

U.S. Department of Education

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ECEPD GRANT PERFORMANCE REPORT

CFDA # 84.349A

PR/Award # S349A050007

Budget Period # 1

Report Type: Annual Performance

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- 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: 7/1/2006 To: 6/30/2010 (mm/dd/yyyy)
 Approving Federal agency: ED Other (Please Specify) Department of Health and Human Services
 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: Michael Holland	Title: VP, Admin. & Stdt Affairs
Signature:	Date:

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

Title : Annual Report Executive Summary 06-07
 File : E:\Annual report 06-07.doc



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

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

PR/Award #: S349A050007

The overarching goal of the Early Education Partnership (EEP) program is to improve educational outcomes for children living in high need communities in Oregon's Linn and Benton counties. EEP aims to accomplish this by:

- Recruiting educators from underrepresented groups working with at-risk populations
- Reducing barriers affecting teacher access to professional development
- Meeting training needs of different types of early childhood educators
- Providing a progressive system of professional development

During the second year of the grant, September 1, 2006 – August 31, 2007, 57 early childhood educators participated in the EEP program—21 Head Start teachers, 19 educators from community child care homes and centers, and 17 pre-service college students. Protégés work with children from various risk groups including children with special needs, bilingual children, children living in poverty, and children from rural areas.

Prior to the EEP program, many protégés had been unable to pursue meaningful professional development due to barriers relating to time, money, and access. In order to address these issues, the EEP grant provided classes at non-traditional times and locations, and funds for tuition and books. EEP personnel developed and taught classes in non-traditional formats, such as three on-line courses, a modularized course, and off-site practica during 2006-2007. In addition, mentors worked individually with protégés to overcome the barriers that first-time students face when navigating the college system.

The EEP program was able to expand the range of professional development opportunities available to educators by adding classes designed to address the particular issues facing our population of children, as well as the training needs of our protégés. For example, children in Linn and Benton counties scored well below the state average in all reading readiness areas, as reported by the Oregon Department of Education. Yet there was little in the way of systematic intentional literacy instruction available. To meet this training need, the EEP program developed a series of three college course focusing on Early Literacy learning and instruction. The first course was offered twice during 2005-2006, with over half of the protégés enrolled. The two remaining courses were offered the second year, with 46% of the protégés completing two or three courses in the series. Other targeted classes that were developed and taught in 2006-2007 were Poverty, Diversity and Domestic Violence and Teaching with the Brain in Mind. Strategies for Working with Children with Special Needs will be offered in the third year of the grant as well as 3-4 additional classes in the on-line format. EEP personnel are in the process of developing a 12-credit Early Literacy Certificate and a 12-credit Working with Families Certificate as part of protégés' professional development.

A key component of the EEP program is our mentoring system that supports participants as teachers and students. Twenty mentors recruited from similar populations to the protégés received ongoing training by the EEP management team, and worked one-on-one with protégés during the year. Mentor support included weekly conversations, observation and on-site coaching, and resource referral. Mentors helped protégés design and revise individual professional development plans and goals for the remaining part of the EEP program. Protégés and mentors are thus more easily able to monitor progress toward professional development certificates and degrees. Nine EEP protégés achieved a degree or certificate from LBCC during the first year of the grant, and 10 did so during the second year.

The EEP program had a successful second year for protégés and mentors. The number of professional development opportunities for early childhood educators in Linn and Benton counties continued to be increased, and barriers to participation in these activities continued to be reduced. The level of involvement in classes and course grades was encouraging. The average pre/post-test gain in literacy classes and GPA were examined to assess knowledge gain. Overall, EEP protégés continued to maintain a substantially higher GPA than Child and Family Studies students not enrolled in the EEP program. This finding might be attributed to the continued support protégés received from the EEP program during the second year, and mentoring may be a promising area for future study.

