



# JACKSONVILLE JOURNEY EARLY LEARNING PROGRAM



## *Evaluation Report*

Fall 2010



Early Learning Coalition of Duval  
Episcopal Children's Services  
Child Guidance Center  
Florida Institute of Education at the  
University of North Florida

**The Jacksonville Journey Early Learning Program  
Evaluation Report  
Fall 2010**

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Early Learning Coalition of Duval, Inc.

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# *Jacksonville Journey Early Learning Program*

## INTRODUCTION

In September of 2008, the Jacksonville City Council initiated the Jacksonville Journey: A Comprehensive Community-Wide Anti-Crime Initiative<sup>1</sup> designed to combat escalating crime in Jacksonville by: (a) increasing police presence and eliminating crime, (b) assisting ex-offenders in building job skills and becoming responsible community members, and (c) keeping children safe and productive, particularly after school and in the summer.

Funding provided by this initiative is also invested in improving children's early literacy and school readiness through the *Jacksonville Journey Early Learning Program* (ELP). The overarching 2009-2010 Jacksonville Journey ELP goal was to transition 35 custodial child care centers located in Jacksonville's downtown area (Health Zone 1) into early learning centers that not only address children's educational development but also their mental/social/emotional health. A variety of support services were offered to directors, staff, children, and families in these centers. Coaching, technical assistance, and environmental support were provided to center directors and staff to improve the overall quality of delivered programs. Educational scholarships were provided to participating teachers. Programs were developed to encourage the engagement of families in their children's early care and learning. Children were screened and mental health services provided for children identified in need of mental health services.

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<sup>1</sup> City of Jacksonville (2009, October 28). *The Jacksonville Journey Oversight Committee: An overview of the first six months. January 1 – June 30, 2009*. Retrieved from <http://www.coj.net/NR/rdonlyres/etrh5of2qv4dsrpnzowjwf6fnurggvo7tpggy7wqfe33h5g2vsv4zh7y5cq4xjgbjztp4z5mgbfuqs37jha24iu4ue/JJ+ANNUAL+REPORT+Aug2009.pdf>

## EVALUATION PLAN

The purpose of the evaluation plan is to measure the extent that the eight expected outcomes of Jacksonville Journey ELP were achieved. The report is organized in three sections: Early Learning Center Outcomes, School Readiness Outcomes, and Mental Health Outcomes. This evaluation report covers the contract period from August 2009 through September 2010.

### SECTION 1: EARLY LEARNING CENTER OUTCOMES

***Expected Outcome 1:*** At the end of the contract period (September 30, 2010), at least 21 of the 35 centers will increase their star rating by one star or maintain a 5-star rating.

The Guiding Stars of Duval, an initiative of the Early Learning Coalition of Duval, Inc., is a quality rating system for child care centers in Jacksonville. Centers participating in Guiding Stars are committed to program improvement targeting higher quality care and education to ensure that all children enter kindergarten with the skills necessary to succeed. The Guiding Stars rubric is used to evaluate centers across five domains: learning environment, staff qualifications and professional development, ratio and group size, curriculum, and program operations (family engagement and staff administration). Please see [www.elcofduval.org](http://www.elcofduval.org) for more information.

During the program year 2009-2010, 35 child care centers participating in the Jacksonville Journey ELP received an initial star rating based upon their Guiding Stars validation. Of the 35 centers with initial star ratings:

- 4 centers had an initial star rating of 0,
- 8 had an initial star rating of 1,
- 9 had an initial star rating of 2,
- 10 had an initial star rating of 3,
- 2 had an initial star rating of 4, and
- 2 had an initial star rating of 5.

Three Jacksonville Journey ELP child care centers withdrew from participation during 2009-2010. Thus, only 32 child care centers were rated in late summer to obtain star ratings for the end of the contract period. These star ratings, completed in August and September of 2010, increased, decreased, or stayed the same as follows:

- 11 star ratings remained the same,
- 1 center dropped from a 5-star rating to a 2-star rating,
- 12 centers improved their star rating by 1 star,
- 4 centers improved their star rating by 2 stars,
- 3 centers improved their star rating by 3 stars, and
- 1 center improved its star rating by 4 stars.

### *Outcome*

Results of the ELC Guiding Stars of Duval process document that 20 child care centers increased their star rating by at least one star and one child care center maintained a 5-star rating. Thus, 21 Jacksonville Journey ELP child care centers increased their star rating by at least one star or maintained a 5-star rating.

## SECTION 2: SCHOOL READINESS OUTCOMES

***Expected Outcome 2:*** At the end of the contract period, at least 70% of Jacksonville Journey ELP *School Readiness* students will measure ready for kindergarten on Florida School Readiness measures.

***Expected Outcome 4:*** Jacksonville Journey ELP children will demonstrate positive readiness outcomes as measured by the Florida Kindergarten Readiness Screener.

Expected Outcomes 2 and 4 will be evaluated together as the children of interest in *Expected Outcome 2* are a subset of the group of children evaluated in *Expected Outcome 4*. The measure used to determine “ready for kindergarten” in the first instance and “positive readiness” in the second instance is the Florida Kindergarten Readiness Screener (FLKRS). The level of school readiness of the 2009-2010 Jacksonville Journey ELP prekindergarten children and the subset described as *School Readiness* students will be assessed as kindergarteners by Duval County Public Schools (DCPS) using the fall 2010 FLKRS. However, not all 2009-2010 Jacksonville Journey ELP prekindergarten children will be assessed by DCPS. Some will enroll in private kindergartens, some will no longer reside in Duval County, and some will have sporadic attendance during the first 30 days of the school year. DCPS will provide data for enrolled children with sufficient identification to match their names with FLKRS scores. The evaluation will be included in the 2011 Jacksonville Journey ELP evaluation report. However, these outcomes were also part of the 2008-2009 Jacksonville Journey ELP school year, and the fall 2009 FLKRS data are available for the 2010 evaluation report. *Expected Outcome 2* and *Expected Outcome 4* for the 2008-2009 contract period will be addressed in this report.

### *Florida School Readiness Screener (FLKRS)*

FLKRS data were collected across all elementary school settings in the Jacksonville community in fall 2009. Children attending public school kindergarten for the first time were

assessed using FLKRS which is composed of two parts: the Early Childhood Observation System (ECHOSTM) and the Florida Assessments for Instruction in Reading—K (FAIR). The ECHOSTM portion of FLKRS provides an overview of development in language and literacy, mathematics, social and personal skills, science, social studies, physical development and fitness, and creative arts—all domains of the *Florida Voluntary Prekindergarten Education Standards*. The FAIR includes measures of letter naming and phonemic awareness, aspects of the language and literacy domain.

Each child's kindergarten teacher administered the ECHOSTM screening during the first 30 days of the school year. The readiness results of the ECHOSTM are calculated from the observational ratings of the teachers. To obtain a numerical value for a total readiness score, the observed categories *Consistently Demonstrating*, *Emerging/Progressing*, and *Not Yet Demonstrating* are given values of 2, 1, and 0, respectively. The total ECHOSTM readiness score, the sum of the 19 item scores, is then categorized as *Consistently Demonstrating*, *Emerging/Progressing*, or *Not Yet Demonstrating*. Scores in the *Consistently Demonstrating* and *Emerging/Progressing* categories are further classified as *Ready*.

The FAIR letter naming task is composed of 10 items requiring children to identify the names of presented letters. The FAIR phonemic awareness task is composed of 10 items involving blending or onset and rime in which the child blends words at the word part and phoneme levels. Results are used to calculate a Probability of Reading Success (PRS) score. The PRS score represents the probability of future reading success (defined as scoring at least at the 40<sup>th</sup> percentile). For example, a PRS score of 85% is interpreted as the child having 85% probability of scoring at least at the 40<sup>th</sup> percentile on a future measure of reading. To calculate the PRS score, the numbers of correct responses on the letter naming and phonemic awareness

tasks are combined using the probability matrix shown in Table 1. Cells of the matrix are color-coded with red indicating PRS scores predicting a 15% or less probability of success on a future measure of reading and green indicating PRS scores predicting an 85% or better probability of success on a future measure of reading. Scores greater than 67% are considered *Ready* for kindergarten. Thus, scores below the heavy black line in Table 1 are designated *Ready* and scores above the heavy black line are designated *Not Ready*.

