

U.S. Department of Education

Washington, D.C. 20202-5335



ECEPD GRANT PERFORMANCE REPORT

CFDA # 84.349A

PR/Award # S349A040058

Budget Period # 1

Report Type: Final Performance

****Table of Contents****

Forms

1. Grant Performance Report Cover Sheet (ED 524B) - Revised 2005	e1
Executive Summary	e3
2. Grant Performance Report (ED 524B) Project Status Chart - Section A - 1	e6
3. Grant Performance Report (ED 524B) Project Status Chart - Section A - 3	e8
4. Grant Performance Report (ED 524B) Project Status Chart - Section A - 2	e9
5. Grant Performance Report (ED 524B) Project Status Chart - Section A - 4	e11
6. Grant Performance Report (ED 524B) Project Status Chart - Section A - 5	e13
7. Grant Performance Report (ED 524B) Project Status Chart - Section A - 6	e15
8. Grant Performance Report (ED 524B) Project Status Chart - Section A - 7	e17
9. Grant Performance Report (ED 524B) Project Status Chart - Section A - 8	e18
10. Grant Performance Report (ED 524B) Project Status Chart - Section A - 9	e20
11. Grant Performance Report (ED 524B) Project Status Chart - Section A - 10	e22
12. Grant Performance Report (ED 524B) Project Status Chart - Section A - 11	e25
13. Grant Performance Report (ED 524B) Project Status Chart - Section A - 12	e27
14. Grant Performance Report (ED 524B) Project Status Chart - Section A - 13	e28
15. Grant Performance Report (ED 524B) Project Status Chart - Section A - 14	e30
16. Grant Performance Report (ED 524B) Project Status Chart - Section A - 15	e32
17. Grant Performance Report (ED 524B) Project Status Chart - Section A - 16	e35
18. Grant Performance Report (ED 524B) Project Status Chart - Section B & C	e37
budget524BsectionBC.doc	e38
Section C and Tables	e39

This report was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this report. Some pages/sections of this report may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Report's PDF functionality. Page numbers created by the e-Report PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).



**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 #: **S349A040058**
(Block 5 of the Grant Award Notification.)

2. NCES ID #: 0200001
(See Instructions.)

3. Project Title: Building Blocks
(Enter the same title as on the approved application.)

4. Grantee Name*(Block 1 of the Grant Award Notification.):* Lower Kushkokwim School District

5. Grantee Address *(See Instructions.):* P. O. BOX 305

City: BETHEL State: AK Zip:99559 Zip+4:

6. Project Director:	First Name	Last Name	Title
	Dorothy	Vasquez	
	Phone #:	Fax #:	Email Address:
	(907)543-4853	(907)543-4902	DOTTIE_VASQUEZ@LKSD.ORG

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 10/1/2004 To: 9/30/2007 (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	0.00	0.00
b. Current Reporting Period	74,093,352.00	0.00
c. Entire Project Period <i>(For Final Performance Reports only)</i>	807,585.00	0.00

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: 6/30/2008
 (mm/dd/yyyy)
 Approving Federal agency: ED Other (Please Specify) State of Alaska
 Type of Rate (For Final Performance Reports Only): Provisional Final Other
 (Please Specify)
- 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: William A Ferguson	Title:
Signature:	Date:

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

Title : Executive Summary
 File : F:\LKSD\Building Blocks\Final Report\Executive Summary For E-REPORTS.doc



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

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

PR/Award #: S349A040058

Project Building Blocks served 77 early childhood educators and approximately 200 children living in the Kuspuk School District, Lower Kuskokwim School District and Yupiit School District located in the Kuskokwim River Delta region of Southwestern Alaska, approximately 400 air miles west of Anchorage. These three school districts encompass over 56,000 square miles. Project participants live mostly in remote villages without existing roads or railroad systems linking them to other villages or towns in the region. The project focuses on preparing teachers from the communities who speak Yup'ik Eskimo, the villagers' native tongue and are knowledgeable of the Yup'ik culture. The preschool programs were made up of Headstart, public preschools and home visiting programs. The children who were involved in the project were eligible for free or reduced lunches. Many of the adults participating in the project also were considered to be at poverty level.

The goals and objectives of the Building Blocks Project were:

Goal #1: Through high quality intensive professional development, participants will develop knowledge and understanding of effective strategies to support school readiness in young children, as set forth in indicators 1, 2, 3, 4.

Objective 1: The participants will participate in an intensive and increasing number of hours of high quality professional development in the field of Early Childhood Education.

Objective 2: The participants will be provided with an on site coordinator/advisor who will monitor their progress and application of skills/strategies learned through the credit classes.

Objective 3: The participants will be trained in use and application of age appropriate assessments of a child.

Goal #2: The participants will receive a solid foundation in identifying and preventing behavior problems, working with children identified as or suspected to be victims of abuse, and limited English proficiency.

Objective 4: The participants will be provided with intensive training delivered by mental health consultants and college credits in these areas.

Goal # 3: Through Building Blocks, pre-school and school aged children's base of knowledge will increase as set forth in indicator 5.

Objective 5: Through Building Blocks, pre-school and school aged children's base of knowledge will increase as set forth in Indicator 5.

The evaluation included a comparison group study utilizing existing groups of students and teachers in the three school districts served by the project. Treatment group participants were selected based on teachers' interest in the project and willingness and ability to commit to the course of study. The control group included students and teachers in preschools that were equivalent to the treatment group in level of poverty, primary language, and degree of isolation of students.

The treatment consisted of teachers' participation in coursework offered through the project. Teachers in the treatment group completed an average of 14 courses in early childhood education. Control group teachers did not participate in course work offered through the project.

The attrition rate was negligible in both the treatment and control groups. This is due to the limited employment opportunities that exist in the villages served by the school districts. There were a number of participants who were unable to participate the entire period of the project. The majority of the participants were able to attend the last summer intensive. The reasons for their not taking the classes include childbirth, death of family, subsistence season, lack of childcare and personal health issues. Accommodations were made to assist each person in overcoming the obstacles they faced in completion of the courses. This is evidenced in the results of the project presented in the Project Status Chart.