A quasi-experimental study design was employed to evaluate the effectiveness of the EEP program. Comparison groups who didn't obtain the intervention protégés received were matched by cohort (Head Start, community center and family child care, and pre-service) for assessment purposes. Comparison conditions were similar to treatment conditions with respect to children's risk factors and teacher/provider background and experience. Attrition was minimal for children and teachers in both treatment and comparison groups (treatment group—2 teachers, 4 children; comparison group—2 teachers, 3 children). Some children only received the post test. Those not assessed at both pre- and post-test times were not included in data analysis.

First-year assessment information was used to improve assessment plans in 2006-2007, and a number of challenges were overcome. All cohorts participated during the second year, and timing of pre and post-testing occurred in October/November and May/June, respectively. The PPVT-III and PALS Pre-K were used to assess child outcomes, and in addition to the ELLCO, a teacher behavior observational checklist was utilized to gain additional anecdotal information about teaching practices.

Scores on the ELLCO subparts were higher than for other ECEPD programs, especially on the Learning Environment Checklist and the Classroom Observation. Approximately 91% of the EEP children scored 85 or above on the PPVT-III at post-test time. Overall, 46.07% of these children gained four or more points between pre and post-test times, although head Start (54.54%) and pre-service (54.28%) scores higher. Despite higher numbers for community and pre-service cohorts, on average 11.11 letters were identified by EEP children at the end of the school year. These areas are in need of further work to improve child outcomes.



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

PR/Award #: **S349A050007**

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 participating in EEP will attain the necessary early language, cognitive and pre-reading skills to enter kindergarten prepared for continued learning, including age appropriate development of oral language and alphabet knowledge.

1.1. Performance Measure	Measure Type	Quantitative Data					
The percent of preschool-aged children participating in EEP who achieve significant gains on the Peabody Picture Vocabulary Test-III.* * A standard score increase of 4 or more points between pre and post-test	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	
1.2. Performance Measure	Measure Type	Quantitative Data					
The percent of preschool-aged children participating in EEP who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-III.**	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

*A standard score of 85 or above							
1.3. Performance Measure	Measure Type	Quantitative Data					
The number of letters EEP 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)

1.1 The percent of preschool-aged children participating in EEP who achieve significant gains on the Peabody Picture Vocabulary Test-III.* n=167 47/102=46.07%

The percent of preschool-aged children participating in comparison groups who achieve significant gains on the Peabody Picture Vocabulary Test-III.* n=174 50/130=38.46%

The percent of Head Start preschool-aged children participating in EEP who achieve significant gains on the Peabody Picture Vocabulary Test-III.* n=66 36/66=54.54%

The percent of Head Start preschool-aged children participating in comparison groups who achieve significant gains on the Peabody Picture Vocabulary Test-III.* n=93 36/93=38.70%

The percent of community preschool-aged children participating in EEP who achieve significant gains on the Peabody Picture Vocabulary Test-III.* n=69 13/33=39.39%

The percent of community preschool-aged children participating in comparison groups who achieve significant gains on the Peabody Picture Vocabulary Test-III.* n=28 5/15=33.33%

The percent of pre-service preschool-aged children participating in EEP who achieve significant gains on the Peabody Picture Vocabulary Test-III.* n=43 19/35=54.28%

The percent of pre-service preschool-aged children participating in comparison groups who achieve significant gains on the Peabody Picture Vocabulary Test-III.* n=28 12/24=50.00%

* A standard score increase of 4 or more points between pre and post-test

1.2 The percent of preschool-aged children participating in EEP who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-III.** n=167 96/106=90.56%

The percent of preschool-aged children participating in comparison groups who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-III.** n=174 115/131=87.78%

The percent of Head Start preschool-aged children participating in EEP who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-III.** n=66 57/66=86.36%

The percent of Head Start preschool-aged children participating in comparison groups who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-III.** n=93 79/93=84.94%

The percent of community preschool-aged children participating in EEP who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-III.** n=69 30/31=96.77%

The percent of community preschool-aged children participating in comparison groups who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-III.** n=28 15/15=100%

The percent of pre-service preschool-aged children participating in EEP who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-III.** n=43 34/35=97.14%

The percent of pre-service preschool-aged children participating in comparison groups who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-III.** n=28 22/23=95.65%

