

# **Prevention Research Intervention Strategies in Early Childhood and Education**

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**Most of the research studies reported in this presentation are available at  
the following website <http://ecti.hbg.psu.edu/publications/index.htm>**

# Organization of Research Presentation

- Past Research
- Present Research
- Future Research
- Research and Evaluation
- Service and Outreach
- Training and Technical Assistance

# Research and Evaluation

- Early Childhood Education Quality Study
- REACH Evaluation—Harrisburg Preschool
- HOPE Project—Preschool PATHS
- Safe Schools Healthy Students Program
- Lycoming Mentoring Evaluation
- Carlisle ITERS Evaluation
- Quantum Evaluation
- Keystone STARS Evaluation

# Service and Outreach

- Regional Key
- Student Intern Placement
- Working with College's faculty on specific research projects in Harrisburg and South Central Pennsylvania
- FOCUS
- Urban Community Partnership

# Training and Technical Assistance

- Regional Key
- SDA Training
- STA Technical Assistance
- Mind in the Making Intervention
- Family Communications
- Certificate Programs

# Training and Technical Assistance

- Capital Area Early Childhood Training Institute (CAECTI)
- Mind in the Making Intervention
- Hanen Language Program
- Regional Key
- Family Communications

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# Capital Area Early Childhood Training Institute

*Prevention Research Center for the Promotion of Human Development*

## **Capital Area Early Childhood Training Institute**



**Serving the south central region: Centre,  
Cumberland, Dauphin, Franklin, Adams,  
Lancaster, Lebanon, Perry and York  
counties**

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# Capital Area Early Childhood Training Institute

*Prevention Research Center for the Promotion of Human Development*

**The Capital Area Early Childhood Training Institute is a community-based initiative to provide training and information to parents and care providers of children birth to five years of age.**

**CAECTI's main office is located in Harrisburg, with satellite offices in State College and York.**





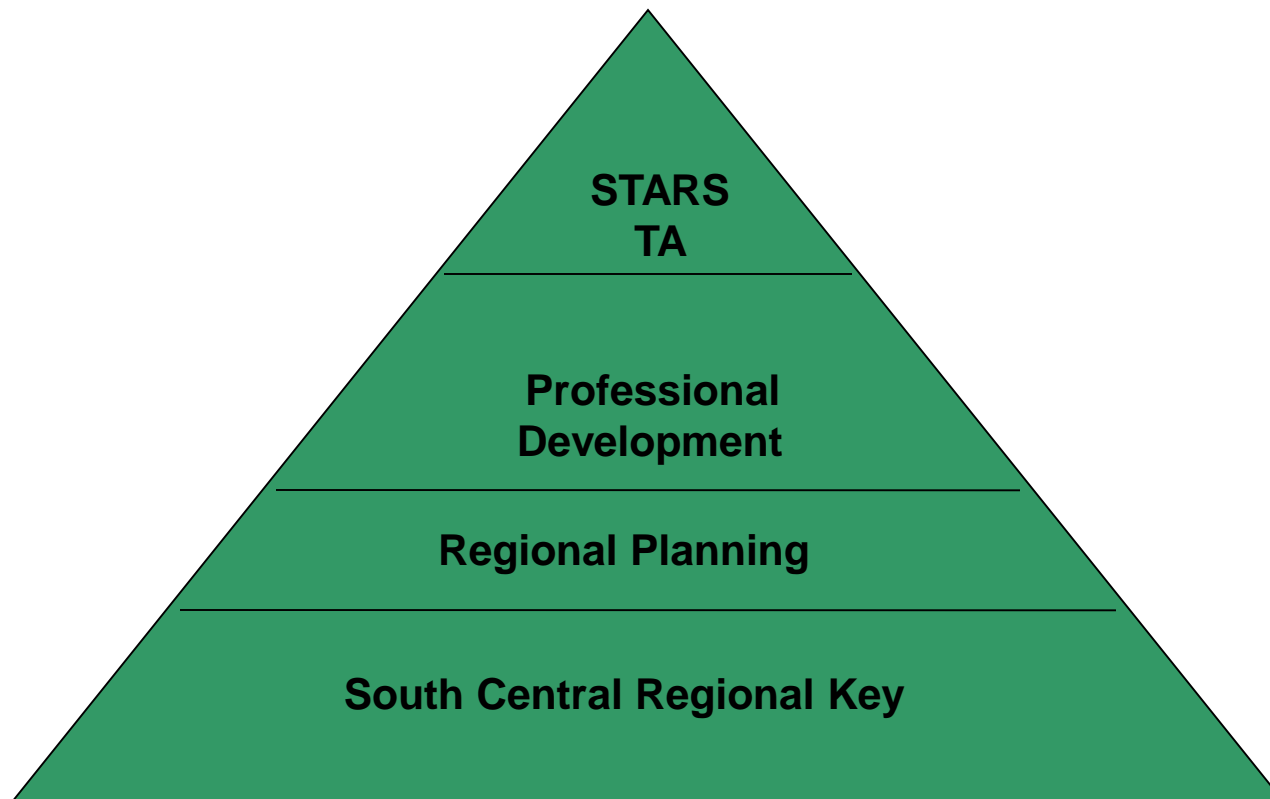
## **CAECTI Mission Statement**

**The four primary goals are:**

- **Develop training opportunities.**
- **Disseminate training information.**
- **Advocate for high-quality early childhood programs.**
- **Serve as regional center for early childhood information.**



## **Main roles for CAECTI:**





## **South Central Regional Key**

- **Partners with Child Care Consultants in York**
- **One of six Regional Keys**
- **Responsibilities include Leadership, Professional Development, STARS Technical Assistance, Regional Planning**
- **Report to PA Key/Office of Child Development**

