



# Indiana Early Learning Advisory Committee

## Committee Meeting Agenda

February 15, 2022

10:00am – 12:00pm EST

Join Zoom Meeting

<https://us06web.zoom.us/j/82723954329?pwd=U1VySEdvUW94aVZpOXdTDXdBaFZ1Zz09>

### I. Welcome

*Betsy Delgado, ELAC Chairwoman*

### II. Approve August Minutes

*Betsy Delgado, ELAC Chairwoman*

### I. On My Way Pre-K Longitudinal Study

*Sara Schmitt, Purdue University*

### II. Kindergarten Readiness Indicators

*Marc Hernandez, NORC at the University of Chicago*

### III. ELAC Legislative Update

Governor's Office

### IV. Build Learn Grow

*Nicole Norvell, OECOSL*

### V. Public Comment

**Next Committee Meeting:** May 19<sup>th</sup> at 10:30am



# On My Way Pre-K

## KINDERGARTEN READINESS INDICATORS (KRI)

SPRING 2021 RESULTS OVERVIEW / FINAL REPORT



NOVEMBER 2021



Office of Early  
Childhood and Out-  
of-School Learning

Research by NORC at the University of Chicago

# Introduction

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**Research Team:** This report is presented by Dr. Cristina Carrazza and Dr. Marc Hernandez from NORC at the University of Chicago.

Marc W. Hernandez, Principal Research Scientist

Cristina Carrazza, Research Scientist

Amy Melchoir, Research Scientist

## **On My Way Pre-K Overview:**

On My Way Pre-K is Indiana's State Funded pre-k program that was signed into law in 2014 to provide four-year-old children from low-income families with access to high quality pre-kindergarten opportunities. It initially started as a pilot and has since expanded across the state. In the 2020-2021 academic year, 2,476 students were enrolled in the program. Eligible families may use the grant at any approved On My Way Pre-K program. Approved programs may be located in a public or private school, licensed child care center, licensed home or registered ministry, as long as that program meets the quality requirements and is registered as an On My Way Pre-K program. Families may choose from a program that is full- or part-day, as well as from programs that end with the school year or continue through the summer.

## **Kindergarten Readiness Indicators (KRI) Overview:**

The Kindergarten Readiness Indicators (KRI) is an assessment meant to measure selected foundational academic skills needed for success in kindergarten. The KRI assessment is only required for children enrolled in On My Way Pre-K but can also be used for other pre-k students prior to kindergarten entry. It was adopted by the Indiana State Board of Education in 2019 to collect aggregated data on kindergarten readiness.

The goal of the KRI is to assess children's understanding of six oral language and literacy, and math skills in the spring prior to kindergarten entry. Previous research has shown that the six skills assessed in the KRI contribute to a student's future academic success. Results from the KRI can help educators and policymakers understand how students who have participated in On My Way Pre-K are entering kindergarten in comparison to national norms established for higher-income children.

The KRI assessment was administered to a sample of preschoolers in Vanderburgh and Marion counties as part of a Pilot Study in the spring of 2019. In the Spring of 2021, the KRI was administered to most students in On My Way Pre-K programs state-wide. The purpose of this report is to summarize results from the state-wide administration conducted in Spring of 2021.





# Spring 2021 Assessment

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1,608 students of the 2,476 students enrolled in On My Way Pre-K programs across the state of Indiana were assessed in the Spring of 2021. As expected in the first year of a program, implementation challenges were experienced and therefore not every site was eligible to participate. Students in this sample come from 320 programs in 55 counties. The following information analyzes their results within two domains: oral language and literacy and math.

NORC and the University of Chicago developed the Kindergarten Readiness Indicators. NORC also provided training for pre-k providers administering the assessment.