**A standard score of 85 or above

1.3 The number of letters EEP children can identify as measured by the PALS Pre-K Upper Case Alphabet Knowledge subtask. n=132 113--11.11 letters

The number of letters children participating in comparison groups can identify as measured by the PALS Pre-K Upper Case Alphabet Knowledge subtask. n=84 68--11.33 letters

The number of letters Head Start children participating in EEP can identify as measured by the PALS Pre-K Upper Case Alphabet Knowledge subtask. n=95 74--10.57 letters

The number of letters Head Start children participating in comparison groups can identify as measured by the PALS Pre-K Upper Case Alphabet Knowledge subtask. n=73 68--11.33 letters

The number of letters community children participating in EEP can identify as measured by the PALS Pre-K Upper Case Alphabet Knowledge subtask. n=26 11--17.90 letters

The number of letters community children participating in comparison groups can identify as measured by the PALS Pre-K Upper Case Alphabet Knowledge subtask. n=9 9--20.44 letters

The number of letters pre-service children participating in EEP can identify as measured by the PALS Pre-K Upper Case Alphabet Knowledge subtask. n=25 19--20.73 letters

The number of letters pre-service children participating in comparison groups can identify as measured by the PALS Pre-K Upper Case Alphabet Knowledge subtask. n=17 11--21.63 letters

Although 91% of the children participating in the EEP program demonstrated age-appropriate oral language skills at post-test time in spring 2007, the lower percentage of children who achieved significant gains on the PPVT-III was surprising. Overall, 46.07% of the children participating in EEP increased four or more points on the PPVT-III from pre-test to post-test, while only 38.46% of those in the comparison groups did. In both the Head Start (54.54%) and pre-service cohorts (54.28%), gains were higher than in the community cohort (39.39%). The community cohort had extremely high numbers of children who scored 85 or above on the PPVT-III post-test, which suggests those children may have had proportionately higher scores at pre-test time, thus affecting the overall gains.

We were pleased to see that the EEP program met the second performance measure (1.2). Overall, Head Start and pre-service cohort scores were higher than matched comparison group scores, and community cohort scores were not substantially different from their comparison group.

Overall results of EEP children's letter recognition of 11.11 letters were disappointing. However when examined individually, community and pre-service cohort scores were more encouraging. Community children recognized 17.90 letters, and pre-service children recognized 20.73 letters. Head Start children recognized 10.57 letters. Results illustrate the need for additional instruction and mentoring in the areas of vocabulary-building and letter recognition which will be addressed in the coming year.





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

PR/Award #: **S349A050007**

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

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

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

2.1 The EEP teachers' average score on the ELLCO subpart Literacy Environment Checklist measured after the teacher has implemented the intervention in the classroom. n=44 30--31.00

The comparison group teachers' average score on the ELLCO subpart Literacy Environment Checklist measured at post-test time. n=32 26--17.46

The EEP Head Start teachers' average score on the ELLCO subpart Literacy Environment Checklist measured after the teacher has implemented the intervention in the classroom. n=15 12--25.33

The comparison group Head Start teachers' average score on the ELLCO subpart Literacy Environment Checklist measured at post-test time. n=11 10--25.50

The EEP community teachers' average score on the ELLCO subpart Literacy Environment Checklist measured after the teacher has implemented the intervention in the classroom. n=14 9--21.33

The comparison group community teachers' average score on the ELLCO subpart Literacy Environment Checklist measured at post-test time. n=17 11--11.90

The EEP pre-service teachers' average score on the ELLCO subpart Literacy Environment Checklist measured after the teacher has implemented the intervention in the classroom. n=9 9--31.11

The comparison group pre-service teachers' average score on the ELLCO subpart Literacy Environment Checklist measured at post-test time. n=4 4--17

The EEP teachers' average score on the ELLCO subpart Classroom Observation measured after the teacher has implemented the intervention in the classroom. n=44 30--53.10

The comparison group teachers' average score on the ELLCO subpart Classroom Observation measured at post-test time. n=32 23--38.08

