

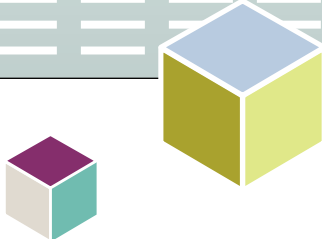
Crane Center for Early Childhood Research and Policy

Ready 4 Success

Evaluation Report

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Executive Summary

This report presents the available data from the 2019-2020 academic year of the **Ready 4 Success (R4S)** initiative, which was funded by the city of Columbus. The primary goal of R4S is to improve early childhood programming in the city of Columbus and support the kindergarten readiness skills of four-year-old children attending prekindergarten programs.

- In the 2019-2020 academic year, we sought to implement some changes to enhance project activities and improve preschool instructional practices, and continued to implement practices that were successful in previous years. First, R4S staff strongly encouraged, and supported, teachers to use the Read It Again – Mobile (RIA – M) curriculum supplement in all community-based Early Start classrooms by offering a free online professional development course, a tablet for monitoring children’s progress, and accompanying book kits. Second, a total of 5 free online professional development courses were available for Early Start teachers to complete, for credit. Finally, R4S coaching programming continued to utilize a multi-tiered framework to provide individualized coaching support services based on children’s fall scores and observed instructional practices in literacy and math.
- Similar to last year, enrollment in online PD courses was very high, with over 100 teachers completing the Social-Emotional focused course, and approximately 50 teachers completing content courses related to math and vocabulary instruction.
- The multi-tiered approach to coaching allowed for teachers to receive a level of coaching supports specific to classroom needs.
- Due to the COVID-19 pandemic, year-end assessments of children’s literacy and math scores, as well as year-end classroom observations, could not be completed. In addition, although R4S staff sought to maintain contact with ES providers after childcare centers were ordered to close, teacher responses were variable as many teachers had been laid off or furloughed.
- Although there is much uncertainty for the upcoming year, we offer some suggestions for how teachers and children can continue to be supported, regardless of possible changes to classroom environments. These suggestions include increased online and virtual coaching and community building amongst providers, additional online PDs for teachers in math and for addressing challenging behaviors, and facilitating methods for teachers to assess and evaluate their students’ growth in literacy and math throughout the year.



Introduction

Program Context and Background

Children from socioeconomically disadvantaged backgrounds are at increased risk for significant and persistent lags in school readiness and longer-term academic achievement, compared to their peers from higher socioeconomic status (SES) backgrounds (e.g., Barnett, Lamy, & Jung, 2005; Morgan, Farkas & Wu, 2011). However, a growing body of research suggests that children's gains in academic achievement is positively associated with attendance at high-quality prekindergarten programs (Howes et al., 2008); particularly for children from low-SES backgrounds (Christian, Morrison, & Frederick, 1998).

For the past several years, the city of Columbus has supported a kindergarten readiness program called Ready 4 Success (R4S), which is designed to enrich and enhance the instructional quality in prekindergarten classrooms, and thus, improve the foundational academic skills of four-year-old children from low-SES backgrounds. Teachers who have at least one student in receipt of Early Start Columbus (ESC) funding are eligible to take free online professional development (PD) courses specifically created for ESC teachers, and receive individualized, job-embedded coaching to support their literacy- and math-focused instruction. ESC funding is available through the city of Columbus to children who are or will be 4 years of age by September 30th of the current academic year, and whose families reside in the city of Columbus and meet the income level requirements (at or below 300% of the federal poverty guidelines). ESC funding allows families to receive free or low-cost tuition for their child to attend 3-, 4-, or 5-star rated prekindergarten programs in Columbus.

As in previous years, R4S staff set two overarching goals for the 2019-2020 academic year: 1) assess children's literacy and math knowledge at the beginning and at the end of the year, and 2) provide support, via PD and coaching opportunities, to the teachers who serve these children. The underlying rationale for setting these goals was to identify areas of need in terms of children's skills, and then support teachers' instructional practices to address those needs.