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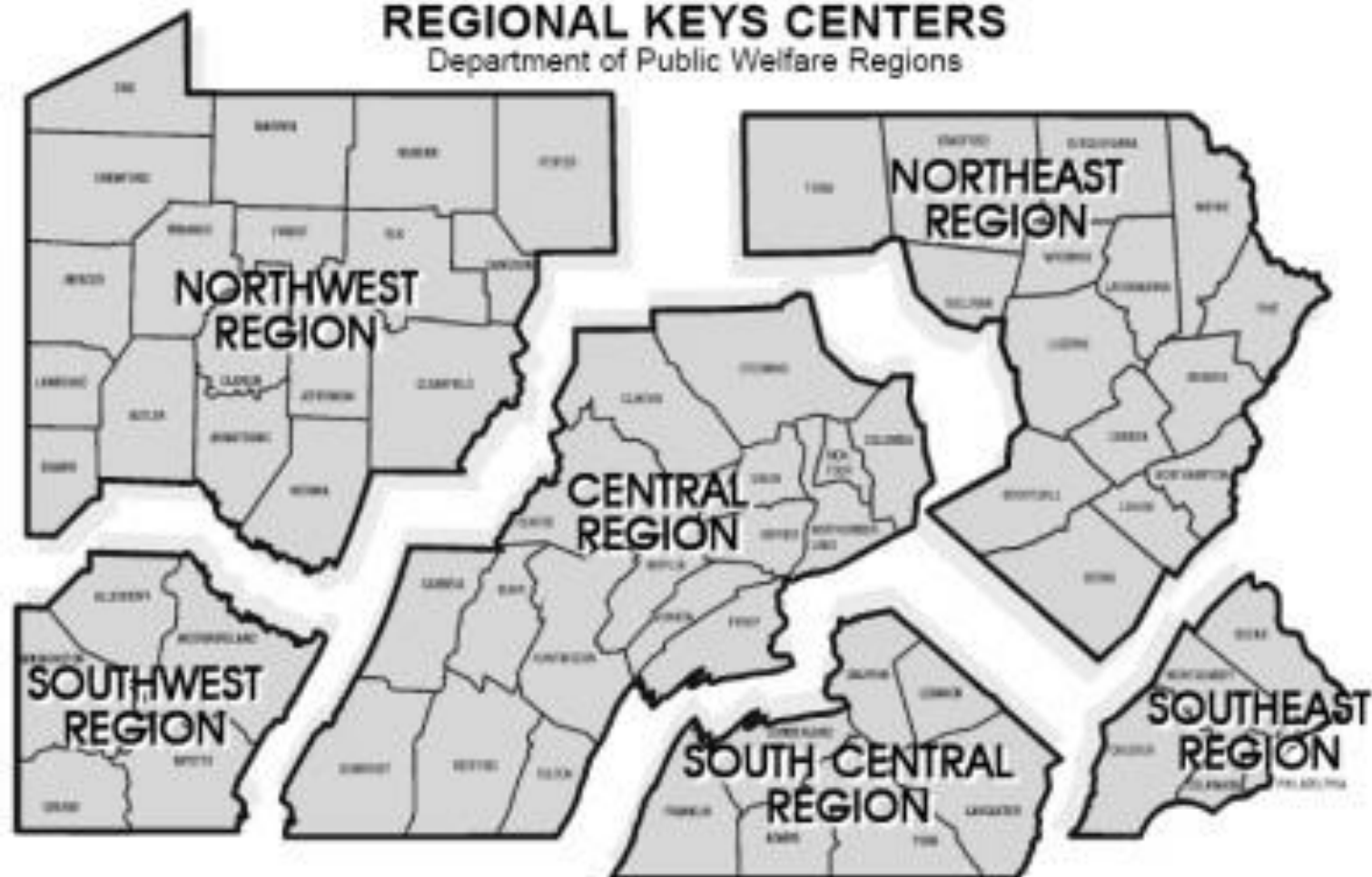


# Capital Area Early Childhood Training Institute

*Prevention Research Center for the Promotion of Human Development*

## REGIONAL KEYS CENTERS

Department of Public Welfare Regions



# South Central Regional Key





## **Regional Key Planning**

- **Gather information through focus groups, surveys, state databases and reports.**
- **Convene Leadership council.**
- **Develop regional plan that addresses the administration of professional development, STARS and the outreach and coordination of early childhood education programs that impact ECE professionals, parents, and community stakeholders.**



## **Regional Key Professional Development**

- **Coordinate and deliver training events with regional training organizations.**
- **Convene regional Professional Development meetings.**
- **Monitor quality of trainers/training events.**
- **Prepare training event calendar twice annually.**
- **Assess/training needs of providers in region.**



## **Regional Key STARS Technical Assistance (TA)**

- **STARS TA Coordinator for the SC Regional Key**
- **On-site consultation services to child care providers with a Star One designation or higher.**
- **Support providers' achievement of a higher star rating.**
- **Services available at no cost to Keystone Stars providers.**





## **CAECTI Professional Development Programs**

### **Credit Courses**

**Infant/Toddler  
Curriculum**

**Program Administration**

**Program Evaluation**

**Inclusive Practices**

**Home-Based Provider**

### **Noncredit Certificate**

**Programs/CDA  
Programs**

**Infant/Toddler**

**Preschool**

**Inclusive Practices**

**Language Development**

**Home-Based Provider**

**Director Core Certificate**



## Family and Infant/Toddler CDA Programs

- **Currently offered in Franklin, Dauphin, Lebanon and York Counties.**
- **120 training hours**
- **Mentoring assistance to develop Resource File.**
- **Results in awarding of national credential.**



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## **Director's Core Certificate**

- **Credit or non-credit coursework**
- **Program Administration, Curriculum and Program Evaluation**
- **135 hours of training or 9 credit hours**
- **Results in state-approved certificate for child care directors.**