Table 1  
*FAIR Probability of Reading Success Scores*

AP 1		Kindergarten – Assessment Period 1 – Probability of Reading Success										
		Phonemic Awareness – Total Correct										
Letter Naming – Total Correct	Total Correct	0	1	2	3	4	5	6	7	8	9	10
	0	09%	11%	14%	17%	20%	24%	29%	34%	39%	45%	51%
	1	12%	14%	17%	21%	25%	30%	35%	40%	46%	52%	57%
	2	15%	18%	22%	26%	31%	36%	41%	47%	53%	59%	64%
	3	19%	22%	27%	31%	37%	42%	48%	54%	60%	65%	70%
	4	23%	28%	32%	38%	43%	49%	55%	61%	66%	71%	76%
	5	28%	33%	39%	45%	50%	56%	62%	67%	72%	77%	80%
	6	34%	40%	46%	51%	57%	63%	68%	73%	77%	81%	84%
	7	41%	47%	53%	58%	64%	69%	74%	78%	82%	85%	88%
	8	48%	54%	59%	65%	70%	75%	79%	83%	86%	88%	90%
	9	55%	61%	66%	71%	76%	80%	83%	86%	89%	91%	93%
10	62%	67%	72%	76%	80%	84%	87%	89%	91%	93%	94%	

*Participating Children with FLKRS Scores*

The sample of children used to identify scores of Jacksonville Journey ELP 2008-2009 prekindergarten children in the fall 2009 DCPS FLKRS kindergarten data were the children assessed in both winter and spring 2009 using Bracken Basic Concept Scale—Third Edition: Receptive. The 149 children were sampled from 18 centers, had informed consent for assessment, and were enrolled in child care centers receiving assistance from Jacksonville Journey from its inception to the school year’s end. Thirty-eight of the children were designated *School Readiness* (children from low-income families receiving subsidized child care).

**Expected Outcome 2:** At the end of the contract period, at least 70% of Jacksonville Journey ELP *School Readiness* students will measure ready for kindergarten on Florida School Readiness measures.

Discussion of the children’s “readiness for kindergarten” will begin with characteristics of the sample of the Jacksonville Journey ELP *School Readiness* students with fall 2009 FLKRS scores. Twenty-three of the 38 2008-2009 children (60.5%) had FLKRS scores. Table 2 presents the demographic characteristics of the children.

Table 2  
*Characteristics of the Sample of 2008-2009 Jacksonville Journey ELP ‘School Readiness’ Prekindergarteners as Fall 2009 DCPS Kindergarteners*

Characteristic	n	%
Sex		
Boys	14	60.9
Girls	9	39.1
Ethnicity		
Black	20	87.0
Mixed	2	8.7
White	1	4.3

The sample of children included more boys (61%) than girls; the ethnicity group with the largest representation was Black (87%). At the time of the fall FLKRS assessments, the 23 Jacksonville Journey *School Readiness* children attended 20 DCPS schools with each school enrolling 1 or 2 children.

Not all Jacksonville Journey *School Readiness* children had reportable scores on both FLKRS measures, but all had a reportable score on at least one measure. One child did not have a reportable ECHOST™ score and two did not have reportable FAIR scores. Table 3 presents the children’s scores by percentage of scores for each scoring category and readiness status.

Table 3

*FLKRS Scores of the 2008-2009 Jacksonville Journey ELP ‘School Readiness’ Prekindergarten Children as 2009 DCPS Kindergarteners*

Measure	Category	<i>n</i>	%	Kindergarten Readiness % Ready	DCPS % Ready	Florida % Ready
ECHOS™	<i>D</i>	9	40.9	95.4	87.7	88.5
	<i>E</i>	12	54.6			
	<i>N</i>	1	4.5			
FAIR	<i>Ready</i>	14	66.7	66.7	69.7	64.8
	<i>Not Ready</i>	7	33.3			

*Note.* ECHOS *D* is *Demonstrating*, *E* is *Emerging/Progressing*, and *N* is *Not Yet Demonstrating*

More than 70% of the Jacksonville Journey ELP *School Readiness* children were *Ready* for kindergarten based on the ECHOS™ measure; less than 70% of the Jacksonville Journey ELP *School Readiness* children were *Ready* for kindergarten based on the FAIR measure. The percentage of Jacksonville Journey ELP 2008-2009 *School Readiness* prekindergarten children’s ECHOS™ *Ready* scores was greater than that of DCPS and Florida; the percentage of DCPS *Ready* FAIR scores was greater than that of the Jacksonville Journey ELP *School Readiness* children. Of the 7 FAIR scores classified *Not Ready*, one (4.8%) was located in the red zone of the PRS matrix shown in Table 1 on page 6 of this report. Furthermore, of the 14 FAIR scores classified *Ready*, five (23.8%) were located in the green zone of the same PRS matrix.

Eighty-seven percent of the Jacksonville Journey 2008-2009 *School Readiness* children (20 children) had reportable scores on both measures. Table 4 shows the percentage of children having *Ready* scores on both measures, having *Ready* scores on either the ECHOS™ or FAIR measure, and having *Ready* scores on neither measure.

Table 4

*FLKRS 'Ready' Scores of the Jacksonville Journey ELP 2008-2009 Prekindergarten 'School Readiness' Children as DCPS Kindergarteners*

<i>Ready Scores</i>	<i>n</i>	<i>%</i>
No <i>Ready Scores</i>	1	5.0
Only ECHOS™ <i>Ready Score</i>	6	30.0
Only FAIR <i>Ready Score</i>	0	0.0
Two <i>Ready Scores</i>	13	65.0

Ninety-five percent of the children had *Ready* scores on at least one of the two FLKRS measures. No child had a *Ready* FAIR score but not a *Ready* ECHOS™ score while 30% of the children had *Ready* ECHOS™ but not *Ready* FAIR scores. Sixty-five percent of the children had *Ready* scores on both measures.

*Summary of School Readiness Children in Kindergarten*

- Of the 38 2008-2009 prekindergarten Jacksonville Journey ELP *School Readiness* children, 23 (60.5%) had identifiable fall 2009 DCPS FLKRS scores.
- Sixty-one percent of the children were boys and 87% were Black.
- The 23 children were assessed using the FLKRS measures in fall 2009 in 20 DCPS schools.
- Ninety-five percent of the *School Readiness* kindergarteners had *Ready* scores on the ECHOS™ measure. This percentage surpasses the expected outcome, 70%.
- Sixty-seven percent of the *School Readiness* kindergarteners had *Ready* scores on the FAIR measure. This percentage does not meet the expected outcome, 70%.

*Outcome*

More than 70% of the Jacksonville Journey ELP *School Readiness* children were *Ready* for kindergarten based on the ECHOS™; less than 70% of the Jacksonville Journey ELP *School Readiness* children were *Ready* for kindergarten based on the FAIR.

**Expected Outcome 4:** Jacksonville Journey ELP children will demonstrate positive readiness outcomes as measured by the Florida Kindergarten Readiness Screener.

Discussion of the children’s ‘positive readiness’ outcomes begins with the characteristics of the sample of 2008-2009 Jacksonville Journey ELP prekindergarten children with scores identified in the fall 2009 DCPS FLKRS data. One hundred of the 149 (67%) children had scores. Table 5 presents demographic characteristics for the sample.

Table 5  
*Characteristics of the Sample of 2008-2009 Jacksonville Journey ELP Prekindergarteners as Fall 2009 DCPS Kindergarteners*

Characteristic	<i>n</i>	%
Sex		
Boys	49	49.0
Girls	51	51.0
Ethnicity		
Black	92	92.0
Hispanic	1	1.0
Mixed	5	5.0
White	2	2.0

The sample of children included more girls (51%) than boys; the ethnicity with the largest representation was Black (92%). At the time of the fall FLKRS assessments, the 100 Jacksonville Journey ELP children attended 45 DCPS schools. Table 6 lists the eight DCPS schools enrolling at least four of the 2008-2009 Jacksonville Journey ELP children.

