

BUILDING A HIGH-QUALITY EARLY CHILDHOOD SYSTEM OF LEADERSHIP AND TEACHING PRACTICE

Sponsored by the W.K Kellogg Foundation



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Year 3 Annual Report/Final Evaluation Report

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EXECUTIVE SUMMARY

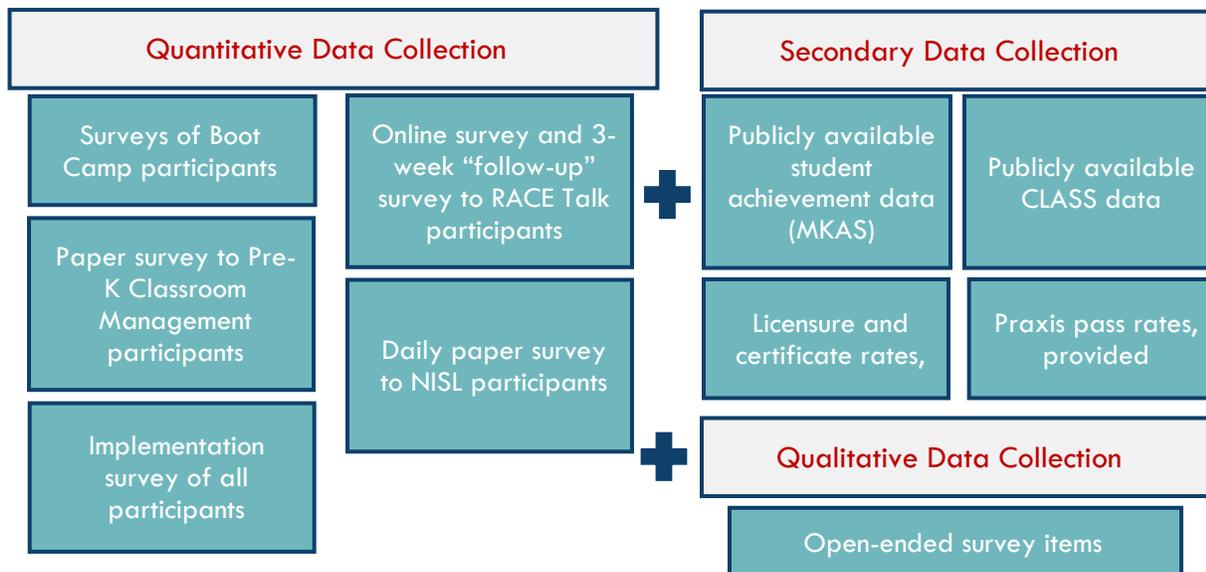
This document serves as a final evaluation report for the Building a High-Quality Early Childhood System of Leadership and Teaching Practice project (“the project”). It also provides an overview of findings from the project’s Year 3 activities (i.e. those not yet reported in prior reports).

BACKGROUND

The University of Mississippi’s Center for Research Evaluation (CERE) serves as the internal evaluator for the Building a High-Quality Early Childhood System of Leadership and Teaching Practice project. This project aims to change the landscape of early childhood education across the state of Mississippi, by training educators of all levels and roles about evidence-based teaching for early childhood. The project’s focus is not only on gaining knowledge, but also having educators implement what they learned in their districts, schools, and classrooms. Thus, the evaluation aims to determine the extent to which (1) participants learned from the project’s trainings and other activities, (2) participants implemented what they learned, and (3) students’ literacy increased. At a higher level, the evaluation considered what training or participant characteristics increased these outcomes.

CERE used a mixed methods approach (see Figure 1) to evaluate the project. Data analyzed during this third year drew from publicly available student achievement data, online surveys of participants, and data collected by project or third-party personnel (i.e. paper and online surveys). Evaluation efforts have been ongoing throughout the three project years.

Figure 1: Data Collection Methods



FINDINGS

Using this mixed-methods approach, CERE derived the following high-level conclusions about the project's outcomes.¹

1

School participation in the project was linked with increased literacy gains for preschool, but not kindergarten students.

- Analysis of publicly available student achievement data explored the relationship between school participation in the project and gains in student literacy.
- Findings suggest the project was associated with increased gains in literacy scores among preschool students, as measured by publicly available Mississippi Kindergarten Assessment Support System (MKAS) scores.
- In short: the more a school took part in the project; the greater the literacy gains for pre-school students at that school.
- However, there is no indication that the project contributed to literacy gains in kindergarteners, based on MKAS scores.

The more a school took part in the project, the greater the literacy gains for pre-school students at that school.

2

Data are not yet clear about the project's impact on instructional practice.

- Analyses of Classroom Assessment Scoring System (CLASS) data—i.e. ratings of quality in instructional practice—do not suggest that school-level CLASS data improved at participating schools. With that said, this is likely due to the limited number of schools for whom CLASS data were available.
- In contrast, educators' self-reports suggest there may be a link between level of participation and perceived change in instructional practice.
- For these reasons, it is not yet clear whether the project met its longer-term goal of improving educators' capacity to provide high-quality, research based early childhood education.

3

Educators say they are implementing what they learned during their training.

- All educators who took part in the project were asked to complete a survey about how much they implemented what they learned in the training.

¹Detailed statistical results can be found in Appendixes 1 (Implementation Survey) and 2 (outcome analysis).

- Educators report a high-level of implementation, regardless of educator role, location, and the type of training they attended.
- Administrators report a significantly higher level of capacity to apply what they learned, and a greater likelihood of implementing what they learned when compared to teachers.
- However, participants who attended more days of training report a higher likelihood of implementing what they learned, a greater capacity to do so, and thus, a higher level of self-reported implementation.
- Respondents who finished their NISL training in Year 3 have made the most progress toward implementing their ALPs compared to those who finished in Years 1 or 2. Roughly two-thirds of all NISL respondents report that they have the time, resources, and skills to complete their ALPs. It may be useful to work with superintendents to ensure there are adequate supports in place for principals to put their ALPs into practice.

Participants who attended more days of training report a higher likelihood of implementing what they learned, and a greater capacity to do so.

4

Maximizing school “dosage” – i.e. the number of days school personnel participate in the program – may be a key lever to influencing performance in future years.

- Both secondary data (pre-school MKAS data) and educator self-reports suggest that outcomes are greater when schools participate more in the program.
- When controlling for a school’s size and the percent of students from underrepresented groups, participation in high intensity, multi-day training activities (or NISL, specifically) was most strongly correlated with increases in pre-school student literacy.



Schools’ average pre-school MKAS change scores rose 5.34 points for each additional participant involved in a high-intensity training such as NISL.

Overall, these findings suggest that the project has helped to support literacy gains among preschool students—and that high-dosage, high-intensity project activities are influential in supporting change.



5

Additionally, the project met eight out of its 12 goals over the three-year project; they also partially met one, did not meet one, and four are progressing as intended.

- See Table 1 for a breakdown of progress across the 12 goals.

6

Finally, data suggest that Year 3 activities were well-regarded, and that there have been positive gains in the number of Pre-K endorsements and certificates.

- **Specialized Early Childhood Training Program (2019):** This program has led to an increased number of Pre-K endorsements and certificates of completion each year. In 2016-2017 the program led to 12 Pre-K endorsements and four certificates. This rose to 24 Pre-K endorsements and 71 certificates in 2018-2019.
- **The Reconciling Attitudes and Connecting Educators (RACE) Talk:** Most participants felt they gained knowledge and anti-bias strategies. Most also felt they had the skills needed to share what they learned with teachers. One to two months later (depending on when they responded to the survey), all but one felt they retained what they learned, yet slightly less than half had begun sharing what they learned. This is not surprising, as the participants have a variety of coaching priorities and simply have not gotten to this yet.
- **Pre-K Classroom Management Best Practices:** All participants found the training to be helpful in their role as an Early Childhood Coach.
- **National Institute for School Leadership (NISL) Early Childhood Executive Leadership Institute (Oxford 2019) Day 5:** All participants responded favorably regarding Day 5 activities.
- **NISL Superintendent Academy:** All participants passed the course, developed an Action Learning Project (5-year plan) and are beginning to implement, assess, and refine them.

Table 1: Project Goals

The project met eight out of its 12 goals over its three-year span; they also partially met one, did not meet one, and four are progressing as intended.

	Complete
	Ongoing, with satisfactory progress
	Partially met
	Not met

Goal	Progress	Data summary
1. Superintendents develop, implement, assess, and refine 5-year plans for improving early childhood education learning environments.		All NISL for Superintendents participants have developed a 5-year plan and are beginning to implement, assess, and refine them.
2. Principals and teachers increase knowledge on topics related to state standards and guidelines for evidence-based early childhood education.		With a goal of 80% mastery, 100% passed a test of the SWIFT Framework, and 93% (all but one respondent) passed a test of anti-bias concepts. We consider this goal partially met because we only measured knowledge on a limited basis, described below.
3. Praxis passage rate increases for participating teachers.		Only seven (7%) of the 105 participants who took the exam after participating in tutoring passed.
4. An increased number of licensed teachers and assistant teachers will acquire an endorsement to allow them to teach Pre-K in Mississippi.		The Specialized Early Childhood Training Program produced 100% more Pre-K endorsements from Year 1 (12) to Year 3 (24) and 85% more from Year 2 (13) to Year 3 (24).
5. An increased number of assistant teachers will acquire a Certificate of Completion to allow them to assist Pre-K teachers in Mississippi.		The Specialized Early Childhood Training Program produced 7000% more certificates of completion from year 1 (4) to year 3 (71) and 196% more from year 2 (24) to year 3 (71).
6. Participants increase knowledge of anti-bias practice within early childhood classrooms.		With a goal of 80% mastery, 93% (all but one respondent) passed a test of anti-bias concepts.
7. Teachers participating in anti-bias training utilize this knowledge within their early childhood classrooms.		Six of the 15 respondents (40%) indicated that they have had the opportunity to share what they learned with the teachers they coach. More time is needed to continue this process and allow teachers to utilize this information.
8. A collaborative group emerges that effectively communicates to work together.		Project leaders leveraged resources provided by this Kellogg grant to obtain additional funding from the Hardin Foundation, which supports a group of early childhood teacher educators that work together to train early childhood educators, and advocate for early childhood education throughout Mississippi.
9. Superintendents, principals, and teachers implement evidence-based early childhood education instruction and administration.		Based on self-reported data, findings suggest that participants feel they implement almost all high-impact practices on a daily basis.
10. School districts, schools and classrooms increase their capacity to provide high-quality, research-based early childhood education.		Respondents report high levels of capacity (an overall mean of 4.15 out of 5) to implement what they learned through the project's trainings.
11. Pre-K and K students improve outcomes as measured by standardized state assessments.		Pre-K students significantly improved standardized reading scores, while kindergarten students did not.
12. The understanding of the connection between early brain development and social, educational, and health policy informs Mississippi policy.		The project played a major role in the MS Pre-K teacher certification process. Also, their trainings on the MDE Kindergarten Guidelines provided MDE with support in their attempts to hold districts accountable for meeting these guidelines.

Reach

The project's reach was extensive across the state of Mississippi over its three programming years. The maps below illustrate how many educators in a particular area attended at least one project training/activity (see Figure 2), areas with the highest level of participation (see Figure 3), and the number of participants from the target locations of Jackson, Biloxi, and Sunflower County. Appendix 3 contains a more detailed count of participants by role.

Figure 2: Number of Participants by District Zip Code
The project's reach spanned across the state of Mississippi.

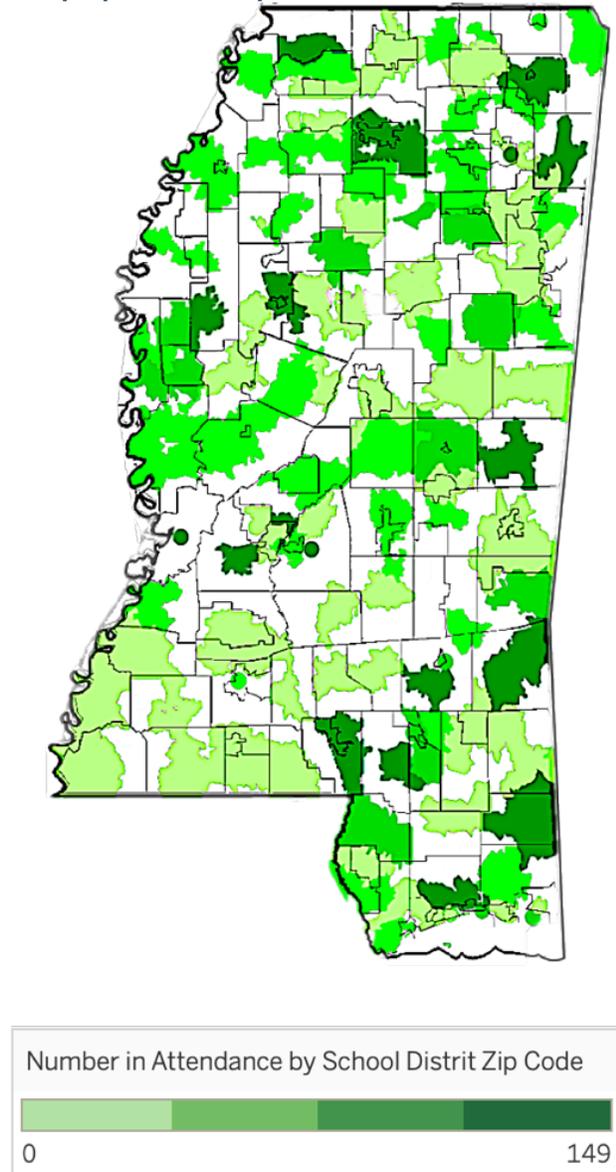


Figure 3: Zip Codes with the Highest Number of Participants
While there are pockets of high attendance throughout the state, districts in the southwest corner were less represented.

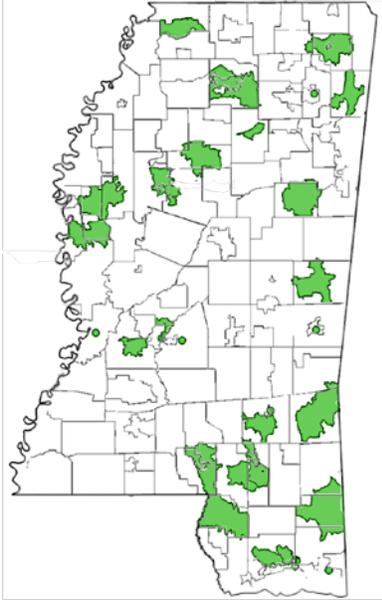
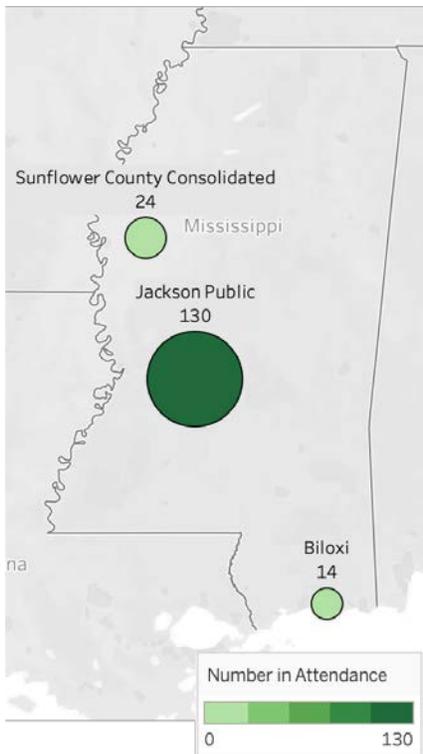


Figure 4: Number of Participants in Target Locations
Many Jackson educators attended trainings/activities, while few Sunflower or Biloxi educators did.



RECOMMENDATIONS

Based on these findings, the evaluation team suggests it may be useful for the project team, and their funders, to consider the following recommendations.

1. **Continue implementation:** The project resulted in positive feedback and high self-reported levels of implementation for training participants. Additionally, Pre-K students of participating schools showed a significant increase in literacy scores. For these reasons, there is data to suggest that continued implementation will further support literacy development across the state.
2. **Consider ways to maximize participation across schools, and encourage high-intensity participation:** Our analysis showed that number of training hours positively impacted participants' likelihood of implementing what they learned, perceived capacity to do so, and self-reported level of implementation. Higher number of training hours also positively impacted literacy gains among Pre-K students. It would be useful for the program team to explore strategies for (1) boosting the number of participants from each school, and (2) adapting program design so that participants are engaged in "high intensity" activities, such as the Boot Camp.
3. **Further explore why we did not observe positive literacy effects for kindergarten students:** Unmeasured factors, such as socioeconomic status, may dwarf actual student gains. Taking these factors into consideration could reveal previously unobserved gains. It is recommended that the program team work with the evaluation team design future evaluation efforts so that we can better understand how to best support literacy gains for kindergarten—as well as Pre-K—students.
4. **Review project training elements to ensure they are in line with critical features of high quality professional development².** Prior research on effective professional development (PD) suggests there are a number of critical 'design elements' common across PD programs that enhance student learning. Key factors include (1) maximizing 'dosage,' so that educators spend at least 15 hours in training³; (2) ensuring that leaders attend workshops alongside educators, and (3) ensuring that educators have opportunities to practice—and obtain feedback—on what they learned during the professional development training. Applied to the context of this project, we see opportunities for the project team to:

²Calnin, G., Mason, S., Koelle, M., Mason, R., & Jones, S. (2017). *A study on the impact of the International Baccalaureate's Professional Development*. The University of Melbourne.

³Note that 15 hours was a minimum desired length of time. On average, professional development programs did not typically influence student learning unless they were at least 90 hours in length.

- Encourage participants to attend multiple trainings and/or offer more multi-day trainings.
 - Encourage schools and districts to send cohorts of individuals of various roles to trainings, when appropriate.
 - Provide ongoing opportunities for practice and feedback of what participants learned in trainings.
5. **Work with evaluation team to expand access to CLASS data so we can more confidently report on changes in quality of instructional practice:** We require a much larger sample size in order to determine the effectiveness of this project on the longer-term goal of improving schools' implementation of provide high-quality, research based early childhood education. To be able to confidently report on changes in instructional practice, we recommend the project team work with school districts to gain permissions to access CLASS data.