The EEP Head Start teachers' average score on the ELLCO subpart Classroom Observation measured after the teacher has implemented the intervention in the classroom. n=15 12--58.50

The comparison group Head Start teachers' average score on the ELLCO subpart Classroom Observation measured at post-test time. n=11 10--40.70

The EEP community teachers' average score on the ELLCO subpart Classroom Observation measured after the teacher has implemented the intervention in the classroom. n=14 9--43.00

The comparison group community teachers' average score on the ELLCO subpart Classroom Observation measured at post-test time. n=17 10--29.80

The EEP pre-service teachers' average score on the ELLCO subpart Classroom Observation measured after the teacher has implemented the intervention in the classroom. n=9 9--56.00

The comparison group pre-service teachers' average score on the ELLCO subpart Classroom Observation measured at post-test time. n=4 4--50.25

The EEP teachers' average score on the ELLCO subpart Literacy Activities Rating Scale measured after the teacher has

implemented the intervention in the classroom. n=44 30--7.70

The comparison group teachers' average score on the ELLCO subpart Literacy Activities Rating Scale measured at post-test time. n=32 21--4.04

The EEP Head Start teachers' average score on the ELLCO subpart Literacy Activities Rating Scale measured after the teacher has implemented the intervention in the classroom. n=15 12--7.66

The comparison group Head Start teachers' average score on the ELLCO subpart Literacy Activities Rating Scale measured at post-test time. n=11 9--6.44

The EEP community teachers' average score on the ELLCO subpart Literacy Activities Rating Scale measured after the teacher has implemented the intervention in the classroom. n=14 9--6.11

The comparison group community teachers' average score on the ELLCO subpart Literacy Activities Rating Scale measured at post-test time. n=17 8--1.37

The EEP pre-service teachers' average score on the ELLCO subpart Literacy Activities Rating Scale measured after the teacher has implemented the intervention in the classroom. n=9 9--7.77

The comparison group pre-service teachers' average score on the ELLCO subpart Literacy Activities Rating Scale measured at post-test time. n=4 4--4.00

We were encouraged to see that the results of the Literacy Environment Checklist subpart of the ELLCO was 31.00 overall, 25.33 for Head Start proteges, 21.33 for community proteges, and 31.11 for pre-service proteges. In all cases scores were equivalent or higher than for comparison groups.

The most encouraging results were the high scores on the Classroom Observation subpart of the ELLCO in which overall teachers scored 53.10, Head Start teachers scored 58.50, community teachers scored 43.00, and pre-service teachers scored 56.00. All comparison groups scored substantially lower than the treatment groups.

In addition, scores on the Literacy Activity Rating Scale subpart of the ELLCO was positive. Overall, EEP teachers scored 7.70, the Head Start cohort scored 7.66, the community cohort scored 6.11, and the pre-service cohort scored 7.77. The comparison groups scored much lower, especially the community cohort (1.37). The ELLCO results suggest that the combination of LBCC credit classes and mentoring support have had a strong impact on teachers knowledge and practice.





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

PR/Award #: **S349A050007**

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.

The EEP program will offer increased number of hours of high quality professional development to early childhood educators.

3.a.. Performance Measure	Measure Type	Quantitative Data					
LBCC Education/Child and Family Studies classes will be offered in greater number.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		999	/		11	/	
3.b.. Performance Measure	Measure Type	Quantitative Data					
EEP program classes will be offered to proteges in alternate formats, at alternate times, and in alternate locations.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		999	/		5	/	
3.c.. Performance Measure	Measure Type	Quantitative Data					
The EEP program will offer individual mentoring to EEP proteges.	PROJ	Target			Actual Performance Data		
		Raw	Ratio	%	Raw	Ratio	%

		Number			Number		
		5	/		5	/	

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

3.a., 3.b., 3.c. One of the first goals of the EEP program was to increase early childhood educators' access to LBCC credit classes. In 2006-2007, the regular number of classes was increased by four classes winter term, five classes spring term, and two classes summer term over the first year of EEP. On average, classes were increased by three each term.