R4S planned to meet these objectives through four main activities. First, children were assessed on literacy and math screeners. Second, systematic classroom observations of shared book reading sessions and math learning sessions (e.g., circle time) were conducted to understand the types of literacy- and math--focused instruction that regularly occurs in prekindergarten classrooms and identify areas in which teachers could use additional supports and ideas. Third, online professional development courses were made available in the areas of social-emotional classroom climate, math instruction, vocabulary building, print-focused read-alouds, and *Read It Again-Mobile* (RIA – M). Teachers in all community-based classrooms also received RIA book kits and tablets to implement the literacy curriculum supplement in their classrooms. Finally, we continued the use of a three-tiered coaching model to provide an efficient and individualized level of coaching to interested teachers.



Unfortunately, due to March school closures during the COVID-19 pandemic, several of these activities were halted. End-of-year assessments of children's literacy and math skills were not completed, thus a thorough evaluation of children's gains, and the extent to which R4S services are associated with gains, cannot be reported. However, below we provide detailed information regarding children's literacy and math skills in the fall, and the participation in PD and coaching through mid-March. This report closes with some suggestions for ways to continue to support preschool teachers and children as schools eventually re-open.

Evaluation Aims

The evaluation report for the 2019-2020 year of R4S focused on three aims:

Aim 1: To characterize the literacy and math skills of children in R4S settings in the fall of the pre-kindergarten year.

Aim 2: To what extent do ESC teachers participate in R4S-related services (PD and coaching)?

Aim 3: To what extent is teacher participation in R4S activities (PD and coaching) associated with child-level and teacher/classroom-level characteristics?

Methods

ESC funding was utilized for children to receive free or low-cost tuition at high-quality childcare centers and prekindergarten programs. In order to be eligible for ESC funding slots, programs must have earned 3-, 4-, or 5-star ratings through Ohio's Step Up to Quality (SUTQ) Tiered Quality Rating System, and serve families of four-year-old children who meet the specified income level requirements (at or below 300% of the federal poverty guidelines).

Population

From the 133 classrooms serving children who received ESC funding, 63 were community-based classrooms, and 70 were in Columbus City School district locations. A total of 41 teachers completed a short questionnaire gathering basic demographic information and data concerning classroom characteristics. Of the teachers who completed the questionnaire, 27% had an Associate's degree, 48% had earned at least a Bachelor's degree, 13% had a Master's degree, and 10% had earned or working towards a Child Development Associate credential.

Screenings were offered to all children in eligible classrooms, regardless of whether they specifically received ESC funding or not. In total, 1,071 children were assessed in the fall on the literacy screener, and 1,083 children were screened on the math screener. In the 2019-2020 year, this included 516 girls and 567 boys. Of those who were screened, **617** children were in receipt of ESC funding, either in isolation or in combination with an additional funding streams; 67% ($n= 411$) of children receiving ESC funding attended preschools in the Columbus City Schools (CCS) district. The average age in months of children receiving ESC funding was 54.16 months ($SD = 3.49$, $Range = 48 - 62$ months) at the time of pretest screening.



Research Design and Procedures

In the 2019-2020 year, the R4S initiative provided multiple services to support the teaching practices of prekindergarten teachers in Columbus who serve children receiving ESC funding:

- First, all children receiving ESC funding, as well as any additional children whose parents provided permission, completed the literacy and math **screening assessments** in the fall of 2019 (i.e., pretest). The assessments were conducted by trained assessors; screenings were completed within an 8-week window (10/1/2019 – 11/8/2019). Tablets were used for all data collection activities; scores were then entered into the CeeHive system.
- Second, **R4S staff contacted all site directors to review the screening data with the teachers**. The purpose of these meetings was to ensure that teachers understood the CeeHive system, and were aware of the current levels of literacy and math knowledge exhibited by their students.
- Third, R4S staff contacted site directors to schedule a **classroom observation**, to obtain additional qualitative information regarding teachers' instructional practices in shared book reading and math-focused instruction.
- Fourth, data from child screening information were used to establish one of three tiers of **individualized professional development** support (described in detail below).