THIS REPORT

As this report serves as the Year 3 Annual Report, as well as the project's Final Report, it will include findings from Year 3 activities, as well as a broader analysis of overall project outcomes.

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BACKGROUND & METHODS

BACKGROUND

The University of Mississippi's Center for Research Evaluation (CERE) serves as the internal evaluator for the Building a High-Quality Early Childhood System of Leadership and Teaching Practice project. This project aims to change the landscape of early childhood education across the state of Mississippi, by training educators of all levels and roles about best practices, state standards and guidelines, and evidence-based teaching for early childhood. The focus is not only on gaining knowledge, but also implementing what they learned in their districts, schools, and classrooms. Specifically, trainings throughout the three years of the project focused on supporting educators to implement the Mississippi standards and guidelines for evidence-based early childhood education. This included topics such as:

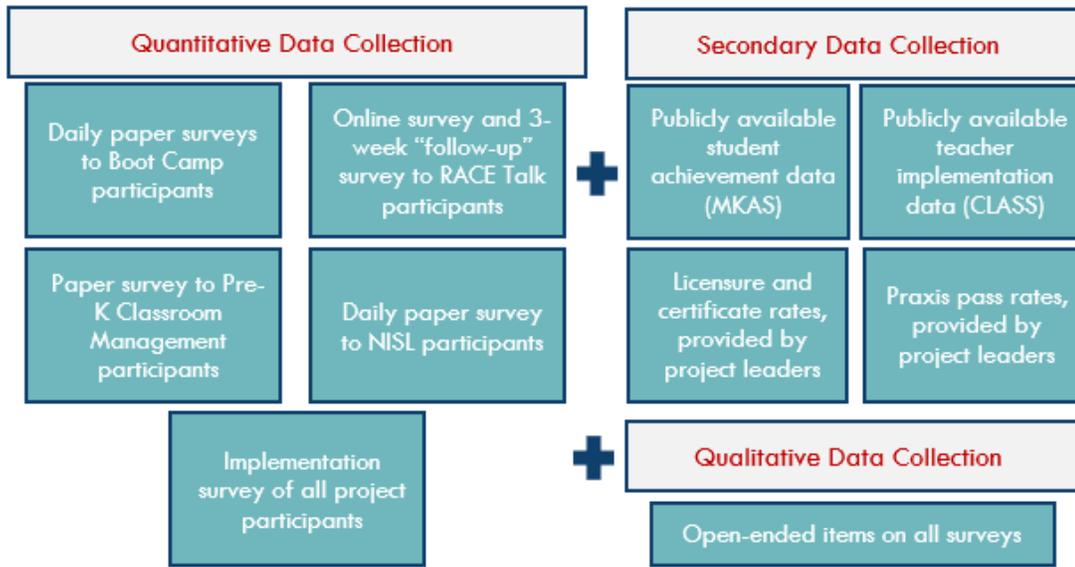
- the connection between brain development and children's social, educational, and health wellbeing,
- anti-bias practices, or
- classroom management strategies.

As the project has now come to a close, this document will serve as a final evaluation report, and will also include findings from activities held during the second half of the final project year (we reported on the first half of Year 3 in May 2019). As in previous reports, whenever possible we will provide analyses for the participants as a whole, as well as those in the project's target districts: Jackson Public School District, Biloxi Public School District, and Sunflower County Consolidated School District.

METHODS

CERE utilized a mixed methods approach to evaluate each component included as part of the project, and designed appropriate evaluation instruments or is utilizing evaluation data collected by project or third-party personnel. Evaluation efforts have been ongoing throughout the three project years. Figure 5 depicts methods used for evaluation of project elements included in this report, and is followed by more details regarding these data collection methods.

Figure 5: Data Collection Methods



Surveys

- Daily paper surveys to Boot Camp participants:** MDE, with input from Dr. Cathy Grace, developed these satisfaction and effectiveness surveys, which they distributed at the end of each day of the two-week Boot Camp. A total of 173 educators participated in the 2019 Boot Camp, with 138 completing all days, and 35 attending only some. By location, there were 22 participants in Starkville, 17 in Lewisburg, 27 in Greenville, 45 in Belden, 19 in Jackson, and 43 in Hattiesburg. Not all participants completed all surveys, so we sometimes report the analysis sample sizes in ranges and they differ from day to day.
- Paper survey to NISL Day 5 participants:** The NISL Early Childhood Executive Leadership Institute includes daily satisfaction and effectiveness surveys for each of the five training days. Dr. Grace distributed this survey to the third Oxford cohort on Day 5 of their training. Six participants completed the survey.
- Paper survey to pre-K Classroom Management participants (N=12):** Dr. Grace developed this short satisfaction and effectiveness survey, which she distributed at the end of the half-day training.
- Online survey to RACE Talk Participants (N=20):** CERE developed this survey focusing on what participants learned and how much they use what they learned when coaching teachers. Dr. Grace provided a link for participants to complete the survey online at the end of the training, and CERE followed up with a reminder via Qualtrics to those that had not yet completed it two days after.

- **Online follow-up survey to RACE Talk participants (N=15):** This survey focused on how much participants learned during the RACE Talk training and how much participants implemented what they learned when coaching teachers. The CERE-developed survey was distributed online via Qualtrics one month following the training, with weekly email reminders up to two months following the training.
- **Implementation survey of all project participants:** CERE developed this online survey, which focused on how much participants implemented the evidence-based early childhood education strategies they learned during project activities. It also examined participants' beliefs about their capacity/ability to implement what they learned. CERE distributed this survey online via Qualtrics at the end of the project's three programming years, with weekly email reminders over the course of one month. Although we invited all project participants to complete the survey, analyses conducted for this report focused on educators working with students in the early childhood age group (Pre-K through 3rd grade). Three hundred and fifteen respondents met those criteria, and those that reported their role include 124 teachers, 53 administrators, and nine who fill other roles (such as Speech-Language Pathologists or Intervention Specialists). It is important to note, however, that not all respondents answered all survey items, so response-rates vary for each individual item.

Secondary Data

- **Mississippi Kindergarten Assessment Support System (MKAS):** To understand the effects of the project on children's literacy, CERE collected secondary data on students' literacy gains via the Mississippi Department of Education (MDE) website. Using the publicly-available data, we constructed a database with MKAS score data (scale score averages) for 462 Mississippi public schools. One hundred and eighty-eight of these schools included at least one project participant. Schools ranged in size between 42 and 2006 students, with the total median number of students per school being 435 (444 for participating school, 428 for non-participating), and the median percent of minority students for all schools is 60% (63% for participating schools, 59% for non-participating).
- **Classroom Assessment Scoring System (CLASS):** The PEER Report on Early Learning Collaboratives, available through the MDE website, contains publicly-available CLASS data (observation scores). We used these data as a measure of teachers' capacity to implement the state standards and guidelines with Pre-K and kindergarten students. Unfortunately, data were available for only 20 schools in 2016-2017 (4 participating schools, 16 non-participating) and 29 schools in 2017-2018 (9 participating schools, 20 non-participating), considerably limiting their utility. Data are not yet available for 2018-2019.

- **Praxis pass rates:** Dr. Grace provided test dates, scores and pass status for all Praxis tutoring participants (N=51), which CERE used to determine the pass rate among participants.
- **Licensure and certificate rates:** Gena Puckett provided Pre-K license and certificate rates, which CERE used to determine rate growth among Mississippi Pre-K teachers and assistant teachers.

FINDINGS

This section summarizes data relating to project goals, and a range of additional data contained in the implementation survey and outcome analysis, as well as project activities from Year 3.

EVALUATION OF PROGRES TOWARD PROJECT GOALS

Summary

- The project met eight out of its 12 goals over its three-year span.
- School participation in the project was linked with increased literacy gains for Pre-K, but not kindergarten students.
- Schools' average Pre-K MKAS change scores rose 5.34 points for each additional participant involved in a high-intensity training such as NISL.
- Educators say they are implementing what they learned during their training.
- Participants who attended more days of training report a higher likelihood of implementing what they learned, and a greater capacity to do so.
- Year 3 activities were well-regarded, and that there have been positive gains in the number of Pre-K endorsements and certificates.
- They partially met one goal, and four are currently progressing as intended.
- They did not meet one goal, specifically related to increasing pass rate on the Praxis test.

Pre-K and K students improve outcomes as measured by standardized state assessments.

To assess this goal, CERE analyzed publicly available Mississippi Kindergarten Readiness Test (MKAS) data for kindergarten and preschool students. We compiled a database of all schools across the state, then compared literacy gains (i.e the change in MKAS scores from fall to spring) across participating and non-participating schools for the three years of the project.

We also examined (a) the effects that different types of training had on literacy gains, and (b) whether school-level “dosage”—the number of days and number of people participating in project activities—appeared to influence student learning.



Overall did the project effect literacy gains?



Which project components had the most effect?



What role did dosage play?

Preschool Literacy Outcomes

Overall, findings show that the more involved a school was with the project, the higher their students' literacy gains. **How often** individuals participated and the **number of activities** they participated in both influenced students' literacy gains (see Appendix 2). In addition, some activities were more effective than others.

Figure 6: Percent of a School's Average MKAS Score That Can Be Explained by Participation in Project Activities

When controlling for a school's size and the percent of students from underrepresented groups, participation in high intensity, multi-day training activities (or NISL, specifically) was most strongly correlated with an increase in student literacy.



Schools in which individuals participated in project activities more often had preschool students who demonstrated higher literacy gains on the MKAS. This was especially important for larger schools. Schools with a greater number of students generally scored lower on the MKAS and required additional participation in project activities to increase students' MKAS scores (see Appendix 2).

Of the various activities that schools participated in, increased literacy gains correlated more highly when educators participated in high intensity, multi-day training or NISL. In fact, schools' average MKAS score rose 5.34 points for each additional participant involved in high-intensity training (see Appendix 2). Participating in both the Online Coaching and Bootcamp activities also related to an increase in student literacy. We did not find district-level administrators' participation in the project's activities to be a significant factor in increasing student literacy within the schools in their district.

Schools' average pre-school MKAS change scores rose 5.34 points for each additional participant involved in a high-intensity training such as NISL.



Even more important than the type of activity, was the number of activities in which individuals at schools participated (see Figure 6). This is unsurprising, as schools in which individuals participated in a greater number of activities, had more people who participated, and the total number of participation days was larger.

Contextual Factors. It is important to note that the number of students in a school significantly impacts the average literacy of the preschool students who attend that school, such that the average preschool student in a larger school exhibits lower literacy scores than those in a smaller school. This effect is so prevalent as to obscure any positive effects the project provides if it isn't controlled for (see Appendix 2).

Kindergarten Literacy Outcomes

Unfortunately, there is no evidence yet to indicate that participation in the project improved kindergarten literacy scores. This is especially interesting when considering the positive results with preschool students. There are a few possible explanations for this.

It is possible that educators choose to participate in this project instead of others. Those schools whose educators spent less time participating in this project may have received many of the same benefits from other education projects. In future years it will be important for the evaluation to try and capture data on other literacy supports. In this way, there can be a more effective comparison between the impact of this project and others'.

Contextual Factors. Average literacy of kindergarten students varied greatly, dependent on minority population within the school. Thus, we controlled for this in the analyses (see Appendix 2).

It is possible that there are other unmeasured contextual features that influence education in kindergarten. Without taking these into account, the effects of important, but unmeasured, factors influencing children's education can introduce confounders. For example, a child's socioeconomic status can influence literacy⁴. This is often measured through free and reduced lunch rates among the school's students. In future years, it would be useful for the evaluation team to access data on these variables so that we can account for them in future analyses.

⁴Hemmerechts, K., Agirdag, O., & Kavadias, D. (2017). The relationship between parental literacy involvement, socio-economic status and reading literacy. *Educational Review*, 69(1), 85-101.

Superintendents, principals, and teachers implement evidence-based early childhood education instruction and administration.

Project leaders hoped and expected that, after participating in the project, educators would increase their use of high-quality research-based early-childhood education strategies. CLASS observation data, recorded in the PEER Report on Early Learning Collaboratives provide one data source that allows us to explore whether this change occurred in practice. To test this, we used two of the publicly reported data points for the analysis: (1) Instructional Support Average: The mean score teachers got in the instructional support domain, and (2) Overall Average CLASS Score: The overall mean score that teachers received in the Peer Report This information was available for the 2016–2017 and 2017–2018 school years. Unfortunately, there were very few schools that both participated in the project and provided information from the Peer Report observations (see Table 2). For the purposes of this report, our analyses compared CLASS observation data across the two years for the three participating schools and 14 non-participating that provided data for both years.

Table 2: Number of Schools Who Provided Peer Report CLASS Data
Very few schools participated in the program and were able to provide peer report data.

Year	Participating Schools	Non-participating Schools	Total
2016 - 2017	4	16	20
2017 - 2018	9	20	29

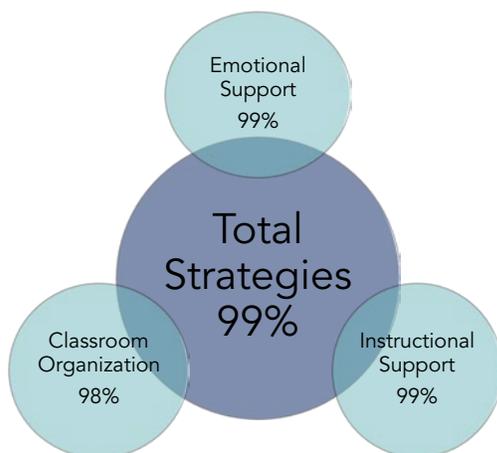
Given the limited amount of publicly available CLASS data, statistical tests would only be capable of detecting an extreme change in a schools’ capacity to provide high-quality, research-based education. Unfortunately, our analyses did not detect any significant differences in CLASS-related growth among the schools in our data set. In addition, there was no improvement in implementation associated with increased participation in the project. However, this could be because changes brought about by the program were not large enough for us to detect, given the small sample size. To address this limitation, it would be advantageous for the evaluation team to be able to access additional CLASS data in future iterations of this project. For more information on these analyses, see Appendix 2.

To supplement the CLASS data, CERE evaluated this goal using educator responses to the Implementation Survey. In this survey, we asked teachers, principals and superintendents how much they had implemented what they learned during their training. Additionally, we also asked educators to identify which of 72 high-impact educational practices they used on a daily basis. These high impact practices consist of those covered in the CLASS Observation Tool, classified under three high-level categories: **Emotional Support** (N=30 strategies), **Classroom Organization**

(N=22 strategies), and **Instructional Support** (N=20 strategies). See Appendix 4 for an overview of the educational practices.

Respondents report a high level of implementation. Based on self-reported data, findings suggest that teachers, principals and superintendents feel they **implement what they learned** at a high level, with an overall mean of **3.71** (5-point scale, ranging from “not at all” to “a great deal”). Additionally, they reported implementing almost all of the high-impact practices on a daily basis (see Figure 7 and Appendix 1). On average, educators said they implemented 71 out of the 72 possible strategies, with *Take care of yourself* and *Use summary statements and reorient children toward learning objectives when necessary* being practices that educators used least often (daily use by less than 95% of respondents).

Figure 7: Average Percentage of High Impact Practices Implemented Daily
Respondents report high levels of implementation in all high impact areas.



With that said, it is important to acknowledge the limits of self-report data, as prior educational research suggests educators typically report higher levels of implementation than objective observers. Acknowledging this, we hoped the CLASS data would provide more insight into educator implementation of what they learned in the project’s activities; however, there was not enough CLASS data available to draw meaningful conclusions.

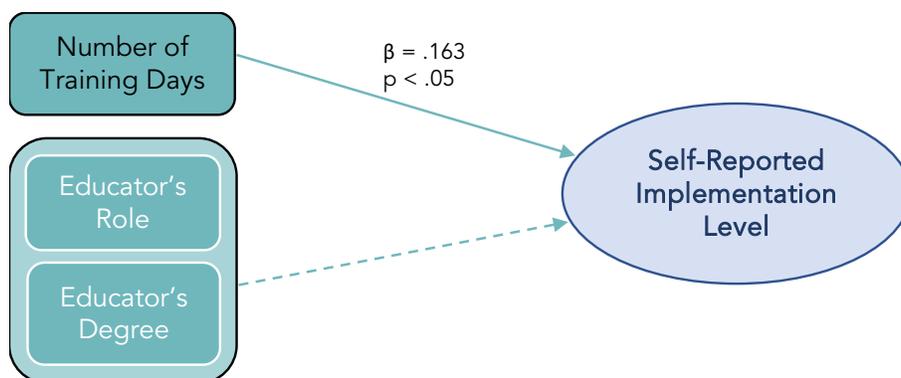
Analyses indicated a significant relationship ($p < .05$) between how many days of training a respondent participated in and their self-reported implementation level. A

multiple regression analysis further supported this (see Figure 8), and indicated that the number of training days an educator participate in accounted for 2.6% of the variance over the educator’s role or academic degree. None of these variables accounted for a large percentage of the variance.

More training days positively influenced self-reported implementation level.

