

College Bound from Birth 2014 Annual Evaluation Report Summary

Evaluation Summary Highlights

In 2008, Collaborative for Children launched its College Bound from Birth program in Houston's Sunnyside and South Park neighborhoods. This report summarizes the 2014 external evaluation of the program.

The **Early Care and Education** component of College Bound from Birth had another excellent year, with sustained high levels on learning environment measures as well as positive school readiness assessments of 463 participating children. Through the **Family Support** component, 163 parents benefitted from 53 parent education classes held at 11 different Houston locations. Survey responses showed that the parents believed they learned important information and plan to put what they learned into practice with their children. Approximately 20 additional families received more intensive parent education intervention through the Parents as Teachers program. Thirteen of these families received multiple Life Skills Progression assessments and 100% showed positive results. In **Health Care Access**, navigation services continue to help parents with health care access issues. **Mental Health Consultation** services were delivered monthly to teachers and directors at four child care centers. Assessment of the consultation services on participant surveys was uniformly high.

Component Areas

- Early Care and Education
- Family Support
- Health Care Access
- Mental Health Services
- Community Engagement

Goals

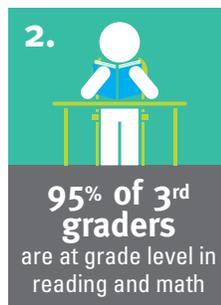
The long-term goal for College Bound from Birth is to increase the number of children from Houston's low-income neighborhoods who graduate from high school and continue with higher education. Here are the ambitious goals we set when we launched College Bound from Birth in 2008:

1.

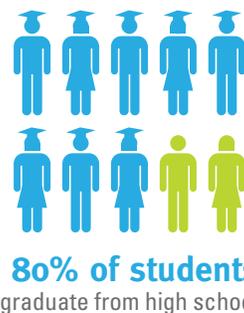


All children who participate from birth
are school-ready
when they reach public school

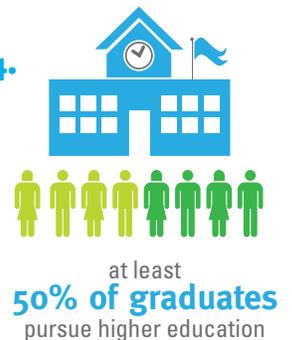
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3.



4.

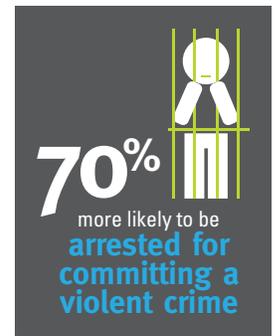
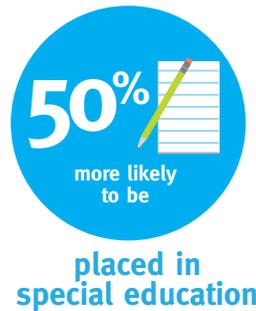
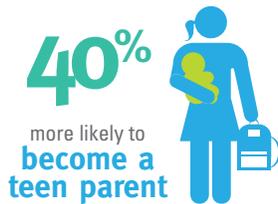
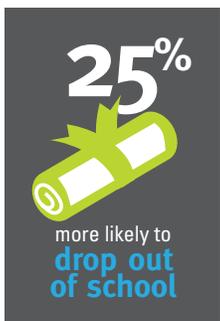


The Importance of Early Care and Education

Brain research has provided the early childhood field insight into the importance of early experiences for children. Strong family support and positive experiences in a high-quality early childhood setting can strengthen the developing architecture of a child's brain and provide needed skills for school readiness. Several well documented studies such as the Perry Preschool Project, the Abecedarian Project and the Chicago Parent Child study have demonstrated the long-term benefits of high-quality early childhood intervention.