Data Collection Tools

Primary Outcome Measures

Three measures of children's knowledge and academic progress and two measures of teacher participation in R4S were the primary outcomes of interest.

Child Outcomes

Get Ready to Read (GRTR). The GRTR (Whitehurst & Lonigan, 2001) is a 25-item literacy screener for children ages three to five years. The GRTR is comprised of 25 questions and takes approximately ten minutes to administer. This literacy screener assesses children's knowledge about letter names, letter sounds, phonological awareness, and print awareness. All items are administered directly to the child and scored as "1" if correct and "0" if incorrect. Scores are summed and reflect the total number of correct responses by the child. This summed score, along with the child's age, is used to classify the child's performance as *below average*, *average*, or *above average*, based on data from a normative sample. This screener was administered in the fall of 2019.

Preschool Early Numeracy Screener – Brief (PENS-B). The PENS-B (Purpura & Lonigan, 2015) is a 24-item screener appropriate for children ages three to five years and assesses children's knowledge of the early numeracy skills needed for subsequent instruction in mathematics. It takes approximately ten minutes to administer directly to the child. The questions focus on assessing children's knowledge of cardinal numbers and number operations. Answers are scored as "1" if correct and "0" if incorrect. Testing is discontinued after three consecutive incorrect responses. Scores are summed and reflect the total number of correct responses provided by the child. The summed score, along with the child's age, is used to classify the child's performance as *below average*, *average*, or *above average*, based on data from a normative sample. This screener was administered in the fall of 2019.



Kindergarten Transition Summary (KTS). The KTS is a 54-item comprehensive evaluation that is usually completed by teachers at the end of the prekindergarten year for each child. However, because preschools and childcare centers remained closed from March through June, teachers or center directors were asked to complete the KTS based on their recollection of children's abilities in mid-March. The KTS assesses five developmental areas, specifically Social-Emotional Development, Approaches to Learning, Cognitive Development, Language and Literacy Development, and Physical Development. Total scores range from 0-114 and scores are classified as representing skill levels that are: a) *not yet evident*, b) *in progress*, or c) *proficient*. KTS data for most of the children who were receiving ESC funding was submitted at the time of this evaluation ($n = 547$, 88.65%).

Teacher Outcomes

Participation in R4S professional development services. Teachers had several options for PD opportunities throughout the year. In particular, teachers were strongly encouraged to complete the RIA-Mobile PD in order to implement RIA in their classrooms with the provided tablet and book kits. R4S staff created each teacher's log-in and account information so they could set up the mobile application on the tablet. In addition, the links to PDs were made available via email and participation was also encouraged in face-to-face meetings with teachers.

In addition to online PD, job-embedded individualized coaching was also offered throughout the year through mid-March, and additional online support was offered by R4S coaches even after schools closed.

Primary Predictor Variables

Data from several different types of variables were used to understand the variability in teacher participation in R4S services. Specifically, we explored associations between the average classroom score on the GRTR and PENS-B for each teacher. Based on data collected from the teacher questionnaire, we also examined associations between several teacher and classroom characteristics and variability in teacher participation in R4S services, specifically, teachers' years of experience as a preschool provider, whether they were new to teaching a R4S classroom specifically, and the number of students in their class. Of note, because CCS teachers as a group did not participate in coaching, the HLM analyses only included community-based teachers and classrooms. This year, however, several CCS teachers completed online PDs that were offered.

Children's Fall Scores. The average classroom score on the fall screenings of the GRTR and the PENS-B were aggregated to create a classroom score that was associated with each teacher.

Teacher and Classroom Characteristics. Teachers' years of experience ranged from 1- 32 years with an average of 8.6 ($SD = 9.2$). Almost half of the teachers in community-based classrooms ($n = 29$, 46%) were new to R4S for the 2019-2020 year. Class sizes ranged from 7-21 children, with an average of 16 children per classroom.