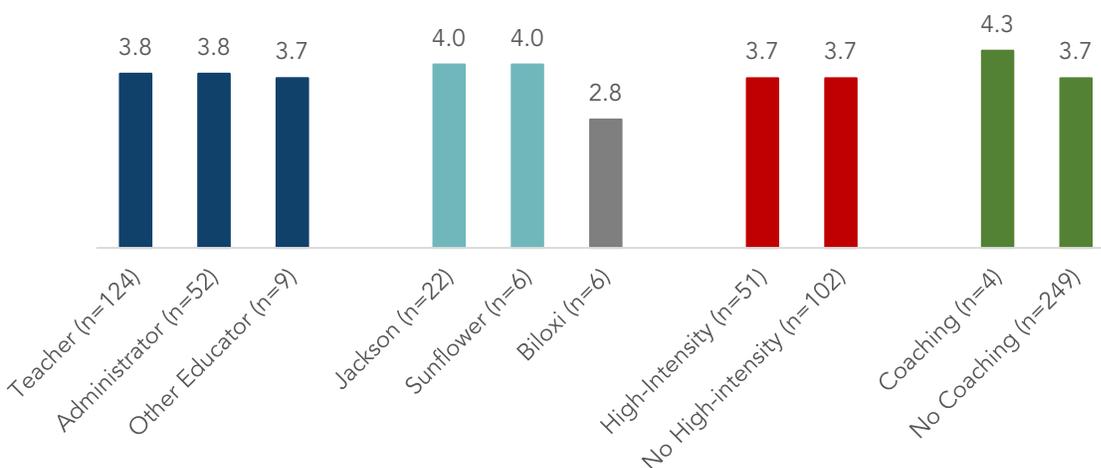
It is important to note that the relationship between total training days and implementation level did not extend to the number of high-impact strategies respondents used on a daily basis (likely because almost all participants reported extremely high use of all strategies).

Figure 8: Influence of Role, Degree, and Total Training Days on Self-Reported Implementation Level
Total number of training days had a significant impact on self-reported implementation above educator role or degree.



In an effort to understand whether the program had differential effects based on participant role, participant location (for those from one of the target locations), and the intensity of the training (e.g. high intensity [multi-day] vs. low-intensity, with coaching vs. without coaching), we ran a number of follow-up analyses to explore these comparisons. Analyses indicated no significant differences among implementation level or number of high-impact strategies implemented daily; however, the mean implementation level in Biloxi is somewhat lower than that of respondents from Jackson or Sunflower (see Figure 9).

Figure 9: Mean Implementation Scores by Role, Target Location, and Participation Intensity
Respondents report high levels of implementation in general, and across all strategy types.



Participants have implemented what they learned in the project's trainings in a variety of ways.

-  Improved classroom management by utilizing guidance strategies
-  Developed new activities that are based on the Standards/Guidelines
-  Collaborated with other educators to further share what they learned
-  Improved and increased literacy-based and communication-building activities
-  Improved the use of centers
-  Increased parent involvement
-  Adapted activities to meet the needs of all students
-  Used knowledge of the impact of toxic stress to encourage social/emotional growth of all students
-  Incorporated the OWL (Opening the World of Learning) curriculum

"Everyone's action plan gave me ideas to take back to my school."

"I have reintroduced several centers that had previously been removed by prior administration."

"The information about brain research is SO important. I have shared that information with my teachers, assistants, and parents"

"My lessons are designed to teach the Early Learning Standards."

Based on these data, there is tentative (largely self-report) data to suggest the project met their goal of supporting the implementation of evidence-based early childhood education instruction and administration among superintendents, principals, and teachers.

School districts, schools and classrooms increase their capacity to provide high-quality, research-based early childhood education.

CERE evaluated this goal via analyses of Implementation Survey data. On that survey, participants answered a range of questions exploring their **capacity** to implement what they learned in the trainings (i.e. “I have the **skills** I need to apply what I learned,” “I have the **time** I need to apply what I learned,” and “I have the **resources** I need to apply what I learned.”). For the purposes of our analyses, we combined each participant’s answers into an overall **capacity** score—i.e. a score that reflected whether they felt they were able to implement the strategies they learned. On average, participants rated their capacity to implement what they learned as moderately high—**4.15** (on a 5-point scale where higher scores reflect greater capacity to implement).

We then compared participants’ overall capacity based on:

- role (Teacher, Administrator, Other),
- target location (Jackson, Biloxi, Sunflower County),
- type of training—specifically comparing respondents who did or did not participate in a high intensity (i.e. multi-day) training, and respondents who did or did not participate in a coaching-type (i.e. online coaching for Boot Camp participants) training.

By comparing participants’ scores in these ways, we were able to explore whether particular types of participants—in particular locations—benefited more from the project activities. We were also able to test whether specific activities were more (or less) beneficial in building educator capacity. See Appendix 1 for more detail on these comparisons.

Correlations revealed a significant relationship between the total number of days a respondent participated in trainings and their capacity to implement the strategies they learned ($p < .01$), providing tentative evidence that the project helped to build educator capacity to implement high-quality early childhood education. This finding provides further support for the report’s overall conclusion that finding ways to maximize “dosage” may be key to further enhancing project impacts.

More training days correlate with higher self-reported capacity to implement strategies.

Additionally, findings suggest there were significant differences in self-reported capacity when comparing people in different roles. Specifically, administrators report significantly higher

levels of capacity than teachers ($p < .05$). This is not surprising considering administrators often have a higher skill level and more autonomy and control over resources than teachers.

No other significant capacity differences exist for among survey respondents based on Kruskal-Wallis and t-test analyses.

Findings provide tentative evidence to suggest the project met this goal. Educator self-reports suggest participants feel they have a high level of capacity to implement high quality early childhood education. We also see higher levels of capacity among those who participated in more training days.

Principals and teachers increase knowledge on topics related to state standards and guidelines for evidence-based early childhood education.

The project aimed to accomplish this goal, at least in part, with all of its activities and trainings. Trainings with a stronger focus on the standards and guidelines include:

- NISL Early Childhood Leadership Institute
- Kindergarten: 2.0 for principals
- Boot Camp
- CLASS Training
- Kindergarten Academy
- Kindergarten Academy Follow-Up
- Pre-K Teacher Training
- SWIFT Training
- The RACE Talk

Most trainings did not incorporate knowledge tests; however, where evaluation surveys directly measured knowledge gain, such gain was evident. For example, eighty SWIFT training participants all passed (80% or higher) a test of SWIFT Framework knowledge regarding how to apply the standards and guidelines to implementing a Multi-Tiered System of Support (MTSS), developed by CERE and training leaders. Additionally, 93% (14 out of 15 respondents) passed (80% or higher) an anti-bias concept knowledge test one month after attending The RACE Talk. This test, developed by CERE and training leaders, included related vocabulary, research, and translating knowledge into practice.

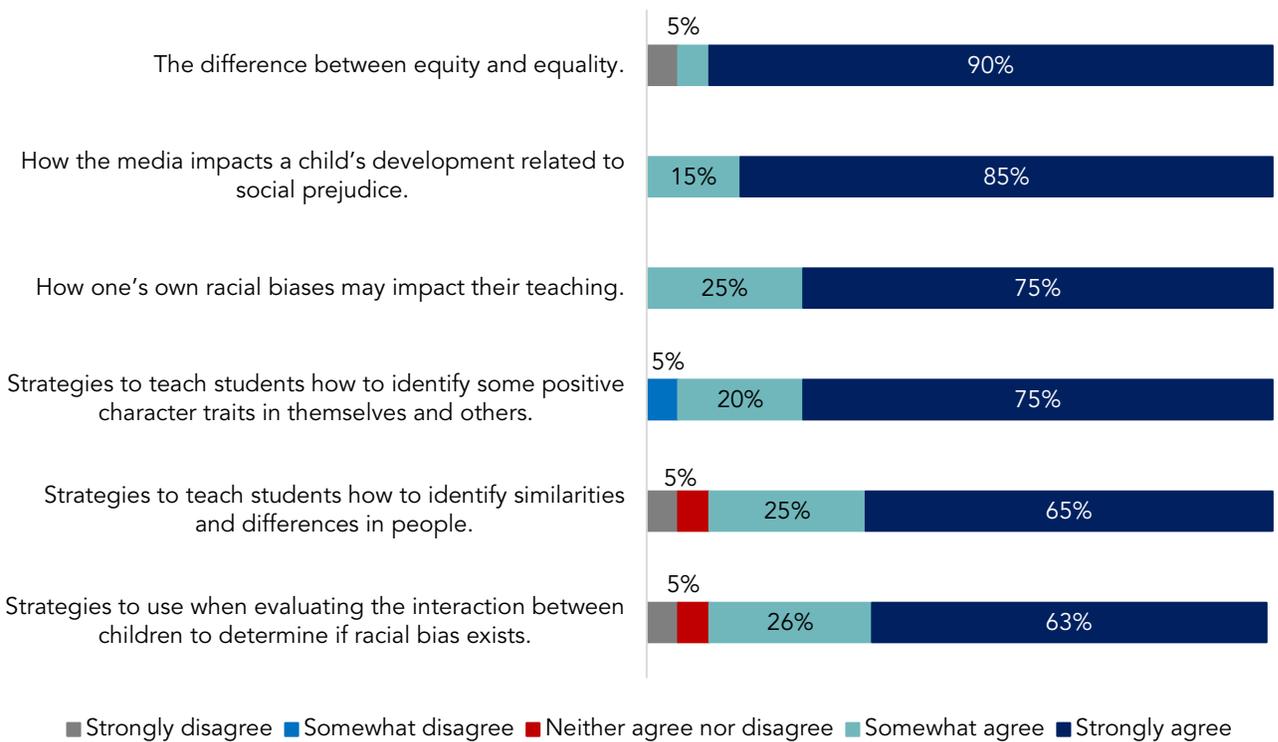
There was not enough data to fully evaluate progress towards this goal. However, participants completing the SWIFT and Anti-Bias Trainings passed tests assessing their knowledge of relevant standards/guidelines.

Participants increase knowledge of anti-bias practice within early childhood classrooms.

Figure 10 illustrates the information participants reported they learned at The RACE Talk anti-bias training (described in more detail below). They rated each item regarding what they felt they learned in the training on a 5-point scale with higher ratings representing a higher level of agreement.

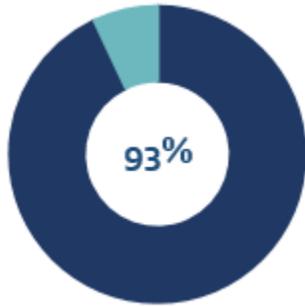
Figure 10: Knowledge and Strategies Gained (N=20)

The majority of participants felt they gained more of a conceptual understanding of anti-bias topics, but less so how they could apply these in the classroom.



On the RACE Talk follow-up survey, participants answered five knowledge questions to determine the extent to which they learned and remembered important aspects of the training content. The project set a goal for participants to obtain at least an 80% on this test of their anti-bias knowledge.

Figure 11: RACE Talk Knowledge Test Pass Rate (N=15)
All but one participant passed the knowledge test.



93% of participants
scored at least 80% on
the anti-bias
knowledge test.

The project met this goal, as at least 90% of the participants indicate they gained anti-bias knowledge and strategies at the training, and all but one who completed the follow-up survey obtained the required score on the knowledge test.

Teachers participating in anti-bias training utilize this knowledge within their early childhood classrooms.

Pre-K coaches and other MDE employees attended The RACE Talk to acquire knowledge of anti-bias topics and strategies that they could then share with the Pre-K teachers and other educators they work with. Participants completed a survey directly following the training where they indicated if they have the skills necessary to share what they learned (see Figure 12). They then completed a follow-up survey about one month after the training, where we asked if/how they have attempted to share these strategies with the teachers they coach (see Figures 13 and 14).

Figure 12: Capacity to Share Information Learned (N=20)

The majority of participants believe they have the skills necessary to share each of the anti-bias strategies they learned.

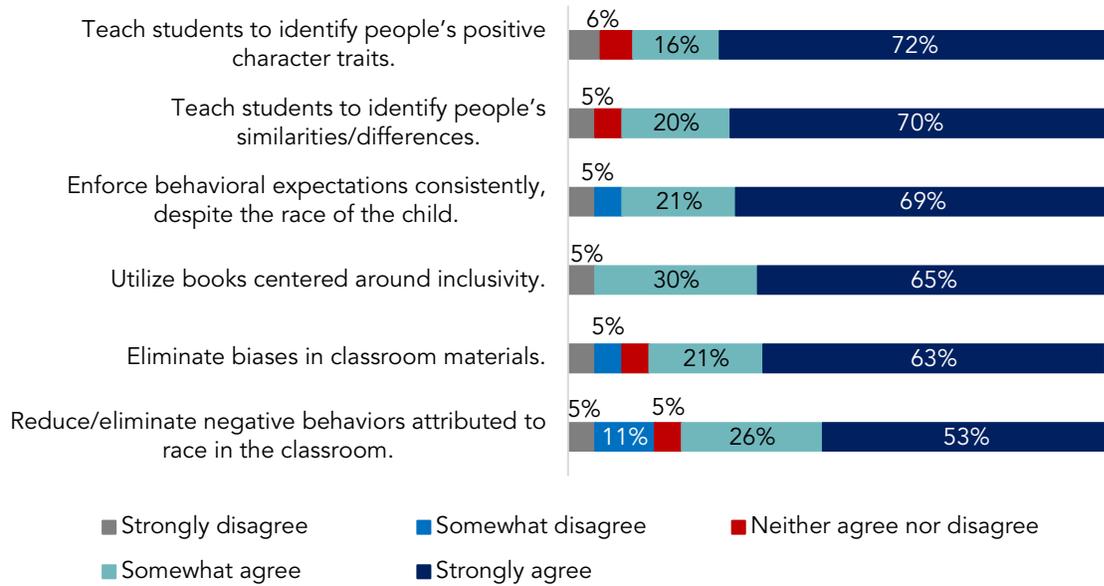
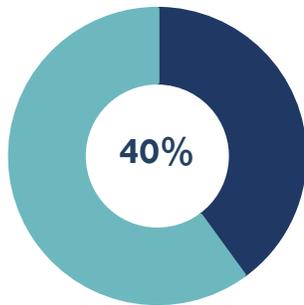


Figure 13: Number of Participants Who Have Begun Sharing With Others (n=15)

Many participants have not yet had the opportunity to share what they learned at the training.



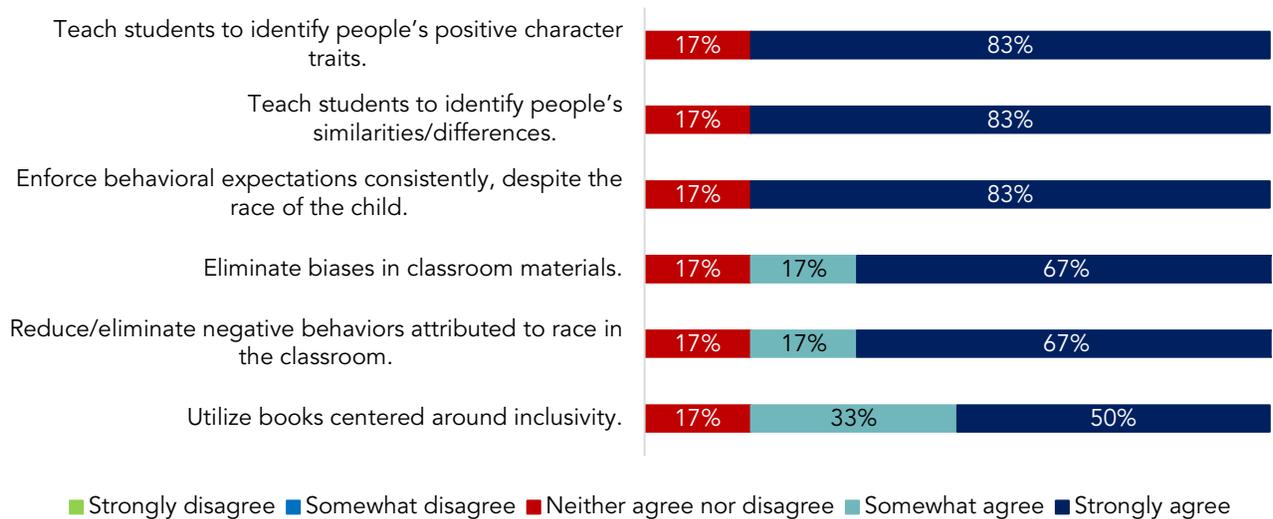
40% of participants have had the opportunity to share what they learned.



Some participants have not yet shared what they learned with teachers they coach because they: are not in a coaching role, do not have enough time, and/or have other coaching priorities.

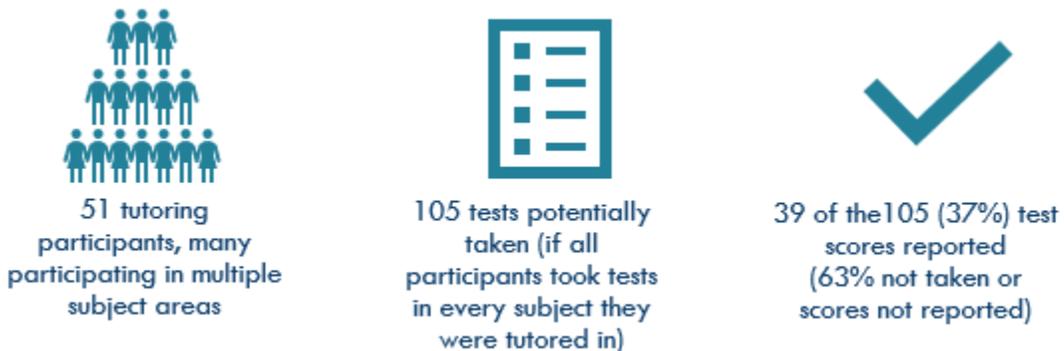
Figure 14: Level at Which Participants Have Shared: One Month Post-Training (N=6)

All but one participant (among those who have started sharing what they learned) has shared each of the anti-bias strategies.



This goal is still in progress, as the anti-bias training was so recent that many of the participants have not yet begun to share what they learned. Additionally, it is currently unknown to what extent teachers have begun to implement the strategies their coaches shared with them.

Praxis passage rate increases for participating teachers.