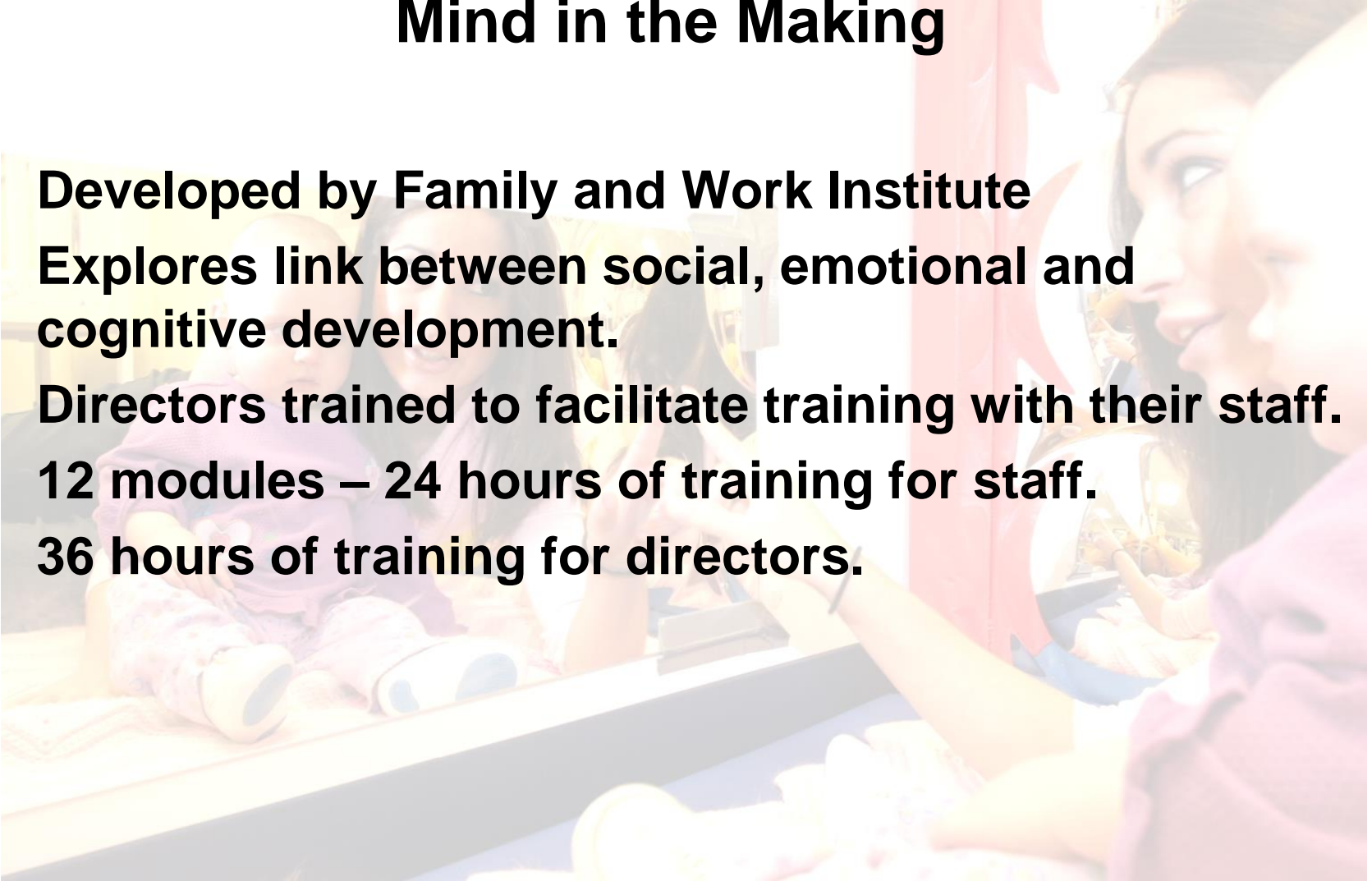
## It Takes Two To Talk – The Hanen Program

- **Parent Training/Mentoring Program**
- **Language Development in Infants/Toddlers, children with speech delays, special needs, English as a 2<sup>nd</sup> language**
- **Referrals from Capital Area Intermediate Unit**





## Mind in the Making

- **Developed by Family and Work Institute**
  - **Explores link between social, emotional and cognitive development.**
  - **Directors trained to facilitate training with their staff.**
  - **12 modules – 24 hours of training for staff.**
  - **36 hours of training for directors.**
- 



## Mentoring

**Individualized, on-site support to help child care staff implement the knowledge and skills they are receiving in classroom instruction.**

### **Benefits:**

- **Building relationships.**
- **Effecting long term change in best practices.**
- **Providing a support system.**



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## **Additional Projects:**



- **Research Projects**
- **Training of Trainers**
- **Stars Support Trainings**
- **Summer Institute**
- **Partner with Community Agencies, Hershey Medical Center**
- **Resource Library**

# **Pennsylvania MAPS Project**

Family Communications, Inc



# Previous History

- This was the fourth year of dissemination of the “Mad Feelings” & “Challenging Behaviors” workshops sponsored by the Substance Abuse Mental Health Services Administration of the US Dept of Health & Human Services.
- Previous projects were done in Pennsylvania and Mississippi (2001/02), California (2003), Iowa and Ohio (2004).
- The first 2 yrs & the 3<sup>rd</sup> yr Ohio project included only the “Mad” workshop. The 3<sup>rd</sup> yr Iowa project included the “Challenging” workshop.

