be offered and sustained in the community. ECE Students attended the IIEPD course and the Infant-Toddler series including Infant and Toddler Development, and Environment and Curriculum of Infants and Toddlers.



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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

5 . Project Objective Check if this is a status update for the previous budget period.

5.a.. Performance Measure	Measure Type	Quantitative Data					
A random sample of 150 children per year from classrooms of men-tored teachers will demonstrate readiness for kindergarten in so-cial/emotional and language and literacy skills, compared with chil-dren from classes that do not receive mentoring. This fulfills the measure types: GPRA, Program, Project.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		150	/		106	/	

5.b.. Performance Measure	Measure Type	Quantitative Data					
A follow-up group of 100 kindergarten children from classrooms of mentored teachers will demonstrate significantly improved language and literacy skills	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		100	/		83	/	

when compared to a non-EEPD group.

This fulfills the measure types: GPRA, Program, and Project.

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Experience of preschool children

To assess the effects of attending a mentored classroom, two observational measures were completed by the teachers on the children in both the experimental and comparison settings. The two measures, the Child Observation Record (COR) and the Teacher-Child Rating Scale (T-CRS), were collected in the fall 2006 and spring 2007 of the preschool year. The treatment group had pre-post data on 50 children; for the comparison group, there were pre-post data on 19 children. A MANOVA of the COR change scores revealed that the model was significant (Wilk's Lambda = .80; $p < .01$) and that subjects from the mentored classrooms had significantly higher scores on the Math subscale than that of the comparison group ($F=13.32$; $p < .01$). A MANOVA of the TCRS and COR total change scores was also significant (Wilk's Lambda = .87; $p < .05$) and revealed that the comparison group had significantly higher scores on the TCRS total change score than that of the treatment group ($F=5.78$; $p < .05$).

In addition to the TCRS and COR measures, there was also the PPVT and the TERA administered by trained independent assessors. For these two measures, there were 31 children in the treatment groups, and 16 in the comparison groups. MANOVAs were employed to study the changes in children's literacy performances as a result of attending a mentored classroom, compared to those who did not. A MANOVA of the TERA and PPVT (Wilk's Lambda = .78; $p < .05$) showed there was a statistically significant difference between the groups on the TERA Meaning subscale final score in favor of the treatment group ($F=6.7$; $p < .01$).

Follow-up study

The follow-up study consisted of tracking those children who attended the mentored classrooms in the 2005-2006 year. To measure changes in the children who attended pre-school classrooms, the Child-Observation Record (COR) was administered in the Fall and the Spring, and the Teacher-Child Rating Scale was administered in Spring of the kindergarten year by the kindergarten teacher. Data were collected on 43 children who attended mentored classrooms, and 40 children who had not. MANCOVA was employed to determine if children taught by EEPD-trained early-childhood educators have better language, social, motor, or cognitive skills than comparison children, after controlling for demographic information. The demographic variables that were controlled for were gender and ethnicity. The MANCOVA model did not show any significant differences.



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PR/Award #: **S349A040054**

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4 . Project Objective Check if this is a status update for the previous budget period.

4.a. Performance Measure	Measure Type	Quantitative Data					
Mentors will demonstrate the application of the ITERS, ECERS, and ELLCO standards. This performance measure fits all three types: GPRA, Program, Project	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		13	/		13	/	
4.b. Performance Measure	Measure Type	Quantitative Data					
A random sample of 30 mentored classrooms annually will show improved early education and literacy learning environments. This performance measure fits all three types: GPRA, Program, Project.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		30	/		11	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Mentors Demonstration of ITERS, ECERS and ELLCO Standards

Mentors continued to demonstrate the application of the classroom-environment measures standards as assessed by their monthly logs. The mentors, in conjunction with their mentees (teachers receiving mentoring), discussed goal areas that pertained to the mentee or her classroom. The mentors then developed goals and coded the specific goal areas in line with the ITERS, ECERS-R, or ELLCO standards. These standards were reviewed and then used to help the mentees improve classroom practice or follow through on professional development. After multiple trainings, including one-on-one consultations by the supervising mentors with the mentors, the entire mentor group employed the same standards in goal setting and achievement established in the above mentioned measures. In addition, mentors consulted with their supervising mentors on a monthly basis, at which time supervising mentors reviewed the logs and provided feedback on goal setting, the mentoring relationship, and assist in problem solving.