Achievement Gap

The achievement gap is a measureable social outcome that appears long before children reach kindergarten. For example, the well-known Hart & Risley research on the number of vocabulary words known by young children in low, middle and high income families shows significant difference in word knowledge by age three. This gap in vocabulary has proven to be indicative of the children's future performance on vocabulary, language development and reading comprehension measures.¹ Further, the impact of quality learning during a child's foundational years also was documented by studies of the Perry Preschool Project, which found that at-risk children who don't receive a high-quality early childhood education are:²



College Bound from Birth Approach

Our approach is to improve quality where children are, in places they already go, though trusted individuals and networks already in place. Our goal is to support parents and educators throughout their journey with skills and tools to build solid relationships with the children in their care, as well as strategies to engage in brain-building activities, turning even everyday household items into fun and educational learning opportunities.

This year, CBfB provided all child care centers and family home providers that participated in the Early Care and Education program with support in the form of mentoring, coaching, incentive pay and scholarships for directors and teachers, classroom supplies and equipment, toys and playground makeovers. CBfB also provided support and education to parents in the Sunnyside and South Park neighborhoods through a series of parenting classes and more intensive parent education intervention.

¹Hart, B. & Risley, T.R. "The Early Catastrophe: The 30 Million Word Gap by Age 3" (2003, spring.) American Educator, pp. 4-9.

²High/Scope Educational Research Foundation. 1999. *High-Quality Preschool Program Found To Improve Adult Status*.

Results

Director & Teacher Training:



Six center directors were participants in CBfB in 2014. The directors took part in a wide variety of professional development trainings during the year. Each participating director was provided 66 hours of professional development including an overnight retreat and one annual conference. Based on the director interviews and surveys, the directors were highly satisfied with the professional development training and all directors reported that this training had an impact in changing their center’s learning environment and their individual goals. Coaching provided by the College Bound consultants helped teachers and directors in the implementation of the new skills and knowledge provided through the professional development training.

During 2014, all teachers received 24 hours of training. Consultants also visited classrooms and provided an average of

four hours of “face-to-face” coaching to classroom teachers each month. The 75 participating teachers gave positive responses in all areas when surveyed about their training and coaching.



Financial incentives also were available to teachers and directors for completion of educational milestones, program improvements and regular process monitoring of classroom environments. This year 54 teachers and directors received incentive stipends. Additionally, CBfB awarded 35 scholarships for child care center teachers and directors to attend outside conferences. Finally, working with Workforce Solutions, CBfB awarded 15 teachers and directors scholarship funds for CDA (Child Development Associate) courses and five teachers received scholarships to take their CDA Assessments.

“Learning environments have been enhanced with materials and the children are benefitting in a positive way.”

-Child Care Center Director

Directors’ Responses to Survey Questions (n = 6)		% Yes
Did the training improve your ability to communicate with staff?		100%
Did the training improve your center’s learning environment?		100%
Has CBfB improved your center’s learning environment?		100%
Has CBfB improved your ability to operate your center efficiently?		100%
Top 3 Things Teachers Learned from College Bound (n = 31)		(%) of Responses
Teaching strategies		43%
Classroom management		20%
How to work with parents		14%
Communication		13%
Other Responses		11%

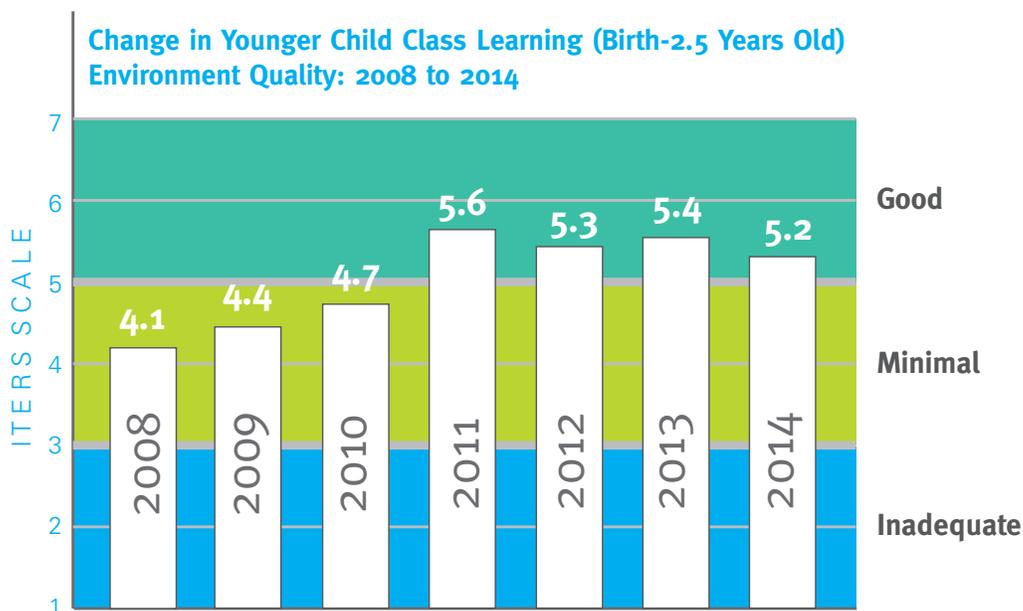
Home-Based Child Care Provider Training:

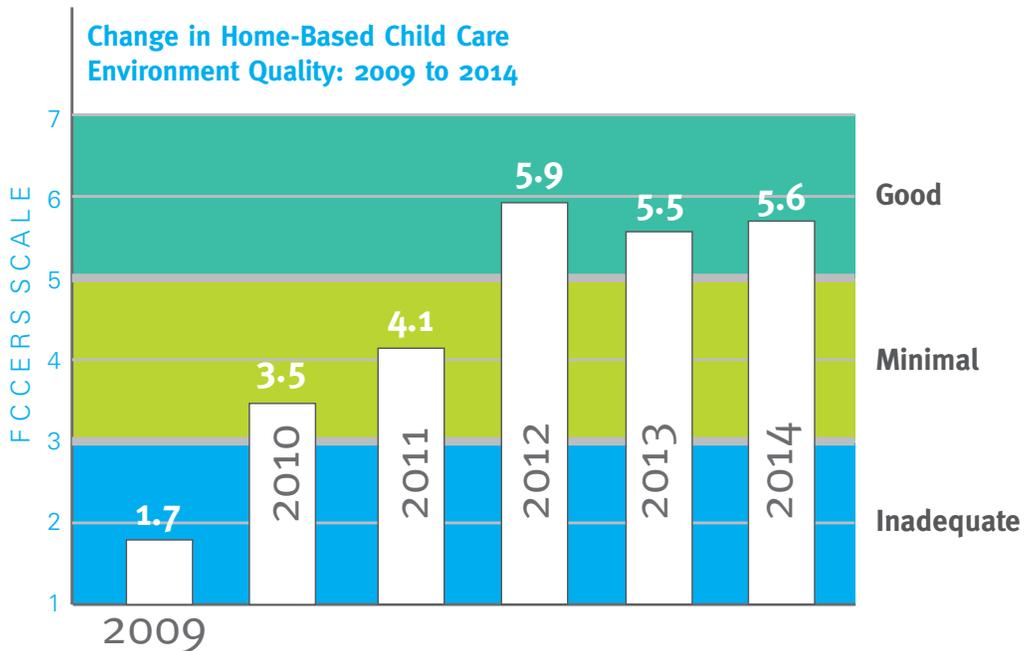
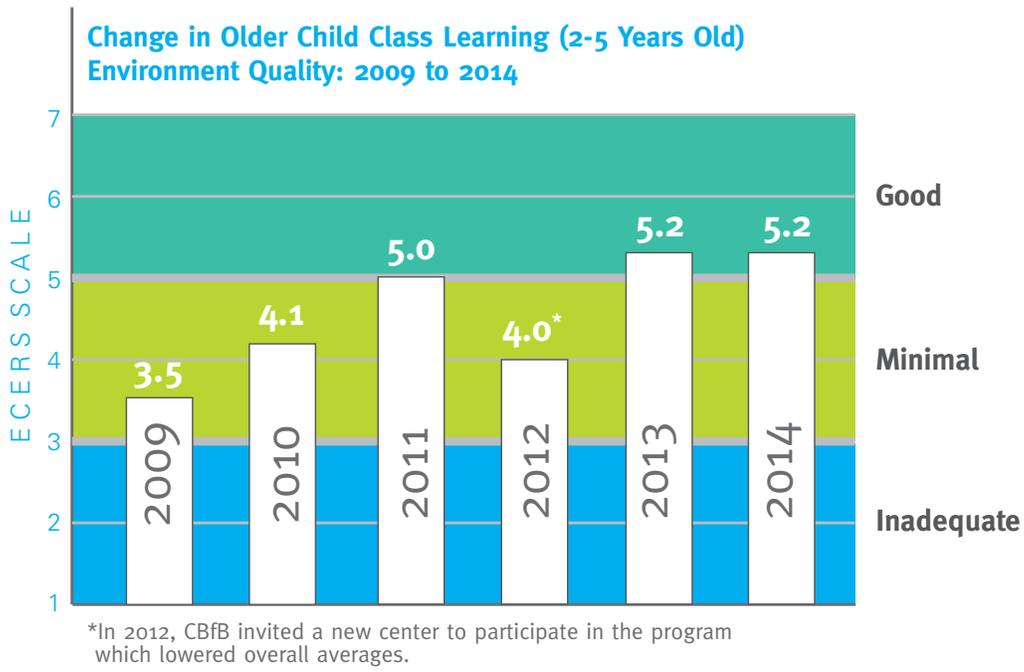
Each of the seven participating home-based child care providers received a total of 24 hours of training in 2014. CBfB provided all seven providers incentive stipends for their achievements, leadership or action plans resulting from the implementation of their training. Six of the seven participating providers completed a short survey for the evaluation team where they were asked to rate the training they received, the use of action plans, working with their consultants and their opinion of CBfB overall.