# Mad Feelings Workshop “Value” or “Importance”

- Rated as Very Important:
  - FY02 = 88.8%
  - FY03 = 85.3%
  - FY 04 = 86% (Iowa); 90% (Ohio)

# Mad Feelings Workshop

## Understandability

- Rated as “Very Understandable”:
  - FY02 = 95.9%
  - FY03 = 93%
  - FY04 = 91% (Iowa); 96% (Ohio)

# Mad Feelings Workshop Recommended to Others

- Responded “Definitely Yes” or “Yes”:
  - FY02 = 96.2%
  - FY03 = 93.3%
  - FY04 = 95% (Iowa); 97% (Ohio)

# Follow Up Call - Changed in Working w/Children

- Participants indicated “Yes”:
  - FY02 = 71%
  - FY03 = 75%
  - FY04 = 77% (Iowa/Mad);
  - FY04 = 96% (Iowa/Challenging)
  - FY04 = 71% (Ohio)
  - FY05 = 66% (Mad); 53% (Challenging)

# Follow Up Call – Used Materials from the Workshop

- Participants indicated “Yes”:
  - FY02 = 63%
  - FY03 = 67%
  - FY04 = 69% (Iowa/Mad)
  - FY04 = 67% (Ohio)
  - FY05 = 93% (Mad)
  - FY05 = 93% (Challenging)

# Research and Evaluation

- Early Childhood Quality Settings Study
- Keystone Stars Evaluation
- REACH Evaluation
- HOPE Evaluation
- SSHS Evaluation
- Mentoring Evaluation Studies
- Quantum Evaluation
- Mind in the Making Evaluation
- Dauphin County Capacity Building Project Evaluation
- CCIS—Child Caregiver Interaction Scale

# **Investing in Quality Early Care and Education**

The Pennsylvania Early Childhood  
Settings Study



# Historical trends affect children

- Rise in number of two-wage earner families
  - Nearly 100% rise in number of mothers of young children who are employed over last three decades
  - Concomitant rise in number of families using non-familial care for their young children
- Rise in number of children living in single parent homes
- Persistence of poverty for many young children
- Growing gap between poor and wealthy in access to educational services
- Significant differences in school readiness between affluent and low-income children

# **First, child care does not threaten family influence on the child.**

- NICHD Study of Early Child care study shows that!
- Whether children were in many hours of child care or none at all, family influences were high.
- Children in nonparental child care did not have lower or more insecure attachment to their mothers than children not in nonparental child care.

# **Second, low quality care is risky for children.**

- Poor quality programs are related to:
  - Lower school readiness and school achievement
  - Increased risk for behavioral problems

# ***Quality* early childhood programs for low-income children can:**

- Promote school readiness and school performance
  - Higher math scores and school achievement
  - Less grade retention,
  - Reduced use of special education
  - Higher graduation rates
  - Increased employment after graduation
  - Less use of welfare after graduation
- Reduce antisocial behavior
  - Fewer behavioral problems
  - Less delinquency and crime

# Research has shown what the critical components of quality are:

High general teacher education and specific training of staff

- Time spent in program (duration and intensity of experience)
- Low child-teacher ratios and small groups
- Child-directed, developmentally appropriate practices
- Standards, monitoring (Head Start)
- Adequate compensation for teachers

# What is the Level of Quality of Services in Pennsylvania?

- Less than 20% of all programs scored at a good level
- Head Start and preschool programs have the highest quality of care.
- 46% of Head Start Programs scored at a high level, but even they could be improved.
- Quality of child care centers and family/group child care homes appeared to decrease during the last five years.

# Quality Study Sample

Head Start	50
Preschool	48
Child Care Centers	111
Group Child Care Homes	46
Family Child Care Homes	109
<u>Relative/Neighbor Care</u>	<u>8</u>
TOTAL	372

# How the Study Measured Quality

- ECERS-R
  - Early Childhood Environment Rating Scale
- FDCRS
  - Family Day Care Rating Scale

## Ratings

- **Poor-**                    **2.9 and below**
- **Minimal**                **3.0-3.9**
- **Adequate**              **4.0-4.9**
- **Good**                    **5.0-5.9**
- **Excellent**              **6.0-6.9**



# Mean ECERS/FDCRS Score By Type of Setting

- |                      |     |          |
|----------------------|-----|----------|
| • Head Start         | 4.9 | Good     |
| • Preschool          | 4.3 | Adequate |
| • Child Care Centers | 3.9 | Minimal  |
| • Group Homes        | 4.1 | Adequate |
| • Family Homes       | 3.9 | Minimal  |
| • Relative/Neighbor  | 3.7 | Minimal  |