Study of mentored classrooms

The EEPD 2006-2007 program provided mentoring services to 60 teachers, 23 of whom received consistent and consecutive mentoring. This group included preschool teachers and infant-toddler caregivers. In order to assess the change in environmental and literacy classroom improvements as a result of mentoring, assessments took place in October 2006 and April 2007. These assessments included the ECERS-R and ELLCO for the preschool classrooms, and the ITERS-R for the infant-toddler classrooms. Also assessed, at the same time intervals, was a comparison group of preschool teachers; this group of classrooms (n=8) did not receive any mentoring during the 2006-2007 program year. There was not a comparison group of infant-toddler classrooms.

Of the preschool mentees (teachers receiving mentoring), there were 30 teachers randomly selected to be included in the mentoring outcomes study on classroom quality and literacy environments. Treatment teachers were assessed by both the ECERS-R and ELLCO measures. For the infant-toddler group, there were also 30 teachers whose classrooms were randomly selected for assessment of growth change; the measure used was the ITERS-R.

For the analysis of the preschool experimental classrooms, only those teachers who received nine or more months of mentoring were included in the analysis. This also pertained to the infant-toddler caregivers. While some teachers received fewer months of mentoring, and assessments had been conducted, their results were not included in these analyses. Furthermore, if pre and post data were not available, then those classrooms were not included in the analysis.

ECERS-R

For the preschool classrooms, although both the experimental and comparison groups experienced a loss overall, improvements in quality were seen in both the experimental and comparison groups on various subscales. The preschool-experimental group showed a pre-ECERS-R score, on average, of 5.5 on the Language and Reasoning subscale. In April

2006, for the preschool-experimental group, the ECERS-R score rose, on average, to 6.0. During the same time period, the comparison group of preschool teachers started the year with a somewhat higher Fall ECERS-R Language and Reasoning score of 6.3, however, the comparison group's spring ECERS-R score was 6.4; only a .1 increase. These differences are not statistically significant.

Although both groups experienced a loss on the Interaction subscale, the comparison group's loss (1.1) on the Interaction subscale was significantly more pronounced ($p < .05$) than that of the experimental group (.1).

ELLCO

The ELLCO was also administered in October 2006 and April 2007 on both the experimental and comparison classrooms. The ELLCO consists of three subscales: Literacy Environment Checklist, Classroom Observation Total, and Literacy Activities Rating Scale. The experimental classrooms had growth rates in the Literacy Environment Checklist Total from 30.6 to 35.1, a 4.6 growth change. The comparison classrooms showed, on average, a 2.0 growth change. The experimental classrooms experienced growth two times greater than the comparison classrooms on this ELLCO subscale. This difference was not statistically significant.

ITERS-R

The ITERS-R was administered to measure change in the infant-toddler classrooms that were receiving mentoring. For this cohort in the study, there was not a comparison group. The treatment classrooms, where teachers received at least nine months of mentoring and where the pre and post measures were collected, were included in the analysis. These classrooms showed growth rates, on average from 5.1 to 5.6, or a 0.5 growth rate.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

6 . Project Objective Check if this is a status update for the previous budget period.

6.a. Performance Measure	Measure Type	Quantitative Data					
The percent of preschool-aged children participating in ECEPD projects who achieve significant learning gains on the Peabody Picture Vocabulary Test-III* *A standard score increase of 4 or more points between pre- and post-test	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		106	/	
6.b. Performance Measure	Measure Type	Quantitative Data					
The percent of preschool-aged children participating in ECEPD projects who demonstrate age-appropriate oral language skills on the Picture Vocabulary Test-III* *A standard score of 85 and above.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		106	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Preschool children's demonstration of learning gains on the PPVT-III

There were 106 children who were eligible to be tested, and 47 for whom pre and post PPVT tests were obtained in the 2006-2007 EEPD program year. Twenty-six of the 47 children tested (55%) demonstrated a standard score increase of 4 or more points pre to post on the PPVT-III.

Preschool children's demonstration of age-appropriate oral language skills on the PPVT-III

Of the 47 children for whom pre and post PPVT-III measures were collected in the 2006-2007 EEPD program year, 85% (40) had a standard score of 85 or higher.