Data Analysis

To address the first research aim, descriptive statistics were used to evaluate children’s levels of risk and raw score performances in literacy and math at school entry in the fall, and relative areas of strengths and weaknesses of school readiness across the five KTS domains. Similarly, descriptive statistics were used to determine the participation rates in R4S services. For the third aim, two-level hierarchical linear modeling (HLM) was used to understand the associations between teacher participation in PD and coaching and the child-level and teacher-level predictor variables, while controlling for the nested nature of the data (i.e., teachers clustered within school buildings). HLM considers the extent to which teacher participation may be influenced by having colleagues in the same building and/or having the same site director. As a preliminary step to determining the need for HLM, we calculated an intra-class correlation (ICC) to approximate the amount of variability that was accounted for by school-level effects. A large ICC indicates significant and large differences between schools, and justifies the need for HLM. Analyses determined that the degree of variation in teacher participation attributable to school differences was quite large for online PD completion (52%), and even larger for participation in coaching services (67%).

Results

This section addresses the specific evaluation aims of the R4S initiative for the 2019-2020 academic year.

Aim 1: To characterize the literacy and math skills of children in R4S settings in the fall of the pre-kindergarten year.

We addressed this first aim by examining the total number of children receiving ESC funds, whose GRTR and PENS-B scores were considered to be “below average”, “average”, or “above average” in the fall. As seen in Figure 1 below, nearly half of children had scores in the below average category on the GRTR and nearly three-quarters of children scored in the below average category on the PENS-B. The average GRTR raw score for ECS children in the fall of 2019 was 12.96 ($SD = 4.93$, $Range = 0-25$), and the average PENS-B raw score was 7.64 ($SD = 4.78$, $Range = 0-23$).

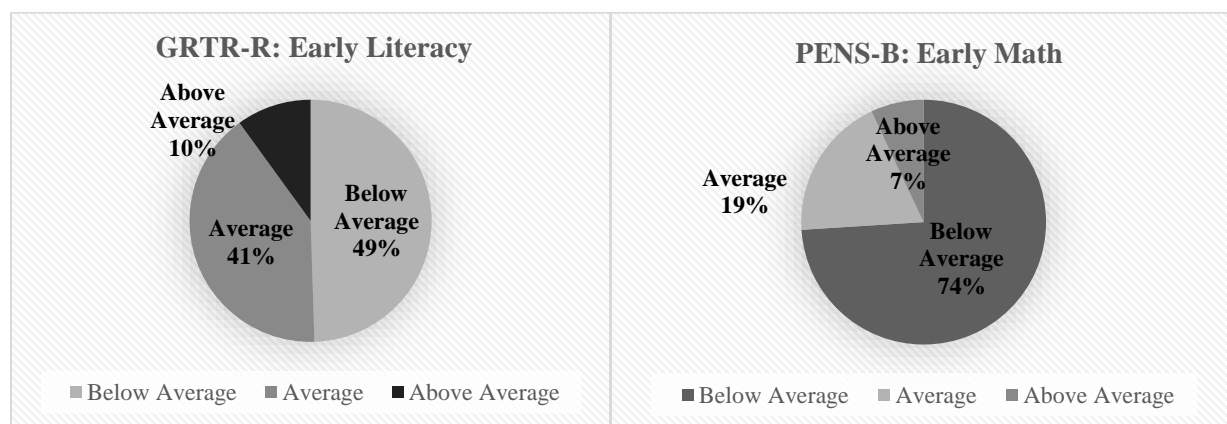


Figure 1. GRTR and PENS-B performance levels of children receiving ESC funds



Finally, although the KTS does not approximate change over the academic year, the measure provides teachers with an opportunity to assess children’s kindergarten readiness across multiple areas, as described in the previous section. The overall scores, which consider all skills areas, ranged from 20-114 ($M = 94.83$, $SD = 16.78$). The vast majority were categorized as “Proficient” ($n = 489$, 89%), with a much smaller percentage classified as “In Progress” ($n = 54$, 10%), and 4 children whose overall kindergarten readiness skills were deemed to be “Not Yet Evident” (1%). When considered by domain, the proportion of children categorized as “Proficient” was similarly large for Social Emotional Skills (82%), Approaches to Learning (77%), Cognitive Development (75%), Language and Literacy (80%), and Physical Development (97%).