# Mean ECERS/FDCRS Scores by Education of the Provider

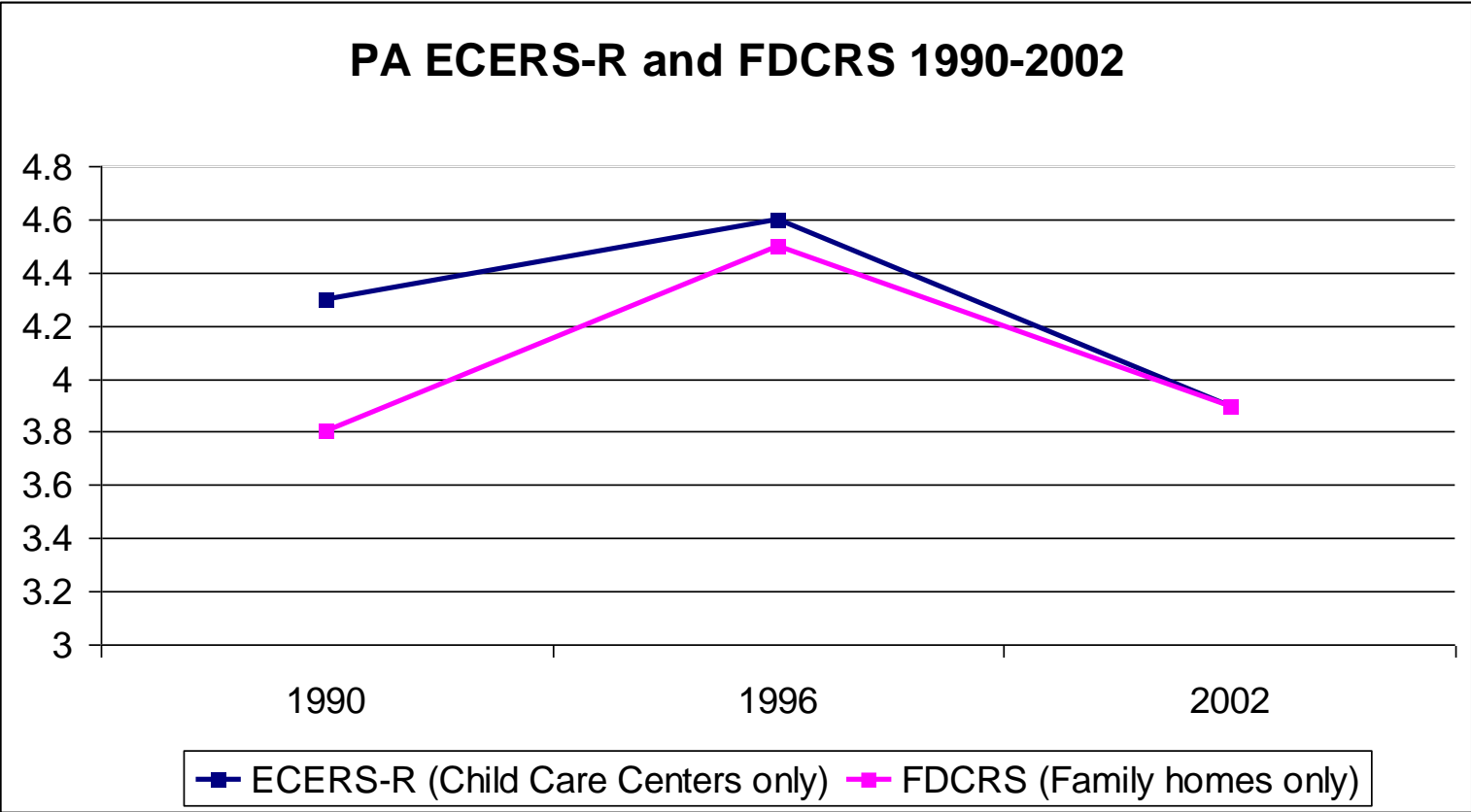
- High School Diploma (24%) 3.8
- Some College (24%) 4.1
- Associate's Degree (17%) 4.2
- Bachelor's Degree(31%) 4.3
- Master's Degree (4%) 4.7

# Mean ECERS/FDCRS Scores and Utilizing A Curriculum

## ECERS/FDCRS

Yes (47%)	4.4
No (53%)	3.9

# ECERS/FDCRS 1990-2002



# **Individuals with college degrees provide a much higher level of quality than individuals with a high school diploma**

But in Pennsylvania:

Only 58% of teachers have degrees in  
preschool

39% have degrees in Head Start

22% have degrees in Centers

18% have degrees in Home-based

# For Early Childhood Services The Future may be now

- The need is great.
- Research shows that use of child care does not diminish the family's effect on children or children's attachments to their parents.
- Quality is crucial: it does not cost much more than custodial care and it appears to be a good investment.
- If there's the will, there's a way.
- Science knows the way; now it's up to Pennsylvania's will.

# Research Projects in Harrisburg

- Harrisburg Preschool Project (REACH)
- Safe Schools/Healthy Students (SSHS)
- HOPE (Harrisburg Opportunity for PATHS Expansion)

# Harrisburg Preschool Program (HPP)

- Evaluation of innovative preschool partnership between Harrisburg School District and Capital Area Head Start
- Focus on long term systems change
- Funded by W.K. Kellogg Foundation
- Comprehensive evaluation plan



# Harrisburg Preschool Program (HPP)

- Evaluation both Quantitative and Qualitative
- Three Pronged Approach
  - Child level assessments following 300 original enrolled 3 and 4 year olds for six years (Led by Celene Domitrovich)
  - Qualitative assessment of HPP on attitudes and behaviors of teachers and parents (Led by Linda Burton from the Center for Human Development and Family Studies in Diverse Contexts)
  - Assessment of broader systems changes (Led by Barbara Carl)

# Harrisburg Preschool Program (HPP)

- Both summative and formative evaluation
- Evaluation used to shape development of the program
- Allows Harrisburg School District to be responsive to the needs of students, families and the larger community
  - Examples: Increased focus on family involvement; targeted engagement with minority communities

# Safe Schools/Healthy Students

- Provides technical assistance and evaluation
- Partnership with Harrisburg School District
- Federally funded
- Systems change focus
  - Expand prevention efforts
  - Expand mental health treatment
  - Improve academic outcomes

# Safe Schools/Healthy Students

- Comprehensive Evaluation
  - Student level surveys (Led by Laura Ferrer-Redder)
  - Systems level change (Led by Meg Small)
  - Process components (Led by Barbara Carl)
- Development of new models for assessing and tracking student's social and academic function (Alexa) (Led by Ty Ridenour)

# Harrisburg Outreach for PATHS Expansion (HOPE)

- Collaborative partnership with Dauphin County Mental Health, Harrisburg School District, and Hempfield Behavioral Health
- Federally funded
- Comprehensive evaluation
  - Student level outcomes
  - Programmatic outcomes
  - Systems change evaluation

# Harrisburg Outreach for PATHS Expansion (HOPE)

- Goals:
  - Expand PATHS to all K-5 classrooms in HSD
  - Adapt PATHS for Behavioral Health Providers
    - Training
    - Consultation
    - Create common language for BHRS Providers, schools and families
  - Community Education
    - Importance of social/emotional health

# Harrisburg Outreach for PATHS Expansion (HOPE)

- Community Education
  - Development and distribution of Little Turtle Activity Kit
    - Community Partners:
      - Dauphin County Library System
      - Harrisburg Housing Authority
      - Harrisburg YWCA
      - Hamilton Health Center
  - Social marketing Campaign
    - *Have you given a child HOPE today?*