Outcome Achievement:

A comprehensive exam was developed to measure participants' knowledge of early childhood education concepts. The exam focused on student needs and teacher practices in the areas of child development; health, safety, and nutrition; developmentally appropriate practices; classroom management; and foundations of early childhood education. The Comprehensive Exam was administered to treatment and control group teacher on a pretest-posttest basis. On the pretest, administered in during the first year of the project, the average score of the treatment group teachers was 26.4 (68%) compared to 21.9 (56%) for the control group. On the posttest, administered toward the end of the project, the treatment group teachers' scores improved to 34 (87%) while the control group's scores showed a negligible difference. The difference between treatment and control group scores on the posttest was significant at the .001 level.

Final observations of project participants utilizing the ELLCO were conducted by staff during the spring of 2007 (March 12 to May 9, 2007). Because of severe weather during this time period, project staff were only able to observe 19 of the participants in the project. Mean scores for the teachers observed were 30.3 on the Literacy Environment Scale, 23.0 on the General Classroom Scale, 36.9 on the Literacy, Language and Curriculum Scale, 11.7 on the Activities Rating Scale, and 59.9 on the Total Classroom Observation Scale.

In order to determine the effects of project participation on the classroom practices of ECE educators, a comparison was made of the ELLCO scores of teachers with matching pre (fall 2005) and post (spring 2007) observation data. Classroom practices of the 14 participants with matching scores improved significantly ($p < .01$) in all five subscales of the ELLCO. Project participants also demonstrated higher ELLCO scores than a control group of teachers in non-project village schools. Project participants scored significantly higher than the control group in all five subscales of the ELLCO.

Project students were tested on the PPVT in the fall 2006 and spring 2007. Results for all students tested show that project students gained nine NCEs during the 2006-07 school year. Looking at only the 63 students with matching pre and posttests, a gain of 11 NCEs was found (significant at the .01 level). Forty-five of the 63 students with matching test scores showed an increase of four or more standard score points. Eighty-five (54%) students obtained a standard score at or above 85 on the Peabody Picture Vocabulary Test-III. These results indicate that although project students remained below the national average (50th NCE), substantial gains were made.

Students not tested include those absent from school during the entire testing period and students at sites where severe weather prevented access during the testing period. Please note that during the winter and spring months, village sites are accessible only by small aircraft which will not fly in foggy or snowy conditions.

Contributions to Research, Knowledge, Practice, or Policy

Analysis of Variance was used to test the significance of the difference found between the treatment and control groups on the posttest of the Comprehensive Exam. The difference was found to be statistically significant at the .001 level. The effect size was measured through a partial eta squared using the GLM procedure in SPSS. Partial eta squared describes the proportion of the variability in the dependent measure (Comprehensive Exam score) that is attributable to a factor (inclusion in treatment or control group). A partial eta squared of .748 was found indicating that 75% of the difference in the Comprehensive Exam scores can be attributed to the treatment.

Using Analysis of Variance the differences between the scores of the treatment and control group teachers on the five subscales of the ELLCO were all found to be statistically significant at the .001 level. Partial eta squared also was calculated to determine the size effect of the differences between the treatment and control groups on the ELLCO. The partial eta square for the five subscales were: .58 for General Classroom Scale, .39 for Total Literacy Environment Scores, .35 for Language, Literacy, and Curriculum, .36 for Literacy Activities Rating Scale, and .50 for Total Classroom Observation.

A t-test was used to test the statistical significance of the pretest-posttest difference of project students on the PPVT ($p < .01$). T-tests were also used to determine the statistical significance of the pretest-posttest gains found on the ELLCO scores of project participants. Significant gains ($p < .01$) were found in all four subscales of the ELLCO.

The results of analyses of the Comprehensive Exam and the ELLCO show that educators' knowledge of ECE concepts and classroom practice can be improved through intensive coursework in the field. Because of the small numbers of teachers included in these analyses, caution must be taken in generalizing these results to a larger population of educators.

The significant gains found in project students' PPVT scores indicate that student achievement can be positively impacted by improving educators' knowledge and classroom practice.



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

PR/Award #: **S349A040058**

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.
 Preschool-aged children with attain the necessary early language, cognitive, and pre-reading skills to enter kindergarten prepared for continued learn-ing, including the age-appropriate development of oral language and alphabet knowledge.

1.1. Performance Measure	Measure Type	Quantitative Data						
		Target			Actual Performance Data			
GRPA 1.1 The percent of preschool-aged children participating in the ECEPD projects who achieve significant learning gains on the Pea-body Picture Vocabulary Test-III.* *A standard score increase of 4 or more points between pre and post-test	GPRA	Raw Number	Ratio	%	Raw Number	Ratio	%	
			/			45 / 63		71

Explanation of Progress (Include Qualitative Data and Data Collection Information)
 Total number of children participating for at least 6 months = 189. Separate analyses were not conducted for children who participated in the project for less than six months. It is the practice in the villages that all preschool children are enrolled in the ECE program at the beginning of the school year. There is very little mobility of families out of the villages and students stay enrolled the entire year.

Exhibit 1.1 included in Section C presents the results of project students on the PPVT for fall 2006 and spring 2007. Fall 2006 testing was conducted during September and October of 2006. Spring 2007 testing was conducted between March 15

and May 15 of 2007. Results for all students tested show that students gained nine NCEs during the 2006-07 school year. Looking at only the 63 students with matching pre and posttests, a gain of 11 NCEs was found. Forty-five of the 63 students with matching test scores showed an increase of four or more standard score points. These results indicate that although project students remained below the national average (50th NCE), substantial gains were made.

Students not tested include those not in school during the entire testing period and students at sites where severe weather prevented access during the testing period. Please note that during the winter and spring months, village sites are accessible only by small aircraft which will not fly in foggy or snowy conditions.



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

PR/Award #: **S349A040058**

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.
 Preschool-aged children with attain the necessary early language, cognitive, and pre-reading skills to enter kindergarten prepared for continued learn-ing, including the age-appropriate development of oral language and alphabet knowledge.

3.a. Performance Measure	Measure Type	Quantitative Data					
The number of letters ECEPD children can identify as measured by the PALS Pre-K Upper Case Alphabet Knowledge subtask.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
 This GPRA Indicator is not required of 2004-2006 projects.