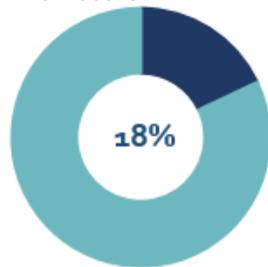


The project offered Praxis tutoring to teachers during Years 1 and 2 of project. Though Praxis tutoring participants rated their experiences positively (see previous reports for details), based on scores participants provided, the Praxis pass rate following tutoring was poor, with only 18% of those submitting scores passing the Praxis exam (see Figure 15). Having said that, there is some evidence to suggest that those who participated in tutoring improved their scores on

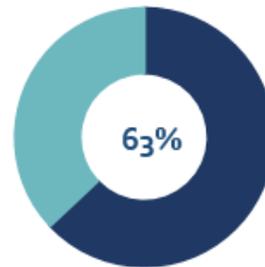
subsequent attempts. Among those who re-took the Praxis, 63% of those who participated in tutoring increased their Praxis score. More detailed score information is available in Appendix 5.

Figure 15: Praxis Pass Rates and Score Gains Following Tutoring

Most participants did not pass the Praxis following tutoring. Just over half who took the test previously increased their score.



Only 18% of those who submitted scores passed the Praxis following tutoring.



63% of those who took the Praxis previously increased their score following tutoring.

Based on these data, the project does not appear to have met their goal of having at least 30% of participants pass at least one Praxis assessment, and at least 20% of participants to pass two. The results disappointed Dr. Grace, yet she was unable to pinpoint ways to improve outcomes, so she did not continue offering this beyond 2018.

Increase license acquisition of participating teachers & Increase endorsement for pre-kindergarten acquisition of participating assistant teachers.

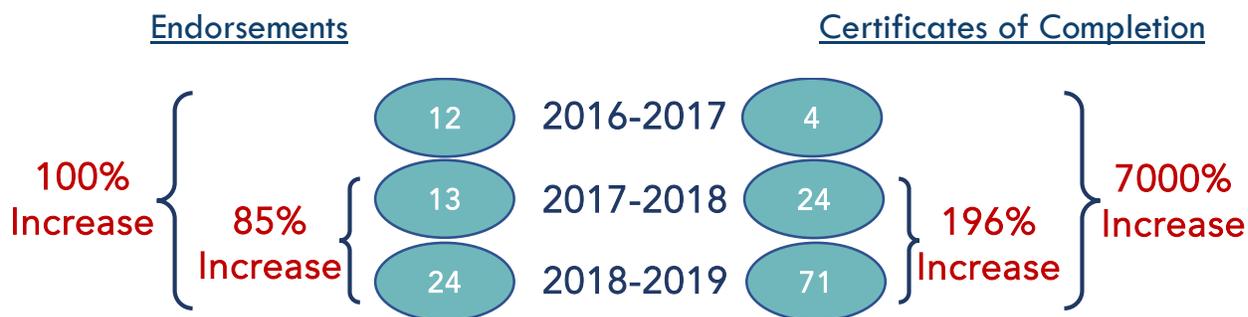
Originally, project leaders hoped to see more teachers with Associates degrees attend 4-yr colleges to get licenses, but they were unable to track this. Instead, they made the decision to focus on increasing the rate of Pre-K teaching **endorsements** rather than licenses, believing this was as a more efficient route to producing more Pre-K teachers. In an effort to do this, they developed the Specialized Early Childhood Training Program, a comprehensive training created to give licensed teachers a chance to obtain a Pre-K Endorsement. This consists of a 2-week Boot Camp (described in the Year 3 Activities section) and continuous online coaching (described in previous reports). At this time, this is the only free route to a **122 Pre-K Endorsement** for licensed teachers and

A **license** specifies in which grade level(s) a MS educator can teach, while an **endorsement** allows already-licensed educators to teach at a different grade level.

assistant teachers, and a **certificate of completion** for assistant teachers employed by school districts to teach Pre-K.

Gena Puckett, Education and Training Specialist with the Graduate Center for the Study of Early Learning, provided CERE with licensure and certificate numbers impacted by the Specialized Early Childhood Training Program. Figure 16 illustrates these numbers, and how they increased over the life of the project.

Figure 16: Endorsement and Certificate of Completion Increases
Over the life of the grant, the Specialized Early Childhood Training Program led to 100% Pre-K Endorsements and 7000% more Certificates of Completion.



It is important to note that these increases appear so high due to the very low number of certificates earned in Year 1.

With increases of 85% or more from one year to another, the project met its goal to increase Pre-K endorsement acquisition.

Superintendents develop, implement, assess, and refine 5-year plans for improving early childhood education learning environments.

The NISL Superintendent Academy, summarized in the Year 3 Activities section of this report, addressed this goal. At this point, the NISL Southeast Region Coordinator, Susan Rucker, indicated that all 21 participants have developed their 5-year plan.

We consider this goal to be “in progress” as participants begin to implement, assess, and refine their plans.

A collaborative group emerges that effectively communicates to work together.

Project leaders leveraged resources provided by this Kellogg grant to obtain additional funding from the Hardin Foundation, which supports a group of early childhood teacher educators (Hardin Scholars) that work together to train early childhood educators, and advocate for early

childhood education throughout Mississippi. The group meets several times per year for trainings, planning meetings, and “field trips” aimed at advancing the role of early childhood education in Mississippi. This group also attended this year’s National Association for the Education of Young Children (NAEYC) conference in November 2019 to acquire activities their students can do to apply the early childhood concepts they have learned.

The project further established the Early Childhood Research Series, as a sequence of four expert speakers focusing on the importance of brain development in early childhood education, as another way to bring various groups together. Project leaders invited educators, legislators, state agency directors, business leaders, and medical personnel to participate in the series, in an effort to educate and spark change in the realm of early childhood education in Mississippi. In addition to attending these talks, select individuals/clusters met with the researchers separately in an effort to encourage change in their respective fields. For example, Dr. Pat Levitt met with medical students and doctors from the University of Mississippi Medical Center Department of Pediatrics, Drs. Craig and Sharon Ramey met with the Director and Assistant Director of the Mississippi Development Authority, and Dr. James Heckman met with the Governor to discuss the importance of economic investment in early childhood. The Hardin Scholars also attended each presentation and met, as a group, with Drs. Pat Levitt and Bruce Perry.

No formal collaboration emerged from the Early Childhood Research Series; however, the Hardin Scholars did accomplish this aim. Though not directly funded by this Kellogg grant, the Hardin Scholars initiative is a result of its efforts, and we recognize it for accomplishing this goal.

The understanding of the connection between early brain development and social, educational, and health policy informs Mississippi policy.

CERE conducted an environmental scan of changes in education policy and practices in order to determine how the project may be impacting the larger early education community.

Specifically, the project played a major role in the Mississippi Pre-K teacher certification process. Staff funded by this project implemented the Specialized Early Childhood Training Program, the only free route to a Pre-K Endorsement, and project staff also provided significant assistance with grading the two required online courses. This work resulted in a positive change in the Pre-K teacher certification process, and as noted above, an increased number of teachers and assistant teachers eligible to teach Pre-K.

The project played a major role in the Mississippi Pre-K teacher certification process.

Additionally, this project’s training on the MDE Kindergarten Guidelines provided MDE with support in their attempts to hold districts accountable for meeting these guidelines. As such, districts that undergo an MDE audit will now have to meet these Kindergarten Guidelines.

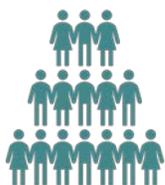
Though there is no way to know if this was sparked in any way by the efforts of this grant, the 2019 political races for governor and lieutenant governor included platforms specifically focusing on Mississippi Pre-K funding. Dr. Grace further indicated that she is hopeful that there will be additional impact from the Research Briefs she recently published on the Early Childhood Research Series and Mississippi data related to the speakers.

As the project’s impact may not be fully known for some time, we consider this goal to be in progress, with adequate progress made thus far.

IMPLEMENTATION SURVEY

Summary

- In addition to capturing data on progress towards project goals, CERE’s implementation survey also explored a range of additional areas of interest. This section outlines findings related to implementation likelihood, attitudes regarding implementation, norms associated with schools implementing, hurdles to implementation, and completion of NISL Action Learning Projects.
- Respondents report high self-reported levels of implementation likelihood, attitudes toward implementation, and school buy-in.
- There is a significant relationship between number of training days and respondents’ likelihood of implementing what they learned in the trainings.
- Administrators were more likely to implement what they learned than teachers were.
- Just under half of respondents indicated that they experience hurdles to implementing what they learned.
- Respondents who finished their NISL training in Year 3 have made the most progress toward implementing their ALPs compared to those who finished in Years 1 or 2. Roughly two-thirds of all NISL respondents report that they have the time, resources, and capacity to complete their ALPs.



1,517 surveys sent to all participants from Years 1-3



1,418 emails delivered successfully



450 (32%) surveys completed



315 consented and work with in early childhood age range

CERE utilized implementation data to evaluate progress towards some of the project’s goals (above), but also completed additional analyses regarding the respondents’ overall **likelihood to implement** what they learned in the trainings they participated in (i.e. *“I have the skills I need to*

apply what I learned.”), their **attitudes** toward whether implementation would result in better student learning outcomes (i.e. “If I implement what I learned at the training(s), student learning outcomes will improve.”), and the **implementation standards** in their school(s) (i.e. “My supervisor(s) expect me to apply what I learned in the trainings.”).

Participants rated items included in this section on a 5-point scale where higher ratings reflect a higher level of agreement. When analyzing these data, we first conducted analyses for the total pool of respondents, then ran comparisons based on: **role** (teacher, admin, other), **target location** (Biloxi, Jackson, Sunflower Co.), and **training intensity** (multi-day vs. not multi-day and coaching vs. no coaching). Appendix 1 includes descriptive statistics broken down in this way.

Implementation Likelihood

The items that comprise the **implementation likelihood** composite include those related to attitudes regarding implementation outcomes, school norms regarding implementation, and individual capacity to implement. The mean score for this composite was **4.17**. The items that comprise this composite include those related to attitudes regarding implementation outcomes, school norms regarding implementation, and individual capacity to implement.

Kruskal-Wallis⁵ analyses indicate one significant difference among the groups. Specifically, administrators report a significantly higher likelihood to implement what they learned than teachers ($p < .05$). This is not surprising considering administrators also reported a higher capacity

More training days correlate with higher self-reported likelihood of implementation.

to implement than teachers. Correlations revealed a significant relationship between the total number of days a respondent participated in trainings and their likelihood to implement the strategies they learned ($p < .05$). Thus, the project could increase impact for educators by encouraging them to attend more trainings, or better yet, more offering/encouraging more multi-day trainings.

Attitude Regarding Implementing

The mean score for an item related to respondents’ **attitude** regarding how implementing what they learned may impact student learning outcomes was **4.43**. This is important because teachers are more likely to implement what they learned if they believe it will increase student outcomes. Kruskal-Wallis analyses and t-tests indicate no significant differences among the groups. Though not a significant difference, it is interesting to note that those who did not participate in coaching had more positive attitudes toward their ability to impact student learning outcomes than those who did. That said, only four coaching participants responded to that item. Correlations

⁵The Kruskal-Wallis test is a nonparametric one-way analysis of variance. It can be used to determine if there are statistically significant differences between two or more independent variables, considering a continuous or ordinal dependent variable.

revealed no significant relationship between the total number of days a respondent participated in trainings and their belief that implementing what they learned would improve student learning outcomes.

Norms Associated with Schools Implementing

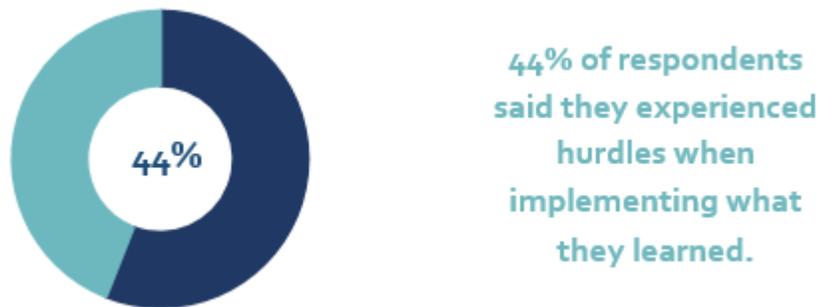
The mean scores for a composite of items related to **norms associated with schools implementing** what participants learned in the project’s trainings was **4.07**. The items that comprise this composite relate to the level at which their administrators expect them to implement what they learned, and the extent to which other teachers at the school are also implementing it. Positive school norms regarding implementation are important because educators would likely find implementation more difficult without buy-in from administrators and other school personnel.

Kruskal-Wallis analyses and t-tests indicate no significant differences among the groups. Correlations revealed no significant relationship between the total number of days a respondent participated in trainings and their belief that implementing what they learned would improve student learning outcomes.

Hurdles to Implementation

CERE asked participants if they experienced hurdles that may have impacted their ability to fully implement what they learned in the project’s trainings (see Figure 17).

Figure 17: Hurdles (N=216)
Slightly fewer participants experienced hurdles than did not.



A chi-square test (Fisher’s Exact Test) indicated that the existence of hurdles (or not) did not significantly change depending on respondents’ role or target location.

Hurdles to Implementation



Need to work on using the strategies more often to make them part of the daily routine



Some strategies are not feasible in a classroom with many children



Does not work directly with this age group (moved grade levels; has a job outside of the classroom, such as a teacher coach or physician)



Requires further training to fully understand certain strategies and how to use them



Some strategies are not developmentally appropriate for very low functioning students



Lack of resources (time to train others, time to implement, materials, skilled personnel, etc.)



Administration is not supportive and/or requires use of other programs/curricula that may not fit in well with these strategies—teacher aides even say some teachers are not supportive



Need to work on using the strategies more often to make them part of the daily routine



Some strategies are not feasible in a classroom with many children

“I do not teach 3 and 4-year-olds yet.”

“Time—Trying to implement what I’ve learned and teach what has to be taught.”

“Being in a public school that has a set curriculum it is hard to follow the students’ interests and allow their interests to lead instruction.”

“Room is small for 20 Pre-K students. Limits some of the ideas and materials.”

Completion of NISL Action Learning Projects

CERE further utilized the Implementation Survey to determine the extent to which NISL participants completed their Action Learning Projects (ALPs; See Figure 18); achieved their original vision (for those who completed it; See Figure 19); and had the time, resources, and skills necessary to implement it (See Figure 20).

Figure 18: ALP Progress (Year 1 N=2, Year 2 N=30, Year 3 N=6)
Respondents who finished their NISL training in Year 3 have made the most progress toward implementing their ALPs.

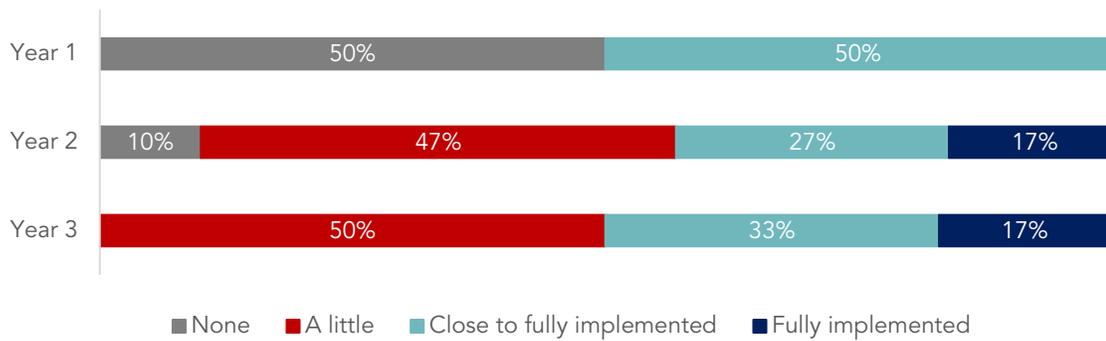


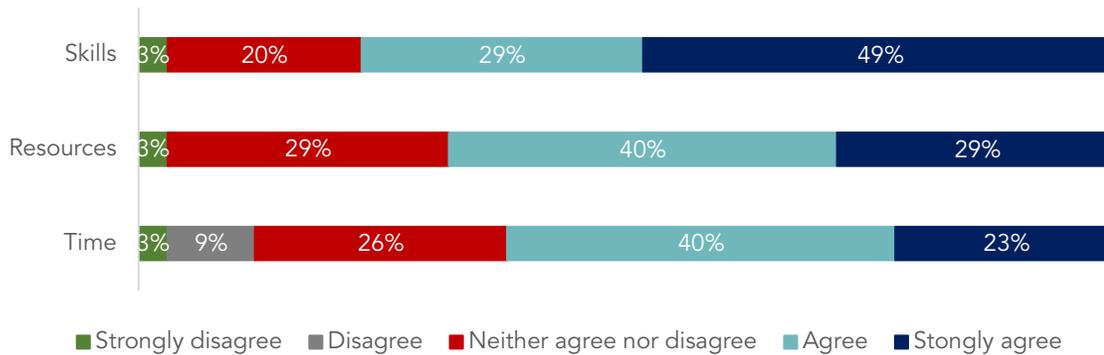
Figure 19: Vision Achievement by Those Who Fully Implemented their ALP (N=6)
All respondents who fully implemented their ALP agreed (somewhat or strongly) that they achieved their original vision.



100% of those who fully implemented their ALP achieved their original vision.

Figure 20: Time, Resources, and Skills to Complete ALP (N=35)

Roughly 2/3 or more of NISL participants indicated that they have the time, resources, and skills to complete their ALP.



Plans for Implementing ALPs in the Future



Continue working on strategic plan.



Revise and review, as needed.



Complete plan-specific steps required to fully implement.



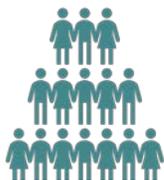
Some participants moved schools since developing the plan, so will not be able to contribute further, or plan to do so in their new school.

YEAR 3 ACTIVITIES

Summary

- The Specialized Early Childhood Training Program has led to an increased number of Pre-K endorsements and certificates of completion each year
- Boot Camp 2019 participants report that the sessions were highly useful.
- The majority of participants in The RACE Talk indicated that they gained knowledge and strategies, and had the skills necessary to share what they learned with others. Weeks later, slightly less than half began sharing what they learned.
- All Pre-K Behavior Management Best Practices participants found the training to be helpful in their role of Early Childhood Coach.
- All Oxford 2019 NISL cohort participants responded favorably regarding Day 5 activities.
- All NISL Superintendent Academy participants passed the course, developed an Action Learning Project (5-year plan) and are beginning to implement, assess, and refine them.