# Mentoring Based Evaluations

- Cumberland County Success by Six ECERS-R Mentoring Training
- Lycoming County Early Childhood Quality Research Project (ECERS-R Mentoring Training)
- Lycoming Clinton Head Start Family Childcare Mentoring Evaluation (FDCRS Mentoring Training)



# **Governor's Institute on Parental Involvement 2005**

- Partnership with Center for Schools and Communities (CSC) and PDE
- Assess levels of family involvement in schools participating in the 2005 GIPI
- Will allow CSC to target future training and technical assistance efforts
- Define baseline data for potential future funding

# Dauphin County Capacity Building Project Evaluation

- Partnership with Dauphin County Collaborative Board
- Focus on local, grassroots organizations in Dauphin County
  - Training and Technical Assistance on Program Logic Model
  - Coaching Model
  - Increase capacity to write solid grant proposals to secure future funding

# Quantum Opportunities Project

- Partnership with York YWCA
- QOP focuses on
  - Developing basic academic and life skills
  - Strengthening social skills
  - Broaden cultural experiences
- Comprehensive Evaluation
  - Student level outcomes
  - Process level outcomes relating to board and systems functioning
- Technical Assistance
  - Growth and Development of Community Prevention Board

# Mind in the Making

- Statewide Evaluation of Mind in the Making Curriculum
  - Caregiver training on how to increase social/emotional development of young children
- Randomized Control Group Design of 21 sites, 42 classrooms
- Measures include
  - Environmental Rating Scales
  - Modification of Arnett Caregiver Interaction Scale
  - Participant Reflections

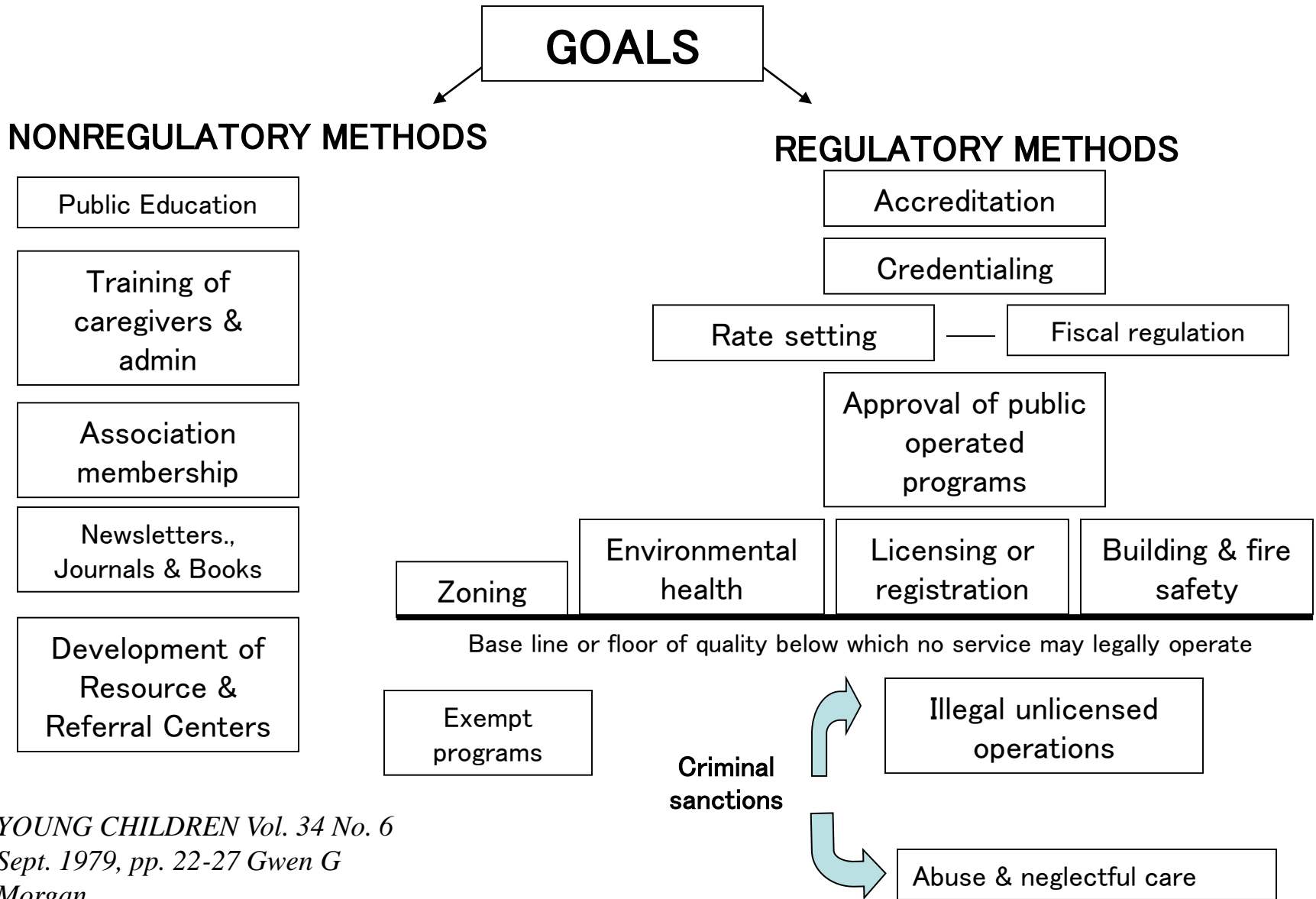
# Development of Arnett5—Child and Caregiver Interaction Scale (CCIS)

- Modification of original Arnett (1989) Caregiver Interaction Scale
- Provides clear, operational definitions, based upon NAEYC recommendations
- Expanded scaling to provide clearer assessment of caregiver sensitivity
- Allow for more targeted technical assistance

