



EXECUTIVE SUMMARY: 2010-2011 SIXPENCE ANNUAL EVALUATION REPORT

WHAT ARE THE SIXPENCE PROGRAMS?

In the 2010-2011 program year, the Sixpence Early Learning Fund funded 13 programs across 11 school districts in Nebraska to provide evidence-based services to young children, birth through age three, and their families. Services included high-quality center-based childcare and/or family engagement services.

WHO WERE THE CHILDREN AND FAMILIES SERVED?

Sixpence Programs served a high risk population of 308 children from 306 families. All participants met at least one of the following risk factors: participation in the federal free or reduced lunch program, premature birth or low birth weight, language other than English is spoken at home, parents who are younger than 18, or parents who have not completed high school.

- 62% of the children and their families were associated with three or more risk factors.
- 57% of the children were under 1 at the time of intake.
- There were slightly more males (52%) than females (48%) served by the program.
- 59% of the children served represented minority backgrounds.



EVALUATION FINDINGS

A comprehensive evaluation process was implemented to measure the outcomes of the Sixpence Programs. For more detailed information on the evaluation process and detailed analysis, refer to the Sixpence Evaluation Annual Report, 2010-2011 at www.singasongofsixpence.com.

WHAT WAS THE QUALITY OF THE CENTER-BASED SERVICES?

Classroom ratings were based on observations using the Infant-Toddler Environmental Rating Scale and the Teacher Interaction and Language Rating Scale.

- 100% of the classrooms met the state standard for overall quality - a rating of good or higher.
- 81% met the state standard in all but one area.
- 44% of the classrooms met the state standard in personal care routines, representing a slight decrease from the 2009-2010 data.
- Programs exhibited many strengths with the highest areas in listening and talking and interaction.
- 81% of the teachers demonstrated best practices in encouraging and supporting language development in young children. This was a significant increase over the previous year.

WHAT WAS THE QUALITY OF THE FAMILY ENGAGEMENT SERVICES?

The evaluation of family engagement services were based on observations using the Home Visitor Observation Rating Scale (HoVRS).

- Sixpence family educators provided high quality intervention as evidenced by the parent’s and child’s engagement in the family engagement sessions and their interaction with the parents.
- The strengths of the family educators’ instruction were their skills in establishing positive relationships with the family and their responsiveness to families.
- Scores in both home visitor instruction and parent and child engagement in the session were rated higher this year compared to previous year’s data.

WHAT WERE THE LANGUAGE OUTCOMES OF THE CHILDREN?

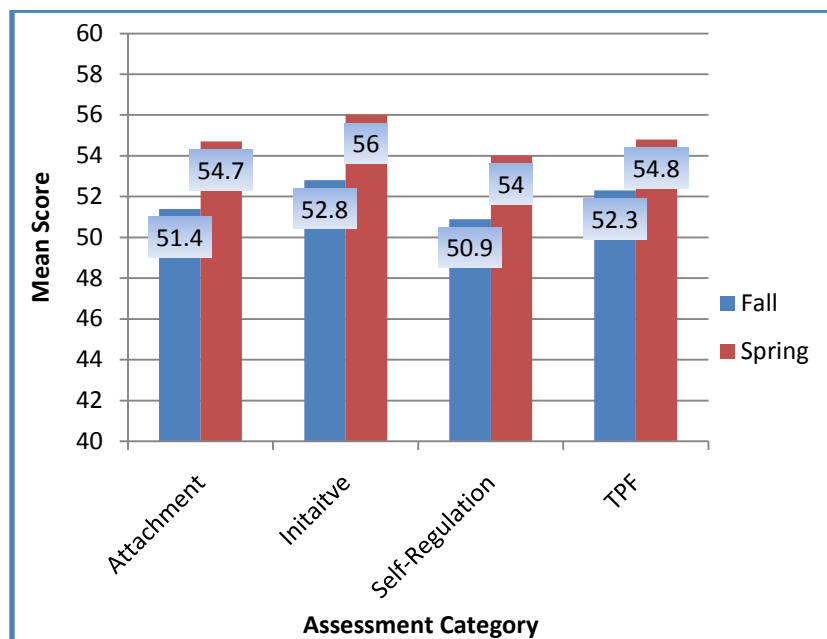
Children’s language skills were evaluated through parent report surveys (MacArthur CDI) and direct assessment (Peabody Picture Vocabulary Test, 4th Edition).