# Kindergarten Readiness Indicator Skills and Target Categories

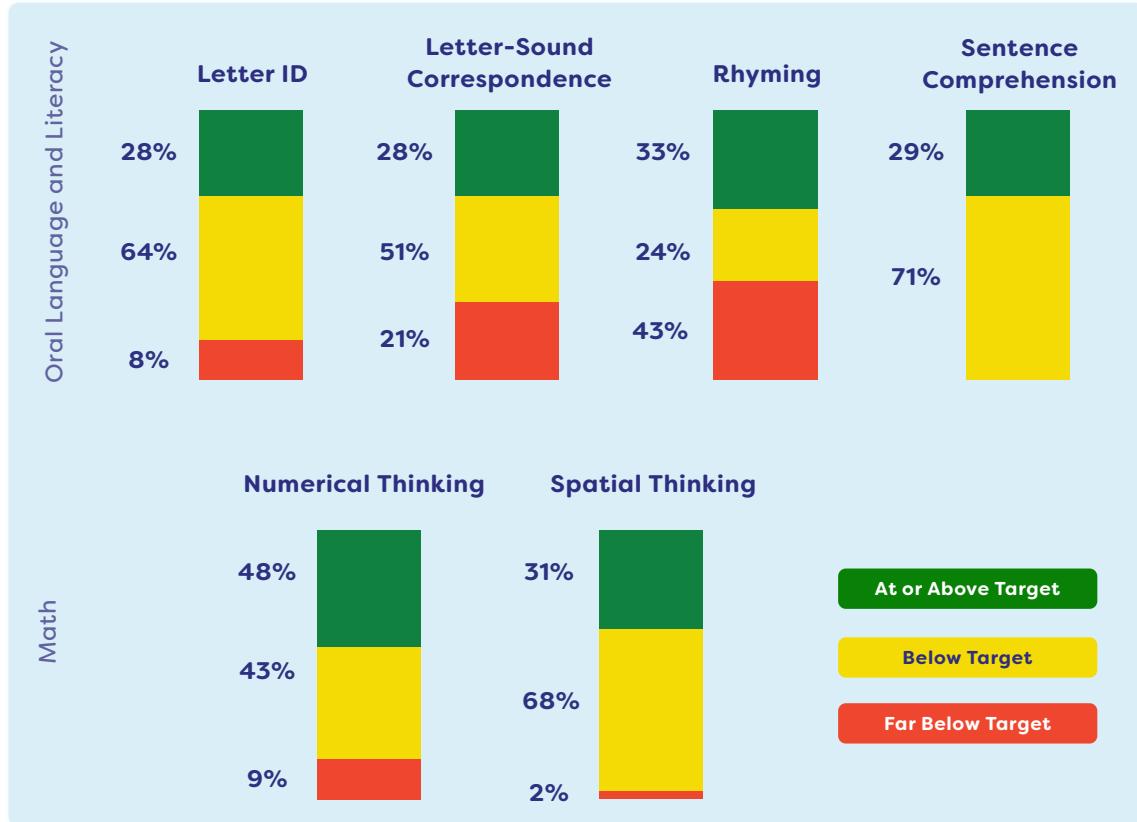
The KRI measures a student's development in oral language and literacy, and math skills in comparison to their high income peers. Within these skillsets, students scores for each skill are classified into three categories: "At or Above Target," "Below Target," and "Far Below Target." Students performing at "Far Below Target" did not demonstrate the easiest skill in the category.

**Table 1: KRI Skills**

Domain and Skill	Easiest Item	Target/Goal
<b>Oral Language and Literacy</b>		
Letter ID	Identifies uppercase letter "B"	Identifies less common uppercase and lowercase letters
Letter-Sound Correspondence	Produces sounds that correspond to lowercase letter "s"	Produces sounds corresponding to less common letters
Rhyming	Produces a word that rhymes with "bat"	Produces rhymes for words that do not have as many rhyming words
Sentence Comprehension	Identifies a pictures that matches a sentence (ex: "the girl is not running")	Identifies sentences with multiples subjects and prepositions
<b>Math</b>		
Numerical Thinking	Gives five objects from a larger set	Understands the cardinal meaning of number words and can order small sets of objects by size
Spatial Thinking	Finds curve embedded in the bottom of a larger shape	Reasons about shapes and shape features, simple spatial relationships, and repeating patterns