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Project Status Chart**

PR/Award #: **S349A040054**

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

7 . Project Objective Check if this is a status update for the previous budget period.

7.a. Performance Measure	Measure Type	Quantitative Data					
The teachers' average score on the ELLCO subpart Literacy Environment Checklist measured after the teacher has implemented the intervention in the classroom	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		28	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Preschool children's demonstration of learning gains on the PPVT-III

In the 2006-2007 3rd year no-cost extension, there were 28 preschool classrooms receiving mentoring services. Of those, 9 classrooms had both pre and post ELLCO observations. The mean Literacy Environment Checklist post score was 35.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award #: **S349A040054**

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Title : EEPD Budget Section B

File : H:\EEPD Annual Report Year 3\budget524BSectionB S349A040054.doc

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Title : EEPD Section C

File : H:\EEPD Annual Report Year 3\Other524BSectionBC S349A040054.doc



U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

OMB No. 1890 - 0004
Expiration: 10-31-2007

PR/Award #:
S349A040054

SECTION B - Budget Information *(See Instructions. Use as many pages as necessary.)*

- Total federal grant funds expenses at 1/4/2008 were \$ 2,138,437. Draw down from GAPS was \$ 2,126,250. Additional draw downs are made at regular intervals.
- Standard form 269 and any changes to the financials in ED 524B will be submitted by 1/31/2008.



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SECTION C - Additional Information *(See Instructions. Use as many pages as necessary.)*

Utilizing your evaluation results, draw conclusions about the success of the project and its impact.

Program Quality

Over the course of the grant period, there was improvement in classroom quality in experimental preschool and infant/toddler classrooms as measured by ITERS-R, ECERS-R and ELLCO. Additionally, the ITERS-R and ELLCO Literacy Environment Checklist (LEC) classroom observations showed significant positive changes over two years, when contrasted to the comparison group. Improving general classroom quality and the literacy environments take time.

Coursework combined with mentoring was a main goal of our professional development model – mentoring to support ECE’s integration of new knowledge into practice. Nearly 50% of those mentees’ classrooms assessed received sustained mentoring during the entire grant period. Increases were observed between each of the five classroom assessment cycles and the greatest amount of growth occurred between the last two assessments. Once again, it appears to take much more time to create and observe systematic change than originally hypothesized. Also worth noting, the infant/toddler mentees received sustained mentoring year round whereas most of the preschool mentees had an interruption in service over the summer and school breaks/holidays due to their programs’ schedule of operation. Because no comparison group was planned nor used with the infant-toddler group, it is impossible to make definitive statements, but the clinical impression of mentors and mentees suggested that sustained, continuous, year-around mentoring was extremely valuable to those being mentored.

The significant positive changes in preschool classrooms as measured by ELLCO (LEC) illustrated the impact of mentoring combined with the emphasis of mentor/mentee goals in the area of early literacy. As measured by mentor logs, literacy was one of the most frequently identified goals upon which mentors and mentees focused. This supports the general statement well known in education interventions – significant changes occur when there is a focused effort on making specific changes.

The internal validity of the evaluation of the preschool classrooms was limited due to the recruitment difficulties of ECE’s and the inability to select a randomized control group. Outcomes of both experimental and comparison preschool classrooms were likely affected by other factors such as the educational experiences of individual educators, the work environment of the centers and children’s experiences outside of the classroom.

Child Outcomes

Both years of preschool children's pre/post assessments showed increases in language and developmental outcomes, but did not show a direct causal effect of the intervention on child outcomes due a lack of significant differences between the treatment and comparison groups. Though inconsistent and not significant, there were some outcomes in favor of the experimental group child outcomes over the comparison group.

More specifically, the first year of pre/post data showed no statistically significant difference in the change scores of the T-CRS, measuring social and emotional functioning, between comparison and experimental groups, yet there was a statistically significant difference favoring the comparison group on the COR change score. For PPVT and TERA, there was no statistically significant difference between experimental and comparison groups in change scores.

However, by the second year there was a statistically significant difference in favor of the experimental group on the COR Language/Literacy post scores and in the change score of Math/Science outcomes. For the TCRS, there was a statistically significant difference in favor of the comparison group in overall change score between pre and post assessments. On the PPVT, there were no statistically significant differences between experimental and comparison groups. Nevertheless, TERA assessments showed a significant difference in favor of the treatment group on the Meaning post test. Overall, teachers who had two years of mentoring on literacy instruction had students who performed better on select literacy measures.