Classes offered during the traditional school day at a substantial distance from home and work are typically hard for working early childhood educators to attend. To address these issues, five classes on average occurred in alternate formats (three fall term, seven winter and spring terms, and four summer term). Evening and on-line classes, as well as classes in Lebanon, Sweet Home, and Corvallis were offered during the second year of EEP.

3.c. In the fall of 2006, the EEP management team replaced mentors who had dropped from the program in order to have 20 mentors participating in the program during the second year. Mentors were again recruited from Head Start, the LBCC lab school, community child care homes and centers, and LBCC faculty. Proteges and mentors were matched based on similarity of interests, career goals, and work site, as well as proximity of location. All proteges were given the opportunity to meet with their mentor for at least five hours each term. Mentors continued to receive approximately two hours of training twice a month during fall, winter and spring terms. The trainings were conducted by EEP management staff and were based on the Head Start Literacy Mentoring Curriculum. Mentors also received ongoing support from their own mentor, a member of the EEP management team.



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

PR/Award #: **S349A050007**

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 who participate in EEP will engage in high quality professional development in greater numbers and in increased number of hours.

4.a.. Performance Measure	Measure Type	Quantitative Data					
Proteges will make progress toward their professional development goals by taking LBCC credit classes.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		50	/		55	/	
4.b.. Performance Measure	Measure Type	Quantitative Data					
Proteges will take at least three LBCC credit classes during the second year of EEP.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		3	/		8	/	
4.c.. Performance Measure	Measure Type	Quantitative Data					
Proteges will make progress toward professional goals by completing an LBCC	PROJ	Target			Actual Performance Data		
		Raw	Ratio	%	Raw	Ratio	%

certificate or degree.		Number			Number		
		999	/		10	/	
4.d.. Performance Measure							
	Measure Type	Quantitative Data					
Proteges will receive at least 15 hours of individual mentoring during 2006-07.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		15	/		17	/	

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

4.a., b., c. During 2006-2007, 57 participants were enrolled in the EEP program. These early childhood educators all worked with low income children or children at risk, but worked in a variety of early childhood settings. For the purposes of our research, the proteges were divided into three cohorts--community child care providers, Head Start teachers, and pre-service educators. It was anticipated that although pre-service educators would be full-time LBCC students, members of the other two cohorts would take only three to six classes per year. It was encouraging to find that our proteges in the second year actually enrolled in more classes than expected, resulting in an overall average of eight classes during the year. Fall term we had 58 proteges enrolled in classes, winter term 54 proteges, spring term 52 proteges, and summer term 25 proteges. Ten of our proteges were able to complete a certificate or degree and graduate in spring 2007, for a total of 19 graduates thus far.

4.d. EEP proteges received an average of 17 hours of mentoring during 2006-2007; the amount of support increased from 7.3 hours in 2005-2006. Several factors may have impacted these results. First, many mentors and proteges had established relationships from the prior year, so time was not needed to match proteges with mentors. Second, mentors and proteges already worked out strategies for connecting and meeting with one another, so time was not used for arranging schedules. Third, mentors received ongoing training during the second year of EEP including role expectations, therefore mentors increased their confidence and took more initiative in supporting their proteges.



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

PR/Award #: **S349A050007**

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 participating in EEP will demonstrate increased knowledge and understanding of effective strategies to support school readiness and in the effective administration of appropriate assessments and the use of assessment results.