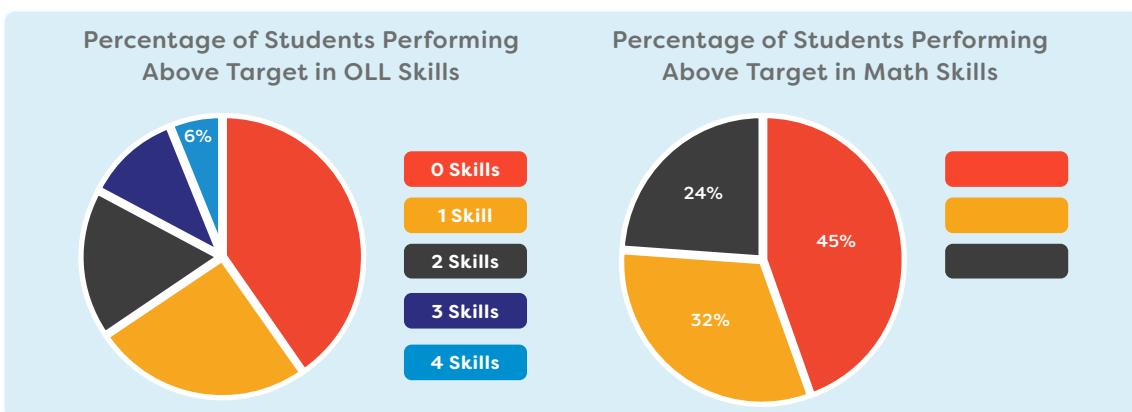
### Figure 1: Student KRI Performance, Skill-specific

Figure 1 illustrates student performance on each KRI skill. Students in green are at or above target scores; students in yellow are below target scores; and students in red are far below target scores.



### Figure 2: Students Performing Above Target

Figure 2 presents the percentage of students performing above the target score in Oral Language and Literacy (OLL) and math skills. For the OLL skills, 60% of students performed above the target score for at least one of the four skills. 55% of students performed above the target score for at least one of the two math skills.



**Table 2: Selected Demographics of On My Way Pre-K Student Sample**

Table 2 shows the number and percentage of students in the sample disaggregated by demographic characteristics.

Characteristic	Classification	Number	Percentage
Gender	Male	804	50%
	Female	804	50%
Race/Ethnicity	White	776	48%
	Black/African American	403	25%
	Hispanic (Any Race)	163	10%
	Mixed (Bi-Racial/Multi-Racial)	163	10%
	Other	121	8%
Home Language (DLL Status)	English	1513	94%
	Other	92	6%
Urbanicity	Urban	1332	83%
	Rural	232	15%
Auspice	Center	766	48%
	School	619	38%
	Registered Ministry	94	6%
	Home	87	6%
Attendance	Less than 35 hours/week	640	75%
	At least 35 hours/week	209	25%



**Table 3: Differences in Skill Scores Based on On My Way Pre-K Student Demographics**

Analysis was performed to understand how students performed by demographic characteristics. Table 3 presents results for each evaluated OLL and Math skill. A dot indicates there were statistically significant differences among the demographic groups.

Skill	Gender	Race/Ethnicity	DLL Status	Urbanicity	Setting	Attendance
OLL						
Letter ID	●	●		●	●	
Letter Sound Correspondence	●				●	
Rhyming	●	●	●		●	
Sentence Comprehension	●	●	●		●	
Math						
Numerical Thinking		●			●	
Spatial Thinking	●	●			●	

**Gender:** Females had higher scores than males on all OLL skills and Spatial Thinking.

**Race:** Differences based on student race were found for all skills except Letter-Sound Correspondence. White students had higher scores than the following groups on certain skills: Hispanic students on Letter ID; Black and Hispanic students on Sentence Comprehension and Rhyming; and Black, Hispanic, and Mixed Race students on both Math skills.

**DLL Status:** Non-dual language learners (DLL) students had higher Rhyming and Sentence Comprehension scores than DLL students.

**Urbanicity:** Students attending programs in an urban area had higher letter ID scores than students attending programs in a rural area.



**Table 4: Home Care Students Performed Better Than Students in...**

Skill	Centers	Schools	Registered Ministries
OLL			
Letter ID	●		
Letter Sound Correspondence	●	●	
Rhyming	●		
Sentence Comprehension	●	●	●
Math			
Numerical Thinking	●	●	
Spatial Thinking	●	●	●

**Setting:** Differences based on setting type were found for all skills. Students attending home-based programs had higher scores in several areas than schools, centers, and registered ministries.

**Attendance:** No differences in KRI scores were found based on students' attendance hours. There was no difference in attendance hours regardless of whether students were attending their program full-time or less.