Table 6  
*Elementary or K-8 Schools Enrolling at Least Four Jacksonville Journey ELP Children as 2009 DCPS Kindergarteners*

School Name	<i>n</i>
Annie R. Morgan	4
Biscayne	4
Carter G. Woodson	4
Garden City	4
John E. Ford	5
Lake Forest	6
R. V. Daniels	9
Rufus E. Payne	6

Not all 100 Jacksonville Journey children had reportable scores on both FLKRS measures, but all had a reportable score on at least one measure. Three children did not have reportable ECHOS™ scores and 10 did not have reportable FAIR scores. Table 7 presents the children’s scores by percentage of scores for each scoring category and readiness status.

Table 7  
*Kindergarten 2009 FLKRS Scores of the 2008-2009 Jacksonville Journey ELP Prekindergarten Children*

Measure	Category	<i>n</i>	%	Kindergarten Readiness % Ready	DCPS % Ready	Florida % Ready
ECHOS™	<i>D</i>	35	36.1	89.7	87.7	88.5
	<i>E</i>	52	53.6			
	<i>N</i>	10	10.3			
FAIR	<i>Ready</i>	52	57.8	57.8	69.7	64.8
	<i>Not Ready</i>	38	42.2			

*Note.* ECHOS *D* is *Demonstrating*, *E* is *Emerging/Progressing*, and *N* is *Not Yet Demonstrating*

The percentage of Jacksonville Journey ELP 2008-2009 prekindergarten children’s kindergarten ECHOS™ *Ready* scores was slightly greater than that of DCPS and Florida; the percentage of DCPS and Florida *Ready* FAIR scores exceeded the percentage of *Ready* scores of the 2008-2009 Jacksonville Journey ELP prekindergarten children. Of the 38 FAIR scores classified *Not Ready*, six (6.7%) scores were located in the red zone of the PRS matrix shown in Table 1 on page 6 of this report. Furthermore, of the 52 FAIR scores classified *Ready*, 28 (53.8%) were located in the green zone of the same PRS matrix.

Eighty-seven percent of the children (87) had reportable scores on both measures. Table 8 shows the percentage of children having *Ready* scores on both measures, having *Ready* scores on either the ECHOS™ or FAIR measure, and having *Ready* scores on neither measure.

Table 8

*FLKRS 'Ready' Scores of the Jacksonville Journey ELP 2008-2009 Prekindergarten Children as 2009 DCPS Kindergarteners*

<i>Ready Scores</i>	<i>n</i>	<i>%</i>
No <i>Ready Scores</i>	7	8.0
Only ECHOS™ <i>Ready Score</i>	29	33.3
Only FAIR <i>Ready Score</i>	3	3.4
Two <i>Ready Scores</i>	48	55.2

Ninety-two percent of the children had *Ready* scores on at least one of the two FLKRS measures. Three percent of the children had *Ready* FAIR scores but not *Ready* ECHOS™ scores while 33% of the children had *Ready* ECHOS™ but not *Ready* FAIR scores. Fifty-five percent had *Ready* scores on both measures.

*School Readiness Children in Kindergartener Summary*

- Of the 149 Jacksonville Journey ELP 2008-2009 prekindergarten children, 100 (67.1%) had fall 2009 DCPS FLKRS scores.
- Fifty-one percent of the children were girls and 92% were Black.
- The children were assessed using the FLKRS measures in fall 2009 in 45 DCPS schools.
- Ninety percent of the Jacksonville Journey ELP kindergarteners had *Ready* scores on the ECHOS™ measure. Across DCPS schools, 88% of the ECHOS™ scores were *Ready*.
- Fifty-eight percent of the Jacksonville Journey ELP kindergarteners had *Ready* scores on the FAIR measure. Across DCPS schools, 70% of the FAIR scores were *Ready* scores.

*Outcomes*

The sample of Jacksonville Journey ELP 2008-2009 prekindergarteners with fall 2009 DCPS FLKRS scores demonstrated *positive readiness* outcomes measured by the ECHOS™ scores—90% had *Ready* scores. FAIR results indicate that slightly less than 60% of the scores were *Ready*. Analysis of the sample of children with both ECHOS™ and FAIR scores indicates that scores of 55% of the children were *Ready* on both measures. As no benchmark was provided

for this outcome, we will leave it to the reader to determine whether these outcomes taken together constitute *positive outcomes*.

***Expected Outcome 3:*** Jacksonville Journey Early Learning Program Children will demonstrate positive readiness outcomes as measured by the Bracken Basic Concept Scale—Third Edition: Receptive.

***Expected Outcome 5:*** Prekindergarten children enrolled in Jacksonville Journey Early Learning Program child care centers will demonstrate significant and meaningful gains in early reading achievement.

Expected Outcomes 3 and 5 will be reported together as the random sample of children used to evaluate *Expected Outcome 3* is the same sample used to evaluate *Expected Outcome 5*. However, different measures were used to assess “positive school readiness” and “early reading achievement.”

#### *Participating Children*

The sampling frame of all Jacksonville Journey ELP classes was stratified by the children’s age as preschoolers (children eligible for public school kindergarten during the 2011-2012 school year) or as prekindergarteners (children eligible for public school kindergarten during the 2010-2011 school year). The selection of prekindergarten children followed guidelines that required the random selection of at least four and no more than eight children with informed consent from no more than two classes serving prekindergarten children at each child care center. The goal was to obtain eight prekindergarten children whenever possible. The same guidelines were followed for selection of preschool children. This sampling resulted in statistically usable assessments from 123 preschoolers and 155 prekindergarteners.

Data were collected in fall 2009 from September through early November and in spring 2010 from late April through May. Fall assessments were collected from children enrolled in 25 Jacksonville Journey ELP child care centers. However, the preschool children (170) were

enrolled in only 21 of the 25 child care centers, and the prekindergarten children (208) were enrolled in 24 of the 25 centers. The remaining 10 Jacksonville Journey child care centers either enrolled too few preschool and/or prekindergarten children or enrolled only infants and toddlers. In spring, preschool children who were assessed in the fall were available in only 19 child care centers and prekindergarten children who were assessed in the fall were available in only 21 child care centers. The attrition of sites was due to three sites withdrawing from participation during the 2009-2010 school year.

Furthermore, during spring assessments, the enrollment of preschool children was too small in four child care centers to confidently establish mean scores for the centers, and the enrollment of prekindergarten children in one child care center was too small to establish a mean score for that center. After removing data from these 15 children, the final data included 123 preschoolers enrolled in 15 child care centers and 155 prekindergarteners enrolled in 21 child care centers.

Table 9 presents information describing the final sample of 123 preschool and 155 prekindergarten children. Ethnicity data were collected across five categories; however, three categories (*Hispanic*, *Mixed*, and *Other*) were collapsed into one category, *Other*, because of their small representation. The sample of children included slightly more girls than boys, and almost all of the children were Black. Additionally, 35% of the children were *School Readiness* children (children from low-income families receiving subsidized child care).

Table 9  
*Characteristics of the Sampled Preschool and Prekindergarten Children*

Characteristic		<u>All Children</u>		<u>Preschool</u>		<u>Prekindergarten</u>	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Sex	Boys	137	49.3	64	52.0	77	49.7
	Girls	141	50.7	59	48.0	78	50.3

Ethnicity	Black	270	97.1	120	97.6	150	96.8
	White	4	1.4	1	0.8	3	1.9
	Other	4	1.4	2	1.6	2	1.3
School Readiness	Yes	97	34.9	46	37.4	51	32.9

### Measures

The extent to which children enrolled in Jacksonville Journey ELP child care centers demonstrated significant and meaningful gains in school readiness and early reading achievement was determined by whether sampled children made statistically significant fall to spring gains on the selected measures of school readiness and early reading. The School Readiness Composite (SRC) of the Bracken Basic Concept Scale—Third Edition: Receptive (BBCS-3:R) was used to assess school readiness. The Test of Early Reading Ability—Third Edition (TERA-3) and the Alphabet Letter Recognition Inventory (ALRI) were used to assess important components of children’s early reading readiness. Florida Institute of Education-trained assessors administered the BBCS-3:R, TERA-3, and ALRI in one-on-one settings.