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

PR/Award #: **S349A040058**

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.
 Preschool-aged children with attain the necessary early language, cognitive, and pre-reading skills to enter kindergarten prepared for continued learn-ing, including the age-appropriate development of oral language and alphabet knowledge.

1.2. Performance Measure	Measure Type	Quantitative Data					
GPRA 1.2 The percent of preschool-age children participating in ECEPD projects who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-III *A standard score of 85 or above.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			85 / 157	54

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

Total number of children participating for at least 6 months = 189. Separate analyses were not conducted for children who participated in the project for less than six months. It is the practice in the villages that all preschool children are enrolled in the ECE program at the beginning of the school year. There is very little mobility of families out of the villages and students stay enrolled the entire year.

Exhibit 2.1 included in Section C presents the number and percent of project students who scored at or above a standard score of 84 on the PPVT for spring 2007. Testing was conducted between March 15 and May 15 of 2007. Eighty-five (54%)

students obtained a standard score at or above 85 on the Peabody Picture Vocabulary Test-III.

Students not tested include those not in school during the entire testing period and students at sites where severe weather prevented access during the testing period. Please note that during the winter and spring months, village sites are accessible only by small aircraft which will not fly in foggy or snowy conditions.



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

PR/Award #: **S349A040058**

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.
Early childhood educators will more frequently apply research-based approaches in early childhood instruction and child development and learning, including establishing literacy-rich classrooms.

2.1. Performance Measure	Measure Type	Quantitative Data					
The teachers' average score on the ELLCO subpart Literacy Environment Checklist measured after the teachers has implemented the intervention in the classroom.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			19 / 77	25

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Raw Number - Total number of eligible teachers at time ELLCO was administered = 77.
Percent - Average Score on Literacy Environment Checklist = 30.30.

Project staff originally recruited 61 early childhood educators from 19 villages and the town of Bethel. A small number of these educators dropped out of the project while several more were recruited. At the end of the grant period, 76 ECE educators were participating in the Building Blocks project. The dropout rate was low, however, continuity from semester to semester was often fragmented as participants had various things ranging from death of family member to childbirth which prohibited them from taking advantage of all classes every semester or intensive.

The Early Language and Literacy Classroom Observation (ELLCO) Toolkit was used to assess participants' classroom

practices. The ELLCO was specifically designed to address the role of environmental factors in children's early literacy and language development. The ELLCO consists of 3 components: Literacy Environment Checklist, Classroom Observation, and Literacy Activities Rating Scale.

The Literacy Environment Checklist is divided into five categories:

- Book Area (3 items) addresses the arrangement of the classroom's book area, if one exists.
- Book Selection (4 items) addresses the number, variety, and condition of books in the classroom.
- Book Use (5 items) looks at the placement and accessibility of books in the classroom
- Writing Materials (6 items) focuses on the variety of writing tools available for children's use.
- Writing Around the Room (8 items) addresses evidence of writing activities displayed in the classroom.

Final observations utilizing the ELLCO were conducted by project staff during the spring of 2007 (March 12 to May 9, 2007). Because of severe weather during this time period, project staff were only able to observe 19 of the participants in the project. Exhibit 4.1 included in Section C presents the results of the Literacy Environment Checklist (LEC) scale of the ELLCO Toolkit. The maximum total score for the LEC scale is 41. Project participants had a mean score of 30.3 with a standard deviation of 5.4. This indicates that, on the average, project participants have several areas related to literacy environment that need improvement. For example, in the area of Book Use, participants had a mean score of 3.4 out of 9 possible points. This area includes the number of books in the science area, dramatic play area, block area, and other areas (i.e., the existence of a place for children to listen to recorded book and stories). Another area of concern is Writing Around the Room (mean of 9.6 out of 13).



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

PR/Award #: **S349A040058**

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.
Early childhood educators will more frequently apply research-based approaches in early childhood instruction and child development and learning, including establishing literacy-rich classrooms.

2.2. Performance Measure	Measure Type	Quantitative Data					
The teachers? average score on the ELLCO subpart Classroom Ob-servation and Literacy Activities Rating Scale measured after the teachers has implemented the intervention in the classroom.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			19 / 77	25

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

Total number of eligible teachers at the time the ELLCO was administered = 77.
Average score on the Classroom Observation subpart = 60.

The Classroom Observation scale is divided into two measures with each made up of several items rated from 1 (Deficient) to 5 (Exemplary). The General Classroom Environment section contains:

- Organization of the Classroom
- Contents of the Classroom
- Presence and Use of Technology
- Opportunities for Child Choice and Initiative
- Classroom Climate

Language, Literacy, and Curriculum includes the following:

- Oral Language Facilitation
- Presence of Books
- Approaches to Book Reading (Pre-K and kindergarten version)
- Reading Instruction (School-Age version)
- Approaches to Children's Writing (Pre-K and kindergarten version)
- Writing Opportunities and Instruction (School-age version)
- Approaches to Curriculum Integration
- Recognizing Diversity in the Classroom
- Facilitating Home Support for Literacy
- Approaches to Assessment

Six aspects of the General Classroom Environment of participants' school settings were assessed using a five point rating scale where 5 indicates Exemplary, 3 represents Basic, and 1 denotes Deficient. The results of the classroom observations are presented in Exhibit 5.1. Mean scores on this measure range from 3.1 in Technology (some evidence that technology is available and used regularly by children) to 4.5 in Climate (strong evidence of a classroom climate that respects individual children and their contributions to the classroom). The mean total score for the General Classroom Environment scale (23.0 out of 30) indicates that some improvement can be made in this area.

The Language, Literacy, and Curriculum scale consists of 10 measures of the classroom literacy environment rated on a five point scale similar to that used for the General Classroom Environment scale. Exhibit 5.2 shows that, on the average, participants' classrooms were rated as above Basic in all 10 measures. The mean total score for the Language, Literacy, and Curriculum scale (36.9 out of 50) indicates that improvement can be made in this area.

The mean score of project participants for the Classroom Observation Scale was 59.9 out of a total of 80 points.



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

PR/Award #: **S349A040058**

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.
Early childhood educators will more frequently apply research-based approaches in early childhood instruction and child development and learning, including establishing literacy-rich classrooms.