# On My Way Pre-K

INDIANA EARLY LEARNING PILOT PROGRAM FINAL REPORT  
EVALUATION FROM 2015 - 2021

OCTOBER 2021



Office of Early  
Childhood and Out-  
of-School Learning

Research by Purdue Center for Early Learning

# Table of Contents

<b>Executive Summary .....</b>	<b>1</b>
<b>Introduction .....</b>	<b>4</b>
<b>Findings .....</b>	<b>5</b>
<b>Quality in On My Way Pre-K and Kindergarten.....</b>	<b>10</b>
<b>Conclusion and Recommendations .....</b>	<b>12</b>
<b>Appendix A. Sample and Methods .....</b>	<b>13</b>
<b>Appendix B. Assessments .....</b>	<b>15</b>





# Hoosier Kids Learning to Learn

## FINAL REPORT EXECUTIVE SUMMARY



**On My Way Pre-K** provides access to high quality pre-kindergarten for Hoosier four-year-olds at risk for poor educational outcomes. The program is administered by the Indiana Office of Early Childhood and Out of School Learning and offers grants to families with low incomes for half-day and full-day Pre-K.

### Child Outcomes

Research from the Purdue Center for Early Learning reported that students in the On My Way Pre-K program experienced outcomes such as:

#### **Grades 3 and 4 outcomes**

Notably, results indicate that children who participated in On My Way Pre-K scored higher than children in the comparison group in regard to their standardized test scores in Mathematics and English/Language Arts in grades 3 and 4, indicating potential long-term benefits of On My Way Pre-K for academic achievement.

#### **Learning trajectories**

Achieved greater gains in the preschool year that were maintained through kindergarten.

#### **Early literacy skills**

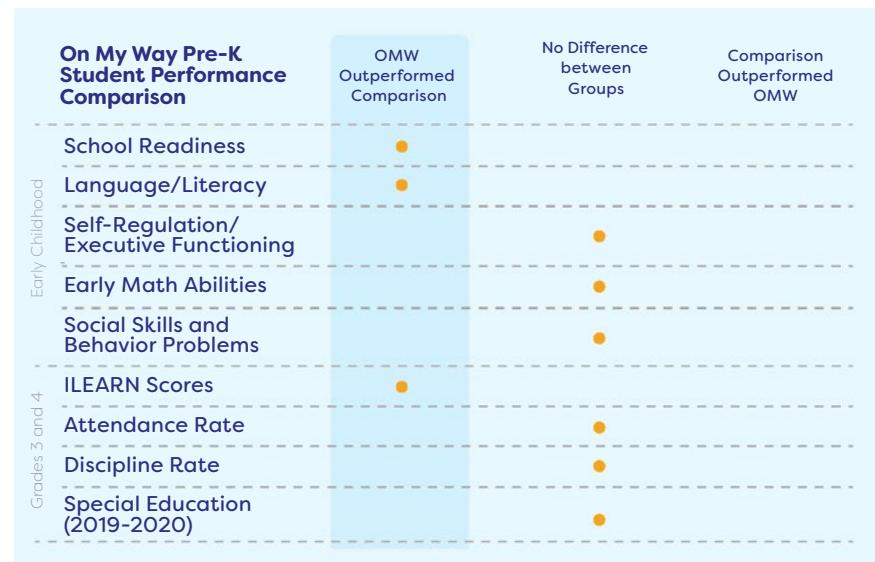
Demonstrated more growth from baseline to the beginning of kindergarten and these gains were maintained through kindergarten.

#### **ABC Language comprehension**

Achieved greater gains during the preschool year that were maintained through the fall of kindergarten.

#### **Word decoding skills**

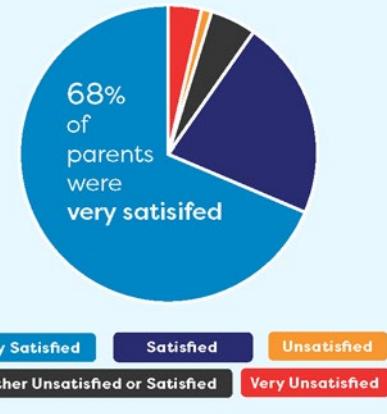
Caught up to counterparts during the spring of kindergarten.



558 students participated in the study.

### Parent Outcomes

#### **Parental Satisfaction with On My Way Pre-K**



# Introduction

**On My Way Pre-K Program Administration:** The Indiana Office of Early Childhood and Out of School Learning, alongside its early learning partners and under the direction of the Family and Social Services Administration, administers the State of Indiana's early learning pilot program of On My Way Pre-K.