Describe any unanticipated outcomes or benefits from your project and any barriers that you may have encountered.

Mentoring

Mentoring embodies a generally accepted definition of high-quality, sustained and intensive professional development. The goal of mentoring was to support and help ECE's integrate new knowledge into daily practice. Many facets of the mentoring service as reported by mentors and mentees were illuminated over the three years of working with ECE's.

Specifically, within the mentor-mentee relationship, teachers received encouragement and validation from mentors and also reported a reduction in feelings of isolation. Mentors observed many changes in mentees including an increased ability to reflect on their practice, improved team building, improved classroom environments and improved interactions with children. Teachers and mentors observed improvements in children's behaviors that coincided with teachers' increased use of developmentally appropriate classroom practices.

Teachers developed as professionals. For example, a positive change occurred in mentees' outlook on the use of ECERS-R feedback in addition to the benefits of documenting positive change in practices. This aligned with goals from mentor logs. Additionally, ECE's were much more comfortable engaging with peers for information seeking and sharing. Teachers also became more open to pursuing other forms of

professional development and enrolled in courses. Translating knowledge into sustained improvements in practice, with coursework and mentoring complementing and affirming the content of developmentally appropriate practices has occurred.

Another important finding within the mentoring was the important emphasis on adult learning styles and the developmental learning process that mentees are working within, each with their own level of readiness to change and skill levels. Mentees often needed to establish and build upon basic skills and foundational programming before adding new and more in depth improvements to classroom practice (e.g. early literacy, continuous care). An additional unanticipated outcome and benefit was that many mentors became certified PITC Trainers and still are meeting community demand for training in developmentally appropriate infant/toddler program practice.

Though we cannot demonstrate that the following results were a direct consequence of mentoring, the emphasis that mentors placed upon continuing education influenced mentees to pursue additional professional development. Four mentees attained GED's, 15 enrolled in CDA coursework and 11 attained an advanced certificate, 8 joined professional organizations, 6 enrolled in classes for the Infant/Toddler Credential and 2 completed the credential, and 16 enrolled in higher education classes. Thirteen mentees received promotions within their programs.

The mentors experienced numerous activities and professional development successes including: developing professional development curricula, planning professional development activities within the community, PITC certification, promotion to higher positions within their programs, presentation at conferences and writing articles for local and state professional early childhood organizations.

Summary of Higher Education Activities

The Higher Education Committee and Task Force activities culminated in a number of successes due to the community-wide efforts because of this grant. The results include alignment of standards and content between non-credit and credit-bearing coursework for credentials. Now both MCC and Empire College have this process in place. Additionally, a professional development lattice is drafted and in final review process. Feedback from state early childhood professional organizations is included in the document. The EEPD Institute became fully operational as a central community-wide professional development resource. Activities were solidified including governance, outreach, publicity, technical enhancements of website and studio and the incorporation of a professional development lattice that integrates education levels, roles and positions for its users. Upgrades to the communication system were accomplished and include improved broadcast capabilities with feedback mechanisms from early educators. The website design was improved and encourages interactivity of participants. Survey capabilities were introduced as well as links to community professional development opportunities.

Barriers

There were many barriers encountered during the grant period, which are briefly highlighted in this section. The very high rate of attrition among mentees due to turnover of center staff (50 – 60%) was an unanticipated barrier in our project management and required significant adjustments in project management, staff time and evaluation systems. IRB requirements and parent consenting process for both experimental and comparison groups was extremely challenging and lessened our overall recruitment and sample of child assessments due to low parental consent.

Despite many advantageous preplanning activities, delayed start-up affected the evaluation schedule in Year 1. Lower than anticipated skill levels of many mentees necessitated goals first to be basic, foundational and some safety/health related. These basic skills needed to be solidified before more in depth and literacy-focused goals could be put in place and accomplished. Evaluation commitments on the part of preschool ECE's was challenging for many who had no previous experience with assessment. However, for mentees, observation skills and use of assessments were designated goals for which mentors provided support and individualized instruction after trainings. Evaluation requirements also limited our ability to recruit a comparison group.