2.3. Performance Measure	Measure Type	Quantitative Data					
The teachers' average score on the ELLCO subpart Literacy Activities Rating Scale measured after the teachers has implemented the intervention in the classroom.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			19 / 77	25

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

Total number of eligible teachers at the time the ELLCO was administered = 77.
Average score on the Literacy Activities Rating Scale = 11.7.

The Literacy Activities Rating Scale consists of two subscales, Book Reading and Writing. Book Reading includes items on the number of full-group book reading sessions observed, the number of minutes spent in book reading, and the number of books read. The Writing subscale gathers information on whether writing activities were observed, if children were seen attempting to write letters or words, the number of times adults helped children with writing, and if an adult model writing for the children.

The Literacy Activities Rating Scale looks at the number of book reading sessions and writing activities that take place in the classroom. Exhibit 6.1 shows that participants' classrooms fared better in Book Reading activities (mean of 5.38 out of 8) than Writing activities (mean 1.69 out of 5). The mean total score for the scale (7.07) was slightly more than half of the

total possible points. As in the previous analyses using the ELLCO Toolkit, this indicates that improvement needs to be made by project participants in this area.



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

PR/Award #: **S349A040058**

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.

INDICATOR 1: Projects will offer an increasing number of hours of high-quality professional development to early childhood educators.

7.a.. Performance Measure	Measure Type	Quantitative Data					
Number of hours of high-quality professional development offered to early childhood educators	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		95	/	

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

Exhibit 7.1 lists the courses offered to early childhood educators participating in the project. A total of 95 hours of credit (47 courses) were offered through the University of Alaska at Fairbanks. Through the project, early childhood educators were able to complete the Early Childhood Education Certificate Program or the A.A.S. degree program. Courses that are required for these programs are identified.



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

PR/Award #: **S349A040058**

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

8 . Project Objective Check if this is a status update for the previous budget period.
INDICATOR 2: Early childhood educators who work in early childhood programs serving low-income children will participate in greater numbers, and in increasing numbers of hours, in high-quality professional development.

8.a. Performance Measure	Measure Type	Quantitative Data					
Number of Early Childhood Educators competing courses offered by the project.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		76	/	
8.b. Performance Measure	Measure Type	Quantitative Data					
Number of Early Childhood Education courses completed by project participants.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		1095	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
 Seventy-six early childhood indicators completed at least two ECE related courses offered through the project. As seen in Exhibit 8.1, 11 ECE educators completed 21-30 courses while 15 completed 21 to 30 courses through the project. All total, the 76 educators completed 1095 courses.

Seven project participants completed the Early Childhood Education Certificate Program (30 hours) while 14 project participants received an A.A.S. Degree (minimum of 60 hours). An additional 11 participants completed their B.A. degree in Early Childhood education through the project.



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

PR/Award #: **S349A040058**

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

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

INDICATOR 3: Early childhood educators will demonstrate increased knowledge and understanding of effective strategies to support school readi-ness based on scientific research on cognitive and social development in early childhood and effective pedagogy for young children, and in the effective administration of age-appropriate assessments of young children and the use of assessment results.

9.a. Performance Measure	Measure Type	Quantitative Data						
		Target			Actual Performance Data			
The teachers? average score on a Comprehensive Exam developed by the district measured after the teachers have implemented the intervention in the classroom.	PRGM	Raw Number	Ratio	%	Raw Number	Ratio	%	
			/			34 / 39	87	

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

A comprehensive exam was developed to measure participants? knowledge of early childhood education concepts. The exam focuses on student needs and teacher practices in the areas of child development; health, safety, and nutrition; developmentally appropriate practices; classroom man-agement; and foundations of early childhood education. The comprehensive exam was developed following the carefully designed plan presented in the approved evaluation plan. Ninety selected-response and true-false items that align with the curriculum were prepared by the project staff for in-clusion in the test development study. The items were rewritten by the project evaluator to adhere to general guidelines of test construction.

The validity of the test items was established by a panel of seven early childhood educators who were asked to rate each item according to its appropriateness in assessing the knowledge and skills pertinent to early childhood education

professional development.? Panel members were given a rubric describing the ratings that they were to use in assessing the validity of each item. Fifty-three items with an average rating of 4 or higher were selected for inclusion in the reliability study. A rating of 4 is described in the rubric as "Understanding this concept would be useful to ECE teachers in carrying out their duties."

The pilot instrument was administered to 36 persons involved in early childhood in the Lower Kuskokwim area. Through a series of reliability analyses the instrument was reduced from 53 to 39 items with a Cronbach Alpha reliability score of .875.

The Comprehensive Exam was administered to treatment and control group teacher on a pretest-posttest basis. On the pretest, administered during the first year of the project, the average score of the treatment group teachers was 26.4 (68%) compared to 21.9 (56%) for the control group (see Exhibit 9.1). On the posttest, administered toward the end of the project, the treatment group teachers' scores improved to 34 (87%) while the control group's scores showed a negligible difference. The difference between treatment and control group scores on the posttest was significant at the .001 level.



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

PR/Award #: **S349A040058**

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

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

INDICATOR 4: Early childhood educators will more frequently apply research-based approaches in early childhood pedagogy and child development and learning domains, including using a content-rich curriculum and activities that promote the age-appropriate development of oral language, age-appropriate social and emotional behavior, phonological awareness, print awareness, alphabet knowledge, and numeracy skills.

10.a.. Performance Measure	Measure Type	Quantitative Data					
The teachers' average score on the ELLCO subpart Literacy Environment Checklist measured after the teachers has implemented the intervention in the classroom.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			30 / 41	73
10.b.. Performance Measure	Measure Type	Quantitative Data					
The teachers' average score on the ELLCO subpart Classroom Observation and Literacy Activities Rating Scale measured after the teachers has implemented the intervention in the classroom.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			60 / 80	75
10.c. Performance Measure	Measure	Quantitative Data					

The teachers' average score on the ELLCO subpart Literacy Activities Rating Scale measured after the teachers has implemented the intervention in the classroom.	Type	Target			Actual Performance Data		
	PRGM	Raw Number	Ratio	%	Raw Number	Ratio	%
				/			12 / 13

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

Project staff originally recruited 61 early childhood educators from 19 villages and the town of Bethel. A small number of these educators dropped out of the project while several more were recruited. At the end of the grant period, 76 ECE educators were participating in the Building Blocks project. The dropout rate was low, however, continuity from semester to semester was often fragmented as participants had various things ranging from death of family member to childbirth which prohibited them from taking advantage of all classes every semester or intensive.