**Longitudinal Study of the Program:** A Purdue University research team from the Purdue Center for Early Learning, funded by a state grant mandated by Indiana legislation, administered the longitudinal study over five years:

Sara Schmitt, Ph.D. and James Elicker, Ph.D., Project Directors and Principal Investigators

Robert Duncan, Ph.D. and David Purpura, Ph.D., Co-Principal Investigators

Tanya Paes, Ph.D., Postdoctoral Research Associate

Jennifer Finders, Ph.D. and Katrina Schmerold, Ph.D., Postdoctoral Research Associates

Karen Ruprecht, Project Manager

Lindsey Bryant and Adassa Budrevich, Graduate Research Assistants

**Goal of the Study:** The study set out to determine the effectiveness of the On My Way Pre-K program on children's school readiness and early school outcomes and performance as well as family engagement and quality of experience.

## Longitudinal Study Summary

The study included two groups of four-year-old children and their families, 376 students in the state's highest ranked Level 3 or 4 Paths to QUALITY™ programs of On My Way Pre-K and a group of 182 students participating in programs considered to be of adequate but not high quality, which are licensed or registered but not ranked by the state's Paths to QUALITY™ program or just entering at Level 1 (Comparison students).

Participating On My Way Pre-K programs are located throughout the state of Indiana in a public or private school, licensed childcare center, licensed home, or registered ministry (if that program meets the quality requirements and is registered as an On My Way Pre-K provider). Families chose full- or part-day programs, as well as from programs that end with the school year or continue through the summer.

School Year	2015-16	2016-17	2018-19	2019-20	2020-21
Cohort 1	Pre-K	1st	2nd	3rd	4th
Cohort 2		Pre-K	1st	2nd	3rd



# Findings

## Introduction to Findings

This document summarizes the findings from five years of study of the effectiveness of the [On My Way Pre-K \(OMW\) program](#), which provides access to high quality pre-kindergarten for at-risk Hoosier four-year-old children and is administered by the State of Indiana Office of Early Childhood and Out of School Learning (OECOSL).

Researchers from the Purdue Center for Early Learning performed an independent review for the state legislature studying school readiness and early school outcomes and performance for students who participated in the On My Way Pre-K program. 376 students, across the 2015-2016 and 2016-2017 school years, were studied from pre-K through third or fourth grade to determine the outcomes and experiences of the program. Comparing against 182 students who participated in non-On My Way Pre-K programs, the research<sup>2</sup> identified areas where On My Way Pre-K students performed better than the Comparison students and areas where there was no difference between the groups of students. These findings<sup>1</sup> are shared within this document and found in full in the Purdue Center for Early Learning On My Way Pre-K 2021 Indiana Learning Pilot Program Evaluation document. Recommendations to drive further positive outcomes by the On My Way Pre-K program are informed by the findings and are found in the conclusion of this document.

[Purdue Center for Early Learning](#) (noted as Purdue University Research Team in past reports) promotes school readiness and healthy development with a focus on Research, Practice, and Policy.

## Child Outcomes Summary

Purdue Center for Early Learning compared gains in across a number of areas for On My Way Pre-K students and Comparison students throughout the study. Table 1 on the following page presents Student Performance Findings for early childhood (Pre-K and K) and grades 3 and 4. On My Way Pre-K children performed better than Comparison children in two areas, general School Readiness and Language/Literacy (early childhood), and on the ILEARN in both the Math and English/Language Arts sections (grades 3 and 4).

<sup>1</sup> Methods used in the study are provided in Appendix A.

<sup>2</sup> Descriptions of the assessments are provided in Appendix B.



## Child Outcomes: Early Childhood and Grades 3 and 4 Performance

**Table 1.**  
**On My Way Pre-K**  
**Student Performance Findings**



Note: Effects were found at one or more time points across the Pre-K and K years.

\* p < .05. † p < .10. † P-value above .10, but the effect size is meaningful at .12 standard deviations.



**On My Way Pre-K children achieved higher scores on the Mathematics and English/Language Arts sections of the ILEARN in grades 3 and 4.**

## Grades 3 and 4 Findings

New to this series of status reports are Math and English/Language Arts findings from the ILEARN assessment. This analysis focuses on the 2020-2021 school year because it is the most recent year for which ILEARN scores are available.