Home-Based Child Care Provider Assessment of CBfB Training (n = 6)						
Response:	1	2	3	4	5	Mean
Rate the trainings you've received: (1 – Poor, 5 – Excellent)					100%	5.0
Extent of knowledge increase? (1 – Not at all, 5 – To a great extent)					100%	5.0
Rate your learning environment: (1 – Poor, 5 – Excellent)				17%	83%	4.8
Rate College Bound from Birth: (1 – Poor, 5 – Excellent)					100%	5.0
Value of College Bound services? (1 – No value, 5 – High Value)					100%	5.0

Improvements in Environment Rating Scale Scores:

In 2014, centers participating in CBfB (since 2012 or earlier) showed large improvements on the Childhood Environment Rating Scales. The Childhood Environment Rating Scale is broken down into two categories, *Infant/Toddler Environment Rating Scale* (ITERS, Birth-2.5 years old) and the *Early Childhood Environment Rating Scale* (ECERS, 2-5 years old). The *Family Child Care Environment Rating Scale* (FCCERS) was used with the home-based child care programs that are part of College Bound. Factors involved in the overall score include space and furnishings, personal care and routines, listening and talking, activities, interaction and program structure. The three graphs below show how learning environment quality in participating centers has improved over the years in each of the three classroom categories.





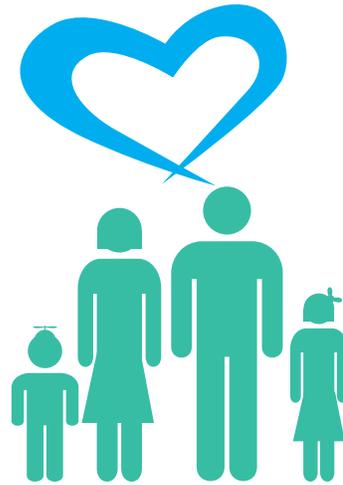
Family Support:

The Family Support Component of CBfB provides two services to parents in the Sunnyside/South Park neighborhoods. The evaluation of the Family Support focuses on these interventions - documenting and analyzing the outputs, outcomes and process information that are routinely collected.

Parenting classes using the widely recognized and research-based Practical Parent Education (PPE) are provided to College Bound parents at a variety of community locations including childcare centers, libraries, schools and churches. The usual process is to deliver a series consisting of six sessions to the same group.

During 2014, 163 parents attended one or more of the PPE sessions. The table below presents the numbers of locations, series, sessions and attendees during the year.