Boot Camp 2019



135 Pre-K teachers, assistant teachers, and principals (+35 for some, but not all days)



Belden, MS
Desoto County, MS
Jackson, MS
Hattiesburg, MS
Greenville, MS
Starkville, MS



June 17-22, 2019
and
June 24-28, 2019



MDE-developed daily surveys & end-of-program survey (response rates vary by day)

This is the fourth year of the project's "Boot Camp," an onsite training led by experts in their fields, presented live in some locations, and streamed to others. Evaluation consisted of daily surveys, which asked participants to rate each session (four per day, two in the morning, and two in the afternoon) on a 5-point rating scale (5=Most Useful to 1=Not Useful)⁶, and an end-of-program survey, which asked participants to indicate which five lessons were most helpful or impactful for their teaching practice, and which topics they would like to see offered in the future.

On the whole, participants report that the Boot Camp sessions were highly useful. At the six Boot Camp locations, the mean **daily session ratings** ranged from **2.79-2.99** (on a 3-point scale, where higher scores reflect a higher level of usefulness). Additionally, the vast majority of sessions received ratings of *Most Useful* by 85% or more of participants. See Appendix 6 for sessions where that was not the case.

Participants were highly satisfied with daily Boot Camp sessions.

Figures 21 and 22 illustrate the results of the end-of program survey, showing the most and least impactful lessons, as well as the new topics participants would most and least want to learn about in the future.

⁶As four of the rating options included some level of usefulness, CERE collapsed the three middle ratings into one (i.e. 3=Most Useful; 2=Very Useful, Useful, Somewhat Useful; 1=Not Useful). We labeled this collapsed rating *Useful*.

Figure 21: Lessons Rated Most and Least Helpful/Impactful (N=119)
Almost half of all participants reported *Stepping into STEM* as one of the five most helpful/impactful lessons.

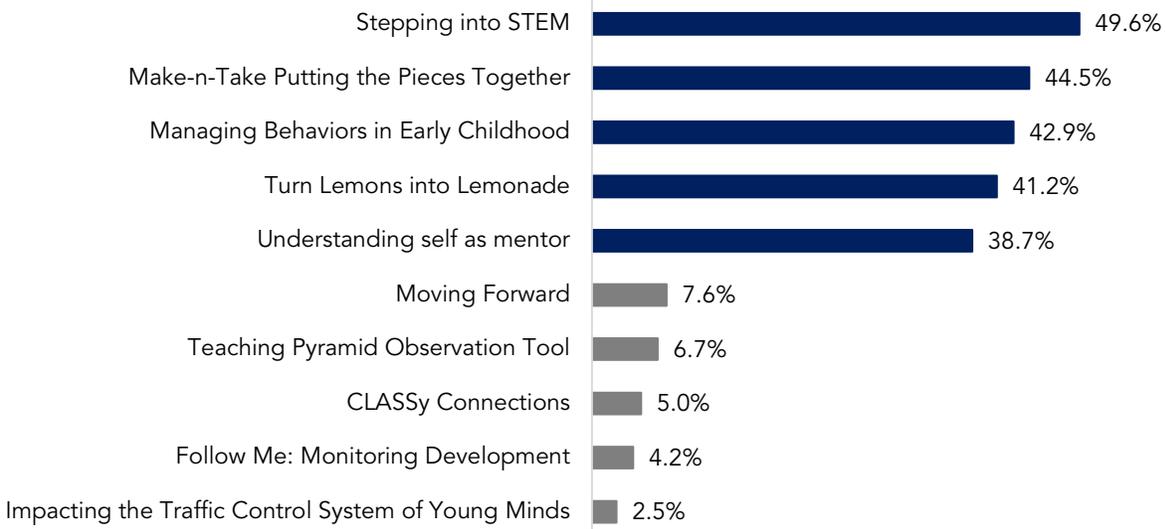
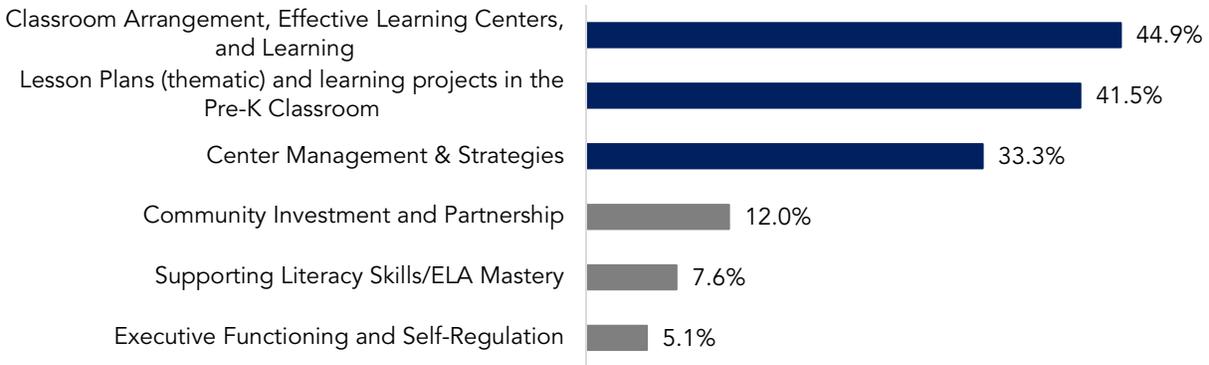


Figure 22: Topics Participants are most and least interested in learning in the future (N=118)
Almost half of all participants reported *Classroom Arrangement, Effective Learning Centers, and Learning*⁷ as a topic they'd like to see offered in the future.



For the most part, participants (regardless of role or location) rated sessions similarly, such that they agreed on the general level of impact of the sessions they participated in, as well as their interest in learning about certain new topics in the future. See Appendix 6 for sessions and suggested topics where that was not the case—where teachers and assistant teachers’ ratings, or one or more Boot Camp location’s ratings, differed greatly.

⁷Classroom Arrangement, Effective Learning Centers, and Learning Center Management & Strategies was intended to be one topic, but it was divided on two lines and several participants circled only one or the other, so we analyzed it as two different topics.

We compared participant ratings of the sessions by presenter and found no rating lower than 2.5 (on a 3-point scale where higher ratings reflect higher levels of usefulness). Additionally, we found no significant difference between sessions that were live (mean=2.93) versus streamed (mean=2.86).

The RACE Talk

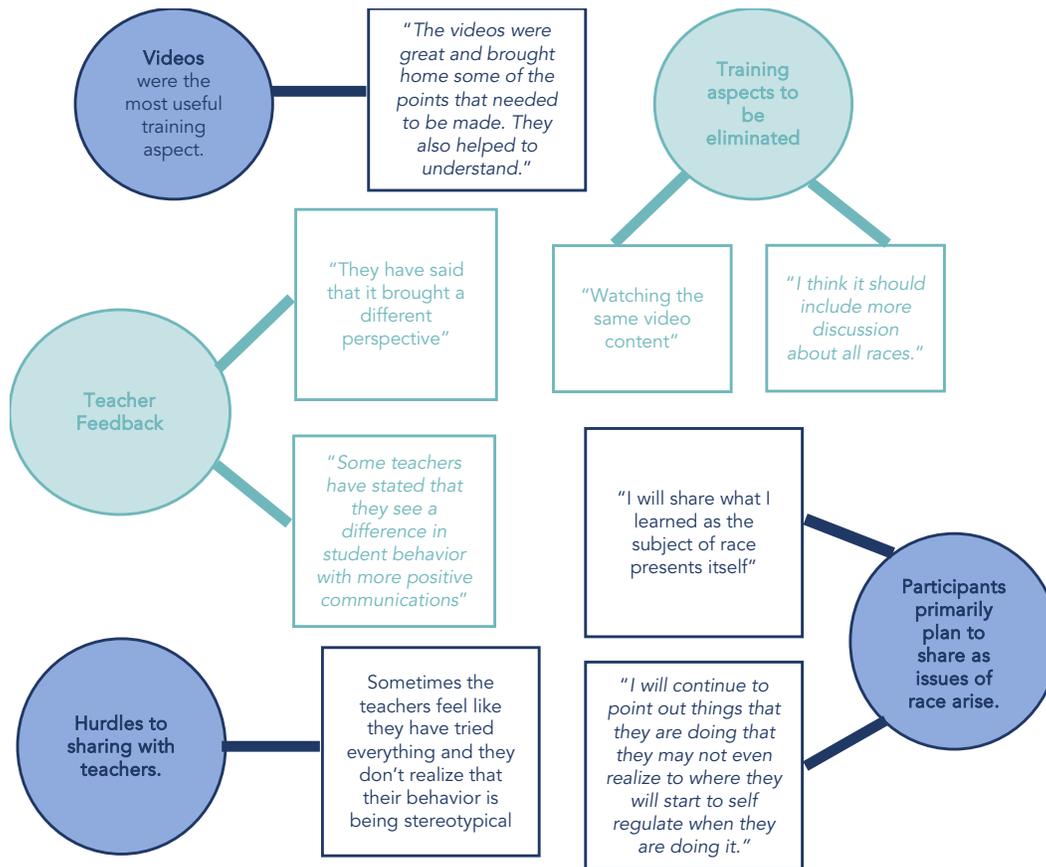
21 Early Childhood Coaches and other MDE employees

Jackson, MS

October 16, 2019

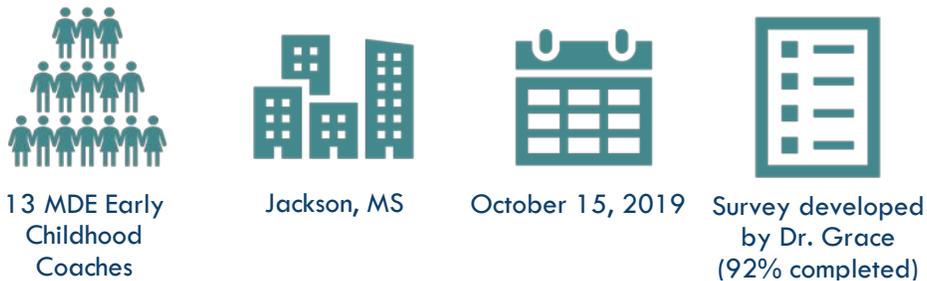
CERE-developed survey (95% completed) & follow-up survey (75% completed)

This one-day training focused on anti-bias practices in Pre-K classrooms. MDE expects the participants to share what they learned with other coaches and Pre-K teachers throughout the state. Quantitative, and some qualitative findings, are contained in the Evaluation Goals section above as they relate to project goals. Participants also provided the following qualitative responses.



Based on participants' responses to these open-ended questions, they found many training aspects to be useful, especially **videos, activities, and discussions** with other participants. They plan to continue sharing what they learned with teachers. No common themes arose from the few aspects participants felt should be left out of the training in the future, the feedback they've gotten from teachers, or the hurdles they've experienced in sharing the information with teachers.

Classroom Management Training

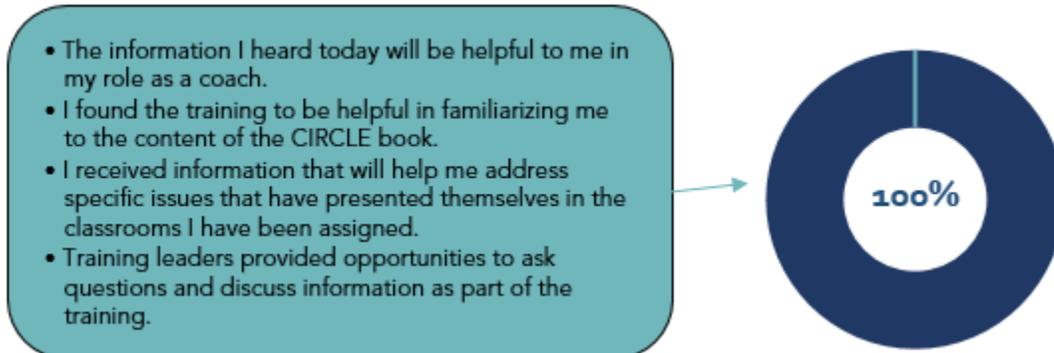


This training focused on best practices in behavior management in Pre-K classrooms. MDE expects the participants to utilize what they learned as they coach Pre-K teachers throughout the state.

Figure 23 illustrates participant responses to three survey items related to how helpful the training was. Participants responded on a five-point scale, with higher ratings reflecting a higher level of helpfulness.

Figure 23: Rating Frequencies (N=12)

All participants agreed (somewhat or strongly) that the training was helpful in their role of Early Childhood Coach, and were satisfied with the training components.



Oxford NISL Day 5



Over the course of the grant, we have reported on a number of NISL Early Childhood Executive Learning Institute cohorts. As of the last report (Interim Report, May 2019), all NISL Early Childhood cohorts were completed except one, which took place in Oxford, MS and ended in July 2019.

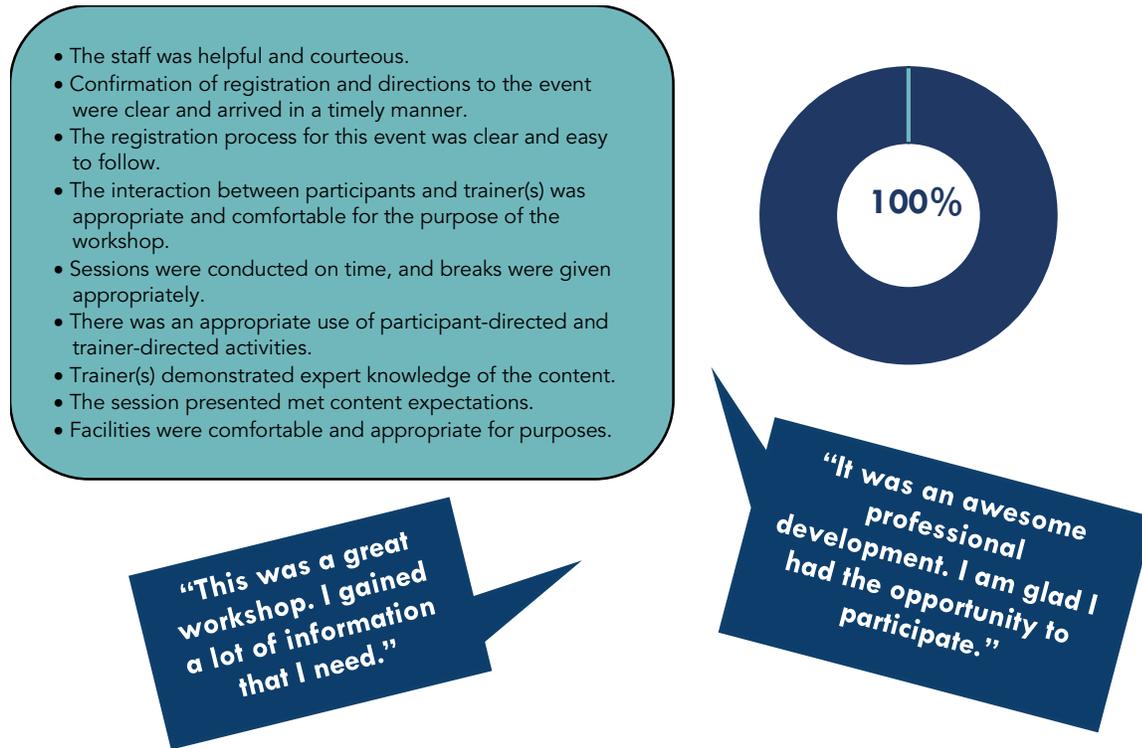
Evaluation for the first four days of the 2018-2019 Oxford cohort is available in the Interim Report. Figures 24 and 25 represent the results of the Day 5 daily ratings and the NMEC final day survey for this cohort. Both surveys included ratings on a 5-point scale, with higher ratings representing a higher level of agreement.

Figure 24: NISL Day 5 Daily Survey Rating Results (N=6)
All participants responded favorably (responded somewhat agree or strongly agree), overall, to Day 5.



Figure 25: NMEC Final Day Survey Rating Results—Oxford 2019 (N=3)

All respondents rated this session favorably (responded somewhat agree or strongly agree), overall.



NISL for Superintendents: Superintendent Academy



This executive development program, centered around (1) **The 9 Building Blocks for a World-Class Education System**, and (2) **NISL’s Dimensions of Leadership**. CERÉ did not conduct a formal evaluation of this training, as the training leaders determined that all participants learned the necessary skills and completed all necessary requirements (attendance, classroom participation, 5-year plans, etc.) to pass the course, and would, in fact, obtain six credit hours from William-Carey University if they apply for it. Academy leaders and peers provided feedback on the 5-year plans, and leaders will continue to follow up and provide feedback as participants implement, assess, and refine them.

CONCLUSIONS & RECOMMENDATIONS

Table 1 (above) illustrates the project's progress toward its 12 goals over the past three years. To accomplish these goals, the project provided a wealth of trainings for educators across a variety of roles throughout the state of Mississippi. Participants report very high levels of satisfaction with these trainings, as well as a high level of self-reported implementation of what they learned. Of great importance for future planning is the conclusion that higher levels of dosage (i.e. more training hours) resulted in a higher likelihood of implementing what they learned, a greater capacity to do so, and thus, a higher level of self-reported implementation. Above this, higher dosage also correlated with greater literacy gains among Pre-K students. Though we did not see similar gains for kindergarten students, identifying contextual issues that may impact these scores may allow for a more accurate analysis.

Key Findings



School participation in the project was linked with increased literacy gains for preschool, but not kindergarten students.



Data are not yet clear about the project's impact on instructional practice.



Educators say they are implementing what they learned during their training.



Maximizing school "dosage" – i.e. the number of days school personnel participate in the program – may be a key lever to influencing performance in future years.



The project met eight out of its 12 goals over the three-year project; they also partially met one, did not meet one, and four are progressing as intended.



