Evaluation of the Early Childhood School Readiness Demonstration Projects and School Readiness Certification System

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Acknowledgments

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Executive Summary

Learning Point Associates conducted a comprehensive evaluation of the Texas Early Education Model (TEEM) program that began in 2003 and the School Readiness Certification System (SRCS) that began in 2005. TEEM was renamed the Texas School Ready! Project (TSR!) in school year 2009–10. The evaluation was required by the Eighty-first Texas Legislature (General Appropriations Act (2010–11 Biennium), Rider 41d, page III-16).

The evaluation focused on four primary areas:

Task 1: Program management and implementation of TEEM/TSR!

Task 2: Financial management of TEEM/TSR!

Task 3: Student performance outcomes of TEEM/TSR!

Task 4: Operation of School Readiness Certification System (SRCS)

Background

Three legislative provisions relate to the establishment of the TEEM/TSR! program and the SRCS:

Legislature	Provision
Sixty-eighth Legislature (1983)	Required that public school districts with 15 or more income-eligible four-year-olds provide a prekindergarten program to better prepare them for success in school.
Seventy-eighth Legislature (2003)	Established demonstration projects to encourage partnerships among independent school districts, Head Start, and child care providers (became TEEM).
Seventy-ninth Legislature (2005)	Established the Texas School Readiness Certification System (SRCS) to determine whether a given preschool classroom should be certified as effective in preparing children for success in kindergarten.

Across all bienniums, from fiscal year 2004 through fiscal year 2011, the Texas Education Agency (TEA) has awarded a total of $56.3 million for TEEM/TSR! and $22.5 million for SRCS. The Texas Workforce Commission (TWC) has awarded an additional $32 million. Combined, the awarded funds for these programs equaled $110.8 million from fiscal year 2004 through fiscal year 2011.

The TEEM/TSR! program grew from 11 communities since its inception in school year 2003–04 to 38 communities in school year 2008–09. The Texas Education Agency's offering of Prekindergarten Early Start (PKES) grants for school year 2009–10 resulted in some independent school districts and their Head Start and child care partners moving from TEEM/TSR! to the PKES grants. As a result, 36 TEEM/TSR! communities were operating in school year 2009–10.

Across the years, more than 209,000 preschool children were served in more than 10,600 participating classrooms in a total of 47 TEEM/TSR! communities located in each of the 20 Texas education service center regions. These communities have operated from one to seven years.

Description of TEEM/TSR!

In essence, the Texas Early Education Model (TEEM), now called the Texas School Ready! Project (TSR!) consists of "communities" in which independent school districts, Head Start agencies, and child care providers agree to collaborate as partners in providing high-quality instruction to three- and four-year-old income-eligible, at-risk children to promote their readiness for school. Although each partner must abide by its own agency regulations for enrollment in its preschool program, as TEEM/TSR! Communities, they agree to use the common criterion that at least 75 percent of the children will be from low-income families.

The State Center for Early Childhood Development at the University of Texas Health Science Center at Houston was charged with designing and developing the TEEM/TSR! program. This organization is now more generally referred to as the Children's Learning Institute (CLI). It established guidelines for forming and operating the collaborative communities and provides them with ongoing technical assistance.

The program can be thought of as having two levels: an overall organizational or infrastructure level, which brings the agency partners together in communities to share resources, and a classroom level, where participating teachers are given resources and support to provide three hours daily of research-based cognitive instruction.

Each year, CLI issues a competitive Request for Applications to invite one of the providers to serve as the "lead agency" in coordinating the partnerships. The lead agency/grantee enters into a contract with CLI specifying its fiscal and administrative responsibilities on behalf of the partnership. The lead agency is responsible for recruiting partners and for developing a memorandum of understanding among the partners to show their commitment to carrying out all the program requirements.

The infrastructure includes CLI personnel located at the UT Health Science Center headquarters in Houston as well as field staff who are located across the state to support the lead agencies, schools/centers, and teachers. As part of the field staff, CLI provides a project coordinator for each TEEM/TSR! community and mentors who teach the professional development classes and coach individual teachers in their classrooms.

At the classroom level, all participating teachers receive the following five program components, designed to improve the instruction they provide to at-risk children:

- State-approved preschool curriculum

- Instructional materials

- Professional development classes

- Mentoring in their classrooms

- Tools for monitoring student progress

Although most public school classrooms already have a state-approved curriculum, this component is often a new addition to Head Start and child care classrooms. The curriculum is supplemented with materials that enable teachers to set up seven "learning centers" in the preschool classroom. The professional development and mentoring offered to teachers is most intensive in their first year in the

program and decreases in years two and three. Teachers receive hardware (personal digital assistants [PDAs] or netbooks) and software for assessing student progress three times per year. They use the results from this monitoring to plan small-group lessons for students needing help on similar skills.

Description of the School Readiness Certification System

The Texas School Readiness Certification System (SRCS) is unique among state early childhood quality rating systems because it uses information from both the prekindergarten year and the subsequent kindergarten year to determine if a preschool classroom has prepared children to be ready for school. The two-year data collection process gathers information on prekindergarten classrooms, teachers, students, and schools/centers as well as reading and social skills at kindergarten entry. These data are linked in order to identify high-quality preschool classrooms that are effective in preparing students for kindergarten.

Evaluation Methods and Results

Learning Point Associates, and its partners Gibson Consulting Group and Shapley Research Associates, completed the evaluation between January and October 2010. The research team analyzed data collected through the following methods:

- Conducted ongoing discussions with staff from the Children's Learning Institute, TEA, and TWC, to gather documents and generate context and clarifications.

- Surveyed lead agencies, school/center administrators, teachers, and parents in 19 TEEM/TSR! communities that participated during both school years 2008–09 and 2009–10.

- Conducted intensive case studies in 12 of the 19 communities to gather financial data; interview administrators, program staff, and teachers; observe classrooms; and collect documents describing program implementation.

- Obtained data sets for student performance outcome analyses for three cohorts of students, covering the prekindergarten and kindergarten years of 2005–07, 2006–08, and 2007–09, in addition to progress monitoring data from 2005 through 2009.

Overall, more than 140 interviews, 685 survey responses, 38 classroom observations, and student data sets with more than 63,000 records were analyzed for this evaluation.

The overarching conclusions from this evaluation of the TEEM/TSR! program and the SRCS are as follows:

Task 1: Program Management and Implementation of TEEM/TSR!

1. TEEM/TSR! communities are now functioning as collaborative partnerships among public school, Head Start, and child care providers. There is variation within and among communities regarding the extent and nature of the coordinated activities.

2. The program is clearly and effectively structured at the statewide and regional levels, with extensive mentor and teacher oversight procedures in place to ensure fidelity to the program model. The involvement of the school/center administrators in the implementation of the program varies.

3. All program components are being implemented in participating classrooms throughout the state, ensuring that students receive three hours daily of cognitive instruction.

4. All parties (program staff, administrators, and teachers) see the benefits of collaboration and note that classroom instruction has improved due to the high quality of the professional development and mentoring provided to the teachers. Parents rate participating teachers as being skilled in promoting their child's academic and social skills.

5. A characteristic of the leadership of the TEEM/TSR! program has been the focus on continually improving the program over the years. Examples of this effort include continuously adding to the research base for the criteria used in the School Readiness Certification System, the use of progress monitoring data from across the state to identify the need for increased effort in developing children's oral language skills, and the constant revisions of the tools and processes for mentoring teachers.

Task 2: Financial Management of TEEM/TSR!

Public support for TEEM/TSR! and SRCS is provided by TEA and TWC. To date, CLI has been awarded $88.3 million to develop or expand the TEEM/TSR! program and $22.5 million to implement the SRCS.

6. The majority (57 percent) of the $78.4 million in TEEM/TSR! program expenditures incurred over fiscal years 2004 through 2009 were spent at the community/center level. Costs for CLI program management and general program costs account for the remaining 43 percent of total program expenditures.

7. In general, the per-classroom and per-student costs of the program have declined each year of the program. The only exception to this was in fiscal year 2007 when the program experienced significant expansion as a result of additional TWC funding.

8. Sound financial accounting and budget management processes are in place at CLI. Controls over grant and contract management ensure that accurate and reliable financial information for the program is maintained.

9. CLI has established reliable and consistent procedures for reimbursement of community-level expenditures. CLI has developed procedures for TEEM/TSR! lead agencies to follow that ensure that each payment is adequately documented.

10. The TEEM/TSR! Online Management System (TOMS) provides an efficient platform for administrative activities such as the ordering of equipment and materials. It also provides a means for tracking the allocation of resources among communities. Although the system has certain aspects that may warrant attention, TOMS is an excellent start in providing the community-level financial information necessary to evaluate the effectiveness of the overall program.

11. Community-level financial analysis is limited by the accounting systems in place at CLI. Procedures for the coding of transactions were enhanced at the beginning of the current year; however, the accounting system is still unable to produce financial reports that include all costs for each TEEM/TSR! community.

Task 3: Student Performance Outcomes of TEEM/TSR!

12. The overarching finding on student performance outcomes is that the nature of the data—and, in particular, Texas Education Agency's data destruction policy—severely limits the ability to engage in rigorous evaluation of program impact. Consequently, the results presented for Task 3 are purely descriptive in nature and cannot be used to determine causal impact of the program as a whole or of any particular characteristics.

Although data on individual TEEM/TSR! participants and nonparticipants have been collected and linked to their kindergarten assessment results, this data set is used only for the purpose of determining whether a particular preschool classroom is certified as *Texas School Ready*! as part

of the SRCS. After the certification determination has been made, the information connecting the non-TEEM students to their kindergarten assessments is destroyed, as required by TEA's data destruction policy.

TEA treats all data not associated with routine Public Education Information Management System (PEIMS) accounting as a "special project," which must be destroyed when the project is completed. This action has eliminated all comparison groups that could have been used to determine if TEEM/TSR! participants perform better in kindergarten than demographically similar nonparticipants. In addition, because of the data destruction policy, no data exist to link TEEM/TSR! participants from the early years of the program to their subsequent third-grade Texas Assessment of Knowledge and Skills (TAKS) scores, even though enough time has passed that children in the first full year of the program, 2004–05, would have taken the third-grade TAKS in school year 2008–09.

13. Large amounts of missing data or data elements not collected in all cohort years, particularly in the 2005–07 cohort, also compromise the interpretation of these student outcome results. Not all relationships between preschool characteristics and kindergarten outcomes could be tested in all cohort years. Lack of linkages from the SRCS data to other systems and incompatibility of the SRCS data across years constitute other barriers in rigorously assessing the impact of the program with the available data.

14. Although data limitations prevent conclusions regarding the program's impact on student performance, the evaluation found that greater student attendance in the participating preschools is positively related to reading readiness in the fall of the kindergarten year. The relationship between attendance and reading readiness may be due to alternative explanations, other than program participation, which cannot be ruled out given the data limitations. In addition, student performance measures improved over time— both the prekindergarten progress monitoring scores during each year and across years as well as the kindergarten reading readiness measures collected in the fall of the kindergarten year. Again, these changes may be explained by other factors that also are changing over time.

15. Student demographic characteristics were found to be related to kindergarten reading readiness, similar to results from past research. That is, being female is positively associated with kindergarten performance while free or reduced-price lunch eligibility, special education status, and limited English proficiency are negatively related to kindergarten reading readiness.

16. The prekindergarten school/center characteristic that was found to be consistently related to kindergarten student performance is the Head Start provider type. In general, students from Head Start settings perform less well than students from child care and public school prekindergarten settings on kindergarten measures of reading readiness. Head Start programs are required to serve 100 percent low-income students, as compared with the 75 percent requirement for the TEEM/TSR! communities as a whole. This fact, along with other differences in the Head Start student population, may affect their lower kindergarten performance.

17. Nearly all prekindergarten students reached a level of "satisfactory" on progress monitoring assessments by the end of the prekindergarten year. However, more than one-third of students were not achieving school-ready status in the fall of the subsequent kindergarten year. Although the progress monitoring tools are intended to be diagnostic assessments in the preschool classroom, they may not be optimally aligned with the program goal of school readiness as measured by the assessments administered in the fall of the kindergarten year.

Task 4: Operation of School Readiness Certification System (SRCS)

18. The School Readiness Certification System is founded on a strong research base and consistently applies its criteria for classroom certification in a fair way. Participants in the field see a clear connection between the SRCS criteria and high-quality classrooms.

19. Although technical aspects of the system have improved over time and technical support is sufficient, the application process remains a time-consuming endeavor for users in the field, and the two-year turnaround time to learn if a classroom is certified is perceived as a challenge.

Recommendations

Although this evaluation has concluded that the TEEM/TSR! program and the School Readiness Certification System are operating well, both programmatically and fiscally, the following suggestions for improvement are offered:

1. **Increase collaboration within partnerships.** Although partnerships are in place and many schools/centers are collaborating on specific activities, especially those related to the TEEM/TSR! program components, additional effort could be made so that more communities could be sharing resources such as teachers, space, and transportation. The Children's Learning Institute (CLI) should give additional attention to the memoranda of understanding among local partners to encourage increased collaboration in the communities.

2. **Focus attention on school/center administrators.** Rather than treating the involvement of the school/center administrator as a local decision, CLI should increase its effort to communicate with and orient school/center administrators to the program, especially its professional development and mentoring components.

3. **Improve management and updating of data sets.** Reconciling inconsistencies in the naming and numbering of TEEM/TSR! communities within and across data sets and more frequent updates of school/center participation could assist the CLI ongoing management as well as the historical analysis of the program.

4. **Improve community-level financial reporting capabilities**. All expenditures of the program should be assigned class codes in the accounting system. If this is not possible, CLI should develop manual financial tools (databases or spreadsheets) that assign costs for personnel, incentive pay, curricula and material, and all other costs to each TEEM/TSR! community.

5. **Improve functionality of TOMS database.** To maximize the use of TOMS for financial control, the financial information within TOMS should be reconciled with the accounting system information monthly. In addition, certain reports that track material usage over two- or three-year periods should be debugged to ensure that materials purchased for each classroom are used efficiently.

6. **Change Texas Education Agency data destruction policy.** The data destruction policy of the Texas Education Agency (TEA) renders it impossible to answer legislative and policy questions about the impact of the TEEM/TSR! program on student performance after preschool. TEA's consideration of the data collected in SRCS as associated with a special time-limited project and its concern that any data maintained by TEA are subject to the Public Information Act causes it to destroy data that could be used for longitudinal evaluation of this program. However, the federal Family Educational Rights and Privacy Act *(*FERPA) would prohibit TEA from providing any personally identifiable student data in response to a public records request. TEA, in collaboration with interested stakeholders, should modify this policy in a way that provides adequate safeguards for student privacy protection without destroying data needed to monitor important public policy programs over time.

7. **Examine alignment between preschool and kindergarten assessments.** CLI should explore correlations between the progress monitoring data and kindergarten reading assessments to determine whether what is being measured in the preschool classrooms is aligned with the intended outcome of school readiness.

8. **Streamline SRCS application process.** If CLI could streamline the SRCS application process based on the factors that have proven important in previous certification years, the reductions in data collection would make the process easier for users. In addition, technical developments that would facilitate uploads and linkages with existing student data collection systems would greatly reduce the burden on those inputting data.

9. **Communicate features and value of SRCS.** Additional CLI efforts to explain the utility and importance of the SRCS system could improve buy-in and support of the intensive application process. Administrators and teachers in schools/centers would benefit from a greater understanding of how the various pieces come together in the certification process. Moreover, parents and community members could learn more about the system and its results, providing additional decision-making information and a broader understanding of what constitutes quality in preschool classrooms.

The following topics are raised as future statewide policy considerations that could affect the TEEM/TSR! program as well as other statewide efforts:

10. **Eligibility for child care subsidy.** Currently, if the parent of a child in subsidized child care loses his or her job, after a 30-day grace period for a job search, the subsidy provided by the local Texas Workforce Commission board is removed and the child leaves the program. This creates difficulties for the TEEM/TSR! partnerships, especially if an independent school district wants to place an average-daily-attendance (ADA) -funded teacher in a child care center for half the day to serve the required 15 children. If there is no assurance that the eligible children will be there for the entire year, it is hard for the public school partner to commit to the collaboration. In addition, leaving the program partway through the year disrupts the opportunity for the child to become school ready, affecting the primary goal of the TEEM/TSR! program.

    On the other hand, the primary goal of the Texas Workforce Commission is to facilitate parents being able to work or engage in schooling. Providing child care subsidies to parents promotes that goal, and maintaining a subsidy for a parent who is no longer working prevents that subsidy from being available to a parent who is working. In effect, two worthy policy goals are in conflict— helping parents obtain child care so they can work and maintaining a child in a consistent education program to become ready for school. Legislators may want to consider this policy dilemma in their future deliberations.

11. **Consider including preschoolers in statewide student database.** One of the legislative requirements for CLI's evaluation of the TEEM/TSR! program was to demonstrate the extent to which the number of children in full-day, full-year programs has increased (Senate Bill 23, Seventy–ninth Texas Legislature, 2005). Currently there is no way for CLI to track the number of preschool children in full-day, full-year programs to definitively determine if the TEEM/TSR! program has increased this number because there is no statewide database that includes records of all children in all preschool programs. State policymakers may want to consider including all preschool children in Head Start, child care, public school, and other programs in a multi-agency data system that could address the question of the proportion of children receiving full-day, full-year programs.

    Furthermore, such a system would have several added benefits for the TEEM/TSR! and SRCS programs. Currently the process for uploading data into the SRCS is time consuming and difficult, partially because it is not linked to any existing student data collection systems. In

addition, it now takes months for data about preschool children to be linked with their subsequent kindergarten scores on the reading readiness assessments, for the sole purpose of determining whether the preschool classroom will be certified. Currently, as noted above, the linked data are then destroyed. The time and expense for this one-time linking could be avoided if the preschool children were already included in the state's Public Education Information Management System (PEIMS). This also could decrease some of the two-year time span it takes to learn if a preschool classroom is certified as Texas School Ready!

In addition, including the preschoolers in PEIMS would provide the needed comparison data for longitudinal evaluations of the impact of TEEM/TSR! on the performance of the participating children in later years of schooling, especially their performance on the TAKS. The improvement of statewide longitudinal data systems is currently the focus of national efforts. Including preschoolers would be one improvement for the Texas system.

Glossary

CCDS	Child Care Delivery System—subsidized child care funded by the Texas Workforce Commission
CLI	Children's Learning Institute—located at the University of Texas Health Science Center at Houston (formerly the State Center for Early Childhood Development), developed and continues to lead the TEEM/TSR! program
Community administrator	Agency taking the lead for a Texas Early Education Model/Texas School Ready! (TEEM/TSR!) community. Also referred to as a Lead agency or Grantee
Grantee	Agency taking the lead for a TEEM/TSR! community
ISD	Independent School District
Lead agency	Agency taking the lead for a TEEM/TSR! community
MOU	Memorandum of Understanding
NOGA	Notice of Grant Award—process used by UT Health Science Center to manage grants and contracts
OSP	Office of Sponsored Projects at UT Health Science Center
OZ	Optimization Zone—vendor for School Readiness Certification System
PAF	Post Award Finance office at UT Health Science Center
Partner	A public school, Head Start, or child care center that is a part of a TEEM/TSR! community
PI	Principal Investigator—university term for the person ultimately responsible for a project, usually for a research project
PKES	Prekindergarten Early Start grant program
RFA	Request for Application
SAS	Standard Application System—program guidelines established by the Texas Education Agency
School/Center	Partner site participating in the TEEM/TSR! communities providing services to preschool children
SRCS	School Readiness Certification System
SRI	School Readiness Integration partnerships
TEA	Texas Education Agency
TEEM	Texas Early Education Model
TEEM/TSR!	Acronym referring to Texas Early Education Model/Texas School Ready! program across several years
TEEM/TSR! community	An integrated partnership of public schools, Head Start, and child care centers collaborating on the provision of preschool programming for at-risk students
Tejas LEE	El Inventario de Lectura en Español de Tejas—Spanish equivalent of the Texas Primary Reading Inventory, a reading readiness assessment
TOMS	Texas School Ready! Online Management System
TPRI	Texas Primary Reading Inventory: a reading readiness assessment
TSR!	Texas School Ready!—new name for Texas Early Education Model (TEEM) as of school year 2009–10
TWC	Texas Workforce Commission

Chapter 1: Introduction

This evaluation examines the Early Childhood School Readiness Demonstration Projects and the School Readiness Certification System (SRCS) for the Legislative Budget Board of the Texas Legislature. Learning Point Associates and its partners conducted this study to evaluate the management and implementation of the demonstration projects that began in 2003 and became known as the Texas Early Education Model (TEEM) program. The program was renamed the Texas School Ready! Project (TSR!) in 2009. The evaluation also studies the School Readiness Certification System (SRCS), which began in 2005.

Legislative History and Funding

Effective beginning in the 1985–86 school year, the Sixty-eighth Texas Legislature required that public school districts with 15 or more income-eligible four-year-olds provide a prekindergarten program to better prepare them for success in school (Texas Education Code (TEC) Section 29.153(a)). In addition, federally funded Head Start programs were serving low-income three- and four-year-olds and, since 1995, the Texas Workforce Commission was providing child care subsidies to income-eligible families so parents could work or engage in education. As a result, three separate government-supported entities were developing and providing services to the same general population of economically disadvantaged and at-risk preschool-age children.

In 2003, Senate Bill 76, Seventy-eighth Legislature established demonstration projects to encourage partnerships among public school districts, Head Start programs, and child care providers. Authorized under TEC Section 29.160, the State Center for Early Childhood Development at the University of Texas Health Science Center, Houston, was charged with designing and developing a model program to integrate the delivery of early childhood education for three- and four-year-old children at risk of school failure.

In 2005, Section 3 of Senate Bill 23 of the Seventy-ninth Legislature further charged the State Center for Early Childhood Development to develop a voluntary system to determine the effectiveness of these early childhood care and education programs. Authorized under TEC, Section 29.161, the Texas School Readiness Certification System (SRCS) was established to determine whether a given preschool classroom should be certified as effective in preparing children for success in kindergarten. This bill also added provisions for a memorandum of understanding regarding the integrated partnerships, which included specifications for uniform child eligibility to the extent authorized by state and federal law and for development of streamlined enrollment procedures and simplified forms for eligible children.

Since 2003, each legislative session has directed that amounts be set aside and managed by the Texas Education Agency (TEA) to fund these programs starting with $10 million in the 2004–05 biennium (Seventy -eighth Texas Legislature), increasing to $15 million in the 2006–07 biennium (Seventy-ninth Texas Legislature), and $17.5 million for the 2008–09 biennium (Eightieth Texas Legislature). During the period from fiscal year 2004 through fiscal year 2009, TEA awarded additional grants to expand certain aspects of the TEEM/TSR! program. In the 2006–07 biennium, $1.3 million was awarded to expand the program in certain rural communities, and $5.8 million was awarded in the 2008–09 biennium to supplement professional development activities in TEEM/TSR! communities.

In addition, federal Child Care and Development Funds (CCDF) were awarded for the TEEM program by the Texas Workforce Commission (TWC) under direction from the Seventy-ninth Texas Legislature totaling $20.3 million for the 2006–07 biennium. Funds continue through TEA and TWC in the 2008–09 and 2010–11 bienniums.

Table 1-1 summarizes grant and contracts awarded to CLI for the TEEM/TSR! and SRCS programs since 2003.

Table 1-1. Funding for TEEM/TSR! and SRCS Programs by Agency

Texas Education Agency—TEEM/TSR! Funding Summary			
	Fiscal Year	**Allocated**	**Expended**
78th Legislative Session, 2004–05 biennium			
Texas Early Education Model grant	2004	$5,000,000	$4,974,015
Texas Early Education Model grant	2005	5,000,000	3,703,009
Total		10,000,000	8,677,024
79th Legislative Session, 2006–07 biennium			
Texas Early Education Model grant	2006	7,275,000	7,267,649
Texas Early Education Model grant	2007	7,374,485	7,275,793
Rural TEEM grant	2006 and 2007	1,301,789	1,231,920
Total		15,951,274	15,775,362
80th Legislative Session, 2008–09 biennium			
Texas Early Education Model grant	2008	7,500,000	7,389,224
Texas Early Education Model grant	2009	10,000,000	9,079,137
Professional development grant	2009	5,768,024	5,754,677
Total		23,268,024	22,223,038
81st Legislative Session, 2010–11 biennium			
Texas Early Education Model grant*	2010	7,125,000	2,773,044
Future grants (none awarded as of date of review)	2011	0	0
Total		7,125,000	2,773,044
Total TEEM/TSR! funding by TEA		$56,344,298	$49,448,468
2010 includes expenditures through April 2010.			

Texas Education Agency—School Readiness Certification System (SRCS) Funding Summary			
	Fiscal Year	**Allocated**	**Expended**
SRCS contract	2006, 2007, 2008	$4,884,669	$4,757,417
SRCS contract	2008 and 2009	4,298,549	4,130,988
SRCS contract	2009 and 2010	5,779,758	5,610,869
SRCS contract *	2010 and 2011	7,500,000	4,336,198
Total SRCS funding by TEA		$22,462,976	$18,835,472
2010 includes expenditures through April 2010.			

Texas Workforce Commission—TEEM/TSR! Funding Summary			
	Fiscal Year	**Allocated**	**Expended**
TWC TEEM grants (matched by TEA funding):			
Child care match contribution agreement	2006 and 2007	$8,300,000	$8,300,000
Child care match contribution agreement	2007, 2008, and 2009	12,000,000	12,000,000
Child care match contribution agreement *	2010 and 2011	11,700,000	4,066,335
Total TWC funding		$32,000,000	$24,366,335
2010 includes expenditures through April 2010.			
Grand Total—all grants and contracts		**$110,807,274**	**$92,650,275**

SOURCES: Texas Education Agency; Texas Workforce Commission; and The University of Texas Health Science Center at Houston, Children's Learning Institute.

Table 1-2 outlines the expansion of the TEEM program from its beginning in school year 2003–04 to its renaming as Texas School Ready! in school year 2009–10. Across these years, more than 209,000 students were served in more than 10,600 participating classrooms in a total of 47 different communities located in each of the 20 Texas education service center regions. These communities have operated from one to seven years. Appendix A1 provides more detail on the expansion of the program across the state.

Figure 1-1 depicts the locations where the TEEM/TSR! program has operated throughout its history.

Table 1-2. Growth of TEEM/TSR! Program

School Year	Program Name	Communities	Schools and Centers	Classrooms	Teachers*	Students
2003–04 (partial year)	TEEM	11	90	110	110	2,140
2004–05	TEEM	14	180	258	258	4,644
2005–06	TEEM	20	415	956	997	17,793
2006–07	TEEM	32	912	1,837	1,847	36,663
2007–08	TEEM	38	1,140	2,555	2,581	45,833
2008–09	TEEM	38	1,285	3,024	3,073	61,079
2009–10	Texas School Ready! (TSR!)	36	994	1,863	1,877	40,986
Total				10,603		209,138

Note: Includes teachers in the first, second, and third year of participation

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute, April 2010

Figure 1-1. Location of TEEM/TSR! Lead Agencies for School Years 2003–04 Through 2009–10
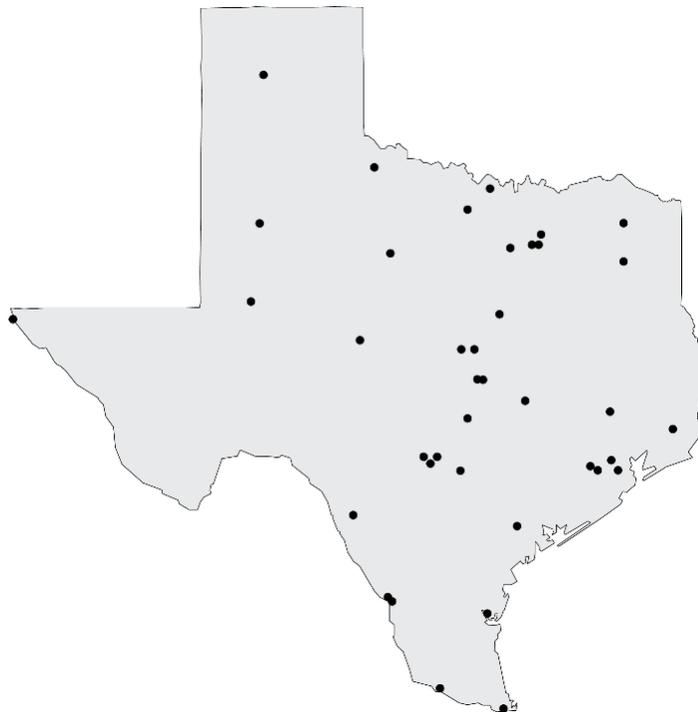
Note: The 39 locations represent 47 TEEM/TSR! communities across the years.
SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

Description of TEEM/TSR!

In essence, the Texas Early Education Model (TEEM), now called the Texas School Ready! Project (TSR!), consists of "communities" in which independent school districts, Head Start agencies, and child care providers agree to collaborate as partners in providing high quality instruction to three- and four-year- old income eligible children to promote their readiness for school. The overall purpose of the TEEM/TSR! program is stated by its developers as follows:

- Implement a cohesive service model to dramatically improve early literacy, language, mathematics, and social development for preschool eligible children.

- Provide high-quality early childhood education programs that coordinate prekindergarten resources among public school districts, Head Start programs, and childcare providers.

- Assist preschool children in achieving school readiness and successful transition into kindergarten.

The program can be thought of as having two levels, an overall organizational or *infrastructure* level, which brings the agency partners together in communities to share resources, and a *classroom* level, where participating teachers receive resources and support to provide three hours daily of research-based cognitive instruction. An overview of the two levels and the program components is provided in Figure 1-2.

Figure 1-2. Overview of TEEM/TSR! Program
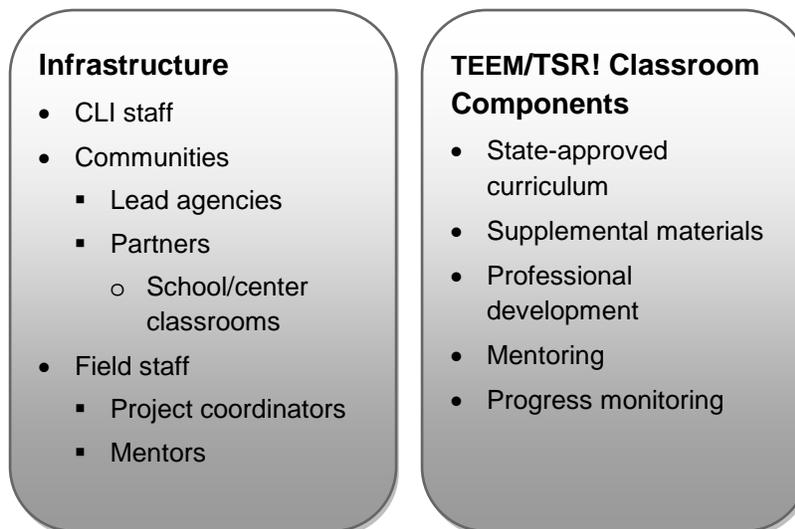
Infrastructure
- CLI staff
- Communities
  - Lead agencies
  - Partners
    - School/center classrooms
- Field staff
  - Project coordinators
  - Mentors

TEEM/TSR! Classroom Components
- State-approved curriculum
- Supplemental materials
- Professional development
- Mentoring
- Progress monitoring

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

Infrastructure Level

The TEEM/TSR! infrastructure level includes both a central headquarters and administrators in participating preschool settings across the state. As noted, the State Center for Early Childhood Development at the University of Texas (UT) Health Science Center in Houston was charged with designing and developing the TEEM program. This organization is now more generally referred to as the

Children's Learning Institute (CLI). It established guidelines for forming and operating the collaborative communities and provides them with ongoing technical assistance.

Each year, CLI issues a competitive Request for Applications to invite independent school districts, university early childhood programs, Head Start providers, and child care providers to serve as the "lead agency" in coordinating the partnerships. The lead agency/grantee enters into a contract with CLI specifying its fiscal and administrative responsibilities on behalf of the partnership.

The lead agency is responsible for recruiting partner classrooms from public school districts, open enrollment charter schools, Head Start programs, and child care programs (profit/nonprofit, faith-based and community-based organizations) that are conducting an early childhood or prekindergarten program. The lead agency also is responsible for developing a memorandum of understanding among the partners to show their commitment to carrying out all the requirements of the program. The memorandum of understanding also must specify details of the roles and responsibilities for such aspects of the integrated partnership as shared decision making, child eligibility and enrollment procedures, and strategies for management of staff, calendars, supplies and materials, and food services.

The infrastructure includes CLI personnel located at the UT Health Science Center headquarters in Houston as well as field staff who are located across the state to support the lead agencies, schools/ centers, and teachers. As part of the field staff, CLI provides a project coordinator for each TEEM/TSR! community and mentors who teach the professional development classes and coach individual teachers in their classrooms.

Classroom Level

The focus of the TEEM/TSR! program is to enhance the skills of the participating preschool teachers so that an at-risk Texas child can consistently receive a high quality early childhood education and be prepared for kindergarten in whatever preschool classroom he or she attends.

Teacher qualifications vary greatly among preschool settings:

- A public school teacher currently is required to have a bachelor degree, complete a teacher training program, and earn a Generalist certificate (Early Childhood–Grade 6)

- A Head Start teacher must have a Child Development Associate (CDA) credential, reflecting a minimum of 120 clock hours of formal child care education

- A child care teacher must have a high school diploma or equivalent and complete eight hours of preservice training.

As TEEM/TSR! participants, all teachers are provided the following five program components designed to improve the instruction they provide to at-risk children:

1. State-approved preschool curriculum

2. Supplemental instructional materials

3. Professional development classes

4. Mentoring in their classrooms

5. Tools for monitoring student progress

Although most public school classrooms already have a state-approved curriculum, this component is often a new addition to Head Start and child care classrooms. The curriculum is supplemented with

materials that enable teachers to set up seven "learning centers" around the classroom. The professional development and mentoring offered to teachers is most intensive in their first year in the program and decreases in years 2 and 3. Hardware (personal digital assistants–PDAs or netbooks) and software are provided for teachers to assess student progress three times per year, and the results are used to plan small-group lessons for students needing help on similar skills.

TEEM and Additional Support for Early Childhood Education

Simultaneous with the development of the TEEM program, the Texas Education Agency also was providing support to early childhood efforts in public schools through the Prekindergarten Expansion Grants (PKX). Starting in 1999 in the Seventy-sixth Legislature, funds were provided as a priority to districts and open-enrollment charter schools with low third-grade test scores to expand their prekindergarten programming from half day to full day. Grant funding increased and decreased through the years, with priority given to previous year grantees to continue their full-day programming. In 2006, TEA made the policy change of requiring grantees to engage in a school readiness integration partnership effort with other early childhood providers in their communities. The expansion program shifted its focus and became the Prekindergarten Early Start Program in school year 2009–10.

The Prekindergarten Early Start Program (PKES) offered funding in three tiers. Districts were allowed to apply on the basis their past history and performance. Tier 1 was only for districts with third-grade tests scores *below* the state average that *had not participated* in the previous Prekindergarten Expansion grants. Tier 2 was aimed at districts who previously *had received* expansion funding and scored *above* the state average on the third-grade tests.

Tier 3 focused on districts with third-grade test scores *below* the state average that *had participated* in the previous Prekindergarten Expansion grants. Tier 3 grantees are now required to carry out all the components of the TSR! program, including developing partnerships with other early childhood providers and seeking certification from the School Readiness Certification System. In 2009–10, the PKES program included 70 Tier 3 grantees and 1,800 classrooms. CLI is contracted to provide services to a priority subset of 46 of these PKES grantees and their 715 classrooms, adding considerably to the services required of CLI.

According to CLI, some school districts that had been participating in TEEM saw advantages in competing for the PKES grants in Tier 1 or Tier 3. Districts that had never received expansion dollars to fund all-day prekindergarten programs could now apply for Tier 1 and those that had received expansion dollars in the past, and who were in their third and final year of TEEM funding, could continue to receive services from CLI via the PKES grants. As a result, during school year 2009–10, some districts ended their participation in TEEM communities, and in some cases, took their Head Start and child care partners with them as part of their PKES grants. Table 1-2 shows this decrease in TSR! participation.

The major events in TEEM/TSR! history is provided in Figure 1-3.

Figure 1-3. Overview of TEEM/TSR! Timeline
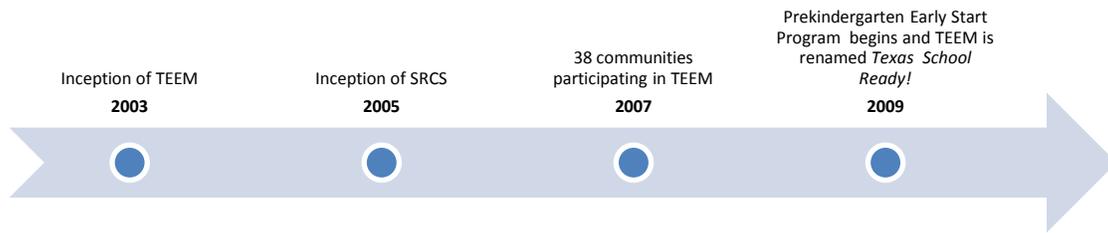
Inception of TEEM	Inception of SRCS	38 communities participating in TEEM	Prekindergarten Early Start Program begins and TEEM is renamed *Texas School Ready!*
2003	**2005**	**2007**	**2009**

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

Description of School Readiness Certification System (SRCS)

The Texas School Readiness Certification System (SRCS) is unique among state early childhood quality rating systems because it uses information from both the prekindergarten year and the subsequent kindergarten year to determine whether a preschool classroom has prepared a child to be ready for school. The two-year data-collection process gathers information on prekindergarten classrooms, teachers, and school/centers as well as reading and social skills at kindergarten entry. These data are linked in order to identify high-quality early childhood classrooms that are effective in preparing students for kindergarten.

The prekindergarten application process includes submitting data about the classroom and teacher characteristics, including a teacher self-report that describes their instructional practices. A facility report describes characteristics of the school/center. Student records also are included with student-level demographics, but student records exist to link student experiences in the prekindergarten setting to their individual kindergarten outcomes. The demographic data is for descriptive purposes only and is not used in the certification process.

The kindergarten data collection process includes assessment data from the Texas Primary Reading Inventory (TPRI) and El Inventario de Lectura en Español de Tejas (Tejas LEE) for Spanish-language speakers. The system also allows data entry of raw scores on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), istation's Indicators of Progress (ISIP) reading assessment, and the Indicadores Dinámicos del Éxito en la Lectura (IDEL) Spanish-language assessment. Schools and districts not using one of these assessments are expected to continue administering their diagnostic assessments and retain the data for collection at a later date. In addition to reading assessment data, kindergarten teachers or administrators also may submit social screener data on kindergarten students. Both the reading assessment and the social skills measures are intended to capture school readiness at the beginning of the kindergarten year. By December of the kindergarten year, these data are populated in the SRCS kindergarten data application. The kindergarten data are then matched back to the prekindergarten classroom and provided to CLI for analysis.

CLI employs factor analysis, a statistical technique, to develop factor scores based on the school, teacher, and classroom characteristics. These preschool factor scores are then related to kindergarten outcome data to identify the characteristics, or factors, that are related to improved school readiness. These relationships—called profiles—allow for the identification of preschool classrooms that have high-quality implementation and high performance on the subsequent kindergarten readiness measures. Based on this analysis, one of two decisions are made: (1) CLI provides a Technical Assistance Improvement Plan to the TEEM/TSR! classroom, or (2) CLI awards certification to the classroom that is announced by the TEEM/TSR! community. Notably, classrooms are the unit that receive the certification decision. In

addition to any benefits of certification to reputation, child care programs also receive higher reimbursement rates from local Texas Workforce Commission boards for classrooms certified through SRCS.

Evaluation

As part of the funding of the early childhood school readiness program, the Eighty-first Legislature required the Legislative Budget Board (LBB) to contract for an external evaluation of the management and implementation of the demonstration projects authorized under Texas Education Code Section 29.160 (TEEM/TSR!) and the School Readiness Certification System authorized under Texas Education Code Section 29.161 (General Appropriations Act (2010-11 Biennium), Rider 41d, page III-16). After a competitive process, LBB selected Learning Point Associates and its partners Gibson Consulting Group and Shapley Research Associates. The evaluation began in January 2010 and the final report was submitted in October 2010.

Evaluation Tasks and Research Questions

The Legislative Budget Board Request for Proposals outlined four overall tasks to guide the evaluation. As the study unfolded, the tasks were further specified into 10 research questions. The overall tasks and specific research questions addressed by this evaluation are as follows:

Task 1: TEEM/TSR! Program Management and Implementation

1. Who are the participants in TEEM/TSR!?
2. What are the program components of TEEM/TSR! and how are they implemented?
3. What processes are in place to govern the management and implementation of TEEM/TSR!?
4. How will TEEM/TSR! program components be sustained at the end of the grant cycle?

Task 2: Financial Management

5. What are the processes and controls in place to manage the fiscal component of the TEEM/TSR! program?
6. How have TEEM/TSR! funds been spent? Where did the money go, and what was acquired/purchased/provided with the money?

Task 3: Student Performance Outcomes

7. What is the performance of students on reading readiness and social skills measures?
8. What preschool program characteristics are related to the kindergarten outcome of reading readiness?
9. What performance measures have been developed by the Children's Learning Institute to evaluate the effectiveness of the TEEM initiative?

Task 4: School Readiness Certification System

10. How effective is SRCS in applying a common set of criteria and processes to identify programs that are aligned with best practices research on early childhood care and education and young children's development?

Methodology

This section and Table 1-3 summarize the methods used to address the research questions. Greater details about each method are in Appendix A2. To obtain both general and detailed information about the financial and programmatic management of the TEEM/TSR! and SRCS programs, as well as to determine student outcomes, the research team submitted requests for documents and data to the Children's Learning Institute (CLI) beginning in February 2010. Ongoing telephone conversations and e-mail exchanges with program leadership at CLI took place from February through August 2010. In addition, correspondence with personnel at the Texas Education Agency and Texas Workforce Commission was ongoing throughout the course of the evaluation to clarify details of the management and implementation of TEEM/TSR! and related early childhood education programs.

Throughout the evaluation, the research team posed contextual questions to Dr. John Gasko, Director of Statewide Initiatives at CLI, as well as to his colleagues, Layne Waxley, Director of Texas School Ready!; Dr. Jeff Williams, Senior Statistician; Kevin Mersmann, Director of Management Operations; and Yingchu Velasquez, Project Manager of Finance. In addition, the team conducted a formal interview with Dr. Susan Landry, Executive Director of CLI, founder of the TEEM program, and principal investigator for TEEM/TSR! Formal interviews also occurred with one representative of the nine program managers and one representative of the six technical assistance specialists.

Because the TEEM program changed dramatically between 2008–09 when there were 38 communities and 2009–10 when it became Texas School Ready!, with some partnerships moved to the Prekindergarten Early Start grants, the research team realized it was not possible to obtain an accurate view of the program by focusing only on the 36 communities participating in the most recent 2009–10 school year. As a result, the research team, with the assistance of CLI staff, identified 19 communities that had participated in TEEM/TSR! for *both* the 2008–09 and the 2009–10 school years under the same lead agency to be the population for addressing the research questions in Tasks 1, 2, and 4. For Task 1, financial documents were obtained from these communities starting in the 2003–04 school year. For Task 3, student outcome data sets were available for the 2004–05 through the 2008–09 school years.

Tasks 1 and 4. To address the management and implementation research questions related to both TEEM/TSR! (Task 1) and the School Readiness Certification System (Task 4), Learning Point Associates and its partners administered surveys, conducted interviews, obtained and reviewed documents, observed classrooms, and analyzed CLI datasets regarding the history and staffing of TEEM/TSR!

Surveys. The research team administered Web-based surveys regarding the implementation of TEEM/TSR! to four respondent groups within the 19 communities:

- The community administrators, also referred to as "lead agencies" or "grantees"
- The administrators of each school/center involved in the collaborative partnership
- Participating teachers
- Parents of participating children

Surveys went directly to the 19 community administrators; 15 responded, for a rate of 79 percent. CLI provided a list of 422 schools and centers within the 19 communities that had participated in TEEM/TSR! during both the 2008–09 and the 2009–10 school years. A substantial portion of these centers had missing e-mail addresses or had e-mail addresses that returned as invalid when the electronic survey system e-mailed the survey invitations. Follow-up efforts between the research team and CLI resulted in the

successful delivery of surveys to 385 school/center administrators. A total of 219 responded, for a response rate of 57 percent.

E-mail addresses were not available for teachers and parents of participating students, so the team asked school/center administrators to forward information to the teachers and parents on how to complete the survey online. The information to parents was provided in both English and Spanish and school/center administrators were asked to provide teachers and parents a computer with an Internet connection to complete the surveys. A total of 141 usable teacher and 310 usable parent responses resulted. Of the 310 parent responses, 199 parents indicated that their child was enrolled in a TSR! classroom. Responses from these 199 parents were analyzed for the remaining questions.

Case studies. To provide a more intensive description of both the financial management and the program management and implementation of the TEEM/TSR! communities, the team selected a sample of 12 communities from the 19 to serve as case studies. The case study sample was to be representative of the state in geographic diversity, number of years a community had participated in TEEM/TSR!, and size, which was represented by the number of schools/centers in the partnership. The research team also attempted to ensure that lead agencies representing public school districts (or Education Service Centers), Head Start, and child care centers were included in the sample.

In each of the 12 communities, the case study included conducting interviews, collecting documents, and observing classrooms at three to six randomly selected school/center sites within those communities. As far as possible, the selected sites included a public school, a Head Start center, and a child care center within each community. For the two communities with the largest number of sites in 2008–09, the team selected six schools/centers to visit rather than three.

Interviews occurred with the community/lead agency administrator as well as the project coordinator and two of the mentors assigned to the selected schools/centers. In all communities, the project coordinators also served as teacher mentors, so the team asked questions of these individuals related to both roles.

At each of the 42 sites, interviews occurred with the school/center administrator and a randomly selected TEEM/TSR! teacher. The team conducted observations using the CLASS (Classroom Assessment Scoring System) in the classroom of the teacher interviewed. The team collected documents about policies and practices from both the community and school/center administrators. The team also collected financial documents from community administrators.

Task 2. To address the financial management questions in Task 2, Gibson Consulting Group conducted interviews with staff from the Texas Education Agency, the Texas Workforce Commission, the Legislative Budget Board, and Children's Learning Institute. They also interviewed finance directors or their equivalent, community administrators, and project coordinators at each of the 12 TEEM/TSR! communities in the case study sample.

Financial data collected included detailed expenditure files from CLI, detailed revenue/funding files by source, accounting manuals, program growth forecasts, detailed budgets, general ledgers, grant financial reports, and other financial documents. The team conducted a financial expenditure analysis to obtain a comprehensive understanding of the distribution and spending of grant money from fiscal years 2004 through 2009.

Task 3. To address the student outcome questions in Task 3, Learning Point Associates analyzed data provided by CLI in several data sets. The data that were used to answer the student outcomes research questions are from the SRCS, representing cohort years 2005–07, 2006–08, and 2007–09. In addition, the research team used progress monitoring data, administered in the beginning, middle, and end of the prekindergarten year, from five school years (2004–05, 2005–06, 2006–07, 2007–08, 2008–09). It is important to note that the team received progress monitoring data in separate data files that could not be linked to SRCS data. Because the progress monitoring data are intended for diagnostic and formative purposes in the classrooms, they were used in limited ways in the analyses of student outcomes.

The research team was limited to using descriptive, rather than causal, approaches to examining student outcomes. The data housed at CLI for the purpose of implementing the SRCS are technically Texas Education Agency (TEA) data. TEA has the policy of treating all data not associated with routine PEIMS (Public Education Information Management System) accounting as a "special project," which must be destroyed when the project is completed. Therefore all SRCS data are destroyed once the decision to certify a particular classroom is made.

Because of TEA's data-destruction policy, it was not possible to examine whether participating in the TEEM/TSR! program has a causal effect on student academic performance in subsequent years of schooling. Given the data destruction requirement, data from a suitable comparison group of non-participating students and multiple years of linked participant data were not available. Because there is also not a uniquely identified pre-test, which could then be linked to later outcomes measures, the research team was severely limited in the analytic approaches it could use to address the student outcome research questions.

For these reasons, the research team employed hierarchical linear models to investigate those prekindergarten characteristics that are related to reading skills in the kindergarten year. Although we cannot conclude that the prekindergarten characteristics caused the outcomes in question, the hierarchical linear modeling approach allows for the identification of factors with a statistically significant relationship with the reading outcomes. In other words, the identified relationships have a very low probability of happening by random chance.

In addition, the research team descriptively examined reading and social skills performance in the kindergarten year and reported overall and disaggregated results by center/school and community characteristics. It also examined progress monitoring data over time, both within each year and across years of available data.

Summary of Data-Collection Methods. Table 1-3 summarizes the data collection methods used to address the four tasks and 10 research questions of this evaluation.

Table 1-3. Summary of Evaluation Methods

Financial Interviews	Number Conducted: 17		
• Texas Education Agency	2		
• Texas Workforce Commission	1		
• Legislative Budget Board	1		
• Children's Learning Institute	1		
• Finance directors, community administrators, and project coordinators at TEEM/TSR! Communities	12		
Surveys	**Delivered**	**Received**	**Response Rate**
• Community administrators (lead agencies/grantees)	19	15	79%
• School/Center administrators	385	219	57%
• Teachers	n/a	141	—
• Parents	n/a	310	—
Case Studies (12 Communities)			
Interviews	**Number Conducted: 125**		
• Community administrators (lead agencies/grantees)	12		
• School/center administrators	41		
• Teachers	42		
• Project coordinators	12		
• Mentors	18*		
Classroom Observations	**Number Conducted: 38**		
Review of Community Documents			
Review of School/Center Documents			
CLI Data Sets: fiscal, program management and implementation, student outcomes			

*The twelve project coordinators also served as mentors, resulting in a total of 30 mentor interviews.
SOURCE: Learning Point Associates, 2010

Report Organization

The remaining chapters of the evaluation report are organized by the four major tasks:

- Chapter 2 focuses on the management and implementation of the TEEM/TSR! program

- Chapter 3 provides the results related to financial management

- Chapter 4 analyzes the student performance outcome data

- Chapter 5 discusses the School Readiness Certification System

Each chapter presents the evaluation results by research question. A synopsis of the answer to each question precedes an in-depth description of the results. The conclusion of each chapter summarizes the results across research questions as the overall accomplishments, findings, and recommendations for each task.

Chapter 2: Program Management and Implementation

This chapter addresses four research questions on how the Texas Early Education Model (TEEM)/Texas School Ready! Project (TSR!) has been managed and implemented since its inception in school year 2003–04. It first describes the program participants, both the staff located in Houston and those across the state, as well as the preschool teachers and children who are the recipients of the program services at the local schools and centers.

It then evaluates the implementation of the collaborative partnerships that make up the TEEM/TSR! communities and the program components brought to the participating classrooms to improve the quality of instruction. It also examines the processes in place to manage the program and ensure its fidelity to its model and describes how the program components will be sustained at the conclusion of the grant cycle. Because the TEEM/TSR! program is complex, this description and evaluation of its management and implementation is quite detailed. A synopsis of the evaluation results answering each research question is provided first, followed by an in depth description of the results related to each aspect of the program.

Research Question 1: Who are the participants in TEEM/TSR!?

Synopsis of Evaluation Results

The TEEM/TSR! participants can be grouped into two categories: program staff who implement the program and recipients who benefit from the program components. TEEM/TSR! program staff make up the team responsible for leading and managing the program housed at the Children's Learning Institute (CLI) at the University of Texas Health Science Center, Houston, as well as staff "in the field" in the communities across the state. The field staff includes project coordinators and mentors. Other staff responsible for implementing aspects of the TEEM/TSR! program include the lead agencies/grantees who administer the program at the community level and the school principals/center directors who implement it at the school/center level. The proportion of schools/centers involved in TEEM/TSR! is fairly evenly distributed among public schools, Head Start agencies, and child care providers.

The work of the program staff targets the TEEM/TSR! preschool teachers who participate in professional development sessions and receive coaching support from the mentors as well as the preschool children who receive classroom instruction from TEEM/TSR! teachers. For school year 2009–10, 1,863 teachers participated in the program and 40,986 children received instruction in a TSR! classroom.

TEEM/TSR! staff positions and responsibilities were obtained from interview responses and documents provided by the Children's Learning Institute (CLI).

Program Staff

The Houston location consists of CLI personnel serving leadership, research, data analysis, and administrative roles. These staff members support both the School Readiness Certification System (SRCS) and TEEM/TSR! In addition, there are *regional project managers* who have offices at CLI headquarters but spend more than half their time in the field supporting both TEEM/TSR! and SRCS. A recent addition to the CLI staff are *technical assistance specialists*, who are funded from the Prekindergarten Early Start (PKES) grant, but they often support the SRCS process in areas of the state that have both TSR! and PKES participants.

The field staff include *project coordinators* (one for each community) and *mentors.* The project coordinators also serve as mentors in most communities. Staff members who are solely mentors serve about 20 teachers each. Either CLI hires the field staff directly or the lead agency hires them and receives reimbursement for their work on the program.

Figure 2-1 provides a CLI diagram illustrating the overall support infrastructure for the TEEM/TSR! program. The concentric circles begin with the teacher and child at the center and expand outward to include the mentors and project coordinators, who provide support closest to the teacher, followed by the technical assistance specialists and project managers who support the coordinators and mentors, and then the CLI headquarters that provides leadership, management, and support to the entire program.

Table 2-1 outlines the number of CLI personnel employed in school year 2009–10 by position at both the program headquarters in Houston and in the field. CLI employed 66 staff members in Houston, including those focused on research, data analysis, and administrative duties. Because some of the 30 project coordinators and 79 mentors who represent the field staff work part-time on TSR!, these positions are more accurately expressed as 89.5 full-time equivalents (FTEs).

Table 2-1. Program Staff Located at CLI-Houston and in the Field, School Year 2009–10

CLI Houston staff (TSR! and SRCS)	$N = 66$
Leadership	3
Research	26
Data analysis	12
Administrative	15
Regional Project Managers	9
Project Managers for Finance and Community Outreach	2
CLI Field staff (TSR! Only)	$N = 89.5$ FTE
Project Coordinators	30
Mentors	79

Note: In addition, six Technical Assistance Specialists, funded by the Texas Education Agency Prekindergarten Early Start (PKES) grant, provided support to TSR! communities.

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute, 2010

CLI Personnel in Houston. The leadership of the TEEM/TSR! program includes Dr. Susan Landry, Executive Director of CLI and Principal Investigator of TEEM/TSR!, Dr. John Gasko, Director of Statewide Initiatives at CLI, and Dr. Jeff Williams, Senior Statistician for the SRCS project. Layne Waxley, Director of Texas School Ready!, is also one of the nine regional project managers.

The research staff includes coordinators and research assistants who conduct classroom observations and collect classroom data for SRCS. Data analyses personnel conduct quantitative analyses and assist with SRCS data collection and reporting. Administrative staff members support project managers and field staff and, as well as attend to the areas of training, finance, grant applications and awards, information technology, and the CLI website.

Figure 2-1. TEEM/TSR! Professional Support Infrastructure

Children's Learning Institute
The Children's Learning Institute, housed within the University of Texas Health Science Center at Houston, combines data and studies from the fields of psychology, neuroscience, education and child development to provide proven learning solutions derived from, and supported by, documented research. As the pre-eminent source for proven clinical and educational programs covering early childhood through the late teens, through implementation of the Texas School Ready! Project, CLI's goal is to make sure every child is equipped to learn and able to excel through creating a quality learning environment for all children through classroom curriculum, teacher mentoring, and clinical programs.

Technical Assistance Specialists
Technical Assistance Specialists provide leadership, expertise and assistance to childcare providers, Head Start programs, school districts, Education Service Centers, local workforce boards, and community-based organizations in support of school readiness.

Project Mentors
Project Mentors provide individual support to classroom teachers participating in a school readiness project through collaboration to establish best practices, effective cognitive instruction and reflection using ongoing child progress monitoring to inform the mentoring process.

Teacher/Children
Classroom teachers participate in projects to develop better understandings of instructional practices while improving cognitive development for all children. Teachers collaborate with mentors to reflect on data collected through progress monitoring and observations. This team effort strengthens the daily implementation of critical classroom components, such as curriculum and progress monitoring for children.

Project Managers
Project Managers lead and support the school readiness process through research based best practices, professional development, and implementation of quality materials. In conjunction with technical assistance specialists and coordinators, project managers design and monitor project activities between program management and classroom teachers to promote school readiness certification.

Project Coordinators
Project Coordinators provide support for implementation of the projects within selected communities. Coordinators assist in designing and implementing professional development, mentoring and technical assistance for classroom teachers, and develop goals and improvement plans to ensure that quality services are provided and maintained.

Children's Learning Institute

Project Manager

Technical Assistance Specialist

Coordinator

Mentor

Teacher/Child

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

The role of the nine regional project managers is to provide overall supervision, training, and communication for the field staff in two to five TEEM/TSR! communities located in the same geographic region of the state. They supervise project coordinators and mentors, provide training for them both at a week-long institute in Houston and at regional meetings, and conduct site visits at least twice a year in the fall and spring in each community. During these visits, project managers meet with the lead agency and all coordinators and mentors, visit the schools and centers to meet with the local administrators, observe classrooms, and review documents.

Regional project managers monitor compliance with the TEEM/TSR! model, making sure that the three hours of cognitive instruction is occurring daily, that the curriculum and materials are being used, that teachers are participating in professional development and receiving assistance from mentors, and that student progress is being monitored and used for planning lessons. If project managers notice an area of weakness, they provide reflective feedback to the coordinators and mentors in a report. For classrooms that have applied for but have not received SRCS certification, project managers ask the coordinators and mentors to develop a technical assistance plan describing how they will address the teacher's needs. The plan goes to the project manager for review.

As an example, the project manager interviewed explained that if the reports from the progress monitoring data show that children in a particular classroom were struggling with letter knowledge, and a review of the lesson plans reveals that the teacher was not providing small-group instruction on letter knowledge, the project manager would coach the mentor on how to work on this instructional practice with the teacher. The mentor could then help the teacher develop a way of keeping track of each child's understanding of letter knowledge and provide instruction accordingly.

Each month the project coordinator in each community submits a report to his or her regional project manager. In addition, the manager reviews the mentoring calendars and professional development agendas to check what the online courses for teachers are covering. Ongoing communication occurs through e-mail, conference calls, and phone calls to individuals.

Field Staff. As noted, there is one project coordinator assigned to each TEEM/TSR! community. According to CLI, the project coordinator provides the leadership for the day-to-day functioning of the project, working with the lead agency, partners, mentors, and classroom teachers. The project manager role includes being a liaison to and supporting CLI, assuring the fiscal documentation is in order for their community, mentoring the mentors as well as teachers, providing professional development to teachers and other staff, and supporting the SRCS, especially in the data entry process.

The mentors provide the classroom-level support by working directly with teachers. Mentors help teachers deliver the required daily cognitive instruction using the provided curriculum and materials, teach the professional development classes, ensure that teachers conduct and use the progress monitoring assessments of children to plan lessons, and support the SRCS. Teachers in their first year of the program receive four hours of mentoring per month; those in the second year receive two hours; and those in the third year receive one hour.

The project coordinators and mentors are usually identified and hired by local administrators, using qualifications that CLI establishes. Their familiarity with the context and personnel in the local communities is important for their success in these roles.

Lead Agencies/Grantees/Community Administrators. Every community has a designated lead agency, also referred to as the grantee or community administrator. In some cases, a grantee will serve more than one community. In school year 2009–10, there were 30 grantees leading 36 TSR! communities. Since the

program's inception in school year 2003-04, there have been 47 communities. As Figure 1-1 in the Introduction shows, these communities have been distributed throughout the state.

The lead agency/community administrator's responsibility is to recruit partners from public school districts, Head Start programs, and child care providers and organize them into a cooperative and integrated community. A lead agent enters into a contract with CLI and initiates a locally devised memorandum of understanding among the partner agencies.

The lead agency is expected to administer the fiscal aspects of the TEEM/TSR! program, conduct at least two meetings of all the partners each year, support the provision of three hours of cognitive instruction daily by teachers trained in the program's framework, agree to use the state-approved curricula in the partnership classrooms, provide information for parents, and support the program field staff with office space, computers, and time to carry out their TEEM/TSR! responsibilities. In addition, the lead agency/community administrator is expected to support the SRCS process in collecting data during the prekindergarten year and in facilitating the collection of reading readiness and social screener data from public schools during the fall of each child's kindergarten year.

To elicit perspective on their roles and other aspects of the TEEM/TSR! program, the research team sent surveys to the 19 community administrators who participated during both school year 2008–09 and 2009–10; 15 responded to some or all of the questions (79 percent). In addition, the team conducted interviews with the 12 community administrators who were part of the case study sample.

When asked about their role, 13 of the 15 community administrators who responded to this survey question stated they were involved in facilitating coordination of TEEM/TSR! activities among project partners. The 14 who responded to a question about whether they understood their role and responsibilities either *strongly agreed* (12) or *agreed* (2). In response to interview questions about their role, the community administrators described providing oversight and advice to the project coordinators, who are usually delegated the day-to-day responsibility for implementing the program.

School/Center Administrators. In school year 2009–10, a total of 994 schools and centers participated as partners, within 36 communities, in the TSR! program. The administrators of these schools and centers are responsible for helping to determine how the resources will be shared across the community as defined in their memorandum of understanding with the lead agency. They also agree to attend meetings and support the work of the field staff by attending to questions and concerns as they arise.

When asked on the evaluation survey whether they understood their role and responsibilities for implementing TEEM/TSR! in their center/school, 91 percent of the 216 survey respondents *agreed* that they understood their role and responsibilities, with 34 percent *strongly agreeing*. In interviews, most of the 39 respondents to this question described their role as monitoring the implementation of the program, in terms of both monitoring how the curriculum and instruction is carried out in the classroom (observing classrooms and reviewing lesson plans) and monitoring whether teachers are entering SRCS data as required. They also mentioned communicating with the mentor during site visits or as needed and entering facility report data into the SRCS system.

Program Recipients

The primary recipients of the TEEM/TSR! program are the preschool teachers and the three- and four-year-old children in their classrooms. As noted in the Introduction, since school year 2003–04, more than 209,000 children have been served in more than 10,600 classrooms. Although there was much variability, school/center administrators reported on the evaluation survey that in school year 2009–10 there were

generally two participating classrooms serving four-year-old children in their schools/centers, with one teacher participating in the first year and another teacher in the second year of the program.

Teachers. Teachers are selected for participation by their schools/center administrators. Participating teachers receive a variety of services that diminish over time. Intensive services and resources are provided to teachers in their first "Target 1," year:

- A state-approved curriculum (if one is not already present in the classroom)

- Supplemental materials: Positive Beginnings Kit and School Readiness Kit

- CIRCLE *(Center for Improving the Readiness of Children for Learning and Education)* Preschool Language and Literacy training (2 days)

- eCIRCLE professional development classes (20 sessions)

- A minimum of 4 hours of mentoring per month

- License to enter all children into the progress monitoring system

- Application for the School Readiness Certification System

Participating Target 1 teachers agree to use the curriculum and materials to provide cognitive instruction for three hours each day. This instruction is to be done within the framework outlined by the CIRCLE two-day training workshop and ongoing eCIRCLE professional development classes. Teachers also agree to attend the classes and complete the assignments, as well as work with the mentors who come to their classrooms to provide guidance and feedback. Teachers also must complete the progress monitoring assessments of their students three times per year (beginning, middle, and end) and use the data to inform their instruction. Upon completion of these responsibilities, teachers receive $1,000 in incentive pay.

In their second year, Target 2 teachers continue to attend eCIRCLE professional development classes, receive a minimum of two hours of mentoring per month, and receive the license for the progress monitoring system. Third-year teachers receive a minimum of one hour of mentoring per month and the progress monitoring license. All Target 1, 2, and 3 teachers are expected to apply for certification by entering data into the School Readiness Certification System (SRCS) about their student attendance and their own professional background and instructional practices. In their fourth year, teachers are considered to be at a sustained level and the only service they receive is the progress monitoring system license. Teachers are not obliged to apply for SRCS certification during their fourth year.

As CLI reported, for school year 2009–10 more than half the participating teachers were considered Target 1(58 percent) and the remaining were Target 2 (23 percent), and Target 3 (19 percent).

Preschool Students. As noted, the focus of the TEEM/TSR! program is on improving the school readiness of children who are at risk of school failure. The program required integrated partnerships of three types of government-supported entities, each of which has a different set of eligibility requirements set by federal and state laws for a preschool-age child to receive their services. In 2005, Senate Bill 23, Seventy-ninth Legislature amended Texas Education Code Section 29.160 to specify that to participate in the early childhood demonstration projects, public schools, Head Start agencies, and subsidized child care providers had to enter into a memorandum of understanding with provisions for "uniform eligibility criteria for the project to the extent authorized by state and federal law."

The "uniform" aspect of this requirement was accomplished by focusing on the "low-income" criterion that was common across the three types of preschool providers. The Texas Education Agency determined that 75 percent of the children served by the TEEM/TSR! community must meet the low-income criterion

of the eligibility requirements of the Title I funded public schools, Head Start agencies, and the Texas Workforce Commission subsidized child care, known as the Child Care Delivery System (CCDS). The language in the General Appropriations Act (2010–11 Biennium), Rider 41a, page III-15, reinforces this provision: "To be eligible for the grants, applicants must serve at least 75 percent low-income students as determined by the Commissioner."

The Request for Applications for lead agencies requires that the memorandum of understanding among partners include a provision for complying with the uniform eligibility requirement. Lead agencies and school/center partners are encouraged to recruit classrooms that include high-risk four-year-old children in which 75 percent of the participating children are of low income.

In addition, although the TEEM/TSR! classrooms can include both three- and four-year-old children, the Request for Applications requires that at least 51 percent must be four years old by September 1 and bound for kindergarten the following school year.

Although data are not available on the number of participating children who are served in full-day programs, Learning Point Associates asked community and school/center administrators whether, in their view, the TEEM/TSR! program had changed the proportion of children who now receive *full-day* services. Approximately 73 percent of the community administrators and 27 percent of the school/center administrators stated that the proportion of full-day children had increased as a direct result of the program.

Summary of Participants

Table 2-2 summarizes the number of communities, lead agencies, partners, classrooms, and students participating in TSR! in school year 2009–10. It also shows that the proportion of partners is fairly evenly distributed among public schools, Head Start agencies, and child care providers (301, 302, and 391 respectively). Although child care has the most centers participating, it has fewer classrooms (529) than either the public schools (693) or Head Start (641). Therefore, although the overall numbers indicate there are about two participating classrooms per site, there are slightly fewer in the child care sites (an average of 1.4) than in the public schools (2.3) or Head Start (2.1) sites.

Table 2-2. Number of Participating TSR! Communities, Lead Agencies, Schools/Centers, Classrooms, and Students, School Year 2009–10

Participating Entity	Number of Participants			
	Total	Public School	Head Start	Child Care
Communities	36	—	—	—
Lead agents/Grantees	30	—	—	—
School/Center partners	994	301	302	391
Preschool classrooms	1,863	693	641	529
Preschool students	40,986	—	—	—

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

Research Question 2: What are the program components of TEEM/TSR! and how are they implemented?