Total Number of Practical Parent Series, Sessions and Attendees in 2014	
	Total
Series Locations	11
PPE Series Completed	6
PPE Sessions	53
Session Attendees	163
Session Attendances	308



Parents who participated in PPE Series gave the following responses when surveyed about their experience:

98% of parents said they **learned useful parenting information.**

92% of parents said they **are using new parenting skills with their children.**

100% of parents said they **were more confident about their parenting.**

91% of parents said **their relationship with their child had improved.**

82% of parents said **their relationship with their family had improved.**

Twenty families received intensive parenting instruction through Parents as Teachers, a nationally-recognized, evidence-based, in-home visitation and education program for parents/guardians of children ages 0-3. In 2014, five parent educators worked with families through monthly or twice-monthly family home visits.

Several parents also attended Group Connections, a monthly meeting for Parents as Teachers participants. An average of nine parents attended each meeting. When surveyed about their Group Connections experience, the parents gave the following responses:

99% of parents said **the group facilitators helped them learn from each other.**

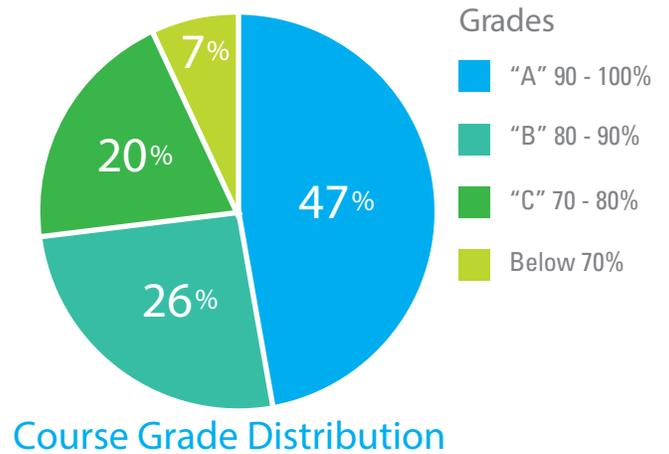
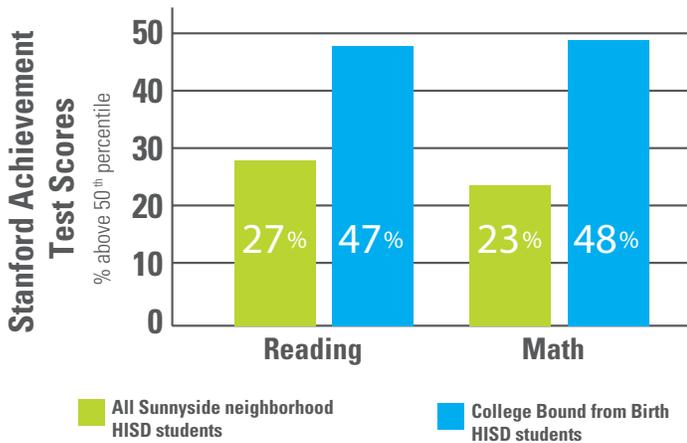
100% of parents said they **learned new information about child development & parenting.**

99% of parents said they **would recommend Group Connections to a friend.**

Student Outcomes:

In 2014, 47% of students who participated in College Bound from Birth scored above the 50th percentile in reading on Stanford Achievement Tests, compared to 27% of all Sunnyside neighborhood HISD students. On the Stanford math assessment, 48% of College Bound from Birth students scored above the 50th percentile, compared to 23% of their peers.

The majority of College Bound's first graders are at grade level in reading and math. 93% are earning A's, B's and C's. 73% of the course grades are As and Bs, and the mean College Bound student average grade is 86. We are on target for 95% of third graders to be on grade level in reading and math.



About this Report

This document is a summary of the full College Bound from Birth 2014 Annual Evaluation Report submitted to Collaborative for Children by Ralph Culler, Ph.D. of Research and Evaluation Services of Texas and Nicole Andrews, Ed.D. of the College of Education at the University of Houston. Drs. Culler and Andrews were engaged to provide independent assessment of the College Bound from Birth program annually, resulting each year in a comprehensive written report. To read the complete 2014 evaluation report, contact Collaborative for Children at www.collabforchildren.org.