- Children’s expressive language skills overall were within the average range and were maintained across time. There were no significant differences between the Fall and Spring expressive language scores (MacArthur CDI).
- Toddlers’ receptive language skills showed significant gains across time with 74% of the children within the mid-average or above (90+) (PPVT).

WHAT WERE THE SOCIAL-EMOTIONAL OUTCOMES OF THE CHILDREN?

Parent and teacher surveys were used to measure children’s social-emotional skills [Devereux Early Childhood Assessment (DECA)]. The Total Protective Factor dimension of the DECA evaluates the child’s initiative, attachment and self-regulation.

FALL SPRING COMPARISON MEAN SCORE IN EACH ASSESSMENT CATEGORY ON THE DECA-IT

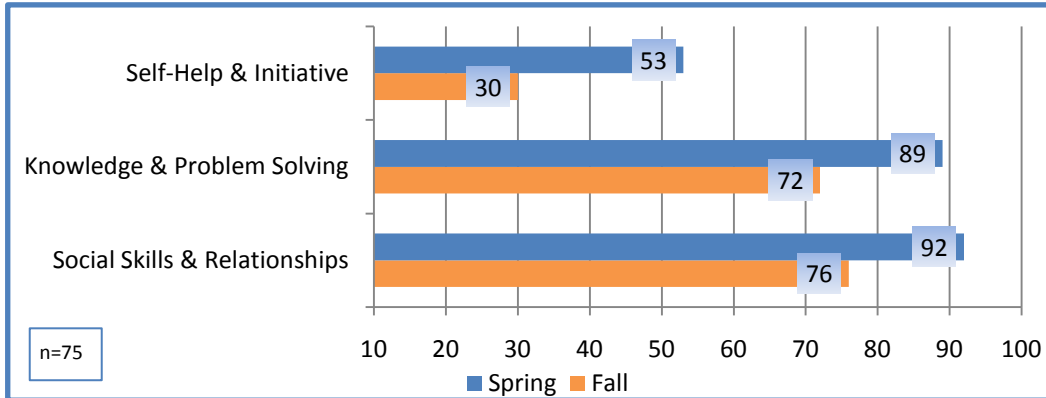


- Children demonstrated improved social-emotional skills by the Spring with an increasing percentage of children scoring within the assessment category of “strength” by Spring.
- Children made significant gains across all protective factor outcome areas including initiative, attachment, self-regulation and total protective factors.

WHAT WERE THE FUNCTIONAL OUTCOMES OF THE CHILDREN?

Sixpence programs chose one of three assessments to monitor children’s progress towards achieving three functional outcomes.

PERCENT OF CHILDREN MEETING THE STATE BENCHMARK FOR FUNCTIONAL OUTCOMES: FALL/SPRING COMPARISONS*



*Includes only children assessed on Creative Curriculum

- The majority of the children assessed on Creative Curriculum met the state benchmark for child outcomes.
- Over 25% of the children made greater than expected gains across developmental skills.

Child Functional Outcomes:

Self-Help & Initiative
Child uses appropriate behaviors to meet her needs

Knowledge & Problem Solving
Child acquires knowledge and skills, including early language and literacy

Social Skills & Relationships
Child has positive social-emotional skills and enjoys healthy relationships

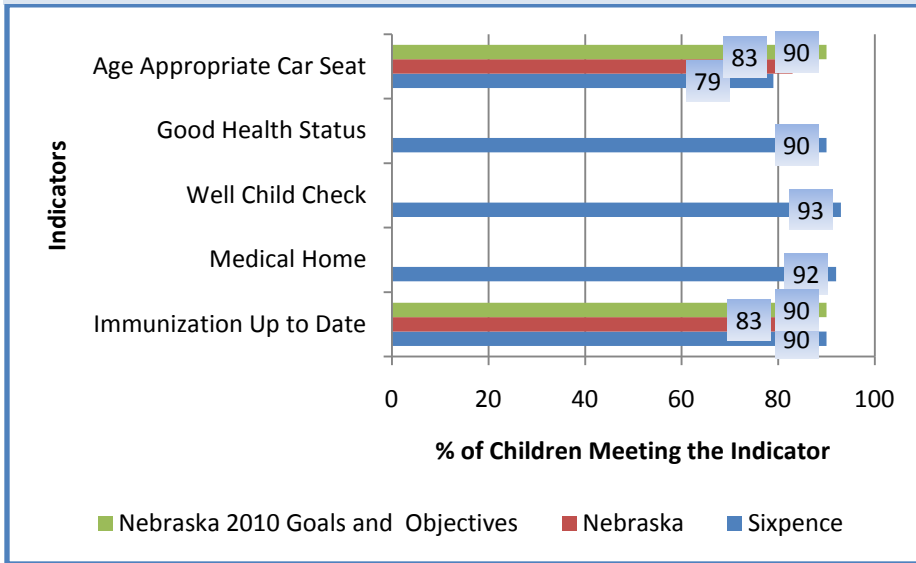
WHAT ARE THE HEALTH OUTCOMES OF CHILDREN AND FAMILIES?