Synopsis of Evaluation Results

1. In keeping with the legislation establishing the program, TEEM/TSR! develops collaborative partnerships among public school, Head Start, and child care providers serving at-risk preschoolers within a community. Based on research in early childhood development , the TEEM/TSR! program design provides the following instructional resources to equip teachers to prepare children for kindergarten:

   - Researched-based curriculum

   - Supplemental materials to create centers for individual and small-group activities

   - Professional development courses for all teachers in literacy, mathematics, and classroom management

   - Mentors to coach and guide teachers in their classrooms

   - Technology-based monitoring of children's progress

2. Coordination among partners is occurring within the TEEM/TSR! communities, although the nature of the coordination as well as its pervasiveness varies within and across communities. The most common coordination activities include:

   - TEEM/TSR! professional development sessions

   - Programs for parents

   - Collaboration on instructional practice through teacher networking

   - Student services referrals (such as special education, health, dental)

   - Planning of TEEM/TSR! activities

   - Use of the same instructional framework/curriculum

   - Use of the same progress monitoring tools

   Although less common, some partners also coordinate around services that require closer collaboration, such as sharing teachers and space or the alignment of program calendars. Least likely were the coordination of transportation and food services.

   Collaboration does occur to some extent across the three types of providers (public school, Head Start, and child care), although more often the coordination occurs between sites that represent the same type of provider. For example, public schools coordinate with other public schools more often than they coordinate with Head Start or child care centers. Relatively few respondents from public schools or Head Start centers reported that they coordinate with child care centers.

   In general, communities have a coordination team responsible for bringing partners together and facilitating collaborations. The composition of these teams varies, but it often includes project coordinators, district or Head Start agency staff, mentors, community administrators, and school/center administrators. The involvement of the school/center administrators in the implementation of the program varies.

The evaluation found that the extent of coordination and collaboration among program partners has increased since the implementation of the TEEM/TSR! program. Results showed that participants generally perceive coordination and collaboration on the partnering activities as very useful. Nearly all interview respondents indicated that there was a positive effect within the community. Most described an effect on teachers' instructional practices through their collaboration with teachers from other sites.

TEEM/TSR! provides a state-approved curriculum, selected by the partners, to each classroom in its first year of the program, unless such a curriculum is already in place in a public school classroom. In addition, it provides supplementary materials in the form of a school readiness kit and a classroom management kit. The evaluation found evidence that TEEM/TSR! teachers are using the state-approved curricula as directed by the TEEM/TSR! program as well as the supplementary materials provided by the program. Teachers generally find the instructional materials to be very useful. In many sites, non-TEEM teachers at the same site are now using the same curriculum and instructional materials as the TEEM/TSR! teachers, providing evidence of the extended reach the TEEM/TSR! program has on classrooms that are not funded through the grant.

Finally, it appears that in most cases the instructional materials provided to teachers have been sufficient, although there is some evidence that child care centers may not have enough materials.

Teachers participating in TEEM/TSR! are required to attend an initial two-day workshop and a series of nine courses during the first two years, conducted during 20 Web-based facilitated sessions each year. CLI also provides training to teachers on assessing their students with the progress monitoring system and how to use the assessment results for lesson planning. The courses were developed at the UT Houston Center for Improving the Readiness of Children for Learning and Education (CIRCLE), now known as the Children's Learning Institute (CLI).

Overall, teachers and community administrators reported that the quality of the professional development teachers received was either good or excellent and indicated that the professional development has had a positive effect on teachers' instructional practices. Some school/center administrators did not know how to rate the quality of professional development, providing evidence of their limited involvement in implementing the TEEM/TSR! program.

Most interview respondents did not identify challenges with respect to TEEM/TRS! professional development, though when challenges were reported, they were related to technical difficulties with the Web-based delivery, geographic location, and scheduling of the sessions.

3. Mentors and project coordinators receive their own professional development through a week-long institute conducted by CLI in Houston in the early fall. This institute includes sessions on scheduling and conducting the mentoring, how to conduct the eCIRCLE courses, using the progress monitoring tools, submitting data to the School Readiness Certification System (SRCS), and the various forms and systems used to track and report on teacher progress throughout the year. In general, mentors felt prepared for their role and indicated that they received sufficient support from their project coordinator, and that support was available when they needed it.

    Professional development sessions for teachers are supplemented by the coaching provided by mentors. Under the TEEM/TSR! model, mentors are responsible for modeling instruction and assisting with lesson planning. Mentors are also responsible for delivering materials to the classrooms, assisting teachers with conducting the progress monitoring assessments, and supporting the submission of data to the SRCS. Mentors are expected to provide four hours of

individual coaching per month to Target 1 teachers (first year), two hours to Target 2 teachers (second year), and one hour to Target 3 teachers (third year).

In general, the mentor role is being implemented as intended by CLI. Teachers reported that mentors observe their instruction and provide feedback as well as model instructional practices. The instructional support provided by mentors is perceived to be of high quality. In addition, the majority of teachers felt comfortable working with their mentor, found their mentors to be responsive, and thought the support from the mentors was helpful.

Nearly all mentors interviewed reported no challenges in mentoring teachers. Of the challenges they reported, the most frequently cited were lack of buy-in, time limitations, geographic area, and the inclusion of some unqualified mentors.

To ensure that teachers are planning instruction that meets the needs of individual children, TEEM/TSR! includes an assessment of children's progress as one of the key program components. The handheld technology includes prompts for the teacher in conducting the assessment and provides automatic and immediate scoring. It also generates reports for individual children, groups, and classrooms and recommends activities directed toward particular student needs.

The evaluation provided evidence that most TEEM/TSR! teachers have received training on using assessment data. The majority of teachers are prepared to administering the assessments and feel the technical support they received is adequate. There is evidence that teachers have the necessary tools for administering the progress monitoring assessments. In general, teachers are administering the progress monitoring assessments and are using the progress monitoring assessment data to guide their instructional decisions as prescribed by the TEEM/TSR! program model. In addition, most teachers' use of assessment data has increased since the implementation of TEEM/ TSR!

Many teachers reported challenges with the TEEM/TSR! progress monitoring assessments. They experienced technical difficulties with administering the assessments and with uploading the data. These technical problems related both to Internet connections and to equipment not working.

4. The evaluation found that TEEM/TSR! teachers' instructional practices have changed over the course of the program, according to interview and surveys. The types of changes described by interview respondents included use of a guideline or framework for instruction, increased knowledge of quality instructional practices, and use of more instructional activities. In addition, parent surveys and classroom observations provide evidence that, in general, parents view teachers as skillful in promoting children's development in academic and social skills and that the instruction in TEEM/TSR! classrooms is of high quality.

This research question is first addressed by describing the research basis for the selection of the program components in the Texas Early Education Model (TEEM)/Texas School Ready! Project (TSR!) and how the Children's Learning Institute (CLI) intended for these components to be implemented in the communities across the state. This section uses results from the evaluation surveys, interviews, observations, and document reviews to describe how the implementation actually has occurred, with examples of successes and challenges. The section includes a description of the perceived quality of the components and their impact on the classrooms, schools/centers, and communities.

Research Basis for TEEM/TSR! Components

Building on earlier work, in 2003 CLI used a combination of existing and their own research studies to identify and confirm the key classroom components to include in the Texas Early Education Model (Landry, Anthony, Swank, & Monseque-Bailey, 2009; Landry, Swank, Smith, Assel, & Gunnewig, 2006; National Early Literacy Panel, 2008; Assel, Landry, & Swank, 2007, Chap.7). Using federal grants from the Institute of Education Sciences, the U.S. Department of Education, and the National Institutes of Health, CLI researchers determined the exact combination of components that were essential to promote children's cognitive and social development and used these to design TEEM.

The focus of TEEM/TSR! is on the following six skills that preschool children need to be ready for school:

- Phonological awareness, letter knowledge, and early writing

- Understanding and use of increasingly complex and varied language

- An appreciation for books

- Mathematics skills

- Social and emotional competence

- Use of language to communicate for a variety of purposes

CLI program developers concluded that an instructional framework that combined teacher-directed and student-directed activities in a learning environment that was simultaneously "planful, purposeful, and playful" would enhance both the cognitive and social development of young children. As the program's first report to the Texas Legislature states, "We no longer have to ask if it is possible for children to learn their letters and numbers, master new vocabulary, and build confidence and self-esteem. The TEEM project has demonstrated that children's social and emotional development can go hand in hand with an intense focus on school readiness."

CLI used recent research on how the child's brain creates "networks of associations" to design classroom activities around themes so that separate activities are connected to form memories. For example, a trip to a construction site would be followed the next day by a teacher-led large group discussion using targeted vocabulary about what was seen. This would be followed by the teacher reading a book about building a house with more emphasis on the same vocabulary. Children would then move to separate learning centers where they could use blocks to build their own "construction," look at additional books with a construction theme, play a listening syllabication game that counted the number of syllables in construction related pictures, and make a class book about constructing buildings that start with the letter H (house, hotel, hospital).

Recognizing that preschool teachers are most comfortable with large-group activities, the TEEM/TSR! approach included using professional development and mentors to help teachers learn how to organize and manage classrooms that include small-group and individual activities as well. To promote school readiness, the program developers realized that it is essential for teachers to know exactly how each individual child is progressing and not rely on guesswork, or what they deemed the "cardiac assessment" ("In my heart I know he is learning."). Consequently a "progress monitoring" assessment was included as a program component. Studies confirmed that the Palm Pilot (personal digital assistant–PDA) approach was more successful than paper approaches in providing teachers with the immediate feedback they need for lesson planning.

The review of previous and new research led the TEEM/TSR! model to include the following combination of classroom components:

1. Research-based curriculum

2. Supplemental materials to create centers for individual and small-group activities

3. Professional development courses for all teachers in literacy, mathematics, and classroom management

4. Mentors to coach and guide teachers in their classrooms

5. Technology-based monitoring of children's progress

Implementation of TEEM/TSR! Program Components

As noted in the Introduction, the Texas statute creating the early childhood demonstration projects required the development of collaborative partnerships in preschool programming for at-risk children. This section first describes the program's implementation by examining the partnerships and the alignment and coordination of services among the schools and centers that make up the TEEM/TSR! communities. It then evaluates the implementation of each of the five classroom components.

As described in the Introduction and in Appendix A2, the evaluation results are based ongoing discussions with CLI as well as surveys completed by 15 community administrators, 219 school/center administrators, 141 teachers, and 310 parents. (Survey responses to each question are included in Appendixes B1 to B4.) Interviews were conducted with 12 community administrators, 41 school/center administrators, 42 teachers, 12 project coordinators, and 18 mentors. Some survey and interview respondents did not respond to all questions; therefore, the number of respondents reported for a question or topic is sometimes lower than the total number of survey or interview respondents. In addition, the research team reviewed documents collected from communities and schools/centers to supplement results from the interviews and surveys.

Partnerships. Often referred to as "school readiness integration" (SRI) partnerships, these arrangements have been defined by CLI as "a collaboration among public school prekindergarten programs, Head Start providers, and/or providers of private, for-profit, and non-profit child care services with the aim of fostering a community-based goal of school readiness for the children served." (Gasko & Guthrow, 2008, p. 21.)

Because these early childhood care and education programs were providing virtually identical services to children in poverty but were doing so in disconnected and uncoordinated ways, the TEEM/TSR! goals were to increase collaborative efforts within local communities with an explicit focus on preparing children for school using *common* standards, professional development, and classroom resources.

Each year CLI issues a competitive Request for Application (RFA) to invite independent school districts, university early childhood programs, Head Start providers, and child care providers to serve as the "lead agency" in coordinating the envisioned partnerships. Although the RFA requires that partners agree to implement the TEEM/TSR! program components, each community can implement the program in a way that is consistent with the local context, including relying on existing relationships.

In response, the lead agency and its prospective partners submit an application describing their community needs and identifying which schools and centers will participate in the partnership. The application also describes the current level of services in the schools and centers and describes how they will cooperate to share resources and enhance services to children.

According to CLI, in developing partnerships, each entity has to move past its typical way of doing business and learn to trust and interact and collaborate with the others. Given the historical separation of public schools, Head Start agencies, and child care providers, each competing to serve the same at-risk three- and four-year-old population, such collaborations were not always easy endeavors.

According to CLI, the benefits of collaborating became evident to some partners. First, independent school districts would not need to find space or build new buildings to operate the required prekindergarten programs if they could send their teachers to Head Start or child care settings. Second, Head Start and child care providers could benefit from the curriculum, materials, and professional development offered by TEEM/TSR! and advertise to parents that their classrooms had been certified as Texas School Ready! providers. Third, child care centers could receive a higher subsidy from the local Texas Workforce Commission boards for participating in the TEEM/TSR! partnerships.

After all communities have applied, CLI reviews all the requests and compares them to the funds available to determine how many classrooms can be supported across all the communities. Chapter 3 in this report describes how the funding allocation to a community depends on whether the participating teachers are in their first, second, or third year, with the greatest number of resources provided to first-year teachers.

CLI negotiates with each proposed community on the number of classrooms that can be supported and determines the final number and configuration of the TEEM/TSR! communities funded in a given year on the basis of the greatest need. Within the selected communities, the schools and centers identify which teachers will participate.

Once selected, the lead agency/grantee enters into a contract with CLI, accepting responsibility for the overall coordination of the partnership and the implementation of the program components. Another responsibility of the lead agency/grantee is to design a memorandum of understanding (MOU) with the partners in the TEEM/TSR! community, with each expressing its commitment to implement the program components and describing how partners will collaboratively manage the program activities. According to the CLI Request for Application, the MOU is required to describe how the partners will carry out the following activities:

- Identification, recruitment, and retention of eligible prekindergarten teachers

- Delivery of high-quality, developmentally appropriate, and rigorous curriculum

- Positioning of certified teaching personnel at prekindergarten sites, whether ISD, Head Start, or child care or all (This is recommended but not required.)

- Provide a minimum of three hours daily of cognitive instruction at an established prekindergarten site, using state-adopted curriculum materials

- Continuous monitoring of student progress in the classroom

- Teacher professional development, including mentoring and eCIRCLE face-to-face online professional development course

- Sharing physical space if one program lacks capacity while another has available capacity

- Sharing equally in decision making

- Managing of shared staff, program calendars, supplies, materials, and food services

- Host and/or attend regularly planned partnership meetings

Review of Contracts and MOUs. CLI provided an example of a standard contract between the UT Health Science Center at Houston and a lead agency. The contract described the roles of the project coordinator and project mentor as well as specifications of contract duration, compensation, how the contract could be amended, and the lead agency's compliance with federal and state laws and regulation. The research team reviewed the contract for mention of the "uniform eligibility requirement" that 75 percent of the recruited children be from low-income families but did not find this requirement specified in the contract.

The evaluators also requested copies of the local MOUs from each of the 12 TEEM/TSR! communities selected for the case studies. Of those submitted, a few mentioned some sharing of resources, but they did not consistently do so. The majority of the text of the MOUs focused on partners' commitment to carry out the TEEM/TSR! program components, such as using the curriculum and participating in the professional development sessions. Although some mentioned recruiting "eligible children," there was no specification of the 75 percent threshold.

Fostering Collaboration. When the research team asked CLI how particular schools and centers would be drawn together within a TEEM/TSR! community that has numerous partners, CLI answered that four management decisions foster such collaboration. First, the professional development sessions draw teachers from different schools/centers that are geographically close together. Second, child care and Head Start centers whose children feed into a particular independent school district are purposively grouped together for the professional development sessions. This grouping of teachers is important because the public school preschool teacher will know what the kindergarten teachers in that district expect for incoming children. Third, the CLI guidelines encourage the lead agency/grantee to assign mentors to the teachers in the cluster of feeder schools/centers so that the mentor can solve common problems. Finally, the CLI mileage reimbursement policy for mentors encourages lead agencies to assign mentors to the same geographic area to limit the distance traveled.

The evaluators also reviewed CLI data sets to examine the configuration of public school, Head Start, and child care classrooms within school year 2009-10 TEEM/TSR! communities. As shown in Table 2-3, the overall distribution across provider types is fairly even, with the total number of schools/centers at 30 percent in public schools, 30 percent in Head Start, and 39 percent in child care providers.

**Table 2-3. Configuration of TSR! Schools/Centers
in 36 Communities, School Year 2009–10[1]**

	N	**Percentage**
Public school	301	30.3%
Head Start	302	30.4%
Child care	391	39.3%
Total	**994**	**100%**

*SOURCE: The University of Texas Health Science Center at
Houston, Children's Learning Institute, April 2010*

Of the 36 communities, 31 (86 percent) have all three types of providers participating in the partnership. Among the remaining five, four do not have a Head Start partner and one does not have a public school partner. (The public school district that had been participating in this TEEM/TSR! community moved to the PKES grants for the 2009–10 school year.) Another community, new to the TEEM/TSR! program,

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[1] In tables where percentages are reported, figures may not total to 100 percent because of rounding.

has one child care partner but no Head Start partners. This community had just lost its TEA Preschool Expansion Grant and did not receive a Prekindergarten Early Start grant. In response to the need to scale back its full day program to half days, it initiated efforts to partner with both Head Start and child care agencies but was not very successful in this effort during its first year.

Survey and Interview Feedback on Partnerships. Community and school/center administrators, project coordinators, mentors, and teachers responded to a number of questions about collaboration through the evaluation surveys and interviews. These results are summarized in this section.

The research team asked school/center administrators about 13 specific activities on which they might collaborate with partners in their communities. Overall, survey results from 214 school/center administrators reveal that coordination is occurring within the TEEM/TSR! communities, although the nature of the coordination as well as its pervasiveness varies within and across communities.

Table 2-4 provides the percentages of survey respondents who indicated their site collaborated on the 13 activities. The seven most common partnering activities identified by 51 to 58 percent of school/center administrators included:

- TEEM/TSR! professional development sessions

- Programs for parents

- Collaboration on instructional practice through teacher networking

- Student services referrals (such as special education, health, dental)

- Planning of TEEM/TSR! activities

- Use of the same instructional framework/curriculum

- Use of the same progress monitoring tools

Five of the seven most common activities specifically relate to the TEEM/TSR! program components, while the programs for parents and referrals for student services are additional benefits of the collaboration.

Table 2-4. Partnering Activities Reported from School/Center Administrator Survey

Indicate whether your center/school collaborates with other TEEM/TSR! centers/schools in your community on each of the following activities.	*N*	Percentage
Professional development	214	57.9%
Programs for parents	211	57.3%
Student services referrals (e.g., special education, health, dental)	210	54.3%
Instructional practices through teacher networking	210	54.3%
Planning of TEEM/TSR! activities	213	52.6%
Instructional framework/curriculum	213	52.1%
Child progress monitoring tool	214	50.9%

Indicate whether your center/school collaborates with other TEEM/TSR! centers/schools in your community on each of the following activities.	N	Percentage
Child registration and enrollment	211	44.5%
Alignment of program calendars	208	38.0%
Sharing of teachers	213	34.7%
Sharing of space	211	25.1%
Transportation	208	21.2%
Food Service	210	19.5%

SOURCE: Learning Point Associates, 2010

Community administrators were asked about the extent of the coordination in terms of the proportion of the schools/centers within their community that partner on each of the 13 activities. Table 2-5 presents these results. As shown, the community administrators generally identified the same seven activities as those reported by the school/center administrators.

Although less common, results in Table 2-5 indicates that some partners also coordinate around services that require closer partnerships, such as sharing teachers and space or aligning program calendars. Least likely were the coordination of transportation and food services.

Table 2-5. Partnering Activities Reported on Community Administrator Survey

Indicate the extent to which participating TEEM/TSR! schools and centers within your community coordinate on each of the following activities.	N	Do Not Coordinate	Some Sites	Most Sites	All Sites
Child progress monitoring tools	15	0.0%	13.3%	13.3%	73.3%
Professional development	15	0.0%	6.7%	26.7%	66.7%
Planning of TEEM/TSR! activities	15	0.0%	6.7%	33.3%	60.0%
Instructional practices through teacher networking	15	0.0%	6.7%	33.3%	60.0%
Sharing of instructional framework/curriculum	15	0.0%	20.0%	26.7%	53.3%
Student services referrals (special education, health, dental)	15	0.0%	26.7%	33.3%	40.0%
Alignment of program calendars	14	7.1%	21.4%	35.7%	35.7%
Child registration and enrollment	15	20.0%	26.7%	20.0%	33.3%
Programs for parents	15	13.3%	40.0%	26.7%	20.0%

Indicate the extent to which participating TEEM/TSR! schools and centers within your community coordinate on each of the following activities.	N	Do Not Coordinate	Some Sites	Most Sites	All Sites
Sharing of teachers	15	13.3%	60.0%	6.7%	20.0%
Food service	15	60.0%	13.3%	6.7%	20.0%
Transportation	14	71.4%	21.4%	0.0%	7.1%
Sharing of space	15	6.7%	66.7%	20.0%	6.7%

SOURCE: Learning Point Associates, 2010

During the interviews, respondents provided examples of the coordinated activities:

> [Head Start is] sharing our building space. I'm the principal for that program. However, Head Start doesn't pay me for that so it's kind of..a volunteer thing….I have to sign papers that I'm voluntarily being the principal over that program." —Public school administrator

> I have several Head Starts that are in ISD classrooms. I might say 30 percent. There are so many different ways that they're [collaborating]. We have a lot of Head Starts that are in ISDs, and maybe the ISD pays for the teacher, and the Head Start pays for materials or the other way around." —Mentor

> Our calendar here at Head Start is the same as the school district. That hasn't always been the case. It's just something that works. In the past our calendar was different. So when the school district was off we wouldn't have good attendance because some of the kids were at home.…So it…works better. Our attendance is better. I think that's been in effect since TEEM was implemented. I think we've been doing it for the past five years already."—Head Start administrator

In most communities, these closer partnerships occur between only some of the TEEM/TSR! sites. Twelve of 17 community administrator, mentor, and project coordinator respondents to this question indicated that fewer than half their TEEM/TSR! sites had this type of close partnership.

Collaboration does occur to some extent across the three types of providers (public school, Head Start, and child care), although school/center administrator survey results show that more often the coordination occurs between sites with the same type of provider. Table 2-6 shows the average percentages across all 13 partnering activities of respondents who partner with another provider from either the same or a different provider type.

Table 2-6. Average Percentages Across All Partnering Activities by Respondent Provider Type School/Center Administrator Survey

	Public School Partner	Head Start Partner	Child Care Partner
Public school respondents	**61.2%**	32.8%	6.1%
Head Start respondents	42.3%	**55.6%**	2.1%
Child care respondents	34.3%	20.5%	**45.2%**

SOURCE: Learning Point Associates, 2010

Figure 2-2. Percentage of TEEM/TSR! Providers Partnering With Like Providers, School/Center Administrator Survey
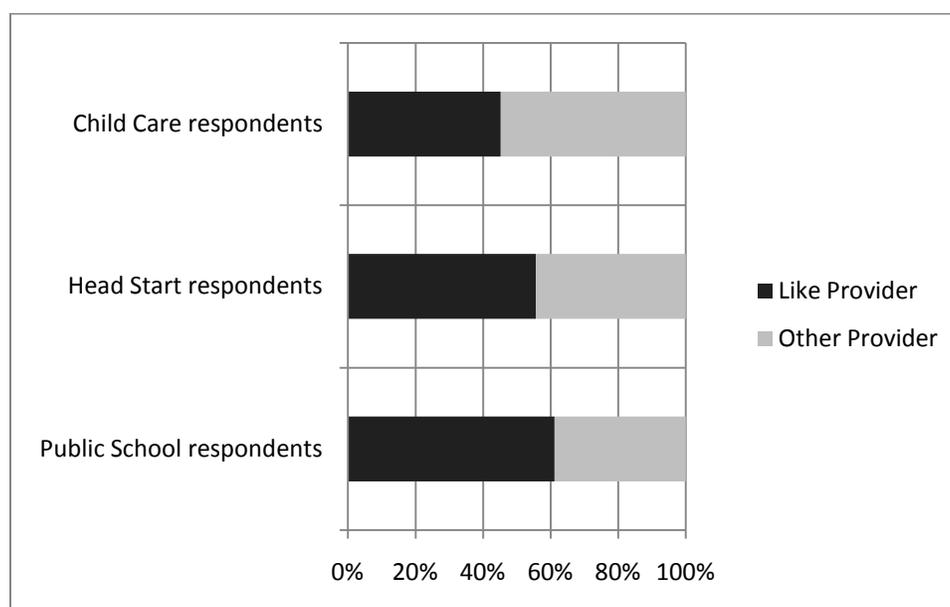
SOURCE: Learning Point Associates, 2010

In general, public schools are more likely to partner with other public schools. The next most likely partner for public schools are Head Start centers. Head Start centers are more likely to partner with other Head Start centers and with public schools next. Child care centers are more likely to partner with other child care centers and with public schools next.

Changes in Partnerships Since TEEM/TSR! Implementation. The evaluation found that the extent of coordination and collaboration among program partners has increased since the implementation of the TEEM/TSR! program. Three quarters of 214 school/center administrator survey respondents either s*trongly agreed* (29 percent) or *agreed* (48 percent) that TEEM/TSR! has increased collaboration among center and schools within their community. All 15 community administrator survey respondents either *strongly agreed* (80 percent) or *agreed* (20 percent) that TEEM/TSR! has increased collaboration among center and schools within their community.

In addition, about two thirds of school/center and community administrator respondents said in the interviews that the nature of the collaboration or coordination with partners had changed in some way

since the start of TEEM/TSR! As shown in Table 2-7, several respondents indicated that they saw either improvement in relationships among the partner providers or more teacher collaboration.

Table 2-7. Changes in Partnerships Since Implementation of TEEM/TSR!—Interview Respondents

				School/Center Administrator by Provider Type		
	Total	**Community Administrator**	**School/Center Administrator**	**Public School**	**Head Start**	**Child Care**
Yes	20	8	12	1	7	4
General changes	8	3	5	1	3	1
Improvement in relationships	8	2	6	0	4	2
More teacher collaboration	6	3	3	0	1	2
Head Start and public school collaboration	1	1	0	0	0	0
Increase in awareness of collaboration	1	1	0	0	0	0
Increase in credibility	1	1	0	0	0	0
Increase in understanding of child needs	1	1	0	0	0	0
No	9	1	8	2	2	4
Not sure	4	0	4	2	1	1
Total	33	9	24	5	10	9

Note: Only 33of 53 community and school/center administrator interview respondents provided a response about changes in partnerships. Total yeses may be less than the sum of specific responses because respondents could indicate more than one change.
SOURCE: Learning Point Associates, 2010

Regarding improved relationships, one Head Start site administrator said, "I think we're more involved with the [school district]. I think that there's been a greater respect both ways, so to speak." Another Head Start administrator said, "I remember when we very first started this collaboration five years ago, we were so 'This is Head Start. This is the ISD. This is the child care.' But we have seen relationships intertwine, and for the benefit of everybody.…It's all together like a family."

Regarding teacher collaboration, one community administrator said, "Those teachers know one another when they're in those same communities. So I think they're starting to rely on one another for ideas, for means and methods, trying to instruct those students. There are cohorts of those teachers. They work together. They blog. They talk about problems and issues that they have."

Furthermore, there is some evidence that the Head Start sites may have felt the changes in collaboration more, for 7 of the 10 Head Start site administrators respondents described a change in the nature of the collaboration and coordination with partners.

Mechanisms for Coordinating Across Partners. Interviewers asked respondents whether their community had a coordination team responsible for facilitating the partnerships and partnering activities. Of the 61 school/center administrators, community administrators, project coordinators, and mentors who responded to this question, 41 (67 percent) said there was such a team. In general, respondents identified the following positions as being part of the coordination team: project coordinators, district or Head Start agency staff, mentors, community administrators, and school/center administrators.

One project coordinator gave this characterization: "It's basically up to the coordinator of the grant to seek that out." Another project coordinator observed that partners reach consensus on decisions that affect the partnerships through a series of meetings and memoranda of understanding: "We've been meeting with them for five years trying to work out something. This year was the first year we've had two of their classrooms come onto our campus to integrate services. And we've done it through a lot of talking, meeting, MOU's."

A project coordinator indicated that the mission that CLI established for the TEEM/TSR! grants guided the decisions: "When we work with the meet-and-greet packet, the new recruits that are coming on board in the new sites, the vision from CLI and the mission is there. So that becomes the mission and vision that we work with.…We share it with the site administrator and the classroom teacher and we explain it during one-hour meet-and-greet sessions…then they sign a commitment letter, by virtue of that it is understood. And there is a consensus. And we all move forward with the same end in mind."

Results from school/center and community administrator surveys, shown in Table 2-8, further describe the mechanisms used for coordination and the frequency with which they are implemented. In general, in-person meetings, individual telephone calls, and paper or electronic communication are the more commonly used mechanisms. While there is a range in the frequency with which these mechanisms are implemented, most respondents indicate they occur several times a year.

Table 2-8. Percentage of Administrators Using Various Coordination Mechanisms by Frequency of Use

		N	Never	Several Times a Year	Monthly	Weekly	Daily
	Community Administrators						
a.	In-person meetings	12	0.0%	66.7%	25.0%	0.0%	8.3%
b.	Individual telephone calls	11	0.0%	72.7%	0.0%	27.3%	0.0%
c.	Conference call meetings	11	27.3%	63.6%	9.1%	0.0%	0.0%
d.	Paper or electronic communication	11	0.0%	45.5%	27.3%	18.2%	9.1%
	Site Administrators						
a.	In-person meetings	217	20.7%	42.4%	27.2%	7.8%	1.8%
b.	Individual phone calls	217	26.3%	37.8%	21.2%	11.5%	3.2%
c.	Conference calls	213	70.4%	17.8%	8.5%	2.3%	0.9%
d.	Paper or electronic communication	217	20.3%	40.1%	19.4%	16.1%	4.1%

SOURCE: Learning Point Associates, 2010

Interviewers also asked respondents how they build trust among partners within the community. Good communication was the most common strategy for establishing trust. One community administrator said, "Number one is good communication, trustworthy communication.…Again, our e-mails are very transparent, everybody gets everything. So we try really hard to have positive, transparent, timely communication."

Building from preexisting relationship was another strategy used to build trust for the TEEM program. One community administrator said, "Trust was established through existing relationships between the [community partners]—ISDs, ESCs, Head Starts, et cetera. The [lead agency] has worked with most of the agencies participating in the program in years past and the TEEM/TSR! program builds on those relationships."

Alignment of Program Policies Across Partners. Interview respondents were also asked to describe how program policies such as program calendars and instructional practices were coordinated among partners. At least one interview respondent from each community indicated that they coordinated program calendars among partnering sites. Most respondents did not specify what they meant by coordinating program calendars; of those that did specify, however, most referred to professional development or the scheduling of mentor visits. Six respondents indicated that they coordinated days of operation so that they were either open at the same time, or in one case, a child care provider was purposefully open on days when public school sites were closed to accommodate the parents. Similarly, 13 of 14 community administrators who responded to this survey question indicated that at least some of their sites coordinated program calendars.

There is also evidence of collaboration on instructional practices within communities. Over half the teacher interview respondents said they coordinate with teachers from other buildings. Most said this type of coordination occurs monthly or every other week, but some teachers said it takes places weekly and others said it takes place only a few times a year or during the summer. The coordination usually focuses on the TEEM/TSR! professional development (e.g., eCIRCLE training), although some teachers also mentioned that they plan lessons or instructional activities with other teachers.

All teacher respondents said that this coordination was helpful. The following quotations from teachers exemplify their responses:

> Most of them are teachers that have been teachers for a while. So I learn a lot from them. I was having difficulty incorporating my letter wall, because the kids just weren't interested and they've [teachers] given me ideas on activities I could do…for that.

> We help each other with our lesson plans and if we run into any kind of problem we just call each other. We didn't have this before, so it helps a lot.

The survey results confirm the interview responses about teacher collaboration on instructional practices. Of the 138 teacher survey respondents, 58 percent indicated that they collaborate with teachers from other sites on instructional practices. In addition, 54 percent of school/center administrators said that their teachers collaborate with teachers from other sites and 60 percent of community administrators said that all their sites have teachers collaborating with teachers from other sites, with another 33 percent of community administrators who indicated that most of their sites collaborate in this way.

Eligibility and Enrollment Procedures. Uniform eligibility requirements and streamlined enrollment procedures are aspects of the TEEM/TSR! partnerships explicitly addressed in the 2005 legislation. As noted in the description of the required provisions of local MOUs, CLI has recommended placement of certified teaching personnel at Head Start and child care sites, which would allow the independent school

districts (ISD) to include qualified low-income children as part of their Average Daily Attendance (ADA) rosters and draw down state education funds for the supplemental services being provided by the ISD teacher to these children. If low-income children were members of a combined Head Start and Title I prekindergarten classroom, or for a combined subsidized child care and Title I classroom, the enrollment procedures for the parents could be coordinated and simplified. (See Appendix B5 for CLI documents intended to help partners understand and consider how to coordinate their student eligibility and enrollment procedures.)

In a review of a sample of student enrollment forms from case study visits to schools/centers, none indicated coordination with other types of partners in their TEEM/TSR! communities. The public school prekindergarten, Head Starts, and child care centers each had distinct forms for their type of agency, with no evidence of creating coordinated or combined forms across the types of providers.

From the interview results, however, there is evidence that some communities have established streamlined child eligibility criteria and student enrollment procedures. Five of 11 community administrators and 6 of 14 mentors/project coordinators reported that the various partners in their community have uniform eligibility requirements. Nevertheless, the other community administrators, mentors, and project coordinators reported that these criteria and procedures were different at different types of partners or that they did not know whether they were the same or different.

Survey results shown previously in Tables 2-4 and 2-5 provide further evidence that these criteria and procedures are coordinated within some sites in some communities, but the scope of this type of coordination is not widespread among TEEM/TSR! communities.

Challenges With Coordination and Collaborating Across Partners. Interviewers asked respondents to describe any challenges they experienced with coordinating and collaborating across partners. Establishing buy-in from all partners about the importance of the TEEM/TSR! model and the benefits of collaboration is one of the most commonly cited challenges. One respondent indicated that establishing buy-in was a challenge because teachers felt that they already knew how best to meet the educational needs of their students. Another stated that buy-in was a challenge because some partners had not previously focused on the educational needs of children, saying, "I guess the biggest challenge would have been…with the day cares; trying to get them to…change their frame of mind; trying to [focus on] educat[ing] the children to prepare them for kindergarten. Trying to get them out of the day care mode."

The geographic distance between the sites is another challenge for collaborating and coordinating services. Another was addressing differences in policies or requirements among provider types. For example, one respondent said, "There's a huge problem because ISDs are not held to [the same] licensing standards [that]…Head Starts are. And so there are some rules that when a teacher from an ISD sets foot onto a Head Start campus that she has to know about regarding teacher/child ratio, washing hands, [and so on]."

Success Story of Coordination and Collaboration Across Partners. Despite these challenges, survey responses from school/center and community administrator reveal that participants generally perceive coordination and collaboration on the partnering activities as very useful. Interviewers asked respondents to describe the impact of the partnerships. Nearly all respondents (92 percent) indicated that there was an impact within the community. Most described an impact on teachers' instructional practices through their collaboration with teachers from other sites. The following excerpt from a project coordinator presents the success story of one community's collaboration efforts:

> I think prior to TEEM everybody pretty much worked independently. And once you got to the
> ISD kindergartens, teachers just had to do the best with what they received. Kids coming in from

home that had never been in school; kids coming in from day cares and Head Starts. Now that we have TEEM, there is a collaboration. There is a [mutual] respect across the board. ISD teachers who go through these professional development classes and sit alongside a Head Start or day care teacher are able to see the other side of it. The Head Starts… they have a lot of inter-center communication because they have the same director. And the day cares have their own organization. And they have their meetings. But the collaborative effort as part of TSR! comes about when teachers from different sites come together for the professional development classes. And so they share and talk to each other. They give each other ideas. And then [at] the partner meetings that we have, the different center directors come together.

They don't have across-the-table collaboration of efforts for what they do at their sites. It's just a collaboration of ideas, of teaching practices, if you will. And then the mentors, of course, go from site to site, take along with them the [practices of other sites]. If they go to a day care and come to a Head Start, they might tell the Head Start, well I was just in so and so's class and this is what she did that worked for her. So…that kind of communication does come about.

Curriculum and Materials. TEEM/TSR! provides a state-approved curriculum, selected by the partners, to each classroom in its first year of the program, unless such a curriculum is already in place in a public school classroom. The approved curriculum list includes:

- *The DLM Early Childhood Express*
- *Scholastic Early Childhood Program*
- *Pebble Soup Explorations*
- *Let's Begin with the Letter People*
- *Saxon Early Learning*
- *We Can! Sopris West*
- *The Ready, Set, Leap!*
- *DLM Doors to Discovery*
- *Leap Learning Systems*

In addition, the program provides two "kits" of materials. Project coordinators are expected to help partners order materials through vendors and, with the help of mentors, maintain inventories for CLI to ensure the materials have arrived at each site and are available for use in daily instruction.

The classroom management Start Up Kit (*Positive Beginnings*) provides materials, in English or Spanish, for effectively organizing and managing the preschool classroom. The kit includes the following materials:

- Daily Schedule Chart
- Classroom Helpers Chart
- Attendance Chart
- Center Management System Classroom Rules Poster
- Letter Wall Cards
- Activity Transition Book

- Read Aloud Chart

- Classroom Environment Labels

- Personal Touch

- Cards

The teachers are expected to review the accompanying video on how to set up a preschool classroom to include a minimum of seven well-defined learning centers. The mentors assist teachers in using the learning center management system throughout the classroom, including the daily charts.

For the *School Readiness Kit,* partners can choose between two vendors to receive books and other literacy and mathematics materials in either English or Spanish. Teachers are expected to use these materials in the learning centers and during large-group, small-group, and one-on-one instruction during three hours of daily cognitive instruction and to document the use of the materials in lesson plans.

Furthermore, the program supplies teachers with a manual for the CIRCLE Preschool Language and Literacy training and materials to conduct the progress monitoring of students. Appendix B6 provides a list of the curriculum choices and further descriptions of the contents of the kits.

Survey and Interview Feedback on Curriculum and Materials. School/center administrators, project coordinators, mentors, and teachers were asked a number of interview questions about the curriculum and materials provided through TEEM/TSR! on surveys and during interviews.

*Distribution of TEEM/TSR! Instructional Materials***.** School/center administrator and mentor/project coordinator interview respondents described slightly different processes for the distribution of instructional materials, although the majority of respondents described a method of distribution through TEEM/TSR! trainings or mentors. One school/center administrator said, "Our mentor brings most of the materials that we need to our teachers. And if there's something else they might need, I can get that for them. And [at] a lot of the professional development workshops they've gone to this year, they've received some very good materials…as well."

In addition, school/center administrators discussed obtaining other materials, such as consumables or general classroom supplies, through the school/center or larger agency (Head Start, school district, or Education Service Center, for example). One school/center administrator said, "Most of the big [materials], like the Scholastic curriculum and any of the resource materials are either given to them at the initial training or brought by the mentors. Most of the more minor equipment/materials for this activity or learning centers, that is provided by us. They request that from their center. So the center level staff will order that."

Mentors and project coordinators gave more specific descriptions of the process for distributing instructional materials. Nearly all mentioned materials being sent to the school/center, and several mentioned that teachers also receive materials at trainings or by delivery by the mentors. Some respondents explained that distribution depended on the type of material: new kits and curriculum go directly to the school/center and teachers receive PDAs or netbooks at trainings or from the mentors. Several mentors also mentioned a process of inventorying the materials to ensure the teachers received everything. One mentor described this process:

> The curriculum and the classroom kits go directly to the site…When the teachers receive those, they're supposed to e-mail or call me or their mentor, and then we go by there with a distribution sheet and have them sign that it's been received. And then we pick up the packing slip [identifying]…the inventory that's inside…and they have to inventory what's there, what's

missing. The netbooks come to me, and then I…label them and…deliver them whenever we have our professional development [sessions].

Selection of Curriculum and Materials. There is some variety in how curricula are chosen within the communities. Some interview respondents indicated that the school/center makes these choices. Others indicated that the choices are guided by the project coordinator, mentor, or the community administrator, school district, or Head Start agency, with school/center input in some instances. The following quotation from a community administrator describes how their community provides schools/centers the choices for the curriculum and instructional materials kits, although the public school and Head Start centers are typically guided by their local administrators' decisions:

> What we usually do at the beginning is we ask the vendors to come out and give a brief presentation to our partners that we've recruited. We let them decide. In most cases it's usually the child care group that would take a look at this. We have a list from the state, from TEA, that gives us a listing of all the state-adopted curriculum and we really don't make recommendations. We leave it up to them to decide what they want to choose. As I said, the ISDs already got that decision made by their early childhood department, likewise with Head Start. That is already determined by their group as well. With the school readiness tool kits, at that time we had Lakeshore and Brewer that had the kits developed for us. So we gave them the option of deciding which one they wanted to go with. [For] the *Positive Beginnings* [Kit], we had no other, so we didn't have a choice in the matter with that one. But for the most part, we let them [schools/centers] decide what they wanted to use.

Slightly more than half the teacher interview respondents reported they did not know how the curriculum was chosen for their classroom, and 8 of 18 school/center administrators also did not know how those decisions were made. For example, one school/center administrator said, "They gave it to us, it was part of the deal to set up the early prekindergarten classroom. I just followed right along. I watched, and I looked at it, but I trusted the system. I know it's been good for me."

Use of State-Approved Curriculum and TEEM/TSR! Instructional Materials. There is evidence that TEEM/TSR! teachers are using a state-approved curriculum as the TEEM/TSR! program directs. Interviewers asked teachers and school/center administrator to describe the instructional materials that they use in the TEEM/TSR! classroom. Although respondents were not specifically asked about their use of a state-approved curriculum, nearly all teacher interview respondents (90 percent) and most school/center administrator interview respondents (71 percent) mentioned using a state-approved curriculum. Other common responses mentioned the CIRCLE manual and other resources (such as teacher-made materials and books). Respondents from child care centers were slightly less likely to mention a state-approved curriculum (65 percent) than those from a public school (86 percent) or Head Start site (91 percent).

Sufficiency of Instructional Materials. It appears that in most cases the instructional materials provided to teachers have been sufficient. Survey results show that 96 percent of school/center administrator respondents and 86 percent of teacher respondents reported that TEEM/TSR! teachers have the classroom resources they need to provide high-quality instruction. In addition, 68 percent of interview respondents reported that teachers have the instructional materials they need for the classroom. For example, one teacher said, "We have so many resources…I'm excited for next year. I can't wait to try it out."

This positive response was consistent across all provider types and across most positions, although more than half the community administrators reported that teachers did not have everything they needed. For instance, they indicated that teachers were missing consumables from the program (previous classes had used them up) or furniture or other classroom supplies not directly related to the program. One

community administrator stated that "The problem with young children and stuff is it gets lost, broken, and torn up. So if they're really using it, it's not going to last indefinitely….It doesn't help to have stuff in a closet. So if they're really doing what they're supposed to be doing with it, after they've had it about two years, it's pretty well used up."

Some interview respondents also explained that the sufficiency of instructional materials depends on the type of provider. For example, a mentor said, "It depends on where they are. Head Start certainly has an abundance. Most ISDs have pretty much whatever they need. Child cares seldom have anything they need. Basically what we put in the classrooms in a lot of these child cares is all there is. So is it enough? I don't know. It's not much if that's all there is."

Slightly more than half the interview respondents reported that they have not had to request replacement materials or equipment. Those who have had to request replacement materials said they asked their mentor or their school/center administrator for those materials. Child care sites were more likely to report requesting replacement materials.

Utility of Instructional Materials. The teacher survey asked teachers to report on the usefulness of the TEEM/TSR! supplemental materials. As shown in Table 2-9, the CIRCLE manual and the two kits were described as *very useful* by more than 80 percent of teacher respondents.

Table 2-9. Usefulness of Supplemental Materials, Teacher Survey

Among the materials that have been provided to you through TEEM/TSR!, how useful are they for providing effective instruction?	N	Not Useful	Minimally Useful	Moderately Useful	Very Useful
CIRCLE Preschool Early Language and Literacy Teacher's Manual	134	1.5%	0.7%	9.7%	**88.1%**
School Readiness Kit	93	2.2%	3.2%	14.0%	**80.6%**
Positive Beginnings Kit	105	1.8%	1.8%	11.4%	**84.8%**

SOURCE: Learning Point Associates, 2010

Furthermore, 71 percent of school/center administrator survey respondents reported that the materials provided by the TEEM/TSR! program have been effective *to a great extent* in enhancing students' school readiness; 22 percent reported that the materials have been effective *to a moderate extent*.

Sharing of Instructional Materials With Non-TEEM Teachers. Nearly two thirds of school/center administrator interview respondents reported that non-TEEM teachers within their site are using the same curriculum and instructional materials as their TEEM/TSR! teachers. One school/center administrator said, "They just share ideas and try to set up the classrooms to the way TEEM wants it to be. And it just makes it easier for the kids that are returning from one year to another."

Most respondents did not provide any details regarding the curriculum of non-TEEM teachers, but one mentioned that the agency adopted the TEEM/TSR! curriculum site-wide partially because they had seen the success in the TEEM/TSR! classrooms. A school/center administrator said, "The initial decision to change curriculums from our agency curriculum was the Head Start reauthorization act that required a research-based curriculum…and as we started looking at different curriculums as an agency… We've seen success with our TEEM teachers in using that curriculum. So that was one of the deciding factors [in choosing Scholastic]."

Professional Development. Teachers participating in TEEM/TSR! are required to attend an initial two-day workshop and a series of nine courses during the first two years, conducted during 20 Web-based facilitated sessions each year. CLI also provides training to teachers on assessing their students with the progress monitoring system and how to use the assessment results for lesson planning. The UT Houston Center for Improving the Readiness of Children for Learning and Education (CIRCLE), now known as the Children's Learning Institute (CLI), developed the courses.

The two-day *CIRCLE Preschool Early Language and Literacy plus Mathematics Training* is a hands-on research-based training that provides preschool teachers with an overview of the philosophy and research underlying TEEM/TSR! as well as the classroom activities and best practices that the developers expect them to use. Regional program managers conduct the training, supported by project coordinators and mentors, in local sites across the state.

The eCIRCLE professional development online courses occur in two-hour face-to-face meetings with 10 to 25 teachers meeting in a computer laboratory with a mentor or project coordinator who facilitates the discussion. These sessions are typically scheduled every two weeks. Teachers read and discuss research, watch and discuss videos clips of teachers and children interacting, and learn new strategies to take back into their classrooms. Teachers are expected to attend the sessions, complete assignments, and interact with their class colleagues and the mentor in between sessions by responding to discussion topics on an electronic message board. Most important, they are expected to implement the teaching strategies in their classrooms, with the support of their mentors.

The courses focus on the following topics:

- Classroom Management
- Early Childhood Mathematics
- Setting the Stage for Children's Talk
- Written Expression
- Building Vocabulary
- Read Aloud
- Phonological Awareness
- Letter Knowledge

In addition to the standard eCIRCLE courses, the regional project managers create custom trainings during the year to respond to the needs of teachers in their regions. An outline of the eCIRCLE sessions is in Appendix B7.

Survey and Interview Feedback on Professional Development. Community and school/center administrators, project coordinators, mentors, and teachers were asked questions about the quality and impact of the TEEM/TSR! professional development on surveys and during interviews.

Perceived Quality of Teacher Professional Development. Overall, teacher and mentor interview respondents reported that the quality of the professional development teachers received was either *good* (60 percent) or *excellent* (41 percent). Similarly, most teacher survey respondents rated the TEEM/TSR! professional development as *good* (33 percent) or *excellent* (51 percent).

Tables 2-10 and 2-11 provide teachers and community administrator ratings on the quality of professional development. Although the majority of school/center administrator respondents (51 percent) reported that they did not know how they would rate the quality of professional development TEEM/TSR! teachers have received this year, those that did rate the professional development were in agreement with the majority of community administrators and teachers in rating the trainings as either *excellent* or *good*. The fact that school/center administrators could not rate the quality of professional development provided by TEEM/TSR! provides evidence that they are somewhat removed from the implementation of the program.

Table 2-10. Perceived Quality of the TEEM/TSR!
Professional Development, Teacher Survey, *N* = 124

	Poor	Fair	Good	Excellent
Quality of the TEEM/TSR! Professional Development	8.9%	8.1 %	**33.1%**	**50.8%**

Note: Responses from teachers who did not participate in TEEM/TSR! professional development this year were removed from this analysis. Not all teacher survey respondents were expected to participate in professional development this year because some respondents were Target 3 or Target 4 teachers.
SOURCE: Learning Point Associates, 2010

Table 2-11. Perceived Quality of the TEEM/TSR! Professional Development,
Community Administrator Survey, *N* = 15

	Poor	Fair	Good	Excellent	Don't Know
CIRCLE Pre-School Early Language and Literacy Training	0.0%	0.0%	**6.7%**	**93.3%**	0.0%
eCIRCLE web-based professional development courses	0.0%	0.0%	**13.3%**	**86.7%**	0.0%
Training on using progress monitoring tools	0.0%	6.7%	**0.0%**	**93.3%**	0.0%

SOURCE: Learning Point Associates, 2010

Perceived Impact of Teacher Professional Development. The evaluation found that participation in TEEM/TSR! professional development has had a positive impact on teachers instructional practices. The majority of teacher interview respondents described one or more ways that the professional development has had a positive impact, including:

- Learned new instructional activities.

- Provided more literacy instruction.

- Increased student engagement in lessons.

- Improved learning centers.

- Improved classroom behavior management.

- Used new instructional/learning materials.

- Improved mathematics instruction.

- Received guidance on setting up classroom.

- Provided ideas for activity transitions.

- Helped group students for individual instruction.
- Improved goal setting.
- New attitude.
- Helped with developing lesson plans.
- Provided new curriculum.
- Learned to use student assessments.

The following teacher quotation exemplifies the types of changes teachers reported:

> I started doing book introductions. I do big book introductions now, book previews. I do my small groups a little bit differently. I have two different small groups that I generally do. I am constantly trying, and I have really opened up my writing, and my kids are doing so much on the writing because they have really pushed the writing, and I have been able to push my kids along with it. My first year I used worksheets and tracing, and I forgo that, and I have not pulled out a single trace over these lines and polka dots, and my kids don't do that, but my kids are writing letters anyway. My kids have learned to write without trying to connect dots, and they understand the concept of making a stick or curve. All of those concepts came from TEEM, it's not stuff that I came in knowing.

Nearly all school/center administrator survey respondents reported that they perceived some change in instruction as a result of teachers' participation in TEEM/TSR! professional development, and for all but one aspect of instruction, the majority described that change as being *to a great extent*. Table 2-12 provides the school/center administrators ratings of the impact for each aspect of instruction.

Table 2-12. Change in Instruction From TEEM/TSR!
Professional Development, School/Center Administrator Survey

Over the course of your center's/school's participation, to what extent have you seen the following aspects of instruction change as a result of teachers' participation in TEEM/TSR! professional development?	N	Not at all	To a Minimum Extent	To a Moderate Extent	To a Great Extent
a. Use of best practices in early childhood care and education	211	1.9%	5.2%	31.3%	**61.6%**
b. Encouraging children's language development (e.g., asking open ended questions, frequent conversations, elaboration of student responses)	212	1.4%	6.1%	29.2%	**63.2%**
c. Letter knowledge instruction	212	1.4%	4.2%	32.5%	**61.8%**
d. Instruction in phonological awareness	210	1.4%	4.8%	33.8%	**60.0%**
e. Written expression	211	2.4%	5.7%	37.0%	**55.0%**
f. Read-aloud	211	1.9%	4.3%	33.2%	**60.7%**
g. Instruction in mathematical concepts	213	1.4%	9.9%	42.3%	46.5%

SOURCE: Learning Point Associates, 2010

Challenges With Implementing TEEM/TSR! Teacher Professional Development. When asked about challenges with implementing TEEM/TSR! professional development, most interview respondents reported that there were no challenges. One school/center administrator said

> I haven't had any challenges. In fact, TEEM is very generous. They allow an allowance for the teachers to do a two-day orientation with TEEM. They give you another allowance for them to learn how to use their laptops. So I think TEEM has been very supportive in that. In fact, you asked me about other teachers, TEEM has allowed me to bring the assistant teacher to the meetings. She's, of course, not being evaluated. But she still gets the knowledge. She can still get the training. She gets to sit in to the classes, which is really fantastic. I have two teachers that are doing that in my two classrooms. Both assistant teachers are not part of TEEM but they get to get the benefit of that.

When challenges were reported, they were related to finding the time for and the scheduling of the professional development sessions, technical difficulties, and geographic location. The following quotations from mentors exemplify some of these challenges:

> The evening times are really hard. People that have children or families, they have to figure out what to do with them in the evenings. It's very difficult for them. And we know that we're holding them after they've already worked a long day. So, when you've worked a long day and you have to still come and go to professional development, you aren't really on top of your game to be sitting at professional development. My 11:00 to 1:00 sessions are awesome because the teachers aren't completely tired. They're not having to think "where is my family?" So just trying to really figure what's going to work best.…Here at our community we really do all that we can to make it work for the teachers.

> I guess with us it would be locations. We have 11 different eCIRCLEs going on this year, just within our region, and we were just trying to geographically place them so that it didn't burden teachers driving more than 25 or 30 miles to get to the eCIRCLE professional development, because we didn't want to discourage any of them from attending.

Professional Development and Support for Mentors. Mentors and project coordinators receive their own professional development through a week-long institute conducted by CLI in Houston in the early fall. This institute includes sessions on scheduling and conducting the mentoring, how to conduct the eCIRCLE courses, using the progress monitoring tools, submitting data to the School Readiness Certification System (SRCS), and the various forms and systems used to track and report on teacher progress throughout the year.

In addition, the regional project managers provide onsite training to clusters of coordinators and mentors over the course of the school year. During school year 2009–10, these regional sessions focused on how to provide technical assistance to teachers, with the introduction of a massive *Technical Assistance Guide* that provides directions for mentors on how to develop technical assistance plans for teachers, especially those who had applied for but did not receive certification from SRCS. The regional sessions also focused on additional ways to develop oral language in children, because the statewide progress monitoring data revealed that participating children were not improving in this skill as well as they were in others. Project managers also are expected to conduct regional sessions for project coordinators and mentors on topics that arise as needs in particular areas.

Project managers support the project coordinators, and the project coordinators mentor the mentors. Project coordinators are expected to provide first-year mentors with eight to 10 hours of support each month; provide second-year mentors four to six hours; and provide third-year mentors two to four hours.

Fourth-year mentors receive help on an as needed basis. When asked during interviews about the topics of the professional development sessions they received, the most frequent topics mentors reported were how to conduct eCIRCLE sessions, progress monitoring assessments, and development of oral language.

Perceived Quality of Mentor Professional Development and Support. Most mentor interview respondents felt prepared for their role. Those who did not feel prepared expressed that one can never feel fully prepared to begin one's role. One mentor said

> I don't think there is any way in the world that you can be totally prepared for what we do. I was a seasoned teacher and I thought this just sounds like it's going to be the most fun thing I could ever do. And it's hard. It's really a tough position. I love what I do, but it was hard. So I'd really have to say that I wasn't fully prepared. Unless you live it for a period of time, there's no way that anybody can tell you everything that's going to happen. There are too many variables that pop up in an average day. I think I was as well prepared as anybody could have helped me be. There are a lot of things you just learn along the road. I think I spent that first year with that "deer in the headlight" look.

Overall, mentor interview respondents indicated that they received sufficient support from their project coordinator, and that support was available on an as needed basis. One mentor said, "As often as I need it. Sometimes I'm calling her every day…it just depends. If I feel like I need a lot of support on certain days, she might hear from me several times. It just kind of depends."

Mentoring. Professional development sessions for teachers are supplemented by coaching provided by mentors, who are expected to observe teachers in the classroom and provide guidance, reflective feedback, and support. Mentors are responsible for assisting teachers with setting up and managing the multiple learning centers and supporting the delivery of the three hours of cognitive instruction using the curriculum and the framework taught in the eCIRCLE courses. Under the TEEM/TSR! model, mentors are responsible for modeling instruction and assisting with lesson planning. In addition to facilitating courses and providing one-on-one coaching, the mentors also are responsible for delivering materials to the classrooms, assisting teachers with conducting the progress monitoring assessments, and supporting the submission of data to the School Readiness Certification System.

As noted previously, mentors are expected to provide four hours of individual coaching per month to Target 1 teachers (first year); two hours to Target 2 teachers (second year); and one hour to Target 3 teachers (third year). Although it varies by community, mentors typically are responsible for more than 20 teachers, with a minimum of 15 Target 1 teachers and the remainder a mixture of Target 2 and Target 3 teachers. Project coordinators also serve as mentors to individual teachers, along with their other duties.

To the extent possible, CLI encourages communities to assign teachers to the mentor who facilitates their eCIRCLE professional development courses, as a way to promote continuity and follow-up from the courses to the classroom support.

Survey and Interview Feedback on Mentoring. Community and school/center administrators, project coordinators, mentors, and teachers were questions about the implementation and quality of teacher mentoring in surveys and during interviews.

Mentoring Implementation in TEEM/TSR! Communities. Results from survey and interview responses indicate that in general, the mentor role is being implemented as intended by CLI. Table 2-13 presents the percentages of teachers who reported receiving various types of instructional support from their mentors. As shown, nearly all teacher survey respondents indicated that their mentors observe their instruction (97 percent) and provide feedback (96 percent). These two types of support also were the most commonly

cited from interview respondents. In addition, 85 percent of teacher survey respondents reported that their mentor provides guidance on implementing the curriculum and assists with using the results of the progress monitoring assessments.

Table 2-13. Instructional Support From Mentors, Teacher Survey

For each of the following types of instructional support, indicate whether your mentor has provided that support.	*N*	Yes	No
Observing instruction	115	**96.5%**	3.5%
Providing feedback on instruction	114	**95.6%**	4.4%
Providing guidance on curriculum implementation	114	**85.1%**	14.9%
Assistance with using child progress monitoring results in instruction	114	**85.1%**	14.9%
Facilitating eCIRCLE classes	115	**84.3%**	15.7%
Reviewing lesson plans	115	**82.6%**	17.4%
Modeling instructional strategies	115	**80.9%**	19.1%
Providing classroom materials	115	**80.9%**	19.1%
Assistance with child progress monitoring	115	**79.1%**	20.9%
Side-by-side coaching	115	**78.3%**	21.7%
Helping plan instruction	115	**77.4%**	22.6%

SOURCE: Learning Point Associates, 2010

According to mentor interview respondents, the frequency with which mentors meet with TEEM/TSR! teachers is consistent with the TEEM/TSR! model. The majority of mentors reported meeting with Target 1 teachers for four hours a month, Target 2 teachers for two hours a month, and Target 3 teachers for one hour a month. Teacher interview respondents reported that mentors tend to meet with them either once or twice a month.

School/center administrators tend to communicate informally with the mentor. In some cases, the extent of the relationship between the mentor and the school/center administrator is to remind administrators of the program requirements. One school/center administrator said, "I just visit with her periodically. When she would come down she'd kind of give me updates on what's going on in the classroom, if there were any problems or anything like that."

Perceived Quality of Mentoring Support. The instructional support provided by mentors is perceived to be of high quality. Community administrator survey respondents were asked to rate the quality of the mentoring support provided to teachers in their TEEM/TSR! community. A large majority of respondents rated the quality of the mentoring support as either *excellent* (80 percent) or *good* (13 percent). No community administrators rated mentoring support as *poor* quality. Teacher survey respondents also rated their relationship with their mentor as being of high quality; 61 percent rated it as *excellent* and 31 percent rated it as *good*.

According to teacher interviews, the majority of teachers felt comfortable working with their mentors, found their mentors to be responsive, and thought the support from the mentors was helpful. The following quotations exemplify teachers' opinions of the mentoring support:

> I honestly did not know how to completely write a lesson plan. So she went over that with me. She helped me with those details. My centers, like I said, I didn't exactly know how to set those

up. [Given it was] my first year, she pretty much helped me do everything with that. [For] the small-group instruction, I wasn't quite sure how to go around with the kids. So she helped me with that as well.

At the beginning of the year, in September, I was lacking…some of the tools that we needed to put our learning centers together and she made sure that I had everything so that my kids, my students, would start using them [and] get adjusted to them.

She'll come in when we have trouble signing in to do the testing. She called the person for technical support until she got us in. Any little thing, if I have a question, she'll help. I feel confident asking her and she'll help.

She's helped me with lesson plans. I was so stumped on lesson plans. They made lesson plan sheets that might be easier for you to understand. She, and a lot of other mentors, came up with a sheet that has different ways of how to do a lesson plan. And you get to pick the one that helps you out most. You know, the one that would be more understand[able] to you. She's helped me organize my classroom.

What's most helpful to me is having someone to talk to about your troubles in your classroom. I can talk to my boss about it, but he's not in there to actually see and know what's going on and she's been in there with me. All I have to do is ask her and she gives me so many ideas on things to do. She's not only my mentor, I feel like she's my friend. That's how comfortable I feel with her. I'm going to miss her when this is over.

Teacher survey respondents reported on the usefulness of specific types of instructional support provided by the mentors. Table 2-14 shows how teachers responded. As shown, all the types of support are perceived as *very useful* by a majority of teachers. Providing classrooms materials was the support that was most often rated as *very useful*.

Table 2-14. Usefulness of Mentoring Supports, Teacher Survey

If you mentor has provided the following support, how useful has the support been?	*N*	Minimally Useful	Moderately Useful	Very Useful
Providing classroom materials	89	2.2%	22.5%	**75.3%**
Facilitating eCIRCLE classes	92	5.4%	22.8%	**71.7%**
Helping plan instruction	86	3.5%	25.6%	**70.9%**
Providing feedback on instruction	106	7.5%	21.7%	**70.8%**
Side-by-side coaching	87	4.6%	26.4%	**69.0%**
Assistance with child progress monitoring	87	1.1%	29.9%	**69.0%**
Modeling instructional strategies	90	5.6%	25.6%	**68.9%**
Assistance with using child progress monitoring results in instruction	94	4.3%	28.7%	**67.0%**
Providing guidance on curriculum implementation	96	6.3%	27.1%	**66.7%**
Observing instruction	107	8.4%	28.0%	**63.6%**
Reviewing lesson plans	92	6.5%	33.7%	**59.8%**

SOURCE: Learning Point Associates, 2010

In general, teachers reported that working with the mentor improved their instructional practices. A majority of teacher survey respondents reported that their instructional practices have improved either to a

great extent (59 percent) or to a *moderate extent* (26 percent) by working with a mentor. Four percent of teachers reported that their instruction has not improved at all from their work with the mentor.

Challenges With Providing Mentoring Support. Nearly all mentors interviewed reported no challenges with mentoring teachers. Of the challenges reported, the most frequently cited were lack of buy-in, time limitations, geographic area covered, and unqualified mentors. One mentor described a challenge with providing mentoring support that would affect instructional improvement:

> There are always some [challenges], because again, people come into the program with all kinds of expectations and different expectations. Most teachers really want to provide the best instruction possible for their classrooms and of course that makes my job easy. But you always have a few that are not as willing, I guess, to invest the time and effort that you would like. Some of these classrooms, the expectations are high, but the pay and the benefits are very low in the child care and they're not provided a lot of time, a lot of planning time in some cases, and that makes it difficult for them. So that is a challenge.

Progress Monitoring. To ensure that teachers are planning instruction based on the needs of individual children, TEEM/TSR! includes an assessment of children's progress as one of the key program components. Teachers are provided a day-long, face-to-face training on how to use the technology (PDA or netbook) to assess student skills. The handheld technology includes prompts for the teacher in conducting the assessment and provides automatic and immediate scoring. It also generates reports for individual children, student groups, and classrooms, and recommends activities based on particular needs. CLI reviews aggregate results to ascertain the progress of the participating children as a whole and to develop regional professional development sessions on areas of weakness.

The assessment monitors the child's recognition of letters, vocabulary development, and skills such as rhyming, alliteration, and syllabication. Teachers are expected to assess each child three times a year, at the beginning, middle, and end, and use the results to plan small-group lessons for children needing similar help. The project coordinators and mentors are responsible for ensuring that teachers are administrating the assessments consistently and reliably and for helping them interpret the results and plan instruction accordingly.

Survey and Interview Feedback on Progress Monitoring. School/center administrators, mentors, and teachers were asked a number of questions about the implementation and usefulness of the progress monitoring system on surveys and during interviews.

Training on Using Student Assessment Data. The majority of interview respondents indicated the teachers have been trained on using assessment data. Specifically, 88 percent of teachers said they had received such training. When describing the training, respondents discussed both formal professional development sessions and informal training and troubleshooting provided by the mentors, although informal training from mentors was the most commonly cited. One mentor said

> We do those [trainings] through the eCIRCLE classes, and then I focus on that a lot on my visits. I feel like that's a huge piece. If they're going to do the progress monitoring; if they're going to spend the time, then they need to do something with it after they've gotten the data. So I feel like after the assessment I spend a lot of my mentoring time saying "tell me about your small groups…tell me how you're going to pull your kids [together] based on your progress monitoring results," so they will get in the habit of doing that.

A teacher said

[The mentors] go through and show us how to read the data. They also show how you can pull up the information on the small groups and which children go in each group. And with that it also gives activities to do in the small group and how to use that and incorporate that along with the CIRCLE manual that we have that gives activities. So…we've been trained on different things, on how to use the different parts of the information.

Teachers and school/center administrators overwhelmingly indicated the training on using assessment data was useful. One school/center administrator said, "I like the way [the assessment training] ties in to the actual manuals that they're using to show the children. It all ties in really [well] together." A teacher commented on the usefulness of the assessment training, saying, "Otherwise I wouldn't have known how to use that netbook at all. I probably could've fumbled through it. But it was very useful."

The evaluation found that teachers are prepared to administer the assessment and use the assessment data. Although there is a range in teachers' self-reported level of proficiency with respect to administering and using assessment data, the majority of teachers reported a high level of proficiency. As shown in Table 2-15, the majority of teacher survey respondents reported that they considered themselves to be *advanced* in the skill areas of administering child progress monitoring assessments, interpreting child progress monitoring assessment results, using child progress monitoring assessment data to individualize instruction, and using child progress monitoring assessment data to plan small-group instruction. Fewer than 10 percent of teachers rated themselves as a *beginner*.

Table 2-15. Child Progress Monitoring Self-Reported Proficiency, Teacher Survey

Rate yourself on each of the following skill areas:	N	Beginner	Intermediate	Advanced	Does Not Occur
Administering child progress monitoring assessments	140	7.1%	26.4%	**65.7%**	0.7%
Interpreting child progress monitoring assessment results	139	7.9%	25.9%	**65.5%**	0.7%
Using child progress monitoring assessment data to individualize instruction	140	8.6%	26.4%	**64.3%**	0.7%
Using child progress monitoring assessment data to plan small-group instruction	139	7.2%	27.3%	**64.7%**	0.7%

SOURCE: *Learning Point Associates, 2010*

Although the majority of teachers reported being prepared to administer the assessments and that the technical support they received was adequate, approximately 25 percent of teacher survey respondents indicated that the technical support provided by CLI personnel was not adequate for addressing problems associated with using the child progress monitoring tools.

Access to Progress Monitoring Tools. Survey and interview results indicate that teachers have the necessary tools for administering the progress monitoring assessments. The majority of teacher interview respondents said they have a handheld device (such as a PDA or netbook) to monitor student progress. Many teachers said that they received the device at the beginning of the year, although some said they received it during the middle of the year. (It is possible that these teachers were referring to the instance when they received the netbook to replace the PDA.) Teachers were asked whether their classroom had more than one device and no teacher reported having multiple handheld devices.

As shown in Table 2-16, school/center administrator and teacher survey respondents generally *agreed* that their school or center has adequate access to child progress monitoring tools. Furthermore, 87 percent of teacher survey respondents said they have the necessary hardware to administer the assessments and 96 percent said they have access to the computer program for child progress monitoring.