The Early Language and Literacy Classroom Observation (ELLCO) Toolkit was used to assess participants' classroom practices. The ELLCO was specifically designed to address the role of environmental factors in children's early literacy and language development. The ELLCO consists of 3 components: Literacy Environment Checklist, Classroom Observation, and Literacy Activities Rating Scale.

Final observations utilizing the ELLCO were conducted by project staff during the spring of 2007 (March 12 to May 9, 2007). Because of severe snow storms during this time period, project staff were only able to observe 19 of the participants in the project.

Exhibit 10.1 presents the results of the Literacy Environment Checklist (LEC) scale of the ELLCO Toolkit. The maximum total score for the LEC scale is 41. Project participants had a mean score of 30.3 with a standard deviation of 5.4. This indicates that, on the average, project participants have several areas related to literacy environment that need improvement. For example, in the area of Book Use, participants had a mean score of 3.4 out of 9 possible points. This area includes the number of books in the science area, dramatic play area, block area, and other areas (i.e., the existence of a place for children to listen to recorded book and stories). Another area of concern is Writing Around the Room (mean of 9.6 out of 13).

Six aspects of the General Classroom Environment of participants' school settings were assessed using a five point rating scale where 5 indicates Exemplary, 3 represents Basic, and 1 denotes Deficient. The results of the classroom observations are presented in Exhibit 10.2. Mean scores on this measure range from 3.1 in Technology (some evidence that technology is available and used regularly by children) to 4.5 in Climate (strong evidence of a classroom climate that respects individual

children and their contributions to the classroom). The mean total score for the General Classroom Environment scale (23.0 out of 30) indicates that some improvement can be made in this area.

The Language, Literacy, and Curriculum scale consists of 10 measures of the classroom literacy environment rated on a five point scale similar to that used for the General Classroom Environment scale. Exhibit 10.3 shows that, on the average, participants' classrooms were rated as above Basic in all 10 measures. The mean total score for the Language, Literacy, and Curriculum scale (36.9 out of 50) indicates that improvement can be made in this area.

The Literacy Activities Rating Scale looks at the number of book reading sessions and writing activities that take place in the classroom. Exhibit 10.4 shows that participants' classrooms fared better in Book Reading activities (mean of 5.38 out of 8) than Writing activities (mean 1.69 out of 5). The mean total score for the scale (7.07) was slightly more than half of the total possible points. As in the previous analyses using the ELLCO Toolkit, this indicates that improvement needs to be made by project participants in this area.



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

PR/Award #: **S349A040058**

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

11 . Project Objective Check if this is a status update for the previous budget period.
Indicator 5: Children will demonstrate improved readiness for school, especially in the areas of appropriate social and emotional behavior and early language, literacy, and numeracy skills.

11.a. Performance Measure	Measure Type	Quantitative Data					
The percent of preschool-aged children participating in the ECEPD projects who achieve significant learning gains on the Peabody Picture Vocabulary Test-III.*	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			45 / 63	71
*A standard score increase of 4 or more points between pre and post-test							

11.b. Performance Measure	Measure Type	Quantitative Data					
GPRA 1.2 The percent of preschool-age children participating in ECEPD projects who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-III	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			85 / 157	54

*A standard score of 85 or above.		

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

Exhibit 11.1 presents the results of project students on the PPVT for fall 2006 and spring 2007. Fall 2006 testing was conducted during September and October of 2006. Spring 2007 testing was conducted between March 15 and May 15 of 2007. Results for all students tested show that students gained nine NCEs during the 2006-07 school year. Looking at only the 63 students with matching pre and posttests, a gain of 11 NCEs was found. Forty-five of the 63 students with matching test scores showed an increase of four or more standard score points. These results indicate that although project students remained below the national average (50th NCE), substantial gains were made.

Students not tested include those not in school during the entire testing period and students at sites where severe weather prevented access during the testing period. Please note that during the winter and spring months, village sites are accessible only by small aircraft which will not fly in foggy or snowy conditions.

Exhibit 11.2 presents the number and percent of project students who scored at or above a standard score of 84 on the PPVT for spring 2007. Testing was conducted between March 15 and May 15 of 2007. Eighty-five (54%) students obtained a standard score at or above 85 on the Peabody Picture Vocabulary Test-III.



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

PR/Award #: **S349A040058**

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

12 . Project Objective Check if this is a status update for the previous budget period.
The participants will be provided with an onsite coordinator/advisor who will monitor their progress and application of skills/strategies learned through the credit classes.

12.a. Performance Measure	Measure Type	Quantitative Data					
Percent of participants observed.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			77 / 77	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Amy Cook was hired during year 1 of the project as a full-time Education Specialist to monitor the progress of project participants using the ELLCO and SPC observation instruments. Margie Revet was hired in year 2 of the project as a part time Education Specialist. Margie assisted with student screenings and participant observations. Ms. Revet is a fluent Yup'ik speaker assisted in the observations and screening process. Because of the extensive amount of time needed to conduct ELLCO observations, several other trained and qualified project and district staff have assisted in classroom observations. All of the project teachers were observed at least once during the grant period.



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

PR/Award #: **S349A040058**

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

13 . Project Objective Check if this is a status update for the previous budget period.
The participants will successfully complete an intensive and increasing number of hours of high quality professional development in the field of Early Childhood Education.

13.a. Performance Measure	Measure Type	Quantitative Data					
Number of hours of high-quality professional development offered to early childhood educators	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		95	/	
13.b. Performance Measure	Measure Type	Quantitative Data					
Number of Early Childhood Educators competing courses offered by the project.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		76	/	
13.c. Performance Measure	Measure Type	Quantitative Data					
Number of Early Childhood Education courses completed	PROJ	Target			Actual Performance Data		

by project participants.		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		1095	/	

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

Exhibit 7.1 lists the courses offered to early childhood educators participating in the project. A total of 95 hours of credit (47 courses) were offered through the University of Alaska at Fairbanks. Through the project, early childhood educators were able to complete the Early Childhood Education Certificate Program or the A.A.S. degree program. Courses that are required for these programs are identified.