5.a.. Performance Measure	Measure Type	Quantitative Data					
Proteges will take three core program classes related to early literacy during the three-year EEP program.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		18	/		14	/	
5.b.. Performance Measure	Measure Type	Quantitative Data					
Proteges will complete core classes with a grade of C or better.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			70 / 100	70		84 / 100	84
5.c.. Performance Measure	Measure Type	Quantitative Data					
Proteges will demonstrate increased knowledge of early	PROJ	Target			Actual Performance Data		

literacy as indicated by scores on pre/post-tests.		Raw Number	Ratio	%	Raw Number	Ratio	%
			20 / 100	20		21 / 100	21
5.d.. Performance Measure							
	Measure Type	Quantitative Data					
Proteges will demonstrate increased knowledge of early childhood education as indicated by overall GPA.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			250 / 400	63		348 / 400	87

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

5.a., b., c. In order to further promote the overarching goal of the Early Childhood Educator Professional Development program to improve literacy outcomes for young children, the EEP management team developed a series of LBCC credit classes focusing on early literacy: Foundations of Literacy, Early Literacy: Listening and Speaking, and Early Literacy: Reading and Writing. The Foundations class was offered twice during the grant's first year, with more than 50% of the proteges completing this first class in the literacy series. The second and third classes were offered twice during the second year of the grant, averaging 14 proteges/term (range=6 to 27 proteges). It was interesting to note the enrollment of non-EEP students participating in the early literacy classes when space allowed.

To assess knowledge gain, grades received in class, and pre/post-tests were administered. Proteges, on average, received a B grade or better (average=84%), with a 21% knowledge gain on the pre/post-tests. The pre/post-tests were designed to be administered each term of the literacy series, so that increased knowledge gains could be measured as students complete the series.

Since knowledge gain must be translated into teaching practice to effectively improve outcomes for children, the ELLCO was used to examine the literacy learning environment created by proteges at their work site to assess the impact of proteges' increased knowledge of literacy instruction (see 2.1). In addition, an observation checklist was used to document teacher use of literacy strategies during classroom reading time (see). The PPVT-III and the PALS Pre-K assessments were also used to determine if there was an associated gain in children's receptive language and letter recognition (see 1.1, 1.2, 1.3).

5.d. When compared to LBCC Child and Family Studies students not enrolled in the EEP program, proteges continued to demonstrate consistently higher GPAs. Overall mean scores for EEP proteges were 3.48 out of 4.00, compared to non-EEP

student scores of 2.76 out of 4.00. This outcome might be explained in several ways. First, our proteges continued to report that being part of the EEP program was highly motivating. Proteges put extra time and effort into their studies, determined to demonstrate that our investment in them was well spent. Second, the proteges in the EEP program maintained a cohesive group, taking classes together and creating study groups. In this way they were help and support for each other in their school work. Third, mentors gave proteges consistent guidance and support in their studies, providing useful resources and referral to college support services.

5.d. Average GPA of non-EEP Child & Family Studies students for 2006-2007 is 2.76/4.00 or 69%.



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

PR/Award #: **S349A050007**

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

Title : Annual Budget Report 06-07
File : E:\budget524BSectionBC[1].doc

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

Title : Annual Report 06-07
File : C:\Other524BSectionBC[1].doc



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

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

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#:S349A050007

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

In 2006-2007, \$459,822 funds were expended for administration of the Early Education Partnership (EEP) program. It is expected that the \$309,566 funds will be used as carryover in the 2007-2008 year. The resulting carryover will be spent in the following ways.

- Protégés wish to complete as much of their certificates and degrees as possible before the grant ends, therefore carryover funds will be used to pay for a greater number of classes than were originally budgeted. In addition, tuition and textbook rates have increased so carryover funds will be used for these expenses.
- Grant funds will be utilized on education and mentoring of additional protégés who will be added to the program in 2007-2008. It is expected that a number of protégés currently in EEP will complete their degrees throughout the year; therefore space will be available for new participants. New protégés will be included in research on the effects of coaching and teacher practices. In addition, protégés will require mentoring support throughout their first year following graduation.
- Because training on the administration of the PPVT-III, PALS Pre-K and ELLCO will be provided by the Department, funds will be used for the management team, the assessment coordinator, and assessment team members to participate in these trainings and follow-up discussions.
- Results of the PPVT-II and PALS Pre-K indicated that there is a need for increased effort by protégés to affect child outcomes in 2007-2008. Modifications will be made in course content and all protégés will be expected to complete the Early Literacy series by the end of the grant period. We will use carryover funds to hire a faculty member to convert all three classes to an on-line format in order to reduce barriers for working educators.
- Approximately eight early literacy coaches will be employed the last year of the grant to work closely with 15-20 protégés who will take the literacy classes during the year. Carryover funds will be expended so that coaches can participate in training, observe and conference with protégés, and participate in protégés' early childhood settings modeling intentional teaching practices.