# Pennsylvania Early Childhood Quality Studies

- 2006 = Barnard, Etheridge Smith, Fiene, & Swanson (2006)
- 2002 = Fiene, Greenberg, Bergsten, Fegley, Carl, & Gibbons (2002)
- 1996 = Iutovich, Fiene, Johnson, Koppel, & Langan (1998, 2001)
- 1990 = Melnick & Fiene (1990)
- 1984 = Kontos & Fiene (1986, 1987)
- 1978 = Fiene & Aronson (1979)

# Methods for Achieving Quality Child Care



*YOUNG CHILDREN Vol. 34 No. 6  
 Sept. 1979, pp. 22-27 Gwen G  
 Morgan*

# National Child Care Quality Indicators

- IPM/ICS (1979, 1980)
- CDPE Scale (1984)
- NECPA Accreditation (1993, 1995)
- NAEYC Accreditation (1996)
- NRC/Stepping Stones (1998, 2002)
- ASPE Research Update (2002)
- NARA Licensing Curriculum (2003)
- NACCRRA Report (2007)



# **Universities Children's Policy Collaborative**

*Research team for the  
Governor's Task  
Force on Early  
Childhood Care  
and Education*

# UCPC Collaborative Members

- **Penn State**

Prevention Research Center – Dr Mark Greenberg

Health and Human Development Institute – Dr Rick Fiene

- **Temple University**

Center For Public Policy – Dr Anne Shlay

Center for Improving Research for Children's Lives (*CIRCL*) - Dr  
Marsha Weinraub

- **University of Pittsburgh**

Office of Child Development – Drs Chris Groark and Dr Bob McCall

# UCPC PROJECTS

- From Science to Policy: Review of Issues, Programs and Policies
- PA Family Survey
- PA Higher Education Survey
- PA Early Care and Education Provider Survey
- PA Early Childhood Quality Settings Study

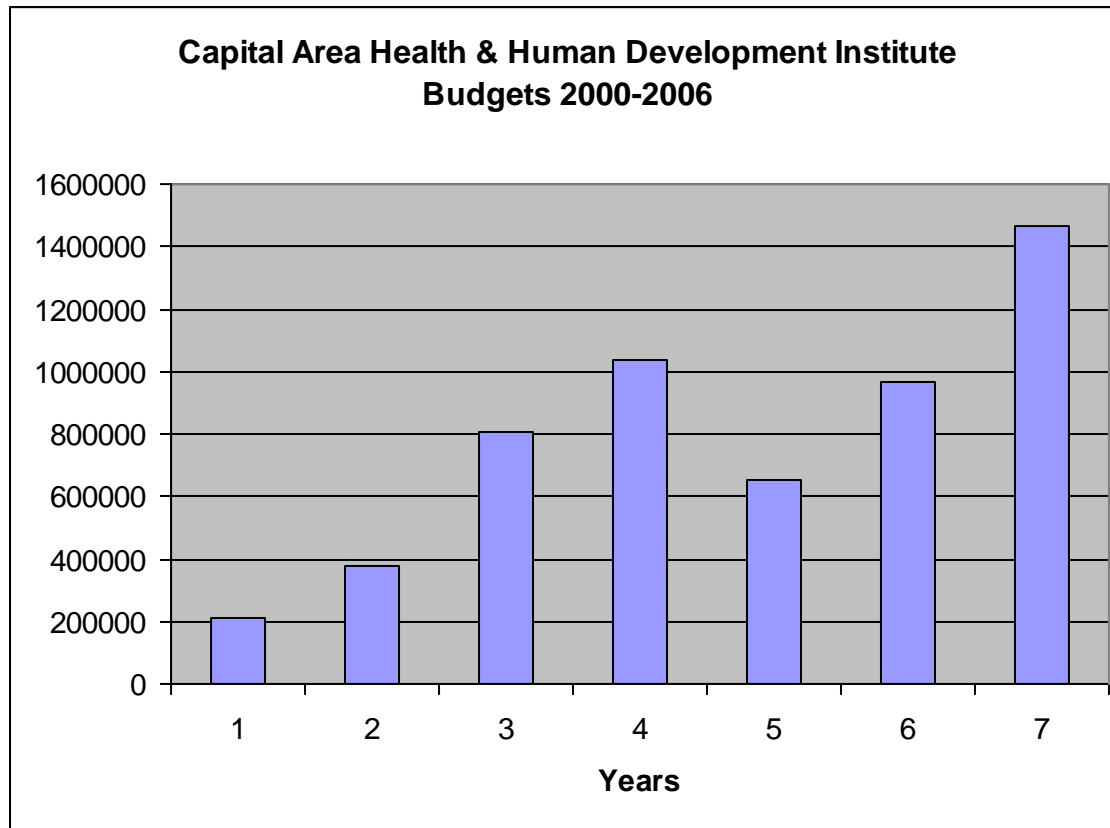
# CAHHDI Internship Program

- 50 students have made inquiries
- 26 students were placed or worked on Harrisburg related projects
- Students were from the following departments:
  - Human Development & Family Studies
  - Health Policy Administration
  - Bio-behavioral Health
  - Kinesiology
  - Nutrition
  - Communication Sciences and Disorders
  - Landscape Architecture

# Present and Future Projects

- Early Childhood Efficacy Study
- Prevention of Childhood Obesity
- Arkansas ECE Professional Development
- National Professional Development Evaluation
- Harrisburg Center for Infant Research
- Evaluation of PANA Childhood Obesity Activities