Last, it was very difficult to recruit students for courses and for them to accomplish successful completion. There were many logistical, personal and resource barriers that inhibited ECEs' participation in coursework after work hours. Also, many of those in ECE had low educational attainment to begin with and typical course structures associated with high schools and community colleges did not fit their learning styles nor abilities.

What would you recommend as advice to other educators that are interested in your project?

Provision of mentoring, coursework and organizing efforts were key successes in our community. We have built upon the many pre-existing community strengths, unified activities and increased understanding of early childhood education in many ways. We recommend other communities to do the same.

However, serving families and children living in poverty and those adults who work in centers is very complicated with many competing factors. Provision of quality professional development is essential and straightforward, though receipt of these services does not consistently and readily occur. We found that ECE's had multiple demands on their in-work and out-of-work time and for many, seeking professional development was challenging. Moreover, for many ECE's professional development was of high value and a commitment was made in many respects to attaining knowledge and improving practice. We learned about appropriate expectations and the range of abilities in our target groups and adjusted our emphasis and framework accordingly in order to allow for the greatest success and impact possible within the wide range of individuals. Our recommendation: first assess ECE's "readiness to change" and their basic skills. Work on the basics first; focus on higher order skills, such as literacy instruction, after the basic skills are mastered.

Enabling low-income children to attain school success involves many facets of children's lives. Once again, a variety of in-center and out-of-center factors contributed to our ability to measure the direct impact of ECE professional development on child outcomes. We observed a very high level of child and staff attrition in centers. This combined with the struggle to obtain parent consent proved very difficult to retain a consistent sample for study. We recommend strongly an emphasis on increasing the number of consented teachers and children so as to secure an acceptable sample for the evaluation.

Our primary focus was on those who worked in the classroom. While directors and administrators were kept apprised as to what was happening they were not direct recipients of many services. Hindsight suggests this was a mistake. Recommendation: include directors in every facet of every training so they can continue the work after training concludes (see below).

How did your original ideas change as a result of conducting the project?

It became evident that the need for greater inclusion and emphasis on center directors and the entire center was important, in addition to the 1:1 mentor/mentee focus. It was difficult for many mentees to make improvements on goals without the connectedness and support from directors and other staff. The inclusion of directors is essential in making changes in policy and practice in classrooms. Though directors were included in our plan, we learned that there needed to be a deeper and greater inclusion of the director at the onset and during all phases of mentoring.

Mentees' readiness to change was another area within which we became aware of the need to adjust the program emphasis. For many mentees, making changes in practice was not embraced quickly, and for some, on a very limited basis. We determined varying levels of ability to change and linked this to the level of success in meeting goals. More study in this area is warranted.

We found many variables in each individual mentee as well as their centers which impacted the level of quality improvement and their ability to make positive changes. Cultures from center to center were similar, though very individualized and unique. Mentors had to be trained and trained again and again to work inclusively and to be sensitive to these distinct characteristics.

Coursework and attendance factors/barriers were encountered during the grant period. For this population of ECE's, there were many logistical difficulties and/or lack of resources to support their ability to enroll and successfully complete higher education programs. Additionally, the low literacy levels of many caregivers compromised their ability and/or comfort to pursue courses in addition to personal/familial circumstances that limited their ability to participate in classes in the evening or on weekends.

If applicable, describe your plans for continuing the project (sustainability; capacity building) and/or disseminating the project results.

Emphasis on infant/toddler development and quality programs continues in our community. PITC training continues as this report is being written. Similarly, one

community initiative is focused upon infant/toddler attachment and is engaging the community with regard to attachment theory. With the use of the established communication network in conjunction with in-person presentations, a sustained focus on the importance of attachment in a young child's life is in development. Additionally a center-wide approach for coaching was established and implemented in five small centers for one year with the support of local funding. Two findings from the project were an increase in enrollment at the centers (which were small urban sites serving families living in poverty) and the near elimination of staff turnover during the program year. Child outcomes showed that 95% of children grew above developmental expectations on the COR. The approach of center-wide strategic planning and goal setting that includes the director and all staff had preliminary findings in favor of this mentoring model.

The EEPD Institute now the Greater Rochester Early Education Network (G.R.E.E.N.) continues to be a central resource in our community. It provides listings and descriptions of all ECE professional development activities available and it also acts as the communications network for the ECE community. ECE's and other community members continue to refer to this central source for information on professional development and other topics relevant to early care and education in our community.