Data suggest that Year 3 activities were well-regarded, and that there have been positive gains in the number of Pre-K endorsements and certificates.

RECOMMENDATIONS

Based on these findings, the evaluation team suggests it may be useful for the project team, and their funders, to consider the following recommendations.

1. **Continue implementation:** The project resulted in positive feedback and high self-reported levels of implementation for training participants. Additionally, Pre-K students of participating schools showed a significant increase in literacy scores. For these reasons, there is data to suggest that continued implementation will further support literacy development across the state.
2. **Consider ways to maximize participation across schools, and encourage high-intensity participation:** Our analysis showed that number of training hours positively impacted participants' likelihood of implementing what they learned, perceived capacity to do so, and self-reported level of implementation. Higher number of training hours also positively impacted literacy gains among Pre-K students. It would be useful for the program team to explore strategies for (1) boosting the number of participants from each school, and (2) adapting program design so that participants are engaged in "high intensity" activities, such as the Boot Camp.
3. **Further explore why we did not observe positive literacy effects for kindergarten students:** Unmeasured factors, such as socioeconomic status, may dwarf actual student gains. Taking these factors into consideration could reveal previously unobserved gains. It is recommended that the program team work with the evaluation team design future evaluation efforts so that we can better understand how to best support literacy gains for kindergarten—as well as Pre-K—students.
4. **Review project training elements to ensure they are in line with critical features of high quality professional development².** Prior research on effective professional development (PD) suggests there are a number of critical 'design elements' common across PD programs that enhance student learning. Key factors include (1) maximizing 'dosage,' so that educators spend at least 15 hours in training³; (2) ensuring that leaders attend workshops alongside educators, and (3) ensuring that educators have opportunities to practice—and obtain feedback—on what they learned during the professional development training. Applied to the context of this project, we see opportunities for the project team to:
 - a. Encourage participants to attend multiple trainings and/or offer more multi-day trainings.
 - b. Encourage schools and districts to send cohorts of individuals of various roles to trainings, when appropriate.

- c. Provide ongoing opportunities for practice and feedback of what participants learned in trainings.
5. **Work with evaluation team to expand access to CLASS data so we can more confidently report on changes in quality of instructional practice:** We require a much larger sample size in order to determine the effectiveness of this project on the longer-term goal of improving schools' implementation of provide high-quality, research based early childhood education. To be able to confidently report on changes in instructional practice, we recommend the project team work with school districts to gain permissions to access CLASS data.

APPENDIXES

APPENDIX 1: Statistical Results for Implementation Survey

Table 3: Asymptotic Significances of Role Differences for Total Prospect

	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.
Teacher-Admin	24.382	8.790	2.774	.006	.017*
Teacher-Other	-.003	18.491	-.000	1.000	1.000
Other-Admin	24.378	19.310	1.262	.207	.620

*p<.05

Table 4: Asymptotic Significances of Role Differences for Capacity

	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.
Teacher-Admin	24.811	8.687	2.856	.004	0.13*
Teacher-Other	-8.889	18.274	-.486	.627	1.000
Other-Admin	15.992	19.085	.834	.404	1.000

*p<.05

Table 5: Independent Sample T-Tests: Implementation by Participation in High Intensity Training

Level	Equal variances assumed	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Level	Equal variances assumed	2.942	.088	.406	251	.685	.055	.137	-.213	.324
	Equal variances not assumed			.394	194.244	.694	.055	.141	-.222	.333
Total Prospect	Equal variances assumed	1.737	.189	.930	259	.353	.08883	.09554	-.09930	.27697
	Equal variances not assumed			.919	214.204	.359	.08883	.09665	-.10167	.27934

Attitudes	Equal variances assumed	.029	.864	.412	257	.681	.04777	.11605	-.18077	.27630
	Equal variances not assumed			.416	228.652	.678	.04777	.11487	-.17857	.27411
Norms	Equal variances assumed	.005	.942	-.374	258	.709	-.04167	.11155	-.26133	.17800
	Equal variances not assumed			-.370	212.854	.712	-.04167	.11272	-.26386	.18053
Capacity	Equal variances assumed	4.202	.041	1.858	259	.064	.19631	.10568	-.01180	.40441
	Equal variances not assumed			1.821	207.722	.070	.19631	.10778	-.01619	.40880
Emotional Support Strategies	Equal variances assumed	.835	.362	.548	176	.584	.05094	.09297	-.13255	.23442
	Equal variances not assumed			.553	162.186	.581	.05094	.09215	-.13103	.23290
Classroom Organization Strategies	Equal variances assumed	6.673	.011	1.489	189	.138	.34774	.23352	-.11290	.80839
	Equal variances not assumed			1.266	84.179	.209	.34774	.27475	-.19861	.89410
Instructional Support Strategies	Equal variances assumed	15.706	.000	2.061	183	.041	.43735	.21217	.01874	.85596
	Equal variances not assumed			1.757	81.511	.083	.43735	.24896	-.05796	.93266
All Strategies	Equal variances assumed	9.901	.002	1.963	142	.052	1.06241	.54109	-.00722	2.13205
	Equal variances not assumed			1.703	63.774	.093	1.06241	.62387	-.18400	2.30883

Table 6: Independent Sample T-Tests: Implementation by Participation in Coaching-Type Training

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Level	Equal variances assumed	.170	.680	1.006	251	.315	.539	.536	-.517	1.595
	Equal variances not assumed			1.115	3.120	.343	.539	.483	-.966	2.045
Total Prospect	Equal variances assumed	.052	.820	.103	259	.918	.03933	.38199	-.71288	.79154
	Equal variances not assumed			.106	3.100	.922	.03933	.37180	-1.12269	1.20135
Attitudes	Equal variances assumed	5.551	.019	-1.509	257	.133	-.69314	.45947	-1.59795	.21168
	Equal variances not assumed			-.731	3.021	.517	-.69314	.94814	-3.69869	2.31242
Norms	Equal variances assumed	.264	.607	-.163	258	.871	-.07227	.44411	-.94681	.80228
	Equal variances not assumed			-.175	3.110	.872	-.07227	.41195	-1.35735	1.21282
Capacity	Equal variances assumed	.347	.556	.852	259	.395	.36122	.42405	-.47381	1.19625
	Equal variances not assumed			1.231	3.203	.301	.36122	.29344	-.54004	1.26248
Emotional Support Strategies	Equal variances assumed	2.231	.137	.707	176	.481	.21839	.30898	-.39140	.82818
	Equal variances not assumed			4.675	173.000	.000	.21839	.04672	.12618	.31060

Class Organization Strategies	Equal variances assumed	.028	.868	.013	189	.989	.01241	.92855	-1.81924	1.84407
	Equal variances not assumed			.035	2.522	.975	.01241	.35324	-1.24249	1.26731
Instructional Support Strategies	Equal variances assumed	.539	.464	.375	183	.708	.31319	.83564	-1.33554	1.96192
	Equal variances not assumed			2.927	181.000	.004	.31319	.10700	.10206	.52431
All Strategies	Equal variances assumed	.388	.534	.393	142	.695	.90845	2.31417	-3.66623	5.48314
	Equal variances not assumed			3.319	141.000	.001	.90845	.27369	.36738	1.44952

Table 7: Descriptive Statistics of Outcome Variables: Total Pool

	N	Minimum	Maximum	Mean	Std. Deviation
Total Level	256	1	5	3.71	1.06
Prospect	263	1	5	4.17	0.75
Attitudes	261	1	5	4.43	0.91
Norms	262	1	5	4.07	0.88
Capacity	263	1	5	4.15	0.84
Emotional Support Strategies	180	25	30	29.79	0.61
Classroom Organization Strategies	193	2	22	21.66	1.58
Instructional Support Strategies	188	6	20	19.70	1.42
All Strategies	145	38	72	71.11	3.23
ALP Progress	46	1	4	2.48	0.86
Completed ALP Vision	6	4	5	4.50	0.55
Completed ALP Time	6	4	5	4.50	0.55
Completed ALP Resources	6	4	5	4.50	0.55
Completed ALP Skills	6	4	5	4.50	0.55
Not Completed ALP Time	38	1	5	3.55	0.92
Not Completed ALP Resources	38	1	5	3.74	0.89
Not Completed ALP Skills	38	1	5	4.00	0.96
Valid N (listwise)	0				

Table 8: Descriptive Statistics of Outcome Variables: Administrators

	N	Minimum	Maximum	Mean	Std. Deviation
Total Level	52	2	5	3.79	0.89
Prospect	53	3	5	4.48	0.45
Attitudes	52	3	5	4.62	0.53
Norms	52	3	5	4.39	0.58
Capacity	53	3	5	4.48	0.53
Emotional Support Strategies	33	28	30	29.91	0.38
Classroom Organization Strategies	43	20	22	21.84	0.48
Instructional Support Strategies	41	15	20	19.88	0.78
All Strategies	27	70	72	71.74	0.59
ALP Progress	24	1	4	2.54	0.83
Completed ALP Vision	3	4	4	4.00	0.00
Completed ALP Time	3	4	5	4.33	0.58
Completed ALP Resources	3	4	4	4.00	0.00
Completed ALP Skills	3	4	4	4.00	0.00
Not Completed ALP Time	20	2	5	3.65	0.88
Not Completed ALP Resources	20	3	5	3.80	0.77
Not Completed ALP Skills	20	3	5	4.00	0.79
Valid N (listwise)	0				

Table 9: Descriptive Statistics of Outcome Variables: Teachers

	N	Minimum	Maximum	Mean	Std. Deviation
Total Level	124	1	5	3.81	1.02
Prospect	124	1	5	4.15	0.73
Attitudes	123	1	5	4.44	0.85
Norms	124	2	5	4.10	0.81
Capacity	124	1	5	4.09	0.84
Emotional Support Strategies	102	25	30	29.73	0.73
Classroom Organization Strategies	105	17	22	21.66	0.86
Instructional Support Strategies	102	11	20	19.69	1.24
All Strategies	85	59	72	71.11	2.07
ALP Progress	9	1	3	2.11	0.78
Completed ALP Vision	0				
Completed ALP Time	0				
Completed ALP Resources	0				
Completed ALP Skills	0				
Not Completed ALP Time	9	1	5	3.22	1.20
Not Completed ALP Resources	9	1	5	3.56	1.13
Not Completed ALP Skills	9	1	5	3.89	1.36
Valid N (listwise)	0				

Table 10: Descriptive Statistics of Outcome Variables: Other Roles

	N	Minimum	Maximum	Mean	Std. Deviation
Total Level	9	1	5	3.67	1.41
Prospect	9	3	5	4.17	0.73
Attitudes	9	2	5	4.33	1.00
Norms	9	1	5	3.89	1.17
Capacity	9	3	5	4.30	0.63
Emotional Support Strategies	6	29	30	29.67	0.52
Classroom Organization Strategies	7	21	22	21.86	0.38
Instructional Support Strategies	7	19	20	19.71	0.49
All Strategies	6	70	72	71.50	0.84
ALP Progress	4	2	4	3.00	1.15
Completed ALP Vision	2	5	5	5.00	0.00
Completed ALP Time	2	4	5	4.50	0.71
Completed ALP Resources	2	5	5	5.00	0.00
Completed ALP Skills	2	5	5	5.00	0.00
Not Completed ALP Time	1	3	3	3.00	
Not Completed ALP Resources	1	3	3	3.00	
Not Completed ALP Skills	1	3	3	3.00	
Valid N (listwise)	0				

Table 11: Descriptive Statistics of Outcome Variables: Jackson

	N	Minimum	Maximum	Mean	Std. Deviation
Total Level	22	1	5	3.95	1.09
Prospect	22	2	5	4.10	0.64
Attitudes	21	2	5	4.29	0.78
Norms	22	1	5	3.95	0.91
Capacity	22	2	5	4.14	0.60
Emotional Support Strategies	12	29	30	29.83	0.39
Classroom Organization Strategies	14	17	22	21.43	1.40
Instructional Support Strategies	15	13	20	19.47	1.81
All Strategies	11	59	72	70.45	3.86
ALP Progress	3	1	3	2.33	1.15
Completed ALP Vision	0				
Completed ALP Time	0				
Completed ALP Resources	0				
Completed ALP Skills	0				
Not Completed ALP Time	3	3	3	3.00	0.00
Not Completed ALP Resources	3	3	4	3.33	0.58
Not Completed ALP Skills	3	3	5	3.67	1.15
Valid N (listwise)	0				

Table 12: Descriptive Statistics of Outcome Variables: Biloxi

	N	Minimum	Maximum	Mean	Std. Deviation
Total Level	6	1	4	2.83	1.17
Prospect	6	4	5	4.53	0.22
Attitudes	6	4	5	4.67	0.52
Norms	6	4	5	4.42	0.20
Capacity	6	4	5	4.56	0.34
Emotional Support Strategies	4	29	30	29.75	0.50
Classroom Organization Strategies	4	21	22	21.75	0.50
Instructional Support Strategies	4	19	20	19.75	0.50
All Strategies	4	69	72	71.25	1.50
ALP Progress	2	2	3	2.50	0.71
Completed ALP Vision	0				
Completed ALP Time	0				
Completed ALP Resources	0				
Completed ALP Skills	0				
Not Completed ALP Time	2	3	4	3.50	0.71
Not Completed ALP Resources	2	3	4	3.50	0.71
Not Completed ALP Skills	2	5	5	5.00	0.00
Valid N (listwise)	0				

Table 13: Descriptive Statistics of Outcome Variables: Sunflower

	N	Minimum	Maximum	Mean	Std. Deviation
Total Level	6	2	5	4.00	1.26
Prospect	7	1	5	4.17	1.27
Attitudes	7	1	5	4.43	1.51
Norms	7	2	5	4.07	1.27
Capacity	7	1	5	4.14	1.27
Emotional Support Strategies	5	30	30	30.00	0.00
Classroom Organization Strategies	6	21	22	21.83	0.41
Instructional Support Strategies	5	20	20	20.00	0.00
All Strategies	5	72	72	72.00	0.00
ALP Progress	2	1	3	2.00	1.41
Completed ALP Vision	0				
Completed ALP Time	0				
Completed ALP Resources	0				
Completed ALP Skills	0				
Not Completed ALP Time	2	5	5	5.00	0.00
Not Completed ALP Resources	2	5	5	5.00	0.00
Not Completed ALP Skills	2	5	5	5.00	0.00
Valid N (listwise)	0				

Table 14: Descriptive Statistics of Outcome Variables: Participated in High Intensity Training

	N	Minimum	Maximum	Mean	Std. Deviation
Total Level	151	1	5	3.74	1.00
Prospect	46	1	4	2.48	0.86
Attitudes	6	4	5	4.50	0.55
Norms	6	4	5	4.50	0.55
Capacity	6	4	5	4.50	0.55
Emotional Support Strategies	6	4	5	4.50	0.55
Classroom Organization Strategies	38	1	5	3.55	0.92
Instructional Support Strategies	38	1	5	3.74	0.89
All Strategies	38	1	5	4.00	0.96
ALP Progress	156	1	5	4.21	0.74
Completed ALP Vision	155	1	5	4.45	0.93
Completed ALP Time	156	1	5	4.05	0.86
Completed ALP Resources	156	1	5	4.22	0.80
Completed ALP Skills	104	25	30	29.81	0.62
Not Completed ALP Time	113	18	22	21.80	0.61
Not Completed ALP Resources	109	16	20	19.87	0.53
Not Completed ALP Skills	83	67	72	71.55	0.99
Valid N (listwise)	0				

Table 15: Descriptive Statistics of Outcome Variables: Did Not Participate in High Intensity Training

	N	Minimum	Maximum	Mean	Std. Deviation
Total Level	102	1	5	3.69	1.16
Prospect	0				
Attitudes	0				
Norms	0				
Capacity	0				
Emotional Support Strategies	0				
Classroom Organization Strategies	0				
Instructional Support Strategies	0				
All Strategies	0				
ALP Progress	105	1	5	4.12	0.78
Completed ALP Vision	104	1	5	4.40	0.89
Completed ALP Time	104	1	5	4.10	0.91
Completed ALP Resources	105	1	5	4.03	0.89
Completed ALP Skills	74	27	30	29.76	0.59
Not Completed ALP Time	78	2	22	21.45	2.37
Not Completed ALP Resources	76	6	20	19.43	2.12
Not Completed ALP Skills	61	38	72	70.49	4.80
Valid N (listwise)	0				

Table 16: Descriptive Statistics of Outcome Variables: Participated in Coaching-Type Training

	N	Minimum	Maximum	Mean	Std. Deviation
Total Level	4	3	5	4.25	0.96
Prospect	1	1	1	1.00	
Attitudes	0				
Norms	0				
Capacity	0				
Emotional Support Strategies	0				
Classroom Organization Strategies	1	1	1	1.00	
Instructional Support Strategies	1	1	1	1.00	
All Strategies	1	1	1	1.00	
ALP Progress	4	4	5	4.21	0.74
Completed ALP Vision	4	1	5	3.75	1.89
Completed ALP Time	4	3	5	4.00	0.82
Completed ALP Resources	4	4	5	4.50	0.58
Completed ALP Skills	4	30	30	30.00	0.00
Not Completed ALP Time	3	21	22	21.67	0.58
Not Completed ALP Resources	3	20	20	20.00	0.00
Not Completed ALP Skills	2	72	72	72.00	0.00
Valid N (listwise)	0				

Table 17: Descriptive Statistics of Outcome Variables: Did Not Participate in Coaching-Type Training

	N	Minimum	Maximum	Mean	Std. Deviation
Total Level	249	1	5	3.71	1.06
Prospect	45	1	4	2.51	0.84
Attitudes	6	4	5	4.50	0.55
Norms	6	4	5	4.50	0.55
Capacity	6	4	5	4.50	0.55
Emotional Support Strategies	6	4	5	4.50	0.55
Classroom Organization Strategies	37	2	5	3.62	0.83
Instructional Support Strategies	37	3	5	3.81	0.78
All Strategies	37	3	5	4.08	0.83
ALP Progress	257	1	5	4.17	0.76
Completed ALP Vision	255	1	5	4.44	0.89
Completed ALP Time	256	1	5	4.07	0.88
Completed ALP Resources	257	1	5	4.14	0.84
Completed ALP Skills	174	25	30	29.78	0.62
Not Completed ALP Time	188	2	22	21.65	1.60
Not Completed ALP Resources	182	6	20	19.69	1.44
Not Completed ALP Skills	142	38	72	71.09	3.26
Valid N (listwise)	0				

Table 18: Fisher's Exact Test for Hurdles by Role

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	.836 ^a	2	.658	.667		
Likelihood Ratio	.828	2	.661	.667		
Fisher's Exact Test	.903			.667		
Linear-by-Linear Association	.002 ^b	1	.967	1.000	.541	.114
N of Valid Cases	175					

^a 1 cell (16.7%) have expected count less than 5. The minimum expected count is 3.86.