# CAHHDI Funding

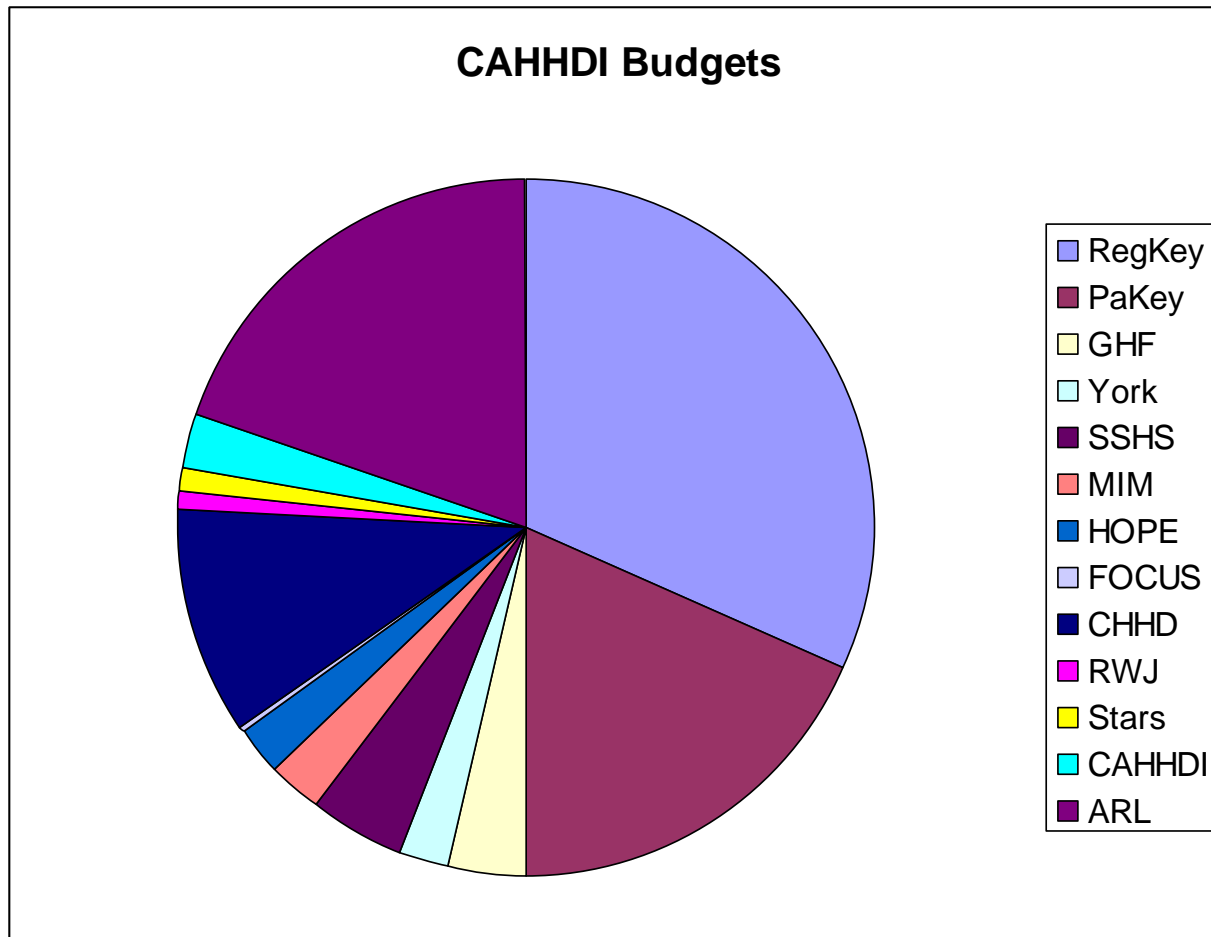


# CAHHDI Projects

- CAPITAL AREA HEALTH AND HUMAN DEVELOPMENT INSTITUTE PROJECTS

<u>Project</u>	<u>Duration</u>	<u>Type</u>	<u>Budget</u>
Regional Key of South Central Pa	2005-2007	Training	\$919,068
<i>with Child Care Consultants of York</i>	2005-2007	<i>Training, TA, Eval</i>	<i>\$10,000,000</i>
Pennsylvania Key Training	2005-2007	Training	\$456,530
Infant Toddler Training	2004	Training	\$126,255
KURC Training	2000-2005	Training	\$2,620,000
Regional Training Organization	2002-2005	Training	\$135,000
GHF Caregiver/Parent Mentoring	1999-2007	Training	\$542,000
MITM Training	2005-2006	Training	\$21,600
Stars Technical Assistance—CAECTI	2004-2006	Technical Assistance	\$580,000
Stars Technical Assistance—HDFS	2004-2006	Technical Assistance	\$443,245
York County Home Based Evaluation	2002-2003	Training/Evaluation	\$8,874
Lebanon County Evaluation Project	2002-2003	Training/Evaluation	\$18,123
Lycoming County School Readiness	2002-2003	Training/Evaluation	\$33,442
Carlisle Child Care and Evaluation	2002-2003	Training/Evaluation	\$17,400
NAEYC/NARA Training and Evaluation	2001-2003	Training/Evaluation	\$13,000
Adult Residential Training and Assess	2005-2007	Training/Evaluation	\$496,142
Arkansas Professional Development I	2005-2007	Training/Evaluation	\$150,000
Lycoming Clinton Head Start	2000-2002	Research/Evaluation	\$88,512
Mind in the Making	2005-2006	Research/Evaluation	\$36,201
Keystone Stars Evaluation	2003-2006	Research/Evaluation	\$221,000
Early Childhood Task Force Quality	2002-2003	Research/Evaluation	\$550,000
YWCA of York	2005-2006	Research/Evaluation	\$30,000
Louise Child Care Evaluation	2001-2002	Research/Evaluation	\$5,000
<b>TOTAL</b>			<b>\$7,511,392</b> <b>\$17,511,392</b>

# CAHHDI Funding Distribution





# For Additional Information:

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<http://www.hhdev.psu.edu/hdfs>

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