Aim 2: To what extent do ESC teachers participate in R4S-related services (PD and coaching)?

Table 1 shows the total number of ESC teachers who completed each online PD.

Table 1. Online PD participation

PD Course	Total number of participants
Understanding the Social and Emotional Climate of Your Classroom	106
Effective and Authentic Math Instruction	45
Power Words: Enhancing Children's Vocabulary Development	61
Print-Focused Read-Alouds for Literacy	26
Read it Again - Mobile	24 (2 Administrators)

Out of the 63 *community-based classrooms* served by R4S this year, a large majority ($n = 43$, 68%) opted to participate in coaching. Columbus City Schools’ teachers chose not to participate in coaching this year due to other coaching programming in their district. Descriptions of the coaching tiers, the corresponding support, and the number of classrooms that were assigned to each coaching tier per content area (literacy or math) are seen in Table 2 below. Overall, teachers who participated in coaching received an average of 6.5 coaching emails ($SD = 5.7$, $Range = 1-12$), and engaged in an average of four face-to-face coaching encounters with teachers ($SD = 2.3$, $Range = 1-4$). For the purposes of subsequent analyses, we operationalized our two outcome variables (PD completion and coaching participation) as continuous variables representing the total number of online PDs each teacher completed, and the total number of coaching encounters (face-to-face and emails) in which each teacher engaged.



Table 2. Number of classrooms receiving coaching in each tier

Tier assessment criteria	Coaching activities	Classrooms receiving literacy-focused coaching	Classrooms receiving math-focused coaching
No tier- Less than 15% of children in the below average range.	Offer instructional support and ideas as needed.	2	1
Tier 1: 50% or less of children performing in the below average range.	Offer instructional support and ideas as needed.	18	3
Tier 2: Classroom observations indicate areas for some growth. 50%-74% of the children are performing in the below average range.	Encourage participation in online PD; offer face-to-face coaching services and/or via email or phone.	18	13
Tier 3: Classroom observations indicate areas for significant growth. More than 75% of children are performing in the below average range.	Offer biweekly face-to-face coaching meetings to focus on changing/improving implementation of instructional strategies.	5	26
Total		43	43

This year, we also considered the number of teachers who were new to R4S, as this can impact the interest and uptake of coaching services and PD completion. As seen in Table 3 below, from the 63 community-based classrooms, nearly one-half of teachers were new to R4S this year, indicating some degree of teacher turnover, and only 3 teachers have remained in the same classroom since the 2015-2016 year. The majority of new teachers (72%, $n = 21$) participated in coaching.

Table 3. Teachers' years of experience with R4S and coaching

Initial year of teacher's experience with R4S	Number of teachers (%)	Number of teachers participating in coaching (%)
2015-2016	3 (4.76%)	3 (100%)
2016-2017	13 (20.63%)	7 (53.85%)
2017-2018	11 (17.46%)	8 (72.73%)
2018-2019	7 (11.11%)	4 (57.14%)
2019-2020 (new this year)	29 (46.03%)	21 (72.41%)
Total	63	43 (68.25%)



Aim 3: To what extent is teacher participation in R4S activities (PD and coaching) associated with child-level and teacher-level characteristics?

The final aim of this evaluation was to determine the extent to which teachers' participation in R4S services was associated with the average literacy and math scores of the children in their classroom, as well as the teacher's years of experience as a preschool teacher, whether the teacher was new to R4S this year, and their overall classroom size.

As a first step, we examined the bivariate correlations between the two outcome variables (number of completed online PDs and number of coaching encounters) and the 4 continuous predictor variables (the classroom's average literacy scores, math scores, teachers' years of experience, number of children in the classroom). As seen in Table 4 below, the number of online PDs completed was significantly, but negatively, correlated with classroom size, suggesting that teachers with fewer students in their classroom completed more online PD courses. Further, participation in the two types of R4S services were also positively significantly correlated, suggesting that teachers who completed more PDs also engaged in more coaching encounters.