Seventy-six early childhood indicators completed at least two ECE related courses offered through the project. As seen in Exhibit 8.1, 11 ECE educators completed 21-30 courses while 15 completed 21 to 30 courses through the project. All total, the 76 educators completed 1095 courses.



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

PR/Award #: **S349A040058**

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

14 . Project Objective Check if this is a status update for the previous budget period.
The participants will be trained in use and application of age appropriate assessments of a child.

14.a. Performance Measure	Measure Type	Quantitative Data					
Percent of participants attending training on assessment of young children.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			62 / 77	81

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

Twenty-eight project participants attended a three hour session on "Assessing the Young Child" conducted by Mary Beth Green and April Blevins on March 28, 2005. This training included:

- Purposes of assessment
- Uses and misuses of assessment
- Role of assessment in improving early childhood education
- Integrate curriculum and assessment in educational programs for young children
- Developmentally appropriate assessment practices for young children
- Communicating to parents clear and full information about their children's progress

A 14 hour training on Kindergarten Reading Readiness Assessment was provided to interested project participants from 10-26-05 to 10-27-05. This training was conducted by the project director, Dottie Vasquez and April Blevins. Three participants attended this training.

Assessment of young children was also covered in the following courses:

- Developmentally Appropriate Practices (taken by 48 participants)
- Introduction to Early Childhood Education (taken by 34 participants)
- Children with Special Needs (taken by 17 participants)

Sixty-two of the 77 participants completed one of the courses in which assessment of young children was covered.



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

PR/Award #: **S349A040058**

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

15 . Project Objective Check if this is a status update for the previous budget period.
The participants will be provided with intensive training delivered by mental health consultants and receive college credits in these areas.

15.a. Performance Measure	Measure Type	Quantitative Data					
Percent of participants attending special education workshops and college courses.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			77 / 77	100

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

A total of 95 hours of credit (47 courses) were offered through the University of Alaska at Fairbanks. All 77 participants completed at least one course. Eleven ECE educators completed 21-30 courses while 15 completed 21 to 30 courses through the project. All total, the 76 educators completed 1095 courses. Through the project, early childhood educators were able to complete the Early Childhood Education Certificate Program or the A.A.S. degree program.

The courses were offered through the project included the following ECE courses:

- Child Development
- Child Guidance
- Child Protective Services
- Children with Special Needs
- Class Management (ECE)

Cognitive Activities for Young Children
Creative Activities for Young Children
Culture, Learning and Young Children
Curriculum (ECE)
Developing Positive Self Concept in Young Children
Developmentally Appropriate Practices
EC Special Needs: Communication
Effective Learning Environment
Healthy Environment for Young Children
Human Relations
Inclusion of Children with Special Needs
Individual, Society and Culture
Infants and Toddlers
Introduction to Academic Writing
Introduction to Early Childhood Education
Introduction to Inclusive Early Childhood Ed.
Language and Literacy for Young Children
Learning Environments
Library Information and Resources
Math Activities
Math Skills - Early Childhood
Nutrition for Young Children
Para-educators and Developmental Reading
Personnel Management of ECE Programs
Physical Activities for Young Children
Positive Social Development
Practicum
Principals of Linguistic Analysis
Professionalism
Program Management (ECE)
Reflective Teaching
Safe Environment for Young Children
Safe, Healthy, Learning Environments
Social Development for Young Children
Young Child and the Family
Young Children and Creative Development
Young Children and Health



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

PR/Award #: **S349A040058**

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

16 . Project Objective Check if this is a status update for the previous budget period.
Through Building Blocks, pre-school and school aged children's base of knowledge will increase as set forth in Indicator 5.

16.a. Performance Measure	Measure Type	Quantitative Data					
The percent of preschool-aged children participating in the 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	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			45 / 63	71

16.b. Performance Measure	Measure Type	Quantitative Data					
The percent of preschool-age children participating in ECEPD projects who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-III *A standard score of 85 or	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			85 / 157	54

above.

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

Exhibit 11.1 presents the results of project students on the PPVT for fall 2006 and spring 2007. Fall 2006 testing was conducted during September and October of 2006. Spring 2007 testing was conducted between March 15 and May 15 of 2007. Results for all students tested show that students gained nine NCEs during the 2006-07 school year. Looking at only the 63 students with matching pre and posttests, a gain of 11 NCEs was found. Forty-five of the 63 students with matching test scores showed an increase of four or more standard score points. These results indicate that although project students remained below the national average (50th NCE), substantial gains were made.

Students not tested include those not in school during the entire testing period and students at sites where severe weather prevented access during the testing period. Please note that during the winter and spring months, village sites are accessible only by small aircraft which will not fly in foggy or snowy conditions.

Exhibit 11.2 presents the number and percent of project students who scored at or above a standard score of 84 on the PPVT for spring 2007. Testing was conducted between March 15 and May 15 of 2007. Eighty-five (54%) students obtained a standard score at or above 85 on the Peabody Picture Vocabulary Test-III.



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

PR/Award #: **S349A040058**

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

Title : budget524BsectionBC.doc

File : /Users/lksdstaff/Desktop/budget524BSectionBC.doc

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

Title : Section C and Tables

File : F:\LKSD\Building Blocks\Final Report\Section C For E-REPORTS.doc



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

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

PR/Award #:

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

Indirect Cost	\$25,124.78
Salaries	5,130.
	296,013.88
	44,456.16
	19,832.07
Benefits	159,002.43
Tech	85.00
Travel	128,635.94
Phone, utilities	28.80
Purchased Services	17,641.73
Supplies	27,979.98
Computers	2,343.00
Tuition	14,659.75
Total	740,933.52
Balance not spent	\$392.31



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

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

PR/Award #: S349A040058

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

The success of the Building Blocks project can be seen by its impact on the educators and students in the villages where it was implemented. Educators in isolated villages were able to complete courses in ECE and many even completed certification programs or obtained degrees in the field. The knowledge and classroom practices of project participants improved as evidenced by test results and classroom observations. Lastly, ECE students showed an improvement in vocabulary acquisition as evidenced by gains on the PPVT.