Health indicators were measured through provider interviews with the parents to assess the child’s health status. Sixpence programs also provided education to mothers on the importance of consistent prenatal care.

MATERNAL HEALTH INDICATORS

- 100% of mothers participating in Sixpence received prenatal care compared to only 72% of mothers state-wide.
- 94% of pregnant mothers participating in Sixpence abstained from alcohol.
- Mothers in Sixpence had a higher rate of premature babies and a higher rate of smokers than mothers state-wide.
- Mothers in Sixpence initiated breastfeeding at a higher rate than mothers state-wide.

CHILD HEALTH INDICATORS



- Children served in Sixpence Programs were immunized at a higher rate than Nebraska children as a whole and met the criteria set in the Nebraska 2010 Goals and Objectives.
- High percentages of children had a medical home and were up to date on well check exams.
- A majority of the children's health was rated as good or higher.
- There is a need to increase the number of parents who use car seats.

DOES PARTICIPATION IN SIXPENGE PROGRAMS IMPROVE THE HOME ENVIRONMENT?

To measure how parents support their children's cognitive development and social emotional well-being, evaluators examined both maternal self-report (HOME Inventory) and direct observation of parents and children interacting in play (Keys to Interactive Parenting (KIPS)).

- The majority of the parents demonstrated positive interactions with their children. Strengths were in the areas of supporting self confidence and building relationships.
- Parents provided a positive learning environment and emotionally supported their children.
- Parents who demonstrated high quality parenting skills in the Fall maintained these skills.
- Parents demonstrated significant improvements in their parenting interactions over time.
- Parents who scored low average or below on their cognitive stimulation and emotional support of their children, achieved significant positive gains by the Spring.

SUMMARY

Program Description. During the third year of implementation, Sixpence Programs served 337 infants and toddlers and pregnant mothers who were at high risk of school failure. Thirteen programs across Nebraska implemented family engagement services and/or center-based infant care which were based on evidence-based practices.

Quality of Services. All of the center-based infant care programs were of overall high quality, meeting the state identified standard for quality. Continuous improvement activities could be targeted in the areas of personal care routines.

Health Outcomes. Children in the Sixpence Programs met the state indicator for being up to date on immunization. The majority had a medical home and were up to date on their routine well check appointments. Overall, providers rated the children's health positively (good or higher). Continued support of car seat use is recommended.

Child Outcomes. Overall, infants maintained their language skills across the year with no significant gains noted. In contrast, Toddlers demonstrated a significant increase of skills by Spring. Participation in Sixpence positively impacted social-emotional skills. The majority of the children demonstrated social-emotional skills within the average range and demonstrated significant increase of skills over the year.

Family Outcomes. Participation in Sixpence positively impacted families. Parents that had low scores both with respect to the extent that their home environment promoted emotional support and cognitive stimulation or their interaction with their child, demonstrated significant increases in skills. Parents that scored high on these measures, maintained high quality environments and interaction skills. Parents in the family engagement component demonstrated significant increases in parent-child interactional skills.



A Success in Parenting.....

T is a young mother of two children, ages 18 months and 6 months. This shy, timid mother faces mental and medical challenges which make it difficult for her to communicate with others and challenges her self-esteem. When our visits first began, T questioned her parenting abilities, was nervous to ask questions and felt intimidated by professionals in her and her children's lives. Each time I would visit with T, I would see new confidence emerge. She began asking more questions about her children and their development...She gained the confidence to contact professionals in her life on her own, instead of having her mother or husband do it. T began attending monthly socializations and even joined our local Planning Region Team as a parent representative!

Evaluation Report prepared by
Barbara Jackson*, Ph.D., Lisa Alvarez, B.S., & Rosie Zweiback, M.A.
Interdisciplinary Center of Program Evaluation
The University of Nebraska Medical Center's

Munroe-Meyer Institute: A University Center of Excellence for Developmental Disabilities

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