**Table 2-16. Adequate Access to Progress Monitoring Tools,
Teacher and School/Center Administrator Survey**

	N	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
School/center administrator respondents	215	2.8%	1.9%	54.4%	40.9%	2.8%
Teacher respondents	140	7.1%	4.3%	41.4%	47.1%	N/A

N/A = Response option was not provided to this group.
SOURCE: Learning Point Associates, 2010

Also, 86 percent of teacher interview respondents said that the progress monitoring tools are available in both English and Spanish if needed.

***Administering Progress Monitoring Assessments*.** In general, teachers are administering the progress monitoring assessments as prescribed by the TEEM/TSR! program model. Only four percent of teacher survey respondents indicated that they do not administer child progress monitoring assessments to students at any point during the year. As shown in Table 2-17, the vast majority of teachers administer the assessments at the beginning, middle, and the end of the year, as required by the program model.

**Table 2-17. Schedule for Administering Progress Monitoring Assessments,
Teacher Survey, *N* = 141**

	Yes	No
Beginning of the year	**84.4%**	15.6%
Middle of the year	**93.6%**	6.4%
End of the year	**94.3%**	5.7%
I don't administer child progress monitoring assessments	3.5%	96.5%

Note: Percentages total more than 100 because teachers could select multiple response options.
SOURCE: Learning Point Associates, 2010

Interview respondents also confirmed that the majority of teachers are administering the progress monitoring assessments as well as implementing other informal methods for monitoring student progress. One teacher said, "We do our assessments three times a year, beginning, middle, and end of the year. Then I keep portfolios for them and I keep journals and then I just observe and write a little note for them. So, I keep writing whatever they have been doing better or what I need to work on or when I see something new." Similarly, a mentor said, "Well, they have formal assessments that are given three times a year and then we also teach them to take anecdotal notes and to assess children informally on a day-to-day basis. Of course they plan their instruction based on what they've observed."

***Use of Assessment Data to Guide Instruction*.** Survey and interview results indicate that teachers are using the progress monitoring assessment data to guide their instructional decisions. The majority of interview respondents indicated that access to progress monitoring data influenced teachers' instructional practices and that teachers are using data more now to guide instruction. Respondents discussed the

influence on lesson planning, grouping students into small groups according to their needs, and differentiating instruction. A mentor said, "I think [the teachers] are more intentional in their teaching. They tend to be more focused and plan activities to address the needs of the children. Some of them have been very surprised because they often think the children know more than they do. Then when they actually assess them, they see there are areas they need to work on."

School/center administrator and teacher survey respondents also indicated that teachers are using the child progress monitoring data for making instructional decisions. As shown in Tables 2-18 and 2-19, more than three fourths of school/center administrator and two thirds of teacher survey respondents reported that child progress monitoring data are *very useful* for making instructional decisions.

Table 2-18. Use of Child Progress Monitoring Data, School/Center Administrator Survey, $N = 216$

Indicate how useful child progress monitoring data are for making instructional decisions in the following areas:	Not Useful at All	Minimally Useful	Moderately Useful	Very Useful	Don't Know
Lesson planning	0.9%	3.2%	17.6%	**75.9%**	2.3%
Small-group instruction	1.4%	2.8%	14.8%	**79.6%**	1.4%
Identification of new ideas for setting up content-based centers for small-group instructional activities	1.9%	2.8%	17.1%	**76.4%**	1.9%

SOURCE: Learning Point Associates, 2010

Table 2-19. Use of Child Progress Monitoring Data, Teacher Survey, $N = 140$

How useful is child progress monitoring data for making instructional decisions in each of the following areas:	Not Useful	Minimally Useful	Moderately Useful	Very Useful
Lesson planning	4.3%	3.6%	25.0%	**67.1%**
Small-group instruction	3.6%	1.4%	17.9%	**77.1%**
Identification of new ideas for setting up content-based centers for small-group instructional activities	5.0%	5.0%	22.1%	**67.9%**
Identification of appropriate instructional strategies for struggling students	3.6%	2.1%	26.4%	**67.9%**
Identification of appropriate instructional strategies for advanced students	6.4%	5.7%	24.3%	**63.6%**

SOURCE: Learning Point Associates, 2010

In addition, most teachers' use of assessment data has increased since the implementation of TEEM/TSR! A majority of teacher survey respondents reported that their use of child assessment data to plan their instruction has either s*ubstantially increased* (61 percent) or s*omewhat increased* (22 percent) since beginning participation in TEEM/TSR! Nine percent of teacher survey respondents said their use of assessment data stayed the same and three percent said it decreased either somewhat or substantially.

Although most teachers are using the assessment data, most school/center administrators are not. The majority of school/center administrator interview respondents (67 percent) reported not using the assessment data. Those who did report using the data most often mentioned reviewing assessment results and helping the teachers use the data in the classroom. One school/center administrator said, "After the assessments, I review the data just to see how they're doing. Then at a grade level meeting, we meet and discuss their data and their instructional plans based on the information."

Challenges With Implementing Progress Monitoring. More than half the teacher interview respondents (58 percent) reported experiencing challenges with the TEEM/TSR! progress monitoring assessments. The greatest percentage of teachers indicated they experienced technical difficulties with administering the assessments/uploading the data. These technical problems related both to Internet connections and to the equipment not working. Several teachers described how this affected their assessments:

> If there's some delay in the connection to the Internet…it will delay, it will skip ahead. If you're doing letter knowledge and you're assessing on the letters and you're on K, and D is four pages ahead and there's a glitch in the Internet connection, it will skip straight to D. It will skip three or four pages and count those ones wrong. So I don't think I got one accurate assessment this year.

> [With] the netbook we've been using—we've had a lot of problems for the assessments. Some days you can't log on. The tests aren't available. We have a long period to get our testing done and we usually have a couple days to cram it in [to the system] because it hasn't been working.

Additional Program Implementation Results

In addition to gathering information on each of the TEEM/TSR! program components, the evaluation solicited feedback on the topics of teachers' instructional practice and the technical assistance provided by the Children's Learning Institute. Interview respondents were asked about challenges they encountered in implementing the program and their suggestions for its improvement. Finally, interview and survey respondents were asked about the perceived impact of the program as a whole on the schools and centers that make up the TEEM/TSR! communities.

Teachers' Instructional Practices. Survey and interviews gathered feedback on teachers' use of lesson plans to guide instruction, on perceived changes in instruction as a result of the program, and on the quality of instruction. Data from classroom observations conducted as a part of this evaluation are reported and compared with results from other studies using the same observation instrument.

Use of lesson plans. Developing written lesson plans is a common practice among TEEM/ TSR! teachers. Nearly all teacher, mentor, and project coordinator interview respondents (94 percent) indicated that teachers develop written lesson plans. One mentor said, "Yes, that's their extended lesson plan. And we've given them a document on their computer where they can type it in, where they don't have to write it out. They can type it in, on…a spreadsheet."

Respondents also shared that teachers follow the curriculum and use the resources provided through TEEM/TSR! and their school/center to plan instruction. One mentor described how they work with teachers to incorporate the curriculum activities into their own tailored lesson plan: "We actually help them to develop their own [lesson plan] using their curriculum and coming up with their own instructional activities to go on that lesson plan, while implementing their curriculum." Similarly, a teacher said, "I go off of what my curriculum says.…But if there's something that's not really age appropriate, that I think my kids would be able to understand or be able to do, then I'll change it.…But most of the time it's pretty good. Most of the time we go by it almost to a tee."

Respondents also reported planning lessons around a theme or using assessment data to individualize instruction. One teacher said, "They usually give us a module to look through from Scholastics. I'll look through it and then I'll take whatever I'm doing or whatever my kids are…lacking in, that's what I work in.…I keep using my assessments whenever they come out and I see where I have to work and implement in each center or in each group."

Generally, lesson plans are required to be reviewed by either or both the school/center administrator and mentor. Nearly all interview respondents (96 percent) reported teachers' lesson plans are required to be reviewed. A teacher said, "We do [the lesson plans] and then I turn them into my supervisor every two weeks. I believe the upper management will ask for one or two sometime during the year. The eCIRCLE teacher will come in and monitor it or review it when she comes in to observe me, to make sure I'm following the schedules and I'm providing the learning."

Perceived Changes in Instruction. The evaluation found that TEEM/TSR! teachers' instructional practices have changed over the course of the program. The majority of interview respondents (90 percent) reported that teachers' approaches to instruction had changed. When describing how, respondents mentioned that teachers now had a guideline or framework for instruction, which made planning instruction easier for them and provided more structure to the day. Respondents also said that teachers used more activities and that they were more knowledgeable about instructional practices. The following quotations exemplify the responses of interview respondents:

> The TEEM approach gave me more guidelines that I could follow. If I was just doing my own thing, maybe I would miss something. So I follow their guidelines like a road map.—Teacher

> When I came in, I didn't have any type of training at all. I just came in blank headed. I think we've come a long way. I think I've learned a lot.—Teacher

> One is the interaction with the children; their knowledge of what a prekindergarten environment needs to look like; the knowledge of developmentally appropriate classes. Before they were doing a lot of coloring sheets and kids weren't given free choice, and it was all large-group instruction. They didn't have themes. I can walk into the room, pick up the curriculum, and it forces them to say, "Hey, I need to be here." It's structured play. It's obvious they have to plan, and they can't just wing it. Prior, they were just winging it, and there was a lot of discipline problems. —School/center administrator

> I've found out that they might not really want to do [the TEEM/TSR! model] at first, but once they do it and they see the benefits of it, in most cases it makes their life a lot easier.…It's just more effective as far as keeping things consistent in their classroom. And…they like it once they get used to it.—Mentor

Responses for school/center administrator survey respondents provide further evidence of the change in teacher practices. As shown in Table 2-20, a majority of school/center administrator respondents reported that since the implementation of the TEEM/TSR! program, instructional practices have improved either *to a great extent* (61 percent) or *to a moderate extent* (30 percent).

Table 2-20. Improvements in Instructional Practices Since TEEM/TSR!, School/Center Administrator Survey, *N* = 216

	Percentage of Respondents
Not at all	0.9%
To a minimal extent	4.2%

	Percentage of Respondents
To a moderate extent	**29.6%**
To a great extent	**61.1%**
I don't know	4.2%

SOURCE: Learning Point Associates, 2010

The majority of interview respondents (80 percent) reported that changes in instructional practices occurred gradually over the course of the program. One teacher said, "It was quite stressful when we first started it. But in the manner that they do it here I think it's a little more gradual and not so overwhelming. They try to work on a subject or area at a time to help implement the TEEM and make it a little less threatening. There was definitely a difference from what we were doing, so after we implemented those things, you could definitely see the growth in the children."

Some interview respondents (17 percent) said the changes occurred more at the beginning of the program. A school/center administrator described, "There was a huge change up front. Again, I think the first year was a little overwhelming for them. And they were trying to do everything in the book as opposed to taking the things they needed to do. They felt like they needed to do every single thing. And so I think that was overwhelming for them. But they learned to pick out the different things that they needed to work on and kind of streamline." Many respondents in both groups, those who said change was gradual and those who said it happened right away in the beginning, mentioned that the program was stressful and overwhelming for many teachers at the beginning of the program because there were so many new materials and so much new information to take in.

A small percentage of interview respondents (5 percent) reported that teachers' approach to instruction did not change; those respondents explained, however, that their teachers were either new teachers, so the TEEM/TSR! approach was the only way to teach that they knew, or the teachers were already strong prior to the program.

Quality of Instruction. In addition to having improved since the implementation of the TEEM/TSR! program, there is evidence from parent surveys and classroom observations that the quality of instruction in TEEM/TSR! classroom is high. Parent survey respondents were asked to rate their level of agreement on the quality of the instructional program in their child's center and classroom. Nearly all parents who answered this question *agreed* or *strongly agreed* with statements regarding the skill of their child's teacher, the nature of the information provided them by the school, and the overall quality of the educational program. Table 2-21 shows parent responses to specific survey items.

Table 2-21. Perceived Quality of the Instructional Program, Parent Survey

Please mark your level of agreement with each of the following statements:	*N*	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
My child's teacher is good at helping my child with reading skills.	198	2.5%	2.0%	**26.3%**	**67.2%**	2.0%
My child's teacher is good at helping my child with language skills (e.g., learning the meaning of new words; learning to use words correctly).	198	2.5%	1.0%	**20.7%**	**73.7%**	2.0%

Please mark your level of agreement with each of the following statements:	N	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
My child's teacher is good at helping my child with mathematics skills.	199	2.0%	3.0%	**25.1%**	**65.8%**	4.0%
My child's teacher is good at helping children get along with each other.	195	2.1%	2.6%	**21.5%**	**73.3%**	0.5%
My child's classroom has many high-quality learning materials.	197	2.0%	3.6%	**23.4%**	**70.1%**	1.0%
I am satisfied with the way the teacher interacts with my child.	198	2.5%	1.5%	**19.7%**	**76.3%**	0.0%
The school provides me with helpful information about my child's academic progress.	197	3.6%	4.1%	**26.4%**	**65.5%**	0.5%
The school gives me learning activities I can do at home with my child.	197	3.6%	5.1%	**26.9%**	**64.0%**	0.5%
The school includes me in decisions made about my child.	196	3.1%	2.0%	**27.0%**	**67.3%**	0.5%
The school shares my child's test results with me.	198	3.0%	5.1%	**22.7%**	**68.7%**	0.5%
My child is receiving a high-quality education in this preschool program.	197	3.0%	1.5%	**21.8%**	**72.1%**	1.5%

SOURCE: Learning Point Associates, 2010

Classroom Observation Results. Another source of evidence regarding the quality of classroom instruction comes from the classroom observations conducted for this evaluation. Using the Classroom Assessment Scoring System, PreK (CLASS, Pre-K), observations were conducted in 38 classrooms across 11 TEEM/TSR! communities. The CLASS was developed by the Center for Advanced Study in Teaching and Learning at the University of Virginia and has been widely used for research and professional development purposes. The CLASS organizes teacher and student interactions into three broad domains: Emotional Support, Classroom Organization, and Instructional Support, which are further subdivided into 10 dimensions that describe the complex classroom environment. Trained and certified observers rated classrooms using a 1–7 rating scale for each dimension. Domain ratings are calculated by averaging its dimension scores.

Consistent with data from other preschool classrooms from other studies that used this instrument, the TEEM/TSR! classrooms performed better in the domains related to emotional support and classroom organization and weaker on the domain for instructional support. Table 2-22 shows the distribution of TEEM/TSR! classrooms across the rating levels for the three domains.

Table 2-22. CLASS Average Domain Scores for TEEM/TSR1 Classrooms, *N* = 38

CLASS Domain	Low (1–2)	Middle (3–5)	High (6–7)	Average	Standard Deviation
Emotional Support	0.0%	**65.8%**	**34.2%**	5.52	0.70
Classroom Organization	2.6%	**81.6%**	**15.8%**	5.11	0.99

CLASS Domain	Low (1–2)	Middle (3–5)	High (6–7)	Average	Standard Deviation
Instructional support	**47.4%**	**52.6%**	0.0%	3.02	1.04

SOURCE: Learning Point Associates, 2010

Although the Instructional Support domain received a relatively low score, TEEM/TSR! classrooms performed slightly better than other preschool classrooms on this domain. Figure 2-3 provides context for TEEM/TSR! classrooms' CLASS scores by comparing their scores with those from two larger studies that also used the CLASS instrument. The two studies were the National Center for Early Development and Learning (NCEDL) Multi-State Study of Prekindergarten and State-Wide Early Education Programs (MS/SWEEP, Early et al., 2005) and a study of a professional development program called My Teaching Partner (MTP, Pianta et al., 2007). MS/SWEEP collected data from 694 classrooms and the MTP study collected data from 164 classrooms.

As shown, for each dimension, TEEM/TSR! classrooms received higher average ratings than the classrooms from other preschool studies that used this observation instrument.

Figure 2-3. Comparison of TEEM/TSR! Average Dimension Scores to Classrooms From Other Studies, *N* = 38
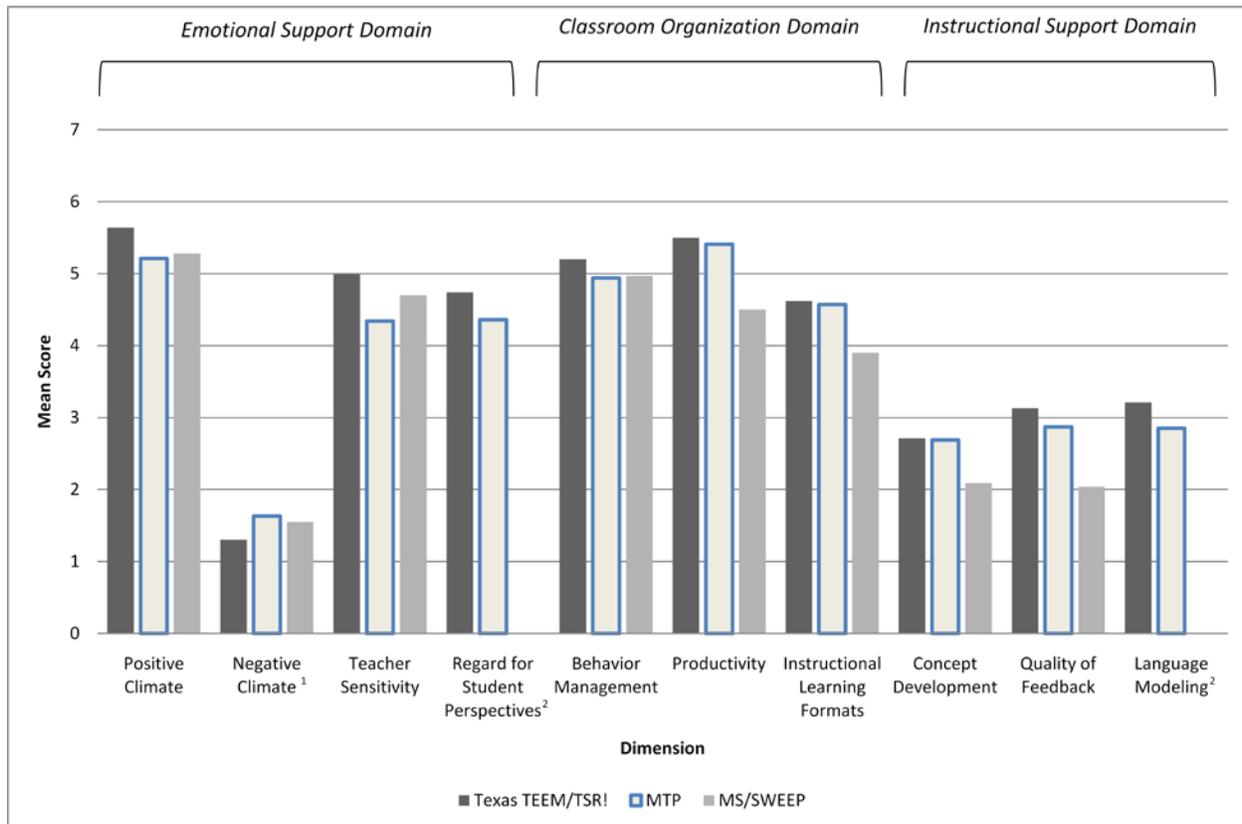
[1] Negative Climate is scaled in the opposite direction of the other CLASS scales. Higher scores for this dimension represent lower quality.

[2] The Regard for Student Perspectives dimension was not present in the version of CLASS used in the MS/SWEEP study.

SOURCES: Learning Point Associates; The University of Texas Health Science Center at Houston, Children's Learning Institute

Although comparison with these other studies are useful for interpreting the TEEM/TSR! CLASS scores, there are some limitations in the comparability of these studies. First, at the time the MS/SWEEP study was carried out, the CLASS instrument used an "Overcontrol" dimension rather than a "Regard for Student Perspectives" dimension. These dimensions are related but not comparable. In addition, CLASS did not include a "Language Modeling" dimension during the time of the earlier study.

Second, these comparisons are solely descriptive. Data from individual classrooms are not available for the comparison studies, limiting the examination of whether these differences are statistically significant, that is, not due to chance. Finally, although the classrooms observed in the comparison studies are similar demographically to those in this evaluation, the classrooms from this evaluation were not matched on specific characteristics of the classrooms in the comparison studies.

CLI Technical Assistance. In general, community administrator, school/center administrator, and teacher survey respondents reported that the technical assistance they received from CLI has been helpful. As shown in Table 2-23, community administrators were most positive about the support and technical assistance provided by CLI, although the majority of school/center administrators also either *agreed* or *strongly agreed* that CLI provided satisfactory training, support, and technical assistance needed for them, their community project coordinator, and their mentors.

Approximately 21 percent of school/center administrator and 19 percent of teacher survey respondents indicated that they did not have their technical assistance needs met.

Table 2-23. Technical Assistance and Support From CLI

Rate your agreement with the following statements.	N	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Community Administrator						
CLI has provided me with the support I need to be successful in the TEEM/TSR! Program.	14	0.0%	0.0%	**42.9%**	**57.1%**	N/A
CLI has provided the training needed for the project coordinator in my community to be successful.	14	0.0%	0.0%	**28.6%**	**71.4%**	N/A
CLI has provided the training needed for mentors in my community to be successful.	14	0.0%	0.0%	**35.7%**	**64.3%**	N/A
CLI has provided the technical assistance needed for my community to be successful.	14	0.0%	0.0%	**35.7%**	**64.3%**	N/A
School/Center Administrator						
CLI has provided me with the support I need to be successful in the TEEM/TSR! program.	211	6.6%	16.1%	**50.2%**	**19.9%**	7.1%
CLI has provided me with the training needed for the project coordinator in my community to be successful.	211	5.2%	9.5%	**42.7%**	**23.2%**	19.4%
CLI has provided me with the training needed for mentors in my community to be successful.	210	5.2%	10.0%	**45.2%**	**22.4%**	17.1%
CLI has provided me with the technical assistance needed for my community to be successful.	210	4.8%	16.2%	**46.7%**	**19.0%**	13.3%
Teacher						
I have had my technical assistance needs (for TEEM/TSR!) met.	140	10.0%	8.6%	**49.3%**	**32.1%**	N/A

SOURCE: Learning Point Associates, 2010

In addition, the majority of administrator respondents (71 percent) reported that the technical support provided by CLI personnel is adequate for addressing any problems associated with using the child progress monitoring tools, although 21 percent of school/center administrators indicated that they did not know whether the support was sufficient. The percentage of school/center administrators who could not rate the quality of the technical assistance provides additional evidence that some school/center administrators are less involved in the implementation of this program.

Challenges to Implementation. Interview respondents shared their perspectives about some of their challenges with implementing TEEM/TSR! The challenges they described varied widely across respondents, although there was some agreement. The most often mentioned challenge was time. This included the additional time required for teachers to be at professional development sessions as well as time for implementing other components of the program. Respondents mentioned time as a challenge in terms of teachers managing professional development and classroom instruction as well as in the loss of instructional time for students. Nearly half the respondents who mentioned time discussed time for professional development. Respondents at public schools were more likely to mention the challenge of finding time for professional development than respondents at other provider types. The following quotations exemplify interview respondents' comments about the challenge of the time required for participation in the TEEM/TSR! professional development:

> I think going to those meetings every other Tuesday has been a very big challenge. Just in the fact that I think sometimes those trainings are redundant, or it could be compacted into one meeting a month. I understand there's a number of hours, but I think those meetings could be done in a shorter amount of time, and cover the same information. It's redundant from the information that was given in the first year.—Teacher

> For the teachers to leave the premise to go [to professional development], it puts a little bit more on the teacher…it's just more expectations. She's working a little bit longer, and it takes her away…from her classroom duties too. Even though what she's learning is enhancing the classroom, it's still taking time…away from the center and her classroom.—School/center administrator

Respondents also discussed finding enough time during the day to fully implement the curriculum and the additional time needed to prepare for instruction. For example, one teacher said, "I think my biggest challenge is trying to make sure I get everything in for the kids. I hate for them not to have that opportunity to learn.…I just want to make sure I can get the centers and activities in.…I don't want to take away from the children. Sometimes I lose track of time. I kind of go a little over on the time. My biggest challenge is making sure I stay on time for them."

Finally, one third of mentor interview respondents discussed the challenge of time to do both their instructional support of teachers and their administrative work or meetings. One mentor said, "With us it's a little difficult because we do have such a large area and we are out Monday through Thursday, so sometimes it's just additional things that might come on kind of last minute and we're trying to squeeze that into our mentoring time. That would be the only thing I could think of. We're a really big region, so just managing our time and making sure that we're fulfilling our requirements for the Children's Learning Institute."

In addition to challenges with respect to time, other common responses included teachers' or school/center administrators' resistance to the program, which was mentioned by 10 percent of interview respondents. For example, a school/center administrator said that the biggest challenge was "getting my teachers to…buy in. A lot of times, especially with the pre-K, it's still the mentality that it's more of a social part of school instead of actually working and getting them ready for kindergarten. To me, now pre-K is more like kindergarten was a few years back. Getting them to go to the trainings. The way they have to set up the classrooms. Sometimes that was a big challenge."

The third most commonly cited challenge was that the program was overwhelming at the beginning of implementation. Respondents at child care sites were more likely to mention the overwhelming nature of the first year than respondents at other provider types. One teacher said, "At the beginning we were kind of scared because we didn't know what to expect and we thought…we were like, 'oh my gosh…we're getting in way over our head.' We thought it was too much. But once you start using the materials it gets

easier. So that was basically it. It was just at the beginning. Now we're used to the program so it's a lot easier for us."

Suggestions From Program Participants. Interview respondents were asked whether they had any recommendations to improve the TEEM/TSR! program. They usually shared one to two recommendations, which varied widely across respondents. The recommendation with the most agreement was to offer an introduction to the program for new staff coming in midyear (such as a school/center administrator) and a refresher for continuing participants. This would offer the opportunity to review what is coming up in the year, identify any changes, and provide materials that may be new that year that Target 2 or 3 participants did not have access to.

For example, a school/center administrator said, "The institute [should] ensure that when you do have a new administrator or new principal to a campus that they're brought on board and not make the assumption that the district is doing it or somebody is doing it. I have a very broad knowledge of the program and that's only because of my walk-throughs and conversations and observations with the teachers. But other than that…I haven't had training." Another school/center administrator said, "communication could be really improved. Communication between the schools and the project coordinator and the TEEM coordinator.…I think every year you should start off a school year with an update on the program, what you're going to be doing, what items you're going to be changing."

Respondents also suggested merging the School Readiness Certification System (SRCS) with other required data-entry programs. They indicated that the process is already time-consuming and respondents thought it would be easier if they had to enter data only once. Respondents also suggested providing more funding, both for the program overall so that it may continue and for individual sites so they can provide supplemental materials.

Finally, respondents suggested tailoring the professional development more to the needs of teachers in different stages of the program. Some suggested offering more support for Target 1 teachers, since the program is so overwhelming in the first year. All the respondents who recommended this were at child care sites. For example, one teacher said, "I guess coming into it new, sometimes I kind of feel like I was thrown into it.…[W]hen you first start you're just kind of lost and all this stuff is being thrown at you and you're expected to do this and that. I guess maybe somebody there to hold your hand a little bit more."

Other respondents suggested offering more in-depth professional development for Target 2 teachers or teachers with more experience, because much of the information is perceived as a repeat from the first year. One teacher said, "I think that e-CIRCLE classes are kind of dragged out.…[B]eing with the T1s is almost a review for me. If you had [teaching] experience, I wish they had a different class than being with all the T1s. Maybe you could go into an accelerated class."

Perceived Impact of TEEM/TSR! Program. Overall, program participants are satisfied with the program and reported that the program has made a difference within the TEEM/TSR! classrooms. When asked how satisfied they were with the program; 63 percent of teacher survey respondents said they were *very satisfied* and 27 percent said they were *moderately satisfied*. Nearly all school/center administrator survey respondents (96 percent) either *strongly agreed* or *agreed* that TEEM/TSR! has had a positive effect on their center/school. As shown in Table 2-24, community administrators reported even greater levels of agreement about the positive impact of the TEEM/TSR! program on the community.

Table 2-24. Program Impact, Community Administrator Survey, *N*=15

Rate your agreement with the following statement relative to your situation before the TEEM/TSR! initiatives	Strongly Disagree	Disagree	Agree	Strongly Agree
TEEM/TSR! has had a positive impact on early childhood education in my community.	0.0%	0.0%	**6.7%**	**93.3%**
TEEM/TSR! has increased school readiness in kindergarten-bound children.	0.0%	0.0%	**13.3%**	**86.7%**
TEEM/TSR! has increased collaboration among early childhood schools and centers within the community.	0.0%	0.0%	**20.0%**	**80.0%**
TEEM/TSR! has resulted in cost-saving opportunities for public schools, Head Start centers, and child care centers within the community.	0.0%	0.0%	**33.3%**	**66.7%**

SOURCE: Learning Point Associates, 2010

Teacher survey respondents were asked to rate their level of agreement regarding whether their participation in TEEM/TSR! has helped with various responsibilities. As shown in Table 2-25, teacher survey respondents generally *agreed* or *strongly agreed* that their participation TEEM/TSR! has helped them.

Table 2-25. Program Impact on Teachers Responsibilities, Teacher Survey

Indicate the degree to which you feel that your participation in TEEM/TSR! has helped you with the following responsibilities.	*N*	Strongly Disagree	Disagree	Agree	Strongly Agree
Implementing the curriculum as it is intended.	141	3.5%	5.0%	**43.3%**	**48.2%**
Promoting a positive learning environment in my classroom.	140	6.4%	0.7%	**34.3%**	**58.6%**
Using child progress monitoring tools to plan and implement instruction.	141	6.4%	3.5%	**34.8%**	**55.3%**
Increasing school readiness in kindergarten-bound children.	141	4.3%	4.3%	**31.2%**	**60.3%**

SOURCE: Learning Point Associates, 2010

In addition, on other survey items, nearly all teacher survey respondents reported that aspects of their instruction have changed either *moderately* or g*reatly* as a result of their participation in TEEM/TSR! professional development, including teaching phonological awareness (93 percent), use of best practices in early childhood care and education (90 percent) and teaching letter knowledge (90 percent).

Interview respondents were asked to describe what impact, if any, TEEM/TSR! had within their communities. Respondents shared their perceptions about the successes and impacts of the program. Responses identified five broad areas; impacts on school/centers, teachers, students, the region, and positive parent feedback.

Impact on school/centers. The most commonly mentioned school/center impact was a higher enrollment or demand for services. School/center administrators at child care centers were more likely to indicate this type of impact. One school/center administrator said, "Our enrollment has gone up. A lot of times it was just play. There is nothing wrong with play, but I think we have more structured play. [Parents] see the quality of the interaction, and…think, "Hey, I am willing to keep my child here." Similarly, a mentor said, "The principal says that when we started with this program he was begging people to come bring their kids to preschool there. They just didn't have a big enrollment. They weren't coming to preschool. And since we've started he's really been working hard to build a good preschool program. He's got more kids than he can handle, actually, now. And he attributes some of that to what we're doing."

Other common responses across interview respondents included:

- Increased collaboration with other sites: A community administrator explained, "We have one site that…has utilized the TEEM approach. They've…been able to collaborate to the point [that] when the district built their new schools, they made space inside their doors for Head Start, a true collaboration model. After doing that and seeing the need…they made space also [in]…a workforce-contracted child care center. [In] that small community…[the site] accommodated a community that didn't have child care or Head Start in facilities that…children needed to be in."

- Improvement in quality of the instructional program at child care centers, in particular: A community administrator said, "We see good outcomes from it. We know that it's working, it's improving our child cares, it's improving Head Start. Particularly our child care has grown so much in the educational status and performance of those facilities. When we're using the Texas Ready! Start tool, we can see that performance improving where there is a teacher, a district teacher going in, or even a district helping that child care."

- Benefits to non-TEEM classrooms: A school/center administrator said, "…in years past we've seen how the TEEM classroom will rub off on other classrooms that aren't even participating. So the other room may see some of the neat things that are going on in the TSR! classroom and say, I want to do more of that. So it's even rubbed off on the room that does not participate directly."

Impact on Teachers. The majority of interview respondents indicated that TEEM/TSR! had an impact on teachers. The most mentioned teacher impact was that the TEEM/TSR! program produced better teachers and better instruction. A community administrator said, "A lot of [teachers] have said, 'Oh, these are things I didn't know I didn't know.' So [a] success for the teachers [has been] implementing quality practices, [which] I think has been really good and the quality of instruction going on in the classroom has really increased." A mentor also described how teachers' instruction has improved, "Well, it's just fun to be able to go watch a teacher that was so very nervous and did not have any experience in a child care setting with teaching children. And taking the program and really growing with it, and really growing in self-confidence and in the way they [teach] and what they emphasize with the children. …That's always fun to watch."

Related to producing better teachers and better instruction was the impact of teachers being more knowledgeable about teaching and children's learning. Teachers and respondents from child care centers were more likely to mention this impact. A teacher said, "…the knowledge I get from the eCIRCLE classes and the TEEM project, what I bring into the classroom every day and to the other teachers in the classroom, to assist with the children's learning, it's been a huge benefit." Many respondents specifically attributed the increase in knowledge to the TEEM/TSR! professional development. A teacher commented, "I feel that with all the training I've been through with the TEEM grant that I've gained a lot of knowledge on several different areas. And I've implemented those things into my teaching on a daily basis."

Interview respondents also mentioned the availability of more tools and materials, new ideas and strategies for instruction, the availability of mentoring, and improvements in classroom management.

Impact on students. The majority of interview respondents also indicated that the program had an impact on students. The most mentioned student impact was that students are better prepared for kindergarten after participating in the program. One mentor said:

> I am getting lots of comments from communities, principals, directors, teachers, and parents on the success of the program that their children are experiencing. And from the directors and principals, the comments have been extremely favorable in that they feel they can totally trust that their pre-K children are going to be kinder-ready in the next year. They're just amazed with the amount of knowledge the children are coming to kindergarten with. In the last two years I've had kindergarten teachers stop me when I'm at their site and say I cannot believe the children that are coming from your TEEM classroom. They're so prepared and far ahead of the other children.

Similarly a school/center administrator said:

> For the whole program, the success has been great.…I've seen progress in all the kids that are transition[ing] to kindergarten. We even get compliments from the school district that they're glad to get our kids because they're well behaved, well mannered. They transition easily. They know a set routine when they get there. They know how to follow rules and what's expected of them. So when they come and see our kids they hope they get them. They know that they're ready.

About 30 percent of respondents mentioned that students are reading or are developing beginning reading skills. Respondents from public schools were more likely to describe this type of impact. A school/center administrator said, "Our students that are going into kindergarten are already knowing their sounds, putting sounds together and reading pretty much. They may not be reading full paragraphs in books but they're definitely reading words, and some of them can read sentences. They're readers." A teacher echoed this sentiment saying, "I have some kids that started off from day care, so they had a lot of knowledge as far as letters and colors, but they've come a long way with their rhyming, with their alliteration, with their writing; being able to write words and sound out the sounds." Other common responses included that children are learning more in general than they would have without the program; their oral language development is farther along; and they are writing.

Other Impacts. Some project coordinators and community administrators also mentioned that the program has had some impacts on the region or the district, specifically the wide availability of TEEM/TSR! throughout the area affecting overall education levels. A community administrator said, "I guess the only thing I would say is that we've been very privileged to have this in our district for so many years and to see the quality of teachers and partners in the community just rise to the top. I think the best thing is that we're going to be ready for school and going further."

Several respondents also mentioned that there has been positive feedback from parents about the program. A school/center administrator said, "I think it has changed their parents' attitude about bringing them to school every day because they see all the wonderful things the kids are learning."

Research Question 3: What processes are in place to govern the management and implementation of TEEM/TSR!?

Synopsis of Evaluation Results

1. The Children's Learning Institute (CLI) has established five data-collection systems and processes to provide the information necessary to govern the management and implementation of TEEM/TSR! The evaluation found that the systems and processes for monitoring fidelity to the program model are extensive and designed to provide staff at all levels the information they need to acknowledge successes and respond to needs. The evaluation also revealed some difficulties with or inaccuracies with the data systems used to manage TEEM/TSR!

2. To systematically communicate with all TEEM/TSR! communities, CLI has established monthly conference calls with all project coordinators, who often include their mentors and community administrators/lead agencies on the call. The project coordinators interviewed confirmed that they participate in these meetings. Another form of communication from CLI to the communities is a monthly newsletter, *TSR! Beat*, which provides updates on coming events, highlights from the field, tips on mentoring, and new teaching resources. In addition, a recently developed quarterly newsletter, *The Learning Leader*, highlights significant news in the field of education research, neuroscience, and the treatment of learning differences. In addition to these formal channels, communication is intended to be ongoing through e-mails, phone calls, and conference calls among the regional project managers, project coordinators, and community administrators/lead agencies.

3. Information about TEEM/TSR! is generally communicated from CLI to the project coordinator and community administrator, generally through the regional program manager. Project coordinators share information with their mentors and with the schools/centers through e-mail, phone, and in-person contact at the sites. Most community administrators receive regular communication from CLI as well, although some mentioned that they trust their project coordinator to take the lead on communicating with CLI. School/center administrators are less connected with CLI. Although most school/center administrators reported that they are still well informed about the TEEM/TSR! program, many reported that they are not. Of the interview respondents who reported that they received communication from CLI, all found the information they received from CLI to be useful.

4. In terms of decision-making within the program, the evaluation found that decisions about the TEEM model and the nature of the program components were determined by CLI, using previous research and its own studies. Decisions about the overall requirements for the TEEM/TSR! partnerships were specified by CLI in the Request for Applications. Decisions are made locally, however, about the nature of the partnership in a given community, in terms of which centers/schools will participate and whether and how they will share resources or coordinate operations. The selection of the project coordinator, mentors, and teachers in a school/center also is done locally.

5. When community and school/center administrator were asked during interviews to describe how decisions were made in their community, there was a variety of responses, including that decisions were made by: the project coordinator or mentor; upper administration in the district or agency; consensus of partners; and CLI. Community administrators reported that the decision-making processes used in their communities are working, and some remarked about the amount of communication required to establish agreement and buy-in from various partners.

This research question is addressed by examining how the Children's Learning Institute has developed data systems, communication systems, and decision-making processes to govern TEEM/TSR!

Data Systems and Processes

The Children's Learning Institute has established five data-collection systems and processes to provide the information necessary to govern the management and implementation of TEEM/TSR!:

1. The Texas School Ready! Online Monitoring System (TOMS) to register students, schools/centers, districts, and teachers in TSR! and PKES

2. Progress monitoring system to inform the instructional decisions and teaching goals in the classroom

3. The School Readiness Certification System (SRCS) to evaluate the quality of early care and education programs within local communities

4. A system to measure teacher effectiveness, using the Classroom Observation Tool

5. A system to measure mentor effectiveness

The Texas School Ready! Online Monitoring System. The Texas School Ready! Online Monitoring System (TOMS) was developed in 2008 to track the participants in the program and their funding sources (TEEM/TSR! or PKES). Once entered, information about the participants is exported to the progress monitoring and School Readiness Certification Systems to avoid duplication of data-entry efforts on the part of teachers, mentors, and project coordinators.

Data from TOMS provided the research team much of the information needed to conduct the evaluation, including the drawing of samples for the case studies and the e-mail addresses to administer the surveys. TOMS generated lists of grantees, communities, schools/centers and classrooms (broken down by public schools, Head Start, and child care), and contact information for grantees, project coordinators, mentors, and school/center administrators.

Progress Monitoring System. As noted, the progress monitoring system provides data on individual children for the classroom teacher to plan lessons tailored to identified needs. These data are aggregated up to classroom, regional, and statewide levels so that mentors, project coordinators, program managers, and CLI can determine the professional development needs of groups of teachers in a community, region, or state as a whole. By examining the progress of students on particular skills, the areas of weakness can be identified and addressed.

School Readiness Certification System. The School Readiness Certification System (SRCS) evaluates the quality of the preschool classroom using data from not only the prekindergarten characteristics of the facility, teachers, student attendance, and teacher practices during the prekindergarten year, but also the results of the kindergarten readiness assessments of those students when they enter the public school kindergarten the following year.

If a classroom fails to achieve certification, and the teacher is a participant in TEEM/TSR! the following year, an extensive technical assistance process is put in place. The mentor helps the teacher use the report from the SRCS to determine where the instructional practices were lacking and provides modeling and coaching on the needed skills. A Technical Assistance Improvement Plan form is completed to outline exactly what the mentor will do to support the teacher in changing his or her practices.

The system for measuring teacher effectiveness includes a variety of forms and procedures that document the fidelity of program implementation according to the TEEM/TSR! model. There are forms that document teacher attendance at eCIRCLE sessions. Every mentor visit to every teacher is documented, noting whether the CIRCLE instructional framework as well as the curriculum, supplemental materials, and progress monitoring data are being used by the teachers.

Measure of Teacher Effectiveness. Mentors generally begin each visit by using the Classroom Environment Checklist as a way of showing teachers how the environment can be used to enhance learning. For example, the arrangement of books and furniture can discourage running and create space for conversations. Mentors then observe and document teacher practices in four areas: curriculum implementation, cognitive instruction, progress monitoring, and connecting what is learned in the professional development sessions to what is happening in the classroom. These notes are organized as "glows" (what is going well) and "grows" (what the teacher can work on next) on a Glows and Grows Mentoring Action Plan form that is completed by the mentor and signed by both parties at the end of each visit.

Mentor visits are summarized in an extensive monthly report to the project coordinator. Figure 2-4 provides a snapshot of this report. The monthly report aggregates data from the student progress monitoring classroom report to show the number of children at risk in each content area in each classroom. It includes a log for the mentor contacts with each teacher, noting the number of eCIRCLE sessions each teacher attended and a summary of each mentoring session. The report also asks for mentor reflections about what is being learned and applied from the eCIRCLE classes, and any issues or concerns related to the use of the curriculum, the community partnership, or other topics. See Appendix B8 for copies of the eCIRCLE sign in sheets, Glows and Grows Mentoring Action Plan, and Mentor Monthly Report template.

Figure 2-4. Excerpt From Mentor Monthly Report; Teacher Contact Log

Name:_____ Site: _____ Teacher ☐ Administrator/Other ☐		
T1☐ *T2*☐ *T3*☐ *T4*☐ *Tier 1*☐ *Tier 2*☐ *Tier 3*☐ *TSR!*☐		
e-CIRCLE Attendance: Absent ___ Present _____ Progress Monitoring Complete: BOY ☐ *MOY* ☐ *EOY* ☐		
Date	Amount of time	Summary of mentor/teacher interactions, reflective follow-up & mentoring next steps

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

CLI is in the process of replacing the *Glows and Grows Mentoring Action Plan* with a new *Classroom Observation Tool* that provides more extensive documentation of teacher practices, listed according to the nine Texas School Ready! Certification standards that apply to instruction in the prekindergarten classroom. These standards have been aligned with the Texas Prekindergarten Guidelines and the Head Start Performance Standards and describe the criteria with which preschool classrooms are judged in the School Readiness Certification System.

The *Classroom Observation Tool* (COT) will be operationalized as an electronic form for mentors to complete quickly while observing classrooms. The data will then populate a new *Teacher Feedback Form*

that provides an electronic status report for the teacher with goals for the teacher to work on next. The COT was piloted twice during school year 2009–10 and is expected to be fully operational in electronic form for fall 2010. The *Classroom Observation Tool* also is available in Appendix B8.

Measure of Mentor Effectiveness. The system for measuring mentor effectiveness includes monthly meeting time between the project coordinator and each mentor, with 8–10 hours per month devoted to those in their first year as a mentor. Coordinators visit mentors onsite and observe their mentoring of teachers. After each session, the coordinator completes an extensive TSR!/PKES Coordinator/Mentor Visit Form that documents every step the mentor should be taking with the teacher and then offers the coordinator's feedback and reflections. In addition, coordinators submit monthly reports to the project managers that summarize their work with the mentors and highlight any issues or concerns. See Appendix B9 for the coordinator/mentor visit forms and the monthly report templates.

Additional Program Fidelity Measures. As an additional program fidelity measure, the regional project managers conduct site visits during the fall and spring in each community, meeting with project coordinators and mentors and visiting classrooms to provide assistance and respond to regional needs.

In addition to the forms used to document teacher, mentor, and project coordinator activities, there are program forms for tracking: classroom materials, the incentive pay for teachers upon completion of the year, the substitute pay for teachers to attend three days of professional development sessions (two-day CIRCLE and one-day progress monitoring training), and mileage reimbursement. More detail about the tracking of expenditures is provided in Chapter 3 of this report.

Effectiveness of Data Systems and Processes

The data-collection systems and processes developed by CLI to monitor and manage TEEM/TSR! implementation seem to be comprehensive and effective in providing decision makers with needed information. An example pertinent to the instructional mission of the program relates to the use of progress monitoring data to pinpoint the fact that children across the program were not developing oral language skills along the same trajectory as they were advancing in letter knowledge and other skills. By aggregating the data collected in every classroom to a statewide level, CLI staff could identify the trend and develop additional professional development sessions to be delivered by the regional project managers to the field staff and ultimately to teachers.

As noted earlier, the systems and processes for monitoring fidelity to the program model are extensive and designed to provide staff at all levels the information they need to acknowledge successes and respond to needs.

Because of the need for information and data sets to conduct this evaluation, the research team was in a position to become familiar with many of the data systems used by CLI to monitor and implement the program. In the process, we became aware of both the strengths and the weaknesses of the current and historical data sets. The following difficulties were among those encountered with the various data systems:

- In TOMS, the identification of participating schools and centers was not always accurate. On occasion, schools/centers selected for site visits were discovered to not be participating and had to be replaced in the sample.

- In TOMS, school/center administrator names and e-mails were not always up to date.

- In the SRCS datasets, data on students that were not participants in TEEM/TSR! were not clearly identified, resulting in many attempts to obtain a "clean" dataset for the analysis of student outcome.
- The identification of community by name and identification number was inconsistent both within a data set over a number of years and across the data stored in TOMS, SCRS, and the fiscal systems. This created innumerable problems and delays in drawing samples and conducting analyses for the evaluation.

Communication Systems and Processes

To systematically communicate with all TEEM/TSR! communities, CLI has established monthly conference calls with all project coordinators, who often include their mentors and community administrators/lead agencies on the call. Agenda topics are generated by project managers and solicited from coordinators as well. The call is scheduled for two hours and summary notes are sent to participants after each call. The meetings are led by Layne Waxley, the Director of TSR!, and he is accompanied by CLI staff as needed for the topics addressed. According to CLI, all communities are represented on the call each month. An example of a conference call agenda and notes is in Appendix B10.

Another form of communication from CLI to the communities is a monthly newsletter, *TSR! Beat*, which provides updates on coming events, highlights from the field, tips on mentoring, and new teaching resources. In addition, a recently developed quarterly newsletter, *The Learning Leader,* highlights significant news in the field of education research, neuroscience, and the treatment of learning differences. Each issue features articles focused on how CLI's research and work is applied in home and school settings.

In addition to these formal channels, communication is intended to be ongoing through e-mails, phone calls, and conference calls among the regional project managers, project coordinators, and community administrators/lead agencies.

On the subject of communicating with school/center administrators, CLI notes that an orientation is provided each year as local needs determine. The project coordinators and mentors work most closely with the school/center administrators because these field staff members are generally from the local communities.

Results From Interview and Surveys on Communication Systems and Processes

According to interview respondents, information about TEEM/TSR! is generally communicated from CLI to the project coordinator and community administrator through the CLI program manager. Project coordinators share information with their mentors and with the schools/centers through e-mail and in-person contact at the sites. Several project coordinators also indicated that they communicate information via phone, with print materials, and through meetings with administrators and partners. Community administrators also communicate program information with stakeholders primarily through e-mails, but also through in-person meetings.

Project coordinator interview respondents reported that they participate in regular conference calls with regional program managers as well as communicate with them through informal phone calls and e-mails. One project coordinator described the various communication methods they had with CLI:

> We're in constant contact with our project managers. We always get e-mails. We also have a conference call that lasts about two or three hours every month, at least once a month but sometimes more often than that. Our project manager has been here once or twice already this

year. She's coming back for the summit tomorrow. So she'll be here tomorrow also. And then we've had our technical assistance specialist here.

Most community administrators receive regular communication from CLI as well, although some mentioned that they trust their project coordinator to take the lead on communicating with CLI. For example, one community administrator said, "There are lots of e-mails, phone calls [with CLI]. I know that they have conference-called quite a bit with our project coordinator/mentor. Again, because of our structure here and our high need to know, we've asked to be included and copied on the e-mails as they come. If for some reason we've fallen off the list, our project coordinator/mentor is really good about forwarding those to us."

Both project coordinators and community administrators also described how they initiate communication with CLI. Community administrators described informal communication via phone and e-mail. For example, one said, "if [CLI does not] initiate it on their own for some reason…they're immediately responsive to my initiation. It's definitely a two-way street. It's responsive to our needs. We get our needs met with no trouble."

The project coordinators, like the community administrators, mentioned informal phone calls and e-mails. Most referred to weekly communication with the regional project manager. Two project coordinators mentioned monthly reports that they send to CLI. A project coordinator said, "I go through my project manager. If I need anything or have any issues, I call her directly. I also have contact with other people too. If I have specific financial questions, I'll e-mail. But for the most part I try to go through my project manager. We also have reports that we send in. Every month we send in a report of what we've done."

School/center administrators are less connected with CLI. Less than half the school/center administrator interview respondents reported that they received communication from CLI. These respondents said they received e-mails and monthly electronic newsletters related to the program or early childhood education. A school/center administrator said, "I believe that's where that newsletter comes from, the Learning Institute."

School/center administrator interview respondents who said they do not communicate with CLI sometimes indicated that the communication from CLI flows through their the lead agency or the mentors/project coordinator. For example, one said, "Mainly we get information through the grant holder. So they'll forward information to us from them."

As shown in Table 2-26, approximately three fourths of school/center administrator survey respondents reported that they received communications from CLI and one fourth do not agree that CLI communicates information to them on dates, professional development, or child progress monitoring.

Table 2-26. Communication From CLI, School/Center Administrator Survey

Rate your agreement with each of the following statement on management and communication with CLI.	N	Strongly Disagree	Disagree	Agree	Strongly Agree
CLI communicates important dates to me on the implementation of TEEM/TSR! activities.	213	5.2%	19.7%	**56.3%**	**18.8%**
CLI communicates information to me on professional development opportunities for classroom teachers.	213	4.7%	19.7%	**60.1%**	**15.5%**

Rate your agreement with each of the following statement on management and communication with CLI.	N	Strongly Disagree	Disagree	Agree	Strongly Agree
CLI communicates information to me on child progress monitoring.	212	6.6%	23.6%	**55.7%**	**14.2%**

SOURCE: Learning Point Associates, 2010

On the teacher survey, one half to three fourths reported receiving information from CLI, especially on progress monitoring and professional development opportunities. In the interviews, however, less than half the teacher respondents reported receiving direct communication from CLI. Most of these respondents said they received e-mails and electronic newsletters related to the program or early childhood education. Other teachers described the meetings or trainings they attended as communication from CLI.

Effectiveness of Communication Processes. Although most school/center administrators reported that they are well informed about the TEEM/TSR! program, approximately 22 percent of school/center administrator interview respondents *disagreed* or *strongly disagreed* with this statement. In addition, approximately 26 percent of school/center administrator interview respondents reported that they were not satisfied with the level of communication that CLI provides and that they did not have sufficient opportunities and mechanisms to communicate concerns to CLI.

Of the interview respondents who reported that they received communication from CLI, all found the information they received from CLI to be useful. When asked whether the information they receive is helpful, one community administrator said, "Yes. And if it's not useful I'm not bashful about asking questions. I think their intent is to be useful. And they are. If I'm needing more than what they initially offer they're readily accessible." A project coordination said, "Yes, it's usually very informative."

In addition, most interview respondents found the communication from CLI to be sufficient, although a few said that they would like more information or would like it in a timelier manner. One project coordinator said, "Yes, it's not always as timely as we'd like it, but I know they're working with constraints just like we are and sometimes things drop down at the last minute or different changes happen. But I think the communication works very well."

A community administrator provided a more in-depth description of their perception of the sufficiency of the information they receive from CLI:

> I guess it depends on the topic. The financial piece, there are some times that it would be helpful to have information, more information in writing about guidelines and some things like that from the financial aspect. But I think programmatically we get quite a bit of information. It is somewhat difficult because there are times that we need information and there has not been a final decision made regarding that particular item that we need. So they know we need it; they don't have the answer and they're sympathetic to the fact that we need it; they're working on it; but we can't always have the answers as quickly as we would like; and problems can't always be fixed as quickly as we would like. So there's sufficient information about them, but the fixes aren't always there as quickly as anyone would like, state center or us.

Interview responses suggest that there are some communities that are less satisfied with communication from CLI than others.

Decision-Making Processes

In general, decisions about the TEEM model and the nature of the program components were determined by CLI, using previous research and its own studies. Decisions about the overall requirements for the TEEM/TSR! partnerships were specified by CLI in the Request for Applications. Decisions are made locally, however, about the nature of the partnership in a community, which centers/schools will participate, and whether and how they will share resources or coordinate operations. The selection of the project coordinator, mentors, and the teachers for each school or center also is done locally.

Results From Interview and Surveys on Decision Making Processes

When community and school/center administrator were asked during interviews to describe how decisions were made in their community, there was a variety of responses, including:

- Decision made by project coordinator or mentor: I don't have a decision on the trainings that they're going to have. I'm just told this is what they're going to do. I would imagine it's probably the project coordinator and the mentors that get together and come up with this.—School/center administrator

- Decisions made by upper administration in district of agency: I would say when you have a district of this size, we have to be consistent. We have a pretty high mobility rate with students leaving one school and going to another school. So decisions are made from upper administration from the district level. I mean we can make our little campus decisions. But mostly we're pretty much, I don't want to say dictated to.—School/center administrator

- Decisions made by consensus of partners: We actually meet formally. We met several times before school started. And just kind of brainstormed everything from enrollment to arrival and food to dismissal. We just brainstormed everything and tried to figure out what their requirements were and what ours were.—School/center administrator

- Decisions made by CLI: First of all we have to look back at what the grant requirements are and [make] sure that we're following that.—Community administrator

There also were six school/center administrators who indicated that they did not know how decisions were made within their community.

Community administrator interview respondents also were asked whether the decision-making process was working in their community. All six community administrators who were asked this question said that the process was working. For example, one said, "Yes. It requires a lot of communication. Any time you're building a partnership it requires a lot of communication and I think the mentors and [the project coordinator] do a fabulous job of keeping administrators in the loop, going out on campus visits and meeting sites to find if there are issues and questions. Then of course we have our team meetings here where a lot of discussions and problem solving takes place."

Another community administrator agreed that the process was working, but also described a challenge, saying, "It's definitely working. Sometimes we have to work harder at it than others. It's pretty much in convincing the new person that this does work.…That vision is made for them. They've already been given their list of priorities. And this may or may not be on that. It's a matter of educating or making them aware. Negotiating that. Early on we had to work so much harder in terms of getting our Head Start partner in. I think it definitely works at the community level."

Research Question 4: How will TEEM/TSR! program components be sustained at the end of the grant cycle?

Synopsis of Evaluation Results

The evaluation found that the TEEM/TSR! program components will be sustained at the end of the grant cycle. Generally, community administrator survey respondents are most optimistic about maintaining the partnerships among the early education providers. They are less optimistic, however, about sustaining the mentoring component, the SRCS certification process, and classroom management and instructional materials. School/center administrators were most optimistic about sustaining the professional development for teachers and the child progress monitoring. Teachers generally indicated that sustaining the instructional practices they learned during the TEEM/TSR! program was very likely. Teachers were also optimistic about sustaining the child progress monitoring, the certification process, and the partnerships.

With this optimism came some concerns and uncertainties about how schools/centers and communities would sustain various TEEM/TSR! program components. Uncertainty of funding was the most commonly cited barrier for sustaining the program.

TEEM/TSR! provide funding for teachers to receive the TEEM/TSR! classroom components for three years, with year four teachers receiving only the progress monitoring system license, As part of their applications for TEEM/TSR! applicants were to address their sustainability plans for continuing the program components once state funding for a cohort of TEEM/TSR! teacher ends. On the surveys and during interviews, community and school/center administrators and teachers were asked which program components they were most likely to sustain.

The results in Table 2-27 indicate that the TEEM/TSR! program components will be sustained at the end of the grant cycle. Generally, community administrator survey respondents are most optimistic about maintaining the partnerships among the early education providers. A slight majority of community administrator survey respondents also indicated that it is *very likely* that they will continue the professional development for teachers. They are less optimistic, however, about sustaining the mentoring component, the TSR! certification process, and classroom management and instructional materials.

For all program components, a majority of school/center administrator interview respondents stated it was *very likely* that the components would be sustained. School/center administrators were most optimistic about sustaining the professional development for teachers and the child progress monitoring. The vast majority of teacher survey respondents indicated that sustaining the instructional practices they learned during the TEEM/TSR! program was *very likely*. They were also optimistic about sustaining the child progress monitoring, the certification process, and the partnerships.

Table 2-27. Likelihood of Sustaining TEEM/TSR! Program Components and Practices, Community Administrator, School/Center Administrator, and Teacher Surveys

How likely is it that you will be able to continue each of the following activities after the TEEM/TSR! grant funding ends?	Community Administrators		School/Center Administrators		Teachers	
	N	Very Likely	*N*	Very Likely	*N*	Very Likely
Partnership among early education providers (public schools, Head Start, and child care agencies)/sharing practices with other teachers	14	**64.3%**	213	**52.6%**	140	**68.6%**
Provision of classroom management and instructional materials	15	26.7%	215	**66.0%**	-	-
Professional development for teachers	15	**53.3%**	214	**68.2%**	-	-
Mentoring of teachers	15	13.3%	213	**53.1%**	-	-
Child progress monitoring data	15	40.0%	214	**69.2%**	141	**80.1%**
Application for TSR! classroom certification	15	13.3%	214	**52.3%**	141	**71.6%**
Use the TEEM/TSR! instructional centers	—	—	—	—	141	**85.1%**
Use TEEM/TSR! instructional practices	—	—	—	—	141	**87.9%**

SOURCE: Learning Point Associates, 2010

Although only 53 percent of school/center administrator survey respondents said that it was *very likely* they would continue partnerships among early education providers in general, when asked about specific partnering activities, a greater percentage said they would continue to coordinate with other centers in these activities. Table 2-28 outlines the percentages of school/center administrator survey respondents who intend to continue coordinating various activities.

Table 2-28. Continued Coordination of Partnering Activities, School/Center Administrator Survey

Please indicate whether you intend to continue coordinating the activity with other centers/schools after the TEEM/TSR! grant funding ends.	*N*	Discontinue	Continue With Modifications	Continue
Planning of TEEM/TSR! activities	99	2.0%	18.2%	**79.8%**
Sharing of teachers	67	7.5%	14.9%	**77.6%**
Sharing of space	46	4.3%	17.4%	**78.3%**
Instructional framework/curriculum	97	2.1%	19.6%	**78.4%**
Child progress monitoring tool	96	2.1%	10.4%	**87.5%**
Child registration and enrollment	82	2.4%	12.2%	**85.4%**
Alignment of program calendars	67	1.5%	20.9%	**77.6%**
Transportation	37	5.4%	18.9%	**75.7%**

Please indicate whether you intend to continue coordinating the activity with other centers/schools after the TEEM/TSR! grant funding ends.	N	Discontinue	Continue With Modifications	Continue
Food service	39	2.6%	15.4%	**82.1%**
Student services referrals (e.g., special education, health, dental)	96	1.0%	8.3%	**90.6%**
Professional development	105	1.0%	13.3%	**85.7%**
Programs for parents	76	1.3%	10.5%	**88.2%**
Instructional practices through teacher networking	97	1.0%	15.5%	**83.5%**

SOURCE: Learning Point Associates, 2010

School/center administrator and community administrator interview respondents were also asked to identify which program components they would sustain. Fifteen out of 40 interview respondents (38 percent) said they planned to continue all of the program components. Of those respondents who named specific program components to sustain, the most commonly identified were professional development for teachers and the progress monitoring assessments.

Administrators described various ways that they would sustain the TEEM/TSR! program components. The most common response from school/center administrators was internal funding. One school/center administrator said, "There really aren't any costs. They have the supplies that they need. The minimal replacement for things getting lost or overused, it can be absorbed through our campus budget. For new teachers, through the campus budget. If a new teacher is replacing an old teacher the things will be there."

The most common strategy for sustaining program components identified by community administrators was external funding. One community administrator described how they would pool resources from multiple sources:

> Family Service has been funding pieces of this all along. This has not been 100% funded. Family Service has brought additional resources in. And we continue to do that. I'm not sure at what level we'll be able to sustain it. It depends on how far this takes us and what we can do between now and then. Sustainability, integration, and communitywide implementation has been part of the vision from day one. And again, as a large non-profit, I think we have capability and more flexibility of combining a lot of different resources, whether they're public resources through the school or through state funding or different kinds of funding sources, even to local corporate and business funding…private foundation work…that sort of thing. We'll continue to do that.

Some more innovative ideas for sustaining the components were also mentioned, such as finding ways to collaborate more with partners to save costs, revise job descriptions of existing building staff to serve in the mentoring role, and charging a fee for use of the mentor.

Barriers to Sustaining Program Components

These interview respondents also were asked to identify any components that they did not intend to sustain. Although 16 out of 37 respondents (43 percent) said there were no components that they would discontinue, others identified components that would be difficult to implement without the grant funding. The most commonly identified program component to discontinue was the mentoring component.

Uncertainty of funding was the most commonly cited barrier for sustaining the program. One respondent described that the barrier was "Funding and staff and they're kind of tied together. If there was funding for someone to continue mentoring at some level, it would continue to happen."Another barrier was a willingness to change on behalf of the community or participants. One respondent said, "but another challenge is to get everyone to agree to look internally to make changes and be willing to change the culture."

School/center administrator and teacher interview respondents also were asked to describe barriers to sustaining program components or instruction practices learned through the TEEM/TSR! program. As shown in Table 2-29, a lack of financial resources is the barrier most often chosen by school/center administrator survey respondents.

Table 2-29. Barriers to Sustaining Program Components,
School/Center Administrator Survey, *N* = 215

Barrier	Yes	No
Lack of technical assistance	39.1%	60.9%
Lack of financial resources	**67.0%**	33.0%
Lack of instructional resources	26.0%	74.0%
Lack of financial incentives	28.8%	71.2%

SOURCE: Learning Point Associates, 2010

As shown in Table 2-30, the majority of teacher survey respondents did not perceive the following items to be barriers to sustaining their instructional practices, child progress monitoring, and SRCS certification.

Table 2-30. Barriers to Sustaining Instructional Program Components,
Teacher Survey, *N* = 141

Barrier	Yes	No
Lack of technical assistance	37.6%	**62.4%**
Lack of professional development	31.9%	**68.1%**
Lack of instructional resources	34.8%	**65.2%**
Lack of financial incentives	32.6%	**67.4%**
I don't find the program to be useful	5.7%	94.3%

SOURCE: Learning Point Associates, 2010

Task 1 Summary: Accomplishments, Findings, and Recommendations

A summary of the evaluation of the management and implementation of the TEEM/TSR! program is provided by highlighting the accomplishments, findings, and recommendations related to Task 1.

Accomplishments

The TEEM/TSR! program has accomplished a number of worthy goals that deserve commendation.

Collaborative Partnerships. The establishment of integrated partnerships that brought together independent school districts, Head Start, and child care providers is a major accomplishment. Since 2003–

04, there have been 47 TEEM/TSR! communities that were in operation from one to seven years across the state. Given that these partnerships were created within an overall context of isolated and sometimes competing agencies, each with its own rules and purposes, the fact of their collaboration testifies to the program's success.

In general, coordination among the partners within the communities focused on the components of the TEEM/TSR! program, specifically the professional development sessions for teachers and the use of the same instructional framework and sharing of instructional practices by teachers, as well as the use of the same progress monitoring tools. In addition, many partners coordinated activities for parents and the referral of children for special services. Coordinating on child enrollment procedures and sharing resources, such as space and teachers, was less prevalent.

Successful Implementation of Program Components. The evidence from this evaluation is clear that the TEEM/TSR! program components are being implemented successfully throughout the communities so that children receive three hours of cognitive instruction each day. The teachers are very positive about their experience with both the professional development classes and the mentoring they receive in their classrooms. The mentors and project coordinators are positive about the overall structure and level of support they receive to carry out their responsibilities. The curriculum and supplemental instructional materials are perceived to be very useful and teachers are using progress monitoring data to make instructional decisions about the lessons planned for individuals and small groups of children.

Quality of Instruction. The successful implementation of the TEEM/TSR! components has culminated in improved instruction. Results from the evaluation surveys and interviews were very favorable about the quality of instruction in the TEEM/TSR! classrooms, and respondents indicated that the improvements were the direct result of the program. Many respondents cited improvements in nonparticipating classrooms as well, because of the sharing of materials and practices by the program teachers. Parent responses to the survey were similarly positive about the quality of the instructional program in their child's classroom. Furthermore, results from classroom observations conducted by the research team found that TSR! classrooms scored slightly more favorably than classrooms reported in other research studies that used the same observation instrument.

Systems to Measure Program Fidelity. The Children's Learning Institute (CLI) has developed a comprehensive system to ensure fidelity to the program model as the TEEM/TSR! program expanded across the state. Mentors and project coordinators are required to document and report on each visit to each teacher. During these visits, the mentors watch for and record the teachers' use of the principles and practices taught in the professional development classes. As a result, teachers are constantly reminded of the expectation to provide research-based cognitive instruction for three hours each day and are provided the support to make that possible.

Focus on Continuous Improvement. A characteristic of the leadership of the TEEM/TSR! program has been the focus on continually improving the program over the years. Examples of this effort include the continual adding to the research base for the criteria used in the School Readiness Certification System (SRCS). CLI continues to run analyses and conduct research to ensure that the SRCS criteria for determining which classrooms become certified are as comprehensive and accurate as possible. As another example, progress monitoring data from across the state have been used to identify the need for greater effort in developing children's oral language skills. CLI responded to this analysis by providing targeted professional development to project coordinators and mentors so they in turn could assist teachers in improving their instructional practice. As a way to improve mentoring skills, new video clips were prepared so mentors could watch interactions among teachers and students and reflect on how they would mentor the teachers. An extensive *TRS! Technical Assistance Guide* has been developed in the past year to provide step-by-step instructions to mentors as they help teachers who have applied for and not

received certification. This process includes a change from the previously used *Glows and Grows* form to an electronic *Classroom Observation Tool*, which will improve the efficiency and thoroughness of the mentors' oversight of teachers.

Findings

Although well managed and implemented, there are areas where the TEEM/TSR! program could improve.

Collaboration Within Partnerships. Although partnerships are in place and many schools/centers are collaborating on specific activities, especially those related to the TEEM/TSR! program components, more could be done in this area. The most commonly coordinated activities are carried out by 50 to 60 percent of the partner sites, and the collaboration most often occurs between sites of the same type of provider (for example, a public school with another public school).

Role of School/Center Administrators. The involvement of administrators of the partner sites in the TEEM/TSR! program varies considerably. Some are very aware of the program in their buildings and are actively involved in its implementation, and others have little awareness and involvement. One half of survey respondents reported they could not rate the quality of the teacher professional development and one fifth did not know whether the technical support from CLI was sufficient. Less than half receive communications directly from CLI and one fifth report not being well informed about the program.

Consistency Within and Across Data Systems. Although data systems have been developed to manage the program, they are not always sufficiently updated or consistent in the identification of the same communities across time and across data sets. This creates difficulties in using and analyzing the data for management and evaluation purposes.

Recommendations to the Children's Learning Institute

The following suggestions are provided to the Children's Learning Institute (CLI) regarding improvements in the management and implementation of the TEEM/TSR! program.