Seventy-six early childhood indicators completed at least two ECE related courses offered through the project. Eleven ECE educators completed 21-30 courses while 15 completed 21 to 30 courses through the project. All total, the 76 educators completed 1095 courses. Seven project participants completed the Early Childhood Education Certificate Program (30 hours) while 14 project participants received an A.A.S. Degree (minimum of 60 hours). An additional 11 participants completed their B.A. degree in Early Childhood education through the project.

Because there are no existing roads or railroad systems linking the villages in the region, ECE staff have very little access to advanced educational development opportunities outside of their village. This project has greatly increased the number of educators who have completed coursework in early childhood education.

Early Childhood Educators participating in the project showed an improvement in applying research-based approaches as evidenced by pretest/posttest observations conducted by project staff using the ELLCO Toolkit. The exhibit below presents the average test scores of 14 project participants with matching pre and post scores on the ELLCO. The pretest observations were conducted in the spring of 2005 and the posttest observation were made in spring 2007. The average scores for these 14 participants showed gains in all five subscales. Participants showed an average gain of 9.9 points on the Total Classroom Observation Scale. The average gains for the ranged from 3.7 in Literacy Activities to 12.6 in Language, Literacy, and Curriculum.

**Results of ELLCO Toolkit
Pretest-Posttest Comparison of Project Participants Scores**

		2005	2007		
Area	N	Mean	Mean	Gain	Sig.
Literacy Environment Score	13	22.4	31.4	9.0	.001
General Classroom Score	14	17.1	22.8	5.7	.01
Language, Literacy, & Curriculum	14	23.6	36.2	12.6	.001
Literacy Activities Rating Scale	14	6.7	10.4	3.7	.01
Total Classroom Observation	14	49.1	59.0	9.9	.01

Project participants also demonstrated higher ELLCO scores than a control group of teachers in non-project village schools. Project participants scored significantly higher than the control group in all five subscales of the ELLCO (see the exhibit below). Partial eta squared was calculated to determine the size effect of the differences. The partial eta squared describes the proportion of the variability in the dependent measure (ELLCO scores) that is attributable to a factor (inclusion in treatment or control group). The partial eta squared of .58 found for the General Classroom Scale indicates that 58% of the difference in the scores can be attributed to the treatment. The partial eta squared found for the other subscales can be similarly interpreted.

**Results of ELLCO Toolkit
Comparison of Project Participants and Control Group Spring 2007 Scores**

Area	Project Participants		Control Group		Dif	Sig	Partial Eta ²
	N	Mean	N	Mean			
Literacy Environment Score	18	30.3	21	20.8	9.5	.000	.39
General Classroom Score	19	23.0	21	13.6	9.4	.000	.58
Language, Literacy, & Curriculum	19	36.9	21	26.8	10.1	.000	.35
Literacy Activities Rating Scale	19	10.7	21	7.9	2.7	.000	.36
Total Classroom Observation	19	59.9	21	40.4	19.5	.000	.50

The exhibit below presents the number and percent of project students who scored at or above a standard score of 84 on the PPVT for fall 2006 and spring 2007. Fall 2006 testing was conducted during September and October of 2006. Spring 2007 testing was conducted between March 15 and May 15 of 2007. The percent of students scoring at or above a standard score of 85 increased from 34% in the fall of 2006 to 54% in the spring of 2007. Looking at only the 63 students with matching pre and posttests, an increase of 26% was found in the number of students scoring at or above a standard score of 84. **These results indicate that substantial gains were made in students' oral language skills.**

**Number and Percent of Students Scoring at or Above a Standard Score of 85
Fall 2006 and Spring 2007**

	Fall 2006			Spring 2007		
	# Tested	# Above SS of 84	% Above SS of 84	# Tested	# Above SS of 84	% Above SS of 84
All Students	190	64	34%	157	85	54%
Students with Matching Scores	63	28	44%	63	44	70%

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

Professional development of Early Childhood Educators is a priority for the school district. Through a recently acquired Early Reading First grant the district, in collaboration with the University of Alaska - Fairbanks, will continue to provide coursework to increase the level of literacy knowledge and skills of ECE teachers in village schools.

Exhibits for Section A

Exhibit 1.1
Results of PPVT – Fall 2006 and Spring 2007

	Fall 2006			Spring 2007		
	N	Mean NCE	SD	N	Mean NCE	SD
All Students	190	22	24	157	31	21
Students with Matching Scores	63	26	25	63	37	21

Exhibit 2.1
Number and Percent of Students Scoring at or Above a Standard Score of 85 Spring 2007

	# Tested	# Above SS of 84	% Above SS of 84
All Students	157	85	54%

Exhibit 4.1
Results of ELLCO Toolkit - Literacy Environment Checklist

Area	N	Mean	SD	Min	Max	Total Possible
Literacy Environment Checklist						
Book Area	19	2.7	.46	2	3	3
Book Selection	19	7.6	1.0	5	8	8
Book Use	19	3.4	2.2	0	8	9
Writing Materials	19	7.0	1.3	4	8	8
Writing Around the Room	19	9.6	1.8	6	12	13
Total Literacy Environment Score	19	30.3	5.4	18	39	41

Exhibit 5.1
Results of ELLCO Toolkit - General Classroom Environment

Area	N	Mean	SD	Min	Max	Total Possible
General Classroom Environment						
Organization	19	4.3	.69	3	5	5
Contents	19	4.0	.77	2	5	5
Technology	19	3.1	1.1	1	5	5
Opportunities for Choice	19	3.9	.78	3	5	5
Management Strategies	19	4.1	1.0	3	5	5
Climate	19	4.5	.5	4	5	5
Total General Classroom Score	19	23.0	4.9	10	29	30