- It is anticipated that carryover funds will be needed for employment of a data analyst, data system manager, data entry specialist, and data entry support staff during 2007-2008 and after the grant ends. We would like to analyze the three years of data using a repeated-measures design to assess the impact of the EEP program over time. Therefore, we would like to request that funds be expended after the end date of the grant, August 31, 2008, in order to complete this research.
- As part of our research, we would also like to follow graduates of the Child and Family Studies program beyond the EEP program. It might quite possibly take early childhood educators some time to reflect on the knowledge they have gained through classes and mentor support, and put this information into practice. It would be interesting to note changes in teacher practices and child outcomes the following year. Carryover funds could be used to conduct this research, analyze these data, and write the report.



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

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

PR/Award #:
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SECTION C - Additional Information *(See Instructions. Use as many pages as necessary.)*

The Early Education Partnership (EEP) grant partners have remained the same throughout the duration of the three-year program. The Department of Education/Child and Family Studies at Linn-Benton Community College, Kids and Company Head Start of Linn and Benton Counties, and Linn-Benton-Lincoln Early Intervention/Early Childhood Special Education will continue to work together to execute the ECEPD grant in 2007-2008.

During the second year of the grant, we were pleased to meet several of our objectives. First, we successfully offered increased numbers of high quality professional development to early childhood educators, and protégés engaged in high quality professional development in greater numbers and in increased number of hours. In addition, protégés continued to demonstrate increased knowledge and understanding of effective strategies to support school readiness. AS we have learned from experience with developing and teaching classes the first two years of EEP, several changes are planned concerning classes next year. We will not offer additional modularized classes in 2007-2008, but rather develop three to four more on-line classes in the third year of the grant. The on-line format was more successful with our working population, and this format helps to make those classes more accessible. Since a number of protégés have completed, or will soon complete their degrees and certificates and move into the graduate cohort, additional new protégés will be added to the EEP program by winter term 2008 as funds allow. Students will try to maximize their opportunities for making progress on their educational goals by taking as many classes as they can during the last year of the grant.

English language learners are a special population of early childhood educators we have been trying to reach during the past year and plan to continue in 2007-2008. Last year, students took an ESOL class linked with a three-credit early childhood education class from our 15-credit certificate, either Early Childhood Ages and Stages, Principles of Observation, or Learning Experiences for Children. Approximately 16 students participated in these classes for three terms in 2006-2007, with about half of those students either obtaining jobs in the field or wishing to continue with our Child and Family Studies certificate program.

The 2006-2007 preliminary findings on teacher practices were quite interesting to note. Early childhood educators made significant progress, as measured by the various subparts of the ELLCO. EEP protégés averaged 31.00 on the Literacy environment Checklist

compared to other ECEPD programs' average of 25.7. On the Classroom Observation EEP protégés averaged 53.10 compared to the ECEPD national average of 34.00. These results might suggest that long-term professional development in the form of credit classes and mentoring can improve teacher knowledge, and over time this knowledge can have a substantial effect on teacher practice.

We are hopeful that knowledge and practice will translate into greater increases in child outcomes during the third year of the grant. Some of the results on the Peabody Picture Vocabulary Test-III and the PALS Pre-K Upper Case Alphabet Knowledge subtask were lower than expected. As the result of these findings, we would like to make the following changes in the EEP grant activities for the next budget period that is consistent with the scope and objectives of our approved application. First, plans are to use these data to make improvements in our literacy instruction in two of the Early Literacy classes. In Early Literacy: Speaking and Listening additional strategies on promoting language and vocabulary will be covered, and in Early Literacy: Reading and Writing additional instruction will cover developmentally appropriate techniques for teaching letters to young children. Second, as a way to better determine how protégés might transfer knowledge gain related to early literacy into improved practice and educational outcomes for children, a small study will be conducted using 15-20 protégés who haven't completed the literacy series of classes or worked closely with a mentor-coach to apply information gleaned from classes to their early childhood programs. Coaches and protégés will work together on specific early literacy goals in the areas of vocabulary, phonological awareness, letter recognition, and writing throughout the year. Assessment and self-assessment will be employed and more intensive coaching will be utilized as a strategy to help protégés make improvements.