Although there were no differences in Mathematics scores between On My Way Pre-K and Comparison students in pre-K and kindergarten, On My Way Pre-K students in third and fourth grade had higher scores on the Mathematics section of the ILEARN. On average, On My Way Pre-K students performed 11.80 points (or .16 standard deviations) better relative to Comparison students. Further, for the English/Language Arts section of ILEARN, On My Way Pre-K students performed 9.39 points (or .12 standard deviations) better relative to children in the comparison group. Although this difference was not statistically significant, a standard deviation above .10 is substantively meaningful.

Purdue researchers also examined Attendance Rates, Discipline Rates, and Special Education Status. Generally, there were no differences between groups of students for total days absent or unexcused. Similarly, the number of children with a school disciplinary record present did not differ between groups, as was the case for the number of discipline incidents. When researchers investigated special education status for the 2019-2020 school year, they found no differences between groups. A lack of differences in these cases does not suggest On My Way Pre-K is ineffective, rather that the two groups progressed on similar tracks as they progressed to higher grade levels.

## School Readiness

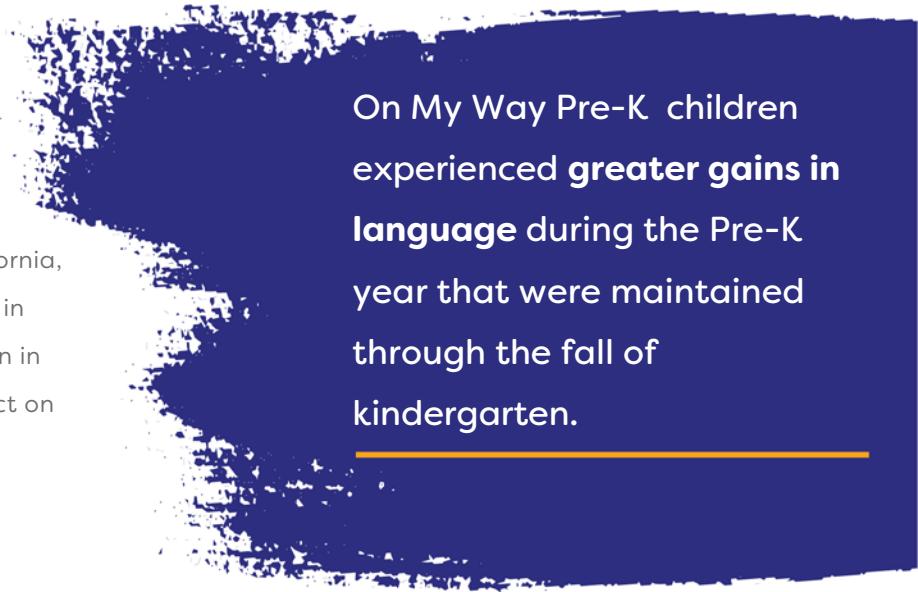
Across all time points, On My Way Pre-K students experienced greater School Readiness gains than Comparison students. To evaluate School Readiness, Purdue researchers administered an assessment evaluating color recognition, numbers/counting, size comparisons, and shapes from pre-kindergarten through kindergarten. This one-on-one assessment is used to determine School Readiness or how ready the children were for school.

## Language and Literacy Measure

On My Way Pre-K children experienced greater gains in language during the preschool year that were maintained through the fall of kindergarten. For Early Literacy Skills, although there were no meaningful differences in rates of growth between the groups during the preschool year, On My Way Pre-K children showed more growth from baseline to the beginning of kindergarten and these gains were maintained through kindergarten. For Word Decoding Skills, although there were no significant differences between the groups of students during preschool, differences emerged at the spring of kindergarten, indicating that On My Way Pre-K “caught up” to their counterparts at this time.

## Other Assessment

In addition to general School Readiness and Language/Literacy testing, children in both groups were assessed in the following areas: Self-Regulation and Executive Functioning, Early Math Abilities, and Social Skills and Behavior Problems. For each of these areas and on each assessment, there were no differences between the two groups. The lack of differences in early mathematics is not uncommon in early childhood education research. A literature review of pre-kindergarten impact evaluations found that out of seven states only four (Arkansas, California, Michigan, South Carolina) had improvement in Mathematics.<sup>3</sup> Like New Jersey, participation in pre-kindergarten was found to have no effect on Mathematics.