Increase Collaboration Within Partnerships. Additional effort should be made to increase the sharing of resources, such as teachers, space, and transportation, within the TSR! communities. CLI should more carefully review the memoranda of understanding among local partners to ensure that all the required specifications are in place, including those for the uniform eligibility requirement and the streamlined enrollment forms and procedures. Insisting on the delineation of how partners will share resources would encourage greater collaboration on specific activities. In the process, CLI should provide suggestions based on the successful experiences of the more integrated communities of how to accomplish buy-in among sites and manage the logistical challenges created by distance and the different purposes and rules of the public schools, Head Start, and child care providers.

Focus Attention on School/Center Administrators. Although project coordinators play an essential and primary role in program implementation and coordinating across sites within each community, the school/center administrators should play a larger role in assuring the program's success. Rather than treat the involvement of the school/center administrator as a local decision, CLI should increase its efforts to communicate with and orient school/center administrators to the program and raise expectations about their role in its implementation.

Consider Additional Approaches for Mentoring Role. The mentoring component is highly valued by teachers and administrators as a means to improving instruction for at-risk students. Yet it is the component that participants are most concerned about sustaining after the program funding ends. CLI should consider creating a new "teacher/leader" role in a local region within a community to assist with the professional development classes and mentoring, especially in rural areas where distance presents a major obstacle. In addition, for those communities that have difficulty obtaining high-speed Internet connections for the eCIRCLE classes, an alternative to the Web-based professional development classes might be considered. More locally based teacher/leaders might be a possibility to provide such courses.

Improve Management and Updating of Datasets. To improve the management of data within this complex program, CLI should reconcile the names and identification numbers that are assigned to the communities within each data set (TOMS/SRCS/Fiscal) and across the data sets. In addition, TOMS could be updated more frequently so that the identification numbers and names of schools/centers participating in the program is more accurate. Furthermore, CLI should consider keeping updated records of participating teachers in a central database.

Future Statewide Policy Considerations

The following topics are raised as future statewide policy considerations that could affect the TEEM/TSR! program as well as other statewide efforts.

Eligibility for Child Care Subsidy. Currently, if the parent of a child in subsidized child care loses his or her job, after a 30-day grace period for a job search, the subsidy provided by the local Texas Workforce Commission board is removed and the child leaves the program. This creates difficulties for the TEEM/TSR! partnerships, especially if an independent school district wants to place an ADA-funded teacher in a child care center for half the day to serve the required 15 children. If there is no assurance that the eligible children will be there for the entire year, it is hard for the public school partner to commit to the collaboration. In addition, leaving the program partway through the year disrupts the opportunity for the child to become school ready, affecting the primary goal of the TEEM/TSR! program.

On the other hand, the primary goal of the Texas Workforce Commission is to facilitate parents' ability to work or engage in schooling. Providing child care subsidies to parents promotes that goal, and maintaining a subsidy for a parent who is no longer working prevents that subsidy from being available to a parent who is working. In effect, two worthy policy goals are in conflict—helping parents obtain child care so they can work and maintaining a child in a consistent education program to become ready for school. Legislators may want to consider this policy dilemma in their future deliberations.

Consider Including Preschoolers in a Statewide Student Database. One of the legislative requirements for CLI's evaluation of the TEEM/TSR! program was to demonstrate the extent to which the number of children in full-day, full-year programs has increased (Senate Bill 23, Seventy–ninth Texas Legislature, 2005, Section 2(C-2)(2)). Currently, there is no way for CLI to track the number of preschool children in full-day, full-year programs to definitively determine whether the TEEM/TSR! program has increased this number because there is no statewide database that includes records of all children in all preschool programs. State policymakers may want to consider including all preschool children in Head Start, child care, public school, and other programs in a multiagency data system that could address the question of the proportion of children receiving full-day, full-year programs.

Such a system would have several added benefits for the TEEM/TSR! and SRCS programs. These additional benefits are discussed in Chapters 4 and 5 of this report because they address specific findings related to student performance outcomes and the School Readiness Certification System.

Chapter 3: Financial Management of TEEM/TSR!

The goal of the financial review portion of this evaluation was to conduct a comprehensive analysis of the financial management processes in place within the Children's Learning Institute (CLI), as well as to present the "financial landscape" that appropriately captures the financial results of the Texas Early Education Model (TEEM)/Texas School Ready! (TSR!) program from its inception. In response to research question 5, this chapter first describes the procedures and controls at CLI and the participating communities for grant and contract financial management, including budgeting, billing, and procurement processes. To address research question 6, it then explores how TEEM/TSR! funds have been spent to support program goals. The results presented in this chapter are the product of several data-collection and analysis efforts:

- In-depth interviews with CLI program administration and financial management staff

- In-person and telephone interviews with community-level administrators and financial officers

- Analysis of extant financial data and documentation provided by CLI

- Analysis of survey data (community administrators, school/center administrators, and project coordinators/mentors)

Research Question 5: What are the processes and controls in place to manage the fiscal component of the TEEM/TSR! program?

Synopsis of Evaluation Results

1. The departments of UT Health Science Center that financially sponsor the research, including the Office of Sponsored Programs, the Post Award Finance group, and the university's accounting department, support sound financial accounting and budget management processes for the TEEM/TSR! program. Controls over grant and contract management, including project set-up, monthly billings, and related disbursements ensure that accurate and reliable financial information is maintained.

2. CLI program management has established procedures for reimbursement of community-level expenditures that are reliable and consistent. Each community incurs expenses for incentive pay, substitute teachers, travel, and other activities associated with the program. CLI has developed procedures for TEEM/TSR! lead agencies to follow that ensure each payment is adequately documented. Each community is responsible for managing certain key resources used by the program, including individual personal digital devices (PDAs or netbook computers) and classroom instructional materials. Controls over purchases of new equipment and materials ensure that resources are allocated appropriately. Annual inventories of these items by project coordinators prevent the unnecessary loss of PDAs or instructional materials and promote the accountability for the stewardship of these resources.

3. The TEEM/TSR! Online Management System (TOMS) provides an efficient platform for administrative activities such as the ordering of equipment and materials. It also provides a means for tracking the allocation of resources among communities. Despite some weaknesses of the system, TOMS is an excellent start in providing the community-level financial information necessary to evaluate the effectiveness of the overall program.

Many of the financial processes and controls in place at CLI are largely maintained for all organized research units within the University of Texas Health Science Center at Houston (UT Health Science Center). The UT Health Science Center utilizes the PeopleSoft accounting system to track funds received through grants and contracts. The accounting system and the departments that support the university's overall research function are not maintained solely for the use of CLI. The research team's review included not only the processes in place at CLI, but also those systems and controls of the UT Health Science Center that affect the TEEM/TSR! and Texas School Ready Certification System (SRCS) programs.

Procedures and controls over grant and contract management, including project set-up, billing, and related monthly disbursements, ensure that accurate and reliable financial information is maintained. Furthermore, the CLI program management has established procedures for reimbursement of community-level expenditures that are reliable and consistent. Each community incurs expenses for incentive pay, substitute teachers, travel, and other activities associated with the program. CLI has developed procedures for TEEM/TSR! communities to follow that ensure that each payment is adequately documented.

Each community is responsible for managing certain key resources used by the program, including individual personal digital devices (PDAs or netbooks) and classroom instructional materials. As noted in the financial analysis section of this report, the costs of information technology equipment and curricula and materials are significant. Controls over purchases of new equipment and materials ensure that resources are allocated appropriately. Annual inventories of these items by project coordinators prevent the unnecessary loss of assets or instructional materials and promote the accountability for the stewardship of these resources.

Processes and Controls for Appropriations and Other Funding Sources

CLI's accounting system is used to track funds received through grants and contracts. The information tracked for each grant includes the original and revised budget amounts, encumbrances, expended funds and available balances. In addition to the accounting system, the CLI program office maintains spreadsheets that track the staff assigned to each project and the percentage of their respective effort assigned to each project. Beginning in fiscal year 2009, CLI began development of a dedicated database system called the TSR! Online Management System (TOMS), which provides additional tools to manage information related to materials and equipment supplied to each community. See a further discussion of TOMS in the Expenditure Controls section that concludes this discussion of research question 5.

The budget for each grant or contract is established in the accounting system under a unique project number. Any revisions or amendments to the budget also are tracked in the accounting system. For the financial analysis portion of the review, the research team compared the budget for each grant and contract received directly from the Texas Education Agency (TEA) or the Texas Workforce Commission (TWC) to the related project budget in the accounting system. Through the course of this analysis, no discrepancies were identified.

The accounting system does not specifically track the Notice of Grant Award (NOGA) or dates relevant to the contract; the UT Health Science Center, however, maintains control over grants and contracts by allowing a new project number and budget to be established only after the approval of the NOGA. In certain cases, spending authority may be granted to CLI in advance of the approved NOGA by authority of the UT Health Science Center's Office of Sponsored Programs (OSP).

As noted in more detail in later discussions, the university's Post Award Finance (PAF) office tracks the budgets of and expenditures on each grant or contract to ensure that expenditures comply with the terms of the award.

The accounting system does not track requests for reimbursements or specific steps in the approval process; the research team determined through inquiry and observation, however, that the UT Health Science Center maintains adequate controls over the submission of requests for reimbursements. Each month, staff members in the Post Award Finance office prepare analyses of expenditures for each grant or contract using financial information in the accounting system. The financial data are reviewed to ensure that the expenditures during the month comply with the terms and budget of each award. The data are used to prepare the request for reimbursement and that request is routed to the appropriate CLI and university officials for approval. Requests for reimbursement are generally submitted by CLI electronically to TEA.

For purposes of this evaluation , there were no subgrantees under the TEEM/TSR! or SRCS projects. Individual TEEM/TSR! communities are reimbursed for expenses as noted in the Expenditure Controls section of this chapter.

Indirect cost reimbursement amounts are established for each grant or contract at the time that the budget is established. The reimbursement rates are subject to the same review and approval as are all other line items in the budget. As discussed in the Indirect Cost Recovery section as part of research question 6, the research team reviewed the actual indirect costs submitted by CLI for reimbursement to determine that the rates comply with the terms of each grant or contract.

Budgetary Controls

Budgets are prepared for each grant or contract at the account level. The budget for each grant or contract is established by account code line item. Each grant or contract is assigned a project number and transactions are coded by project number, operating unit code, department code, fund code, manager code, and account code.

The accounting system maintains a history of the budget for each grant or contract, including the original budget, amendments, and the current revised budget amounts. Any new project code and the related budget amounts must be approved by the OSP office. When the OSP receives a NOGA from a government agency such as TEA, an e-mail is sent to the UT Health Science Center PAF team and the respective department, such as CLI, receives a copy. The PAF team establishes a new project number and the budget in the accounting system based on information received from CLI.

Prior to establishing the project number and budget, the PAF team must receive the completed preaward checklist, which includes all the steps and approvals necessary for establishing a new project. Revisions may be made to an existing project budget within the guidelines of the sponsoring agency. For example, TEA grants generally allocate funds in primary budget/expenditure categories as shown in Table 3-1.

Table 3-1. Primary Budget/Expenditure Categories

Budget Category	Category Description
6100	Personnel/Payroll Costs
6200	Professional and Contracted Costs
6300	Supplies and Materials
6400	Other Operating Expenses
6500	Debt Service
6600	Capital Outlay—Land, Buildings and Equipment

SOURCE: Texas Education Agency

TEA guidelines generally allow reclassification of budget amounts among budget categories up to 25 percent of the original amount of that category. For revisions that are within that threshold, CLI submits a request to the PAF office for revisions to the budget and the PAF staff enters those revisions into the accounting system. For budget revisions exceeding the 25 percent threshold or for increases or decreases in the total budget amount, a request must be submitted by the department and approved by OSP before being submitted to the granting agency (e.g., TEA). Upon approval of the request by TEA, the notice is sent to OSP, who notify PAF staff and the requesting department of the approved budget revision. The PAF office is authorized to revise the budget in the accounting system.

The accounting system maintains automated controls to ensure that expenditures do not exceed budget levels. Expenditures in excess of budget limits must be approved by the PAF team through the revision of the grant budget as discussed above. The research team noted no instances in the review of TEEM/TSR! grants and contracts where the actual expenditures exceeded the revised budget amounts.

Overrides of budget limits are permitted within the accounting system or by policy at the UT Health Science Center only with respect to the personnel expenses. In those situations, a department is required to submit a revision to the project budget to eliminate the deficit. The accounting system will generally allow expenditures to exceed budget amounts for personnel or payroll expense as long as overall expenditures do not exceed the total budget. The system does not allow roll-ups over budget categories. In other words, the actual expenditures at each account level cannot exceed the budget set at that account level. Some finance systems support control accounts that represent groups of individual account numbers, allowing budget control at the group level instead of the individual account level. Except as noted for personnel expenses, no grouping or rolling-up of accounts is permitted in the accounting system to allow overruns in one line item to be offset by available funds in another related account. Stricter control of the budget is maintained in this manner.

New Project Set-up. Prior to the approval of a NOGA for a new project, a department may expend funds related to the project under certain conditions. This is allowed because of the timing of the project start and delays in approval of the NOGA. A department can submit a request to OSP for authority to begin expending funds in advance of the NOGA. The request must include the project budget, a Review and Approval form and a Guarantee to Account form. Upon approval of these documents, the department is permitted to expend funds before the NOGA is approved for up to three months. Each month the deficit amounts are reviewed by the respective dean of that department and PAF to ensure that incurring the continuing deficits is appropriate.

Financial reports, including budget-to-actual expenditure comparisons, are prepared monthly by the Accounting Department of the UT Health Science Center from the accounting system. The Accounting

Department notifies user departments of the availability of monthly ledgers. Each month, CLI program staff review the accounting ledgers for each grant with the program manager and the principal investigator.

Financial Accounting Processes and Controls

Expenditures. The accounting system tracks the budget, expenditures, encumbrances, and available budget for each project (grant or contract) at the account level. For most government grants and contracts—including TEA and TWC—revenues represent the reimbursement of actual expenditures. The accounting system also maintains files of billing submitted and reimbursements received for each project. The research team reviewed the billing history for each TEEM/TSR! and SRCS project and determined that the revenues agreed with the related CLI financial report, as well as grant or contract reports received directly from TEA and TWC.

All expenditures from TEEM/TSR! and the SRCS project budgets are reviewed and approved before payment. Standard controls in place at the UT Health Science Center include purchase requisitions from the department users and purchase orders (PO) issued by the Procurement Office. Certain disbursements, such as employee travel reimbursements, do not require a PO. A graphic depiction of the PO and Non-PO procurement processes is shown in Appendix C1. Expenditure requests related to the TEEM/TSR! program may originate at the CLI or central office level or within the participating communities. For payments from UT Health Science Center, each disbursement would follow the same procedures noted earlier regardless of the source of the request.

The processes and controls in place for expenditures originating at the community level are discussed in further detail in a later section of this chapter.

Personnel Appointments. All appointments of personnel, whether located at CLI's offices in Houston or assigned within the TEEM/TSR! communities, must be approved by the CLI principal investigator (PI). As noted through the research team's interviews of financial officers within the communities, employees in the community, typically project coordinators or mentors, are interviewed and tentatively selected by community-level administrators. Those staff members must receive final approval from CLI program staff before being added to the project. This fact was validated through survey results in which 87 percent of community administrators say they initiate the hiring process for TEEM/TSR!-related employees. Surveys further reveal that, for the most part, individual school/center administrators do not participate in hiring decisions, for 82 percent of site administrators surveyed indicate that they do not participate in the hiring process.

The appointment of personnel to TEEM/TSR! grants is also subject to review by the PAF, the Payroll Department, and the UT Health Science Center Chief Financial Officer. A graphic depiction of the Payroll process is shown in Appendix C2.

The effort of personnel on each project must be reviewed and certified by the principal investigator at least semiannually. For TEEM/TSR! projects, the effort of faculty, administrative and professional staff, and most classified staff is reviewed and certified semiannually. Certain classified staff (nonexempt positions) must be certified monthly.

Certification is controlled by the accounting payroll system. Depending on the type of staff and frequency of certification, the PI receives a system-generated e-mail that individual compensation is available for certification. For TEEM/TSR! projects, the PI meets with CLI program staff and reviews each individual appointment to determine that amounts charged to the grants is appropriate. The actual certification is performed through the accounting system.

Reimbursement Requests. As noted in the *Processes and Controls for Appropriations and Other Funding Sources* section above, the PAF team reviews 100 percent of expenditures for each grant or contract every month. The team gathers information on expenditures from the accounting system and formats the information in accordance with the terms of the grant or contract and the grant or contract budget. The final request is reviewed and approved by senior team members before submission to TEA or TWC for reimbursement.

As noted earlier, the information for the request for reimbursement is pulled directly from the accounting system's trial balance. Because the accounting system's expenditure classification system differs from the TEA budget categories, the PAF team manually reconciles each ledger with the related grant budget monthly before submission to TEA or TWC.

Reimbursement requests include the appropriate amounts for indirect cost reimbursement applicable to each contract or grant. The review of grants in progress as of April 2010 (project 7007—TEA SRCS; 7016—TEA TEEM/TSR!; and 7158—TWC TEEM/TSR!) indicate that indirect costs are included in requests as the program progresses. As Table 3-2 shows, the state grants from TEA to fund SRCS and TEEM/TSR! program activities utilize a 15 percent indirect cost rate (Project 7007 and Project 7016), and federal grant funds received through TWC to fund TEEM/TSR! program activities utilized a five percent indirect cost rate (Project 7158).

Table 3-2. Reimbursement of Indirect Costs, Fiscal Year 2010

Project Name	Project Number	Total Cost	Indirect Cost	Percentage
TEA SRCS	7007	$2,001,533.67	$261,069.73	15%
TEA TEEM/TSR!	7016	$782,593.95	$102,107.94	15%
TWC TEEM/TSR!	7158	$715,498.23	$34,076.72	5%

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

Monthly Reporting. Monthly reports from the accounting system are prepared with budget-to-actual comparisons at the account level basis. Reports that summarize financial activity for all related TEEM/TSR! and SRCS projects are not prepared; however, the CLI program staff review all related projects at the same time.

Classification of Financial Information

The accounting system utilizes a standard classification system for all transactions. Transactions that arise at the community level, such as requests for reimbursements of salaries, benefits, travel, and other costs incurred by the community lead agency or partners are assigned codes consistent with those used for transactions originating at CLI.

Codes are assigned to each transaction for the following:

- **Operating unit**—For all CLI charges, the operating unit is the medical school (02).

- **Department**—For all CLI charges, the department is Developmental Pediatrics (25762800).

- **Fund**—For all charges related to TEEM/TSR! and SRCS, the fund code is based on the source of funds, either TEA (53010) or TWC (State-Federal Pass-Through funds, 50013).

- **Project**—The related project numbers related to TEEM/TSR! or SRCS grants and contracts are shown in Table 3-2.

- **Manager/principal investigator**—The PI for all TEEM/TSR! projects is currently Dr. Susan Landry (101809).

In addition to unit or project codes, each transaction is further categorized according to the functional account to which the charge relates, the date of the transaction, and the identification number of the employee or vendor from whom the charge was received. Table 3-3 lists all account codes used by CLI for charges to TEEM/TSR! projects.

Table 3-3. Functional Account Codes

Account Code	Account Name
69299	20.5% Flat rate benefit
67010	Administrative and professional salaries
67382	Books and reference materials
67379	Capital expenditures—equipment
67387	Capital expenditures—software
67310	Chemicals and gases
67015	Classified salaries
69153	Classified salaries—non-permanent
67378	Computer equipment
67335	Computer parts
67380	Computer software
67240	Consultant services
67300	Consumable supplies
67284	Data processing services
67243	Educational/training services
67205	Employee surety bond
61001	Faculty salaries
67008	Faculty salaries
67210	Fees and other charges
67043	FICA benefits—matching
67315	Food purchases
67286	Freight and delivery
67334	Furnishings and equipment
67373	Furnishings and equipment—capitalized
67041	GRPI insurance benefits
69901	Indirect cost recovery
67105	In-state—incidentals

Account Code	Account Name
67106	In-state—meals and lodging
67102	In-state—mileage
67101	In-state—public transport
67252	Lecturers
67250	Local mileage
67022	Longevity pay
69897	M&O accrual
61006	Maintenance and operations
67262	Maintenance and repair—computer software
67266	Maintenance and repair—Bldgs non-cap
67267	Maintenance and repair—computer equip
61016	Managed restricted expenses
67248	Medical services
67312	Medical supplies
69301	Office Function—academic enrichment
69308	Office Function—business meetings
69306	Office Function—continuing education
69310	Office Function—travel payments
67086	ORP retirement matching
67253	Other professional services
61004	Other wages
67115	Out-of-state—incidentals
67116	Out-of-state—meals and lodging
67112	Out-of-state—mileage
67131	Out-of-state—recruitment
67111	Out-of-state public transport
67021	Overtime pay
67330	Parts—furnishing and equipment
67291	Postal expenses
67218	Publications
67299	Purchased contract services
69210	Registration fees
67203	Registration fees—out-of-town
67061	Rental—computer equipment

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

The classification system is designed to allow the preparation of financial statements for UT Health Science Center and for those financial statements to ultimately be incorporated into the systemwide and statewide financial reports. As noted earlier, the classification system used by UT Health Science Center differs from the system used by TEA for grant purposes. Therefore, financial activities of the projects must be manually compiled to prepare grant reimbursement requests.

The current classification system adequately supports grant management, reporting, and CLI program decision making.

Alignment of TEEM/TSR! Expenditures With Program Goals

For fiscal years 2004 through 2009, the account coding of transactions did not include any code to indicate the community to which a particular disbursement related. For this project, the research team wanted information to determine which expenditures related to which community. For the purposes of analyzing expenditures at the community level and correlating these to achievement of program goals, the current accounting methodology in place at the UT Health Science Center is inadequate.

Use of a Community Class Code. The research team's understanding is that the number of requests of CLI for information on expenditures at the community level has increased in recent years. For this reason, in fiscal year 2010, CLI began using a five-digit class code in addition to the regular account code to identify the community to which each transaction relates. This code is used for transactions such as the monthly invoice that communities submit to CLI for reimbursement of salaries, benefits, travel, and other incidental expenses incurred directly. According to CLI staff, however, the payroll accounting system will not permit the class code to be used for salaries and benefits of community-level staff paid directly by CLI.

In addition, CLI does not use the class codes when completing purchase orders for curricula, materials, information technology equipment, or the charges for shipping and freight related to these items. As noted in the research question 6 section that follows, CLI staff maintain records on spreadsheets, and now in TOMS (TEEM/TSR! Online Management System), of the distribution of curricula and materials and information technology purchases (PDAs and netbooks) to each community. That information is not, however, integrated with or reconciled to financial information in the accounting system. In addition, although interviews suggested that some communities might maintain detailed records of expenditures by school or center, the results of the community-level surveys suggest that 47 percent of communities maintain expenditure data by school or site level, 47 percent do not maintain expenditure data at the site level, and 7 percent maintain expenditure data, but not at the site level.

As a result of the change in procedures, accounting system reports of expenditures at a community level will include many of the charges incurred by the community but will exclude other, significant expenditures. The research team concludes that the overall control over disbursements and allocation of program resources is still strong despite the deficiencies in transaction coding. The current system does not, however, permit the preparation of financial reports showing all expenditures by community. This deficiency limits the ability of parties outside the program to develop a complete analysis of the allocation of resources to each TEEM/TSR! community.

Direct Community Reimbursements. The analysis of program expenditures is further complicated because direct community reimbursements, the monthly invoices from those communities that directly pay salaries, benefits, travel, and other expenses of the program, are not coded to capture those components in the accounting system. For example, if a community submits an invoice that includes $100 for salaries and wages, $20 for related benefits, and $10 for travel, the entire invoice amount of $130 is coded to educational/training services (account 67243). Without pulling the original invoice or obtaining

the information directly from the community lead agency, the underlying expense for the reimbursement cannot be determined, even though direct community reimbursement costs represent a significant component of overall project costs. Through 2009, the program had incurred $20.2 million, or 26 percent of total program costs, in direct reimbursements of community agencies.

As noted throughout this report, the focus of the TEEM/TSR! program is the improvement of the readiness of children in the program for kindergarten and beyond. Tools and systems have been developed to monitor academic progress of students and professional development of teachers. The use of financial resources is not aligned in any formal way with the success of student or teacher groups or communities as a whole.

CLI program management follows a cost-conscious approach for the allocation of staff, materials, equipment, and other resources to local communities. The purpose of the program has been to prepare children for school in cost-effective ways. These cost-effective ways include sharing of teacher training resources and the coordination of purchasing curricula and materials, technology tools, and other instructional resources.

No formal methodology has been developed to compare the actual expenditures incurred in a TEEM/TSR community with the level that would have been incurred without the partnerships developed by the program.

Forecasted Growth of the Program

The growth in the number of early education students in participating communities is not a relevant factor in determining the allocation of resources. Project funding is not based on the number of students in need of services, but rather the amount of state funding provided by the Texas legislature or other federally sourced funds. The growth of the TEEM/TSR! program depends on the availability of funds either through TEA or TWC. CLI program staff work with individual grantees to effectively utilize the resources available. Whenever possible, additional funds are provided to communities with the greatest demand for service and the capacity to utilize additional resources. The community funding allocation method discussed in the next section is used to allocate resources to the appropriate community.

The funding available for TEEM/TSR! is determined at the Texas legislative level (plus funds available through TWC). Allocation of funds made available by the legislature to communities is based on need. First priority is to those classrooms continuing participation in the program and next to any new classrooms that may be eligible to participate.

CLI has a fixed amount annually it is able to fund per classroom, and communities apply for funds through a Request for Application process that takes into consideration the number of classrooms within each community that could participate. Considering the available funding, the per-classroom funding amount, and the classrooms within each community willing and able to participate, CLI program staff negotiate with each community to determine the annual resource allocations. Survey results show that 93 percent of lead agencies help set their budget through negotiations with CLI.

Allocations of Resources to TEEM/TSR! Communities

Each lead agency is responsible for recruiting community-level partners. The list of interested participants is then used by the lead agency to prepare the community's application for funding. As noted earlier, CLI has developed a template to determine the per-classroom costs of the program, a worksheet that details the various costs per classroom estimate for fiscal 2010. This worksheet is used for illustration and differs

slightly from the actual per-classroom cost estimates used during the fiscal year 2010 budget sessions. Table 3-4 provides a clear picture of estimated funding at the classroom level. Grant funding is based on this allocation model.

Table 3-4. Sample Cost for Texas School Ready! Project Classrooms by Year of Implementation

CLASSROOM MATERIALS COSTS					
Description	**Cost per Classroom**	**Year 1**	**Year 2**	**Year 3**	**Year 4**
On-Line Professional Development License	$300	☐	☐		☐
PDA or laptop devise and School Readiness Manual	$350	☐			
Progress Monitoring License (assuming 20 children per classroom maximum)	$240	☐	☐	☐	☐
School Readiness Materials and Start-up Kits	$1,830	☐			
Teacher Incentive Pay	$1,000	☐	☐		
STATE CENTER FOR EARLY CHILHOOD DEVELOPMENT PROFESSIONAL SUPPORT COSTS					
Circle 2-Day Training (per teacher)	$100	☐			
Progress Monitoring 1-day Training (per teacher)	$25	☐			
Substitute Teacher Pay (3 days)	$225	☐			
Project Mentors	$5,003 (year 1)/ $2,502 (year 2)/ $1,250 (year 3)	☐	☐	☐	
Project Coordinators	$800 (years 1–3)	☐	☐	☐	
Total Cost per Classroom		$9,873	$4,842	$2,290	
Administration, Training, and Technical Assistance		$750	$750	$750	
Infrastructure Indirect Costs @ 15%		$1,595	$839	$456	
TOTAL COST PER CLASSROOM		**$12,218**	**$6,431**	**$3,496**	**$540**
Note: In some cases, year 1 costs increase by $2,800 in order to purchase a state adopted curriculum, especially for nonpublic school district partners (e.g., Head Start and child care).					

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

Using the template, a more detailed Excel spreadsheet is compiled that considers the number of classrooms in each community and the year of participation of each classroom. CLI uses this information to estimate the costs of materials, mentors, training, incentive payments, and other program activities for each community for continuing classrooms. If sufficient funds are available, the program can be expanded to include additional classrooms in each community or even new community partners. The actual costs used during the budget negotiations with participating communities at the start of the current year changed slightly from the per-classroom costs in the template. See Appendix C3 for an example of the worksheet used in fiscal year 2010 to allocate resources.

CLI will determine how many schools/centers within each community will be funded after a review of the applications and will allocate funds among the selected communities according to the number of classrooms and need. As noted during interviews , any classrooms not funded are placed on a waiting list to be considered in the next year or if additional funds are available in the current year. Once the amount per community has been determined, a contract is drafted between CLI and the community and a final budget is approved.

The detailed spreadsheet (Appendix C3), listing all estimated costs, is developed as part of the funding process. This spreadsheet is shared with CLI program management during the negotiation process with each community. The spreadsheet breaks out costs for curricula and materials, technology equipment, and license fees, training, staff costs, and general program infrastructure costs. There is no formal process for validating the individual components of estimated cost.

During the year, any changes taking place at the community level are communicated to the CLI program staff in Houston. Unless additional funds are made available to the program, no additions of classrooms or staff occur during the year. Interviews with project coordinators suggest that if a participating teacher leaves the program during the year, the materials and equipment used by that teacher are retained for use by a replacement teacher the following year, but no reductions in staffing or other budgeted costs are made.

Expenditure Controls

Certain expenditures are under the financial control of individual community lead agencies, primarily salaries and benefits of project staff (project coordinators and mentors), the related travel expenses for these staff members, and the cost of substitute teachers for those program teachers attending mandatory training. Expenditures are subject to the same financial accounting controls in place at the lead agency. As noted earlier, hiring of staff requires approval at the community level, as well as by CLI program managers. Maximum reimbursement levels for staff (including benefits) are established for project coordinators and mentors each year. In fiscal year 2010, the limits are $87,550 and $66,950 for project coordinators and mentors, respectively.

Expenditures for travel are subject to review and approval before initial disbursement to the staff member by the community lead agency and additional review and approval before reimbursement by CLI.

Expenditures for substitute teachers are made by CLI directly to community partner agencies, which incur the cost. Documentation includes an initial request for the substitute teacher, an invoice for the reimbursement, and the verification of attendance at the training session for the program teacher. The project coordinator in each community independently verifies the attendance by submitting sign-in sheets to CLI.

As noted in the earlier Alignment of TEEM/TSR! Expenditures with Program Goals section, the classification of expenditures at the community level is not carried forward to the UT Health Science Center accounting system when the expenditures are reimbursed.

Expenditures related to the TEEM/TSR! program at the community level are submitted in a packet to CLI for reimbursement every month. According to community administrator survey respondents, 93 percent confirm that they submit reimbursement requests for expenditures and supporting documentation to CLI. Each lead agency generally provides a summary worksheet showing all costs by budget category along with the actual supporting documents for all reimbursable costs. Except for monthly invoices from each community, no other financial reports are required from each community.

Over the past two years, CLI has developed a database system tool (TEEM/TSR! Online Management System, or TOMS) to facilitate the ordering of materials and equipment by participating communities and to track certain costs by community and classroom. TOMS provides an efficient platform for administrative activities such as the ordering of equipment and materials. It also provides a means for tracking the allocation of resources among communities. Despite the weaknesses of the system noted later in this report, TOMS is an excellent start in providing the community-level financial information necessary to evaluate the effectiveness of the overall program.

The TOMS database tracks the requests submitted by each community for curricula and materials and equipment, as well as the costs of those resources. The TOMS financial information is not, however, reconciled to the accounting system to ensure that all costs are captured in TOMS accurately and completely. TOMS also has built-in tools to track the materials ordered by each classroom over time. This information can be used to ensure that instructional materials are not ordered for a classroom that should still have materials remaining from earlier purchases. When the research team reviewed the system, though, these reports were not functional.

Each community has a designated financial official who is responsible for the financial compliance of all grants and contracts. The specific employee responsible for monitoring financial transactions at each community lead agency will vary depending on the size and organization of the agency.

The research team interviewed the community financial officers and community administrators for 12 lead agencies during the project. The financial processes and controls at these agencies were consistent. The processes and required supporting documentation for such items as teacher incentive pay, substitute teacher reimbursement, and technology equipment management are specified by CLI program staff and followed by community agencies.

Research Question 6: How have the TEEM/TSR! funds been spent? Where did the money go and what was acquired/purchased/provided with the money?

Synopsis of Evaluation Results

1. Since 2003, appropriated funding has totaled $56.3 million for TEEM/TSR! and $22.5 million for SRCS through the Texas Education Agency. In addition, the Texas Workforce Commission has provided a total of $32 million of federal child care dollars, for which the TEA funding serves as a state match. The majority (57%) of TEEM/TSR! program expenditures incurred during the 2004–09 period were spent at the community/center level (for such purposes as direct reimbursements to communities, curriculum and reference materials, incentive payments to teachers, salaries and benefits paid directly by CLI, contracted field staff). CLI and general program expenditures (for example, contracted services, indirect cost recovery, and salaries and benefits) account for the remaining 43 percent of total program costs.

2. Out of total program expenditures of $78.4 million during the 2004–09 period, significant program investments include:

   - Salaries and other direct community expenditures of $30.2 million (38.5%)

   - Contracted services of $17.6 million (22.4%), which includes $14.6 million for the school readiness certification, student progress monitoring, and teacher professional development systems

   - Curricula and books, $11.2 million (14.3%)

   - Teacher incentive payments of $5.8 million (7.4%)

   - Information technology tools (personal digital assistants and computers), $756,000 (1%)

3. There has been a decline in per-classroom and per-student costs over the history of the program. Per-classroom and per-student costs in the initial years of the program were significantly higher as infrastructure costs and general program management costs represented the majority of overall program expenditures (62%). The per-classroom and per-student costs have declined in each year of the program. The only exception to this was in fiscal year 2007, when the program experienced significant expansion as a result of additional TWC funding.

Overall Flow of TEEM/TSR! Funds

Children's Learning Institute (CLI), an organized research center within the department of Developmental Pediatrics at the University of Texas Health Science Center at Houston, has received funding from federal, state, and private sources to support the TEEM/TSR! program and the Texas SRCS. As noted in the introduction, TEEM/TSR! was developed for the 2003–04 school year with funding received as a result of Senate Bill 76 (Seventy-Eighth Texas Legislature, 2003). Figure 3-1 illustrates the overall flow of funds since the development of the program.

Figure 3-1. Overall Flow of Funds
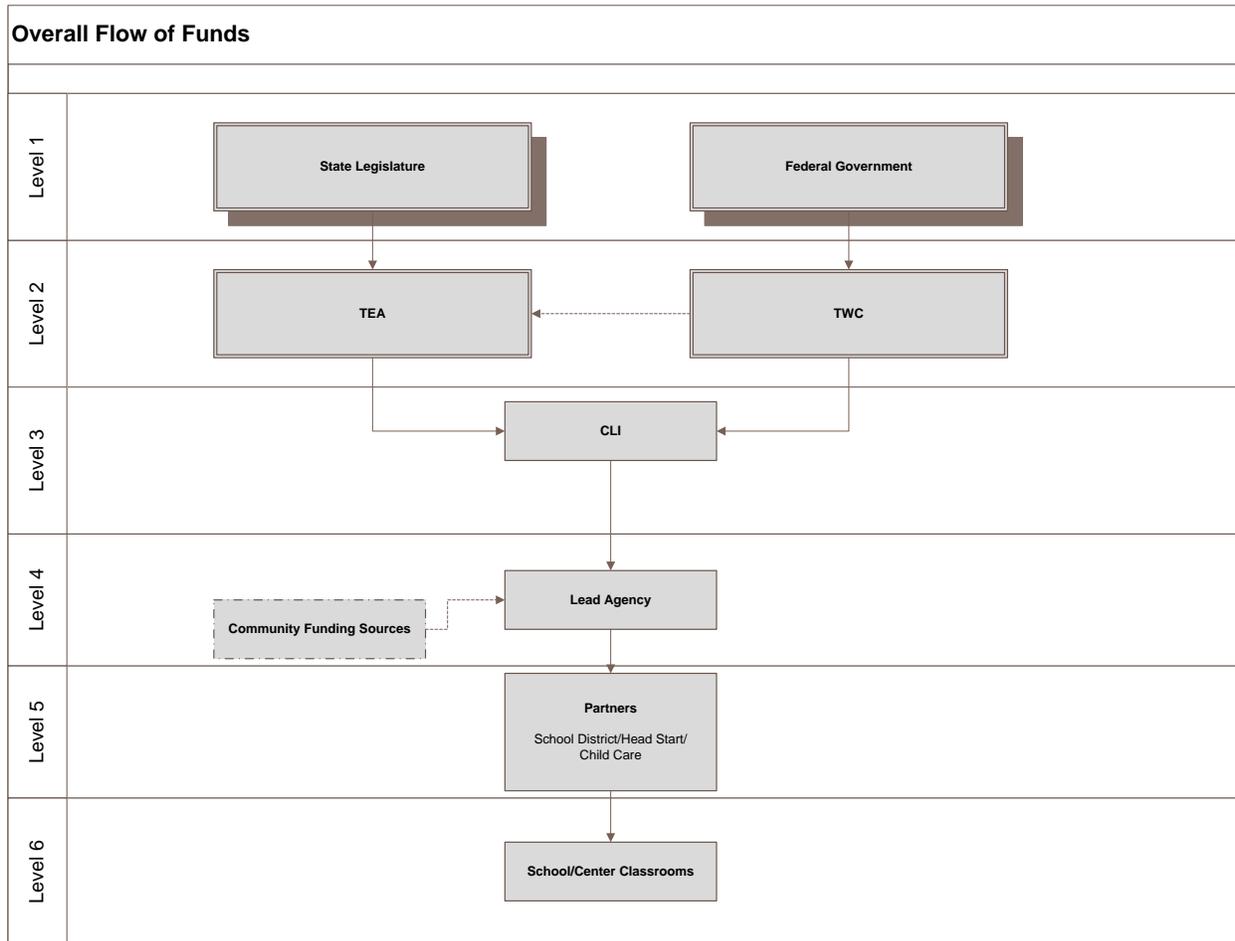
SOURCES: *Texas Education Agency; Texas Workforce Commission; and The University of Texas Health Science Center at Houston, Children's Learning Institute*

Level 1. In fiscal year 2004, CLI received funding to begin developing an early child education model that would integrate Head Start centers, child care centers, and independent school district prekindergarten classes through shared resources, professional development, and progress monitoring in an effort to improve the level of preparedness of students entering kindergarten. The general criteria and parameters guiding this endeavor were written in Senate Bill 76 during the Seventy-Eighth Texas legislative session. See Level 2 for the discussion of federal funds.

Level 2. Funding for the TEEM program mainly flows through two sources: the Texas Education Agency (TEA) and the Texas Workforce Commission (TWC). Since the onset of the program, funds have been set aside through general appropriations by the legislature to be managed by TEA, which is responsible for turning the legislative criteria into Standard Application System (SAS) program guidelines, monitoring overall program results, and drawing funds down for CLI, among other responsibilities. Since fiscal year 2004 and through fiscal year 2010, TEEM/TSR! awards paid through TEA drawdowns have totaled approximately $55 million (see Table 3-5). In fiscal year 2006, the Seventy-ninth Texas Legislature required TWC to use federal Child Care Development Funds to match funds used for the improvement of early childhood education in Texas. This decision ultimately resulted in TWC awarding CLI an $8.3 million matching award, to be followed by three more awards between fiscal year 2007 and 2010. However, a change in the legislation resulted in the TWC match for fiscal year 2010 (and any future

match awards) to be paid through TEA rather than directly to CLI. Therefore, starting in fiscal year 2010 all TEEM funds paid to CLI are required to first go through TEA.

Table 3-5 provides a snapshot of TEEM's state agency funding history from the perspective of each grant application's start date. Of the approximately $110 million in public funding received by CLI during the fiscal year 2004–10 period to support the program, $22.4 million (20 percent) was allocated to the SRCS, and the remaining $88.4 million (80 percent) was earmarked for TEEM/TSR! program activities.

Table 3-5. TEEM/TSR! and SRCS Funding by Source and Fiscal Year

	Purpose	2004	2005	2006	2007	2008	2009	2010	Grand Total
TEA	TEEM/TSR!	$5,000,000	$5,000,000	$8,576,789	$7,374,485	$7,500,000	$15,768,024	$7,125,000	$56,344,298
TEA	SRCS			$4,884,669		$4,298,549	$5,779,758	$7,500,000	$22,462,976
TWC	TEEM/TSR!			$8,300,000	$12,000,000			$11,700,000	$32,000,000
Total		**$5,000,000**	**$5,000,000**	**$21,761,458**	**$19,374,485**	**$11,798,549**	**$21,547,782**	**$26,325,000**	**$110,807,274**

Note: Children's Learning Institute's fiscal year runs from September 1 through August 31.The amounts above do not include private grant sources. Not all funds granted were expended by CLI for the program.
SOURCES: Children's Learning Institute; Texas Education Agency; and Texas Workforce Commission Grant Applications

TWC has also provided funding through enhanced reimbursement rates, which were paid directly to child care providers who were participating in TEEM/TSR! This portion is not covered in this report because it is not directly paid to CLI for the development of TEEM/TSR! or SRCS.

Level 3. CLI's early education model has transformed from the Center for Improving the Readiness of Children for Learning and Education (CIRCLE) program in fiscal year 2004 (for school year 2003–04) to the Texas School Ready! program in fiscal year 2010 (for school year 2009–10). The program has continued to develop, adding new communities, bringing with them new challenges and additional costs but also a new chance to affect the lives of more three- and four-year-olds.

As the program continues to develop and expand each year, the need for control becomes even more evident. CLI maintains control of expenditures by setting program rules via the Request for Application (RFA) process, centralized purchasing, ongoing monitoring activities, regular community visits, and allotment guidelines. The RFA is based on the program guidelines set by TEA in the SAS. Interested agencies submit proposals detailing their plan for schools/centers within their community, noting which one will be the lead agency (grantee).

Monitoring activities include reviewing monthly project coordinator reports detailing program activities and mentor hours spent, obtaining invoice packets from lead agencies that contain supporting documentation for all items to be reimbursed by CLI to the agency, and then reviewing the invoice packets for the reasonableness with respect to known activities, set allotments, and program guidelines.

CLI purchases the bulk of the program materials for all the communities based on orders entered into TOMS by project coordinators. TOMS is also used by CLI to track community information with the expectation that it will allow them to report information at a community level in the future. Purchases that originate at CLI include administrative staff salaries and benefits, project coordinator and mentor salaries and benefits, curriculum and supplemental materials kits, progress monitoring tools and license fees, and professional development and license fees.

Level 4. At Level 4, the lead agency does not receive funds in advance of purchases—87 percent of community-level survey respondents confirmed that they receive expenditure reimbursements. All grant

funds received are in the form of reimbursements and are based on CLI's review of the monthly invoice packets received from the lead agency. There are transactions for which lead agencies receive reimbursements as well as those for which reimbursements are not received.

CLI has structured the allocation of funds to benefit as many sites and communities as possible. In an effort to control costs, each community's budget is set with limits in mind and those limits are consistent across all communities. For instance, there is a set amount of $66,950 that can be reimbursed for mentor salaries. If a community deems it necessary to pay more for a mentor, then the difference in cost is unreimbursable and therefore paid by the community. Interviews of financial officers revealed that the reimbursed salary amount has not increased in a few years and therefore is not enough to cover minimal increases and benefits. By and large, the communities viewed the unreimbursed costs as their investment in the program. Although some hoped to see an increase in reimbursable items such as mentor salaries, the communities expected to pay items such as additional training costs for their employees. Table 3-6 presents reimbursed and unreimbursed transactions originating at the lead agency level.

Table 3-6. Transactions Originating at Level 4

Reimbursed Transactions	Unreimbursed Transactions
Project coordinator (PC)/mentor salaries and benefits	PC/mentor salaries above set amount
PC/mentor travel to schools/centers	Additional mentor training/travel
Supplies and office space	Office space costs above set amount
Cell phone usage/Internet service	Indirect costs
	Cost of sustainability
	Replacement of consumables
	Enhancement pieces for kits
	Lost interest income for funds used to float reimbursable items

SOURCE: Interviews of TEEM/TSR! Community Financial Officers and Community Administrators

Program funding is limited. As a result, certain costs incurred by community agencies in administering or supporting the program require internal funding. Through interviews, it was noted that some lead agencies have been successful in obtaining other sources of funds to cover the unreimbursed costs. This does not, however, appear to happen with great frequency because only 33 percent of community-level survey respondents suggest that there are unreimbursed costs; of these, only 60 percent receive funds from outside sources to cover the additional costs. The amount of unreimbursed costs could not be accurately determined because not all agencies track these costs. As previously noted, only 47 percent of community administrators track expenditure data by school or center.

Levels 5 and 6. Based on analysis of CLI financial data, staff interviews, and survey data, it is evident that CLI sends funds only to school/center administrators (in other words, non–lead agency Head Start agencies, child care centers, and public schools) in reimbursement of substitute costs. Teachers receive incentive pay directly from CLI based on documentation provided by project coordinators. No other grant transactions have been identified at levels 5 and 6. This is further evidenced by the site administrator survey results, in which 77 percent of survey respondents indicated that they do not receive funds for TEEM/TSR! expenditures from any entity.

Program Expenditure Analysis

This section details the sources and uses of funds of the TEEM/TSR! and SRCS programs managed by CLI. As Figure 3-2 illustrates, the majority of funds (72 percent) expended on the TEEM/TSR! and SRCS program components originated from TEA and were distributed to CLI in the form of grants and contracts. TWC grants to CLI were the source of approximately 26 percent of the funds expended on TEEM/TSR! and SRCS activities. All program expenditures by source are shown in Figure 3-2.

Figure 3-2. TEEM/TSR! and SRCS Expenditures by Source All Fiscal Years

$2,027,395.67 — $83,698.11

$24,366,334.90

$68,283,939.88

- Texas Education Agency
- Texas Workforce Commission
- Michael and Susan Dell Foundation
- Other private sources
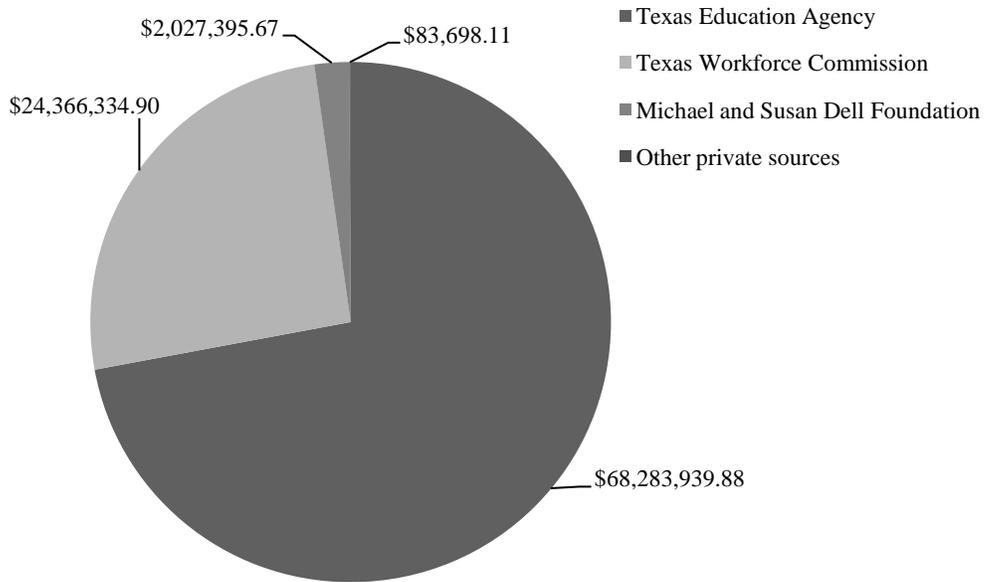
Source	Amount
Texas Education Agency	$68,283,940
Texas Workforce Commission	$24,366,335
Michael and Susan Dell Foundation	$2,027,396
Other private sources	$83,698
Total Funding	**$94,761,369**

SOURCES: Children's Learning Center; Texas Education Agency; and Texas Workforce Commission

The evaluation focused only on funds received from state and federal (TEA and TWC) sources. Summarized expenditures for TEEM/TSR! and SRCS by fiscal year is shown in Figure 3-3.

Figure 3-3. TEA and TWC Expenditures by Fiscal Year, 2004 through April 2010
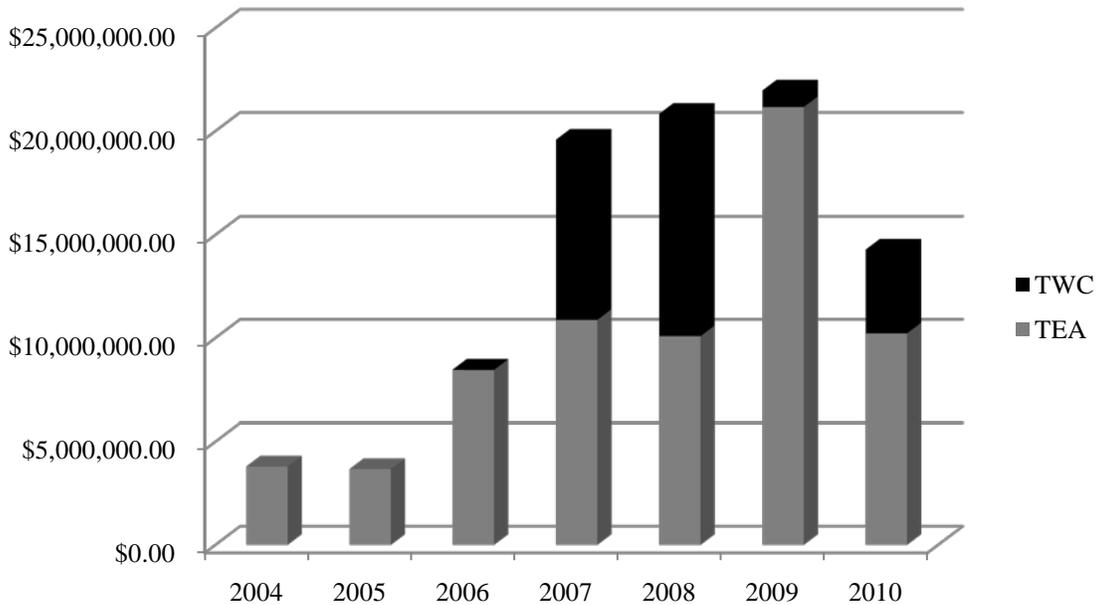
Note: 2010 includes expenditures through April 2010.

SOURCES: Children's Learning Center; Texas Education Agency; and Texas Workforce Commission

CLI receives funding from TEA and TWC in the form of contracts and grants that have been awarded for development and expansion of the TEEM/TSR! program and for the development of the SRCS. As noted, CLI assigns each grant or contract with a project number and all revenues and expenditures associated with each grant or contract are coded to the respective project number.

Over the period of development of the TEEM/TSR! program and SRCS, CLI has established individual project numbers for the various grants and contract funds received from TEA and TWC, as shown in Table 3-7. See Appendix C4 for detailed information on each grant and contract awarded to CLI from fiscal year 2004 to fiscal year 2009.

Table 3-7. CLI Project by Type, Fiscal Years 2004–2010

CLI Project No.	Contract/ Grant Period	Agency	Project Purpose	Total Amount	TEEM/TSR!	SRCS
3991	9/03–8/05	TEA	TEEM/TSR!	$4,974,014.94	$4,974,014.94	
4522	9/04–8/06	TEA	TEEM/TSR!	$3,703,009.14	$3,703,009.14	
4926	9/05–6/07	TEA	TEEM/TSR!	$6,918,631.42	$6,918,631.42	
5228	9/05–6/06	TEA	TEEM/TSR!	$349,017.66	$349,017.66	
5316	1/06–8/06	TEA	SRCS	$4,757,416.69		$4,757,416.69
5446	4/06–2/08	TEA	TEEM/TSR!	$1,231,920.32	$1,231,920.32	
5499	10/05–7/07	TWC	TEEM/TSR!	$8,300,000.00	$8,300,000.00	
5539	9/06–2/09	TEA	TEEM/TSR!	$7,275,793.44	$7,275,793.44	
5781	10/06–7/08	TWC	TEEM/TSR!	$12,000,000.00	$12,000,000.00	
6048	9/07–8/08	TEA	SRCS	$4,130,987.66		$4,130,987.66
6076	10/07–2/10	TEA	TEEM/TSR!	$7,389,224.19	$7,389,224.19	
6538	9/08–2/11	TEA	TEEM/TSR!	$9,079,137.47	$9,079,137.47	
6553	9/08–8/09	TEA	SRCS	$5,610,868.98		$5,610,868.98
6655	10/08–2/10	TEA	TEEM/TSR!	$5,754,676.62	$5,754,676.62	
7007	9/09–8/10	TEA	SRCS	$4,336,197.40		$4,336,197.40
7016	9/09–2/11	TEA	TEEM/TSR!	$2,773,043.95	$2,773,043.95	
7158	10/09–9/10	TWC	TEEM/TSR!	$4,066,334.90	$4,066,334.90	
Total				**$92,650,274.78**	**$73,814,804.05**	**$18,835,470.73**

SOURCES: Children's Learning Institute; Texas Education Agency; and Texas Workforce Commission

Financial information was available from CLI for fiscal years 2004 through 2010 (as of April 2010). However, because data were available for only a portion of the fiscal year 2010, the research team concentrated the review of the TEEM/TSR! program to full fiscal years 2004 through 2009. During this period, CLI expended total funds of approximately $78.4 million for the TEEM/TSR! program and the SRCS.

For the current year through April 2010, CLI has expended approximately $14.3 million of grant or contract funds related to TEEM/TSR! and SRCS programs as shown in Table 3-8. Based on expenditure patterns in prior years, the annualized expenditures for fiscal year 2010 would be consistent with total expenditures in the previous year of approximately $22 million.

Table 3-8. 2010 Expenditures All Projects, Partial Year only—Through April 2010

CLI Project Number	Agency	Purpose	Total Amount	TEEM/TSR!	SRCS
6076	TEA	TEEM/TSR!	$383,874	$383,874	
6538	TEA	TEEM/TSR!	$1,119,623	$1,119,623	
6553	TEA	SRCS	$863,556		$863,556
6655	TEA	TEEM/TSR!	$747,763	$747,763	
7007	TEA	SRCS	$4,336,197		$4,336,197
7016	TEA	TEEM/TSR!	$2,773,044	$2,773,044	
7158	TWC	TEEM/TSR!	$4,066,256	$4,066,256	
Totals			**$14,290,313**	**$9,090,560**	**$5,199,753**

SOURCES: Children's Learning Institute; Texas Education Agency; and Texas Workforce Commission

Financial Data Tracking

The UT Health Science Center at Houston utilizes an accounting hierarchy to categorize financial transactions. Each transaction is assigned a code based on the department or unit incurring the costs, as well as the related project. As noted earlier in the Classification of Financial Information section, codes are assigned to each transaction by operating unity, department, fund, project, and principal investigator.

In addition to unit or project codes, each transaction is further categorized based on the functional account to which the charge relates, the date of the transaction, and the employee or vendor identification number ("vendor ID") from whom the charge was received. Table 3-3 presented earlier, lists all account codes used by CLI for charges to TEEM/TSR! projects.

For fiscal years 2004 through 2009, charges were not assigned based on the community to which the expense relates. Beginning in fiscal year 2010, CLI is tracking the community to which each charge relates and the type of entity within each community—public school, Head Start, or subsidized child care—that the charge benefits. The research team's understanding is that the federal funds provided by TWC through TEA (project no. 7158) may not be used to benefit public preschool children. CLI program staff members maintain spreadsheets to allocate classified, faculty, and administrative and professional salaries to each project according to the ratios of the numbers of children in each educational setting.

In order to analyze charges for fiscal years 2004 through 2009, the research team requested information from CLI to assign community codes for each vendor ID. Certain vendors provided curricula and materials, information technology equipment (PDAs and netbooks), and other services that benefited

more than one community. Other vendors provided goods or services that benefited the program as a whole or CLI but could not be reasonably allocated to any particular community. The types of vendors with allocable or nonallocable expenses are shown in Table 3-9 .

Table 3-9. Vendor Codes, Fiscal Years 2004–2009

Product or Service Description	Allocable or Nonallocable
CLI staff	Nonallocable
Curriculum and materials	Allocable
Contracted services	Nonallocable
Other CLI expenses	Nonallocable
Information technology	Allocable
Incentive payments	Allocable
Nonemployee travel	Nonallocable
Allocable contract costs	Allocable

Note: Individual incentive payments to teachers for attending training are not allocable to individual communities.
SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

CLI program staff provided the research team with data files of all financial transactions for each project for the fiscal years 2004 through 2009. The research team reconciled the total disbursements for each project with data received directly from TEA or TWC to ensure the completeness and accuracy of the combined data set.

Table 3-10 presents all program costs for each year separated into those costs associated with general infrastructure and CLI program management (CLI and General Program Expenditures) and those costs directly affecting each participating community (Community-Level Expenditures). Items of particular note include the following:

- The majority (57 percent) of the $78.4 million in TEEM/TSR! program expenditures incurred over the 2004–2009 period were spent at the community/center level. Costs for CLI program management and general program costs account for the remaining 43 percent of total program expenditures.

- Approximately $17.6 million, or 22.5 percent, of total funds were expended for contracted services, including 18.6 percent for the certification, student progress monitoring and teacher professional development support systems.

- Approximately $11.2 million, or 14.2 percent, of funds were used to purchase curricula and instructional materials for participating classrooms.

- During 2007, curriculum and material purchases and costs to equip new classrooms and teachers were significantly higher than other years.

Table 3-10. Program Expenditures by Fiscal Year, Fiscal Years 2004–2009

	2004	2005	2006	2007	2008	2009	Total
CLI and General Program Expenditures							
Contracted Services	$1,188,289.01	$720,988.63	$1,880,298.83	$3,874,353.13	$5,227,546.77	$4,719,210.66	$17,610,687.03
Indirect Cost Recovery	345,803.73	340,511.28	697,756.14	1,394,983.52	1,730,543.60	2,511,733.60	7,021,331.91
Salaries and benefits	477,209.23	689,122.70	836,918.99	1,480,960.31	1,548,666.04	1,712,134.33	6,745,011.60
Other Expenses	112,360.14	114,115.71	149,068.48	312,623.41	207,306.03	155,502.93	1,050,976.70
Travel	134,567.59	141,800.39	196,159.46	211,293.57	117,919.79	108,943.26	910,684.06
Consultants and lecturers	78,637.46	54,825.67	202,381.95	135,342.90	0.00	0.00	471,187.98
Curriculum and reference materials	15,177.05	21,800.00	1,400.00	0.00	25,789.20	0.00	64,166.25
Information technology	7,766.52	10,679.65	11,948.00	20,348.15	4,661.25	0.00	55,403.57
Total CLI and Program Expenditures	**$2,359,810.73**	**$2,093,844.03**	**$3,975,931.85**	**$7,429,904.99**	**$8,862,432.72**	**$9,207,524.78**	**$33,929,449.10**
Community-Level Expenditures							
Direct community reimbursements	$215,857.95	$531,700.67	$1,468,980.43	$4,553,834.40	$6,768,114.22	$6,682,068.24	$20,220,555.91
Curriculum and reference materials	739,688.80	358,330.65	1,819,383.71	4,126,115.15	1,650,989.62	2,397,170.31	11,091,678.24
Incentive payments	78,625.00	296,398.17	507,397.89	1,544,078.94	1,721,431.14	1,660,169.40	5,808,100.54
Salaries and benefits paid directly by CLI	269,378.09	302,454.96	314,675.74	604,614.88	858,289.90	865,644.43	3,215,058.00
Contracted field staff and lecturers	32,903.00	24,034.50	141,926.52	769,603.28	722,557.78	813,596.90	2,504,621.98

	2004	2005	2006	2007	2008	2009	Total
Information technology	79,771.60	16,796.00	152,900.50	219,744.80	114,922.06	116,160.00	700,294.96
Freight and delivery	6,901.05	25,469.18	0.00	124,881.35	54,518.81	128,350.95	340,121.34
Substitute teacher reimbursements	0.00	0.00	52,246.10	98,736.10	41,920.07	66,514.32	259,416.59
Travel	18,707.81	21,022.38	27,402.85	113,444.30	39,481.46	36,957.30	257,016.10
Other allocated expenses	744.54	4,996.85	14,118.59	3,113.95	8,781.07	1,894.31	33,649.31
Total Community Expenditures	**1,442,577.84**	**1,581,203.36**	**4,499,032.33**	**12,158,167.15**	**11,981,006.13**	**12,768,526.16**	**44,430,512.97**
Grand Total	**$3,802,388.57**	**$3,675,047.39**	**$8,474,964.18**	**$19,588,072.14**	**$20,843,438.85**	**$21,976,050.94**	**$78,359,962.07**

SOURCE: *The University of Texas Health Science Center at Houston, Children's Learning Institute*

Total expenditures per classroom and per student are shown in the Table 3-11. Per-classroom and per-student costs in the initial years of the program were significantly higher as infrastructure costs and general program management costs represented the majority of overall program expenditures (62 percent). The per-classroom and per-student costs have declined over each year of the program. The only exception to this was in fiscal year 2007 when the program experienced significant expansion as a result of additional TWC funding.

Table 3-11. Expenditures per Classroom, per Student, Fiscal Years 2004-2009

	2004	**2005**	**2006**	**2007**	**2008**	**2009**
Expenditures	**$3,802,389**	**$3,675,047**	**$8,474,964**	**$19,588,072**	**$20,843,439**	**$21,976,051**
Classrooms	128	219	972	2,111	2,581	2,755
Students	2,140	3,469	14,793	30,625	39,716	44,228
$ per classroom	$29,706.16	$16,781.04	$8,719.10	$9,279.05	$8,075.72	$7,976.79
$ per student	$1,776.82	$1,059.40	$572.90	$639.61	$524.81	$496.88

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

Further analysis of the significant expenditure categories is provided throughout the remainder of this section of the report.

Contracted Services

CLI has contracted with professional services firms to support various aspects of the TEEM/TSR! and SRCS programs, including professional development of teachers, monitoring of student performance, development of the certification system itself, and other specialized functions of each program. For the fiscal years 2004 through 2009, CLI incurred approximately $17.6 million in costs related to contracted services. At Table 3-12 shows, the majority of the contracted funds (56%) were allocated to Optimization Zorn (OZ) for the SRCS. Each external contractor and the amounts received by fiscal year are presented in Table 3-12.

Table 3-12. Contracted Services, Fiscal Years 2004-2009

Company	Description	2004	2005	2006	2007	2008	2009	Totals
Optimization Zorn	School readiness certification system			$1,000,891	$2,138,129	$3,627,900	$3,114,020	$9,880,940
Wireless	Student assessment system and license fees	$733,390	$61,000	$456,735	$528,140	$432,207	$435,446	$2,646,918
Teachscape	Professional development license fees	$62,500	$141,500	$225,000	$335,475	$629,100	$636,000	$2,029,575
CAPE Consultants	Pre- and post-testing of TEEM students	$347,059	$186,131					$533,190
Region IV	Student tracking services		$222,741	$86,094	$190,302	$21,910		$521,047
Ridgway	Printing of brochures, manuals, workbooks, and other materials		$31,211	$70,959	$190,557	$75,565	$105,425	$473,717
United Way	Conducting of public forums for TEEM and SRCS	$1,404	$50,000		$101,864	$148,017	$47,666	$348,951
Cardean	Professional development license fees				$329,700			$329,700
Rountree	Development of MOU and work plan for coordination between CLI and local workforce boards					$69,953	$121,001	$190,954

Company	Description	2004	2005	2006	2007	2008	2009	Totals
Sunnet	Development of TOMS database system					$86,190	$73,383	$159,573
P16 Strategies, L.P.	Implementation of TEEM Activities 1			$36,000	$45,000	$62,325	$10,500	$153,825
Cherish Our Children	Facilitation of SRCS implementation						$120,500	$120,500
Liberty Source	Student progress monitoring software/support					$43,306	$55,270	$98,576
Caliber	Site visits and technical support for initial TEEM site implementation	$43,937	$20,164					$64,101
Spence	Banners for SRCS-certified classrooms					$22,750		$22,750
Tello Education	Site visits and training				$15,186			$15,186
Spyder Design	Development of training videos and manuals		$8,242	$4,620				$12,862
Whole Wheat	Certificates, seals, and other marketing support					$8,322		$8,322
Totals		**$1,188,290**	**$720,989**	**$1,880,299**	**$3,874,353**	**$5,227,545**	**$4,719,211**	**$17,610,687**

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

In the course of gathering information for the evaluation, CLI program staff determined that part of the charges for one of the vendors listed in Table 3-12, Contracted Services, was charged to the TEEM/TSR! project in error. Of the total amount of $43,305.54 paid in 2008 to Liberty Source, only $32,552.54 relates to the Tango progress monitoring software used in the TEEM/TSR! project (CLI project no. 6076). The remainder of $10,753.00 relates to a higher education project.

The research team also noted that CLI purchased professional development system licenses from two vendors in fiscal year 2007, Cardean and Teachscape, to evaluate services competitively. The total license requirements were split evenly between vendors. CLI chose to continue the relationship with Teachscape after 2007.

Contracted Consultants and Lecturers

In addition to the contracts listed in Table 3-12, CLI also contracts with individuals for consulting, training, mentoring and other professional services. Those consultants whose services benefit CLI or the program in general are classified in Table 3-13. Other individuals were identified by CLI as benefitting one or more communities directly and have been classified as community-level contracted staff. As Table 3-13 illustrates, the vast majority of these contract funds (84 percent) were used for community-level contracted staff.

Table 3-13. Program Expenditures Contracted Consultants and Lecturers, Fiscal Years 2004–2009

	2004	2005	2006	2007	2008	2009	Total
CLI and General Program Consultants and Lecturers	$78,637.46	$54,825.67	$202,381.95	$135,342.90	$0.00	$0.00	$471,187.98
Community-level contracted staff	$32,903.00	$24,034.50	$141,926.52	$769,603.28	$722,557.78	$813,596.90	$2,504,621.98
Total	**$111,540.46**	**$78,860.17**	**$344,308.47**	**$904,946.18**	**$722,557.78**	**$813,596.90**	**$2,975,809.96**

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

The program contracted with individuals to provide project coordination and mentoring, two-day CIRCLE and other training sessions, field staff support, and other professional services. The majority of the costs (84 percent) were allocated to contractors to provide project coordination and mentoring support. The total amount paid to consultants by role is shown in Table 3-14.

Table 3-14. Payment to Consultants and Lecturers by Role, Fiscal Years 2004–2009

Role	2004	2005	2006	2007	2008	2009	Total
Project Coordinator / Mentor	$4,800	$9,216.85	$265,022.72	$755,763.77	$678,722.46	$789,072.28	$2,502,508.08
Develop or Deliver Training Sessions	$38,245.20	$9,360.46	$73,285.75	$147,051.16	$38,935.32	$24,524.62	$331,402.51
Oversee implementation	$52,732.41	$27,500.00	$6,000.00				$86,232.41
Liaison between CAPE Consulting and CLI	$6,474.78	$25,306.47					$31,781.25
Curricula and Materials Development	$1,300.00	$5,547.19			$4,900		$11,747.19
Classroom Observations	$7,000.00						$7,000.00
Other Services	$988.07	$2,019.20		$2,131.25			$5,137.52
Totals	**$111,540.46**	**$78,860.17**	**$344,308.47**	**$904,946.18**	**$722,557.78**	**$813,596.90**	**$2,975,809.96**

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

Project Coordinator/Mentor. The program utilized independent contractors as field staff project coordinators and mentors to a limited extent in 2004 and 2005. Beginning in 2006, CLI engaged seven individuals in this role and the total increased to 27 in 2009. The average annual per-person payment for the five highest paid consultants for each fiscal year of this period was $74,048, $66,275, $76,581, and $48,267 for fiscal years 2009, 2008, 2007, and 2006, respectively.