^bThe standardized statistic is 0.41.

Table 19: Fisher's Exact Test for Hurdles by Target Location

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	1.244 ^a	3	.743	.798		
Likelihood Ratio	1.279	3	.734	.798		
Fisher's Exact Test	1.343			.768		
Linear-by-Linear Association	1.207 ^b	1	.272	.291	.156	.037
N of Valid Cases	216					

^a 4 cells (50.0%) have expected count less than 5. The minimum expected count is 2.20.

^bThe standardized statistic is 1.099.

Table 20: Multiple Regression Analysis: Impact of Educator Role, Educator Degree, and Training Days on Implementation Level (Model Summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.042 ^a	.002	-.006	1.067	.002	.221	2	250	.802
2	.042 ^b	.002	-.010	1.069	.000	.003	1	249	.960
3	.167 ^c	.028	.012	1.057	.026	6.628	1	248	.011*

^aPredictors: (Constant), Admin, Teacher

^bPredictors: (Constant), Admin, Teacher, Degree

^cPredictors: (Constant), Admin, Teacher, Degree, Training Days

*p<.05

Table 21: Multiple Regression Analysis: Impact of Educator Role, Educator Degree, and Training Days on Implementation Level (Coefficients)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	3.713	.069		53.907	.000
	Teacher	.197	.329	.038	.598	.551
	Admin	-.212	.758	-.018	-.281	.779
2	(Constant)	3.709	.097		38.243	.000
	Teacher	.196	.330	.038	.593	.554
	Admin	-.216	.762	-.018	-.283	.777
	Degree	.007	.135	.003	.050	.960
3	(Constant)	3.469	.134		25.911	.000
	Teacher	.207	.326	.040	.633	.527
	Admin	-.218	.754	-.018	-.289	.773
	Degree	.051	.135	.024	.375	.708
	Training Days	.033	.013	.163	2.575	.011*

*p<.05

Table 22: Multiple Regression Analysis: Impact of Educator Role, Educator Degree, and Training Days on Implementation Level (Excluded Variables)

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics	
					Tolerance	
1	Degree	.003 ^b	.050	.960	.003	.990
	Training Days	.160 ^b	2.552	.011	.160	1.000
2	Training Days	.163 ^c	2.575	.011	.161	.984

^aDependent Variable: Implementation Level

^bPredictors in the Model: (Constant), Admin, Teacher

^cPredictors in the Model: (Constant), Admin, Teacher, Degree

Table 23: Mean Implementation Scores: Total Pool

Respondents report high levels of implementation in general, and across all strategy types.

Construct	N	Minimum	Maximum	Mean	Standard Deviation
Implementation Level	256	1	5	3.71	1.06
Emotional Support	180	25	30	29.79	0.61
Classroom Organization	193	2	22	21.66	1.58
Instructional Support	188	6	20	19.70	1.42
Total Strategies	145	38	72	71.11	3.23

Table 24: Mean Implementation Scores: By Role

Respondents serving each type of role report high levels of implementation in general, and across all strategy types.

Construct	N	Minimum	Maximum	Mean	Standard Deviation
Administrator					
Implementation Level	52	2	5	3.79	0.89
Emotional Support	33	28	30	29.91	0.38
Classroom Organization	43	20	22	21.84	0.48
Instructional Support	41	15	20	19.88	0.78
Total Strategies	27	70	72	71.74	0.59
Teacher					
Implementation Level	124	1	5	3.81	1.02
Emotional Support	102	25	30	29.73	0.73
Classroom Organization	105	17	22	21.66	0.86
Instructional Support	102	11	20	19.69	1.24
Total Strategies	85	59	72	71.11	2.07
Other					
Implementation Level	9	1	5	3.67	1.41
Emotional Support	6	29	30	29.67	0.52
Classroom Organization	7	21	22	21.86	0.38
Instructional Support	7	19	20	19.71	0.49
Total Strategies	6	70	72	71.50	0.84

Table 25: Mean Implementation Scores: By Target Location

Respondents from Biloxi report lower levels of implementation in general, but use a similar level of best practice strategies, compared to the other target locations.

Construct	N	Minimum	Maximum	Mean	Standard Deviation
Jackson					
Implementation Level	22	1	5	3.95	1.09
Emotional Support	12	29	30	29.83	0.39
Classroom Organization	14	17	22	21.43	1.40
Instructional Support	15	13	20	19.47	1.81
Total Strategies	11	59	72	70.45	3.86
Biloxi					
Implementation Level	6	1	4	2.83	1.17
Emotional Support	4	29	30	29.75	0.50
Classroom Organization	4	21	22	21.75	0.50
Instructional Support	4	19	20	19.75	0.50
Total Strategies	4	69	72	71.25	1.50
Sunflower Co.					
Implementation Level	6	2	5	4.00	1.26
Emotional Support	5	30	30	30.00	0.00
Classroom Organization	6	21	22	21.83	0.41
Instructional Support	5	20	20	20.00	0.00
Total Strategies	5	72	72	72.00	0.00

Table 26: Mean Implementation Scores: By Participation in High Intensity Training

Respondents reported high levels of implementation in general, and across all strategy types, regardless of whether they participated in high intensity training.

Construct	N	Minimum	Maximum	Mean	Standard Deviation
Participated in High Intensity Training					
Implementation Level	151	1	5	3.74	1.00
Emotional Support	104	25	30	29.81	0.62
Classroom Organization	113	18	22	21.80	0.61
Instructional Support	109	16	20	19.87	0.53
Total Strategies	83	67	72	71.55	0.99
No Participation in High Intensity Training					
Implementation Level	102	1	5	3.69	1.16
Emotional Support	74	27	30	29.76	0.59
Classroom Organization	78	2	22	21.45	2.37
Instructional Support	76	6	20	19.43	2.12
Total Strategies	61	38	72	70.49	4.80

Table 27: Mean Implementation Scores: By Participation in Coaching

Respondents reported high levels of implementation in general, and across all strategy types, regardless of whether they participated in coaching training.

Construct	N	Minimum	Maximum	Mean	Standard Deviation
Participation in Coaching Training					
Implementation Level	4	3	5	4.25	0.96
Emotional Support	4	30	30	30.00	0.00
Classroom Organization	3	21	22	21.67	0.58
Instructional Support	3	20	20	20.00	0.00
Total Strategies	2	72	72	72.00	0.00
No Participation in Coaching Training					
Implementation Level	249	1	5	3.71	1.06
Emotional Support	174	25	30	29.78	0.62
Classroom Organization	188	2	22	21.65	1.60
Instructional Support	182	6	20	19.69	1.44
Total Strategies	142	38	72	71.09	3.26

Table 28: Mean Capacity Scores

Respondents report high levels of capacity to implement what they learned through the project's trainings.

Group	N	Minimum	Maximum	Mean	Standard Deviation
Total Pool	263	1	5	4.15	0.84
Role					
Administrator	53	3	5	4.48	0.53
Teacher	124	1	5	4.09	0.84
Other	9	3	5	4.30	0.63
Target Location					
Jackson	22	2	5	4.14	0.60
Biloxi	6	4	5	4.56	0.34
Sunflower County	7	1	5	4.14	1.27
High Intensity					
High Intensity Training	6	4	5	4.50	0.55
No High Intensity Training	105	1	5	4.03	0.89
Coaching					
Coaching-Type Training	4	4	5	4.50	0.58
No Coaching-Type Training	257	1	5	4.14	0.84

Table 29: Mean Implementation Likelihood Scores

Respondents report high likelihood that they will implement what they learned through the project's trainings.

Group	N	Minimum	Maximum	Mean	Standard Deviation
Total Pool	263	1	5	4.17	0.75
Role					
Administrator	53	3	5	4.48	0.45
Teacher	124	1	5	4.15	0.73
Other	9	3	5	4.17	0.73
Target Location					
Jackson	22	2	5	4.10	0.64
Biloxi	6	4	5	4.53	0.22
Sunflower County	7	1	5	4.17	1.27
High Intensity					
High Intensity Training	156	1	5	4.21	0.74
No High Intensity Training	105	1	5	4.12	0.78
Coaching					
Coaching-Type Training	4	4	5	4.21	0.74
No Coaching-Type Training	257	1	5	4.17	0.76

Table 30: Mean Attitude Scores

Respondents report a belief that student learning outcomes will improve if they implement what they learned through the project’s trainings.

Group	N	Minimum	Maximum	Mean	Standard Deviation
Total Pool	261	1	5	4.43	0.91
Role					
Administrator	52	3	5	4.62	0.53
Teacher	123	1	5	4.44	0.85
Other	9	2	5	4.33	1.00
Target Location					
Jackson	21	2	5	4.29	0.78
Biloxi	6	4	5	4.67	0.52
Sunflower County	7	1	5	4.43	1.51
High Intensity					
High Intensity Training	155	1	5	4.45	0.93
No High Intensity Training	104	1	5	4.40	0.89
Coaching					
Coaching-Type Training	4	1	5	3.75	1.89
No Coaching-Type Training	255	1	5	4.44	0.89

Table 31: Mean School Norms Scores

Respondents report high norms regarding school implementation of what participants learned through the project's trainings.

Group	N	Minimum	Maximum	Mean	Standard Deviation
Total Pool	262	1	5	4.07	0.88
Role					
Administrator	52	3	5	4.39	0.58
Teacher	124	2	5	4.10	0.81
Other	9	1	5	3.89	1.17
Target Location					
Jackson	22	1	5	3.95	0.91
Biloxi	6	4	5	4.42	0.20
Sunflower County	7	2	5	4.07	1.27
High Intensity					
High Intensity Training	156	1	5	4.05	0.86
No High Intensity Training	104	1	5	4.10	0.91
Coaching					
Coaching-Type Training	4	3	5	4.00	0.82
No Coaching-Type Training	256	1	5	4.07	0.88

Table 32: Kruskal-Wallis Analysis of Implementation by Role (Teacher, Administrator, Other)

	Level	Total Prospect	Attitudes	Norms	Capacity	Emotional Support Strategies	Class Organization Strategies	Instructional Support Strategies	All Strategies
Chi-Square	.201	7.853	.849	5.200	8.164	3.689	1.346	5.024	1.776
df	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.904	.020*	.654	.074	.017*	.158	.510	.081	.411

*p<.05

Table 33: Kruskal-Wallis Analysis of Implementation by Role (Teacher, Administrator, Other) for Target Locations

	Level	Total Prospect	Attitudes	Norms	Capacity	Emotional Support Strategies	Class Organization Strategies	Instructional Support Strategies	All Strategies
Chi-Square	4.320	4.192	3.026	2.269	4.038	1.204	.142	1.156	2.151
df	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.115	.123	.220	.322	.133	.548	.932	.561	.341

*p<.05

Table 34: Implementation Correlations by Number of Training Days

		Number of Training Days	Level	Total Prospect	Attitudes	Norms	Capacity	Emotional Support Strategies	Classroom Organization Strategies	Instructional Support Strategies	All Strategies
Number of Training Days	Pearson Correlation	1	.138*	.159*	.087	.054	.180**	.105	.078	.116	.135
	Sig. (2-tailed)		.026	.011	.163	.382	.004	.162	.286	.116	.107
	N	295	261	253	259	260	261	178	191	185	144

*p<.05

**p<.01

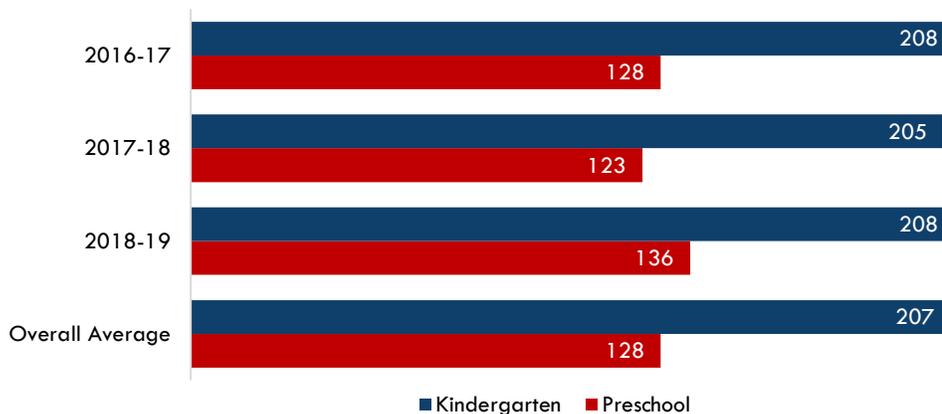
Table 35: Linear Regression Analysis of Attitudes, Norms, and Capacity by Implementation Level

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
¹ (Constant)	69.307	1.583		43.774	.000					
Attitudes	-.254	.395	-.072	-.642	.522	.048	-.055	-.054	.560	1.786
Norms	.801	.504	.209	1.590	.114	.145	.134	.134	.409	2.443
Capacity	-.099	.483	-.025	-.206	.837	.083	-.017	-.017	.471	2.124

APPENDIX 2: Statistical Results for Outcome Analysis

We compiled Mississippi Kindergarten Readiness Test (MKAS) scores for both kindergarten and preschool students as a measure of student literacy. The amount a student's MKAS score changed between fall and spring indicated their literacy improvement.

Figure 26: Average change in MKAS score between the fall and spring semester
Kindergarten students experienced greater literacy gains than preschool students.



Kindergarten N ranged between 400-407

Preschool N ranged between 171-218

Information about the number of individuals from each school who participated in the following activities were gathered:

- Bootcamp
- NISL
- Online coaching
- Multiday, high-intensity training
- District training

In addition, from each school, we collected data concerning:

- The number of total days any individuals participated in any activity related to the project
- The number of days administration staff participated in any activity related to the project
- The number of days educators participated in any activity related to the project
- The number of unique individuals from each school who participated in any activity related to the project

We did not find the number of days that administrators participated in activities to contribute significantly in any way, likely because of the relatively few days they participated compared to the teachers and other educators. Although the total days that teachers and other educators participated in activities did significantly predict students’ literacy gains, it did not add anything beyond the information gained by using the total days anyone at the school participated. For that reason, we did not present the results here. The number of unique individuals who participated from each school likewise did not significantly add any to the results, though it is highly correlated to the number of days individuals participated in the program. For this reason, we used the number of days individuals participated in project activities as the sole indicator of the strength of implementation at any given school

We determined the effectiveness of the project by comparing an increase in implementation to an increase in students’ literacy scores. We ran multiple regressions to determine the amount of variation in students’ literacy scores due to implementation while controlling for both the school size and the percent of students who were minorities.

A school’s average preschool literacy score increased with an increase in the number of days the school’s educators participated in the project activities. The size of the school, however, is a stronger predictor of literacy. The larger the school, the lower its average preschool literacy score (see Table 36).

Table 36: Multiple regression predicting change in preschool MKAS score
The number of training days and the number of students in a school are important predictors of preschool literacy.

Variable	B	Beta	t value	p value
Intercept	139.70	122.21	10.41	< .001
Total Training Days	.40	7.91	2.76	.006
Number of Students in School	-.07	-15.38	4.05	< .001
Percent of Minority Students	.16	5.33	1.36	.176

$F(3, 188) = 8.94, p < .001, R^2 = 0.12$

For kindergarten students, the only measured factor related to their literacy is the percent of students at their school who are from underrepresented groups (minority students). This may relate to other factors, such as their family’s socioeconomic status (see Table 37).

Table 37: Multiple regression predicting change in kindergarten MKAS score

There is no evidence that the project contributed to a change in kindergarten literacy; however, the percent of minority students at the school was a significant predictor.

Variable	B	Beta	t value	p value
Intercept	229.33	207.26	30.029	< .001
Total Training Days	-0.08	-1.60	-0.97	.332
Number of Students in School	-0.01	-1.23	-0.68	.495
Percent of Minority Students	-0.32	-10.28	-5.82	< .001

$F(3, 388) = 12.26, p < .001, R^2 = 0.09$

All activities are positively associated with preschool literacy when we account for demographic variables; however, participation of district-level administrators in the project’s activities did not significantly impact student literacy scores among the schools in their district (see Table 38).

Table 38: Activities as predictors of change in preschool MKAS score

All activities except district training predicted an improvement in preschool MKAS score at the school level.

Activity	B	Beta	t value	P value	Model p value	Model R ²
Bootcamp	4.33	5.73	2.09	.038	< .001	0.10
NISL	15.73	9.00	2.83	.005	< .001	0.13
Online Coaching	15.01	8.25	2.56	.011	< .001	0.12
High Intensity	5.34	7.99	2.86	.004	< .001	0.13
District Admin. Attended	1.31	0.92	0.38	.702	< .001	.08

$DF = 3, 188$

Each model also controlled for the number of students in the school and the percent of students who were minorities.

None of the activities are significantly related to kindergarten literacy when demographic variables are accounted for (see Table 39).

Table 39: Activities as predictors of change in kindergarten MKAS score

Despite a larger sample size, and increased statistical power, none of the activities were useful in predicting a change in MKAS score at the school level.