1. The BBCS-3:R is a battery of 10 scales designed to measure understanding of concepts that traditionally have been thought relevant to the development of young children. The first five BBCS-3:R scales form the SRC and assess formal school readiness. Figure 1 displays the SRC components.

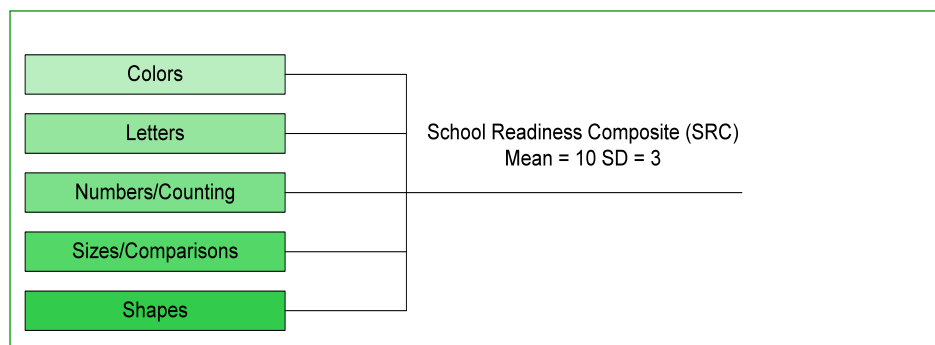


Figure 1. BBCS-3:R structural composition of the SRC.

BBCS-3:R results are reported as standard and raw scores. Children undergo rapid development over the age span covered by the assessments; therefore, raw scores are standardized relative to normative groups of children covering the age range of the test. This process adjusts standard scores for natural maturation and allows detection of gains resulting from programs. A change or lack of change in standard scores is always relative to the normative population and does not represent an absolute gain in knowledge.

Standard BBCS-3:R scores have a mean of 10 and a standard deviation of 3. Scores below 4 are classified *Very Delayed*, scores ranging from 4 to 6 are classified *Delayed*, scores ranging from 7 to 13 are classified *Average*, scores ranging from 14 to 16 are classified *Advanced*, and scores above 16 are classified *Very Advanced*.

2. The TERA-3 is a norm-referenced test that assesses components of early reading skills, including familiarity with the letters of the alphabet and numerals, discovery of the arbitrary conventions used in reading and writing English, and recognition that print conveys information, ideas, and thoughts. The test is composed of three scales: Alphabet, Conventions, and Meaning, each measuring one of the three components. In addition, a composite score, called the Reading Quotient, is the standardized sum of the three standardized scale scores. Reading Quotient scores have a mean of 100 and a standard deviation of 15, and standard TERA-3 scale scores have a mean of 10 and a standard deviation of 3.
3. The ALRI is a locally developed inventory measuring children's ability to recognize and name the upper- and lowercase letters of the alphabet when presented in non-alphabetic order. ALRI scores are reported in four recognition categories: 0 to 13 letters, 14 to 26 letters, 27 to 39 letters, and 40 to 52 letters.

## Data Analyses

The Jacksonville Journey ELP sampling plans calls for the selection of children within centers; thus, the children learned together in classes. Hierarchical Linear Modeling (HLM) accounts for this dependency in data and was used to analyze the data. The two-level HLM analysis (with data modeled at the child- and center-levels) confounds the impact of teacher and center, but is a sufficient model for such a small sample.

**Expected Outcome 3:** Jacksonville Journey Early Learning Program children will demonstrate positive readiness outcomes as measured by the Bracken Basic Concept Scale—Third Edition: Receptive.

Discussion of school readiness results will first present analysis of child-level attrition, then summary descriptive statistics from the BBCS-3:R SRC scores, and finally analytic results.

*Attrition.* Table 10 presents the fall and spring BBCS-3:R SRC mean scores by attrition of the Jacksonville Journey ELP children. The 42 children who were not tested in the spring represent an overall attrition rate of 13% (12% for the preschool children and 14% for the prekindergarten children). As shown in the far right column of Table 10, no statistically significant difference was detected between the fall SRC mean score of the children who were assessed in the spring and those who were not. Thus, relative to initial school readiness status, the children located and assessed in the spring were not different from the children who were not located and assessed in the spring.

Table 10  
*Fall BBCS-3:R SRC Mean Scores of the Jacksonville Journey ELP Children*

Age	Fall (All)			Fall (Complete)			p-value
	n	M	SD	n	M	SD	
Children	320	8.59	2.79	278	8.65	2.63	.495
Preschool	139	8.49	2.91	123	8.64	2.92	.146
Prekindergarten	181	8.67	2.70	155	8.65	2.66	.795

*Note.* *All* indicates all children (after removing scores of children enrolled in the three centers that closed) who were tested in fall 2009. *Complete* indicates children who were assessed in fall 2009 and spring 2010.

*Summary Statistics.* Table 11 presents BBCS-3:R SRC fall and spring mean scores of the Jacksonville Journey ELP prekindergarten and preschool children. The preschool spring mean score was slightly higher and more varied than the prekindergarten mean score. The mean scores for preschool and prekindergarten children were less than 10, the national mean score ranked at the 50<sup>th</sup> percentile.

Table 11  
*BBCS-3:R SRC Summary Statistics*

Sample	Fall			Spring		
	<i>M</i>	<i>SD</i>	Percentile Ranking	<i>M</i>	<i>SD</i>	Percentile Ranking
Preschool ( <i>n</i> = 123)	8.64	2.92	33 <sup>rd</sup>	9.15	3.05	39 <sup>th</sup>
Prekindergarten ( <i>n</i> = 155)	8.65	2.66	33 <sup>rd</sup>	8.98	2.19	37 <sup>th</sup>
Combined ( <i>n</i> = 278)	8.65	2.77	33 <sup>rd</sup>	9.05	2.60	38 <sup>th</sup>

*Analytic Results.* Table 12 presents the results of the HLM analysis. Results show that the children’s scores increased from fall to spring ( $p = .002$ ). Additional, non-reported analyses indicated that the rate of improvement was not different for preschoolers and prekindergarteners ( $p = .393$ ) or for boys and girls ( $p = .146$ ).

Table 12  
*HLM Results: BBCS-3:R SRC Data*

Source	Estimate	<i>SD</i>	<i>t</i>	<i>p-value</i>
<i>Fixed Effect</i>				
Intercept	0.40	0.13	3.09	.002***
<i>Random Effects</i>				
	<u>Estimate</u>	<u>% Total Variance</u>		
Child Care Center	0.95	2.97		
Child	3.09			

*Note.* \*\*\* Indicates statistical significance at  $p < .01$ .

The children’s spring mean SRC score ranked at the 38<sup>th</sup> percentile, and the effect size (relative to the BBCR-3:R national normative population) of the improvement was 13% of a standard deviation. HLM investigations further indicated that child care centers accounted for

only 3% of the total variance in the children’s scores. Therefore, the impact of children’s enrollment in the various child care centers was minimal—the children progressed similarly irrespective of child care center. The measured school readiness improvement resulted in the narrowing of the school readiness achievement gap between this sample of children and the children in the national normative population used to establish the standardized the BBCS-3:R scale scores.

Another way to look at the impact of this achievement is to look at the percentage of children’s scores categorized from *Very Delayed* to *Very Advanced*. (See page 16.) Table 13 presents this information, and, as can be seen in the table, 82% of the preschool children and 86% of the prekindergarten children exhibited at least *Average* school readiness at the end of the 2009-2010 school year.