On My Way Pre-K children experienced greater gains in language during the Pre-K year that were maintained through the fall of kindergarten.

<sup>3</sup> Barnett, W. S., Frede, E. C. (2017). Long-term effects of a system of high-quality universal preschool education in the United States. In Blossfeld, H.-P., Kulic, N., Skopek, J., Triventi, M. (Eds.), *Childcare, early education, and social inequality: An international perspective* (pp. 152–172). Cheltenham, UK: Edward Elgar.

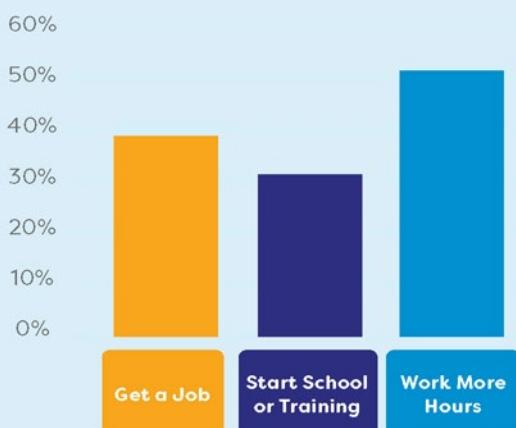


## Parent Outcomes: Family Engagement

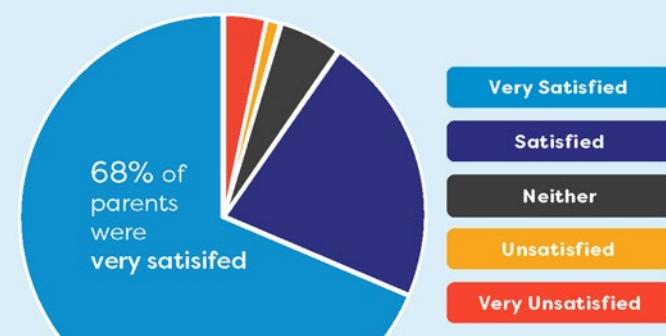
Researchers studied the impact of On My Way Pre-K participation on family engagement. Not only does On My Way Pre-K benefit students academically, but the study showed that the program also helps families become economically self-sufficient.

**Figure 1: Family Engagement Findings**

Parents reported that On My Way Pre-K allowed them to:



**Figure 2: Parental Satisfaction with On My Way Pre-K**



Without On My Way Pre-K, low-income families had difficulty finding preschools. In 2016-2017, 53% of parents surveyed reported that if they had not been able to enroll their child in On My Way Pre-K, their child would have stayed home, or they were “unsure” whether they could have attended any preschool or childcare.

As demonstrated in Figure 2, On My Way Pre-K parents are overwhelmingly satisfied with the program.

Not only does On My Way Pre-K help students academically, but the study showed that the program also **helps families become economically self-sufficient.**



# Quality in On My Way Pre-K and Kindergarten

A key underlying assumption of the research design is that the higher-rated On My Way Pre-K classrooms on the State of Indiana's Paths to QUALITY™ (PTQ) scale—the state's early care quality rating and improvement system—would have characteristics that are more closely aligned with high quality instruction and care than the lower quality comparison classrooms. A higher PTQ ranking of Level 3 indicates that a program has curriculum to guide child development and school readiness, and a Level 4 ranking indicates that national accreditation is achieved. To determine the relative quality of pre-kindergarten classrooms for the two groups, Purdue research assistants evaluated classrooms using the Classroom Assessment Scoring System (CLASS®) assessment, a research-based measure of quality of teacher-child classroom interactions.

The similarity in quality between classrooms across the two groups has important implications for the ensuing analysis. If CLASS® scores are true representations of classroom quality, analysis of the two classroom types in this study would suggest child outcomes are likely to be similar. Any positive findings for On My Way Pre-K are suggestive of the program's success, despite the limited differences between the two groups.

Despite the similarity in CLASS® scores between the On My Way Pre-K and comparison classrooms in two CLASS® areas, inclusion of the scores in the model did not appear to be significant predictors of gains in children's skills. Notable, participation in PTQ is voluntary; therefore, lack of PTQ ranking may not be indicative of lack of quality in the classroom. Purdue researchers also tested whether attendance—the amount of exposure to preschool—had a significant effect on outcomes. They found attendance had no significant impact.