Activity	B	Beta	T value	P value	Model p value	Model R ²
Bootcamp	-0.85	-1.13	0.70	.48	< .001	.08
NISL	0.75	0.431	0.277	0.78	< .001	.08
Online Coaching	-2.49	-1.37	0.72	.474	< .001	.09
High Intensity	-0.54	-0.80	-0.50	.615	< .001	.08
District Admin. Attended	1.82	1.28	0.83	.408	< .001	.09

$DF = 3, 388$

Each model also controlled for the number of students in the school and the percent of students who were minorities.

Correlations between literacy and participation in a particular type or intensity of training

- **High-intensity, multi-day training:** $f(3, 188) = 9.15, p = < .001, R^2 = 0.127$
- **NISL Training:** $f(3, 188) = 9.09, p = < .001, R^2 = 0.127$
- **Online Coaching:** $f(3, 188) = 8.56, p = < .001, R^2 = 0.120$
- **Boot Camp:** $f(3, 188) = 7.74, p = < .001, R^2 = 0.110$
- **Number of days school personnel attended training:** $f(3, 188) = 10.71, p = < .001, R^2 = 0.146$

Demographic Comparisons Between Participating and Non-Participating Schools

- **Median number of students:** $t(413) = 1.53, p = .128$
- **Median percentage of minority students:** $t(395) = .285, p = .77$

APPENDIX 3: Participants by Role

Table 40: Overall Participants by Role: Year 3

Role	Number of Participants
Administrative	10
Assistant Principal	7
College Coach	1
Counselor	4
Curriculum – Director	4
Curriculum – Staff	2
Director	25
Educational Consultant	1
Executive Director	3
Executive Staff	2
Federal Programs – Staff	1
Government Official	1
Headmaster	1
Instructional Coach	4
Intervention Specialist	3
Lead Teacher	12
MDE Coach	20
Parent	4
PD Instructor/Trainer/Presenter	7
Positive Behavior Specialist	1
Principal	20
Professional Development Coordinator	3
Professional Development Director	1
Program Director	3
Retired – Resigned	2
Social Worker	6
Special Education – Director	1
Special Education – Staff	3
Special education – Teacher	19
Speech Pathologist	3
Student	19
Teacher	146
Teacher Assistant	99
University/College Student	6
University Teacher/Professor	18
Other	19
TOTAL	481

Table 41: Target Location Participants by Role: Year 3

	Role	Number of Participants
Jackson	Director	2
	Executive Director	1
	Intervention Specialist	1
	Lead Teacher	1
	Parent	1
	Principal	8
	Teacher	41
	Teacher Assistant	4
	Other	1
	TOTAL	60
Biloxi	Teacher	6
	TOTAL	6
Sun-flower	Teacher Assistant	2
	TOTAL	2
All Target Locations	Director	2
	Executive Director	1
	Intervention Specialist	1
	Lead Teacher	1
	Parent	1
	Principal	8
	Teacher	47
	Teacher Assistant	6
	Other	1
	TOTAL	68

Table 42: Overall Participants by Role: Years 1-3

Role	Number of Participants
Administrative	38
Assistant Principal	47
Assistant Superintendent	4
Business Manager	3
Counselor	8
Curriculum – Director	18
Curriculum – Staff	10
Data Processor	1
Dean	1
Director	87
Educational Consultant	10
Executive Director	14
Federal Programs – Director	6
Federal Programs – Staff	8
Government Official	5
Headmaster	2
Healthcare Provider	1
Instructional Coach	19
Intervention Specialist	14
Lead Teacher	24
Librarian/Media Specialist	3
Parent	14
PD Instructor/Trainer/Presenter	14
Physical Education Teacher	1
Positive Behavior Specialist	1
Principal	129
Professional Development Coordinator	5
Professional Development Director	1
Program Director	3
Psychologist	3
Psychometrist	2
PTA/Community Advocate	2
Retired – Resigned	5
School Improvement Staff	1
Social Worker	11
Special Education – Director	6
Special Education – Staff	9
Special education – Teacher	61
Speech Pathologist	7
Student	22
Substitute Teacher	2
Superintendent	2
Teacher	472
Teacher Assistant	290
University/College Student	11

University Teacher/Professor	35
Vendor/Marketing/Sales	3
Other	33
<i>Not reported</i>	90
TOTAL	1562

Table 43: Target Location Participants by Role: Years 1-3

	Role	Number of Participants
Jackson	Administrative	1
	Assistant Principal	8
	Director	4
	Executive Director	1
	Federal Programs- Staff	1
	Instructional Coach	1
	Instructional Specialist	2
	Lead Teacher	2
	Librarian/Media Specialist	1
	Parent	1
	Principal	32
	SPED- Teacher	3
	Teacher	63
	Teacher Assistant	15
	Other	1
	TOTAL	136
	Biloxi	Instructional Coach
Lead Teacher		1
Principal		3
Speech Pathologist		1
Teacher		22
Teacher Assistant		15
<i>Not reported</i>		1
TOTAL	45	
Sunflower	Administrative	1
	Director	2
	Parent	1
	Principal	4
	Social Worker	4
	Teacher	5
	Teacher Assistant	7
TOTAL	24	
All Target LocationsSp	Administrative	2
	Assistant Principal	8
	Director	6
	Executive Director	1
	Federal Programs- Staff	1
	Instructional Coach	3
	Instructional Specialist	2
	Lead Teacher	3
	Librarian/Media Specialist	1
	Parent	2
	Principal	39
	Social Worker	4

SPED- Teacher	3
Speech Pathologist	1
Teacher	90
Teacher Assistant	37
Other	1
<i>Not reported</i>	<i>1</i>
TOTAL	205

APPENDIX 4: High-Impact Strategies (from CLASS Observation Tool)

Emotional Support

- Enjoy time with children
- Make learning fun
- Show your enthusiasm
- Make positive comments and communicate your warm feelings toward children
- Be physically affectionate with children (i.e. hug, high five)
- Get to know children
- Be respectful and personal
- Support positive peer interactions
- Encourage cooperation and sharing
- Build close, warm relationships with each child in your classroom
- Think about when and why negativity happens and come up with a plan to diminish it
- Spend one-on-one time with children who present challenging or negative behaviors
- Support children in working through intense, negative feelings
- Implement positive, proactive strategies to manage children's behavior
- Take care of yourself
- Understand each child's social and academic functioning and individualize accordingly
- Take time to notice how children are doing in the moment
- Respond in the moment to children's academic and emotional needs
- Tune in and be responsive to children's nonverbal cues
- Make every effort to listen and respond to children
- Actively encourage children to see you as a source of comfort and assistance in the classroom
- Acknowledge children's emotions
- Help resolve classroom problems that arise
- Actively seek out and listen to children's thoughts and opinions
- Be flexible and go with the flow of children's ideas
- Create activities based on children's interests
- Provide time for child-initiated activities and learning
- Provide children with real responsibilities in the classroom
- Allow children reasonable freedom of movement
- Let children choose their play

Classroom Organization

- Be proactive
- Scan your classroom often to catch early signs of problem behavior
- Redirect children's behavior when problems develop
- Clearly state expectations for behavior
- Be consistent with consequences

- Provide specific feedback when children behave well
- Learn from children's behavior
- Squeeze as much instructional time into the day as possible
- Be organized and efficient. Plan ahead!
- Minimize disruptions to learning
- Minimize time spent on managerial tasks
- Make the most of transitions
- Help children move quickly from one activity to the next
- Make sure children have access to the materials they need
- Develop regular routines
- Use a variety of materials and make them available
- Actively involve children
- Present information using a variety of modalities
- Get involved
- Use summary statements and reorient children toward learning objectives when necessary
- Pay attention to children's interest levels
- Focus children's attention on learning objectives

Instructional Support

- Focus on understanding concepts
- Encourage the use of analytics and reasoning skills
- Link concepts to previous learning and across activities
- Apply concepts to the real world and to children's lives outside the classroom
- Encourage children to produce ideas and materials as they learn
- Encourage children's creativity
- Focus on the process of learning
- Scaffold learning
- Provide specific information about why answers are correct or incorrect
- Clarify incorrect responses
- Engage in feedback loops (asking follow-up questions for deeper understanding)
- Give lots of specific feedback
- Encourage children to keep trying in their work
- Have conversations with children
- Repeat and extend children's responses
- Ask questions that encourage an extended response
- Use self-talk and parallel talk to describe what you and the children are doing
- Use advanced language
- Connect new vocabulary to familiar words
- Encourage children to talk to one another

APPENDIX 5: Praxis Tutoring Results Data

Table 44: Praxis Pass Rates Following Tutoring

Most participants did not pass the Praxis following tutoring.

Cohort	Total	Passed Praxis following tutoring	Did not pass Praxis following tutoring	Praxis not taken following tutoring or scores not submitted
Math Mar/Apr	17	1	8	8
Reading Mar/Apr	13	1	7	5
Math May/June	20	2	6	12
Writing May/June	19	1	6	12
Math July/Aug	22	1	4	17
Reading July/Aug	14	1	1	12
TOTALS	105	7	32	66

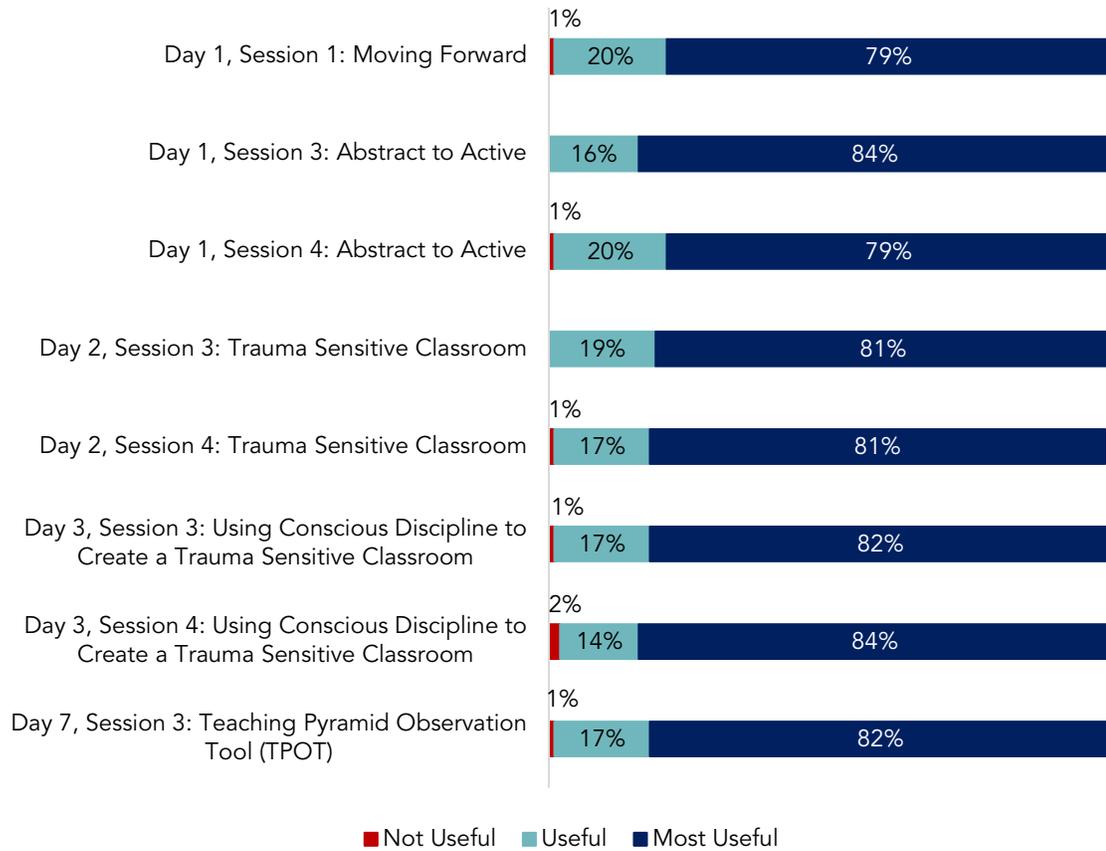
Table 45: Praxis Test Gains Following Tutoring

Roughly 63% of participants who took the Praxis before and after tutoring increased their score.

Cohort	Total	If taken previously, score increased following tutoring	If taken previously, score decreased following tutoring
Math Mar/Apr	4	2	2
Reading Mar/Apr	2	1	1
Math May/June	1	1	0
Writing May/June	1	1	0
Math July/Aug	0	0	0
Reading July/Aug	0	0	0
TOTALS	8	5	3

APPENDIX 6: Additional Boot Camp Analyses

Figure 27: Rating Frequencies for Less Useful Sessions⁸ (N=132-155)
Though fewer participants rated these sessions as *Most Useful* compared to the other sessions, at least 79% did so, and only 1-2% rated them *Not Useful*.



⁸Some activities spanned more than one session.

Figure 28: Varied Session Impact by Role (N=113-115)

Assistant teachers rated two sessions, in particular, much more impactful than teachers did, while teachers rated one session much more impactful than assistants.

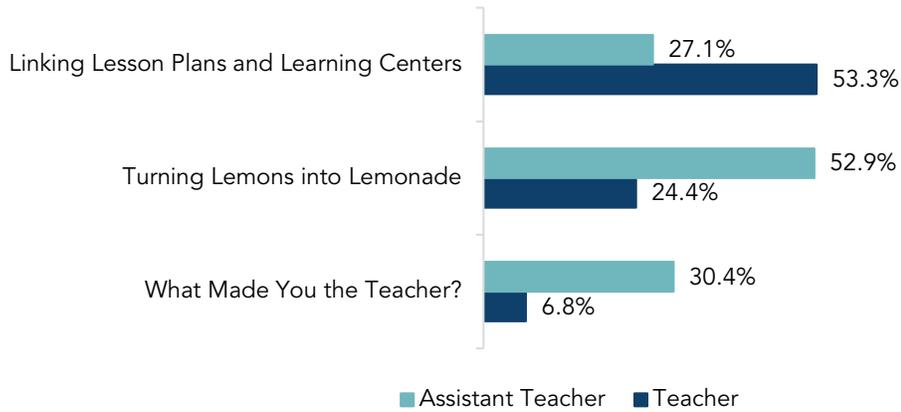


Figure 26: Varied Interest by Role (N=101)

Teachers were much more interested in learning about Center Management & Strategies than assistant teachers.

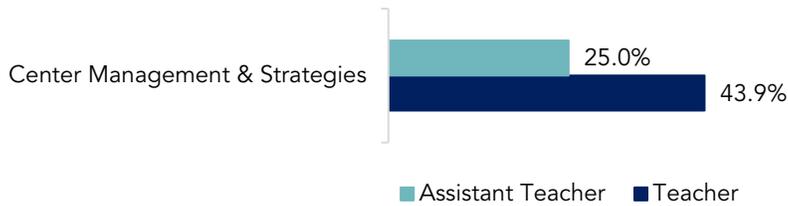


Figure 29: Varied Session Impact by Location (N=118-119)

There was a large amount of variability between participant ratings at the various Boot Camp locations for these specific Boot Camp sessions.

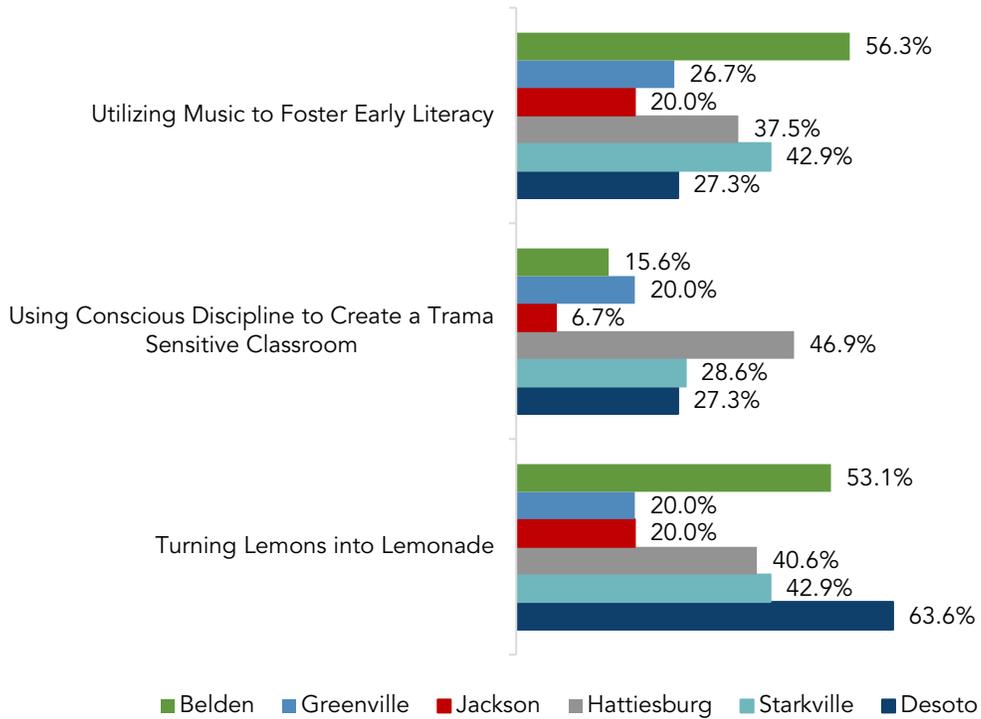


Table 46: Sessions Where Ratings Varied for One Location Only

Participants at some locations rated particular sessions as more or less impactful than the rest of the locations.

Session	Varied Location	Percentage of Participants Selecting This Session as Highly Impactful in Varied Location	Percentage of Participants Selecting This Session as Highly Impactful in Other Locations (range)
Family Engagement	Desoto	63.3%	15.6%-35.7%
Stepping into STEM	Jackson	73.3%	37.5%-53.3%
Make-n-Take Putting the Pieces Together	Desoto	27.3%	40.6%-56.3%
Schedules, Standards, and Planning...Oh My!	Greenville	60.0%	21.9%-33.3%
Trauma Sensitive Classroom	Belden	3.1%	13.3%-36.4%

Figure 30: Varied Interest by Location (N=118)

There was a large amount of variability between participant ratings at the various Boot Camp locations for this future topic idea.