Following the third year of data collection, a repeated-measures analysis will be conducted on the entire three years of data to examine more long-term results. In addition, qualitative analyses of mentor and coaching observations will assist in looking at changes in teacher practices and resulting child outcomes. It is hoped that the final data analysis will help to advance knowledge in the field of effective early childhood education and best practices for effective professional development opportunities.

Results from the Second Year of the Early Education Partnership Program

Objective 1: Preschool-aged children participating in EEP will attain the necessary early language, cognitive, and pre-reading skills to enter kindergarten prepared for continued learning, including age appropriate development of oral language and alphabet knowledge.

	Total EEP	Total Comparison	EEP Head Start	Comparison Head Start	EEP Community	Comparison Community	EEP Pre-service	Comparison Pre-service
Children achieving significant gains on PPVT-III (a gain of 4 or more points between pre and post tests)	46.07%	38.46%	54.54%	38.70%	39.39%	33.33%	54.28%	50.00%
Children demonstrating age appropriate oral language skills (a standard score of 85 or above)	90.56%	87.78%	86.36%	84.94%	96.77%	100%	97.14%	95.65%
Number of letters identified at the end of the school year (measured by PALS PreK)	11.11	11.33	10.57	11.33	17.90	20.44	20.73	21.63

Objective 2: Early Childhood Educators participating in EEP will more frequently apply research-based approaches in early childhood instruction and child development and learning, including established literacy-rich classrooms.

	Total EEP	Total Comparison	EEP Head Start	Comparison Head Start	EEP Community	Comparison Community	EEP Pre-service	Comparison Pre-service
Teachers' average score on ELLCO Literacy Environment Checklist	31.00	17.46	25.55	25.50	21.33	11.90	31.11	17.00
Teachers'								

average score on ELLCO Classroom Observation	53.10	38.08	58.50	40.70	43.00	29.80	56.00	50.25
Teachers' average score on ELLCO Literacy Activities Rating Scale	7.70	4.04	7.66	6.44	6.11	1.37	7.77	4.00

Objective 3: EEP program will offer increased number of hours of high quality professional development to early childhood educators.

	2006-2007	2005-2006	2004-2005
Number of ED/CFS classes offered each term	11	8	7
Number of ED/CFS classes offered each term in alternate formats (times, locations, on-line, modularized)	5	3	2
Number of mentoring hours offered to protégés each term	5	5	0

Objective 4: Early childhood educators who participate in EEP will engage in high quality professional development in greater numbers and in increased number of hours.

	2006-2007	2005-2006	2004-2005
Average number of protégés who took LBCC credit classes FWS	55	59	NA
Average number of LBCC classes taken by protégés each term	8	6	NA
Number of protégés who completed LBCC certificate or degree	8	9	NA
Average number of mentoring hours each protégé received.	17	7.3	0

Objective 5: Early childhood educators participating in EEP will demonstrate increased knowledge and understanding of effective strategies to support school readiness and in the effective administration of appropriate assessments and the use of assessment results.

	2006-2007	2005-2006	2004-2005
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Average number of protégés taking 3 credit class in Early Literacy	14	18	NA
Protégés who received a C or better in Early Literacy class.	84%	90%	NA
Average percent knowledge gain demonstrated on early literacy pre/post test	21%	20%	NA
Knowledge gain demonstrated by overall LBCC GPA	3.48/4*	3.47/4**	NA

* compared to non-EEP CFS students' overall GPA of 2.76

** compared to non-EEP CFS students' overall GPA of 2.90