Training. Independent contractors were engaged to provide a variety of training services for community-level teachers. The sessions included two-day CIRCLE training, preschool language and literacy training, and best practices training. The number of trainers utilized by the program peaked in fiscal year 2007 when 143 trainers were engaged and paid an average of $1,028.

Oversee Implementation. Two contractors were engaged during the initial year (2004) of the project to assist CLI program management in the implementation of the TEEM program statewide. One of those contractors continued providing similar services in fiscal year 2005 and, through a personal services agreement with a related company—P16 Strategies—through fiscal year 2009. See the Contracted Services section presented earlier.

Liaison Between CAPE Consulting and CLI. One individual provided assistance by serving as a liaison between the CAPE Consulting firm and CLI. CAPE was engaged to perform pre- and post-testing of children participating in the TEEM program. The contractor ensured the quality and reliability of the testing data and monitored CAPE personnel conducting assessments.

Consultants were engaged for other purposes such as developing curricula and training materials, observing teachers in classroom settings and assisting CLI staff with data analysis related to the certification system.

Salaries and Benefits

CLI pays certain TEEM/TSR! salaries and benefits directly and reimburses certain communities for personnel costs through monthly invoice payments. Those monthly invoices submitted by community agencies are reviewed and approved by CLI program staff to determine that the personnel and other

charges are reasonable, accurate, and allowable. The invoices are also reviewed by the Post Award Finance team prior to submission to the grant agency.

Within the accounting system, personnel costs for community-based staff are not separated or coded in such a way as to distinguish those costs from personnel costs of Houston-based or central program staff. For this evaluation, CLI provided the research team with information to distinguish central program staff from those personnel with direct responsibilities at the community level. As shown in Table 3-15, the $6.7 million of costs associated with central program personnel are classified as **CLI or General Program Staff Expenditures.**

Table 3-15 provides additional detail regarding the salaries and benefits for central office (that is, CLI) program personnel for fiscal years 2004 through 2009.

**Table 3-15. CLI or General Program Staff Expenditures for Salaries
and Benefits, Fiscal Years 2004-2009**

Role	2004	2005	2006	2007	2008	2009	Total
Classified staff	$317,598.75	$447,025.40	$541,131.15	$974,985.05	$1,076,588.09	$1,129,260.19	$4,486,588.63
Faculty	89,504.75	108,459.91	146,034.72	225,383.60	109,382.57	104,387.63	783,153.18
Administrative and professional staff					68,850.00	131,637.49	200,487.49
Other personnel expenditures	4,307.95	4,130.18	7,661.51	34,617.93	16,603.68	14,229.66	81,550.91
Benefits	65,797.78	129,507.21	142,091.61	245,973.73	277,241.70	332,619.36	1,193,231.39
Total CLI or general program staff expenditures	**$477,209.23**	**$689,122.70**	**$836,918.99**	**$1,480,960.31**	**$1,548,666.04**	**$1,712,134.33**	**$6,745,011.60**
Total number of staff	44	50	43	54	55	61	
Impact of SRCS on Total Staff Costs							
SRCS personnel costs—total	—	—	—	$218,169.06	$454,431.27	$662,906.45	$1,335,506.78
SRCS personnel count	—	—	—	9	27	33	

Note: SRCS personnel costs and personnel count are included in the Total CLI or General Program Staff line above.
SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

Overall personnel costs increased starting in fiscal year 2007, particularly in the "Classified Staff" line, due to the addition of staff dedicated to the development and operation of the certification system.

The total *number of staff* presented in Table 3-15 represent all CLI personnel receiving compensation related to TEEM/TSR! or SRCS projects. The percentage of appointment for each staff member is determined at the beginning of each project based on the projected contribution level of each individual to that project. CLI program management maintains detailed spreadsheets that allocate each staff member's personnel costs for each project. These projections are reviewed by the Principal Investigator at the outset of each project and submitted for review to the Post Award Finance team to ensure that the projected expenditures are consistent with the grant or contract budget. Semiannually, the actual contribution level of each staff member also is certified by the Principal Investigator in compliance with federal guidelines (OMB Circular A-21).

Other Personnel Expenditures represent longevity pay for certain eligible staff members and payment of classified salaries for certain temporary staff assigned to the projects. Each project is charged by the CLI accounting system for *Benefits* based on the actual salaries and wages incurred by assigned staff. Prior to fiscal year 2009, the accounting system charged benefits at a flat rate (20.5 percent). Beginning in fiscal

year 2009, the accounting system breaks out the components of benefits (FICA, retirement, insurance, unemployment tax) separately rather than charging on a lump-sum basis. A tiered benefit rate structure was developed as shown in Table 3-16. The impact was a slight increase in the overall benefit rate (approximately one-half of one percent) for TEEM/TSR! projects.

Table 3-16. Benefit Rate Structure, Fiscal Year 2008-2009

Compensation Level	Benefit Rate
$0 to $34,999	34%
$35,000 to $79,999	27%
$80,000 to $124,999	23%
$125,000 to $199,999	19%
$200,000 and up	15%

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

Curricula and Materials

After contracted services ($17.6 million) and salaried and consulting staff (aggregate of $12.9 million), curricula and other materials for instruction constitute the largest program cost. Through 2009, CLI purchased over $11.1 million for curriculum and classroom kits. Expenditures for curricula and materials are not coded to permit the cost to be allocated to each participating community. At the research team's request, however, CLI provided information to show what curricula and materials were purchased each year from each vendor, as well as how those materials were distributed to each community.

For each year of the program, project coordinators work with the mentors and teachers to determine what materials are needed in each class. Materials include basic classroom curricula and kits that facilitate the instructional process. The curricula are selected from a list of preferred vendors whose materials are approved by the TEA for preschool classes. Generally, public school classrooms receive curricula from the independent school districts. Curricula and supplemental materials are purchased for Head Start classrooms and classes supported by subsidized child care agencies.

At the beginning of each year, project mentors and coordinators, with the assistance of incoming teachers, take inventory of existing materials to determine the number and type of materials needed in each classroom. As the team learned in interviews with community-level staff, materials may be used for two or more years. The movement and replacement of teachers between years and the normal wear-and-tear of curricula and instructional materials, however, make it difficult to reuse all materials for longer than three years. Staff who were interviewed for this evaluation indicated that every effort—including "cannibalizing" multiple kits to form a complete one—is taken to minimize the amount of materials ordered each year.

Requests are completed in each community and sent to CLI. CLI staff review the materials ordered to determine the reasonableness of the order based on the number of classrooms and teachers in each community. Orders are placed with publishers or vendors and materials are directly shipped to either lead agencies or directly to the schools/centers within each community. Table 3-17 shows the vendors from whom the program purchased materials and the type and amount purchased from each vendor over fiscal years 2004 through 2009.

Table 3-17. Curriculum and Materials by Vendor, Fiscal Years 2004–2009

Company	Description of Materials	2004	2005	2006	2007	2008	2009	Total
Abrams	Curriculum kits	239,253.79	61,790.09	194,712.00	380,124.83	201,680.00	141,487.50	1,219,048.21
Brewer	Classroom materials, language literacy kits, school readiness kits	72,085.12	42,164.46	218,292.43	1,264,683.30	108,000.00	514,350.00	2,219,575.31
Harcourt	Curriculum kits				35,984.00	52,543.66	12,225.00	100,752.66
Hatch	*Positive Beginnings* classroom kits			196,460.70	527,321.75	50,519.64	588,431.10	1,362,733.19
Innovative	*LEAP* books				14,127.64			14,127.64
Kaplan Schools	Classroom materials	22,995.37	3,147.75					26,143.12
Lakeshore	Literacy kits, school readiness kits	266,880.90	50,700.00	529,600.00	887,250.00	344,733.60	460,700.00	2,539,864.50
McGraw-Hill	Curriculum kits				419,234.00	381,807.08	208,500.93	1,009,542.01
National	Curriculum	3,763.83	14,776.25					18,540.08
Santillana	Bilingual instruction materials	8,034.57	7,664.02					15,698.59
Scholastic	Curriculum kits (Spanish and English)	101,466.86	180,268.80	451,904.40	506,644.48	461,926.89	424,087.48	2,126,298.91
Sopris West	Curriculum kits (Spanish and English)			7,996.00	47,595.15	75,567.95	41,648.30	172,807.40
Steck-Vaughn	Science kits	35,381.40						35,381.40
Success for All	Curriculum kits			13,650.00	43,150.00		5,740.00	62,540.00
Wright Group	Curriculum kits	5,004.01	19,619.28	208,168.18				232,791.47
	Total Curricula and Materials	**754,865.85**	**380,130.65**	**1,820,783.71**	**4,126,115.15**	**1,676,778.82**	**2,397,170.31**	**11,155,844.49**
	Students	2,140	3,469	14,793	30,625	39,716	44,228	134,971
	Costs of curricula and materials per student	$352.74	$109.58	$123.08	$134.73	$42.22	$54.20	$82.65
	Classes	128	219	972	2,111	2,581	2,755	8,766
	Cost of curricula and materials per classroom	$5,897.39	$1,735.76	$1,873.23	$1,954.58	$649.66	$870.12	$1,272.63

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

As shown in Table 3-17, costs for curricula and materials were significantly higher in the initial year (fiscal year 2004) of the program when curricula and instructional kits were purchased for all classrooms. As materials were reused in succeeding years, the cost per class and per student decreased dramatically. In fiscal year 2007 when the overall cost of materials increased over $2.3 million from 2006, the cost on a per-student and per-classroom basis increased by 9.5 percent and 4.3 percent, respectively. This slight increase was due to the expansion of the program into new communities and partners and is consistent with the first year of the program, when materials were purchased for classrooms that may not have had standardized curricula and lacked the instructional kits required by the program.

Information Technology Equipment

Information technology equipment is an integral component of the TEEM/TSR! and SRCS programs. Teachers use individual Personal Digital Assistant (PDA) devices to gather and upload data on student performance and project mentors and coordinators need computers to manage student data, teacher professional development, and administrative and financial aspects of the program. At the beginning of each year, project mentors and coordinators inventory equipment and determine the types and number of new PDAs and computers needed for returning and new teachers in the program.

Each project coordinator is responsible for maintaining documentation for the PDA issued to each teacher. At the end of each year, PDAs are collected and inventoried. PDAs are the responsibility of the teachers and charges for lost or stolen PDAs are taken into consideration in determining incentive payments. According to the research team's interviews, there have been few lost or stolen PDAs over the course of the program.

CLI purchases PDAs from one of three vendors (GovConnect, PCConnect, and MicroSystems) based on the best price available at the time of purchase. Computers needed in the central Houston offices or in the field are purchased from Dell Marketing. Other equipment costs include warranties for existing PDAs, printers, and computer accessories. Purchases for PDAs and computers over the years 2004–09 are shown in Table 3-18. Note that netbooks are not represented in the table because netbooks did not replace PDAs until fiscal year 2010.

Table 3-18. Information Technology Equipment, Fiscal Years 2004–2009

Equipment Type	Number	Cost
PDA	3,100	$613,633.00
Computers	85	$136,863.53
Other equipment	N/A	$5,202.00
Total		**$755,698.53**

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

Direct Community Reimbursements

Each TEEM/TSR! community submits monthly invoices detailing salaries, wages, and benefits of staff directly employed by the lead agency, as well as any travel or other costs incurred by the program during the month. These amounts are mainly for project coordinator and mentor salaries and benefits. Invoices are reviewed at the community level in accordance with the procedures in place at each agency and are submitted to CLI. CLI staff review the invoices to determine that each cost is reasonable and allowed under the contract. Each payment is reviewed by CLI staff to ensure that budget funds are adequate and that the individual costs comply with the terms of the agreement with each community lead agency. Invoices are also reviewed by the Post Award Finance team to ensure that the costs are allocable and allowable under the terms and budgets of each contract or grant.

The research team noted that individual expenses associated with each invoice for personnel costs (salaries, wages, and benefits), travel, and other reimbursable costs are not detailed in the financial records of CLI. The nature of component costs is not identified within the CLI accounting system as are costs directly incurred by CLI. For this reason, the research team was unable to segregate reimbursements by account. Direct reimbursements were also coded in various expense categories within CLI system from one year to the next.

Prior to fiscal year 2009, costs were not coded in such a way as to identify the community to which they relate. For this project, the research team requested that CLI assign a community code to most of the transactions that relate to TEEM/TSR! and SRCS grants and contracts. It is important to note that not all communities received direct reimbursements for project expenses. The financial data from CLI revealed 35 communities that received direct reimbursements. The breakdown of direct community reimbursements by community is shown in Table 3-19.

Table 3-19. Direct Reimbursements to Communities, Fiscal Years 2004–2009

Community	2004	2005	2006	2007	2008	2009	Total
Amarillo / ESC 16	$1,583.50		$18,606.00	$209,393.26	$85,292.77	$63,411.15	$378,286.68
Child, Inc / Austin	52,352.05	75,104.87	159,552.41	140,009.80	206,269.14	189,084.19	822,372.46
Cameron Works / Brownsville			17,296.59	470,166.54	451,225.80	661,407.11	1,600,096.04
Child Care Group / Dallas	400.00		37,383.00	87,513.87	253,772.07	203,331.36	582,400.30
ESC 19 / El Paso	1,677.20	30,918.30	125,201.42	69,977.74	75,400.74	67,700.22	370,875.62
Child Care Assoc. / Ft. Worth	55,181.32	48,826.02	135,053.71	449,035.20	433,083.38	766,127.20	1,887,306.83
Collaborative for Children Houston / Galveston	500.00	4,771.50	91,222.16	239,419.78	444,665.00	639,908.43	1,420,486.87
Texas Migrant Council / Laredo	1,967.78	145,802.44	287,583.18	774,076.49	1,034,926.17	1,093,800.72	3,338,156.78
Raymondville	45,717.18	41,646.56	123,682.49	175,371.65	235,470.42	19,027.51	640,915.81
Family Service Assoc. / San Antonio	54,920.82	64,426.81	75,041.20	130,207.18	270,369.79	227,799.35	822,765.15
Wichita Falls	1,340.10	37,394.77					38,734.87
Abilene / ESC 14		2,638.32	113,165.91	157,606.59	170,663.44	123,305.25	567,379.51
ESC 7 / Kilgore		33,338.55	90,804.50	153,296.75	125,037.98	122,294.70	524,772.48
ESC 18 / Midland-Odessa		46,832.53	6,041.77	160,042.28	209,772.11	132,263.73	554,952.42
Carrizo Springs			53,571.05	13,940.45	10,479.64	119,685.77	197,676.91
ESC 2 / Corpus - Kingsville				165,897.20	281,453.63	287,065.62	734,416.45
Lubbock / ESC 17				11,046.55		2,993.56	14,040.11
San Angelo ISD			23,940.41	15,332.52	154,118.04	67,118.81	260,509.78

Community	2004	2005	2006	2007	2008	2009	Total
Tri_Co / Ft. Bend					68,011.05	57,462.51	125,473.56
Victoria ISD			16,796.00	91,601.65	190,994.23	180,192.65	479,584.53
ESC 12 / Waco			56,989.52	98,727.91	109,757.84	116,458.12	381,933.39
Belton ISD			37,049.11	110,671.96	132,324.62	67,178.89	347,224.58
Temple				57,053.86	152,950.00	129,238.72	339,242.58
SHSU / Huntsville				63,684.92	158,910.12	155,947.04	378,542.08
Beaumont				109,982.89	258,204.60	250,468.58	618,656.07
Stockdale				51,108.09	71,520.14	63,390.00	186,018.23
ESC 10 / Ellis Co.				96,610.29	120,673.34	135,190.39	352,474.02
ESC 8 / NE Texas					65,238.40	113,131.51	178,369.91
Copperas Cove / Ft Hood				138,122.29	322,797.58	97,258.33	558,178.20
Pearsall /Crystal City				178,147.72	215,749.85	75,427.04	469,324.61
Ysleta				135,788.97	152,656.84	69,287.48	357,733.29
Lampasas					63,191.28	65,596.45	128,787.73
La Joya	218.00				134,670.00	218,098.73	352,986.73
Brownwood					50,861.30	49,045.95	99,907.25
Mason					57,602.91	52,371.17	109,974.08
Total	**$215,857.95**	**$531,700.67**	**$1,468,980.43**	**$4,553,834.40**	**$6,768,114.22**	**$6,682,068.24**	**$20,220,555.91**

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

Incentive Payments

Teachers participating in the TEEM/TSR! program are paid based on the completion of professional development and progress monitoring responsibilities. These incentive payments are based on a graduated scale contingent on satisfactory completion of one or two years in the program, including the required eCIRCLE training. Project coordinators submit requests to CLI for teachers earning incentive payments at the end of each school year. Maximum payments in each year are $1,000, from which any costs for lost equipment is deducted. The incentive payment also is decreased based on the results of a teacher evaluation completed by mentors.

Beginning in fiscal year 2007, the number of individual teachers receiving incentive payments increased significantly, corresponding to the growth of the number of classrooms and students participating in the program (see Table 3-18, Curriculum and Materials by Vendor). Table 3-20 shows the history of incentive payments over fiscal years 2004–2009.

Table 3-20. Incentive Payments by Fiscal Year, Fiscal Years 2004–2009

Fiscal Year	Number of Payees	Total Incentive Payment	Maximum Per Teacher	Average Payment
2004	118	$80,165.48	$750	$679.37
2005	307	$296,398.26	$1,000	$965.46
2006	687	$507,397.89	$750	$738.57
2007	1,659	$1,544,078.94	$1,000	$930.76
2008	1,802	$1,721,431.14	$1,000	$955.29
2009	1,707	$1,660,169.40	$1,000	$972.57

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

Community-Level Financial Analysis

The CLI accounting system did not track expenses by TEEM/TSR! community for most of the years of the program. Beginning in fiscal year 2010, CLI has added a classification code to many program expenditures to identify the community to which the transaction relates; this coding system is not used, however, for payroll-related disbursements or for procurement of curricula and materials.

Because not all program expenditures are coded in a way that they can be tied to a particular community, it is not currently possible to prepare financial reports that show how resources are allocated at the community level. Without coding all expenditures with class codes, CLI cannot prepare financial reports from the accounting system that show how resources have been allocated to each community. Without assigning costs to each community, it is not possible to fully analyze how the application of resources affects the performance of individual communities or classrooms.

CLI program staff provided the research team with information to determine how much of each purchase of curricula and materials, equipment, and other costs relates to each community. Likewise, they identified each employee or contractor by the community that he or she serves. Using this information, a representative financial report for one community was compiled to illustrate the type of reporting at a

community level that can be developed to provide a more complete analysis of how funds are utilized by the program (see Table 3-21).

The volume of expenditures that were allocable and the number of communities receiving resources over the six full years of the program made it impractical to allocate all costs in order to prepare financial analyses for each community. In addition, as discussed earlier in the *Direct Community Reimbursement* section, existing information does not permit us to further analyze the direct payments to each community for salaries and benefits, travel, or other component costs.

For additional information, expenditures on per-classroom and per-student basis also is presented. CLI provided information to assign community codes to individuals receiving incentive payments through 2007; the large number receiving payments in 2008 and 2009, however, made this impractical. In Table 3-21, expenditures for this sample community would be higher if actual payments to its teachers were allocated.

Table 3-21. Sample Community Level Financial Report, Fiscal Years 2004–2009

	2004	2005	2006	2007	2008	2009	Total
Direct Reimbursements	$154,196	$145,802	$287,583	$774,301	$1,024,549	$947,309	$3,333,741
Curriculum and reference materials	$73,352	$14,722	$60,296	$230,324	$109,839	$158,216	$646,750
Consultants—training and other services	$8,544	$10,386	$2,338	$1,000	$11,502	$146,942	$180,711
Incentive payments	$8,250	$20,040	$27,450	$22,400	$0	$0	$78,140
Information Technology	$7,252	$0	$6,444	$10,845	$6,441	$10,912	$41,894
Travel	$2,935	$2,010	$0	$4,075	$347	$0	$9,367
Other expenses	$0	$1,047	$2,500	$3,689	$0	$0	$7,236
Total Expenditures	**$254,530**	**$194,007**	**$386,611**	**$1,046,635**	**$1,152,678**	**$1,263,379**	**$4,297,840**
Total number of classrooms	10	19	122	203	215	258	
Total number of students	179	192	1,949	3,118	3,437	4,502	
Expenditures per classroom	$25,453	$10,211	$3,169	$5,156	$5,361	$4,897	
Expenditures per student	$1,422	$1,010	$198	$336	$335	$281	

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute

Indirect Cost Recovery

The contract or grant agreements with TEA and TWC allow CLI to submit for reimbursement a percentage of its direct costs of each project for indirect costs. Each agreement specifies a different indirect rate, as indicated in Table 3-22. The research team reviewed the related grant and contract agreements to determine that the appropriate rate was used for each project.

Table 3-22. Indirect Cost Recovery, Fiscal Years 2004–2009

CLI Project Number	Contract/ Grant Period	Total Costs	Indirect Cost Recovery	Percentage
3991	9/03–8/05	$4,974,014.94	$449,068.04	10%
4522	9/04–8/06	3,703,009.14	336,637.29	10%
4926	9/05–6/07	6,918,631.42	512,491.37	8%
5228	9/05–6/06	349,017.66	25,853.26	8%
5316	1/06–8/06	4,757,416.69	620,532.68	15%
5446	4/06–2/08	1,231,920.32	90,262.47	8%
5499	10/05–7/07	8,300,000.00	395,238.00	5%
5539	9/06/2/09	7,275,793.44	538,947.66	8%
5781	10/06–7/08	12,000,079.18	571,429.00	5%
6048	9/07–8/08	4,130,987.66	538,824.48	15%
6076	10/07–2/10	7,005,350.02	913,752.32	15%
6538	9/08–2/11	7,959,514.30	1,038,197.72	15%
6553	9/08–8/09	4,747,313.41	619,215.05	15%
6655	10/08–2/10	5,006,913.89	370,882.57	8%
Totals		**$78,359,962.07**	**$7,021,331.91**	

SOURCES: Children's Learning Institute; Texas Education Agency; and Texas Workforce Commission

Task 2 Summary: Accomplishments, Findings, and Recommendations

A summary of the evaluation of the financial management of the TEEM/TSR! program is provided by highlighting the accomplishments, findings, and recommendations related to Task 2.

Accomplishments

Management of More Than $110 million in Program Funds for the Fiscal Year 2004–10 Period. Since 2003, appropriated funding has totaled $56.3 million for TEEM/TSR! and $22.5 million for SRCS through the Texas Education Agency. In addition, the Texas Workforce Commission has provided a total of $32 million of federal child care dollars, for which the TEA funding serves as a state match. The majority (57%) of TEEM/TSR! program expenditures incurred during the fiscal year 2004–09 period were spent at the community/center level (for example, direct reimbursements to communities, curriculum and supplemental materials, incentive payments to teachers, salaries and benefits paid directly by CLI, contracted field staff). CLI and general program expenditures (for example, contracted services, indirect cost recovery, salaries and benefits) account for the remaining 43 percent of total program costs.

Decline in Per-Classroom and Per-Student Costs Over History of the Program. Per-classroom and per-student costs in the initial years of the program were significantly higher as infrastructure costs and general program management costs represented the majority of overall program expenditures (62%). The per-classroom and per-student costs have declined over each year of the program. The only exception to this was in fiscal year 2007, when the program experienced significant expansion as a result of additional TWC funding.

Budget Management and Financial Accounting Processes Are Sound. The departments of UT Health Science Center that support sponsored research, including the Office of Sponsored Programs, the Post Award Finance group, and the university's accounting department, support sound financial accounting and budget management processes for the TEEM/TSR! program. Controls over grant and contract management, including project set-up, monthly billing, and related disbursements ensure that accurate and reliable financial information is maintained.

Consistency of Financial Procedures at TEEM/TSR! Communities. CLI program management has established procedures for reimbursement of community-level expenditures that are reliable and consistent. Each community incurs expenses for incentive pay, substitute teachers, travel, and other activities associated with the program. CLI has developed procedures for TEEM/TSR! lead agencies to follow that ensure each payment is adequately documented.

Each community is responsible for managing certain key resources used by the program, including individual personal digital devices (PDAs or netbooks) and classroom instructional materials. As noted in the financial analysis section of this chapter, the costs of information technology equipment and curricula and materials are significant. Controls over purchases of new equipment and materials ensure that resources are allocated appropriately. Annual inventories of these items by project coordinators prevent the unnecessary loss of PDAs or instructional materials and promote accountability for the stewardship of these resources.

Development of the TOMS Database Streamlines Administrative Functions. The TEEM/TSR! Online Management System (TOMS) provides an efficient platform for administrative activities such as the ordering of equipment and materials. It also provides a means of tracking the allocation of resources among communities. Despite the weaknesses of the system noted below, TOMS is an excellent start in providing the community-level financial information necessary to evaluate the effectiveness of the overall program.

Resource Allocation Model. The resource allocation Excel spreadsheets are extremely useful in tracking how overall resources for the TEEM/TSR! program are allocated among communities. The allocation worksheet identifies the resources used by the program annually, irrespective of funding sources or individual CLI project numbers comprising the TEEM/TSR! program. It also considers the general CLI-level staff resources of the program.

Findings

Community-Level Financial Reporting. Program expenditures that directly benefit individual communities—including salaries and benefits of coordinators, mentors, and training staff; equipment; and curricula and materials—are not coded in such a way as to allow the preparation of financial reports that show how resources are allocated by TEEM/TSR! community. Starting in fiscal year 2010, CLI began using class codes in the accounting system to identify certain expenditures by community; this coding system is not, however, used for payroll-related disbursements or for procurement of curricula and materials.

Without coding all expenditures with class codes, CLI cannot prepare financial reports from the accounting system that show how resources have been allocated to each community. Without assigning costs to each community, it is not possible to fully analyze how the application of resources impacts the performance of individual communities or classrooms.

CLI reimburses many communities for expenses incurred directly by community agencies for salaries and benefits, substitute teachers, travel and other costs. These direct reimbursements to communities represent a significant cost element of the program. Disbursements are coded by class code; however, the individual components of each reimbursement—salaries, travel, and so on—are not captured in the accounting system.

Limitations of TOMS Database. The TOMS database tracks the requests submitted by each community for curricula and materials and equipment, as well as the costs of those resources. The TOMS financial information is not reconciled to the accounting system, however, to ensure that all costs are captured in TOMS accurately and completely.

TOMS also has built-in tools to track the materials ordered by each classroom over time. This information can be used to ensure that instructional materials are not ordered for a classroom that should still have materials remaining from earlier purchases. When the research team reviewed the system, however, these reports were not functional.

Contractor Versus Employee Determination. The program has engaged many individuals as mentors and project coordinators to support TEEM/TSR! communities. The process for engaging individuals as independent contractors rather than as employees includes the completion of purchase orders, "sole source" authorizations, and contractor-employee criteria analysis worksheets. The review of the criteria worksheets suggests that many individuals may be more appropriately classified as temporary or part-time employees, rather than as independent contractors.

CLI program staff undertook a thorough review of individual contractors in fiscal year 2008–2009. The research team did not review the current year financial information in sufficient detail to determine whether individuals previously under contract were added as staff as a result of this process.

Program-Level Financial Reporting. CLI program staff prepares reconciliations of financial activity on a grant-by-grant basis, rather than on an overall program level. The resource allocation worksheet incorporates most program resources, but it is not reconciled to all program funding and is not incorporated into financial reports provided to sponsoring agencies.

Resource Issues Identified by Communities. The following issues were identified by interview respondents:

- Travel time is not included in estimates of time required for each mentor. This results in mentors having less time available for mentoring or having to absorb the travel time personally. This is a particular problem in areas such as the west Texas communities with wide geographic footprints.

- Salary maximums for mentors and coordinators have not been adjusted in recent years. Outdated salary levels for program staff results in communities having to pick up more of the cost of the program.

- Communities are not allowed to recover any indirect costs associated with administrative activities by the lead agencies.

Recommendations

Community-Level Financial Reporting. All expenditures of the program should be assigned class codes in the accounting system. If this is not possible, CLI program staff should develop manual financial tools (databases or spreadsheets) that assign costs for personnel, incentive pay, curricula and materials, and all other costs to each TEEM/TSR! community. Periodic financial reports should be prepared that include central-program infrastructure costs and individual financial reports for each community. Community reports should also include analyses of costs per classroom, per teacher, and per student to align the use of resources with student or teacher performance. This would help to facilitate the alignment of financial resources and program outcomes at the community level.

Limitations of TOMS Database. To maximize the use of TOMS for financial control, the financial information within TOMS should be reconciled monthly with the accounting system information. Also, certain reports that track material usage over two- or three-year periods should be debugged to ensure that materials purchased for each classroom are used efficiently.

Contractor Versus Employee Determination. The program managers should continuously review the contractual relationship of individual contractors to determine that the classification as independent contractor versus employee is appropriate. The forms used to evaluate criteria should be subject to review by both CLI program leadership and institutional procurement personnel to ensure that documentation supporting the classification is adequate and retained for review by external parties.

Program-Level Financial Reporting. The resource allocation worksheet tool should be incorporated into financial reports that take into consideration all program resources, including TEA, TWC, and private funding sources. Such program-level reports would enable CLI to show where all program funding originates and how funding is used to fund each community, as well as to support program infrastructure needs.

The overall financial reporting should include projections of program resource allocations at the beginning of each fiscal year. At the end of each year, reports reconciling initial projections with actual results should compare year-end reconciliations of original estimates with actual results.

Suggestions From the Field. CLI program management should consider the issues identified by community administrators and project coordinators with respect to travel time of mentors, maximum salary levels for mentors and coordinators, and indirect cost recovery. These resource needs should be balanced against overall program financial constraints.

Chapter 4: Student Performance Outcomes

This chapter addresses three research questions related to TEEM/TSR! student performance outcomes. Data to address these questions are collected in both the prekindergarten and kindergarten years. Kindergarten student outcome data came from the School Readiness Certification System (SRCS). These data include characteristics of the preschool children, teachers, and school/centers that are linked to the children's performance on reading and social skills measured at the beginning of their kindergarten year. Data from progress monitoring assessments, conducted over the course of the prekindergarten year, was provided separately by the Children's Learning Institute (CLI). It is important to note that the attempt to answer research questions about how the TEEM/TSR! program influenced student performance in kindergarten using SRCS data was affected by two data issues, one related to missing data and the other to the destruction of data.

Missing Data

There are several types of data missing from the SRCS datasets that affect the generalization of these results to all TEEM/TSR! participants. There are likely instances in which students who participated in the program are not in the data system at all. Because of the extensive nature of the data-collection effort and the timeframe for data collection, some individual cases of students are probably missing, and this missing information was difficult for the research team to identify. In addition, the data elements captured in the system and the way in which they were collected changed over time, as the SRCS system evolved and improved. For this reason, not all variables are available in all years or are coded in the same way across years. Finally, for some variables there are data on some students, but not on all.

The source of missing data may be errors when users were importing or uploading data or because information about a child was not available at the time of data collection. There also may be errors associated with data maintenance or storage. Missing data are common with large-scale data-collection efforts, and there are often multiple reasons for it. The research team paid careful attention to the existence of missing data in selecting data elements for inclusion in the analyses for this evaluation, identifying variables for which data was more complete and excluding those for which missing data were a concern. Caution in interpreting the results is warranted, particularly when extending these results to broader populations than the subgroup of students with complete data.

Data Destruction

As noted in the Introduction, the research team could not investigate the impact of TEEM/TSR! on student outcomes and instead used descriptive approaches because data were not available to conduct causal analyses. That is, the research team cannot say that the program "caused" the student performance outcomes because it was not possible to obtain data on a suitable comparison group of nonparticipating children.

Although data on individual TEEM/TSR! participants and nonparticipants are collected and linked to their kindergarten assessment results, this data set is used only for the purpose of determining whether a particular prekindergarten classroom is certified as Texas School Ready! as part of the SRCS. Once the certification determination is made, the information connecting the non-TEEM students to their kindergarten assessments is destroyed, both by the contractor employed by the SRCS and the Texas Education Agency (TEA).

Because the data housed at CLI for the purpose of implementing the SRCS are technically TEA data, they are subject to TEA's policy of treating all data not associated with routine Public Education Information Management System (PEIMS) accounting as a "special project," which must be destroyed when the project is completed. This action eliminated all comparison groups that could have been used to determine whether TEEM/TSR! participants perform better in kindergarten than similar nonparticipants.

In addition, because of the data-destruction policy, no data exist to link TEEM participants from the early years of the program to their subsequent third-grade Texas Assessment of Knowledge and Skills (TAKS) scores, even though enough time has passed that children in the first full year of the program, 2004–05, would have taken the third-grade TAKS in school year 2008–09. Because there is also not a pretest associated with each participating student, which could then be linked to kindergarten (and beyond) outcome measures to assess student growth, the research team was severely limited in the analytic approaches it could use to address the fundamental outcome question of whether the program makes a difference in student achievement over time.

For these reasons, the analysis and results presented in this chapter are descriptive and should not be interpreted causally. That is, the approach used is to explore relationships between characteristics of the prekindergarten program and kindergarten outcomes.

The three research questions relate to describing student performance on kindergarten measures of reading readiness and social skills, identifying relationships between prekindergarten program characteristics and kindergarten reading readiness, and describing performance on prekindergarten progress monitoring assessments.

Research Question 7: What is the performance of students on reading readiness and social skills measures?

Synopsis of Evaluation Results

The overall school readiness of TEEM/TSR! participants is presented using their performance on reading and social skills measures administered in the fall of the kindergarten year for three cohorts of children. A cohort represents the two-year span of the prekindergarten and kindergarten school years. Data were available for the 2005–07, 2006–08, and 2007–09 cohorts of TEEM participants. These results are also broken out by TEEM/TSR! community and school/center characteristics. The evaluation found no discernible differences when comparing average reading readiness scores and percentages of children who were designated "school ready" in terms of a) the length of time the community had been operating (community maturity), b) whether the community had increased the number of sites over the years (site growth) and c) the size of the school or center that the children attended (facility size). Differences were found by the type of provider (public school, Head Start, child care), although this result is likely driven by differences in the student population served by Head Start. Although average performance on the reading readiness assessments improved over time, rates of school readiness fluctuate and teacher reports of social skills were similar across the three cohorts.

To describe the overall performance of kindergarten students who attended TEEM classrooms, this section presents average performance on reading readiness and social skills measures. Performance on these measures is also disaggregated by center- and community-level characteristics. The averages and percentages presented in this chapter are intended to be descriptive and cannot be interpreted as causally related to the center- and community-level characteristics.

The reading readiness assessment is the Texas Primary Reading Inventory (TPRI) and its Spanish equivalent—El Inventario de Lectura en Español de Tejas (Tejas LEE), which are administered in the fall of the kindergarten year: Two kindergarten outcomes are generated from this assessment: (1) an average standardized score and (2) the percentage of students achieving the "school-ready" designation.

In order to compare scores from different administrations and from different instruments, the average scores were "standardized." The standardization procedure generates scores on the same scale for each administration of the TPRI and the Tejas LEE, condensing multiple assessments and different administrations into the same measure. The TPRI is administered in one or two portions. First, the child is assessed on the "graphophonemic knowledge" portion. If he or she does not score high enough to be designated as "developed," the second portion on "phonemic awareness" is administered.

Each student's standardized reading score is based on the test administration and assessment on which his or her school readiness designation as either "still developing" or "developed" was determined. Students in the "developed" category are considered school ready. Students who remain in the "still developing" category for both administrations of the TPRI or for the Tejas LEE are categorized as not being school ready. Details on the process for standardizing kindergarten reading assessment scores are provided in Appendix A.

In addition, teachers rate each child on ten items of the social screener instrument administered in the fall of the kindergarten year. Teachers and administrators are encouraged, but not required, to provide social screener results as part of the kindergarten component of the SRCS.

These readiness results are presented by cohort year. A cohort reflects the two-year timeframe of both the prekindergarten year (school year 2005–06, for example) and the corresponding kindergarten year (school year 2006–07, for example) to generate a two-year cohort year (2005–07). Data were available for the 2005–07, 2006–08, and 2007–09 cohorts of TEEM participants.

Results

Overall performance, by cohort year, on the social screener and the reading assessments are presented first. The social screener consists of ten items with teacher ratings of each individual child ranging from 1 (never) to 6 (always). Table 4-1 presents average performance on each item of the social screener. Although it is notable that social screener results are available for far more children in the 2007–09 cohort (25,635) than for those in the 2005–07 cohort (6,429), there is no notable pattern over time. It appears that some items are generally easier for children to accomplish (in other words, students perform better in general on certain items), including taking care of toys, helping with everyday tasks, and taking pleasure in one's own accomplishments.

Table 4-1. Mean Performance on Social Screener Items by Cohort Year

Item	2005–07 (*N* = 6,429)		2006–08 (*N* = 19,366)		2007–09 (*N* = 25,635)	
	Mean	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**
1. Negotiates solutions to conflicts with other children.	3.48	1.54	3.42	1.48	3.56	1.45
2. Takes other children and their points of view into account.	3.56	1.51	3.50	1.47	3.64	1.42
3. Cooperates with other children in group activities.	4.11	1.48	3.95	1.45	4.06	1.40
4. Comforts or assists another child in difficulty.	3.83	1.57	3.72	1.51	3.82	1.46
5. Takes care of toys.	4.28	1.46	4.15	1.43	4.20	1.39
6. Attentive toward younger children.	3.86	1.52	3.71	1.49	3.79	1.45
7. Works easily in a group.	4.12	1.55	4.00	1.50	4.10	1.43
8. Helps with everyday tasks (for example, distributes snack).	4.37	1.46	4.24	1.44	4.31	1.38
9. Accepts compromises when reasons are given.	4.16	1.49	4.03	1.48	4.15	1.41
10. Takes pleasure in own accomplishments.	4.85	1.30	4.71	1.33	4.75	1.27

SOURCE: *Learning Point Associates analysis of School Readiness Certification System data provided by The University of Texas Health Science Center at Houston, Children's Learning Institute.*

Table 4–2 provides average performance as measured by the reading readiness score for each cohort. It appears that the earliest cohort with data, which was a small cohort, has lower kindergarten performance than subsequent cohorts.

Table 4-2. Mean Performance on TPRI and Tejas LEE by Cohort Year

Cohort	Standardized Score	
	Mean	**Standard Deviation**
2005–07 (*N* = 6,967)	0.10	0.95
2006–08 (*N* = 22,918)	0.28	0.96
2007–09 (*N* = 33,160)	0.24	0.91

SOURCE: *Learning Point Associates analysis of School Readiness Certification System data provided by The University of Texas Health Science Center at Houston, Children's Learning Institute.*

It is interesting that this pattern is not evident when looking at the percentage of students who were designated school ready in each cohort. In the first cohort (those students who were in the prekindergarten year in 2005–06 and the kindergarten year in 2006–07), nearly 70 percent were designated school ready at

the start of the kindergarten year as measured by the TPRI and Tejas LEE assessments. Nearly 60 percent were school ready in the 2006–08 cohort and more than 60 percent in the 2007–09 cohort. Because the school readiness designation is a blunter measure of reading readiness than the reading score, it may not show the same trend as the average score. For example, although some extremely low performers can pull down the average score in a given cohort year, the same proportion of students could simultaneously be meeting the standard for school readiness. The average takes into account all student scores, including the low and high scorers, while the rate of school readiness represents only the number of students who score above the threshold and does not reflect their specific scores.

Table 4-3. Percentage of Students Who Are School Ready by Cohort Year

Cohort	School Readiness Indicator	
	Percentage Developed	Percentage Still Developing
2005–07 (*N* = 6,967)	69.9%	30.1%
2006–08 (*N* = 22,917)	57.5%	42.5%
2007–09 (*N* = 33,145)	63.1%	37.0%

SOURCE: Learning Point Associates analysis of School Readiness Certification System data provided by The University of Texas Health Science Center at Houston, Children's Learning Institute.

To augment these results, the following tables present the average readiness scores and the percentage designated as school ready disaggregated by various community and facility characteristics.

Community Maturity and Site Growth. The community maturity and site growth indicators are only applicable for the 2007–09 cohort. Community maturity is measured as those communities that have been in the TEEM program longer than the average number of years, 6 or 7 years ('mature"), and those communities that have been in the program for a shorter than average time, fewer than 6 years ("new"). Also available for exploration in the 2007–09 cohort data is the community-level site growth variable, which measures whether a community doubled or more than doubled the number of participating sites between 2005–07 and 2007–09. The comparison of students in mature communities with those in newer communities as well as the comparison of students in communities with and without growth are presented in Table 4-4.

Table 4-4. Performance on TPRI and Tejas LEE by Community Maturity and Site Growth, 2007–09

Group	Standardized Score			Percentage Developed School Ready	
	N	Mean	Standard Deviation	*N*	Percentage
Students in mature communities	19,568	0.24	0.95	19,566	64.2%
Students in new communities	12, 597	0.23	0.84	12,584	61.3%
Students in communities with growth	12,811	0.22	0.91	12,811	63.0%

| Students in communities without growth | 20,349 | 0.25 | 0.91 | 20,334 | 63.1% |

It appears that student performance in these different settings was very similar, as measured by the standardized reading scores. Students in mature communities were school ready in the 2008–09 kindergarten year at a slightly higher rate than students in new communities, but the rates (63 percent) were comparable across students in communities with and without growth.

Provider Type. Comparisons of reading readiness by types of providers (public school, Head Start, and child care) are available in all cohort years. Table 4-5 displays the pattern in average performance. In all cohort years, students from Head Start programs have the lowest average performance and those in child care have the highest average performance. Again, these comparisons cannot be attributed solely to the provider type because the students who attend one type of programs are likely quite different from those who attend another at the outset of the prekindergarten year. Especially pertinent may be the fact that *all* children attending Head Start must be from low-income families. As noted in Chapter 2, public school and child care settings are expected to enroll at least 75 percent low-income children as TEEM/TSR! participants but do not have the same requirement to serve only low-income children.

Table 4-5. Mean Performance on TPRI and Tejas LEE by Provider Type

	Public Schools	
Cohort	**Mean**	**Standard Deviation**
2005–07 (N = 4,434)	0.18	0.93
2006–08 (N = 12,164)	0.32	0.93
2007–09 (N = 22,045)	0.29	0.89
	Head Start	
Cohort	**Mean**	**Standard Deviation**
2005–07 (N = 1,461)	–0.18	0.94
2006–08 (N = 4,319)	0.03	0.97
2007–09 (N = 6,777)	0.04	0.95
	Child Care	
Cohort	**Mean**	**Standard Deviation**
2005–07 (N = 565)	0.27	0.97
2006–08 (N = 3,165)	0.51	0.98
2007–09 (N = 2,227)	0.31	0.92

A similar pattern of school readiness emerges in Figure 4-1. Again, students from Head Start programs have lower rates of school readiness in all years, although those from public schools and child care are comparable.

Figure 4-1. Percentage of Students Who Are School Ready by Provider Type
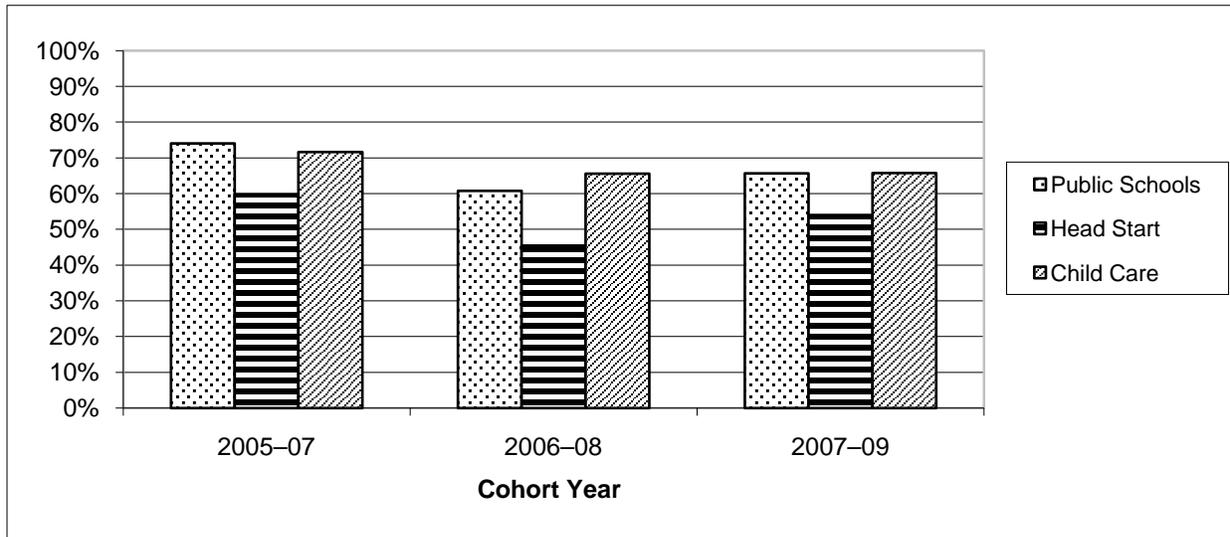
Facility Size. The final comparison is facility size. The facility size designation is based on the total children served by the school/center. If an individual school/center serves more students than the average number of students in any given year across all facilities, it falls in the larger-than-average group, and those who serve fewer students are designated smaller than average. As Table 4-6 displays, the pattern of lower performance in the 2005–07 cohort year, mentioned previously, is present in both small and large facilities, but there does not appear to be a pattern of differences in performance by facility size.

Table 4-6. Mean Performance on TPRI and Tejas LEE by Facility Size

	Larger Than Average	
Cohort	**Mean**	**Standard Deviation**
2005–07 ($N = 1,537$)	0.09	0.92
2006–08 ($N = 11,392$)	0.30	0.96
2007–09 ($N = 10,139$)	0.20	0.88
	Smaller Than Average	
Cohort	**Mean**	**Standard Deviation**
2005–07 ($N = 3,408$)	0.11	0.95
2006–08 ($N = 9,494$)	0.28	0.97
2007–09 ($N = 22,481$)	0.26	0.92

Again, the rates of school readiness (Figure 4-2) show no discernible pattern emerging by facility size, although the students in smaller-than-average facilities are school ready at slightly higher rates in both the 2005–07 and 2007–09 cohort years.

Figure 4-2. Percentage of Student Who Are School Ready by Facility Size
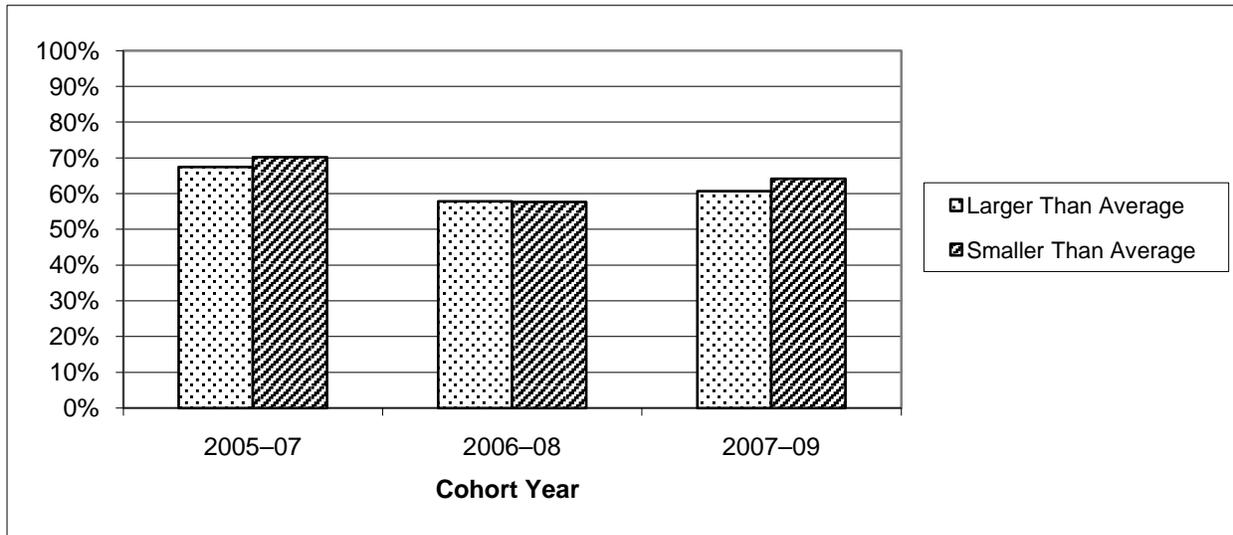
SOURCE: Learning Point Associates analysis of School Readiness Certification System data provided by The University of Texas Health Science Center at Houston, Children's Learning Institute.

Research Question 8: What preschool program characteristics are related to the kindergarten outcome of reading readiness?

Synopsis of Evaluation Results

Interesting relationships between prekindergarten characteristics and kindergarten readiness emerge in response to this research question. Student demographics are largely related to reading readiness in the same direction found in previous education research. (That is, being female is associated with better performance and free or reduced-price lunch eligibility, special education status, and limited English proficiency status are all associated with lower performance.) Student attendance in the prekindergarten year is positively associated with reading scores and likelihood of school readiness. Although exploration of classroom and teacher characteristics does not generate coherent results, provider type and school/center years of operation are all significantly related to reading readiness. Finally, community maturity and site growth do not appear to be related to school readiness measures.

To address this research question, the research team again employed data from the School Readiness Certification System (SRCS), including student-level, teacher-level, and center-level characteristics as well as student outcomes on the TPRI and Tejas LEE. The principal approaches to investigating the effect of TEEM/TSR! on student outcomes are descriptive in nature because data are not available to conduct causal analyses. The approach employed to explore these relationships is hierarchical linear modeling in which student-level data are nested in teacher-level data, which are nested in school/center-level data (Raudenbush & Bryk, 2002). Various characteristics of students, teachers and classrooms, and schools are included at each level of the model. A detailed description of the methodology appears in Appendix A.

The following characteristics are explored in determining whether there are statistically significant relationships with the reading readiness outcomes:

- Student characteristics

- o Sex
- o Free or reduced-price lunch eligibility
- o Special education status
- o Limited English proficiency status
- o Total attendance in the prekindergarten year
- Teacher and classroom characteristics
  - o Number of books in the classroom
  - o Full-time aides
  - o Part-time aides
  - o Books read by the teacher
  - o Teacher education
  - o Teacher experience
- School or center characteristics
  - o Provider type (Head Start, public school, child care)
  - o Total children served by center
  - o Percentage of teachers with a bachelor's degree or higher
  - o Percentage of alternatively certified lead teachers
  - o Percentage of teachers with child development credentials
  - o Number of years the school or center has been in operation

In addition, two community-level characteristics were explored only in the 2007–09 cohort to determine whether the maturity of a community or growth in the number of sites within a community matter for student outcomes:

- Community characteristics
  - o Community maturity (mature or new)
  - o Site growth (growth or no growth)

Results

Detailed results of this approach are provided in Appendix D. Only prekindergarten year characteristics that relate to kindergarten year outcomes in statistically significant ways are reported in this chapter. In other words, only those relationships between preschool program characteristics and student readiness outcomes that are unlikely to have occurred by random chance are summarized here. Table 4-7 displays the characteristics explored in each year and the direction of relationships that were statistically significant.

Student Characteristics Related to Reading Readiness. Across cohort years, student demographic characteristics are generally related to the kindergarten reading readiness outcomes in the ways one would expect based on previous research. For example, being female is associated with higher standardized assessment scores and a greater probability of being designated as "school ready." In general, free or

reduced-price lunch eligibility, special education status, and limited English proficiency status are negatively related to the kindergarten readiness outcomes.

Although student attendance in the prekindergarten program year is not available for the 2005–07 cohort, it is notable that attendance is consistently positively related with higher standardized scores and greater probability of school readiness in the 2006–08 and 2007–09 cohorts. Although this result cannot be interpreted causally, it suggests that there is a relationship between greater program attendance and improvement in school readiness, although other underlying factors may explain that association. For example, students who attend the prekindergarten program more frequently may be more motivated—or have more motivated parents—or be in better health than their peers who attend less frequently. These underlying, unobserved characteristics could be responsible for the positive relationship with reading readiness in the kindergarten year.

Classroom and Teacher Characteristics Related to Reading Readiness. Many of the classroom and teacher characteristics that are related to the student readiness outcomes are associated in inconsistent ways. For example, number of books in the classroom is positively related with school readiness in the 2007–09 data and not significantly related in other years. Teacher experience is negatively related to the probability of reading readiness only in the 2007–09 data, and teacher education is positively related to the reading score only in the 2006–08 data. The number of full-time aides in the classroom is negatively related to both measures, but again only in the 2006–08 data. Because of the mixed nature of these relationships, the results may suggest that classroom and teacher characteristics are perhaps capturing some other unobserved relationships that are not represented in the existing data. In other words, there may be important relationships with school readiness that are not captured or well measured in the existing data on the prekindergarten program experience, and those omissions may explain these inconsistent results.

School/Center Characteristics Related to Reading Readiness. Attending a Head Start center is consistently associated with lower performance at the beginning of the kindergarten year, relative to child care. In general, attending a public school program is more positively related to reading readiness compared to attending child care. Interestingly, the number of years a school/center has been in operation is negatively related to reading readiness. The longer a school/center has been in operation, regardless of number of years in the TEEM/TSR! program, is related to lower student performance. Again, these relationships should not be interpreted as causal; that is, center longevity does not necessarily cause lower reading readiness among students, but it is related.

TEEM Community Characteristics Related to Reading Readiness. No consistent, significant relationships emerge when exploring community maturity and site growth as related to the average reading score outcome and the likelihood of school readiness in the fall of the kindergarten year.

Table 4-7. Relationships Between Prekindergarten Characteristics and Kindergarten Outcomes

Variables	2005–07		2006–08		2007–09	
	Reading Score	Proportion School Ready	Reading Score	Proportion School Ready	Reading Score	Proportion School Ready
Student						
Female	+	+	+	+	+	+
Free or reduced-price lunch eligibility			–	–	–	–
Special education status	N/A	N/A	–	–	–	–
Limited English proficiency status		–	–	–	–	–
Total attendance	N/A	N/A	+	+	+	+
Classroom						
Number of books in classroom	N/A	N/A			+	
Full-time aides	N/A	N/A		–		
Part-time aides	N/A	N/A				
Books read by teacher	N/A	N/A	+			
Teacher education	N/A	N/A				
Teacher experience	N/A	N/A		–		–
School/Center						
Provider type: Head Start	–		–	–	–	–
Provider type: public school		+	+	+	+	+
Total children served		N/A	N/A	N/A		
% teachers with college degree or higher	N/A	N/A	+	+	+	+

Variables	2005–07		2006–08		2007–09		2007–09	
	Reading Score	Proportion School Ready	Reading Score	Proportion School Ready	Reading Score	Proportion School Ready	Reading Score	Proportion School Ready
% teachers with alternative certification	N/A	N/A						
% teachers with child development training	N/A	N/A	–	–				
Number of years in operation					–	–	–	–
Site growth	N/A	N/A	N/A	N/A	N/A	N/A		
Community maturity	N/A	N/A	N/A	N/A	N/A	N/A		+
n	1,815	1,815	13,268	13,267	25,852	25,838	24,903	24,889

Note: + indicates a positive relationship; – indicates a negative relationship; a blank cell indicates no relationship. N/A means data were not available.

Additional analyses were performed for the 2007-09 cohort to examine the community maturity and site growth variables.

Research Question 9: What performance measures have been developed by the Children's Learning Institute to evaluate the effectiveness of the TEEM initiative?

Synopsis of Evaluation Results

The research team employed progress monitoring data, used as a diagnostic tool in TEEM/TSR! classrooms, as well as information from the Children's Learning Institute (CLI), to address this question. Progress monitoring data reflects two clear trends in performance in the prekindergarten year. First, the proportion of prekindergarten students reaching a "satisfactory" level of performance increases over three time points within the school year, even as the benchmark also increases to reflect expected student growth and development. In addition, performance improves during the five years of available data, with nearly all participating prekindergarten students (98 percent) achieving the "satisfactory" level of performance on progress monitoring assessments by the end of the year in school years 2006–07, 2007–08, and 2008–09.

Because CLI requires the use of progress monitoring data as a diagnostic tool in the TEEM/TSR! program classrooms and uses these data in its reports to the Texas Legislature, the research team also employed the progress monitoring data in answering research question 9.

The research team analyzed five years of progress monitoring data (school years 2004–05 to 2008–09) to explore the percentages of students achieving benchmarks at three different points, the beginning, middle, and end of the school year. The benchmark for "satisfactory" performance on the progress monitoring assessment increases over the course of the prekindergarten year, so that a child has to attain a higher score to reach the satisfactory benchmark as the year progresses.

Rather than reporting average performance at the beginning, middle, and end time points, which should increase naturally as a result of students developing over the course of the year regardless of program participation, the research team computed the percentage of students achieving the "satisfactory" designation at each of those time points.

The research team also corresponded with CLI to understand how CLI responds to TEC Section 29.160 (c-2), which states

> A demonstration project established under Subsection (c) must include a program evaluation component that, in addition to assessing child-care and early education outcomes for young children, demonstrates:
>
> (1) the extent to which program quality has been enhanced;
>
> (2) the extent to which the number of children being served by full-day, full-year programs has increased;
>
> (3) the extent to which professional development training or activities engaged in by program staff has increased; and
>
> (4) that there has been no weakening of standards or diminishment of services.

Results

The analysis of the progress monitoring data reveals two primary results. First, within each of the five years of data, the percentage of students that attained "satisfactory" performance increased throughout the year, from beginning, to middle, to end. In other words, greater percentage of children achieved the increasingly higher benchmark at the middle and end of the year relative to where they started at the beginning of the year. This result is illustrated in Figure 43.

Figure 4-3. Percentage of Students With "Satisfactory" Performance
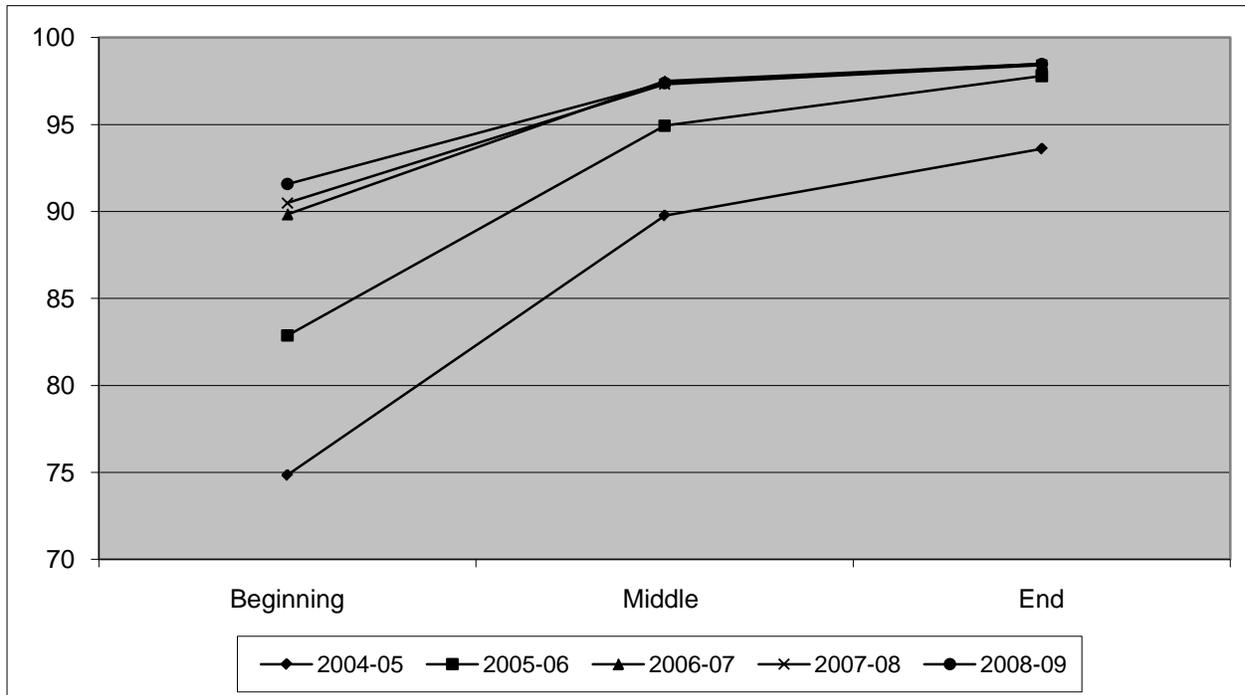
SOURCE: Learning Point Associates analysis of Progress Monitoring data provided by The University of Texas Health Science Center at Houston, Children's Learning Institute

Second, the percentage of students with "satisfactory" performance at each of the three time points either increased or remained at a very high level from year to year. For instance, among the five beginning-of-year measurements, the percentage of students with "satisfactory" performance increased from 75 percent to 92 percent. Among the middle of the year measurements, the percentage of students in the "satisfactory" category increased from 90 percent to 97 percent. Among the end-of-year measurements, that percentage of students increased from 94 percent to 99 percent. This finding is summarized numerically in Table 4-8.

Table 4-8. Percentage of Students With "Satisfactory" Performance at Three Time Points, School Year 2004–05 through 2008–09

	Beginning of Year		Middle of Year		End of Year	
	N	Percentage	N	Percentage	N	Percentage
2004–05	14,196	74.9%	8,562	89.8%	9,122	93.6%
2005–06	12,997	82.9%	15,359	94.9%	15,554	97.8%
2006–07	35,206	89.9%	22,670	97.5%	22,476	98.5%
2007–08	50,088	90.5%	33,119	97.3%	32,058	98.4%
2008–09	51,120	91.6%	33,480	97.4%	32,735	98.5%

Note: The *N* represents the size of the sample from which percentages are derived.

SOURCE: Learning Point Associates analysis of Progress Monitoring data provided by The University of Texas Health Science Center at Houston, Children's Learning Institute

It is notable that the progress monitoring data suggests that the vast majority of students (more than 98 percent in school years 2006–07, 2007–08, and 2008–09) reach the benchmark of "satisfactory" performance by the end-of-year assessment. There seems to be a disconnect between this measure of performance and the determination of school readiness that is based on kindergarten assessments. In previous sections, it was noted that approximately 60 to 70 percent of students, depending on year, were deemed school ready in kindergarten although nearly all students in the progress monitoring data reach that "satisfactory" level at the end of the previous year. It is important to note that these are different samples in the two datasets, employing different measurements of student performance conducted by different raters. There is also a time lag between the administrations of the end-of-year prekindergarten measure and the school readiness measure in the fall of the kindergarten year. It is perhaps worthy of attention if teachers are using the progress monitoring benchmarks as an early indicator of school readiness. Because of this potential misalignment, prekindergarten teachers may believe more of their students are adequately prepared for kindergarten than the school readiness numbers indicate.

Finally, information was gleaned from CLI to address the requirements set forth by TEC Section 29.160 (c-2). With respect to the manner in which CLI has satisfied TEC Section 29.160 (c-2)(1), CLI's efforts to enhance program quality are composed of the following four activities: (1) collecting qualitative measures of program quality from mentors and other observers through the various mentor and project coordinator forms completed after mentoring sessions (see Chapter 2); (2) requiring participation in the SRCS and documentation of certification status; 3) conducting field visits by regional program managers; and 4) accomplishing objectives set forth on technical assistance plans that mentors develop for teachers in classrooms that did not receive SRCS certification.

Regarding TEC Section 29.160 (c-2) (2), CLI does not track the extent to which the number of children being served by full-day, full-year programs has increased. Rather, they leave this to local control. It is their belief that lead agencies and partners are best equipped to conduct this monitoring. (See Chapter 2 for discussion of the lack of a statewide data base to make this determination.).

Regarding TEC Section 29.160 (c-2)(3), teacher participation in the TEEM/TSR! program, by definition, increases teachers' opportunities to participate in professional development. These opportunities vary by year, but they include the following: initial two-day CIRCLE training, mentor institutes, eCIRCLE sessions throughout the year for the first two years of participation, and specialized training sessions conducted in collaboration with the regional program manager as needed.

Regarding TEC Section 29.160 (c-2)(4), CLI has worked to ensure that no weakening of standards or diminishment of services has occurred. According to CLI, local programs are aware that they are required to meet their respective program standards, and that the TEEM/TSR! program is a supplemental quality project that is intended to enhance existing program quality, above and beyond adherence to local standards. Furthermore, the *TSR! Technical Assistance Guide*, prepared in 2009 for mentors to use with teachers, has an extensive section linking the standards used for the SRCS to the TEA Texas Prekindergarten Guidelines and federal Head Start Performance Standards. Progress in achieving these standards is assessed by the mentors using the *Classroom Observation Tool*. Therefore, CLI believes that the standards associated with TEEM/TSR! implementation and SRCS participation ensure that no weakening of standards or diminishment of services occurs. Moreover, CLI's uses the child progress monitoring data to ensure that children are progressing..

Task 3 Summary: Accomplishments, Findings, and Recommendations

A summary of the evaluation of student performance outcomes is provided by highlighting the accomplishments, findings, and recommendations related to Task 3.

Accomplishments

Although the results of descriptive analyses cannot be attributed to the program necessarily, some positive trends and relationships emerge in this chapter.

Student Attendance. Student attendance in the prekindergarten year is positively related to reading readiness at the beginning of the kindergarten year, which may be attributable to other characteristics of high-attendance students but may also prove important for identifying early indicators or warning signs related to school readiness. Those students who have poor attendance in the prekindergarten year are likely to be the lower performers on kindergarten reading assessments.

Student Performance Improvements Over Time. Performance measures improved over time, both the progress monitoring data over the course of the prekindergarten year and across years as well as reading readiness scores at the beginning of the kindergarten year. Although this may suggest positive effects of the TEEM/TSR! program over time, the trends could also be attributable to the changing composition of prekindergarten cohorts or to other factors in the state affecting early childhood experiences or school readiness.

Findings

The overarching finding on student performance outcomes is that the nature of the data—and, in particular, TEA's data destruction policy—severely limits the ability to engage in rigorous evaluation of program impact. The results presented throughout Chapter 4 are purely descriptive in nature and cannot be attributed to any particular program characteristics. For this reason, the consistent pattern of a negative relationship between Head Start and student performance, listed here as a finding, should be interpreted with great caution.

Head Start. Throughout the descriptive analyses, Head Start centers are associated with lower student performance. This result must be interpreted in context, however, because Head Start centers are required to serve an entirely low-income population. Because student demographic characteristics are highly related to performance and because this student population is, by definition, different from the populations served in child care and public schools, the existing student characteristics and nature of the

population are likely responsible for this negative relationship between Head Start and student performance.

Data Limitations. Large amounts of missing data or data elements not collected in all cohort years, particularly in the 2005–07 cohort, also compromise the interpretation of these results. Not all relationships between prekindergarten characteristics and kindergarten outcomes could be tested in all cohort years, because of the lack of data availability and its incompleteness. The absence of linkages from the SRCS data to other systems and incompatibility of the SRCS data across years constitute other barriers in rigorously assessing program impact with the available data.

Lack of Correspondence Between Progress Monitoring Measures and School Readiness. It is notable that nearly all students reach a level of "satisfactory" by the spring of the prekindergarten year, according to the progress monitoring data, but that more than one third of students are not achieving school-ready status in the fall of the kindergarten year. Although the progress monitoring tools are intended to be diagnostic assessments in the prekindergarten classroom, they may not be optimally aligned with the program goal of school readiness in kindergarten as measured by the TPRI and TJL.