Table 13  
*Frequency of BBCS-3:R Score Categories*

Categories	<u>% All</u>		<u>% Preschool</u>		<u>% Prekindergarten</u>	
	Fall	Spring	Fall	Spring	Fall	Spring
<i>Very Advanced</i>	0.4	-	0.8	-	-	-
<i>Advanced</i>	2.9	4.7	3.3	9.8	2.6	0.7
<i>Average</i>	73.0	79.5	69.9	72.4	75.5	85.2
<i>Delayed</i>	22.3	13.7	25.2	14.6	20.0	12.9
<i>Very Delayed</i>	1.44	2.2	0.8	3.3	1.9	1.3

*Summary*

- Analysis of the BBCS-3:R SRC fall to spring mean scores indicate that the children made a statistically significant fall to spring gain with resulting effect size of 13% of a standard deviation.
- Analysis of the BBCS-3:R SRC fall to spring mean scores indicate an increase in the percentile ranking of the SRC mean scores from ranking at the 33<sup>rd</sup> percentile in fall to ranking at the 38<sup>th</sup> percentile in spring.
- Eighty-four percent of the children’s SRC scores were categorized as *Average* or better at the end of the 2009-2010 school year.

## Outcomes

Results of the analyses of the Jacksonville Journey ELP data indicate that Jacksonville Journey ELP children demonstrated positive readiness outcomes measured by the Bracken Basic Concept Scale—Third Edition: Receptive School Readiness Composite.

**Expected Outcome 5:** Prekindergarten children enrolled in Jacksonville Journey Early Learning Program child care centers will demonstrate significant and meaningful gains in early reading achievement.

Discussion of the early reading achievement results will first present analysis of child-level attrition, then summary descriptive statistics from the TERA-3 and ALRI scores, and finally analytic results.

*Attrition.* Table 14 presents the fall TERA-3 and ALRI mean scores of the Jacksonville Journey ELP children. The 26 children who were not tested in the spring represent an overall attrition rate of 14%. As shown in the far right table column, no statistically significant differences were detected between the fall TERA-3 and ALRI mean scores of the children who were assessed in the spring and those who were not. Thus, relative to initial early reading achievement status, the children located and assessed in the spring were not different from the children who were not located in the spring.

Table 14  
*Fall TERA-3 and ALRI Mean Scores of the Jacksonville Journey ELP Prekindergarten Children*

Assessment		Fall (All)			Fall (Complete)			p-value
		n	M	SD	n	M	SD	
TERA-3	Reading Quotient	181	92.80	13.79	155	93.12	13.94	.538
	Alphabet	181	10.48	3.58	155	10.61	3.67	.301
	Conventions	181	8.33	2.14	155	8.36	2.15	.716
	Meaning	181	7.83	2.43	155	7.82	2.41	.855
ALRI		181	32.41	17.43	155	32.44	17.65	.863

*Note.* All indicates all children (after removing scores of children enrolled in the three centers that closed) who were tested in fall 2009. Complete indicates children who were assessed in fall 2009 and spring 2010.

*Summary Statistics.* Table 15 presents the TERA-3 and ALRI mean scores of the Jacksonville Journey ELP prekindergarten children. Spring mean scores across all measures excepting Conventions were higher than fall mean scores. The largest increase occurred in the TERA-3 Alphabet scores. TERA-3 Reading Quotient score is, among the TERA-3 scores, the single best indicator of future reading success, and the percentile ranking of the mean score increased from fall to spring. The children’s ALRI mean score improved from recognizing between 32 and 33 letters in the fall to recognizing between 43 and 44 letters in the fall.

Table 15  
*TERA-3 and ALRI Summary Statistics*

Test	Subtest	Fall			Spring		
		<i>M</i>	<i>SD</i>	<i>Percentile Ranking</i>	<i>M</i>	<i>SD</i>	<i>Percentile Ranking</i>
TERA-3	Reading Quotient	93.12	13.94	32 <sup>nd</sup>	95.23	15.32	37 <sup>th</sup>
	Alphabet	10.61	3.66	59 <sup>th</sup>	11.57	3.53	70 <sup>th</sup>
	Conventions	8.36	2.17	29 <sup>th</sup>	8.15	2.84	27 <sup>th</sup>
	Meaning	7.82	2.41	23 <sup>rd</sup>	8.06	2.27	26 <sup>th</sup>
ALRI		32.44	17.65		43.54	11.04	

*Analytic Results.* Table 16 presents the results of the HLM analyses of the four TERA-3 measures and the ALRI. The results indicate that the children made statistically significant, positive gains on the TERA-3 Reading Quotient and Alphabet measures and on the ALRI (*p*-values of .072, .002, and <.001, respectively). The effect sizes (relative to the TERA-3 national normative population) associated with the gains were 14% and 32% of a standard deviation for the Reading Quotient and Alphabet scales, respectively. Also of interest is the percentage of the total variance in the children’s scores accounted for by the child care centers which was 6.2%, 1.5%, 21.8% and 0.0%, for the TERA-3 Reading Quotient, Alphabet, Conventions, and Meaning, respectively. Therefore, child care centers had a large impact on the improvement (or

lack of improvement) for the TERA-3 Conventions scale scores. Conversely, centers had little impact on the improvement for the TERA-3 Reading Quotient, Alphabet, and Meaning scale scores.

Table 16  
HLM Results: TERA-3 and ALRI Scores

Test	Source	Estimate	SD	t	p-value
Reading Quotient	<i>Fixed Effect</i>				
	Intercept	2.31	1.19	1.94	.072*
	<i>Random Effects</i>				
		<u>Estimate</u>	<u>% Total Variance</u>		
	Child Care Center	8.94	6.15		
	Child	0.36			
Alphabet	<i>Fixed Effect</i>				
	Intercept	0.97	0.28	3.51	.002***
	<i>Random Effects</i>				
		<u>Estimate</u>	<u>% Total Variance</u>		
	Child Care Center	0.15	1.47		
	Child	10.15			
Conventions	<i>Fixed Effect</i>				
	Intercept	-0.09	0.35	-0.27	.791
	<i>Random Effects</i>				
		<u>Estimate</u>	<u>% Total Variance</u>		
	Child Care Center	1.59	21.76		
	Child	5.73			
Meaning	<i>Fixed Effect</i>				
	Intercept	0.24	0.20	1.19	.236
	<i>Random Effects</i>				
		<u>Estimate</u>	<u>% Total Variance</u>		
	Child Care Center	0	0.00		
	Child	6.24			
ALRI	<i>Fixed Effect</i>				
	Intercept	10.69	1.55	6.90	<.001***
	<i>Random Effects</i>				
		<u>Estimate</u>	<u>% Total Variance</u>		
	Child Care Center	27.70	16.61		
	Child	138.96			

Note. \*\*\* Indicates statistical significance at  $p < .01$ , \*\* indicates statistical significance at  $p < .05$ , and \* indicates statistical significance at  $p < .10$ .

*Picturing the Results*

Another way to look at the early reading achievement of the Jacksonville Journey ELP prekindergarten children is to look at the fall to spring differences in the percentile rankings of the mean scores. Figure 2 summarizes the fall to spring gains of the sampled children in terms of the percentile ranking of the fall and spring mean scores.