Exhibit 5.2
Results of ELLCO Toolkit - Language, Literacy, and Curriculum

Area	N	Mean	SD	Min	Max	Total Possible
Language, Literacy, & Curriculum						
Oral Language Facilitation	19	3.9	.6	6	5	5
Presence of Books	19	4.4	.7	3	5	5
Approaches to Book Reading	19	4.4	.6	3	5	5
Reading Instruction	19	3.9	1.3	0	5	5
Approaches to Writing	19	3.8	.8	3	5	5
Writing Opportunities	19	3.6	1.3	0	5	5
Curriculum Integration	19	3.7	.9	2	5	5
Recognizing Diversity	19	3.9	.6	3	5	5
Facilitating Home Support	19	3.8	.7	3	5	5
Approaches to Assessment	19	3.8	.7	3	5	5
Total LLC Score	19	36.9	7.6	21	48	50

Exhibit 6.1
Results of ELLCO Toolkit - Literacy Activities Rating Scale

Area	N	Mean	SD	Min	Max	Total Possible
Literacy Activities Rating Scale						
Book Reading	19	6.7	1.9	0	8	8
Writing	19	3.9	1.1	0	5	5
Total Activities Rating Score	19	11.7	2.0	5	13	13

Exhibit 7.1
Courses Offered to Early Childhood Educators through the Project

Course	Credit Hours	Certificate Program	A.A.S. Degree
Academic Writing	3		X
AK Math Consortium: Math for Teachers	4		
Bilingual Education	1		
Child Development	3		X
Child Guidance	3	X	
Child Protective Services	3		
Children with Special Needs	3		
Class Management (ECE)	1	X	X
Cognitive Activities for Young Children	1	X	X
Creative Activities for Young Children	1	X	X
Culture, Learning and Young Children	2	X	
Curriculum (ECE)	3	X	X
Developing Positive Self Concept in Young Children	1	X	X
Developmentally Appropriate Practices	1	X	X
EC Special Needs: Communication	3		
Effective Learning Environment	1		
Healthy Environment for Young Children	1	X	X
Human Relations	3		
Improving Writing Skills	4		
Inclusion of Children with Special Needs	3	X	
Individual, Society and Culture	3		
Infants and Toddlers	3	X	
Introduction to Academic Writing	3		
Introduction to Early Childhood Education	3	X	X
Introduction to Inclusive Early Childhood Ed.	3		
Language and Literacy for Young Children	1	X	X
Learning Environments	1	X	X
Library Information and Resources	1		
Math Activities	1	X	X
Math Skills – Early Childhood	3		X
Nutrition for Young Children	1	X	X

Para-educators and Developmental Reading	2		
Personnel Management of ECE Programs	3		
Physical Activities for Young Children	1	X	X
Positive Social Development	3	X	
Practicum	3	X	X
Principals of Linguistic Analysis	3		
Professionalism	1	X	X
Program Management (ECE)	1	X	X
Reflective Teaching	1	X	X
Safe Environment for Young Children	1	X	X
Safe, Healthy, Learning Environments	3	X	X
Social Development for Young Children	1	X	X
University Communications	1		
Young Child and the Family	1		X
Young Children and Creative Development	1		
Young Children and Health	1		
Total Hours	95		

Exhibit 8.1
Number of Courses Taken by ECE Educators Participating in the Project

Number of Courses	Number of ECE Educators
2-5	34
6-10	9
11-20	11
21-30	15
31+	7

Exhibit 9.1
Average Items and Percent Correct On the Comprehensive Exam
Project Participants vs. Control Group

Group	Pretest			Posttest		
	No.	Ave Items Correct	Ave % Correct	No.	Ave Items Correct	Ave % Correct
Project Participants	32	26.4	68%	36	34	87%
Control Group	36	21.9	56%	30	22	56%

Exhibit 10.1
Results of ELLCO Toolkit - Literacy Environment Checklist

Area	N	Mean	SD	Min	Max	Total Possible
Literacy Environment Checklist						
Book Area	19	2.7	.46	2	3	3
Book Selection	19	7.6	1.0	5	8	8
Book Use	19	3.4	2.2	0	8	9
Writing Materials	19	7.0	1.3	4	8	8
Writing Around the Room	19	9.6	1.8	6	12	13
Total Literacy Environment Score	19	30.3	5.4	18	39	41

Exhibit 10.2
Results of ELLCO Toolkit - General Classroom Environment

Area	N	Mean	SD	Min	Max	Total Possible
General Classroom Environment						
Organization	19	4.3	.69	3	5	5
Contents	19	4.0	.77	2	5	5
Technology	19	3.1	1.1	1	5	5
Opportunities for Choice	19	3.9	.78	3	5	5
Management Strategies	19	4.1	1.0	3	5	5
Climate	19	4.5	.5	4	5	5
Total General Classroom Score	19	23.0	4.9	10	29	30

Exhibit 10.3
Results of ELLCO Toolkit - Language, Literacy, and Curriculum

Area	N	Mean	SD	Min	Max	Total Possible
Language, Literacy, & Curriculum						
Oral Language Facilitation	19	3.9	.6	6	5	5
Presence of Books	19	4.4	.7	3	5	5
Approaches to Book Reading	19	4.4	.6	3	5	5
Reading Instruction	19	3.9	1.3	0	5	5
Approaches to Writing	19	3.8	.8	3	5	5
Writing Opportunities	19	3.6	1.3	0	5	5
Curriculum Integration	19	3.7	.9	2	5	5
Recognizing Diversity	19	3.9	.6	3	5	5
Facilitating Home Support	19	3.8	.7	3	5	5
Approaches to Assessment	19	3.8	.7	3	5	5
Total LLC Score	19	36.9	7.6	21	48	50

Exhibit 10.4
Results of ELLCO Toolkit - Literacy Activities Rating Scale

Area	N	Mean	SD	Min	Max	Total Possible
Literacy Activities Rating Scale						
Book Reading	19	6.7	1.9	0	8	8
Writing	19	3.9	1.1	0	5	5
Total Activities Rating Score	19	11.7	2.0	5	13	13

Exhibit 11.1
Results of PPVT – Fall 2006 and Spring 2007

	Fall 2006			Spring 2007		
	N	Mean NCE	SD	N	Mean NCE	SD
All Students	190	22	24	157	31	21
Students with Matching Scores	63	26	25	63	37	21

Exhibit 11.2
Number and Percent of Students Scoring at or Above a Standard Score of 85
Spring 2007

	# Tested	# Above SS of 84	% Above SS of 84
All Students	157	85	54%