Table 4. Bivariate correlations among outcome and predictor variables

	Number of PDs	Coaching encounters	GRTR	PENS-B	Class size	Years of experience
Number of PDs	-	.377**	.069	.083	-.419*	-.240
Coaching encounters		-	.012	-.005	-.053	.005
GRTR			-	.787**	-.022	-.197
PENS-B				-	-.225	-.124
Class size					-	.013
Years of experience						-

Note. * = $p < .05$; ** = $p < .001$

Next, two separate HLMs were conducted to determine the associations between the predictor variables and the two outcome variables representing teacher participation in R4S services. Results from these analyses indicated that none of the selected predictors accounted for significant variance in either the total number of completed online PDs or the total number of coaching encounters by R4S teachers.



Discussion

Interpretation of Results

Although we had limited data for this year, this review of available information for this year yielded several interesting outcomes. First, results showed that, similar to last year, children who qualify for ESC services demonstrate limited knowledge of basic early literacy and math concepts. Just under one-half of children scored in the “below average” range on the measure of literacy, and nearly three-quarters of children scored in this category on the measure of math. For reference, data from prekindergarten children in the 2018-2019 year showed that 52% and 72% were below average on the literacy and math measures, respectively. In general, these data align with research suggesting children from low-SES backgrounds are at risk for lags on the foundational academic skills that they will need as they start formal schooling (Morgan et al., 2011). As well, these data further substantiate the need for high-quality prekindergarten programming for the young children in our city to boost their learning trajectories. More specifically, the consistent finding that children struggle with early math concepts warrants our current and sustained efforts towards improving math-focused instruction. Research suggests that coaching teachers on math instruction can result in improved outcomes for young children (Rudd, Lambert, Satterwhite, & Smith, 2009); thus, to the extent possible, R4S services will continue to focus heavily on supporting teachers to integrate intentional math-focused instruction in their classrooms.

A second outcome of interest relates to the large proportion of variance in teacher participation in PD and coaching that was attributed to their classroom’s site or location. Previously, the focus of our reporting has been on examining children’s outcomes and understanding the ways in which coaching and PD support is associated with gains in children’s literacy and math skills. To date, we have not explored the mechanisms that drive the decisions to engage in these services. Thus, although it seems logical to expect that teachers working in the same building would behave similarly with respect to these types of PD opportunities, this is important information which can inform future investigations for improving our outreach to all teachers who can benefit from R4S services.

Perhaps relatedly, a final key finding from this report pertains to the fact that we observed notable teacher turnover for the 2019-2020 year. Although most of the site locations remained consistent from last year, R4S staff had the opportunity to work with many new teachers. This is not unexpected, as research suggests that preschool teachers have a turnover rate of 25–50% per year (Burton et al., 2002, Miller & Bogatova, 2009). Pertinent to the present work, however, is that this can have a significant impact on engagement in R4S services. For example, teachers who have had access to R4S services for several years may eventually opt out of coaching, and might have completed most of the online PDs. Conversely, new teachers may be more likely to engage in these services; yet, if turnover is high and teachers leave, then the longer-term impact of knowledge and skills gained via coaching will not be realized in these classrooms for future cohorts of children. This point may be particularly relevant for the 2020-2021 academic year, for which there may be even more turnover than usual, and perhaps, children with even greater needs to be met throughout the year. We will consider these issues as we move forward in planning for ways to continue to serve prekindergarten teachers and students through these unprecedented times.



Implications

The implications from this year of R4S data extend to both children and teachers. First, we see year after year that children in Columbus demonstrate relatively low levels of literacy and math knowledge at the beginning of the school year. On the one hand, this confirms the need for continuing to provide access to high-quality prekindergarten programming for these young children. It is likely that prekindergarten experiences may be especially important for children in this fall, who may be returning to the classroom after an extended time at home, due to COVID-19. It remains unclear how this time will impact children's early academic skills, and more importantly, their social-emotional skills. We expect that for both children and teachers, there may be additional or new areas for which support is needed as schools re-open, and hope to both understand and meet those needs.