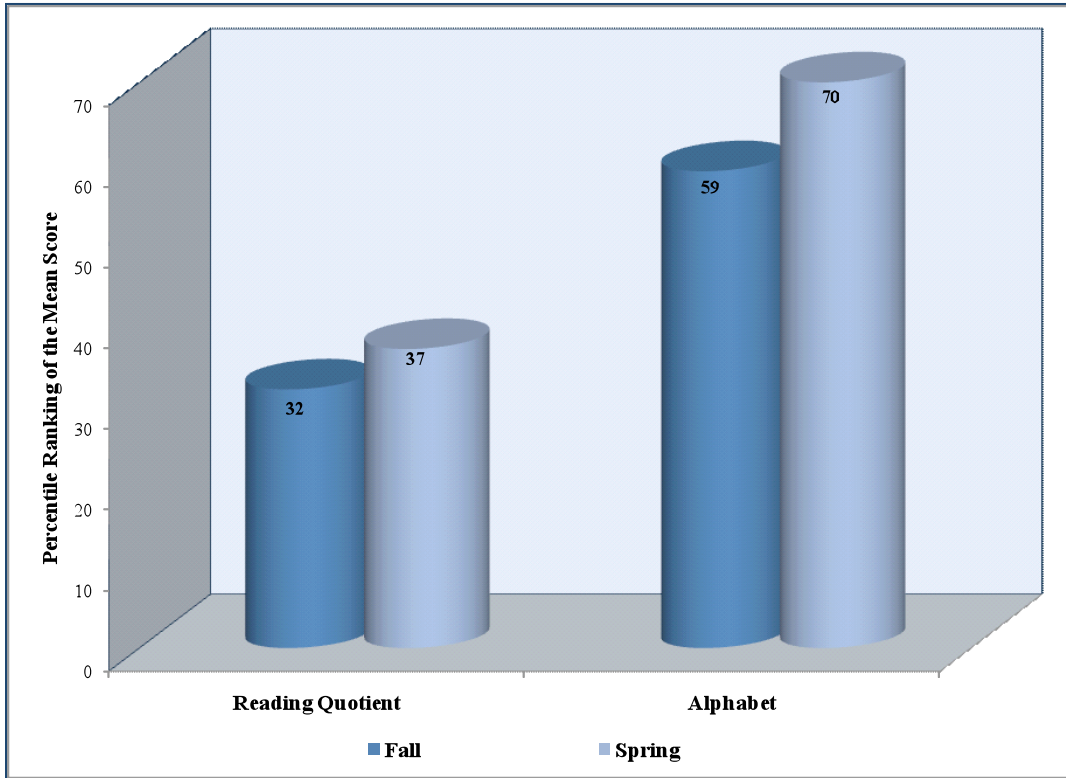


Figure 2. Percentile rankings of the fall and spring mean scores for the TERA-3 scales exhibiting statistically significant gains.

The percentile rankings of the children’s fall and spring mean scores across the measures were above the bottom quartile (25<sup>th</sup> percentile). The percentile ranking of the fall and spring mean scores for the TERA-3 Alphabet scale was much higher than the rankings of the Reading Quotient mean scores. The Reading Quotient percentile ranking increased five percentile rankings from ranking at the 32<sup>nd</sup> percentile in fall to ranking at the 37<sup>th</sup> percentile in spring. The

Alphabet percentile ranking increased 11 percentile rankings from ranking at the 59<sup>th</sup> percentile in fall to ranking at the 70<sup>th</sup> percentile in spring.

ALRI scores are presented in Figure 3 in four recognition categories: 0 to 13 letters, 14 to 26 letters, 27 to 39 letters, and 40 to 52 letters. Recognition of 40 to 52 letters (75% of the sampled letters) was considered *proficient* for kindergarten children by the ECLS-K study in 1998.<sup>2</sup>

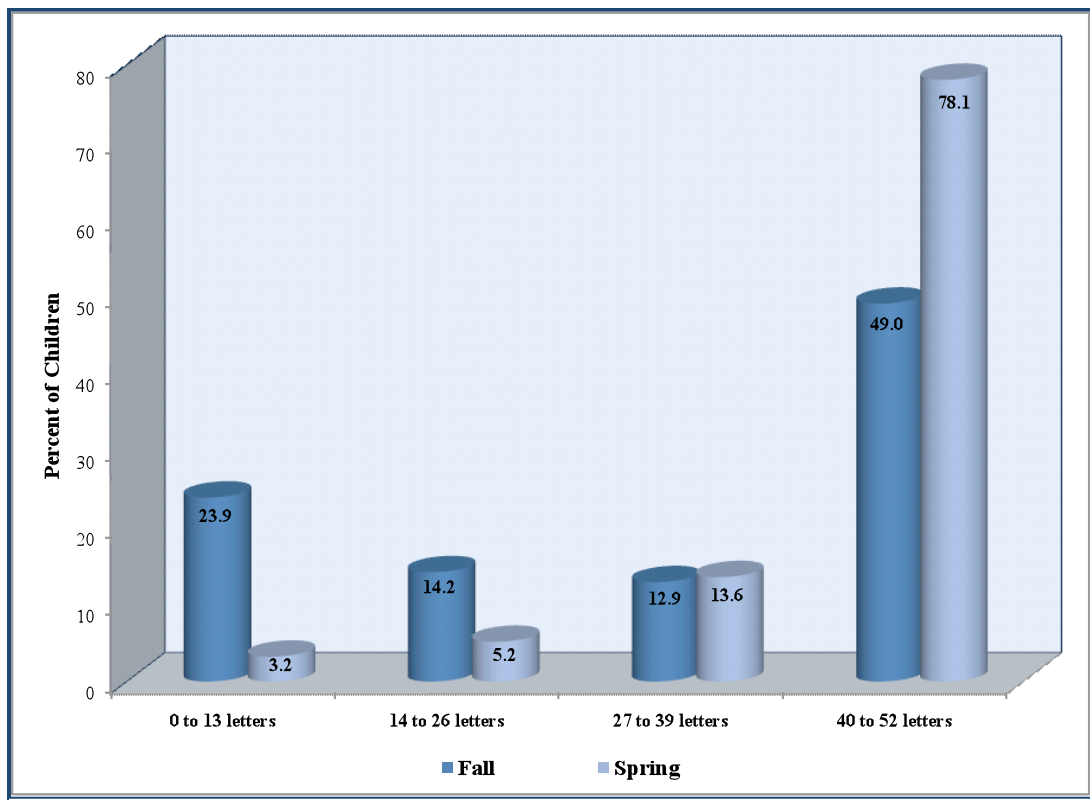


Figure 3. The Alphabet Letter Recognition Inventory scores.

Inspection of Figure 3 shows that, at year's end, 78% of the children were *proficient* in letter recognition, recognizing at least 75% of the letters. Additional analyses indicated that almost 25% of the children recognized all 52 letters, 45% recognized at least 50 of the letters,

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<sup>2</sup> U.S. Department of Education, National Center for Education Statistics. *Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999: Data files and electronic codebook*. NCES2001-028 {CD ROM} On-line ordering at <http://www.ed.gov?pbis/edpubs.html>

and only 1% recognized fewer than 8 letters (the federal guideline for Head Start). The spring mean ALRI score, 43.5 letters, also can be categorized as *proficient*; therefore, the typical Jacksonville Journey ELP prekindergarteners was *proficient* in letter recognition at the end of the prekindergarten year.

### *Summary*

- The children demonstrated statistically significant gains on the TERA-3 Reading Quotient and Alphabet scales with effect sizes of 14% and 32% of a standard deviation, respectively.
- The TERA-3 Reading Quotient spring mean score ranked at the 37<sup>th</sup> percentile and the TERA-3 Alphabet spring scale mean score ranked at the 70<sup>th</sup> percentile.
- The children demonstrated statistically significant gains on the ALRI measure.
- In the spring, 78% of the children's ALRI scores indicated *proficiency* in letter recognition, recognizing at least 75% of the upper- and lowercase letters.

### *Outcome*

Results of the analyses support the finding that prekindergarten children enrolled in the Jacksonville Journey ELP child care centers demonstrated significant and meaningful gains in early reading achievement based specifically on the statistically significant gains on the TERA-3 Reading Quotient and the ALRI.

### SECTION 3: MENTAL HEALTH OUTCOMES

#### *Context and Overview of Mental Health Services*

The mental health services implemented by the Episcopal Children's Services were delivered to the 35 Jacksonville Journey ELP child care centers within Health Zone 1. The intent of the Jacksonville Journey ELP services was to impact the educational development and mental health of the participating Jacksonville Journey ELP children.