Recommendations

Given the availability of data, it is difficult to draw conclusions about program effectiveness. Although the research team analyzed the available data in various ways to provide comprehensive descriptive snapshots, the results cannot be interpreted as estimates of program impact on the kindergarten readiness outcomes. Rather, this section attempts to describe the relationships that exist in the data that may have implications for policy and program governance. Because of the limitations of the available data, rendering comparisons of performance to nonparticipating students or within-students over time infeasible, as well as issues of missing data, all results should be interpreted with caution because they ultimately cannot speak about the effect of the TEEM/TSR! program, or program characteristics and attributes, on student performance; nor can they generalize to a broader population than the subgroups of students in the available data.

Explore Head Start Patterns of Performance. Although the association between Head Start and lower student performance is likely a result of different student populations served, CLI should continue to monitor the performance of Head Start centers in the program and may want to draw comparisons with similar non-TEEM/TSR! programs to determine whether the performance patterns are consistent with centers serving similar low-income student populations. To the extent that this comparison data are available, it may help to demonstrate whether these performance patterns are to be expected in light of the Head Start population served.

Modify Data-Destruction Policy. Most important, the Texas Education Agency (TEA) data-destruction policy renders it impossible to answer legislative and policy questions about the impact of the program on student performance after preschool. In addition to conceiving of these data as associated with a special, time-limited project, rather than for ongoing monitoring of program effectiveness, TEA has the concern that any data maintained by TEA is subject to the Public Information Act, and TEA would have to respond to public information requests related to those data if they were maintained. However, the federal *Family Educational Rights and Privacy Act (FERPA)* would prohibit TEA from providing any personally identifiable student data in response to such requests.

TEA, and other interested stakeholders should adapt this data-destruction policy. Modification of the policy is essential to allow for rigorous analysis of TEEM/TSR! program impact on participating students relative to nonparticipating peers as well as over time. Adequate safeguards for student privacy protection

can be accomplished without the destruction of critical data that are needed to monitor programs over time and inform programmatic and policy developments.

Consider Inclusion of Preschool Data in Existing Statewide System. Funding agencies and CLI should explore with TEA the possibilities of building preschool data elements into PEIMS, the existing student tracking data system. Including preschoolers in the statewide student data system, mentioned in Chapter 2 as well, would provide the needed comparison data for longitudinal evaluations of the impact of TEEM/TSR! on the performance of the participating children in later years of schooling, especially their performance on the Texas Assessment of Knowledge and Skills (TAKS). In addition, by streamlining the data-collection efforts, issues with missing data may be reduced. The improvement of statewide, longitudinal data systems in education is currently the focus of national efforts. Including preschoolers would be one significant improvement for the Texas system.

Explore Alignment Between Progress Monitoring Measures and School Readiness. To the extent possible, CLI should explore the correspondence between progress monitoring tools and kindergarten reading assessments to determine whether the prekindergarten data are properly aligned with the intended outcome of school readiness. It is worthy of additional investigation to determine whether progress monitoring assessments are providing prekindergarten teachers with the information necessary to move students to school readiness in kindergarten, as measured by a variety of kindergarten reading assessments.

Chapter 5: School Readiness Certification System

With the goal of assessing the efficacy and utility of the School Readiness Certification System (SRCS), the research team examined the extent to which the SRCS criteria are aligned with research-based best practices and are common across programs seeking certification. We also evaluated whether the system is easy to use and how the results of the certification process are reported and used.

Research Question 10: How effective is SRCS in applying a common set of criteria and processes to identify programs that are aligned with best practices research on early childhood care and education and young children's development?

Synopsis of Evaluation Results

The evaluation found that SRCS has its foundation in a strong research base on early childhood classroom quality, and those in the field feel that the certification process is fair, clear, and reflective of actual classroom quality. Those in the field attach pride and prestige to receiving certification. The system has its challenges and areas for improvement, however, stemming from the fact that is a data-intensive and complex process. In particular, there are some technical complications with uploading data because of the way data are currently stored by schools and centers. The SRCS application process can be burdensome and time-consuming. Particularly notable is the fact that the certification process takes two years to complete, requiring a data match between prekindergarten and kindergarten files. Finally, knowledge of the certification process among teachers and administrators, and awareness and use of its results among parents, could be improved.

Data to answer this research question were obtained from structured interviews, surveys, review of documents, including the online data-collection system, as well as from interviews with Children's Learning Institute (CLI) staff. The following interview and survey data were analyzed for the results presented in this section:

- Project coordinator ($N = 12$) and mentor ($N = 18$) interviews
- Community administrator ($N = 12$) interviews
- School/center administrator ($N = 41$) interviews
- Teacher ($N = 42$) interviews
- Community administrator ($N = 15$) surveys
- School/center administrator ($N = 219$) surveys
- Teacher ($N = 141$) surveys
- Parent ($N = 310$) surveys

Description of SRCS

The SRCS uses information from both the prekindergarten year and the subsequent kindergarten year to determine whether a preschool classroom has successfully prepared its students to be ready for school. SRCS has a two-year data-collection process that gathers information on prekindergarten teachers, classrooms, and school/centers as well as reading and social skills at kindergarten entry. These data are

linked in order to identify high-quality early childhood classrooms that are effective in preparing students for kindergarten.

The prekindergarten application process includes submitting data about the classroom and teacher characteristics, including a teacher self-report that describes his or her instructional practices. CLI also conducts observations for a stratified random sample, restricted by geographic limitations, of teachers applying for certification. These teachers complete the self-report in the fall term although the majority of teachers complete the self-report in the spring.

A facility report describes characteristics of the school/center and the classroom itself. The facility report includes a description of the classroom arrangement as well as provision of classroom pictures.

Student records are included with basic student-level demographics (sex, race/ethnicity, date of birth, eligibility for free or reduced-price lunch, special education status, limited English proficiency status, and designation in homeless, migrant, military dependent, or foster care categories), as well as enrollment status, anticipated kindergarten year, and attendance information. These records exist in part to link student experiences in the prekindergarten setting to their individual kindergarten outcomes. The demographic data is for descriptive purposes only and is not used in the certification process.

The kindergarten data collection process includes assessment data from the Texas Primary Reading Inventory (TPRI) and El Inventario de Lectura en Español de Tejas (Tejas LEE) for Spanish-language speakers. The system also allows data entry of raw scores on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), istation's Indicators of Progress (ISIP) reading assessment, and the Indicadores Dinámicos del Éxito en la Lectura (IDEL) Spanish-language assessment. Schools and districts not using one of these assessments as the kindergarten student readiness measure are expected to continue administering their readiness assessments and retain the data for collection at a later date.

In addition to reading readiness assessment data, kindergarten teachers or administrators may also submit social screener data on kindergarten students, although this is not mandatory. Both the reading assessment and social skills measures are intended to capture school readiness at the beginning of the kindergarten year. By December of the kindergarten year, these data are entered into the SRCS kindergarten data application. The kindergarten data are then matched back to the prekindergarten classroom by OZ Systems, the provider of the online applications for data collection, and submitted to CLI for analysis.

CLI employs factor analysis, a statistical technique, to develop factor scores based on the school, teacher, and classroom characteristics. These factor scores are then related with kindergarten outcome data to identify the characteristics, or factors, which are related to improved school readiness. These relationships—called profiles—allow for the identification of preschool classrooms that have high-quality implementation and high performance on the subsequent kindergarten readiness measures.

Based on this analysis, one of two decisions is made: (1) CLI provides feedback to the classroom in a report titled Texas School Ready! *Certification Analysis Results*, or (2) CLI awards certification to the classroom, which is announced by the TEEM/TSR! community. It is notable that the classroom is the unit at which the certification decision is made. In addition to any reputational benefits of certification, child care programs receive higher reimbursement rates from local Texas Workforce Commission boards for classrooms certified through SRCS.

Because of the linkages between prekindergarten data on teachers, classrooms, and schools/centers and kindergarten outcome data, it is difficult for individuals to provide socially desirable responses in order to receive certification. The analysis process identifies the factors related to better kindergarten readiness and then isolates classrooms with high implementation of those factors and high kindergarten

performance. Thus, "gaming" of the system or attempts to manipulate results would be difficult. In any given cohort, the prekindergarten factors related to kindergarten readiness may change, although overlap from year to year is likely, since the underlying quality factors related to kindergarten success are being captured.

Results

First, the research base for the criteria included in SRCS is outlined and the application and approval process is discussed, followed by participant experiences with the SRCS process. Then, mentor involvement in the SRCS process, information included in SRCS, and factors in applying for certification are detailed, followed by participants' suggestions for improvement.

Research Base for SRCS Criteria. The SRCS prekindergarten application includes characteristics of the preschool program and classroom and the teacher's instructional practices and teaching beliefs. The determination of what information to include and collect via the online data-collection system was based on empirical research on characteristics of high-quality early childhood settings and programs. According to a Children' Learning Institute (CLI) manuscript on the development of the SRCS (*An Empirically-based Statewide System for Identifying Quality Pre-kindergarten Programs*), the National Early Literacy Panel's report (2008) influenced the information collected in the system. In addition, the following prekindergarten program characteristics were linked to evidence in the existing literature:

- Classroom environment characteristics, such as availability of small-group learning areas, adequacy of space for large-group activities, and literacy richness (Crosser, 1992; Dunn, Beach, & Kontos, 1994)

- Instructional practices, including intentional language and literacy instruction coupled with time for exploration and practice for mastery (National Research Council, 2001; Raver & Knitzer, 2002)

- Curriculum characteristics, particularly the presence of a research-based scope and sequence to promote learning and development (Assel, Landry, Swank, & Gunnewig, 2007; Whitehurst, Epstein, Angell, Payne, Crone, et al., 1994)

- Assessment approaches that continually provide valid and reliable data on children's learning to teachers (McConnell, 1998; Phaneuf & Silberglitt, 2003)

- Professional development characteristics, including small-group settings, learning over time, and support for classroom implementation and practice (Elmore, 2002; National Commission on Teaching & America's Future, 1996).

These common themes in the research then informed the development of the SRCS application, and in particular, the information it collects (*An Empirically-based Statewide System for Identifying Quality Pre-kindergarten Programs*).

Application and Approval Process. As described, classrooms apply for certification through the SRCS in a two-year process. There is a prekindergarten application process completed at the school/center as well as a kindergarten data submission process. Both elements of the process inform the certification decision. In the prekindergarten application, school administrators provide information about their schools, teachers provide information about themselves and their classrooms and complete a teacher self-report on their teaching practices and beliefs, and school administrators and/or teachers provide information about the students who attend TEEM/TSR! classrooms.

The kindergarten data-submission process is facilitated by statewide administration of early reading screening at the beginning of the kindergarten year. Although the vast majority of districts use the TPRI and the Tejas LEE, the system now also supports the provision of additional assessments (DIBELS, ISIP, and IDEL). Independent school districts supply the assessment results by uploading data via the SRCS import features or by data entry. Kindergarten teachers may also complete the social screener on their students and provide it in the kindergarten data-submission process.

The prekindergarten and kindergarten data are then matched and the CLI conducts analysis of this data, linking kindergarten outcome data to prekindergarten classrooms, with a determination of certification award as a result. The two-year process is necessary to fulfill the stated goals of the certification process to identify early childhood programs that "demonstrate effective preparation for their students for kindergarten" (TSR! Certification System Two-Year Process). In addition, the CLI indicates that "quality instructional practices that must be in place in a preschool program to get children ready for kindergarten are linked with the children achieving scores showing they were on track in the areas of reading and social skills when they enter kindergarten" (TSR! Certification System Two-Year Process).

Most interview respondents (64 percent of 124 interviewees) reported that they or their teachers have already completed the SRCS application process. It is important to note, however, that one-third of respondents (36 percent) said that they or their teachers have not completed the application or that they did not know whether they had completed the process. Ten of these 45 respondents did say that their application was in progress. Reports of application completion varied by respondent group, reflecting the different levels of the system at which the respondents work. When asked whether they (or their teachers) had completed the SRCS application process,

- 40 percent of 42 teachers replied yes, and 45 percent replied no (4 of those 19 teachers reported applications in progress), and 14 percent did not know.

- 53 percent of 40 school/center administrators replied yes, and 38 percent replied no (5 of those 15 administrators reported applications in progress), and 10 percent did not know.

- All 12 of the community administrators replied yes.

- 94 percent (17 of 18) mentors replied yes, and the other mentor replied that teacher applications were in progress.

- All 12 of the project coordinators replied yes.

There is evidence from the interviews that, of those classrooms that have applied, some classrooms have been approved and some have not been approved. Of 74 teacher, school/center administrator, community administrator, mentor, and project coordinator interviewees, 42 reported being approved (57 percent), 27 reported not being approved (36 percent), and 18 were unsure of their approval status (24 percent).

Survey respondents were asked about whether the certification criteria were clear and fair. More than 30 percent of teachers *strongly agreed* that the criteria were clear and fair, and more than 35 percent *agreed*; about 20 percent of school/center administrators *strongly agreed* that the criteria were clear and fair, and more than 65 percent *agreed*. The majority of community administrators *agreed* that the criteria were clear (60 percent) and fair (67 percent); and expressed *strong agreement* on clarity (7 percent) and fairness (13 percent).

Experiences With the SRCS Process. The majority of interview respondents (59 percent) said that the process for completing the SRCS application was clear. As one school/center administrator stated, "I don't think I've ever had any concerns. If I did have a minor question, it was easily answered by the program administrator or the OZ help system people, so I think it's been fabulous." A few school/center

administrators, mentors, and project coordinators said the instructions were not clear or the process was difficult, noting that the system was not user-friendly for those who were new to it. In addition, a few school/center administrators, community administrators, mentors, and project coordinators described the process as mediocre (in other words, not particularly clear and not particularly difficult), reporting some challenges with it, but indicating that the system was evolving and improving over time.

When describing their overall experience with the SRCS process, some interview respondents indicated that the process required too much time to complete because of all the data that were required. As one school/center administrator explained, "It seemed to be somewhat tedious, very lengthy. I'm just wondering who's looking at all this information." Again, some commented that their experiences with the process have improved over time, including troubleshooting system glitches, improving user-friendliness, and providing resources and technical assistance.

Project Coordinator/Mentor Involvement. According to interview data, most project coordinators and mentors are involved in communicating instructions about the SRCS system or providing technical support to teachers and school/center administrators about how to use the system. Some project coordinators and mentors also indicated that they are responsible for monitoring the completion of the SRCS reporting requirements and following up with teachers and sites to ensure that the information is completed. Although most project coordinators and mentors do not enter data directly into the system, 4 out of 26 indicated that they had a more hands-on role with respect to taking classroom pictures for the facility report or transferring pictures of the classrooms into the system. As two mentor quotes exemplify, they largely facilitate completion of the SRCS system:

> We don't do any of the data entry, but we're available to sit side by side and talk them through that process. In fact, our class tonight, we're going to provide some time for the Target 1 and 2 teachers to complete that [teacher] self-report while they have access to a computer lab.

> We have access to reports to see who has completed and who hasn't completed each section, so I run a report about weekly and I go back and remind them about what's still lacking or what they need to do.

In addition, community administrators also communicate information about the SRCS, but they generally rely on the project coordinators for this role.

Interview respondents were also asked about mentor involvement and support if a classroom was not approved for certification. Many interviewees indicated that teachers received more mentoring support if they were not approved for certification. These results confirm CLI's development of the technical assistance process and extensive *TSR! Technical Assistance Guide* to help mentors serve teachers whose classrooms were not certified and who remained TSR! participants the following year. It is notable that all Head Start respondents indicated a change in mentoring support as a result of the lack of approval, whereas most public school and child care respondents did not. Because of the two-year process for certification, it is sometimes difficult to target support when the teachers who applied are no longer with the school.

Information Included in the SRCS. When interviewees were asked whether the SRCS gathers important information for evaluating prekindergarten classrooms, 75 percent indicated that the system does gather important information. As a community administrator explained, "Yes. The information regarding the student's abilities in kindergarten (TPRI) is critical in determining the competence of the [preschool] teacher and the ability of the classroom to prepare kids for school." A school/center administrator concurred that the types of information are appropriate in assessing whether the classroom is preparing children for school but felt that sometimes the information is not as reflective as he or she

would like it to be. For example, data are collected at particular points in time, which may render it less representative of classroom quality over the course of the year.

Similarly, teachers, school/center administrators, and community administrators reported in surveys that there is a clear connection between TEEM/TSR!-certified classrooms and classroom quality, although their levels of agreement varied:

- 42 percent of teachers *strongly agreed* and 36 percent *agreed.*

- 27 percent of school/center administrators *strongly agreed* and 61 percent *agreed.*

- 33 percent of community administrators *strongly agreed* and 53 percent *agreed.*

Those interview respondents who did not think the SRCS gathered important information were asked what additional information should be included. Most respondents said that the system should gather more information about teachers' instructional practices. A school/center administrator, for example, felt that one would need classroom observations in order to accurately capture classroom quality. As previously mentioned, CLI conducts observations of a stratified random sample (restricted within geographic boundaries) of teachers applying for certification.

Factors in Applying for Certification. Interview respondents were asked about their reasons for applying for certification and reported on the benefits or incentives of seeking certification. The most commonly cited benefit of certification was that it would increase the reputation of the center. These respondents indicated that they would feel pride in their center or that it would be a helpful marketing tool for the center. One community administrator explained: "It's a marketing tool. It's definitely something recognized by our families and community partners." An administrator of a Head Start center echoed this sentiment:

> I think that it helps the community see that no matter where the children are attending, preschool or childcare, or Head Start or ISDs, they're going to get the same quality of instruction, and the same readiness skills and be prepared for kindergarten. I think that's important. And, I think that's important for our parents to know that they've made a wise choice.

It is interesting to note that community administrators, mentors, and project coordinators were more likely to indicate that the reason for applying for certification was for reputation or marketing than school/center administrators. Head Start center administrators were more likely—than those in other facility types—to say the reason for applying was reputation or marketing. Some respondents indicated that the application process would lead to improvement in instruction or teaching practices or better opportunities for children. Still others reported that certification was a way to recognize the efforts of teachers and provide them with personal validation of their work.

When parents were surveyed and asked about the factors that influenced them to enroll their children at a particular center or school, only 19 percent of 199 respondents to this question indicated that certification was a factor. Notable is the fact that high-quality teachers (59 percent) and quality of TSR! education (40 percent) were more important factors.

Participant Suggestions

The majority of interview respondents said they had no recommendations for how to improve the SRCS process. They either said they did not know how to improve it or that it was fine the way it was. Of those respondents who made recommendations, suggestions included streamlining the application process, resolving technology issues, providing clearer instructions and process, quickening the turnaround time, and expanding certification beyond TEEM or beyond classrooms serving four-year-olds.

In streamlining the application process, one school/center administrator suggested that integration with their existing student record system would be particularly helpful, reducing the time and burden associated with data entry. This site experienced problems with the upload features and, therefore, had to enter each student individually. Similarly, a respondent who recommended improvements with technology issues said that the upload feature scrambles information or results in missing information that did not upload properly. This individual felt that the user-friendliness of the data import functions could be improved. Finally, a mentor provides an example of the suggestion to provide clearer instructions: "I think we need better training on how to do it. They [teachers] need a better understanding of how it all fits together."

In recommending quicker turnaround, respondents took issue with the two-year process, indicating that the timeframe from completing the application to the certification decision is too long. As previously described, a preschool classroom applying for certification in the 2008–09 school year would not receive the certification decision until 2010. Finally, there were some suggestions of expanding the certification process beyond TEEM/TSR!, allowing any prekindergarten program to apply. Some respondents suggested that the certification process be fee-based in order to open it up to all prekindergarten classrooms for participation. Moreover, some interviewees thought the certification process should be expanded beyond classrooms serving four-year-olds..

Task 4 Summary: Accomplishments, Findings, and Recommendations

A summary of the evaluation of the SRCS is provided by highlighting the accomplishments, findings, and recommendations related to Task 4.

Accomplishments

Aspects of the SRCS deserve mention as key accomplishments resulting from the creation and operation of a unique, statewide early childhood classroom certification system.

Research Foundation. The SRCS application and process has its foundation in a strong research base on the characteristics of early childhood settings and programs associated with high quality. Rooted in the best practices research, SRCS seeks to identify and certify preschool classrooms that generate school-ready kindergarten students by linking kindergarten performance to aspects of preschool classroom quality.

Perceptions of the SRCS Process. Overall, teachers, school/center administrators, and community administrators report that the SRCS process is clear and fair. Those in the field also feel that there is a clear connection between criteria employed in the certification process and high-quality classrooms. In addition, they feel that the information collected in the system is important in assessing classroom quality.

Perceptions of SRCS Certification. Finally, mentors, project coordinators, and school/center and community administrators believe that SRCS classroom certification is a source of pride for schools and communities. Among prekindergarten program educators and administrators, awareness of certification and perceptions that certification sends a signal of high quality are widespread.

Findings

As with any system that is complex in nature, there exist some challenges with the SRCS application and process, summarized as key findings.

Logistical Challenges. The primary concerns about the SRCS are with the logistics of completing the application process and providing the necessary data. In particular, users report that some aspects of the system are not user-friendly, including upload and import features. Although being able to upload data in the form in which it is housed by the school, district, or program greatly facilitates data submission, users report glitches and issues in trying to do so. It does appear, from participant reports, that technical aspects of the system have improved over time and that there is sufficient technical support for the application process, so additional improvements to enhance the ease of uploading or importing existing data into the system would significantly streamline the data submission process.

Intensity and Timeline of Data Collection. Other complaints include the time-consuming and burdensome nature of the process as well as the two-year turnaround on the certification decision. Some of the issues participants report are difficult to address in the context of a system that is both data-intensive and linked from prekindergarten to the kindergarten year. In particular, the data match of prekindergarten information with kindergarten measures of school readiness is time-consuming, and potential limitations on kindergarten data availability may compromise the ability of prekindergarten classrooms to receive certification. If insufficient kindergarten data matches back to the prekindergarten records, certification decisions might be based on a small number of students.

Awareness of SRCS Application Process. There is evidence that some teachers and school/center administrators have either not engaged in the process to seek certification for their classrooms or did not know whether they or their teachers had embarked on the application process. Although the majority reported having received certification or being engaged in the process, it may prove important to more thoroughly disseminate information about the system and the application process to all potential participants. In light of the resources invested and expectation of participation, this lack of awareness among some educators is surprising.

Public Use of SRCS Information. Finally, parents who responded to the evaluation survey do not seem to be aware of or seem to be using SRCS certification in their enrollment decisions. For the system to serve as an informative and useful indicator of prekindergarten classroom quality, information on certification will need to reach beyond those working in prekindergarten programs to the public and parents.

Recommendations

The SRCS serves an important function in certifying early childhood classrooms and identifying the characteristics and practices that promote school readiness in the kindergarten year. Although the system operates to reduce opportunities for gaming and manipulation, to employ fair and common criteria in identifying programs for certification, and to link prekindergarten classrooms with kindergarten outcome measures, the research team identified areas in which improvements could be made.

Improve Data-Importation Options. In particular, technical developments that would facilitate data uploads and linkages with existing student data-collection systems would greatly reduce the burden on those inputting data. CLI should improve options available to programs and schools to import or upload their data in its existing form, troubleshooting issues that impede easy importation and force staff to enter data by hand. Such enhancements to the system and data collection process will lessen the burden on program and school staff and would likely improve data quality and reduce missing data.

Consider Inclusion of Preschool Data in Existing Statewide System. Although the SRCS data collection process has occurred outside the existing K–12 student tracking system operated and maintained by the Texas Education Agency, agencies involved in the funding and provision of early

childhood programming in the state should consider including preschool data in the existing system. Currently, the process for entering data into the SRCS is time-consuming and difficult, partially because it is not linked to any existing student data-collection systems. In addition, it now takes months for data about preschool children to be linked with their subsequent kindergarten reading and social skills measures, for the sole purpose of determining whether the preschool classroom will be certified. The linked data are then destroyed. The time and expense for this one-time matching process could be avoided if the preschool children were already included in the state's Public Education Information Management System (PEIMS). This could also decrease some of the two-year time span it takes to learn whether a preschool classroom is certified as Texas School Ready!

This effort would require substantial coordination and planning but would eliminate the need to match prekindergarten and kindergarten data, reducing the time required for the certification process. This step would result in several additional benefits, extending beyond the issues discussed in this chapter. As discussed in Chapter 2 as a policy consideration, inclusion of preschool data in the statewide system may also allow for a broader assessment of the preschool landscape, including total enrollment and attendance in programs funded through a variety of funding streams and characteristics of preschool programs and attendees across the state, if it included all preschool programs and schools/centers. In addition, and as recommended in Chapter 4, maintenance of preschool and K–12 student records in one system would facilitate sophisticated analyses of program effects, potentially allowing for examination of longitudinal student progress and comparisons among different program types and models.

Improve Awareness in the Field and Encourage Public Use. Efforts to explain the utility and importance of the SRCS system could prove effective in improving buy-in and support of the application. CLI and funding agencies should expand efforts to disseminate information within programs and schools and to communicate the system's purposes and potential uses to the public. Efforts could include roundtables or information sessions for specific target groups in programs and schools and extensive media outreach announcing certification results and assisting the public in being informed consumers of prekindergarten programs. Broad dissemination of information at community centers, places of worship, parks and recreation centers, libraries, and youth activities may also build public awareness. Those in centers and schools would benefit from greater understanding of how the various pieces come together in the certification process, and communication should be directed to all relevant parties, including classroom teachers and school/center administrators. Moreover, parents and community members could learn more about the system and its results, providing additional decision-making information and a broader understanding of quality in prekindergarten classrooms. Greater efforts at communication will enhance the SRCS's utility and will also further leverage the resources invested in the system by expanding awareness.

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Appendix A1

Expansion of Texas Early Education Model/Texas School Ready! (TEEM/TSR!) Program

Overall, the TEEM/TSR! program has grown since its inception in 2003. Initiated with the passage of Senate Bill 76 of the Seventy-eighth Texas Legislature, the program became operational in 11 communities during January of school year 2003–04 and added three communities at the beginning of school year 2004–05. By school year 2007–08, 38 communities were participating and new centers and schools were added each year through school year 2008–09. In school year 2009–10, the name of the program changed to Texas School Ready! (TSR!), and 36 communities were in operation.

Table A1 summarizes the growth of the TEEM/TSR! program in the number of communities, schools/centers, classrooms, teachers, and students.

Table A1. Growth of TEEM/TSR! Program

School Year	Program Name	Participating Communities	Participating Schools and Centers	Participating Classrooms	Participating Teachers	Participating Students
2003–04 (partial year)	TEEM	11	90	110	110	2,140
2004–05	TEEM	14	180	258	258	4,644
2005–06	TEEM	20	415	956	997	17,793
2006–07	TEEM	32	912	1,837	1,847	36,663
2007–08	TEEM	38	1,140	2,555	2,581	45,833
2008–09	TEEM	38	1,285	3,024	3,073	61,079
2009–10	TSR!	36	994	1,863	1,877	40,986
Total				10,603		209,138

SOURCE: The University of Texas Health Science Center at Houston, Children's Learning Institute, 2010

Simultaneous with the development of the TEEM/TSR! program, the Texas Education Agency (TEA) was also providing support to early childhood efforts in public schools through the Prekindergarten Expansion Grants (PKX). Starting in 1999 in the Seventy-sixth Legislature, funds were provided as a priority to districts and open enrollment charter schools with low third-grade test scores to expand their prekindergarten programming from half day to full day. Grant funding increased and decreased through the years, with priority given to previous year grantees to continue their full-day programming. In 2006, TEA made the policy change of requiring grantees to engage in a school readiness integration partnership effort with other early childhood providers in their communities. The expansion program culminated in 2008–09 and was replaced with the Prekindergarten Early Start Program (PKES) in 2009–10.

PKES offered funding in three tiers, and districts were allowed to apply on the basis of their past history and performance. Tier 1 was only for districts with third grade test scores *below* the state average that *had not participated* in the previous Prekindergarten Expansion Grants. Tier 2 was aimed at districts who previously *had received* expansion funding and scored *above* the state average on the third grade tests. Tier 3 focused on districts with third grade test scores *below* the state average that *had participated* in the

previous Prekindergarten Expansion grants. Tier 3 grantees are now required to carry out all the components of the TSR! program, including developing partnerships with other early childhood providers and seeking certification from the School Readiness Certification System. Some priority Tier 3 districts receive the same services from the Children's Learning Institute (CLI) as TEEM/TSR! participants.

According to CLI, some school districts that had been participating in TEEM saw advantages in competing for the PKES grants in Tier 1 or Tier 3. Districts that had never received expansion dollars to fund full-day prekindergarten programs could now apply for Tier 1, and those that had received expansion dollars in the past, and that were in their third and final year of TEEM funding, could continue to receive services from CLI via the PKES grants. As a result, during 2009–10, some districts ended their participation in TEEM communities, and in some cases, they took their Head Start and child care partners with them as part of their PKES grants. This decrease in TSR! participation is evident in Table A1

As explained by CLI, given the choice between materials and training offered by TEEM/TSR! compared with actual grant dollars available from PKES, many districts opted for the grant dollars. Since these new grantee districts also were required to enter into integrated partnerships with other community providers, many Head Start and child care centers also were included in their PKES grants.

A total of 47 different communities have participated in TEEM/TSR! for periods from one to seven years between school year 2003–04 and school year 2009–10.

Expansion by ESC Region

Another way to consider the expansion of the TEEM/TSR! program is to consider the involvement in terms of the geographic areas of the state. There has been some TEEM/TSR! participation in all 20 Education Service Center (ESC) regions. As noted in Table A2, eight of the regions have been involved for the entire seven years of the program. The other 12 have participated for three to six years.

Table A2. Expansion of TEEM/TSR! by Educational Service Center Region

Number of Years in TEEM/TSR!	ESC Regions	Number of Regions
7	Regions 1, 4, 10, 11, 13, 16, 19, 20	8
6	Regions 7, 18	2
5	Regions 2, 3, 12, 14, 15, 17	6
4	Regions 5, 6, 8	3
3	Region 9	1

In general, once there was a community in an ESC region participating in TEEM/TSR!, the region continued to be served through 2009–10. The two exceptions include Region 9 where one community participated for two years during 2003–04 and 2004–05 and a different community began in 2009–10. In Region 14 participation began in 2004–05 and continued through 2008–09 but stopped in 2009–10.

Appendix A2
Methodology

This methodology appendix provides details on the data-collection methods and analyses used in this evaluation of the Texas Early Education Model/Texas School Ready! (TEEM/TSR!) program that Learning Point Associates and its partners, Gibson Consulting Group and Shapley Research Associates, conducted. The overall methods are reported first followed by specific details on each of four evaluation tasks.

Evaluation Tasks and Research Questions

The Legislative Budget Board Request for Proposals outlined four overall tasks to guide the evaluation. As the study unfolded, the tasks were further specified into 10 research questions. The overall tasks and specific research questions addressed by this evaluation are as follows:

Task 1: TEEM/TSR! Program Management and Implementation

1. Who are the participants in TEEM/TSR!?

2. What are the program components of TEEM/TSR! and how are they implemented?

3. What processes are in place to govern the management and implementation of TEEM/TSR!?

4. How will TEEM/TSR! program components be sustained at the end of the grant cycle?

Task 2: Financial management

5. What are the processes and controls in place to manage the fiscal component of the TEEM/TSR! program?

6. How have TEEM/TSR! funds been spent? Where did the money go, and what was acquired/purchased/provided with the money?

Task 3: Student Performance Outcomes

7. What is the performance of students on reading readiness and social skills measures?

8. What preschool program characteristics are related to the kindergarten outcome of reading readiness?

9. What performance measures have been developed by the Children's Learning Institute to evaluate the effectiveness of the TEEM initiative?

Task 4: School Readiness Certification System (SRCS)

10. How effective is SRCS in applying a common set of criteria and processes to identify programs that are aligned with best practices research on early childhood care and education and young children's development

Overall Methods

To obtain both general and detailed information about the financial and programmatic management of the TEEM/TSR! and SRCS programs, as well as to determine student outcomes, the research team submitted

requests for documents and data to the Children's Learning Institute (CLI) beginning in February 2010. Ongoing telephone conversations and e-mail exchanges with program leadership at CLI took place from February through August 2010. In addition, correspondence with personnel at the Texas Education Agency and Texas Workforce Commission was ongoing throughout the course of the evaluation to clarify details of the management and implementation of TEEM/TSR! and related early childhood education programs. The research team also reviewed documents describing the program provided by CLI, TEA, and the Legislative Budget Board, as well as data sets related to the history and expansion of the program that CLI provided.

Throughout the evaluation, the research team posed contextual questions to Dr. John Gasko, Director of Statewide Initiatives at CLI, as well as to his colleagues, Layne Waxley, Director of Texas School Ready!; Dr. Jeff Williams, Senior Statistician; Kevin Mersmann, Director of Management Operations; and Yingchu Velasquez, Project Manager of Finance. In addition, a formal interview was conducted with Dr. Susan Landry, Executive Director of CLI, founder of the TEEM program, and principal investigator for TEEM/TSR!. Formal interviews also were conducted with one representative of the nine program managers and one representative of the six technical assistance specialists.

Because the TEEM program changed dramatically between school year 2008–09 when there were 38 communities and school year 2009–10 when it became Texas School Ready!, with some partnerships moving to the Prekindergarten Early Start grants, the research team realized it was not possible to obtain an accurate view of the program by focusing only on the 36 communities participating in the most recent school year (2009–10). As a result, the research team, with the assistance of CLI staff, identified 19 communities that had participated in TEEM/TSR! for *both* school year 2008–09 and school year 2009–10 under the same lead agency to be the population for addressing the research questions in Tasks 1, 2, and 4. For Task 2, the team obtained financial documents from these communities starting in school year 2003–04. For Task 3, student outcome data sets were available for school years 2004–05 through 2008–09.

Tasks 1 and 4

To address the management and implementation research questions related to both TEEM/TSR! (Task 1) and the SRCS (Task 4), the research team administered surveys, conducted interviews, obtained and reviewed documents, observed classrooms, and analyzed data sets that CLI provided on the history and staffing of TEEM/TSR!

Surveys

The research team administered Web-based surveys to four respondent groups within the 19 communities:

- The community administrators, also referred to as "lead agencies" or "grantees"

- The administrators of each school/center involved in the collaborative partnership

- Participating teachers

- Parents of participating children

In addition to addressing the management and implementation of TEEM/TSR! and the SRCS, the team also addressed some survey items related to the financial management of the program.

Administrators. The research team administered online surveys using Zarca Interactive, a sophisticated online survey tool. For community and site administrators for whom individual e-mail addresses were available, a custom e-mail was sent directly to each person through the Zarca system. This e-mail contained a hyperlink to the TEEM/TSR! survey unique for that person. A recipient might forward this e-mail invitation to a different person for completion, but once someone had completed and submitted it, the link was no longer active. This ensured that individual respondents did not complete the survey multiple times. The initial survey administration period lasted from April 26 to May 7, 2010. We sent a maximum of four customized reminders to nonrespondents during this time period, and the final due date was extended to May 14, 2010.

Community Administrators. We obtained from CLI e-mail addresses of community administrators at each of the 19 communities that had participated in TEEM/TSR! during both school years 2008–09 and 2009–10 with the same lead agency both years. The Zarca system successfully delivered all 19 survey invitations,[1] and respondents completed 15 surveys, for a response rate of 79 percent.

School/Center Administrators. CLI provided a list of 422 schools and centers within the 19 TEEM communities that had participated in TEEM/TSR! during both school years 2008–09 and 2009–10. A substantial portion of these centers had missing e-mail addresses, or had e-mail addresses that bounced when e-mail invitations the Zarca system sent them. Follow-up efforts between the research team and CLI resulted in the successful delivery of surveys to 385 school/center administrators.

Initial response rates were low; therefore, the research team recruited TEEM/TSR! project coordinators to explain to their school/center administrators that these surveys were part of an important research effort mandated by the state legislature and to encourage them to reply. A total of 219 responses to the 385 surveys were received, for a response rate of 57 percent. Although the intention was to survey school/center administrators who had participated in TEEM/TSR! during both school years 2008–09 and 2009–10, the research team discovered that the CLI list was not always accurate about which sites participated during which years. Therefore, some of the 219 responses may have been referring to schools/centers that participated in only one of the two years.

Parents and Teachers. For parents and teachers, for whom individual e-mail addresses were not available, the team sent e-mails to school/center administrators from an e-mail profile titled Texas School Ready Evaluation. This e-mail contained instructions in the body of the text, along with three attachments: a teacher flyer, a parent flyer in English, and a parent flyer in Spanish. Instructions included information about how the school/center administrator should disseminate the flyers to teachers participating in TEEM/TSR! and to parents of students in TEEM/TSR! classrooms. They also asked the administrators to make a computer with Internet access available to parents. A parent who visited the survey website had the opportunity to take the survey in English or in Spanish. A total of to 389 school/center administrators received e-mail invitations (four more than the Zarca system was able to deliver for the school/center administrator survey). The initial survey administration period lasted from May 10 to May 21, 2010, and the final due date was extended to May 28, 2010.

Because the team does not have a count of the true population of parent and teacher respondents, it is not possible to calculate response rates for these two groups. Also, because the Web addresses for these two surveys were "open links," meaning that anyone with one of those Web addresses could complete them, it was possible for a person to complete the survey multiple times. Therefore, the team analyzed the resulting data to identify a string of responses that were likely coming from the same person. These data

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[1] Successful delivery is defined as an e-mail address being valid, and that Zarca recognized the e-mail itself as "delivered." It is unknown what percentage of these e-mails were filtered into SPAM folders, delivered to unused e-mail accounts, or simply unread.

were identifiable using the Internet address of the user's computer and the start and end time in connection to the responses themselves. (For example, a string of submitted surveys would start at the exact time the last one ended; and all would come from the same Internet address.) The team eliminated responses from the final count and from the analyses when these patterns occurred.

Although the team does not know how many administrators read the e-mail and followed the instructions to disseminate the flyers to parents and teachers, we received 346 parent responses (29% in Spanish), and 189 teacher responses. A total of 36 parent responses were eliminated due to multiple responses from the same person, resulting in 310 valid parent responses. Of these, 199 parents indicated that their child was enrolled in a TSR! classroom. Responses from these 199 parents were analyzed for the remaining questions.

Of the 189 teacher responses, 48 answered the initial question by stating that they were not a part of the TEEM/TSR! program, which yielded a final number of 141 usable teacher responses. No teacher responses were flagged as multiple responses from the same person.

Survey analysis. All the surveys were analyzed by calculating the frequency with which respondents selected each response option (for example, *strongly disagree, disagree, agree, strongly agree*, or *don't know*). In addition, responses to similar questions from community administrators, school/center administrators, and teachers were compared and contrasted.

Case Studies

To provide a more intensive description of both the financial management and the program management and implementation of the TEEM/TSR! communities, the team selected a sample of 12 communities from the 19 to serve as case studies.

Sampling. For the case studies, the research team developed a sampling plan for the selection of communities, sites within communities, and mentors and teachers associated with the sites.

Selection of Communities. To be included in the case studies, it was determined that selected communities should be current grantees (that is, a grantee during the 2009–10 school year), and that they should also have been a grantee *under the same lead agency* during the 2008–09 school year. Out of the 36 communities from 2009–10, 19 fit these criteria. To select 12 communities from these 19, we identified important characteristics of each community , including the region of the state in which it was located, the year the partnership was established, the number of sites that participated within the community, and whether the lead agency was an independent school district (or Education Service Center), Head Start agency, or child care provider.

The team took the following sampling approach to represent geographic diversity, variation in the number of years the community had been established (older communities were defined as existing prior to school year 2006–07 and new communities were defined as being established during or after school year 2006–07), differences in community size (defined by the number of sites operating within the community), and diversity in the nature of the lead agency.

To ensure geographic diversity in the sample selected for site visits, the research team organized the 19 grantees into six "megaregions" defined by the Education Service Centers (ESCs) that serve the districts in that area: Region A (within ESCs 1, 2, and 3), Region B (ESCs 4, 5, and 6), Region C (ESCs 7, 8, and 10), Region D (ESCs 9, 11, 14, 16, and 17), Region E (ESCs 15, 18, and 19) and Region F (ESCs 12, 13, and 20). The sampling plan goal was to select two communities from within each megaregion to ensure geographic diversity and representativeness across the state.

Once megaregions were defined, one community within Region B and two communities within Region D automatically became part of the sample because there were no other grantees within those megaregions from which to choose. In addition, the team immediately selected another community because it was the only community that was led by a Head Start agency. The research team then looked at each of the remaining megaregions and attempted to select communities from within each one that balanced out how long the communities have existed and their sizes.

The final community sample included communities within 11 of the 20 ESC regions of the state, seven communities that were established prior to school year 2006–07 and five that were established during or after 2006–07, communities that ranged in size from 6 operating sites to 67 operating sites (six communities had between 6 and 20 sites, and the other six communities had between 21 and 67 sites), and communities led by one Head Start agency, four school districts or ESCs, and seven organizations providing child care services.

Selection of Sites. Once the team identified communities for the case studies, it identified the sites within those communities that participated in TEEM/TSR! for both school years 2008–09 and 2009–10. Each site was further identified as being a public school, a Head Start center, or a child care center. To randomly select sites for observations and interviews, the team assigned a random number to each site. Sites were then sorted by community and site type, and the site with the lowest random number within each subgroup was selected. The two lowest random numbers served to designate two sites of each type for the two largest communities in the sample. The research team later learned that one of the large communities had no public school sites in school year 2009–10 because of their shifting to participating in the Texas Early Start grants. Therefore the team selected three Head Start and three private childcare sites instead.

Once the sites were randomly selected, the team identified the locality (urban, suburban, rural) and the number of classrooms within each site to ensure some diversity in those characteristics as well.

Selection of Teachers and Mentors. Once the research team selected the sites, the team randomly selected one participating teacher from each site. Where possible, priority was given to teachers who had been a part of both TEEM in school year 2008–09 and TSR! in school year 2009–10. CLI provided the research team with a list of teachers who had participated in TEEM during school year 2008–09. Communications with grantees, project coordinators, or site administrators confirmed whether the teachers on that list were still a part of TSR! in school year 2009–10. The team removed from the list teachers who had completed all four years of TEEM or teachers who had left the site. In addition, the team removed teachers who taught primarily in a language other than English to ensure that site visitors accurately observed instruction in the classroom. Of the remaining teachers, a random number generator selected one teacher was randomly selected using a random number generator.

Some sites did not have teachers involved in TEEM/TSR! for both school years 2008–09 and 2009–10. For these sites, the team randomly selected one teacher from the list of current TEEM/TSR! teachers in school year 2009–10 that the grantee, project coordinator, or site administrator provided. It is important to note that random selection was not possible for every site because of the small number of teachers who met the criteria for selection.

In all 12 communities, the project coordinator also served as a mentor and completed both the project coordinator and mentor interviews. The research team also interviewed up to two additional mentors serving the teachers in the selected sites. In one case, the project coordinator was the only mentor. In three cases, there was only one additional mentor, and in seven cases there were only two additional mentors, so the team conducted the mentor interview with all these individuals. In the final case, the team randomly selected two of the three additional mentors for the interview.

Data Collection. In each of the 12 communities, the case study included conducting interviews, collecting documents, and observing classrooms at three to six randomly selected school/center sites within those communities. As far as possible, the selected sites included a public school, a Head Start center, and a child care center within each community. For the two communities with the largest number of sites in school year 2008–09, six schools/centers were selected to be visited rather than three, for an overall total of 42 schools/centers.

Interviews were conducted with the community/lead agency administrator as well as the project coordinator and two of the mentors assigned to the selected schools/centers. In all communities, the project coordinators also served as mentors, so these individuals were asked questions related to both roles.

At each of the 42 sites, the team conducted interviews with the school/center administrator and a randomly selected TEEM/TSR! teacher. Observations using the Classroom Assessment Scoring System PreK (CLASS PreK) were conducted in the classroom of the teacher interviewed. Trained CLASS PreK observers conducted observations in each classroom for approximately two hours, recording notes during 20-minute segments and assigning ratings immediately after each segment. The team collected documents about policies and practices from both the community and school/center administrators.

The team requested the following program implementation documents from community administrators. Ten of the 12 community administrators submitted four or more of these requested documents.

1. List of partners within the community (that is, all the schools/centers that participated in the TSR! program in 2009–10, as well as those that participated in TEEM in 2008–09)

2. Memorandum of understanding among partners in community for 2008–09 and 2009–10; if more than one memorandum of understanding, please provide them all

3. Child eligibility criteria for partners in community—whatever was used in 2008–09 and 2009–10

4. Student enrollment application form(s)—a sample of what was used in 2008–09 and 2009–10

5. Student enrollment procedure(s)—a description of what was used in 2008–09 and 2009–10

6. Program calendars, for example, of meetings, professional development sessions, theme units, parent programs, etc. (We are looking for examples of calendars from 2008–09 and 2009–10 that document how the TEEM/TSR! community coordinates any of its activities across public school districts, Head Start centers, and child care centers.)

Additional documents (if available for years 2008–09 and 2009–10):

7. Other documentation that provides evidence of collaboration

   - Sample meeting agendas/minutes from partnership meetings

   - Sample meeting agendas/minutes among Project Coordinators/Mentors/Lead Agent (Grantee)

   - Recruitment packet for schools/centers

8. Teacher groupings by mentor (that is, the names of the teachers assigned to each mentor.)

9. TEEM/TSR! mentor schedules

10. Map of schools/centers within community

11. Examples of newsletters

The team asked school/center administrators to submit the following documents. We received one or more of them from 29 sites in 11 of the 12 communities.

1. Example of student enrollment application

2. Student enrollment procedures

3. Student eligibility criteria

4. Examples of program calendars, mentor schedules, professional development schedules, meeting agendas

5. Lesson plan of the teacher being observed on the date of the site visit

As we note under Task 2 that follows, the team also collected financial documents from community administrators.

Analysis. From the case studies, the team conducted 125 interviews and analyzed them using NVivo software for qualitative research. The software supports coding and data analysis, allowing researchers to identify and group similar responses into themes as well as to track the number of each type of response from each respondent group. As part of the analysis, the research team compared and contrasted responses to similar questions about the program from community administrators, school/center administrators, project coordinators, mentors, and teachers.

The research team obtained usable classroom observations for 38 classrooms in 11 communities with the CLASS, PreK. Analysis of the classroom observations included calculating the mean score and standard deviation from ratings of 1–7 given to each of 10 dimensions. The dimensions are further organized into the three domains of Emotional Support, Classroom Organization, and Instructional Support. In addition, mean scores from TEEM/TSR! classrooms were compared with those of other studies using the same observation instrument.

The team reviewed the documents collected from the community administrators and school/center administrators primarily to supplement results from the interviews and surveys. For example, the team examined schedules of mentor visits and eCIRCLE professional development sessions to triangulate information about the frequency of these sessions provided in the interview and survey results. The team reviewed memoranda of agreement among partners to identify specification of uniform eligibility requirements, shared enrollment forms and procedures, or the sharing of resources, such as teachers, space, and transportation.

Task 2

To address the financial management questions in Task 2, Gibson Consulting Group, Inc. conducted interviews with staff from the Texas Education Agency, the Texas Workforce Commission, the Legislative Budget Board, and Children's Learning Institute (CLI). In addition, finance directors, or their equivalent, were interviewed at each of the 12 TEEM/TSR! communities selected for the case study sample.

Financial data collected included detailed expenditure files from CLI, detailed revenue/funding files by source, accounting manuals, program growth forecasts, detailed budgets, general ledgers, grant financial reports, and other financial documents. The team conducted a financial expenditure analysis to obtain a comprehensive understanding of how grant money has been received and how it has been spent from fiscal years 2004 through 2009.

Interviews

The research team conducted interviews with various groups to gather as much information as possible about the financial management of the TEEM/TSR! program. The goal of the first round of interviews with state agencies and with CLI was to learn about how agencies allocated funds for TEEM/TSR! are allocated, where they come from, where they flow through, how they are received, how and where they are spent. The team conducted interviews with several organizations in an attempt to triangulate the information received.

Initial rounds of interviews were used to a) obtain a clear understanding of the processes involved in financial management of this program, b) inform the further development of appropriate research questions, c) inform the development of requests for data and information to be reviewed, and d) further inform the development of protocols for interviews with community-level staff. It was typically necessary to revisit each organization with follow-up questions, often via e-mail or phone.

Texas Education Agency. One group interview was held with the discretionary grants team at the Texas Education Agency (TEA), including the Chief Grant Administrator, the Senior Director for Discretionary Grants, a grant manager, and a staff member responsible for expenditure reporting. This meeting was designed to learn about how funds were distributed to CLI, the process by which money was allocated, and to validate the amount of money that flowed to CLI through TEA.

A second group interview was held with the Program Manager and Director of the School Readiness and Partnership division to obtain an overview of their role in the management of the TEEM/TSR! program, and to learn more about the appropriation of funds from the Texas Legislature, through TEA, to CLI.

After the first round of interviews and review of the relevant materials, the team sent a second round of questions via e-mail to each of these groups for follow-up.

Legislative Budget Board. The team conducted one interview at the Legislative Budget Board with a Budget and Performance Analyst to gather further information about the allocation of grant funds from the legislature for the purpose of the TEEM/TSR! grant project, and to further understand which riders authorized each grant award in each year.

Texas Workforce Commission. The team held one interview at the Texas Workforce Commission with two staff with the most working knowledge of this grant program. Again, interview questions were designed to obtain an understanding of how funds flowed to CLI from the legislature through the Texas Workforce Commission (TWC), and to obtain a better understanding of the TWC's role in the grant project. A second round of questions was sent to the TWC via e-mail after this interview.

Children's Learning Institute (CLI). A group interview was conducted with the Director of Statewide Initiatives, the Finance Director, and a staff accountant at CLI. This group meeting was designed to learn about how CLI manages the funds they receive, to validate where the funds came from, how funds are spent, what systems and processes are in place to manage funds, and other aspects of the grant management process. This interview provided an overview of CLI's perspective on what fiscal processes may in place at the community level.

The research team conducted a follow-up visit after a substantial amount of data and information had been reviewed, to provide clarification on information, and to answer new questions that had arisen. After these two face-to-face meetings, additional phone and e-mail communication took place between the research team and CLI staff to answer any questions or clarify any issues.

Staff at TEEM/TSR! Communities. The research team conducted interviews with finance directors or their equivalent, community administrators, and project coordinators at each of the 12 grantee sites in the site visit sample. Structured interviews were designed to learn, from each of the 12 sample communities, about the processes and systems in place for managing materials and equipment, as well as fiscal aspect of the grant. Finance directors provided an overview of tracking systems, reporting systems, and explained how the community is planning for sustainability, or what other sources of funds are necessary to support the program.

Financial Data Request

The research team requested the following data and materials from CLI:

1. Organization chart for CLI, including all personnel responsible for the Texas Early Education Model (TEEM) or School Readiness Certification System (SRCS) program

2. Job descriptions for CLI employees participating in TEEM or SRCS program

3. List of TEEM or SRCS communities, centers, and classrooms by fiscal year

4. Census of students by community, centers, and classrooms by fiscal year

5. Detailed expenditure files for CLI for fiscal years (FY) 2003 through FY 2010

6. Detailed revenue/funding files by source for FY 2004 through FY 2010

7. Copy of or access to accounting manuals for CLI, specifically for the following items:

   a. Account code structure

   b. Expenditure process/approval method

   c. Grants accounting/management manual

   d. Payroll process/approval method

   e. Required forms

8. Community and center resource/program growth forecasts for FY 2004 through FY 2010

9. Community and center funding allocation method

10. Indirect cost rate support

11. Information system documentation (high level)

12. Detailed budgets for TEEM and SRCS programs for FY 2004 through FY 2010

13. Approved budget amendments, additions, and revisions for FY 2004 through FY 2010

14. Cost-avoidance/cost-savings calculations from inception to date

15. Access to general ledger, payroll, purchasing, and other information systems for inquiry

16. New school/center orientation or training packet

17. Any demographic studies used by CLI to support long-term program planning

18. Grant application summaries (all grant sources) for FY 2004 through FY 2010

19. Final grant financial reports for FY 2004 through FY 2010; financial reports (most recent month/quarter) for all open grants

The following data and materials were requested of community administrators at each of the 12 sample communities chosen for the case studies.

1. General ledger from first year with TEEM to present showing funds received and spent on the TEEM/TSR! project (that is, for all the years this community has received a TEEM or TSR! grant)

2. Example of forms used to track resources (funds, materials, labor hours, substitutes) related to TEEM/TSR! (that is, just one sample, not all the documents)

3. If already available, from first year of TEEM to the present, provide spreadsheets that track ALL funds received for, and ALL expenditures incurred, related to TEEM/TSR!, whether reimbursed from Children's Learning Institute (CLI) or not. If possible, please indicate whether item is reimbursable or not.

4. If already available, copy of spreadsheet used to track disbursement of goods prior to the implementation and use of TOMS (Texas School Ready! Online Monitoring System) in 2009–10 for each year in the program.

These data sources and materials, along with information gleaned from interviews, were used to evaluate the processes and controls in place to manage the fiscal component of TEEM/TSR!, and to determine how TEEM/TSR! funds have been spent, where the money has gone, and what was acquired/purchased/ provided with the funds. Findings and recommendations were generated on the basis of this analysis.

Task 3

This section details the approach to analyzing student performance outcomes data. The research team employed three main approaches in answering the three research questions pertaining to student performance on reading readiness and social skills measures: descriptive analyses, multilevel modeling, and analysis of progress monitoring data.

Descriptive Analyses

To answer the research question pertaining to the performance of students on reading readiness and social skills measures, the research team used descriptive statistics to describe the overall performance of students who attended TEEM/TSR! classrooms.

Three outcomes are presented in the descriptive analyses, by cohort (2005–07, 2006–08, 2007–09) and by center and community characteristics. Social screener results are presented by item with means on a range of 1 (never) to 6 (always) for each item. In addition, two reading assessment outcomes are used, both based on the Texas Primary Reading Inventory (TPRI) and Tejas LEE for Spanish-speaking students. One assessment outcome is a standardized score or z-score, which is calculated as follows:

$$ z_i = \frac{x_{it} - \mu_t}{\sigma_t} \quad (1) $$

where z is the standardized score for student i, x_{it} is the raw score for student i in year t, μ_t is the mean of the assessment scores in year t, and σ_t is the standard deviation of the assessment scores in year t. Z-scores were calculated on the basis of the first administration of the TPRI (graphophonemic knowledge) if students took only the first administration, the second administration of the TPRI (phonemic awareness) for students who participated in the second administration, or the Tejas LEE for Spanish-speaking students. All standardization procedures were conducted within test and within year. Descriptive statistics

are presented to illustrate the central tendency and spread of performance measures by cohort and by group.

The final outcome of interest is an indicator variable for whether a student received a designation of "developed" or "still developing," based on his or her score on the aforementioned assessments. The percentages of students in the school-ready designation (developed) and in the still-developing category are presented by cohort and by group.

Multilevel Modeling

To determine which preschool program characteristics are related to the kindergarten outcome of reading readiness, the research team employed a series of hierarchical linear models (HLMs) to test for the presence of statistically significant relationships between student-, classroom-/teacher-, and school-/center-level characteristics in the prekindergarten year and kindergarten assessment outcomes.

The team used a series of three-level HLMs in which students are nested within their prekindergarten classrooms and classrooms are nested in schools/centers. This approach allows for the inclusion of covariates at each level, representing potentially important student-, classroom/teacher-, and school/center-level characteristics. The general level-1 model is:

$$Y_{ijk} = \pi_{0jk} + \sum_{p=1}^{P} \pi_{pjk} X_{pijk} + e_{ijk} \quad (2)$$

The level-1 model provides a model of student performance in kindergarten as a function of student-level predictors plus a random student-level error where Y_{ijk} is the kindergarten assessment outcome of student i in classroom j and school k; π_{0jk} is the intercept for classroom j in school k; X_{pijk} is a vector of $p=1, \ldots, P$ student characteristics that are related to student performance; π_{pjk} are the corresponding level-1 coefficients that report the direction and magnitude of the relationship between each student characteristic and the student performance outcome; and e_{ijk} is the level-1 random error term that represents the deviation of student ijk's score from the predicted score based on the student-level model. The error term is assumed normally distributed with a mean of zero and variance σ^2.

The level-2 model is:

$$\pi_{pjk} = \beta_{p0k} + \sum_{q=1}^{Q_p} \beta_{pqk} Z_{qjk} + r_{pjk} \quad (3)$$

The level-2 equation depicts the model for variation among classrooms within schools. For each classroom effect, π_{pjk}, from the level-1 model, β_{p0k} is the intercept for school k; Z_{qjk} is a vector of $q=1, \ldots, Q_p$ classroom characteristics that are related to the classroom effect for which each π_p may have a unique set of associated level-2 covariates; β_{pqk} are the corresponding level-2 coefficients that indicate the direction and magnitude of the relationship between each classroom characteristic and the classroom effect; and r_{pjk} is the level-2 random error term that represents the deviation of classroom jk's level-1 coefficient, π_{pjk}, from its predicted value based on the classroom-level model. The set of r_{pjk} are assumed to be multivariate normally distributed, each with a mean of zero, some variance τ_{pp}, and some covariance between elements r_{pjk} and $r_{p'jk}$ of $\tau_{pp'}$ (i.e., the random effects in the $P+1$ equations of the level-2 model are assumed to be correlated).

The level-3 model is:

$$\beta_{pqk} = \gamma_{pq0} + \sum_{s=1}^{S_{pq}} \gamma_{pqs} W_{sk} + u_{pqk} \ (4)$$

At the third level of the model, a similar process is used in which each school effect, β_{pqk}, is modeled as a function of school-level characteristics. γ_{pq0} is the intercept term in the school-level model for β_{pqk}; W_{sk} is a vector of $s=1, \ldots, S_{pq}$ school characteristics that are related to the school effect for which each β_{pq} may have a unique set of associated level-3 covariates; γ_{pqs} are the corresponding level-3 coefficients that indicate the direction and magnitude of the relationship between each school characteristic and the school effect; and u_{pqk} is the level-3 random error term that represents the deviation of school k's level-2 coefficient, β_{pqk}, from its predicted value based on the school-level model. Again, the residuals from these level-3 equations are assumed to be multivariate normally distributed, and each is assumed to have a mean of zero, some variance, and covariance among all pairs of elements.

Because of differences in data collection and sample sizes, the research team modeled each cohort separately. In addition, two outcome measures—both the reading assessment z-score and the binary outcome of the "developed" versus "still developing" designation—were employed in assessing the relationship between prekindergarten characteristics and reading readiness. The following covariates were included at the corresponding level of the models:

- Student characteristics
    - Sex
    - Free or reduced-price lunch eligibility
    - Special education status
    - Limited English proficiency status
    - Total attendance in the prekindergarten year
- Teacher/classroom characteristics
    - Number of books in the classroom
    - Full-time aides
    - Part-time aides
    - Books read by the teacher
    - Teacher education
    - Teacher experience
- School/center characteristics
    - Facility type (Head Start, ISD, child care)
    - Total children served by center
    - Percentage of teachers with a bachelor's degree or higher
    - Percentage of alternatively certified lead teachers
    - Percentage of teachers with child development credential
    - Number of years the school or center has been in operation

In addition, the team explored two community-level characteristics in the 2007–09 cohort only to determine if the maturity of a community or growth in the number of sites within a community corresponded to differential student outcomes:

- Community characteristics
  - Community maturity (mature or new)
  - Site growth (growth or no growth)

Again, because these variables were relevant only in the most recent year of data, they were not included in analyses of earlier cohorts.

Given these parameters, the research team analyzed the following eight models:

1. 2005–07 cohort, standardized score outcome

2. 2005–07 cohort, school readiness indicator outcome

3. 2006–08 cohort, standardized score outcome

4. 2006–08 cohort, school readiness indicator outcome

5. 2007–09 cohort, standardized score outcome

6. 2007–09 cohort, school readiness indicator outcome

7. 2007–09 cohort, standardized score outcome with the inclusion of community characteristics at the school level of the model

8. 2007–09 cohort, school readiness indicator outcome with the inclusion of community characteristics at the school level of the model

It is important to note that the models of relationships with the school readiness indicator outcome, a binary variable, employ a logistic link function to adequately capture the nonnormality of the outcome measure. Because it is a variable that takes on values of only zero and one, it would be inappropriate to assume that the data are normally distributed with mean zero. Thus, these models assess the relationship between the preschool program characteristics and student performance in terms of likelihood of being in the school-ready category (in other words, developed).

Analysis of Progress Monitoring Data

To analyze progress monitoring data in an informative way, the research team again employed descriptive techniques. The research team used five years of progress monitoring data (school years 2004–05 to 2008–09) to explore the percentages of students achieving benchmarks at three different points (fall, winter, and spring) in the academic year. The benchmark for achieving "satisfactory" performance on the progress monitoring assessment increases over the course of the prekindergarten year. Rather than reporting average performance at the fall, winter, and spring time points, which should increase as a result of students developing over the course of the academic year regardless of program participation, the evaluation team computed the percentage of students achieving the "satisfactory" designation at each of those time points, calculated as the number of students in the "satisfactory" category divided by the total number of students assessed.

In this way, this descriptive approach allows for the exploration of trends—both within the prekindergarten year and across the five years of progress monitoring data—in the overall proportion of students making "satisfactory" progress. Results are reported graphically and in table form, and are

simply the percentage of students reaching the benchmark at each of three time points in the prekindergarten year for each of five years of data.

Summary of Data-Collection Methods

Table A3 summarizes the data-collection methods used to address the four tasks and the 10 research questions of this evaluation.

Table A3. Summary of Evaluation Methods

Financial Interviews	**Number Conducted: 17**		
• Texas Education Agency	2		
• Texas Workforce Commission	1		
• Legislative Budget Board	1		
• Children's Learning Institute	1		
• Finance Directors at TEEM/TSR! Communities	12		
Surveys	Delivered	Received	Response Rate
• Community administrators (lead agencies/grantees)	19	15	79%
• School/center administrators	385	219	57%
• Teachers	n/a	141	—
• Parents	n/a	310	—
Case Studies (12 Communities)			
• Interviews	Number Conducted: 125		
○ Community administrators (lead agencies/grantees)	12		
○ School/center administrators	41		
○ Teachers	42		
○ Project coordinators	12		
○ Mentors	18*		
• Classroom observations	38		
• Review of community documents (from 10 of 12 communities)			
• Review of school/center documents (from 29 sites in 11 communities)			
CLI data sets: fiscal, program management and implementation, student outcomes			

The 12 project coordinators also served as mentors, resulting in a total of 30 mentor interviews

Learning Point Associates was responsible for managing the overall evaluation and conducted data collection, analyses, and report writing pertaining to program management and implementation (Task 1), student outcomes (Task 3) and the School Readiness Certification System (Task 4). Gibson Consulting Group conducted the data collection, analyses, and report writing pertaining to the program's financial management (Task 2) and contributed to the data collection for Tasks 1 and 4, especially the survey administration, sampling plan, and site visits in six communities. The role of Shapley Research Associates was to assist with data collection during the case study site visits in four of the 12 communities.

Appendix B1

Community Administrator Survey Responses

Background Information

Table B1. Question 1:
With what TEEM/TSR! community are you associated? *N* = 15

	Percentage of Respondents
ESC 1—Laredo	6.7%
ESC 1—McAllen	6.7%
ESC 3—Victoria	6.7%
ESC 6—Huntsville	6.7%
ESC 7—Kilgore/Tyler	6.7%
ESC 8—NE Texas	6.7%
ESC 10—Child Care Group	6.7%
ESC 10—Richardson	6.7%
ESC 11—Child Care Associates	6.7%
ESC 15—San Angelo	6.7%
ESC 16—Amarillo College	6.7%
ESC 18—Midland/Odessa	6.7%
ESC 19—El Paso	6.7%
ESC 20—Carrizo Springs	6.7%
ESC 20—Family Service Association	6.7%

Note: Survey results not included in Appendix B either contain identifiable information or were open-ended questions. Responses to these questions were qualitatively summarized for the report.

Table B2. Question 2:
Approximately when did your community first receive TEEM/TSR! funding? *N* = 15

	Percentage of Respondents
September 2001	6.7%
August 2003	13.3%
July 2004	6.7%
September 2004	6.7%
July 2005	6.7%
August 2005	13.3%
October 2005	6.7%
November 2005	13.3%
July 2006	6.7%
September 2006	6.7%
May 2007	6.7%
September 2008	6.7%

Table B3. Question 3:
Approximately when did you assume responsibility for the administration of the TEEM/TSR! program in your community? *N* = 15

	Percentage of Respondents
September 2001	6.7%
July 2003	6.7%
July 2004	6.7%
August 2005	6.7%
September 2005	6.7%
October 2005	6.7%
July 2006	6.7%
September 2006	6.7%
May 2007	6.7%
August 2007	6.7%
September 2009	13.3%
January 2010	6.7%
March 2010	13.3%

Management and Communication Within the TEEM/TSR! Community

Table B4. Question 4:
Communication With Other TEEM/TSR! Community Members[2]

4. How frequently do you communicate with each of the following people?	N	Never	Several Times a Year	Monthly	Weekly	Daily
a. Early childhood building administrators in your community	14	0.0%	42.9%	42.9%	14.3%	0.0%
b. The TEEM/TSR! project coordinator	15	0.0%	13.3%	6.7%	40.0%	40.0%
c. The TEEM/TSR! mentors	14	7.1%	14.3%	14.3%	57.1%	7.1%

Table B5. Question 5:
Communication Among TEEM/TSR! Community Members, *N* = 14

5. Rate your agreement with each of the following statements:	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I understand my role and responsibilities for implementing the TEEM/TSR! program in my community.	0.0%	0.0%	14.3%	85.7%
b. The roles and responsibilities of other TEEM/TSR! staff members (i.e., mentors, project coordinator, teachers, building administrators) are clear.	0.0%	0.0%	35.7%	64.3%
c. I am satisfied with the level of communication between me and early childhood building administrators in my community.	0.0%	0.0%	50.0%	50.0%
d. I am satisfied with the level of communication between me and the TEEM/TSR! project Coordinator.	0.0%	0.0%	14.3%	85.7%
e. I am satisfied with the level of communication between me and the TEEM/TSR! Mentors.	0.0%	0.0%	21.4%	78.6%

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[2] In tables reporting percentages, totals may not equal 100 percent as a result of rounding.