A second and important implication from these data relates to the fact that teacher participation in coaching and PD was largely attributable to their site location. As discussed above, this is a logical outcome, but indicates the need for a broader perspective for understanding the processes that underlie teacher engagement in R4S services. Indeed, the overarching goal of R4S is to improve children's outcomes by supporting instructional practices. However, we have traditionally experienced variable engagement from teachers, and now have a better understanding for what contributes to that variability. It is outside the scope of this work to understand whether this variability stems specifically from site director support at the administration level or not. For example, some locations may engage in outside coaching services or curriculum and thus opt-out of R4S services. Therefore, although overall participation in coaching and PD may never be at 100%, due to teacher retention or higher-level decision-making, we will incorporate a systems-level approach to increase our knowledge and improve our reporting of this focal aspect of R4S.

Limitations and Recommendations

Limitations from the present academic year primarily concern the lack of year-end data for both children and teachers. As we have now started to gather information about the number of years teachers are in R4S, however, we can continue to use those data to understand the longer-term impacts on children's outcomes. For example, it might be the case that teachers who have participated in R4S services for several years may be more adept at delivering strong literacy and math instruction, which might relate to children's outcomes. Despite our inability to explore those associations this year, the data reported in this evaluation do highlight several aspects of R4S that can be adapted to meet the needs of what may be newly-imagined prekindergarten classrooms across Franklin County. Below, we outline several recommendations for ways to continue to support teachers and children in ESC classrooms for the 2020-2021 academic year.



First, even if face-to-face interaction between R4S staff and children and teachers is not permissible, coaches can continue to develop additional online PDs and resources for R4S teachers. Important areas for sustained guidance will be math instruction, but also social-emotional development and family engagement. The impacts of the COVID-19 crisis on young children's emotional development is unknown, but it is possible that after extended time away from a classroom environment, children may need stronger support to become re-familiarized with school routines and social behaviors. In turn, teachers may also need new and inventive ideas for managing challenging behaviors and meeting children's needs. Partnerships with families may be more important than ever, particularly if there is a mid-year shift to at-home learning again and/or blended models in which children's time is balanced between home and school during the week.

Second, coaches will be able to continue to provide virtual coaching and have started to develop creative ways for facilitating a virtual community of learners. One-on-one Zoom coaching sessions and observations will certainly be possible. Further, through the use of these technologies, coaches can create discussion boards for teachers to share ideas and topics, host Q&A sessions and webinars, and hold virtual town hall meetings to provide a safe and open community for teachers to engage with coaches as well as their peers.

Finally, if R4S staff are unable to enter classrooms for the 2020-2021 year, we will explore methods to administer the GRTR and PENS-B virtually. Although working with young children on a virtual platform will be challenging, we will investigate remote testing and possibly teacher-administered assessments.

Conclusion

R4S collects valuable information and offers much-needed support for Columbus area children by developing their kindergarten readiness skills. R4S also supports their teachers by providing individualized coaching and PD. Data show that many children in Columbus begin their prekindergarten year at a remarkable disadvantage compared to their peers. Due to the global pandemic, we are unable to estimate possible gains in literacy and math this year, but these circumstances of educational uncertainty for many children warrants the need for continuing to support the learning trajectories of our youngest citizens. The R4S program meets a critical need among young children in Columbus and the early childhood education programs they attend. Our work must continue to encourage and facilitate effective teacher instructional practices. These efforts may be more important than ever for the 2020-2021 year; thus, we will ensure that the supports we provide are flexible and adaptable to the sudden and unpredictable shifts that may continue to occur. The primary recommendation and plan for the upcoming academic year is to increase the accessibility to online PD and to capitalize on the use of technology to create a community of learners among prekindergarten teachers, who have the indispensable job of preparing our youngest for academic success.



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Author Note

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The Crane Center for Early Childhood Research and Policy (CCEC)

The Crane Center for Early Childhood Research and Policy (CCEC), in the College of Education and Human Ecology at The Ohio State University, is a multidisciplinary research center dedicated to conducting high-quality research that improves children's learning and development at home, in school, and in the community. Our vision is to be a driving force in the intersection of research, policy and practice, as they relate to children's well-being.

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