Measurement Instruments. Five screening and assessment instruments<sup>3</sup> were used in the project:

1. Ages & Stages Questionnaires® (ASQ-3)
2. Ages & Stages Questionnaires®: Social-Emotional (ASQ:SE)
3. The Devereux Early Childhood Assessment (DECA)
4. The Devereux Early Childhood Assessment for Infants and Toddlers (DECA-I/T)
5. The Children's Functional Assessment Rating Scale (CFARS)

Continuum of Services. The Jacksonville Journey ELP continuum of services employs a wide array of strategies involving the children, family members, caregivers, and center staff. Five steps guided the implementation of early intervention services and the identification of children at risk of developmental delays and social-emotional concerns:

- Awareness and Consent Process
- Screening Process and Results
- Services and Supports for Families, Children, and Teachers
- Referral Process

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<sup>3</sup> Bricker, D., & Squires, J. (with Mounts, L., Potter, L., Nickel, B., Twombly, E., & Farrel, J.). (1999). *Ages and Stages Questionnaires®: A Parent Completed, Child-Monitoring System* (3<sup>rd</sup> ed.). Baltimore: Paul Brookes.  
Squires, J., Bricker, D., Twombly, E. (with Yockelson, S., Davis, M.S., & Kim, Y.). (2002). *Ages & Stages Questionnaires®: Social-Emotional: A Parent Completed, Child-Monitoring System for Social-Emotional Behaviors*. Baltimore: Paul H. Brookes.  
LeBuffe, P. A., & Naglieri, J. A. (1999). *Devereux Early Childhood Assessment*. Lewisville, NC: Kaplan Early Learning Corporation.  
Powell, G., Mackrain, M., & LeBuffe, P. (2007). *Devereux Early Childhood Assessment for Infants and Toddlers*. Lewisville, NC: Kaplan Early Learning Corporation.  
Ward, J.C., Dow, M.G., Saunders, T.L., Halls, S.C., Penner, K.F., Musante, K.A., Berry, R.T., & Sachs-Ericsson, N. (2006). *Children's Functional Assessment Rating Scale*. Tampa, FL: Department of Mental Health Law and Policy, FMHI/USF. Retrieved from <http://cfars.fmhi.usf.edu>

- Evaluation of Service Delivery  
*Awareness and Consent Process*

In October 2009, approximately 1,463 children were enrolled in the participating Jacksonville Journey ELP child care centers. Informed consents were distributed to all families. In an effort to increase awareness, a definition of screening and assessment was included on the consent form. The intended goal (better understanding the child’s physical and social-emotional development) was also highlighted to encourage families and teachers to complete two questionnaires—the ASQ:SE and the ASQ-3. Of the approximately 1,463 children enrolled in Jacksonville Journey ELP child care centers, 1,334 consent forms were returned within a 2-week period.

*Screening Process and Results*

Once informed consents were collected, the ASQ:SE and/or the ASQ-3 questionnaires were distributed to the families and teachers of children with informed consents. A letter, providing more information about the purpose and procedures of screening, was attached to each screening questionnaire. The Jacksonville Journey ELP Early Intervention Specialists were responsible for the collection, distribution, and scoring of the ASQ:SE and ASQ-3 questionnaires.

*ASQ-SE Screening Results.* ASQ:SE questionnaires were distributed to teachers and families of all children with a returned consent form. Of the 1,202 children with a completed ASQ:SE questionnaire (completed by a family member, teacher, or both), 302 cases required further action (e.g., additional referrals, services and/or supports) by a Jacksonville Journey ELP Early Intervention Specialist.

*ASQ-3 Screening Results.* The ASQ-3 screening process differed from that of the ASQ:SE because the Jacksonville Children’s Commission already had completed a number of screenings

for *School Readiness* children. Families returned 344 questionnaires and teachers returned 492. One hundred and fifty-five cases required additional attention by Jacksonville Journey ELP staff.

*Services and Supports for Children, Families, and Teachers*

If children are to be successful, the active engagement of families and teachers working together to provide high-quality early learning and language experiences is critical. The Jacksonville Journey ELP Early Intervention Specialists worked closely with families and teachers to facilitate communication and provide activities and strategies they could use to enhance children's early learning and social-emotional development.

*Services and Support for Families.* Upon completion of the screening process, letters were sent to all families communicating the results and inviting further discussion. Jacksonville Journey ELP Early Intervention Specialists worked with families to provide additional information, to provide access to needed services (e.g., health, social, dental) for their children, and to initiate the development of specific plans addressing the children's identified needs.

A federal law, the Individuals with Disabilities Education Act (IDEA), makes services available for infants, toddlers, and preschoolers with disabilities. Each state outlines an early intervention system that provides specialized health, education, and therapeutic services to children from birth to 36 months by accessing Part C of the IDEA, or Early Intervention. States individually decide on the label for specific early intervention system; in Florida, Early Steps, a recognized state program, provides a range of services to children at-risk of having developmental concerns or disabilities and to their families. When a child meets the criteria, the family's concerns, resources, goals, and the evaluation results guide the provision of services.

Some children transition out of the early intervention system after receiving the needed supports as they catch up and function within typical ranges of other children their age. Others

transition into the next phase of services or are identified at 3 years of age. When a child is 3-years old and in need of services, services are made available through the public school system, using Part B of the IDEA. In Florida, services from the school system are available from the Florida Diagnostic and Learning Resource System (FDLRS), and children needing services are referred to Child Find. The services are structured to address the education needs and possible developmental delays that challenge children's ability to learn. Child Find assists in matching education programs (including community supports and parent consultations) with the children's needs. During the year, 11 referrals were made to Early Steps and 5 referrals were made to Child Find. The agencies also facilitated communication between families and teachers.

*Services and Support for Children.* Key to children's success involves a coordinated system of support. Jacksonville Journey ELP Early Intervention Specialists developed plans that coordinated support for children among key partners—teachers, families, and early intervention specialists. The Individual Positive Behavior Plans (IPBPs) addressed social-emotional needs of children identified by the ASQ:SE. The plans, designed to engage children in specific activities addressing identified needs, were shared with families and teachers. Jacksonville Journey ELP Early Intervention Specialists monitored children's progress and regularly communicated with families and teachers to facilitate children's continued positive development.

*Services and Support for Teachers.* Teachers were invited to attend center- and/or community-based training sessions. The sessions provided an array of strategies that teachers could use to support children's social-emotional development. In-depth training sessions focused on research-based strategies for classroom organization and management. The Jacksonville Journey ELP Early Intervention Specialists visited classrooms regularly and provided teachers individualized support.

### *Referral Process*

Based on the degree of risks indicated on the ASQ:SE and other information available to the Early Intervention Specialists, the Devereux Early Childhood Assessment (DECA) or the Devereux Early Childhood Assessment for Infants and Toddlers (DECA-I/T) for children under 3-years old were used to assess the children. Both instruments are strength-based assessments that measure protective factors and screen for social and emotional risks in very young children and preschoolers. Four hundred and twenty-one DECA assessments were completed by the teachers, families, or both to support the process.

Based on DECA results, children are referred to the Child Guidance Center (CGC) and the CGC therapist initiates the evaluation process by contacting the parent/guardian to obtain permission to observe and work with the child. If the parent/guardian grants permission, an observation at the child care center is conducted and an appointment with the parent/guardian is scheduled to complete a psychosocial evaluation including the CFARS. From October 1, 2009, through September 30, 2010, 40 children from 38 families were referred to Child Guidance. During the year, the cases of 13 children in 8 families were closed.

CGC provided therapeutic services in the child care center, at home, and in the office depending on the child's needs and the parent's preference. Services always involved contact with the parent/guardian, the constant source of support in the child's life. Services to address the children's needs were individualized and took into consideration the context of the child, family, and child care center. Child Guidance Center activities for 2009-2010 are reported in Table 17.

Table 17  
*Summary of Child Guidance Center Activities during 2009-2010*

<b>Outcome</b>	<b># Children</b>	<b># Families</b>
<b>2009/10 Referrals</b>		
Declined Services	8	8
Referral Withdrawn or Child Withdrawn from Center	12	12
Unable to Contact	5	5
In process of Contacting	2	2
Open Cases	13	11
<b>Referral Total</b>	<b>40</b>	<b>38</b>
<b>Cases Closed in 2009/10</b>		
Closed after 3 or More Months of Service (Post CFARS)		
Cases Carried over from Spring 2009	8	5
New Cases	2	2
Less Than 3 Months of Service (No Post CFARS)		
	3	3
<b>Closed-Case Total</b>	<b>13</b>	<b>8</b>
<b>Cases Carried over to 2010/11</b>		
Open Cases	12	10
Cases in Process of Opening	2	2
<b>Carried-Over Total</b>	<b>14</b>	<b>12</b>

**Expected Outcome 6:** 85% of clients will improve their social/emotional functioning as evidenced by CFARS pre/post assessment.