Alignment and Coordination Within the TEEM/TSR! Community

Table B6. Question 6:
Extent of Coordination

6. Indicate the extent to which participating TEEM/TSR! schools and centers within your community coordinate on each of the following activities.	N	Do Not Coordinate	Some Sites Coordinate	Most Sites Coordinate	All Sites Coordinate
a. Planning of TEEM/TSR! activities	15	0.0%	6.7%	33.3%	60.0%
b. Sharing of teachers	15	13.3%	60.0%	6.7%	20.0%
c. Sharing of space	15	6.7%	66.7%	20.0%	6.7%
d. Sharing of instructional framework/curriculum	15	0.0%	20.0%	26.7%	53.3%
e. Child progress monitoring tools	15	0.0%	13.3%	13.3%	73.3%
f. Child registration and enrollment	15	20.0%	26.7%	20.0%	33.3%
g. Alignment of program calendars	14	7.1%	21.4%	35.7%	35.7%
h. Transportation	14	71.4%	21.4%	0.0%	7.1%
i. Food service	15	60.0%	13.3%	6.7%	20.0%
j. Student services referrals (e.g., special education, health, dental, etc.)	15	0.0%	26.7%	33.3%	40.0%
k. Professional development	15	0.0%	6.7%	26.7%	66.7%
l. Programs for parents	15	13.3%	40.0%	26.7%	20.0%
m. Instructional practices through teacher networking	15	0.0%	6.7%	33.3%	60.0%

Table B7. Question 7:
Utility of Coordination to the Community

7. If they do coordinate, then rate the degree to which you find the coordination of each activity useful to your community.	N	Strongly Disagree	Disagree	Agree	Strongly Agree	I Don't Know
a. Planning of TEEM/TSR! activities	14	0.0%	0.0%	28.6%	64.3%	7.1%
b. Sharing of teachers	12	0.0%	0.0%	33.3%	66.7%	0.0%
c. Sharing of space	12	0.0%	0.0%	58.3%	41.7%	0.0%
d. Sharing of instructional framework/curriculum	14	0.0%	0.0%	42.9%	57.1%	0.0%
e. Child progress monitoring tools	14	0.0%	0.0%	35.7%	64.3%	0.0%
f. Child registration and enrollment	11	0.0%	0.0%	36.4%	54.5%	9.1%
g. Alignment of program calendars	11	0.0%	0.0%	36.4%	45.5%	18.2%
h. Transportation	3	0.0%	0.0%	66.7%	33.3%	0.0%
i. Food service	5	0.0%	0.0%	60.0%	40.0%	0.0%
j. Student services referrals (e.g., special education, health, dental, etc.)	14	0.0%	0.0%	28.6%	71.4%	0.0%
k. Professional development	14	0.0%	0.0%	7.1%	92.9%	0.0%
l. Programs for parents	12	0.0%	0.0%	41.7%	58.3%	0.0%
m. Instructional practices through teacher networking	14	0.0%	0.0%	28.6%	71.4%	0.0%

Table B8. Question 9:
Are you, as community administrator, involved in facilitating coordination of TEEM/TSR! project activities among project partners? *N* = 15

	Percentage of Respondents
Yes	80.0%
No	20.0%

Table B9. Question 10:
Coordination Among Community Partners

10. How frequently do you use the following mechanisms to facilitate the coordination among the early childhood partners in your community?	N	Never	Several Times a Year	Monthly	Weekly	Daily
a. In-person meetings	12	0.0%	66.7%	25.0%	0.0%	8.3%
b. Individual telephone calls	11	0.0%	72.7%	0.0%	27.3%	0.0%
c. Conference call meetings	11	27.3%	63.6%	9.1%	0.0%	0.0%
d. Paper or electronic communication	11	0.0%	45.5%	27.3%	18.2%	9.1%

Table B10. Question 12:
Coordination Prior to Community Participation in TEEM/TSR!, *N* = 15

12. Prior to your community's participation in TEEM/TSR!, did early childhood providers in your area coordinate the following activities?	Yes	No	Don't Know
a. Planning of non-instructional operations (e.g., food services, transportation, building space)	13.3%	73.3%	13.3%
b. Enrollment of students	26.7%	60.0%	13.3%
c. Professional development of teachers	33.3%	60.0%	6.7%
d. Instructional practices	13.3%	80.0%	6.7%
e Programs for Parents	26.7%	53.3%	20.0%

Table B11. Question 13:
As a direct result of the TEEM/TSR! partnerships, has the proportion
of children who now receive *full-day* services changed? *N* = 15

	Percentage of Respondents
The proportion has increased	73.3%
The proportion has stayed the same	20.0%
The proportion has decreased	0.0%
I don't know	6.7%

Management and Communication From CLI at UT Houston

Table B12. Question 14:
Management and Communication from CLI

14. Rate your agreement with the following statements as it relates to management and communication from CLI:	N	Strongly Disagree	Disagree	Agree	Strongly Agree	I Don't Know
a. CLI has helped facilitate the coordination of early childhood partners in our community.	14	0.0%	0.0%	50.0%	42.9%	7.1%
b. CLI communicates important dates to me on TEEM/TSR! implementation.	15	0.0%	0.0%	40.0%	60.0%	0.0%
c. I am well-informed of important information on the TEEM/TSR! program.	15	0.0%	0.0%	26.7%	73.3%	0.0%
d. CLI communicates information to me on professional development opportunities for classroom teachers.	14	0.0%	0.0%	53.3%	46.7%	0.0%
e. CLI communicates information to me on child progress monitoring.	14	0.0%	0.0%	53.3%	46.7%	0.0%
f. I am satisfied with the level of communication that CLI provides to me.	11	0.0%	0.0%	40.0%	60.0%	0.0%
g. I have sufficient opportunities and mechanisms for communicating concerns to CLI.	11	0.0%	0.0%	26.7%	73.3%	0.0%

Table B13. Question 15:
Did you attend a TEEM/TSR! training or orientation at the beginning
of your participation in the program? *N* = 15

	Percentage of Respondents
Yes	80.0%
No	20.0%

Table B14. Question 16:
Communication From CLI, *N* = 15

16. How frequently does CLI communicate information to you through each of the following mechanisms?	Never	Several Times a Year	Monthly	Weekly	Daily
a. In-person meetings	13.3%	86.7%	0.0%	0.0%	0.0%
b. Individual telephone calls	0.0%	66.7%	33.3%	0.0%	0.0%
c. Conference call meetings	6.7%	53.3%	40.0%	0.0%	0.0%
d. Paper or electronic communication	0.0%	26.7%	46.7%	20.0%	6.7%

Table B15. Question 18:
Do you receive the CLI monthly newsletter *TSR! Beat*? *N* = 15

	Percentage of Respondents
Yes	86.7%
No	13.3%

Table B16. Question 19:
Do you read the CLI *TSR! Beat*? *N* = 13

	Percentage of Respondents
Never	0.0%
Some of the time (fewer than half the issues)	0.0%
Most of the time (more than half of the issues)	23.1%
Always	76.9%

Table B17. Question 20:
Do you receive the CLI quarterly newsletter *The Learning Leader*? *N* = 15

	Percentage of Respondents
Yes	86.7%
No	13.3%

Table B18. Question 21:
Do you read the CLI quarterly newsletter *The Learning Leader*? *N* = 13

	Percentage of Respondents
Never	0.0%
Some of the time (fewer than half the issues)	7.7%
Most of the time (more than half of the issues)	53.8%
Always	38.5%

Table B19. Question 23:
Support From CLI, *N* = 14

23. Rate your agreement with the following statements.	Strongly Disagree	Disagree	Agree	Strongly Agree
a. CLI has provided me with the support I need to be successful in the TEEM/TSR! Program.	0.0%	0.0%	42.9%	57.1%
b. CLI has provided the training needed for the project coordinator in my community to be successful.	0.0%	0.0%	28.6%	71.4%
c. CLI has provided the training needed for mentors in my community to be successful.	0.0%	0.0%	35.7%	64.3%
d. CLI has provided the technical assistance needed for my community to be successful.	0.0%	0.0%	35.7%	64.3%

Section V. Program Quality

Table B20. Question 24:
Program Impact, *N* = 15

24. Rate your agreement with the following statement relative to your situation before the TEEM/TSR! initiatives	Strongly Disagree	Disagree	Agree	Strongly Agree
a. TEEM/TSR! has had a positive impact on early childhood education in my community.	0.0%	0.0%	6.7%	93.3%
b. TEEM/TSR! has increased school readiness in kindergarten-bound children.	0.0%	0.0%	13.3%	86.7%
c. TEEM/TSR! has increased collaboration among early childhood schools and centers within the community..	0.0%	0.0%	20.0%	80.0%
d. TEEM/TSR! has resulted in cost-saving opportunities for public schools, Head Start centers, and child care centers within the community.	0.0%	0.0%	33.3%	66.7%

Table B21. Question 26:
Quality of Professional Development, *N* = 15

26. Overall, how would you rate the quality of the professional development that TEEM/TSR! teachers have received this year?	Poor	Fair	Good	Excellent	Don't Know
a. CIRCLE Pre-School Early Language and Literacy Training	0.0%	0.0%	6.7%	93.3%	0.0%
b. eCircle web-based professional development courses	0.0%	0.0%	13.3%	86.7%	0.0%
c. Training on using progress monitoring tools	0.0%	6.7%	0.0%	93.3%	0.0%

Table B22. Question 27:
Are mentors available for each TEEM/TSR! center and school
within this community? *N* = 15

	Percentage of Respondents
Yes	100.0%
No	0.0%

Table B23. Question 28:
Have all mentors received training or professional development
through the TEEM/TSR! program? *N* = 15

	Percentage of Respondents
Yes	100.0%
No	0.0%

Table B24. Question 29:
Program Quality, *N* = 15

29. Overall, how would you rate…	Poor	Fair	Good	Excellent	Don't Know
a. the quality of the mentoring support provided to teacher in your TEEM/TSR! community?	0.0%	6.7%	13.3%	80.0%	0.0%
b. the quality of the support provided to mentors in your TEEM/TSR! community	0.0%	0.0%	6.7%	93.3%	0.0%
c. the usefulness of child-progress-monitoring data for guiding instruction?	0.0%	6.7%	26.7%	66.7%	0.0%
d. the coordination of the management and distribution of TEEM/TSR! instructional materials and supplies across schools and centers within your community?	0.0%	0.0%	13.3%	86.7%	0.0%

School Readiness Certification System

Table B25. Question 30:
School Readiness Certification System

30. What are your general perceptions of the usefulness quality of the SRCS as it applies to your community?	N	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The hardware and software for operating the SRCS are easy to use.	15	0.0%	26.7%	66.7%	6.7%
b. There is a clear connection between TEEM/TSR!-certified classrooms and classroom quality.	15	0.0%	13.3%	53.3%	33.3%
c. The SRCS is an objective measure of the effectiveness of the TEEM/TSR! program.	14	0.0%	7.1%	78.6%	14.3%
d. The benefits of the SRCS outweigh the resources used in its operation.	15	0.0%	26.7%	53.3%	20.0%
e. The findings generated from the SRCS are useful.	15	0.0%	13.3%	73.3%	13.3%
f. The interpretation of the findings are clear.	15	0.0%	40.0%	46.7%	13.3%
g. The certification criteria are clear.	15	0.0%	33.3%	60.0%	6.7%
h. The certification criteria are fair.	15	0.0%	20.0%	66.7%	13.3%

Sustainability

Table B26. Question 32:
Plans for Program After TEEM/TSR! Funding Ends

32. How likely is it that you will be able to continue each of the following activities after the TEEM/TSR! grant funding ends?	N	Not At All Likely	Somewhat Likely	Very Likely	I Don't Know
a. Partnership among early education providers (public schools/ public pre-k, Head Start, and child-care agencies)	14	7.1%	28.6%	64.3%	0.0%
b. Provision of classroom management and instructional materials	15	20.0%	53.3%	26.7%	0.0%
c. Professional development for teachers	15	6.7%	33.3%	53.3%	6.7%
d. Mentoring of teachers	15	20.0%	46.7%	13.3%	20.0%
e. Child progress monitoring data	15	13.3%	40.0%	40.0%	6.7%
f. Application for TSR! classroom certification	15	26.7%	46.7%	13.3%	13.3%

Financial Management and Resources

Table B27. Question 34:
Financial Management, *N* = 15

34. Which of the following financial management tasks does your community perform to manage TEEM/TSR! funds? (Select all that apply.)	Yes	No
a. We submit monthly expenditure reports to CLI.	86.7%	13.3%
b. We maintain documentation for expenditures (invoices, receipts, etc.).	100.0%	0.0%
c. We track all expenditures (via spreadsheet or general ledger) related to TEEM/TSR! even if they are not reimbursed by CLI.	73.3%	26.7%
d. We submit reports and data confirming receipt of TEEM/TSR! program materials to CLI.	86.7%	13.3%
e. We obtain data from site administrators.	60.0%	40.0%
f. We help set our budget through negotiations with CLI.	93.3%	6.7%
g. We submit reimbursement requests for expenditures (e.g., substitute teachers, incentive pay, mentors) and supporting documentation to CLI.	93.3%	6.7%
h. Other	6.7%	93.3

Table B28. Question 35:
Do you receive funds directly from CLI (that is, NOT as an
expenditure reimbursement) for TEEM/TSR! expenditures? *N* = 15

	Percentage of Respondents
Yes	33.3%
No	53.3%
I don't know	13.3%

Table B29. Question 36:
Use of Funds, *N* = 5

36. What are these funds used for? (Select all that apply.)	Yes	No
a. Community administrator salaries	20.0%	80.0%
b. Grant accountant salary	0.0%	100.0%
c. Site administrator salaries	40.0%	60.0%
d. Teacher salaries	0.0%	100.0%
e. Mentor salaries	100.0%	0.0%
f. Teacher incentive pay	20.0%	80.0%
g. Extra duty pay for other employees who contribute to the implementation of the program	0.0%	100.0%
h. New or replacement kits	20.0%	80.0%
i. New or replacement PDAs	20.0%	80.0%
j. New or replacement Netbooks	20.0%	80.0%
k. Extra kits, PDAs, and Netbooks for non-TEEM/TSR! classrooms	0.0%	100.0%
l. Transportation of teachers to professional development sessions	0.0%	100.0%
m. Transportation of teacher to partner schools and centers	0.0%	100.0%
n. Transportation of students to partner schools and centers	0.0%	100.0%
o. Substitute teacher pay	0.0%	100.0%

Table B30. Question 37:
Do you receive expenditure reimbursements from CLI? *N* = 15

	Percentage of Respondents
Yes	86.7%
No	6.7%
I don't know	6.7%

Table B31. Question 38:
Use of Reimbursements, *N* = 13

38. What do these reimbursements cover? (Select all that apply.)	Yes	No
a. Community administrator salaries	23.1%	76.9%
b. Grant accountant salary	0.0%	100.0%
c. Site administrator salaries	23.1%	76.9%
d. Teacher salaries	7.7%	92.3%
e. Mentor salaries	92.3%	7.7%
f. Teacher incentive pay	23.1%	76.9%
g. Extra duty pay for other employees who contribute to the implementation of the program	0.0%	100.0%
h. New or replacement kits	38.5%	61.5%
i. New or replacement PDAs	23.1%	76.9%
j. New or replacement Netbooks	23.1%	76.9%
k. Extra kits, PDAs, and Netbooks for non-TEEM/TSR! classrooms	7.7%	92.3%
l. Transportation of teachers to professional development sessions	0.0%	100.0%
m. Transportation of teacher to partner schools and centers	0.0%	100.0%
n. Transportation of students to partner schools and centers	0.0%	100.0%
o. Substitute teacher pay	23.1%	76.9%

Table B32. Question 39:
Do you ever disburse funds from your community to
site administrators for TEEM/TSR! expenditures? *N* = 15

	Percentage of Respondents
Yes	13.3%
No	80.0%
I don't know	6.7%

Table B33. Question 40:
Are materials and equipment for TEEM/TSR! sent to your
community directly from CLI? *N* = 15

	Percentage of Respondents
Yes	93.3%
No	6.7%
I don't know	0.0%

Table B34. Question 41:
Who is responsible for receiving and distributing TEEM/TSR!
materials and equipment that are sent from CLI? *N* = 14

	Percentage of Respondents
Project coordinator	50.0%
Community administrator	0.0%
Site administrator	7.1%
Mentor	35.7%
Other	7.1%

Table B35. Question 42:
Resource Management, *N* = 14

42. Which of the following actions, if any, are taken upon receipt of TEEM/TSR! materials and equipment? (Select all that apply.)	Yes	No
a. Check packing slip to ensure goods shipped match the packaged items.	92.9%	7.1 %
b. Send packing slips to CLI.	50.0%	50.0%
c. Create tracking list or log of items received (whether systematically or manually on spreadsheet).	71.4%	28.6%
d. Distribute items to site administrators for their respective classes.	57.1%	42.9%
e. Distribute items to teachers directly.	71.4%	28.6%
f. Track distribution of items to teachers or site administrators.	71.4%	28.6%
g. Report distribution of items back to CLI.	71.4%	28.6%
h. Perform periodic inventory of materials and equipment.	85.7%	14.3%
i. Other	0.0%	0.0%

Table B36. Question 43:
Involvement in the hiring process

43. What is the extent of your involvement in the hiring process for TEEM/TSR!-related positions in your community? (Select all that apply.)	Yes	No
a. We initiate the hiring process for all TEEM/TSR!-related employees.	86.7%	13.3%
b. We participate in the hiring process that originates at CLI.	20.0%	80.0%
c. We participate in the hiring process that originates at the site level.	46.7%	53.3%
d. We do not participate in the hiring process.	0.0%	100.0%
e. Other	6.7%	93.3%

Reports and Tracking

Table B37. Question 45:
Data Tracking

45. Indicate whether you currently maintain each of the following types of data tracking for disaggregating the data at the site level: (Select one for each row.)	N	No	Yes, But Not at the Site Level	Yes, at the Site Level
a. Expenditure data by school or center.	15	46.7%	6.7%	46.7%
b. Materials distributed or used by school or center.	14	14.3%	14.3%	71.4%

Table B38. Question 46:
Are there any costs associated with the TEEM/TSR! program at your community that are not reimbursed by CLI (e.g., extra kits or curriculum for non-TEEM/TSR! classrooms, transportation of teachers or students, classroom? *N* = 15

	Percentage of Respondents
Yes	33.3%
No	66.7%

Table B39. Question 47:
Funding Additional Costs

47. What funds are used to support these additional costs? (Select all that apply.)	Yes	No
a. Funds received from local community-based organizations.	60.0%	40.0%
b. Existing funds from this school or center.	80.0%	20.0%

Table B40. Question 48:
Which of the following best describes your plans to cover the costs associated with continuing this program (purchasing kits and curriculum, professional development related to early childhood development, progress monitoring, etc.) once the TEEM/TSR! program ends? *N* = 15

	Percentage of Respondents
We plan to continue the program with local, existing funds.	0.0%
We plan to continue the program with additional funds from external sources.	14.3%
We plan to continue the program, but we do not yet know how we will cover the costs.	64.3%
We cannot continue the program because we have no other fund arrangements.	14.3%
We are not continuing the program for reasons other than funding.	7.1%

Appendix B2

School/Center Administrator Survey Responses

Background Information

Table B41. Question 2:
What community/grantee is your center/school associated with? *N* = 219

	Percentage of Respondents
ESC 1—Cameron Works	5.5%
ESC 1—Laredo	10.0%
ESC 1—LaSara/Raymondville	4.6%
ESC 1—McAllen	3.7%
ESC 2—Corpus Christi	.9%
ESC 3—Victoria	6.4%
ESC 6—Huntsville	3.7%
ESC 7—Kilgore/Tyler	3.7%
ESC 8—NE Texas	2.3%
ESC 10—Child Care Group	10.5%
ESC 10—Richardson	3.2%
ESC 11—Child Care Associates	8.7%
ESC 12—Killeen	1.8%
ESC 15—San Angelo	3.7%
ESC 16—Amarillo College	4.6%
ESC 18—Midland/Odessa	7.3%
ESC 19—El Paso	5.5%
ESC 20—Carrizo Springs	5.0%
ESC 20—Family Service Association	9.1%

Table B42. Question 3:
What type of center/school do you operate? *N* = 215

	Percentage of Respondents
Public School/ Public Pre-K	34.9%
Head Start Center	32.6%
Private Childcare Center	32.6%

Table B43. Question 5:
Approximately when did you assume responsibility for the administration of the TEEM/TSR! program at your center/school? *N* = 205

	Percentage of Respondents
May 1994	6.7%
August 2000	13.3%
January 2001	6.7%
August 2002	6.7%
July 2004	6.7%
August 2004	13.3%
August 2005	6.7%
November 2005	13.3%
January 2006	6.7%
June 2006	6.7%
August 2006	6.7%
September 2008	6.7%

Table B44. Question 6:
Summary of Teachers in Building

	N	Minimum	Maximum	Mode	Mean	Median	Standard Deviation
a. Teachers serving kindergarten-bound children at your school.	215	0	20	1	3.11	2	3.68
b. TEEM/TSR! teachers participating at your center/school	216	0	25	1	2.41	2	2.63
c. Teachers at your center/school who have been certified through the School Readiness Certification System (SRCS)	207	0	16	1	1.51	1	2.2
d. TEEM/TSR! teachers in their first year (i.e., Target 1 teachers)	205	0	8	0	0.75	1	1.06
e. TEEM/TSR! teachers in their second year (i.e., Target 2 teachers)	198	0	7	0	0.96	1	1.22
f. TEEM/TSR! teachers in their third year (i.e., Target 3 teachers)	195	0	4	0	0.65	0	0.86
g. TEEM/TSR! teachers in their fourth year (i.e., Target 4 teachers)	186	0	5	0	0.4	0	0.92

Management and Communication Within the TEEM/TSR! Community

Table B45. Question 7:
Communication Within TEEM/TSR! Community

7. How frequently do each of the following types of communication occur at your center/school?	*N*	Never	Several Times a Year	Monthly	Weekly	Daily
a. TEEM/TSR! teachers communicate with one another about instructional practices.	216	7.4%	17.1%	9.3%	38.9%	27.3%
b. TEEM/TSR! teachers from my center/school collaborate with TEEM/TSR! teachers from other centers or schools about instructional practices.	217	8.8%	35.5%	23.0%	30.4%	2.3%
c. I communicate with building administrators from other early childhood providers in my community about TEEM/TSR! issues.	216	26.9%	42.6%	19.0%	8.3%	3.2%
d. I communicate with a TEEM/TSR! project coordinator.	216	8.3%	50.0%	26.9%	14.4%	0.5%
e. I communicate with a TEEM/TSR! mentor.	215	7.9%	35.5%	32.1%	24.2%	0.5%

Table B46. Question 8:
Management and Communication

8. Rate your agreement with each of the following statements:	N	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I understand my role and responsibilities for implementing the TEEM/TSR! program in my center/school.	216	3.7%	5.6%	56.5%	34.3%
b. The roles and responsibilities of other TEEM/TSR! staff members (mentors, project coordinator, teachers, lead agent/grantee) are clear..	216	3.2%	10.6%	56.9%	29.2%
c. I am satisfied with the level of communication on TEEM/TSR! between me and other building administrators in my community.	214	5.1%	14.5%	57.0%	23.4%
d. I am satisfied with the level of communication between me and the project coordinator.	217	5.5%	12.0%	53.0%	29.5%
e. I am satisfied with the level of communication between me and the TEEM/TSR! mentor.	217	3.7%	13.4%	49.3%	33.6%

Alignment and Coordination Within the TEEM/TSR! Community

Table B47. Question 9:
Collaboration

9. Indicate whether your center/school collaborates with other TEEM/TSR! centers/schools in your community on each of the following activities.	*N*	Yes	No
a. Planning of TEEM/TSR! activities	213	52.6%	47.4%
b. Sharing of teachers	213	34.7%	65.3%
c. Sharing of space	211	25.1%	74.9%
d. Instructional framework/curriculum	213	52.1%	47.9%
e. Child progress monitoring tool	214	50.9%	49.1%
f. Child registration and enrollment	211	44.5%	55.5%
g. Alignment of program calendars	208	38.0%	62.0%
h. Transportation	208	21.2%	78.8%
i. Food Service	210	19.5%	80.5%
j. Student services referrals (e.g., special education, health, dental)	210	54.3%	45.7%
k. Professional development	214	57.9%	42.1%
l. Programs for parents	211	57.3%	42.7%
m. Instructional practices through teacher networking	210	54.3%	45.7%

Table B48. Question 10:
Collaborating Partners

10. If you do collaborate on an activity, indicate with which early childhood partners you coordinate.	*N*	Percentage of "Yes" Responses		
		Public School/ Public Pre-K	Head Start	Private Child Care
a. Planning of TEEM/TSR! activities	112	55.4%	42.0%	18.8%
b. Sharing of teachers	74	55.4%	44.6%	8.1%
c. Sharing of space	53	56.6%	54.7%	11.3%
d. Instructional framework/curriculum	111	56.8%	39.6%	14.4%
e. Child progress monitoring tool	109	54.1%	43.1%	13.8%
f. Child registration and enrollment	94	58.5%	48.9%	12.8%
g. Alignment of program calendars	79	54.4%	46.8%	15.2%
h. Transportation	44	45.5%	59.1%	6.8%
i. Food Service	41	51.2%	48.8%	14.6%
j. Student services referrals (e.g., special education, health, dental)	114	64.0%	38.6%	20.2%
k. Professional development	124	55.6%	41.4%	25.0%
l. Programs for parents	90	56.7%	51.1%	20.0%
m. Instructional practices through teacher networking	114	65.8%	40.4%	15.8%

Table B49. Question 11:
Usefulness of Collaboration

11. If you do collaborate on an activity, please indicate the degree to which this collaboration has been useful.	N	Not At All Useful	Minimally Useful	Moderately Useful	Very Useful
a. Planning of TEEM/TSR! activities	99	0.0%	6.1%	28.3%	65.7%
b. Sharing of teachers	63	4.8%	4.8%	27.0%	63.5%
c. Sharing of space	43	2.3%	7.0%	23.3%	67.4%
d. Instructional framework/curriculum	94	0.0%	7.4%	23.4%	69.1%
e. Child progress monitoring tool	94	0.0%	5.3%	22.3%	72.3%
f. Child registration and enrollment	82	0.0%	6.1%	29.3%	64.6%
g. Alignment of program calendars	66	0.0%	7.6%	31.8%	60.6%
h. Transportation	37	2.7%	5.4%	29.7%	62.2%
i. Food Service	37	2.7%	2.7%	16.2%	78.4%
j. Student services referrals (e.g., special education, health, dental)	93	0.0%	5.4%	21.5%	73.1%
k. Professional development	110	0.0%	6.4%	24.5%	69.1%
l. Programs for parents	72	0.0%	4.2%	37.5%	58.3%
m. Instructional practices through teacher networking	96	0.0%	3.1%	36.5%	60.4%

Table B50. Question 12:
Usefulness of Collaboration

12. Please indicate whether you intend to continue coordinating the activity with other centers/schools after the TEEM/TSR! grant funding ends.	N	Discontinue	Continue With Modifications	Continue
a. Planning of TEEM/TSR! activities	99	2.0%	18.2%	79.8%
b. Sharing of teachers	67	7.5%	14.9%	77.6%
c. Sharing of space	46	4.3%	17.4%	78.3%
d. Instructional framework/curriculum	97	2.1%	19.6%	78.4%
e. Child progress monitoring tool	96	2.1%	10.4%	87.5%
f. Child registration and enrollment	82	2.4%	12.2%	85.4%
g. Alignment of program calendars	67	1.5%	20.9%	77.6%
h. Transportation	37	5.4%	18.9%	75.7%
i. Food Service	39	2.6%	15.4%	82.1%
j. Student services referrals (e.g., special education, health, dental)	96	1.0%	8.3%	90.6%
k. Professional development	105	1.0%	13.3%	85.7%
l. Programs for parents	76	1.3%	10.5%	88.2%
m. Instructional practices through teacher networking	97	1.0%	15.5%	83.5%

Table B51. Question 13:
Mechanisms for Coordination

14. As it relates to TEEM/TSR!, how frequently do you use the following mechanisms to facilitate coordination with your early childhood partners?	N	Never	Several Times a Year	Monthly	Weekly	Daily
a. In-person meetings	217	20.7%	42.4%	27.2%	7.8%	1.8%
b. Individual phone calls	217	26.3%	37.8%	21.2%	11.5%	3.2%
c. Conference calls	213	70.4%	17.8%	8.5%	2.3%	0.9%
d. Paper or electronic communication	217	20.3%	40.1%	19.4%	16.1%	4.1%

Table B52. Question 16:
As a direct result of the TEEM/TSR! partnerships, how has the
proportion of children who now receive *full-day* services changes? *N* = **215**

	Percentage of Respondents
The proportion has decreased	2.8%
The proportion has stayed the same	51.2%
The proportion has increased	27.4%
I don't know	18.6%

Management and Communication With the Children's Learning Institute (CLI) at UT Houston

Table B53. Question 17:
Management and Communication

17. Rate your agreement with each of the following statement on management and communication with CLI.	N	Strongly Disagree	Disagree	Agree	Strongly Agree
a. CLI has helped facilitate the coordination of early childhood partners in our community.	212	6.1%	23.1%	54.2%	16.5%
b. CLI communicates important dates to me on the implementation of TEEM/TSR! activities.	213	5.2%	19.7%	56.3%	18.8%
c. I am well informed about important information on the TEEM/TSR! program.	214	5.1%	16.8%	57.9%	20.1%
d. CLI communicates information to me on professional development opportunities for classroom teachers.	213	4.7%	19.7%	60.1%	15.5%
e. CLI communicates information to me on child progress monitoring.	212	6.6%	23.6%	55.7%	14.2%
f. I am satisfied with the level of communication that CLI provides to me.	212	5.2%	21.2%	56.6%	17.0%
g. I have sufficient opportunities and mechanisms to communicate concerns to CLI.	213	4.7%	21.1%	59.2%	15.0%

Table B54. Question 18:
Mechanisms

18. How frequently does CLI communicate with you through each of the following mechanisms?	N	Never	Several Times a Year	Monthly	Weekly	Daily
a. TEEM/TSR! trainings and orientation	210	23.3%	50.0%	16.7%	9.0%	1.0%
b. In-person meetings	211	40.8%	39.3%	15.2%	4.3%	0.5%
c. Individual telephone calls	211	47.4%	38.4%	10.0%	3.8%	0.5%
d. Conference calls	210	72.9%	19.5%	5.2%	1.9%	0.5%
e. Paper or electronic communication	211	15.6%	52.1%	19.4%	11.4%	1.4%

Table B55. Question 20:
Do you receive the CLI monthly newsletter
*TSR! (*Texas School Ready!*) Beat*
(formerly *TEEM BEAT*)? *N* = 210

	Percentage of Respondents
Yes	35.7%
No	64.3%

Table B56. Question 21:
Do you read the CLI *TSR! Beat*? *N* = 72

	Percentage of Respondents
Never	2.8%
Some of the time (fewer than half of the issues)	38.9%
Most of the time (more than half of the issues)	40.3%
Always	18.1%

Table B57. Question 22:
Do you receive the CLI quarterly newsletter
The Learning Leader? *N = 211*

	Percentage of respondents
Yes	82.9%
No	17.1%

Table B58. Question 23:
Do you read the CLI quarterly newsletter *The Learning Leader*? *N = 36*

	Percentage of respondents
Never	8.3%
Some of the time (fewer than half of the issues)	50.0%
Most of the time (more than half of the issues)	30.6%
Always	11.1%

Table B59. Question 24:
Support from CLI

24. Rate your agreement with the following statements.	N	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a. CLI has provided me with the support I need to be successful in the TEEM/TSR! program.	211	6.6%	16.1%	50.2%	19.9%	7.1%
b. CLI has provided me with the training needed for the project coordinator in my community to be successful.	211	5.2%	9.5%	42.7%	23.2%	19.4%
c. CLI has provided me with the training needed for mentors in my community to be successful.	210	5.2%	10.0%	45.2%	22.4%	17.1%
d. CLI has provided me with the technical assistance needed for my community to be successful.	210	4.8%	16.2%	46.7%	19.0%	13.3%

Program Quality

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Table B60. Question 25:
Program Quality

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25. Rate your agreement with the following statements.	*N*	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a. Teachers at this center/school support the TEEM/TSR! philosophy.	216	2.8%	1.9%	46.8%	48.6%	2.8%
b. TEEM/TSR! teachers implement the curriculum as it is intended.	216	1.9%	0.9%	49.1%	48.1%	1.9%
c. TEEM/TSR! teachers promote a positive learning environment in their classrooms.	215	2.3%	1.4%	43.3%	53.0%	2.3%
d. As a center/school administrator, I have had my technical assistance needs (for TEEM/TSR!) met.	216	3.2%	14.4%	51.9%	30.6%	3.2%
e. My TEEM/TSR! teachers have had their technical assistance needs met.	215	3.7%	12.1%	53.0%	31.2%	3.7%
f. TEEM/TSR! teachers have had the classroom resources they need to provide high-quality instruction.	216	2.3%	1.9%	48.6%	47.2%	2.3%
g. TEEM/TSR! teachers have access to child progress monitoring tools.	215	2.8%	1.9%	54.4%	40.9%	2.8%
h. TEEM/TSR! teachers use child progress monitoring tools to plan and implement instruction as needed.	216	2.3%	1.9%	51.9%	44.0%	2.3%
i. TEEM/TSR! has had a positive effect in my center/school.	214	3.3%	0.5%	41.6%	54.7%	3.3%
j. TEEM/TSR! has increased school readiness in kindergarten-bound children.	216	2.8%	2.8%	43.1%	51.4%	2.8%
k. TEEM/TSR! has increased collaboration among centers and schools within the community.	214	5.1%	17.3%	48.1%	29.4%	5.1%

Table B61. Question 26:
Overall, how would you rate the quality of professional
development TEEM/TSR! Teachers have received this year? *N* = 215

	Percentage of Respondents
Poor	3.3%
Fair	3.3%
Good	10.2%
Excellent	32.6%
I don't know	50.7%

Table B62. Question 27:
Professional Development

27. Over the course of your center's/ school's participation, to what extent have you seen the following aspects of instruction change as a result of teachers' participation in TEEM/TSR! professional development?	N	Not At All	To a Minimum Extent	To a Moderate Extent	To a Great Extent
a. Use of best practices in early childhood care and education	211	1.9%	5.2%	31.3%	61.6%
b. Encouraging children's language development (e.g., asking open ended questions, frequent conversations, elaboration of student responses)	212	1.4%	6.1%	29.2%	63.2%
c. Letter knowledge instruction	212	1.4%	4.2%	32.5%	61.8%
d. Instruction in phonological awareness	210	1.4%	4.8%	33.8%	60.0%
e. Written expression	211	2.4%	5.7%	37.0%	55.0%
f. Read-aloud	211	1.9%	4.3%	33.2%	60.7%
g. Instruction in mathematical concepts	213	1.4%	9.9%	42.3%	46.5%

Table B63. Question 28:
Do all TEEM/TSR! teachers work with a mentor? *N* = 217

	Percentage of Respondents
Yes	89.4%
No	3.7%
I don't know	6.9%

Table B64. Question 29:
Is technical support, as provided by CLI personnel, adequate
for addressing any problems associated with using the
child progress monitoring tools? *N* = 217

	Percentage of Respondents
Yes	71.2%
No	8.4%
I don't know	20.5%

Table B65. Question 30:
Child Progress Monitoring Data, *N* = 216

30. Indicate how useful child progress monitoring data are for making instructional decisions in the following areas:	Not Useful At All	Minimally Useful	Moderately Useful	Very Useful	Don't Know
a. Lesson planning	0.9%	3.2%	17.6%	75.9%	2.3%
b. Small-group instruction	1.4%	2.8%	14.8%	79.6%	1.4%
c. Identification of new ideas for setting up content-based centers for small-group instructional activities	1.9%	2.8%	17.1%	76.4%	1.9%

Table B66. Question 31:
Since you began participating in TEEM/TSR!, how has the use of
child assessment data to plan and implement instruction changed? *N* = 216

	Percentage of Respondents
Substantially decreased	0.9%
Somewhat decreased	2.3%
Stayed the same	12.0%
Somewhat increased	31.9%
Substantially increased	47.2%
I don't know	5.6%

Table B67. Question 32:
To what extent have your instructional practices improved
since the implementation of the TEEM/TSR! program? *N* = **216**

	Percentage of Respondents
Not at all	0.9%
To a minimal extent	4.2%
To a moderate extent	29.6%
To a great extent	61.1%
I don't know	4.2%

Table B68. Question 33:
To what extent have the materials provided by the
TEEM/TSR! program been effective in enhancing
students' school readiness? *N* = **214**

	Percentage of Respondents
Not at all	0.5%
To a minimal extent	3.3%
To a moderate extent	21.5%
To a great extent	71.0%
I don't know	3.7%

School Readiness Certification System (SRCS)

Table B69. Question 34:
SRCS

34. To what extent do you agree with each of the following statements on the usefulness and quality of SRCS as it applies to your school/center?	N	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The hardware and software used to operate the SRCS are easy to use.	211	4.3%	11.4%	67.3%	17.1%
b. There is a clear connection between TEEM/TSR!-certified classrooms and classroom quality.	207	3.4%	8.7%	61.4%	26.6%
c. The SRCS is an objective measure of the effectiveness of the TEEM/TSR! program.	212	3.3%	8.5%	65.1%	23.1%
d. The benefits of the SRCS outweigh the resources used for its operation.	209	2.4%	7.2%	69.9%	20.6%
e. The findings generated from the SRCS are useful.	211	2.8%	6.6%	67.8%	22.7%
f. The interpretation of the findings are clear.	212	3.3%	9.9%	66.5%	20.3%
g. The certification criteria are clear.	207	2.9%	9.7%	67.1%	20.3%
h. The certification criteria are fair.	210	3.8%	10.5%	66.2%	19.5%

Sustainability

Table B70. Question 35:
Continuation

35. How likely is it that you will be able to continue the following activities after the TEEM/TSR! grant funding ends?	N	Not At All Likely	Somewhat Likely	Very Likely	Don't Know
a. Partnerships among early education providers (public school/public Pre-K, Head Start, and child-care agencies)	213	8.9%	25.8%	52.6%	12.7%
b. Provision of classroom management and instructional materials	215	6.5%	20.5%	66.0%	7.0%
c. Professional development for teachers	214	4.2%	21.5%	68.2%	6.1%
d. Mentoring of teachers	213	9.9%	26.3%	53.1%	10.8%
e. Child progress monitoring	214	7.5%	19.2%	69.2%	4.2%
f. Application for TSR! classroom certification	214	11.7%	21.5%	52.3%	14.5%

Table B71. Question 36:
What barriers might prevent the continuation of the
activities listed above? *N* = 215

	Yes	No
Lack of technical assistance	39.1%	60.9%
Lack of financial resources	67.0%	33.0%
Lack of instructional resources	26.0%	74.0%
Lack of financial incentives	28.8%	71.2%

Financial Management

Table B72. Question 37:
Which of the following financial management tasks does
your center/school perform to manage TEEM/TSR! funds? *N* = 219

	Yes	No
We submit monthly expenditure reports to the lead agency/grantee or CLI.	94.5%	5.5%
We submit reports and data confirming receipt of the TEEM/TSR! program materials to the lead agency/grantee or CLI (e.g., kits, personal digital organizers, Netbooks, curriculum).	31.5%	68.5%
We submit reimbursement requests for expenditures (e.g., substitute teachers, incentive pay, mentors) and supporting documentation to the lead agency or CLI.	27.4%	72.6%

Table B73. Question 38:
Which of the following possible methods of distribution describes a way
in which your teachers have obtained materials and equipment
needed to implement TEEM/TSR!? *N* = 219

	Yes	No
The center/school administrator distributes obtained items to teachers.	31.1%	68.9%
The project coordinator distributes obtained items to teachers.	30.6%	69.4%
The mentor distributes obtained items to teachers.	59.8%	40.2%
Teachers receive items directly from CLI.	21.5%	78.5%

Table B74. Question 39:
Do you receive funds from CLI or your
lead agency/grantee for TEEM/TSR! expenditures? *N* = 163

	Percentage of Respondents
We receive funds from CLI for our TEEM expenditures.	6.1%
We receive funds from the lead agency/grantee for our TEEM/TSR! expenditures.	17.2%
We do not receive funds for our TEEM/TSR! expenditures from any entity.	76.7%

Table B75. Question 40:
What are these funds used for? *N* = 38

	Yes	No
Center/school administrator salaries	7.9%	92.1%
Teacher salaries	15.8%	84.2%
Mentor salaries	15.8%	84.2%
Teacher incentive pay	44.7%	55.3%
Extra duty pay for other employees who contribute to the implementation of the program	7.9%	92.1%
Replacement kits	31.6%	68.4%
Replacement PDA's	18.4%	81.6%
Replacement Netbooks	13.2%	86.8%
Extra kits, PDA's, and Netbooks for non-TEEM/TSR! classrooms	21.1%	78.9%
Transportation of teachers to professional development sessions	7.9%	92.1%
Transportation of teachers to partner centers/schools	7.9%	92.1%
Transportation of students to partner centers/schools	5.3%	94.7%
Substitute teacher pay	38.8%	63.2%

Table B76. Question 41:
Is your center/school involved in the hiring process for any
employees paid with TEEM/TSR! grant funds? *N* = 205

	Percentage of Respondents
Yes, we hire TEEM/TSR!-related employees at the center/school level.	14.1%
Yes, we participate in the hiring process that originates at the lead agency/grantee level.	3.4%
No, we do not participate in the hiring process	82.4%

Table B77. Question 42:
Are there any costs associated with the TEEM/TSR! program
at your center/school that are not reimbursed by either CLI or
the lead agency/grantee (e.g., extra kits or curriculum
for non-TEEM/TSR! classrooms, transportation of
teachers or students, classroom space)? *N* = 208

	Percentage of Respondents
Yes	24.0%
No	33.7%
I don't know	42.3%

Table B78. Question 43:
What funds are used to support these additional costs?

	N	Yes	No
Funds received from local community-based organizations.	50	14.0%	86.0%
Existing funds from this site	53	62.3%	37.7%

Appendix B3

Teacher Survey Responses

This appendix contains descriptive statistics (frequency distributions) corresponding to the teacher survey. A total of 189 teachers completed the survey; however, 48 of these respondents indicated that they are not TSR! teachers now, nor have they been TEEM/TSR! teachers in the past (see Table B82). The frequency distribution is presented for all 189 respondents in Table B82, but the remaining frequency distributions reflect only the domain of teachers who indicated that they are or have been TEEM/TSR! teachers.

Background Information

Table B79. Question 1:
With what community/grantee is your school/center associated? *N* = 141

	Percentage of Respondents
Amarillo	13.5%
Carrizo Springs	13.5%
Corpus Christi/Kingsville	1.4%
Dallas	5.0%
El Paso	8.5%
Fort Worth	2.8%
Huntsville	5.7%
Kilgore/Tyler	3.5%
Killeen	3.5%
Laredo	2.8%
LaSara/Raymondville	4.3%
McAllen	1.4%
Midland/Odessa	8.5%
Northeast Texas (e.g., Texarkana, DeKalb, Mount Vernon, etc.)	4.3%
Richardson	2.1%
Rio Grande Valley	7.1%
San Angelo	2.1%
San Antonio	2.1%
Victoria	2.1%
I don't know	5.7%

Table B80. Question 3:
At what type of school/center do you work? *N* = 140

	Percentage of Respondents
Public Pre-K (Independent School District)	63.6%
Head Start Center	27.1%
Private child-care center	9.3%

Table B81. Question 4:
For how many years, including this year, have you been teaching at your school/center? *N* = 141

	Percentage of Respondents
This is my 1st year	9.2%
2 years	17.0%
3 years	11.3%
4 years	11.3%
5 years	7.8%
6-10 years	18.4%
11-15 years	9.9%
16-20 years	7.8%
More than 21 years	7.1%

Table B82. Question 5:
Are you now, or have you been in the past, a participant of the TEEM/TSR! program? *N* = 189

	Percentage of Respondents
Yes	74.6%
No	25.4%

Table B83. Question 6:
How many years have you participated
in the TEEM/TSR! program? *N* = 139

	Percentage of Respondents
1 year (Target 1)	36.0%
2 years (Target 2)	33.1%
3 years (Target 3)	23.7%
4 years (Target 4)	7.2%

Table B84. Question 7:
Are you a certified Texas School Ready! **teacher?** *N* = 139

	Percentage of Respondents
Yes	43.2%
No	35.3%
I don't know	21.6%

Table B85. Question 8:
Under what schedule does your TEEM/TSR!
classroom operate? *N* = 141

	Percentage of Respondents
Half day	31.2%
Full day	66.0%
Other	2.8%

Management and Communication Within the TEEM/TSR! Community

Table B86. Question 9:
Frequency of Communication

9. How frequently do you participate in each of the following types of communication?	*N*	Daily	Weekly	Monthly	A Few Times per Year	Never	Not Applicable/ Don't know
a. I communicate with TEEM/TSR! teachers at MY school/center about instructional practices.	139	41.7%	30.9%	19.4%	2.9%	0.7%	4.3%
b. My principal/director communicates with building administrators form other early childhood providers in my community about TEEM/TSR! issues.	141	5.0%	21.3%	20.6%	12.1%	5.7%	35.5%

Table B87. Question 10:
Frequency of Communication

10. How frequently do you participate in each of the following types of communication?	*N*	Daily	Weekly	Monthly	A Few Times per Year	Never
a. I communicate with TEEM/TSR! teachers from OTHER schools/centers about instructional practices.	141	3.5%	36.9%	29.8%	23.4%	6.4%
b. I communicate with a TEEM/TSR! project coordinator.	140	0.7%	22.1%	35.7%	22.9%	18.6%
c. I communicate with a TEEM/TSR! mentor.	139	0.7%	35.3%	50.4%	9.4%	4.3%

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Table B88. Question 11:
Communication Satisfaction

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11. Rate your agreement with the following statements.	N	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I understand my role and responsibilities for implementing the TEEM/TSR! program and curriculum in my classroom.	139	6.5%	0.7%	32.4%	60.4%
b. I am satisfied with the level of communication between me and the TEEM/TSR! project coordinator.	141	12.8%	12.1%	39.7%	35.5%
c. I am satisfied with the level of communication between me and the TEEM/TSR! mentor.	140	11.4%	5.7%	37.1%	45.7%

Alignment and Coordination Within the TEEM/TSR! Community

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Table B89. Question 12:
Coordination with Other TEEM/TSR! Schools/Centers

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12. For each of the following activities, indicate whether your school/center coordinates with other TEEM/TSR! schools/centers in your community.	N	Yes	No	Don't Know
a. Planning of TEEM/TSR! activities	139	46.0%	43.9%	10.1%
b. Sharing of teachers	139	36.7%	52.5%	10.8%
c. Sharing of space	137	19.7%	70.8%	9.5%
d. Use of same curriculum	139	56.1%	36.0%	7.9%
e. Child progress monitoring tool	139	54.7%	36.7%	8.6%
f. Child registration and enrollment	138	29.0%	55.8%	15.2%
g. Alignment of program calendars	137	32.1%	50.4%	17.5%
h. Transportation	138	15.9%	71.7%	12.3%
i. Food service	136	16.9%	67.6%	15.4%
j. Student services referrals (e.g., special education, health, dental)	136	27.2%	59.6%	13.2%
k. Professional development	137	59.9%	32.8%	7.3%
l. Programs for parents	135	22.2%	65.2%	12.6%
m. Discussing instructional practices with teachers from other centers/schools.	138	58.0%	33.3%	8.7%

Table B90. Question 13:
Coordinating Partners

13. For those activities where there is coordination, identify with which early childhood partners the coordination occurs.	N	Public Pre-K (ISD)	Head Start Centers	Private Child-Care Centers
a. Planning of TEEM/TSR! activities	63	63.5%	25.4%	11.1%
b. Sharing of teachers	49	59.2%	34.7%	6.1%
c. Sharing of space	27	55.6%	40.7%	3.7%
d. Use of same curriculum	76	56.6%	31.6%	11.8%
e. Child progress monitoring tool	65	52.3%	40.0%	7.7%
f. Child registration and enrollment	38	50.0%	47.4%	2.6%
g. Alignment of program calendars	42	57.1%	40.5%	2.4%
h. Transportation	22	59.1%	22.7%	18.2%
i. Food service	22	54.5%	45.5%	0.0%
j. Student services referrals (e.g., special education, health, dental)	35	54.3%	40.0%	5.7%
k. Professional development	73	63.0%	28.8%	8.2%
l. Programs for parents	29	37.9%	55.2%	6.9%
m. Discussing instructional practices with teachers from other centers/schools.	67	59.7%	26.9%	13.4%

Table B91. Question 14:
Degree of Usefulness of Coordinating Partners

14. For those activities where there is coordination, identify how useful that coordination is.	N	Not Useful	Minimally Useful	Moderately Useful	Very Useful
a. Planning of TEEM/TSR! activities	49	6.1%	12.2%	22.4%	59.2%
b. Sharing of teachers	33	6.1%	15.2%	21.2%	57.6%
c. Sharing of space	19	10.5%	26.3%	63.2%	57.6%
d. Use of same curriculum	59	3.4%	13.6%	27.1%	55.9%
e. Child progress monitoring tool	54	5.6%	7.4%	25.9%	61.1%
f. Child registration and enrollment	25	16.0%	0.0%	16.0%	68.0%
g. Alignment of program calendars	28	3.6%	7.1%	10.7%	78.6%
h. Transportation	18	11.1%	5.6%	27.8%	55.6%
i. Food service	17	5.9%	0.0%	17.6%	76.5%
j. Student services referrals (e.g., special education, health, dental)	24	4.2%	0.0%	16.7%	79.2%
k. Professional development	60	6.7%	10.0%	25.0%	58.3%
l. Programs for parents	20	5.0%	5.0%	25.0%	65.0%
m. Discussing instructional practices with teachers from other centers/schools.	59	6.8%	11.9%	18.6%	62.7%

Management and Communication From the Children's Learning Institute (CLI) at UT Houston

Table B92. Question 16:
Communication with CLI

16. Rate your agreement with the following statements.	N	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a. CLI has helped facilitate the coordination of early childhood partners in our community.	140	23.6%	10.0%	5.0%	42.9%	23.6%
b. CLI communicates important dates to me related to the implementation of TEEM/TSR! activities.	141	9.9%	10.6%	49.6%	24.8%	5.0%
c. I am well informed about important information on the TEEM/TSR! program.	141	4.3%	10.0%	10.7%	50.7%	4.3%
d. CLI communicates information to me on professional development opportunities.	141	5.0%	14.2%	15.6%	44.7%	5.0%
e. CLI communicates information to me on child progress monitoring.	141	3.5%	9.9%	9.2%	52.5%	3.5%
f. I am satisfied with the level of communication that CLI provides to me.	140	4.3%	12.1%	10.0%	50.0%	4.3%
g. I have sufficient opportunities and mechanisms for communicating concerns to CLI.	141	5.0%	14.2%	11.3%	47.5%	5.0%

Table B93. Question 17:
Do you receive the CLI monthly newsletter *TSR! Beat*? *N* = 138

	Percentage of Respondents
Yes	33.3%
No	66.7%

Table B94. Question 18:
Do you read the CLI *TSR! Beat*? *N* = 49

	Percentage of Respondents
Never	8.2%
Some of the time (fewer than half of the issues)	40.8%
Most of the time (more than half of the issues)	34.7%
Always	16.3%

Table B95. Question 19:
Do you receive the CLI quarterly newsletter
***The Learning Leader*? *N* = 140**

	Percentage of Respondents
Yes	7.9%
No	92.1%

Table B96. Question 20:
Do you read the CLI quarterly newsletter *The Learning Leader*? *N* = 12

	Percentage of Respondents
Never	0.0%
Some of the time (fewer than half of the newsletters)	25.0%
Most of the time (more than half of the newsletters)	50.0%
Always	25.0%

Program Quality

Table B97. Question 21:
To what extent do you support the TEEM/TSR!
approach to school readiness? *N* = 141

	Percentage of Respondents
Not at all	2.9%
To some extent	6.4%
To a moderate extent	15.7%
To a great extent	75.0%

Table B98. Question 22:
Resources

22. Rate your agreement with the following statements.	N	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I have had my technical assistance needs (for TEEM/TSR!) met.	140	10.0%	8.6%	49.3%	32.1%
b. I have the classroom resources I need to provide high-quality instruction.	139	6.5%	7.2%	43.2%	43.2%
c. I have access to child progress monitoring tools.	140	7.1%	4.3%	41.4%	47.1%

Table B99. Question 23:
Responsibilities

23. Indicate the degree to which you feel that your participation in TEEM/TSR! has helped you with the following responsibilities.	N	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Implementing the curriculum as it is intended.	141	3.5%	5.0%	43.3%	48.2%
b. Promoting a positive learning environment in my classroom.	140	6.4%	0.7%	34.3%	58.6%
c. Using child progress monitoring tools to plan and implement instruction.	141	6.4%	3.5%	34.8%	55.3%
d. Increasing school readiness in kindergarten-bound children.	141	4.3%	4.3%	31.2%	60.3%

Table B100. Question 24:
Overall, how would you rate the quality of the TEEM/TSR!
professional development you have received this year? *N* = 140

	Percentage of Respondents
Poor	7.9%
Fair	7.1%
Good	29.3%
Excellent	45.0%
I have not attended TEEM/TSR! professional development this year.	10.7%

Table B101. Question 25:
Professional Development

25. To what extent do you believe the following aspects of your instruction have changed as a result of your participation in TEEM/TSR! professional development?	N	Not at all	Minimally	Moderately	Greatly
a. Use of best practices in early childhood care and education	139	3.6%	6.5%	27.3%	62.6%
b. Encouraging children's language development (e.g., asking open ended questions, frequent conversations, elaboration of student responses)	140	5.0%	6.4%	17.1%	71.4%
c. Teaching letter knowledge	140	3.6%	6.4%	23.6%	66.4%
d. Teaching phonological awareness	139	3.6%	3.6%	18.0%	74.8%
e. Teaching written expression	139	3.6%	8.6%	23.0%	64.7%
f. Reading aloud	140	2.9%	7.9%	24.3%	65.0%
g. Teaching mathematical concepts	139	3.6%	12.2%	29.5%	54.7%

Table B102. Question 26:
Do you work with a mentor? *N* = 139

	Percentage of Respondents
Yes	81.3%
No	18.7%

Table B103. Question 27:
Mentoring Support

27. For each of the following types of instructional support, indicate whether your mentor has provided that support.	*N*	Yes	No
a. Observing instruction	115	96.5%	3.5%
b. Providing feedback on instruction	114	95.6%	4.4%
c. Modeling instructional strategies	115	80.9%	19.1%
d. Helping plan instruction	115	77.4%	22.6%
e. Reviewing lesson plans	115	82.6%	17.4%
f. Side-by-side coaching	115	78.3%	21.7%
g. Providing classroom materials	115	80.9%	19.1%
h. Providing guidance on curriculum implementation	114	85.1%	14.9%
i. Facilitating eCIRCLE classes	115	84.3%	15.7%
j. Assistance with child progress monitoring	115	79.1%	20.9%
k. Assistance with using child progress monitoring results in instruction	114	85.1%	14.9%

Table B104. Question 28:
Usefulness of Mentoring Support

28. If you mentor has provided the following support, how useful has the support been?	*N*	Minimally Useful	Moderately Useful	Very Useful
a. Observing instruction	107	8.4%	28.0%	63.6%
b. Providing feedback on instruction	106	7.5%	21.7%	70.8%
c. Modeling instructional strategies	90	5.6%	25.6%	68.9%
d. Helping plan instruction	86	3.5%	25.6%	70.9%
e. Reviewing lesson plans	92	6.5%	33.7%	59.8%
f. Side-by-side coaching	87	4.6%	26.4%	69.0%
g. Providing classroom materials	89	2.2%	22.5%	75.3%
h. Providing guidance on curriculum implementation	96	6.3%	27.1%	66.7%
i. Facilitating eCIRCLE classes	92	5.4%	22.8%	71.7%
j. Assistance with child progress monitoring	87	1.1%	29.9%	69.0%
k. Assistance with using child progress monitoring results in instruction	94	4.3%	28.7%	67.0%

Table B105. Question 31:
How would you rate the quality of relationship
with your mentor? *N* = **113**

	Percentage of Respondents
Poor	1.8%
Fair	6.2%
Good	31.0%
Excellent	61.1%

Table B106. Question 32:
To what extent has working with a mentor improved
your instructional practices? *N* = **113**

	Percentage of Respondents
Not at all	4.4%
To a minimum extent	10.6%
To a moderate extent	25.7%
To a great extent	59.3%

Table B107. Question 33:
Do you have the hardware necessary to administer
the child progress monitoring assessments? *N* = **140**

	Percentage of Respondents
Yes	87.1%
No	12.9%

Table B108. Question 34:
Do you have access to the computer program used for
child progress monitoring? *N* = **119**

	Percentage of Respondents
Yes	95.8%
No	4.2%

Table B109. Question 35:
When do you administer child progress monitoring assessments to students? *N* = 141

	Yes	No
Beginning of the year	84.4%	15.6%
Middle of the year	93.6%	6.4%
End of the year	94.3%	5.7%
I don't administer child progress monitoring assessments	3.5%	96.5%

Note. Percentages total more than 100 because teachers could select multiple response options.

Table B110. Question 36:
If needed, are child progress monitoring tools
available in English and Spanish? *N* = 141

	Percentage of Respondents
Yes	85.8%
No	5.0%
I don't know	9.2%

Table B111. Question 37:
Is technical supported, as provided by CLI personnel,
adequate for addressing any problems associated with using
the child progress monitoring tools? *N* = 139

	Percentage of Respondents
Yes	75.5%
No	24.5%

Table B112. Question 38: Child Progress Monitoring Self Skill Assessment

38. Rate yourself on each of the following skill areas:	*N*	Beginner	Intermediate	Advanced	Does Not Occur
a. Administering child progress monitoring assessments.	140	7.1%	26.4%	65.7%	0.7%
b. Interpreting child progress monitoring assessment results.	139	7.9%	25.9%	65.5%	0.7%
c. Using child progress monitoring assessment data to individualize instruction.	140	8.6%	26.4%	64.3%	0.7%
d. Using child progress monitoring assessment data to plan small-group instruction.	139	7.2%	27.3%	64.7%	0.7%

Table B113. Question 39: Instructional Decisions, *N* = 140

39. How useful is child progress monitoring data for making instructional decisions in each of the following areas:	Not Useful	Minimally Useful	Moderately Useful	Very Useful
a. Lesson planning	4.3%	3.6%	25.0%	67.1%
b. Small-group instruction	3.6%	1.4%	17.9%	77.1%
c. Identification of new ideas for setting up content-based centers for small-group instructional activities	5.0%	5.0%	22.1%	67.9%
d. Identification of appropriate instructional strategies for struggling students	3.6%	2.1%	26.4%	67.9%
e. Identification of appropriate instructional strategies for advanced students	6.4%	5.7%	24.3%	63.6%

Table B114. Question 40:
Has your use of child assessment data to plan your instruction increased or decreased since you began participating in TEEM/TSR!? *N* = 138

	Percentage of Respondents
Substantially decreased	2.2%
Somewhat decreased	0.7%
Stayed the same	9.4%
Somewhat increased	21.7%
Substantially increased	60.9%
N/A—I have no teaching experience prior to TEEM/TSR!	5.1%

Table B115. Question 41: Materials

41. Among the materials that have been provided to you through TEEM/TSR!, how useful are they for providing effective instruction?	N	Not Useful	Minimally Useful	Moderately Useful	Very Useful	Do Not Have
a. Let's Begin With the Letter People Complete Program	132	2.3%	0.8%	3.0%	12.9%	81.1%
b. The Ready, Set, Leap! School and Home Edition	133	2.3%	0.8%	2.3%	10.5%	84.2%
c. The Ready, Set, Leap! English and Spanish Edition	133	1.5%	0.8%	3.0%	8.3%	86.5%
d. Pebble Soup Explorations	133	3.0%	3.8%	2.3%	7.5%	83.5%
e. Saxon Early Learning—Texas Edition	131	1.5%	1.5%	2.3%	9.2%	85.5%
f. Scholastic Early Childhood Program	133	0.8%	6.8%	16.5%	36.1%	39.8%
g. We Can!	130	2.3%	0.8%	1.5%	8.5%	86.9%
h. The DLM Early Childhood Express—Texas Package	137	2.2%	2.2%	10.2%	27.7%	57.7%
i. Positive Beginnings Kit	138	1.4%	1.4%	8.7%	64.5%	23.9%
j. TSR! School Readiness Kit	136	1.5%	2.2%	9.6%	55.1%	31.6%
k. Lakeshore School Readiness Kit	135	1.5%	2.2%	8.9%	62.2%	25.2%
l. CIRCLE Preschool Early Language and Literacy Teacher's Manual	141	1.4%	0.7%	9.2%	83.7%	5.0%
m. Doors to Discovery curriculum materials	132	2.3%	0.8%	1.5%	9.1%	86.4%

Table B116. Question 42:
To what extent have your instructional practices improved since the implementation of the TEEM/TSR! program? *N* = 137

	Percentage of Respondents
Not at all	2.2%
To a minimum extent	5.1%
To a moderate extent	24.8%
To a great extent	64.2%
N/A—I have no teaching experience prior to TEEM/TSR!	3.6%

Table B117. Question 43:
To what extent have the materials provided by the TEEM/TSR! program been
effective in enhancing students' school readiness? *N* = **137**

	Percentage of Respondents
Not at all	3.6%
To a minimum extent	3.6%
To a moderate extent	29.3%
To a great extent	63.6%

Table B118. Question 44:
Overall, how satisfied are you with the TEEM/TSR! program? *N* = **140**

	Percentage of Respondents
Not at all satisfied	4.3%
Minimally satisfied	5.7%
Moderately satisfied	27.1%
Very satisfied	62.9%

School Readiness Certification System (SRCS)

Table B119. Question 45:
SRCS—Usefulness and Quality

45. To what extent do you agree with the following statements about the SRCS as it applies to your school/center?	*N*	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a. There is a clear connection between TEEM/TSR!-certified classrooms and classroom quality	141	6.4%	9.9%	36.2%	41.8%	5.7%
b. The SRCS is an objective measure of the effectiveness of the TEEM/TSR! program	141	5.7%	7.1%	40.4%	34.0%	12.8%
c. The benefits of the SRCS outweigh the costs and resources required for its operation	141	5.7%	9.2%	34.0%	38.3%	12.8%
d. The certification findings generated from the SRCS are useful	140	5.7%	9.3%	30.7%	37.1%	17.1%
e. The interpretation of the certification findings is clear	139	5.8%	11.5%	35.3%	30.2%	17.3%
f. The certification criteria are clear	140	5.7%	12.1%	36.4%	32.9%	12.9%
g. The certification criteria are fair	141	6.4%	9.9%	37.6%	31.2%	14.9%

Sustainability

Table B120. Question 46:
Continuation of Activities

46. How likely is it that you will continue doing the following activities after the TEEM/TSR! grant funding ends?	N	Not At All Likely	Somewhat Likely	Very Likely	Don't Know
a. Discuss instructional practices with teachers from other early education providers (Public Pre-K, Head Start, and child-care agencies)	140	9.3%	17.1%	68.6%	5.0%
b. Use the TEEM/TSR! instructional centers	141	1.4%	7.1%	85.1%	6.4%
c. Use TEEM/TSR! instructional practices	141	3.5%	5.7%	87.9%	2.8%
d. Use child progress monitoring data	141	5.7%	8.5%	80.1%	5.7%
e. Apply for TSR! classroom certification	141	10.6%	6.4%	71.6%	11.3%

Table B121. Question 47:
What barriers might prevent the continuation of the activities
in the question above? *N* = 141

	Yes	No
Lack of technical assistance	37.6%	62.4%
Lack of professional development	31.9%	68.1%
Lack of instructional resources	34.8%	65.2%
Lack of financial incentives	32.6%	67.4%
I don't find the program to be useful	5.7%	94.3%

Note: Percentages total more than 100 because teachers could select multiple response options.

Financial

Table B122. Question 48:
When did you receive TEEM/TSR! program materials and equipment for your
classroom (kits, PDAs, Net books, curriculum, etc.)? (Select all that apply.) *N* = 141

	Yes	No
During TEEM/TSR! orientation	34.8%	65.2%
During a TEEM/TSR! training session	48.9%	51.1%
During at TEEM/TSR! mentoring session	31.9%	68.1%

Table B123. Question 49:
How often have you had to request replacement
materials or equipment? *N* = 141

	Percentage of Respondents
Never	80.1%
Once	11.3%
Twice	3.5%
More than twice	5.0%

Table B124. Question 50:
Do you pay for travel expenses to attend TEEM/TSR!
professional development sessions? *N* = 138

	Percentage of Respondents
Yes	34.8%
No	65.2%

Table B125. Question 51:
Are you reimbursed for those expenses? *N* = 51

	Percentage of Respondents
Yes	9.8%
No	90.2%

Table B126. Question 52:
Have you received incentive pay for attending TEEM/TSR!
professional development? *N* = 140

	Percentage of Respondents
Yes	62.1%
No	37.9%

Table B127. Question 53:
From which organizations did you receive this incentive pay? *N* = 140

	Percentage of Respondents
CLI	14.8%
TEEM/TSR! lead agency/grantee	59.1%
My employer	9.1%
I don't know	17.0%

Appendix B4
Parent Survey Responses

This appendix contains descriptive statistics (i.e., frequency distributions) corresponding to the parent survey. A total of 304 parents completed the survey; however, 104 of these respondents indicated that either their child was not enrolled in a TSR! classroom or they did not know if their child was enrolled in a TSR! classroom (see Table B131). Whereas the frequency distribution is presented for all 304 respondents in Table B131, the remaining frequency distributions reflect only the responses of parents that indicated that their child was enrolled in a TSR! classroom.

Background Information

Table B128. Question 2:
The TSR! Community in which your child's preschool is located, *N* = 199

	Percentage of Respondents
Amarillo	3.0%
Carrizo Springs	9.5%
Corpus Christi/Kingsville	2.0%
Dallas	4.0%
El Paso	14.6%
Fort Worth	3.0%
Huntsville	2.0%
Kilgore/Tyler	1.0%
Killeen	0.5%
Laredo	6.0%
LaSara/Raymondville	14.6%
McAllen	0.5%
Midland/Odessa	11.6%
Northeast Texas (e.g., Texarkana, DeKalb, Mount Vernon, etc.)	4.5%
Richardson	3.0%
Rio Grande Valley	1.0%
San Angelo	6.0%
San Antonio	5.0%
Victoria	1.0%
I don't know	6.5%
Other	0.5%

Table B129. Question 3:
In what sort of setting does your child attend preschool? *N* = 199

	Percentage of Respondents
A public school	40.7%
A Head Start Center	46.7%
A private child care center	12.1%
I don't know	0.5%

Table B130. Question 4:
When will your child start Kindergarten? *N* = 199

	Percentage of Respondents
Fall 2010	79.9%
Fall 2011	17.6%
Fall 2012	2.5%

Communication

Table B131. Question 5:
Is your child enrolled in a TSR! classroom? *N* = 304

	Percentage of Respondents
Yes	65.8%
No	4.9%
I don't know	29.3%

Table B132. Question 6:
Is your child enrolled in a classroom that is <u>certified</u> as TSR!? *N* = 199

	Percentage of Respondents
Yes	77.4%
No	8.5%
I don't know	14.1%

Table B133. Question 7:
How often does this center/school communicate with you
about how your child is doing? *N* = 198

	Percentage of Respondents
Every day	50.5%
At least once a week	28.3%
At least once a month	16.2%
At least once a year	4.5%
Never	0.5%

Table B134. Question 8:
School/Center Responsiveness

8. Indicate your agreement with the following statements:	*N*	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a. The school/center is able to answer my questions.	199	5.5%	0.5%	25.1%	68.8%	0.0%
b. The school/center is able to address my needs or concerns.	197	5.1%	2.0%	28.4%	64.5%	0.0%

Enrollment

Table B135. Question 9:
Which of the following influenced your decision to enroll your child
at this school/center, *N* = 199

	No	Yes
Convenient location	46.2%	53.8%
Affordable cost	80.9%	19.1%
Texas School Ready!-certified designation	80.9%	19.1%
Quality of education provided through the Texas School Ready! program	60.3%	39.7%
Short waiting list	94.0%	6.0%
Available opening for my child	57.8%	42.2%
High-quality teacher(s)	40.7%	59.3%

Note: Percentages do not total 100 because respondents may have chosen multiple response options.

Table B136. Question 10:
How easy was it to enroll your child at this center? *N* = 197

	Percentage of Respondents
Very easy	53.8%
Easy	42.6%
Difficult	3.6%
Very Difficult	0.0%

Program Quality

Table B137. Question 12:
Program Quality

12. Please mark your level of agreement with each of the following statements:	N	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a. My child's teacher is good at helping my child with reading skills.	198	2.5%	2.0%	26.3%	67.2%	2.0%
b. My child's teacher is good at helping my child with language skills (e.g., learning the meaning of new words; learning to use words correctly).	198	2.5%	1.0%	20.7%	73.7%	2.0%
c. My child's teacher is good at helping my child with mathematics skills.	199	2.0%	3.0%	25.1%	65.8%	4.0%
d. My child's teacher is good at helping children get along with each other.	195	2.1%	2.6%	21.5%	73.3%	0.5%
e. My child's classroom has many high-quality learning materials.	197	2.0%	3.6%	23.4%	70.1%	1.0%
f. I am satisfied with the way the teacher interacts with my child.	198	2.5%	1.5%	19.7%	76.3%	0.0%
g. The school provides me with helpful information about my child's academic progress.	197	3.6%	4.1%	26.4%	65.5%	0.5%
h. The school gives me learning activities I can do at home with my child.	197	3.6%	5.1%	26.9%	64.0%	0.5%
i. The school includes me in decisions made about my child.	196	3.1%	2.0%	27.0%	67.3%	0.5%
j. The school shares my child's test results with me.	198	3.0%	5.1%	22.7%	68.7%	0.5%
k. My child is receiving a high-quality education in this preschool program.	197	3.0%	1.5%	21.8%	72.1%	1.5%

Program Impact

Table B138. Question 13:
Program Impact

13. Please mark your level of agreement with each of the following statements:	N	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a. This year, my child's language skills improved in this preschool program.	199	2.0%	2.0%	25.6%	70.4%	0.0%
b. This year, my child's reading skills improved in this school program.	199	3.0%	6.5%	25.6%	63.3%	1.5%
c. This year, my child's mathematics skills improved in this school program.	199	2.0%	5.5%	27.6%	62.8%	2.0%
d. This year, my child's social skills improved in this school program.	196	2.0%	0.5%	23.0%	73.5%	1.0%
e. After leaving this preschool program, my child will be prepared for kindergarten.	197	2.0%	1.5%	19.3%	76.1%	1.0%
f. I would recommend my child's teacher to other parents.	198	3.5%	1.0%	17.7%	77.3%	0.5%
g. I would recommend my child's school or center to other parents.	194	2.6%	1.0%	18.0%	77.8%	0.5%

Appendix B5
CLI Documents on Streamlined Enrollment Procedures

Eligibility Coordination

Of all the hurdles for those attempting enrollment, problems with varying eligibility guidelines cause the most misunderstandings. Remember, much of what is being done in coordination now has not been done before, so even those who are the most ardent advocates of coordination may have little actual experience in constructing a coordinated eligibility system that actually works. This is still an area of experimentation—while that means it could result in making some mistakes, it also means it gives you a pretty good way to explain and justify those mistakes.

- How is the eligibility for your program determined?

	By income and family size	By income and family size plus work or school requirement	Based on the assessment of the child	By geography	Other (specify)
Head Start	_____	_____	_____	_____	_____
Childcare	_____	_____	_____	_____	_____
Pre-K	_____	_____	_____	_____	_____

- Do you have any latitude in these eligibility standards?

  Head Start _____

  Child Care _____

  Pre-K _____

- Does your organization make the eligibility determination or is that done by another organization?

  Head Start _____

Childcare   _____

Pre-K   _____

- Once eligibility is determined, how long before it had to be re-determined? (See attached ACYF Issuances)

  Head Start _____

  Childcare   _____

  Pre-K   _____

- If the child or family circumstances change, does that automatically trigger a re-determination of eligibility, and if yes, what circumstances trigger that re-determination?

  Head Start _____

  Childcare _____

  Pre-K _____

- If there is a varying fee connected with your services that is triggered by variations in eligibility criteria, what are those fees and what factors affect them?

  Head Start _____

  Childcare _____

  Pre-K _____

- If there are prohibitions against collection of fees, what are those; what accommodations are made for coordination of programs between those programs that charge fees and those programs that do not and; are reviewers of programs giving consideration to programs that are attempting to coordinate?

  Head Start _____

Childcare

Pre-K

- If those eligible for your program exceed the funding you have available to provide service, what do current regulations require you to do, and if that includes establishing priority criteria for your services, what are those priorities?

  Head Start

  Childcare

  Pre-K

Joint Enrollment Survey

In some cases, the issues of joint enrollment have been confused by some with "double dipping" (charging different funding systems for the provision of the same service). So it is important to remember that the same child <u>can</u> be served by two different organizations at the same time <u>if</u> <u>they</u> <u>are</u> <u>providing</u> <u>supplemented</u> <u>or</u> <u>different</u> <u>services</u>. This survey is designed to help address joint enrollment issues.

- What rules, regulations or policies govern joint enrollment for your organization? (see ACYF Issuance attached to Fiscal Coordination Survey and the Eligibility Coordination Survey).
  Head Start _____   _____   _____   __ _____

  Childcare _____   _____   _____   ___ _____

  Pre-K   _____   _____   _____   ____ _____

- Has your organization considered joint enrollment of children, whether the time of day, the time of year, or the type of services are delivered by differing organizations to the same child?

	Yes/No	If yes, check the type of joint enrollment considered		
		Time of day	Time of Year	Type of Service
Head Start	_____	_____	_____	_____
Childcare	_____	_____	_____	_____
Pre-K	_____	_____	_____	_____

- If your organization is currently doing some type of Joint Enrollment, what have you done to explain this arrangement to
  - A. Local Planning Bodies
  - B. Local City Councils
  - C. Elected State Officials
  - D. State Organizations that administer childcare funding
  - E. State Education Agency
  - F. Federal Regional Offices

Head Start

_____
_____
_____
_____
_____

Childcare

_____
_____
_____
_____
_____

Pre-K

A.
B. _____
C. _____
D. _____
E. _____
F. _____

- Has your organization briefed the above groups on the research supporting joint enrollment activities; the regulations governing joint enrollment; the community assessment information supporting the type of joint enrollment planned or underway; and the ways outcomes are to be measured? (Y/N)

Have explained…

	Research	Regulations	Community Assessment	Outcome measurements
Head Start				
Childcare				
Pre-K				

- Which of the leadership in the coordinating groups or various local, state, or federal offices has changed since the original explanations about joint enrollment were made?

_____

_____

Appendix B6
List of Curricula and Supplemental Materials

From: CLI Draft Document, 2010: *Standards and Guidelines for All Grantees*

Materials

TSR! Materials 2008-2009

Curriculum –
Every TSR! classroom should be equipped with a curriculum that is currently on the state's adoption list. Texas' 2002 Adopted list includes the following:
Let's Begin with the Letter People Complete Program (Abrams & Company)
The Ready, Set, Leap! School and Home Edition (LeapFrog SchoolHouse)
The Ready, Set, Leap! English and Spanish Edition (LeapFrog SchoolHouse)
Pebble Soup Explorations (Harcourt Achieve—Rigby)
Saxon Early Learning—Texas Edition (Harcourt Achieve—Saxon)
Scholastic Early Childhood Program (Scholastic)
We Can! (Sopris West)
The DLM Early Childhood Express—Texas Package (McGraw Hill)

Positive Beginnings Kit –

CIRCLE, the Center for Improving the Readiness of Children for Learning and Education at The University of Texas Medical School, Houston, has developed a Positive Beginnings Kit to help teachers offer planned and purposeful play within an organized, child-friendly classroom environment. The Positive Beginnings Kit includes the materials and guidance required to transform any early childhood classroom into an organized, productive learning environment. The components included will help teachers setup a classroom environment ready to promote language and learning. Teachers no longer need to spend hours creating name cards, printing signs and waiting for materials to be laminated.

The TSR! Coordinator and the school administrator and/or teacher will choose either an English or a Spanish Positive Beginnings Kit based on the language of instruction of the participating classroom.

School Readiness Kit –

Two vendors (Brewer Educational Resources and Lakeshore Learning Materials) supply the TSR! School Readiness Kit in both English and Spanish versions.

Brewer Educational Resources -www.brewereducationalresources.com

The Brewer/CIRCLE School Readiness Kit is packed with research based classroom support materials that meet the Texas Pre-Kindergarten Guidelines.
This includes: letter knowledge and early word recognition, phonological awareness, written expression, print and book awareness, language development and math readiness. The kit also includes award-winning children's books, manipulatives, educational activities and games that also includes story telling props that enhance the learning process during circle time and center time makes our School Readiness Kits a successful integration tool to enhance your curriculum.
This kit is in alignment with Head Start learning domains, Early Reading First and with the CIRCLE Preschool Early Language and Literacy Teacher's Manual.

Lakeshore Learning Materials: www.lakeshorelearning.com

Your Lakeshore School Readiness Kit is packed with engaging materials that have been specially selected to help your students meet established content standards—all designed to be versatile and easy to use with any curriculum. It contains everything you need to set up skill-building centers, covering phonological awareness, listening, alphabet knowledge, writing and math.

Each kit includes an extensive teacher's guide which lists the components as well as specific standards targeted by groups of activities. For each component, we have provided helpful tips for daily use and curriculum support, as well as a variety of step-by-step extension activities which will help you get the most out of your kit.

Materials for monitoring student progress:

Currently there are two vendors (Wireless Generation and Tango Software) who offer mCLASS Progress Monitoring to participating TSR! schools.
The materials needed for Wireless Generation customers are:
- □ licenses for school/students
- □ a handheld—a Personal digital Assistant (PDA) used to administer mCLASS CIRCLE Assessments
- □ C-PALLS flip book—used to administer the rapid letter naming assessment and the rapid vocabulary assessment. It also includes information on the Phonological Awareness assessment.
- □ Quick Reference Guide—a quick reference tool that teachers use to reference the use of the handheld, web reports, and CIRCLE assessments.

The materials needed for Tango Software customers are:
- □ licenses for school/students
- □ a computer in the classroom with high speed internet connection
- □ C-PALLS flip book—used to administer the rapid letter naming assessment and the rapid vocabulary assessment. It also includes information on the Phonological Awareness assessment

C-PALLS is available in both English and Spanish.

CIRCLE Preschool Early Language and Literacy Teacher's Manual

This manual contains resources preschool teachers need to promote early language and literacy development in young children. The manual includes sections on phonological awareness, written expression, language development, best practices, motivation to read, letter knowledge, and print and book. Teachers receive this manual when they attend the CIRCLE Two Day Preschool Early Language and Literacy Training.

Appendix B7
Outline of eCIRCLE Sessions

eCIRCLE Professional Development Courses
2009–2010

	Target 2 Teachers	Time Frame
Project Overview and Reflect on Room Arrangement	Project Overview and Room Arrangement	Sept. 8–11
Teaching Cycle	Teaching Cycle	Sept 21–25
Kickoff of Project w/Classroom Management Sections 1	Math 1 & 2	Sept. 28–Oct. 2
Classroom Management Sections 2 & 3	Math 3	Oct. 5–9
Classroom Management Sections 4, 5 & 6	Math 4, 5 & 6	Oct. 12–16
Classroom Management Sections 7, 8 & 9	CIRCLE Language Development Training	Oct. 19–23
Curriculum Training	CIRCLE Written Expression Training	Oct. 26–30
Making the Most of Web Reports Training	So, Now What?	Nov. 9–13
Phonological Awareness 1 & 2	CIRCLE Book Reading Training	Nov. 30–Dec. 4
Phonological Awareness 3 & 4	Read Aloud 1 & 2	Jan. 11–15
Phonological Awareness 5 & 6	Read Aloud 3	Jan. 25–29
Phonological Awareness 7 & 8	Read Aloud 4 & 5	Feb 8–12
Letter Knowledge 1 & 2	Written Expression 1 & 2	Feb. 22–26
Letter Knowledge 3 & 4	Written Expression 3 & 4	March 8–12
Letter Knowledge 5 & 6	Written Expression 5 & 6	March 22–26
Building Vocabulary 1 & 2	Setting the Stage for Children's Talk 1 & 2	March 29–April 2
Building Vocabulary 3 & 4	Setting the Stage for Children's Talk 3 & 4	April 5–9
Building Vocabulary 5,6,&7	Setting the Stage for Children's Talk 5 & 6	April 19–23
SRCS Self Report	SRCS Self Report	May 3–7
Course Reflection	Course Reflection	May 17–21

Appendix B8

CLI Documentation Forms:

- eCircle Sign-in Sheets

- Glows and Grows Mentoring Action Plan

- Mentor Monthly Report Template

- Classroom Observation Tool

2009-10 Texas School Ready! And PKES Project Training Sign In Sheet

Grantee/Community:

Name of Training:

Trainer(s):

Date of Training:

	Name of Participant (print)	Site/School (print)	Signature
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

CHILDREN'S LEARNING INSTITUTE.
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School Readiness Evaluation—B77

CLI Glows and Grows

Mentoring Action Plan

Teacher_____ Target 1 2 3   Date_____
Mentor_____ School/Site_____
Length of visit: In classroom time:_____ Reflective Follow up time:

_____
____Centers _____Circle time _____Small groups _____Planning time _____Outside
_____Transitions

Curriculum Implementation:
Cognitive Instruction:
Progress Monitoring:
Professional Development/Classroom Connection:

Teacher Signature _____ Mentor Signature _____
*All parties agree that this is a true representation of what transpired during this visit.

For Mentors Use Only   Insert number codes in boxes above for each section as appropriate for the mentoring visit.
1. Modeling instruction   5. Reflective Follow Up   9. Classroom checklist
2. Side-by-side coaching   6. Room arrangement support   10. Child assessments
3. Observation of instruction   7. Peer Visit   11. Material delivery
4. Instructional planning   8. Co-teaching   12. Administrative contact

CLI Mentor Monthly Report
2009-2010

Report for the month of: _____

Report submitted by: _____

CLI Project Manager: _____

IMMEDIATE ATTENTION REQUIRED
Describe issues needing immediate attention.

Staff Changes
List teachers who are no longer part of the project and replacement teachers.

Site:	Teacher:	Replacement teacher:

Curriculum

Describe successes, issues, or challenges regarding the use of the curriculum in your classrooms.

Professional Development
(eCIRCLE)

Discuss how teachers are implementing content from the 2-day CIRCLE training & eCIRCLE sessions.

Describe how eCIRCLE postings reflect understanding of class content.

Describe how your responses to teacher postings help them implement and understand content.

Please address any concerns regarding attendance.

Progress Monitoring: _____ BOY _____ MOY _____ EOY

Record total number of children for each teacher. Indicate the number of children on each teacher's report who are shown as emerging understanding in each content area. These are the children shown in the group report for each content area. Use only the composite scores for phonological awareness and math. Add the total number of children in each category and record as the Total.

Teacher	# of Children	LK	V	PA Composite	Math Composite
Melissa Jones	18	3	1	9	4
Johnny Lance	22	1	5	5	2
Total (recorded on monthly report)	40	4	6	14	6

Progress Monitoring
Cumulative information from teachers

Use the progress monitoring class summary for each classroom to provide how many children are at risk (red) in each content area.

BOY ☐   Total # of Children _____   **LK** at risk _____   **V** at risk _____   **PA** at risk _____   **Math** at risk _____

MOY ☐   Total # of Children _____   **LK** at risk _____   **V** at risk _____   **PA** at risk _____   **Math** at risk _____

EOY ☐   Total # of Children _____   **LK** at risk _____   **V** at risk _____   **PA** at risk _____   **Math** at risk _____

Provide a written summary outlining how teachers are using progress monitoring results to drive instruction.

Discuss what trends and red flags were evident from the class summary reports.

Describe successes, issues, or challenges regarding the assessment/observations.

Integration
Describe successes, issues, or challenges with integration efforts in your community.

Questions/Concerns
List any questions or pertinent comments you have.

MENTORING/CONTACT LOG
Complete the following information on all teachers mentored.

Name:_____ Site: _____ Teacher ☐ Administrator/Other ☐

T1☐ T2☐ T3☐ T4☐   Tier 1☐ Tier 2☐ Tier 3☐ TSR!☐

e-CIRCLE Attendance: Absent ___ Present _____ Progress Monitoring Complete: BOY ☐ MOY ☐ EOY☐

Date	Amount of time	Summary of mentor/teacher interactions, reflective follow-up & mentoring next steps

Name:_____ Site: _____ Teacher ☐ Administrator/Other ☐

T1☐ T2☐ T3☐ T4☐   Tier 1☐ Tier 2☐ Tier 3☐ TSR!☐

e-CIRCLE Attendance: Absent ___ Present _____ Progress Monitoring Complete: BOY ☐ MOY ☐ EOY☐

Date	Amount of time	Summary of mentor/teacher interactions, reflective follow-up & mentoring next steps

Name:_____ Site: _____ Teacher ☐ Administrator/Other ☐

T1☐ T2☐ T3☐ T4☐   Tier 1☐ Tier 2☐ Tier 3☐ TSR!☐

e-CIRCLE Attendance: Absent ___ Present _____ Progress Monitoring Complete: BOY ☐ MOY ☐ EOY☐

Date	Amount of time	Summary of mentor/teacher interactions, reflective follow-up & mentoring next steps

Classroom Observation Tool

![Children's Learning Institute logo]

Teacher Name:_____ Date:_____ Observation: ____1ˢᵗ ____2ⁿᵈ
Time: start time_____
Mentor Name:_____ School:_____ end
time_____
Choose one: ___ TSR! Grant—lead agency

_____

Social and Emotional Development Standard 12	
	Respond promptly and sensitively to children's verbal and nonverbal signals, values, children's feelings, interests, and needs (gets on child's eye level)
	Provide guidance that encourages children to regulate their behavior in learning and problem solving situations (conflict resolution, practice words to use, etc.)
	Use non-specific praise and encouragement (e.g., Great job, good girl, wonderful)
	Use encouragement and positive feedback that provides children specific information regarding what they are doing well. (e.g., You did a great job writing your name, I like the way you helped your friend)
	Use positive non-verbal behaviors (get on child's eye level, smiling, use affectionate/reassuring touch, allow children to move close to or sit with the teacher when appropriate)
	Label children's feelings and talk about feelings
Child Progress Monitoring and Assessment Standard 1	
	Recent dated documentation of children's developmental progress across all emergent literacy areas through the use of cognitive checklists/assessments
	Recent dated documentation of children's developmental progress across conceptual areas in math through the use of math assessment records
	Plan instruction based upon individual assessment/checklists

Lesson Planning Standard 3	
	Show strong connection in lesson plans between the instructional intent and theme related activities (does not apply to math)
	Implement and follow through with activities from the lesson plan
	Lesson plan objectives are evident, based on materials located in centers and around the room (e.g., materials in dramatic play center reflect current theme, theme related books are present, children's work related to theme/lesson plan is displayed around the room)
	Show small group lessons based on assessment results

___ PKES Grant—District

_____

Best Practices Standard 4	
	Orient children to the expectations in the classroom through established rules and routines
	Children are participating in classroom management activities (e.g., children may each have a job in the class that is clearly defined as evidenced in charts with pictures or icons, and children are seen practicing these jobs around the classroom.)
Centers	
	Has center management system in place with visuals
	Encourage children to follow established center rules and routines
	Discuss/model learning activities in centers before going to centers
	Model use and care of center materials
	Model and use scaffolds during centers
	Engage children in discussing what they did in centers during circle time
	Arrange the room to include well defined centers and traffic flow that allows children to move about without disturbing others
	Provide materials that are organized, labeled and appealing to children
	Provide a variety of hands-on activities that are linked to the current theme or instructional focus

Oral Language Use Standard 7	
	Model for children how to express their ideas in complete sentences
_____	Naming/labeling different items (e.g. instead of "Hand me that", "Hand me the **apron**")
_____	Describing (how items look, feel, describe action, e.g., "The blue **carpet** feels rough")
_____	Comparing/contrasting (how items/actions/etc. are the same or different, e.g. "An **apron** is like a napkin that is attached at your waist.")
_____	Explaining (function/cause & effect; e.g."A **blender** cuts things up very, very tiny. / When you turn on a **blender**, the blades chop things up very finely.")
____	Linking (personal connection) (e.g."When we had lunch yesterday, you **sniffed** the pizza")
____	Providing child friendly definition (e.g.**"Tromp** means to stomp your feet when you walk")
	Ask simple, closed questions
	Ask open-ended questions or comments to support children's thinking or activity of interest
_____	Say the new word in the context it is being used
_____	Children say the word with the teacher
_____	Give a child friendly definition of the word
	Give other examples of the word used in a different contexts

_____	Give an example from their experiences with the word (e.g. T: "What are some things you have **sniffed**? C: cookies!")
_____	Give examples and non-examples of the word (e.g."**Slowly**"—show pictures of or say: turtle, elephant, snail cheetah. Children say **slowly** if animal moves slowly, nothing if the animal does not move slowly.)
_____	Practice using the word (e.g. have children give examples of when they were **excited**: "I was **excited** when___")
_____	Act out the word (e.g. show me how you would **tromp**)
	Give synonyms/antonyms (e.g. **fabulous**—great, wonderful; not good, awful, terrible)
	Use graphic organizer (e.g. **inside**—use Venn diagram: put activities children could do inside, outside or both)
	Encourage children's use of language throughout the observation period regardless of type of activities
	Engage children in conversations that involve child and teacher taking multiple turns (e.g. 3-5 turns)

Read Aloud ☐ **Not Observed** (teachers should be requested to do a read aloud during observation period) Standard 6	
Before Reading	
	Use the read aloud chart
	Discuss title, author, illustrator, cover (no credit given if these are just read)
	Tell what the story is about (brief overview, such as "In this story, the lion . . .")
	Ask questions to activate prior knowledge of book content (linked to children's experiences)
	Ask for predictions (what do you think will happen, what is this story about, how do you think . . .)
	Verbalize one reading comprehension strategy that readers think about as they read (teacher thinking out loud about making connections & predictions during reading)
	Give a purpose for listening to the story ("As I read, listen to see . . .")
During Reading	
	Read with expression to capture children's attention
	Ask closed questions
	Ask open-ended questions to encourage discussion of the book
	Acknowledge child responses (says, "Good job", "You're right")
	Give child friendly, short explanation of new words ("Dangerous means not safe.")
	Verbalize the strategy introduced before the reading (see above)
After Reading	
	Revisit purpose for listening to story (same as stated before reading)
_____	Ask knowledge level questions (answers to these are in the text; have right or wrong answers)
_____	Comment about the story
_____	Summarize the story
_____	Engage children in conversations using any of the above
	Ask higher level questions (open-ended thinking questions, "why", "how", etc.)
_____	Teach new vocabulary through direct instruction
_____	Engage in story extensions (retell, acting out, story map, sequencing, etc.)

_____	Interact with the letter wall with new letter wall words
_____	Actively involve the children in the mini lesson content
	Extend the read aloud content into centers (same concepts, vocabulary, story retell, etc.)

Phonological Awareness Standard 8	
	Listening—Teacher draws attention to environmental sounds, the sequencing of sounds, specific sounds in a story, reversal or substitution of words in rhymes or phrases
	Sentence Segmenting—Teacher has children demonstrate each word in a sentence *(e.g., Children clap or tap out each word in a sentence)*
	Syllable Blending and Segmenting—Teacher has children put their names back together after she says it segmented. (e.g. T: Linda; C: Lin da) Teacher has children segment their names by clapping (e.g., Lin da)
	Syllable Blending and Deletion with Compound Words—Teacher has children combine two words to make a compound word (e.g., Cow plus boy is cowboy). Teacher has children say a compound word, then say the part that is left after one part is deleted (e.g., Cowboy without cow is boy)
	Rhyming (receptive)—Teacher draws attention to words that have the same ending sound, often in nursery rhymes or poems (e.g., Do Jill and hill rhyme or sound the same at the end?)
	Rhyming (expressive)—Teacher says a word and has the children give a word that rhymes with the given word. (What is a word that rhymes with cat?)
	Alliteration (receptive)—Teacher draws attention to words that have the same beginning sound. Children are given two or more words that begin with the same sound (e.g. (Lazy lions lounge at the local library. Do lion and lazy start with the same sound?)
	Alliteration (expressive)—Teacher says a word and has the children give a word that begins with the same sound as the given word (What is another word that begins like lion?)
	Onset-Rime Blending and Segmenting—Teacher segments/blends words between the consonant(s) and the rest of the word (with or without picture support) (Blending—What word am I saying—/c/ /at/? cat) (Segmenting—Let's break cat into two parts—/c/ /at/)
	Two Phonemes—Teacher says two sounds for children to blend into real words with picture support (e.g., "What word am I saying—/t/ /ō/?" toe [with picture of toe])
	Provide an opportunity for children to use manipulatives when engaged in phonological awareness activities
	Teach phonological awareness concepts in response to children's comments, questions or work samples
	Involve children in small group phonological awareness activities
	Provide phonological awareness activities in one of the centers

Written Expression Standard 10	
_____	Discuss that text contains letters, words, sentences
_____	Discuss that reading progresses from left to right, top to bottom, return sweep
_____	Discuss punctuation (period, question mark, exclamation mark, quotation marks, comma)
_____	Discuss capitalizing words (name, first word of sentence, I)
	Discuss letter/sound connection
_____	Verbalize with no input from the children (modeled writing)
_____	Talk about plan for writing (modeled, shared & interactive writing)
_____	Encourage and receive contributions to the message from children (shared & interactive writing)
_____	Engage children in sharing the pen to write part of the message (interactive writing)
_____	Take dictation from child about their drawing/writing
_____	Write in journals
_____	Make class made books
_____	Respond to literature/theme
	Teach writing concepts/process in response to children's comments, questions or work samples (teachable moment)
	Scaffold children's attempts at writing their names and/or other words
	Put writing materials in every center
	Provide theme linked writing opportunities in centers

Letter Knowledge Standard 9	
_____	Teach letter features—PKG IV.B.1 Child independently uses letters or symbols to make words or parts of words.
_____	Teach letter names—PKG III.C.1. Child names at least 20 upper and at least 20 lower case letters.
_____	Teach letter sounds—PKG III.C.2. Child recognizes at least 20 letter sounds.
	Teach letter name/letter sound correspondence-
_____	Similarities and differences in features of letters (shape)
_____	Upper and lower case
_____	Letters in name/words
_____	Letters within words
	Letter sounds
	Use children's almost correct responses to build their understanding of similarities and differences (e.g., "You noticed that the 'F' looks like the 'E', but the 'E' has three lines.")
	Use the letter wall as an interactive teaching tool
	Use name games/activities
	Use examples of environmental print
_____	Provide opportunities for children to use manipulatives when working with letters
_____	ABC center has a variety of letter activities (2 name activities, 2 letter name/symbol activities, 2 letter sound activities)
	Involve children in small group letter knowledge activities

	General Reading (any reading that happens **outside of the read aloud** session gets marked in this section)

Print Knowledge (this could be reading a chart, poem, shared/interactive writing piece, big book, etc.)
Standard 9

	Track print with pointer/finger
____	Discuss that text contains letters, words, sentences
____	Discuss that reading progresses from left to right, top to bottom, return sweep
____	Discuss punctuation (period, question mark, exclamation mark, quotation marks, comma)
	Discuss capitalizing words (name, first word of sentence, I)
	Place theme or topic related books in centers
	Display meaningful theme or topic related print (posters, charts, etc.—must be linked to theme)
	Read in small groups
	Engage children in shared reading activities (characteristics include: children joining in on repeated parts, predicting the next word, rereading to encourage joining in behavior)

Math	
	Counting Skills—Teacher draws attention to counting objects, models counting sequence, provides counting opportunities with objects, and tells children the difference between letters and numerals. Teacher asks children to count and tell how many objects they counted.
	Adding To/Taking Away Skills—Teacher provides materials for children to use while working with simple word problems (e.g., There is 1 bear in a cave. If 2 more bears walk in the cave, how many bears are in the cave altogether?")
	Geometry and Spatial Sense Skills—Teacher uses common objects to model shapes and provides opportunities for children to identify and create shapes. Teacher intentionally uses positional words to describe location of an object. (e.g., "The balls for outside time are under the sign-in table.")
	Measurement Skills—Teacher compares the height of children, uses measurement vocabulary, encourages children to predict how many, provides opportunities to use a balance scale to compare weight, and engages children in discussions around the passing of time (e.g., "Yesterday we played in the wet sand outside. Let's see if the sand is still wet today.")
	Classification and Pattern Skills—Teacher asks children to sort objects by attributes, models collecting information for a graph and discusses data, provides opportunities for children to make and describe patterns (e.g., Analyzing data on graph—"Look, boys and girls, our class eats more fruit than vegetables!" Patterns—After making an AA, BB, AA, BB, pattern teacher asks "Can anyone tell me what the unit of our pattern is? Yes, AA, BB.)
	Provides daily intentional small group instruction around a math concept.
	Involve children in organized hands on activities that support one or more conceptual areas in math (e.g., number, arithmetic, space and geometry, patterns, measurement, and graphing).
	Involve children in hands on activities across different types of domains (breadth)
	Incorporate math in daily routines (e.g., attendance, lunch count, voting, and graphs.)
	Engage in math-oriented talk with children who were using the manipulatives

	Children's math work and other signs of mathematical thinking were on display
	Teach mathematical concepts in response to children's comments, questions or work samples
	Materials were present, including specific math manipulatives, and other materials

Appendix B9

Project Coordinator/Mentor Visit Forms
Monthly Report Templates

TSR!/PKES Coordinator/Mentor Visit

Community_____

Mentor_____

Target	☐ 1 ☐ 2 ☐ 3	☐ Full ☐ Half	☐ HS ☐ ISD ☐ CDC	☐ English ☐ Spanish ☐ Dual Language

Site Name: _____ Date of Visit: _____ Start Time: _____ End time _____
Teacher's Name: _____Classroom: # of teachers_____ # of children_____

Topic	Did the Mentor…?
Pre-Visit Meeting	☐ Review Glows and Grows NOTES ☐ Review schedules/calendars ☐ Review Classroom Observation Tool ☐ Review TSR! Mentoring Guide ☐ Review eCIRCLE postings ☐ Review web reports ☐ Review lesson plans ☐ Review Environment Checklist ☐ Gather resources (CIRCLE manual, activities to model, etc.) ☐ Set/Review the focus for the visit ☐ Other: _____
Mentoring Strategies Observed During Visit	☐ Observe teacher ☐ Side by Side coaching ☐ Assist w/ curriculum ☐ Assist w/ child assessments ☐ Provide progress monitoring technical assistance ☐ Assist w/ room arrangement ☐ Model instruction ☐ Plan for instruction ☐ Provide resources and support ☐ Model teacher/child interaction ☐ Other:
Area (s) Addressed	☐ Teacher/Child Interactions ☐ Environment (charts, materials, etc.) ☐ Room Arrangement ☐ Lesson planning ☐ Daily Schedules/Planning ☐ Assessments ☐ Circle Time ☐ Curriculum ☐ Transitions ☐ Portfolio Building ☐ Technology (PDA, eCIRCLE) ☐ Small groups based on report ☐ Center time TRS! Components: ☐ BP ☐ PA ☐ WE ☐ LD ☐ RA ☐ LK ☐ M
Follow-up	☐ Face to Face meeting ☐ Engage teacher in reflective follow-up on visit ☐ Refer to Circle manual ☐ Plan model lesson for next visit ☐ Write Glows and Grows ☐ Model or role-play lesson ☐ Conclude with a summary ☐ Set a purpose for the next visit
Other Mentoring Areas	☐ Administrative Visit ☐ Teamwork ☐ eCIRCLE ☐ Web reports ☐ Administrative issues/paperwork

- This worksheet is used to guide coordinators in their strategies and approaches to mentoring the mentors in their TSR! community. Coordinators will complete this form on each classroom visited, attach it/them to the accompanying Reflective Follow Up form and submit to the Children's Learning Institute along with their monthly report.

- **Reflective Follow Up: Coordinator to Mentor**

Mentor Name: **Date of Visit:**	**Mentor Year** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6
Mentoring Before, During and After	
Mentor's eCIRCLE session	

Administrative Paperwork/Reporting
Mentor Signature_____ Coordinator Signature_____

CLI Coordinator Monthly Report
2009–2010

Report for the month of: _____

Report submitted by: _____

CLI Project Manager: _____

IMMEDIATE ATTENTION REQUIRED
Describe issues needing immediate attention.

Meetings & Topics Covered

Curriculum

Describe successes, issues, or challenges regarding the use of the curriculum at your site.

Professional Development

Provide a summary of how classrooms are implementing content from the 2-day CIRCLE training & eCIRCLE sessions (cumulative information from mentor's monthly reports).

Mentors are making good use of eCIRCLE welcome page	Yes ☐	No ☐
eCIRCLE topic headings contain due date and content specific title	Yes ☐	No ☐
Prompts are directly from facilitators guide	Yes ☐	No ☐
Most discussion areas have responses from teachers and mentors	Yes ☐	No ☐
Mentor responses to teachers are helping them understand content	Yes ☐	No ☐

If "No" to any of the above, list action steps

Progress Monitoring: _____ BOY _____ MOY _____ EOY

Record total number of children for each mentor. Indicate the number of children on each mentor's report who are shown as emerging understanding in each content area. These are the children shown in the group report for each content area. Use only the composite scores for phonological awareness and math. Add the total number of children in each category and record as the Total.

Mentor	Total # of Children	LK	V	PA Composite	Math Composite
Janet	250	21	11	6	30
Jason	300	15	13	7	32
Total (recorded on monthly report)	**550**	**36**	**24**	**13**	**62**

Progress Monitoring
Cumulative information from mentors

Use the progress monitoring information from each mentor to provide how many children are at risk (red) in each content area.

BOY ☐ Total # of Children _____ LK at risk ___ V at risk ____ PA at risk ____ Math at risk ____

MOY ☐ Total # of Children _____ LK at risk ___ V at risk ____ PA at risk ____ Math at risk ____

EOY ☐ Total # of Children _____ LK at risk ___ V at risk ____ PA at risk ____ Math at risk ____

Provide a written summary outlining how teachers are using progress monitoring results to drive instruction.

Discuss what trends and red flags were evident from the mentor's progress monitoring information.

Describe success, issues, or challenges regarding the assessment/observations in your community.

Integration
Describe successes, issues, or challenges with integration efforts at your site.

| **School Readiness Certification Update** |
| Provide a summary of how things are going at your site. |
| |

| **Questions/Concerns** |
| **Summarize questions and concerns from mentors** |

Describe how you have addressed concerns

Other comments and concerns

MENTORING/CONTACT LOG
Complete the following information on all teachers mentored.

Name:_____ Site: _____ Teacher ☐ Administrator/Other ☐
T1☐ T2☐ T3☐ T4☐ Tier 1☐ Tier 2☐ Tier 3☐ TSR!☐
e-CIRCLE Attendance: Absent ___ Present _____ Progress Monitoring Complete: BOY ☐ MOY ☐ EOY☐

Amount of time	Summary of mentor/teacher interactions, reflective follow-up & mentoring next steps

Name:_____ Site: _____ Teacher ☐ Administrator/Other ☐
T1☐ T2☐ T3☐ T4☐ Tier 1☐ Tier 2☐ Tier 3☐ TSR!☐
e-CIRCLE Attendance: Absent ___ Present _____ Progress Monitoring Complete: BOY ☐ MOY ☐ EOY☐

Amount of time	Summary of mentor/teacher interactions, reflective follow-up & mentoring next steps

Name:_____ Site: _____ Teacher ☐ Administrator/Other ☐
T1☐ T2☐ T3☐ T4☐ Tier 1☐ Tier 2☐ Tier 3☐ TSR!☐
e-CIRCLE Attendance: Absent ___ Present _____ Progress Monitoring Complete: BOY ☐ MOY ☐ EOY☐

Amount of time	Summary of mentor/teacher interactions, reflective follow-up & mentoring next steps

Coordinator Mentor LOG
Complete the following information on all mentors.

Mentor	Summary of mentoring effectiveness and goals for growth.

Appendix B10

CLI Conference Call Agenda and Notes

February 19, 2010   Time: 12:30 pm CST

Access number: 1-866-410-8857   Code: 288575#
Welcome/Roll Call: Greetings from Layne Waxley

- **Pre-T1s—Yingchu**

  - Complete BOY classroom inventory form as materials arrive (form attached).

  - Sunday, February 28, 2010, 11:59 PM, will be the cutoff date/time for this year's last order for curriculum, HATCH BP and SR kits. All the new Pre-T1 classrooms that missed the 2/4 cutoff date will be on this order. IF you intend to add any more Pre-T1 classrooms, take advantage of this opportunity and meet this deadline.

  - By March 1, 2010, report to Manager and copy Yingchu regarding any extra materials your community has received/may receive. You will be provided direction.

  - Attached is a template for the Pre-T1 MOU for your modification and use.

- **Netbooks**

  - Mail in the original copy of each teacher's Netbook Acknowledgement form to your Manager by March 1, 2010.

  - Review the Tips for troubleshooting problems encountered with teacher's netbooks from Jorge and Omar (revised and attached).

  - AFTER you have completed the Troubleshooting Tips and determined the netbook is not working properly, then ship back to Yingchu's attention:

    Children's Learning Institute
    ATTN: Yingchu Velasquez
    7000 Fannin, UCT 1920
    Houston, TX 77030
    713-500-3703 (c)

  - To meet the requirements of University of Texas regarding equipment, please package a copy of your PDA inventory and any remaining PDAs, paraphernalia associated with the PDAs, etc., and return to Yingchu's attention at the address above. DO NOT collect any handhelds that were left with teachers participating in the project at the end of last school year. ONLY PACKAGE AND RETURN any PDAs remaining in your possession, regardless of their condition. This includes any PDAs in the possession of field staff. Note: If you have mentors mentoring teachers who continue to use the PDA, please allow those mentors to retain their PDA.

- **Forms 1099 and W-9**

- Refer all Inquiries regarding 1099 form to Tu Buingoc, 713-500-4978, Tu.Buingoc@uth.tmc.edu
- Prepare a W-9 form (Now attached) for each NEW T-1 teacher receiving incentive pay. Plan so that you have forms ready to mail into Yingchu (address above) during the month of March. Plan to have this process completed by April 1, 2010. (This process does NOT include PRE T-1 teachers or replacement teachers added AFTER January 20, 2010.) They will NOT receive incentive pay this year.)

- **TOMS**
  - Celebrate!!—As of February 15, 2010, all TSR! data and information in TOMS is accurate.
  - Those communities who remain delinquent in their mentoring hours will be contacted soon to develop an action plan.
  - There is no need or requirement to enter information on children in Pre-T 1 classrooms into TOMS.
  - Remember, the deadline for adding any additional Pre-T1 classrooms so they receive materials this spring for the start of the project next fall is 11:59 PM, February 28, 2010.
  - Projections for 2010-2011 to influence and guide your recruitment effort for next fall will be emailed to you soon.
  - For those of you mentoring PKES Tier 3 Priority classrooms, please make sure these classrooms are reflected in TOMS by February 28, 2010.

- **Site Visits**
  - Regional Project Managers have begun site visits for February.
  - Site visits will continue through March and early April.
  - Note that during the site visit Managers will be conducting a language development training with all project staff which includes a training session along with a classroom observation visit and debriefing. Work with your Manager to plan for a successful training for your staff.

- **SRCS (timeline attached)**
  - The application for Pre-K is open and ready for use.
  - Please continue to check the Coordinator's application for new schools within your community to verify—these are being added soon. Note this will include all TSR and ALL Tier 3, both priority and non-priority. Continue to offer support as necessary. (If you want to explain why there was such a mix-up with schools being in Region as opposed to community—it was because most of those in question were classified as non-TOMS as they were not a part of the initial TOMS export to OZ. OZ assumed that as they were non-TOMS, they should go into Regions pertaining to their district. Most of the 'missing' schools were in fact loaded, but by region as opposed to community. This, hopefully, will be sorted out this morning when Martin and I WebEx with Lisa and Nicole.)
  - Please remember we only collect data on grantee classrooms and those with kinder-bound children. The reason some of the classrooms that did not export from TOMS was that

there were only 3 year olds in the classroom. Note: if situations exist that sites are in the system that should not be, send this information to your Manager. Remember, Include only PKES and TSR classrooms in these grants; do NOT include classrooms that are in the building but not in one of the grants.)

- Please do not add names to the principal list—it will only take one name. That principal has to be the first to log on and then she/he is able to designate other others.

- Principal names can be changed/added, but then they have to go back in to remove the old principal. The former principal will not delete the same time that the new principal is added

- Facility Report is a little delayed—it was intended that it go live this week; it is being tested right now and will be live probably at the end of next week. I will be sure to let everyone know. Note: there is currently no recorded training for the Facility Report. Information is forthcoming on this.

- Don't forget the useful import file function for student data. Import function info. is located on the top left of the application. Note: Teacher data cannot be imported. The import may be easier than manual data entry but may require district level support.

- Help Text and FAQ sheet icon also on the top left of the application. Useful information for all components.

- Teacher Self Report will be available mid March—to be completed by ALL teachers of grantee classrooms.

- **Progress Monitoring**

  - Continue to work with your progress monitoring vendor to address all issues and concerns.

  - **TODAY:** send an email to your Manager noting ALL remaining issues in your community. Stick to the facts.

  - Assessment Windows

    o January 15, 2010— March 5, 2010 (Phase 1—MOY) NOTE EXTENSION OF MOY DEADLINE

    o February 15, 2010—March 15, 2010 (Phase 2—MOY)

    o April 15, 2010—May 15, 2010 (Phase 1 –EOY)

    o April 15, 2010—May 15, 2010 End of Year (EOY) Phase 2—REQUIRED for TSR CLASSROOMS

Questions and Answers
Next conference call is Friday, March 12, 2010; 12:30–2:30 p.m.
Friday, April 2, 2010; 12:30–2:30 p.m.—CANCELLED—this is Good Friday.
Friday, April 23, 2010; 12:30–2:30 p.m.
Friday, May 14, 2010; 12:30–2:30 p.m.
.

Appendix C1
PO Payment Process and Non-PO Payment Process

PO Payment Process

Initial requisition submitted

Budget is checked to ensure adequate funds

Departmental specific approval required

Procurement reviews 100% of PO requisitions >$5,000

Accounts Payable receives invoice

Receipt confirmed

Post Award Finance team reviews 100% of payments on grants and contracts

System performs a three way match

Endowment Compliance reviews 100% of payments on endowments

Employee Reimbursement team reviews 100% of employee reimbursements to ensure compliance.

Disbursements matches support to the check/ACH

Capital Assets reviews 100% of capital asset purchases

Amounts that exceed $25,000 require manual signatures

Bank accounts reconciled by **Accounting**.

Non-PO Payment Process

Initial request

Budget is checked to
ensure adequate funds

Departmental specific
approval required

Post Award Finance team reviews
100% of payments on grants and contracts

Endowment Compliance reviews
100% of payments on endowments

Employee Reimbursement team reviews
100% of employee reimbursements
to ensure compliance.

Disbursements reviews
100% of Non-po payments
to ensure compliance

Disbursements matches
support to the check/ACH

Treasury reviews 100% of wires
before they are processed

Amounts that exceed $25,000
require manual signatures

Bank accounts reconciled
by **Accounting**.

Appendix C2
Payroll

Payroll

Initial request – authorized submitter only

Deans, DMOs, and/or **Vice President's** approval is needed

SDR / Post Award Finance team reviews all
requests for compliance, appropriate approvals, valid values

Payroll centrally processes payroll

Chief Finance Officer and **Director of Payroll**
review amounts >$10,000

Bank account reconciled
by **Accounting**

2009-10 Texas School Ready! Project
Award Worksheet - Final Draft

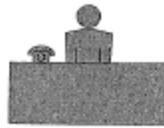|		$11,975.00	(2 hrs. mentoring) $4,900.00	$2,250.00	$11,975.00	$8,450.00	
ESC Region	School District/Agency	Proposed # of classrooms from brand new partners (Y1) / Cost (#1): curriculum + materials + Progress M. (tool & license) + PD (training & sub.)+ eCIRCLE license + incentive + field support (mentor) + CLI T&TA support	Proposed # of Y2 teachers / Cost (#2): Progress M. + eCIRCLE + incentive + field support + CLI T&TA support	Proposed # of Y3 teachers / Cost (#3): Progress M. + field support + CLI T&TA support	Proposed # of Y1 new classrooms in current school / Cost (#1): curriculum + materials + Progress M. (tool & license) + PD (training & sub.)+ eCIRCLE license + incentive + field support (mentor) + CLI T&TA support	Proposed # of Y1 replacement teachers / Cost (#4): PD (training & sub.) + eCIRCLE license + Progress M. + incentive + field support + CLI T&TA support	Total
1	TMC - Laredo	25 $ 299,375.00	68 $ 333,200.00	70 $ 157,500.00	8 $ 95,800.00	5 $ 42,250.00	$ 928,125.00
1	TMC - McAllen	15 $ 179,625.00	18 $ 88,200.00	9 $ 20,250.00	10 $ 119,750.00	0 $ -	$ 407,825.00
1	Worksource Solutions Cameron	25 $ 299,375.00	90 $ 441,000.00	80 $ 180,000.00	10 $ 119,750.00	3 $ 25,350.00	$ 1,065,475.00
2	ESC, Region 2	27 $ 323,325.00	34 $ 166,600.00	16 $ 36,000.00	10 $ 119,750.00	2 $ 16,900.00	$ 662,575.00
3	Victoria ISD	15 $ 179,625.00	19 $ 93,100.00	21 $ 47,250.00	4 $ 47,900.00	10 $ 84,500.00	$ 452,375.00
	(add to Victoria)						
3	Calhoun County ISD	4 $ 47,900.00	8 $ 39,200.00	$ -	$ -	2 $ 16,900.00	$ 104,000.00
4	Collaborative for Children	15 $ 179,625.00	27 $ 132,300.00	26 $ 58,500.00	3 $ 35,925.00	1 $ 8,450.00	$ 414,800.00
4	Kids R Kids Group	80 $ 958,000.00	36 $ 176,400.00	6 $ 13,500.00	0 $ -	0 $ -	$ 1,147,900.00
	(include Rhodes (11) and AAL (9) HH (10))						$ -
4	San Jacinto College	30 $ 359,250.00	0 $ -	0 $ -	$ -	$ -	$ 359,250.00
5	Beaumont ISD	6 $ 71,850.00	40 $ 196,000.00	26 $ 58,500.00	$ -	$ -	$ 326,350.00
6	College Station ISD	15 $ 179,625.00	0 $ -	0 $ -	0 $ -	0 $ -	$ 179,625.00
6	Sam Houston State U.	25 $ 299,375.00	18 $ 88,200.00	17 $ 38,250.00	0 $ -	2 $ 16,900.00	$ 442,725.00
7	ESC, Region 7	6 $ 71,850.00	26 $ 127,400.00	27 $ 60,750.00	1 $ 11,975.00	5 $ 42,250.00	$ 314,225.00
8	ESC, Region 8	15 $ 179,625.00	14 $ 68,600.00	17 $ 38,250.00	10 $ 119,750.00	7 $ 59,150.00	$ 465,375.00
9	Bowie ISD	5 $ 59,875.00	5 $ -	$ -	$ -	$ -	$ 59,875.00
9	Foard-Hardeman-Knox Texas School	11 $ 131,725.00	$ -	$ -	$ -	$ -	$ 131,725.00
10	Dallas ISD	15 $ 179,625.00	$ -	$ -	$ -	$ -	$ 179,625.00
10	Quinlan ISD (fund with ESC Region 1	0 $ -	0 $ -	0 $ -	0 $ -	0 $ -	$ -
10	ESC Region 10	25 $ 299,375.00	13 $ 63,700.00	15 $ 33,750.00	$ -	$ -	$ 396,825.00
10	Child Care Group	15 $ 179,625.00	48 $ 235,200.00	39 $ 87,750.00	10 $ 119,750.00	9 $ 76,050.00	$ 698,375.00
11	Child Care Associates	20 $ 239,500.00	28 $ 137,200.00	21 $ 47,250.00	9 $ 107,775.00	9 $ 76,050.00	$ 607,775.00
12	Workforce Solutions Of Central TX	8 $ 95,800.00	6 $ 29,400.00	13 $ 29,250.00	10 $ 119,750.00	5 $ 42,250.00	$ 316,450.00
13	Austin ISD	15 $ 179,625.00	26 $ 127,400.00	31 $ 69,750.00	0 $ -	5 $ 42,250.00	$ 419,025.00
15	San Angelo ISD	2 $ 23,950.00	22 $ 107,800.00	24 $ 54,000.00	3 $ 35,925.00	6 $ 50,700.00	$ 272,375.00
16	Amarillo College	15 $ 179,625.00	29 $ 142,100.00	16 $ 36,000.00	4 $ 47,900.00	10 $ 84,500.00	$ 490,125.00
17	YWCA Lubbock	15 $ 179,625.00	8 $ 39,200.00	3 $ 6,750.00	5 $ 59,875.00	4 $ 33,800.00	$ 319,250.00
18	Region 18 ESC	36 $ 431,100.00	48 $ 235,200.00	19 $ 42,750.00	8 $ 95,800.00	10 $ 84,500.00	$ 889,350.00
19	ESC 19 - El Paso	20 $ 239,500.00	21 $ 102,900.00	29 $ 65,250.00	10 $ 119,750.00	2 $ 16,900.00	$ 544,300.00
20	Carrizo Springs Affordable Housing I	15 $ 179,625.00	34 $ 166,600.00	7 $ 15,750.00	10 $ 119,750.00	5 $ 42,250.00	$ 523,975.00
20	Family Service Association	25 $ 299,375.00	25 $ 122,500.00	26 $ 58,500.00	6 $ 71,850.00	10 $ 84,500.00	$ 636,725.00
20	Harlandale ISD	15 $ 179,625.00	5 $ 24,500.00	20 $ 45,000.00	0 $ -	10 $ 84,500.00	$ 333,625.00
20	San Antonio ISD	20 $ 239,500.00	20 $ 98,000.00	21 $ 47,250.00	10 $ 119,750.00	1 $ 8,450.00	$ 512,950.00
Estimated Cost:		580 $ 6,945,500.00	731 $ 3,581,900.00	599 $ 1,347,750.00	141 $ 1,688,475.00	123 $ 1,039,350.00	$ 14,602,975.00

(35 proposals funded)
(30 lead agencies--TMC has 2 grants)

Appendix C3
Sample Worksheet Used in Fiscal Year 2010 to Allocate Resources
TSR! FINAL Award, 10/20/2010 9:01 AM

$ 14,602,975.00

Cost #1(brand new classrooms) - $11975
Cost #2 (year 2 teacher/classroom) - $4900
Cost #3 (year 3 teacher/classroom) - $2250
Cost #4 (classroom with replacement teacher) - $8450

curriculum + S/H - $2750 - est. half in each new classroom - $1375
materials - $1750
Progress Monitoring: tool & materials - $400; license - $250
Professional Dev. (3-day training & sub.) - $350; eCIRCLE license - $300

Incentive - Y1 & Y2 teachers - $1000
Field Support - $5800 (4hrs), $2600 (2 hrs),$1250 (1 hr)
CLI T&TA Support - $750

		N Y1	580	Y1	844
		Y2	731	Y2	731
		Y3	599	Y3	599
		N Y1	141		
		R Y1	123		
		Total	2174	Total	2,174

NOT Funded

#	Name	Cost #1 count	Total classrooms $	Cost #2 count	$	Cost #3 count	$	Cost #4 count	$
1	Laloya ISD	20	239,500.00	32	156,800.00	22	55,000.00		-
4	Kipp, Inc.		-		-		-		-
7	Central Heights ISD	2	23,950.00		-		-		-
8	Sulphur Springs ISD		-	11	53,900.00	2	23,950.00	4	33,800.00
10	A. W. Brown Fellowship Charter Sch	12	143,700.00		-		-		-
10	Lancaster ISD	10	119,750.00	3	14,700.00	5	12,500.00		-
10	The Peanut Gallery (I & II)	7	83,825.00		-		-		-
12	Belton ISD	0	-	8	39,200.00	12	30,000.00	8	67,600.00
12	Connally/Chilton ISD	15	179,625.00		-		-		-
12	Waco ISD	20	239,500.00	16	78,400.00		-		-
14	Moran ISD	1	11,975.00		-		-		-
15	Sonora ISD	5	59,875.00		-		-		-

Detailed Information Related to Grants and Contracts
Awarded to CLI, School Years 2003–04 through 2009–10

Funding Agency	Agreement Type	Title per Funding Agency	Begin Date per Funding Agency	End Date per Funding Agency	School Year per Funding Agency	Total Award Amount per Funding Agency	Legislative Source	CLI Project No.	CLI - Total Amount Budgeted per Grant Application	CLI - Total Amount of Matching Funds	CLI - Total Amount Expended per General Ledger	CLI - Project Status per General Ledger (open/closed)	Purpose per SAS (TEEM/TSRI, SRCS, Other)
Texas Education Agency	Grant	Center for Improving the Readiness of Children for Learning and Education (CIRCLE)	9/1/2003	8/31/2005	2003-2004	$5,000,000.00	78th Legislative Reg Session, GAA 2003, Article III, Rider 57	3991	$5,000,000.00	n/a	$4,974,014.94	Closed	Student Success Initiative - TEEM
Texas Education Agency	Grant	Center for Improving the Readiness of Children for Learning and Education (CIRCLE)	9/1/2004	8/31/2006	2004-2005	$5,000,000.00	79th Legislative Reg Session, GAA 2003, Article III, Rider 57	4522	$5,000,000.00	n/a	$3,703,009.14	Closed	Texas Early Education Model/ Texas School Ready!
Texas Education Agency	Grant	Head Start/Ready to Read	9/1/2005	6/30/2007	2005-2006	$7,275,000.00	79th Legislative Reg Session, SB 23 GAA 2005, Article III, Rider 46	4926/5228	$7,275,000.00	n/a	$7,267,649.08	Closed	Texas Early Education Model/ Texas School Ready!
Texas Workforce Commission	Contract	Child Care Match Contribution Agreement	10/1/2005	7/31/2007	2005-2006	$8,300,000.00	79th Legislature Reg Session Article IX, Section 14.36	5499	$8,300,000.00	$5,382,822.00	$8,300,000.00	Closed	Texas Early Education Model/ Texas School Ready!
Texas Education Agency	Interagency Contract	SRCS Development & Management Project	1/16/2006	8/31/2006	2005-2006	$4,884,669.00	TGC 771 (Interagency Cooperation Act) TEC 29.161 (SRCS) 79th Legislative Reg Session, SB 1 GAA, Article III, Rider 52-PKES	5316	$4,884,669.00	n/a	$4,757,416.69	Closed	SRCS - develop, manage, and demonstrate feasibility of rating system
Texas Education Agency	Grant	RURAL TX EARLY EDUCATION MODEL	4/1/2006	2/28/2008	2005-2006	$1,301,789.00	79th Legislative Reg Session, SB 1 GAA 2005, Article III, Rider 52-PKES	5446	$1,301,789.00	n/a	$1,231,920.32	Closed	Expansion funds used for TSRI

Detailed Information Related to Grants and Contracts
Awarded to CLI, School Years 2003–04 through 2009–10

Funding Agency	Agreement Type	Title per Funding Agency	Begin Date per Funding Agency	End Date per Funding Agency	School Year per Funding Agency	Total Award Amount per Funding Agency	Legislative Source	CLI Project No.	CLI - Total Amount Budgeted per Grant Application	CLI - Total Amount of Matching Funds	CLI - Total Amount Expended per General Ledger	CLI - Project Status per General Ledger (open/closed)	Purpose per SAS (TEEM/TSRI, SRCS, Other)
Texas Education Agency	Grant	IHE-EARLY CHILDHOOD SCHOOL READINESS	9/1/2006	2/28/2009	2006-2007	$7,374,485.00	79th Legislative Reg Session, SB 23 GAA 2005, Article III, Rider 46	5539	$7,374,485.00	n/a	$7,275,793.44	Closed	Texas Early Education Model/ Texas School Ready!
Texas Workforce Commission	Contract	Child Care Match Contribution Agreement	10/1/2006	7/31/2008	2006-2007	$12,000,000.00	79th Legislature Reg Session Article IX, Section 14.36	5781	$12,000,000.00	$7,743,337.00	$12,000,000.00	Closed	Texas Early Education Model/ Texas School Ready!
Texas Education Agency	Interagency Contract	SRCS Development & Management Project	9/1/2007	8/31/2008	2007-2008	$4,298,549.00	TGC 791 (Interlocal Cooperation Act) TEC 29.161 (SRCS) 79th Legislative Reg Session, SB 1 GAA, Article III, Rider 52-PKES	6048	$4,298,549.00	n/a	$4,130,987.66	Closed	SRCS - continued develoment, management, and operation of certification system
Texas Education Agency	Grant	IHE-EARLY CHILDHOOD SCHOOL READINESS	10/30/2007	2/28/2010	2007-2008	$7,500,000.00	80th Legislative Reg Session, GAA 2007, Article III, Rider 43 TEC 29.156	6076	$7,500,000.00	n/a	$7,389,224.19	Open	Texas Early Education Model/ Texas School Ready!
Texas Education Agency	Grant	IHE-EARLY CHILDHOOD SCHOOL READINESS (TEEM) CONT.	9/1/2008	2/28/2011	2008-2009	$10,000,000.00	80th Legislative Reg Session, GAA 2007, Article III, Rider 43 TEC 29.156	6538	$10,000,000.00	n/a	$9,079,137.47	Open	Texas Early Education Model/ Texas School Ready!
Texas Education Agency	Interagency Contract	SRCS Management & Collection of Data Project	9/1/2008	8/31/2009	2008-2009	$5,779,758.00	TGC 791 (Interlocal Cooperation Act) TEC 29.161 (SRCS) 79th Legislative Reg Session, SB 1 GAA, Article III, Rider 52-PKES	6553	$5,779,758.00	n/a	$5,610,868.98	Open	SRCS - management and data collection

Appendix C4

Detailed Information Related to Grants and Contracts
Awarded to CLI, School Years 2003–04 through 2009–10

Funding Agency	Agreement Type	Title per Funding Agency	Begin Date per Funding Agency	End Date per Funding Agency	School Year per Funding Agency	Total Award Amount per Funding Agency	Legislative Source	CLI Project No.	CLI - Total Amount Budgeted per Grant Application	CLI - Total Amount of Matching Funds	CLI - Total Amount Expended per General Ledger	CLI - Project Status per General Ledger (open/closed)	Purpose per SAS (TEEM/TSRI, SRCS, Other)
Texas Education Agency	Grant	TTL II A-TEEM PROF DEVELOPMENT	10/31/2008	2/28/2010	2008-2009	$5,768,024.00	NCLB of 2001, Title II, Part A, Public Law 107-110+O3	6655	$5,768,024.00	n/a	$5,754,676.62	Open	TEEM professional development
Texas Education Agency	Grant	IHE-EARLY CHILDHOOD SCHOOL READINESS (TEEM)	9/1/2009	2/28/2011	2009-2010	$7,125,000.00	81st Legislature, GAA 2009, Article III, Rider 41	7016	$7,125,000.00	n/a	$2,773,043.95	Open	Texas Early Education Model/ Texas School Ready!
Texas Education Agency	Interagency Contract	SRCS Management & Collection of Data Project	9/1/2009	8/31/2010	2009-2010	$7,500,000.00	TGC791 (Interalocal Cooperation Act) TEC 29.161 (SRCS) 79th Legislative Reg Session, SB 1 GAA, Article III, Rider 52-PKES	7007	$7,500,000.00	n/a	$4,336,197.40	Open	SRCS - management and data collection
Texas Workforce Commission	Contract	Child Care Match Contribution Agreement (TWC) School Readiness Model (CLI)	10/1/2009	9/30/2010	2009-2010	$11,700,000.00	81st Legislature Reg Session Article VII, TWC Rider 27 funded in GAA, Article III, Rider 41 TEC 29.156 TGC 771 (Interagency Contracts)	7158	$11,700,000.00	$7,500,000.00	$4,066,334.90	Open	Texas Early Education Model/ Texas School Ready!
						$110,807,274.00			$110,807,274.00	$20,626,159.00	$92,650,274.78		

Appendix D
Results of Hierarchical Linear Modeling

Table D1. Multilevel Model Results With Standardized Assessment Outcome: 2005–07 Cohort

	Standardized Kindergarten Assessment	
Predictors	**Coefficient**	**Robust Standard Error**
Female	0.19**	0.05
Free or reduced-price lunch eligibility	0.08	0.07
Limited English proficiency status	–0.09	0.08
Slopes	**Coefficient**	**Robust Standard Error**
Books read by teacher	–0.01	0.04
Facility type: Head Start	–0.60**	0.13
Facility type: public school	–0.06	0.14
Total children served	0.001	0.001
Number of years in operation	–0.001	0.002
†p < .10, *p < 0.05, **p < 0.01		

Table D2. Multilevel Model Results With School Readiness Indicator Outcome: 2005–07 Cohort

	School Readiness Indicator	
Predictors	**Coefficient**	**Robust Standard Error**
Female	0.53**	0.11
Free or reduced-price lunch eligibility	0.34	0.23
Limited English proficiency status	–0.49*	0.22
Slopes	**Coefficient**	**Robust Standard Error**
Books read by teacher	–0.09	0.11
Facility type: Head Start	–0.27	0.33
Facility type: public school	0.67†	0.39
Total children served	–0.0003	0.002
Number of years in operation	–0.01	0.01
†p < .10, *p < 0.05, **p < 0.01		

Table D3. Multilevel Model Results With Standardized Assessment Outcome: 2006–08 Cohort

	Standardized Kindergarten Assessment	
Predictors	**Coefficient**	**Robust Standard Error**
Female	0.14**	0.02
Free or reduced-price lunch eligibility	–0.22**	0.04
Special education status	–0.27**	0.05
Limited English proficiency status	–0.21**	0.03
Total attendance	0.002**	0.0003
Slopes	**Coefficient**	**Robust Standard Error**
Number of books in classroom	0.0001	0.0001
Full-time aides	–0.03*	0.01
Part-time aides	0.01	0.02
Books read by teacher	–0.002	0.01
Teacher education	0.08**	0.03
Teacher experience	0.002	0.002
Facility type: Head Start	–0.28**	0.06
Facility type: public school	–0.16*	0.07
% teachers with college degree or higher	0.11	0.07
% teachers with alternative certification	0.11	0.08
% teachers with child development training	–0.07†	0.04
Number of years in operation	–0.001	0.001
†$p < .10$, *$p < 0.05$, **$p < 0.01$		

Table D4. Multilevel Model Results With School Readiness Indicator Outcome: 2006–08 Cohort

	School Readiness Indicator	
Predictors	**Coefficient**	**Robust Standard Error**
Female	0.35**	0.04
Free or reduced-price lunch eligibility	−0.57**	0.11
Special education status	−0.73**	0.10
Limited English proficiency status	−0.23**	0.07
Total attendance	0.005**	0.001
Slopes	**Coefficient**	**Robust Standard Error**
Number of books in classroom	−0.0001	0.0003
Full-time aides	−0.03**	0.01
Part-time aides	−0.05	0.06
Books read by teacher	0.002	0.03
Teacher education	−0.01	0.06
Teacher experience	0.002	0.004
Facility type: Head Start	−0.27*	0.13
Facility type: public school	0.11	0.16
% teachers with college degree or higher	0.28†	0.15
% teachers with alternative certification	0.20	0.21
% teachers with child development training	−0.17†	0.09
Number of years in operation	−0.003	0.002
†$p < .10$, *$p < 0.05$, **$p < 0.01$		

Table D5. Multilevel Model Results With Standardized Assessment Outcome: 2007–09 Cohort

	Standardized Kindergarten Assessment	
Predictors	**Coefficient**	**Robust Standard Error**
Female	0.13**	0.01
Free or reduced-price lunch eligibility	−0.15**	0.02
Special education status	−0.33**	0.04
Limited English proficiency status	−0.22**	0.02
Total attendance	0.003**	0.0002
Slopes	**Coefficient**	**Robust Standard Error**
Number of books in classroom	0.0003*	0.0001
Full-time aides	−0.01	0.02
Part-time aides	0.01	0.02
Books read by teacher	0.005	0.008
Teacher education	−0.02	0.02
Teacher experience	−0.001	0.001
Facility type: Head Start	−0.18**	0.04
Facility type: public school	0.10†	0.05
Total children served	−0.00005	0.0001
% teachers with college degree or higher	0.06	0.05
% teachers with alternative certification	−0.01	0.05
% teachers with child development training	0.005	0.03
Number of years in operation	−0.002**	0.001
†$p < .10$, *$p < 0.05$, **$p < 0.01$		

Table D6. Multilevel Model Results With School Readiness Indicator Outcome: 2007–09 Cohort

	School Readiness Indicator	
Predictors	**Coefficient**	**Robust Standard Error**
Female	0.32**	0.03
Free or reduced-price lunch eligibility	−0.38**	0.06
Special education status	−0.67**	0.08
Limited English proficiency status	−0.32**	0.05
Total attendance	0.01**	0.001
Slopes	**Coefficient**	**Robust Standard Error**
Number of books in classroom	0.0003	0.0003
Full-time aides	0.01	0.04
Part-time aides	0.03	0.05
Books read by teacher	0.0005	0.02
Teacher education	−0.05	0.04
Teacher experience	−0.01†	0.003
Facility type: Head Start	−0.32**	0.11
Facility type: public school	0.22†	0.11
Total children served	−0.0003	0.0003
% teachers with college degree or higher	0.14	0.13
% teachers with alternative certification	−0.003	0.13
% teachers with child development training	−0.04	0.07
Number of years in operation	−0.005**	0.002
†$p < .10$, *$p < 0.05$, **$p < 0.01$		

Table D7. Multilevel Model Results With Standardized Assessment Outcome and Community Characteristics: 2007–09 Cohort

	Standardized Kindergarten Assessment	
Predictors	**Coefficient**	**Robust Standard Error**
Female	0.13**	0.01
Free or reduced-price lunch eligibility	–0.15**	0.02
Special education status	–0.33**	0.04
Limited English proficiency status	–0.22**	0.02
Total attendance	0.003**	0.0002
Slopes	**Coefficient**	**Robust Standard Error**
Number of books in classroom	0.0002†	0.0001
Full-time aides	–0.02	0.02
Part-time aides	0.01	0.02
Books read by teacher	0.007	0.008
Teacher education	–0.02	0.02
Teacher experience	–0.001	0.001
Facility type: Head Start	–0.17**	0.04
Facility type: public school	0.10†	0.05
Total children served	–0.00004	0.0001
% teachers with college degree or higher	0.10†	0.05
% teachers with alternative certification	–0.004	0.05
% teachers with child development training	0.01	0.03
Number of years in operation	–0.002**	0.001
Community maturity	0.02	0.01
Site growth	–0.03	0.03
†p < .10, *p < 0.05, **p < 0.01		

Table D8. Multilevel Model Results With School Readiness Indicator Outcome and Community Characteristics: 2007–09 Cohort

	School Readiness Indicator	
Predictors	**Coefficient**	**Robust Standard Error**
Female	0.32**	0.03
Free or reduced-price lunch eligibility	–0.38**	0.06
Special education status	–0.70**	0.08
Limited English proficiency status	–0.31**	0.06
Total attendance	0.01**	0.001
Slopes	**Coefficient**	**Robust Standard Error**
Number of books in classroom	0.0004	0.0003
Full-time aides	0.01	0.04
Part-time aides	0.05	0.06
Books read by teacher	0.01	0.02
Teacher education	–0.05	0.04
Teacher experience	–0.01*	0.003
Facility type: Head Start	–0.30**	0.11
Facility type: public school	0.22†	0.13
Total children served	–0.0003	0.0003
% teachers with college degree or higher	0.26*	0.13
% teachers with alternative certification	–0.004	0.13
% teachers with child development training	–0.02	0.07
Number of years in operation	–0.006**	0.002
Community maturity	0.05†	0.03
Site growth	0.06	0.07
†$p < .10$, *$p < 0.05$, **$p < 0.01$		