### *Findings*

Response to *Expected Outcome 6* was determined by the CFARS pre/post assessment used to rate 16 domains of a children's functioning. Higher scores represent more impaired functioning with very high scores generally from children in long term secure residential treatment. CFARS assessments were completed at the beginning and end of treatment for children who remained in treatment for at least 3 months. Eight children received 3 or more months of service and completed treatment during the 2009-2010 year. CFARS results of the eight children indicate that the average CFARS pretest score was 58.8, the average CFARS posttest score was 42.6, and the average change in CFARS scores was 16.2. The percentage of children showing improvement was calculated by counting the number of children who had a

lower score on the post CFARS (improvement) divided by 8 (the number of children with assessments).

### *Outcome*

The percentage of children showing improved social/emotional functioning as evidenced by CFARS pre/post assessment improvement was 87.5% which represents more than the 85% expected outcome.

***Expected Outcome 7:*** 85% of parents and teachers will indicate that the mental health services received were beneficial, via survey instruments.

Three survey instruments were developed to respond to *Expected Outcome 7*. Each survey instrument addresses the perception of the benefit of services provided to children. The Teacher Benefit Survey has five items and four response options: *Not Beneficial*, *Somewhat Beneficial*, *Beneficial*, and *Very Beneficial*. The Family Benefit Survey has five items and four response options: *Not Beneficial*, *Somewhat Beneficial*, *Beneficial*, and *Very Beneficial*. The Family Child Guidance Center Benefit Survey has five items and four response options: *Not Beneficial*, *Somewhat Beneficial*, *Beneficial*, and *Very Beneficial*. Jacksonville Journey ELP Early Intervention Specialists, with center director support, distributed and collected the surveys in June and July 2010. Summaries of the responding teachers and families are presented next.

Teachers who participated in Jacksonville Journey ELP activities during the 2009-2010 school year were asked to complete the Teacher Benefit Survey. Table 18 summarizes the responses of 52 teachers who were in only 15 of the 32 participating Jacksonville Journey ELP child care centers. The number of responding teachers from the individual child care centers ranged from two teachers per center to eight teachers per center.

Table 18  
*Teacher Benefit Survey Items and Survey Response Summary (n=52 Teachers)*

Item	<i>Not Beneficial</i>		<i>Somewhat Beneficial</i>		<i>Beneficial</i>		<i>Very Beneficial</i>		<i>Missing</i>	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
1. I am better able to identify children who do not display developmentally appropriate behavior.	0	0	1	2	20	38	31	60	0	0
2. I am better able to manage children with behavior problems.	0	0	1	2	26	50	25	48	0	0
3. I know what to do when a child shows behavior problems.	0	0	0	0	24	46	25	48	3	6
4. I now have the tools I need to support children's mental health (social emotional development).	0	0	1	2	24	46	26	50	1	2
5. I am better able to implement the strategies listed on the Individual Positive Behavior Plan (IPBP) in my classroom.	0	0	2	4	20	38	29	56	1	2

All (100%) of the responding teachers indicated that they thought the Jacksonville Journey mental health services were beneficial in indentifying and managing children's inappropriate behavior, in supporting children's social emotional development, and in implementing strategies listed on the children's IPBPs. At least 94% of the respondents rated the services *Beneficial* or *Very Beneficial*.

Family Benefit Surveys were distributed to 71 families whose children remained enrolled in Jacksonville Journey ELP centers at the time data were collected. Fifty families whose children were enrolled in only 14 of the 32 participating Jacksonville Journey ELP child care centers completed surveys. The number of responding families with children enrolled in individual child care centers ranged from as few as one family per center to as many as eight families per center. Table 19 presents a summary of the families' responses.

Table 19

*Family Benefit Survey Items and Survey Response Summary (n=50 Families)*

Item	<i>Not Beneficial</i>		<i>Somewhat Beneficial</i>		<i>Beneficial</i>		<i>Very Beneficial</i>		<i>N/A</i>		<i>Missing</i>	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
1. I have learned new skills to help manage my child's behavior.	2	4	7	14	38	76	3	6	0	0	0	0
2. I am better able to work with my child's teacher to reinforce positive behaviors.	1	2	2	4	38	76	9	18	0	0	0	0
3. I better understand my role as a parent.	0	0	1	2	30	60	18	36	1	2	0	0
4. My child is happier at the child care center.	0	0	0	0	27	54	20	40	2	4	1	2
5. I now know what to do when my child misbehaves.	0	0	1	2	29	58	19	38	1	2	0	0

Ninety-six percent or more of the responding families indicated that the Jacksonville Journey ELP mental health services were beneficial to them in managing their child's behavior and in better understanding their role as parents. Additionally, they indicated that their child was happier at the child care center and that they were better able to work with their child's teacher.

Family Child Guidance Center Benefit Surveys were distributed to 14 families representing 18 children. This number includes families whose children completed treatment and those who were in treatment at least 3 months. Surveys were received from 9 families representing 11 children. Table 20 presents a summary of the families' survey responses.

Table 20

*Family Child Guidance Center Benefit Survey Items and Survey Response Summary (n=9)*

Item	<i>Not Beneficial</i>		<i>Somewhat Beneficial</i>		<i>Beneficial</i>		<i>Very Beneficial</i>		<i>N/A</i>	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
1. I have learned new skills to help manage my child's behavior.	0	0	1	11	2	22	6	67	0	0
2. I am better able to work with my child's teacher to reinforce positive behaviors.	0	0	0	0	4	44	4	44	1	11
3. I better understand my role as a parent.	1	11	2	22	3	33	3	33	0	0
4. My child is happier at the child care center.	0	0	1	11	2	22	4	44	2	22
5. I now know what to do when my child	0	0	2	22	2	22	5	56	0	0

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misbehaves.

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Responses indicate that 100%, 89%, 89%, 78%, and 100% of the responding families thought the Child Guidance Center were beneficial relevant to survey items 1, 2, 3, 4, and 5, respectively.

For each survey item across all three surveys, the percentage of *Somewhat Beneficial*, *Beneficial*, and *Very Beneficial* responses was determined. These percentages were averaged within the surveys to calculate an average response for each survey. Table 21 presents the survey response percentages and their averages for each of the three surveys.

Table 21  
*Percentage of Survey Responses Indicating a Benefit by Item Averaged Within Surveys*

Item	<u>Percentage of <i>Somewhat Beneficial</i>, <i>Beneficial</i>, and <i>Very Beneficial</i> Responses</u>		
	Teacher Survey	Family Survey	Family Child Guidance Survey
1.	98%	96%	100%
2.	98%	98%	89%
3.	94%	98%	89%
4.	96%	94%	78%
5.	94%	98%	100%
Average	96%	97%	92%

### *Outcome*

More than 85% of the parents and teachers (96% of teachers, 97% of families, and 92% of the families receiving Child Guidance Center services) indicated that the mental health services received were beneficial, via survey instruments.

***Expected Outcome 8:*** 85% of clients enrolled in the program will complete treatment.

Individual Positive Behavior Plans (IPBPs) were developed for 97 children whose ages ranged from infants to 5-years old. Of the 97 children initially receiving IPBPs, 16 withdrew from the participating centers. Of the remaining 81 enrolled children, 71 children completed their IPBPs and 10 continue to be served. In comparison to the Year 1 report, the number of administered DECAs and referrals to outside agencies, including the Child Guidance Center, increased. Plans were not written for many of these children due to the acute nature or severity of their need.

*Outcome*

Approximately 88% percent of the children completed their IPBPs, surpassing the expected outcome of 85%.