Research assistants underwent extensive training to administer the CLASS® assessment and were certified by Teachstone® in its administration. Each classroom was assessed in three areas:

**1**

**Emotional Support** assesses the degree to which teachers establish and promote a positive climate in their classroom through their everyday interactions.

**2**

**Classroom Organization** assesses classroom routines and procedures related to the organization and management of children's behavior, time, and attention in the classroom.

**3**

**Instructional Support** assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.

**Table 2. Average CLASS Ratings**

	Classroom Organization	Emotional Support	Instructional Support
On My Way Pre-K Classrooms	4.53	5.27	2.35
Comparison Classrooms	4.60	5.01	2.23

**RATING SCALE**

**6-7: high quality**

**3-5: mid quality**

**1-2: low quality**

The findings indicate a significant difference between the classrooms of the two groups for Emotional Support but no difference for either Classroom Organization or Instructional Support between On My Way Pre-K and comparison classrooms during the pre-kindergarten year. Scores were generally consistent as children made their way into kindergarten. These findings suggest that while there was an implicit expectation that On My Way Pre-K classrooms were higher quality due to their PTQ rating, the comparison classrooms were nearly indistinguishable from the On My Way Pre-K classrooms in terms of Classroom Organization and Instructional Support. Purdue researchers also found significant variation in CLASS® scores within PTQ level.



# Conclusion and Recommendations

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This study found On My Way Pre-K had positive effects as a general measure of School Readiness and Early Language and Literacy. Additionally, children who participated in On My Way Pre-K had significantly higher Mathematics and meaningful English/Language Arts scores on the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) assessment in third and fourth grades than the Comparison students.

## Recommendations

The following recommendations are provided as a guide to continue the important work of educating the youngest Hoosiers.

### » Classroom quality.

Focus efforts of administrators and teachers on increasing quality of Classroom Organization and Instruction to support young children. Included in this effort, all teachers would benefit from training and support to improve their classroom organization and instruction.

### » Pre-K and kindergarten experiences.

Support partnerships between elementary schools and early childhood programs to allow pre-kindergarten experiences and kindergarten experiences to better align and support children.

### » Language and communication focus.

Increase the focus of teachers on strategies around language and communication including using a rich vocabulary to develop cognition, providing children with concrete specific feedback and engaging with children in conversation to model a deep use of language within an evidence-based curricula.

### » Higher CLASS® ratings research.

More research is needed to identify what core factors within Levels 3- and 4-PTQ-rated programs lead to higher ratings on CLASS®.

### » Community-based cross collaboration.

CLASS® scores in kindergarten were similar to CLASS® scores in Pre-K indicating the need for cross collaboration and training between community-based preschool programs and local schools to address skill building in this area.



# Appendix A. Sample and Methods

The Purdue Center for Early Learning (noted in previous reports as a research team from Purdue University) studied the impact of On My Way Pre-K on two groups of children entering formal early care at the age of four. Cohort 1 refers to students entering preschool in 2015-2016 and Cohort 2 refers to students entering preschool in 2016-2017. Within each cohort, there were two distinct groups of children. The first group was comprised of On My Way Pre-K children who attended a classroom with a PTQ rating of three or four. The second group (Comparison students) was comprised of a random sample of children who received a Child Care and Development Fund (CCDF) voucher and attended a classroom with a ranking of zero (not ranked) or one, the lowest ranking. Table 3 presents the number of children in each group throughout the longitudinal study.

**Table 3. Number of Children in Study at Different Points in the Longitudinal Study**

	<b>OMW</b>	<b>Comparison</b>
Preschool	376	182
Kindergarten	314	157
1st or 2nd Grade (2018-19)	319	136
2nd or 3rd Grade (2019-20)	350	149
3rd or 4th Grade (2020-21)	323	155

Purdue researchers used a quasi-experimental design to measure the impact of On My Way Pre-K on a wide range of outcomes. A quasi-experimental design compares outcomes for the On My Way Pre-K students against the Comparison students, which represents “business as usual” or the baseline. Using statistical techniques, measured differences between the two groups can be plausibly attributed to children being in the On My Way Pre-K group. It is critical to note that this study does not measure the impact of pre-kindergarten versus no pre-kindergarten, but the difference between pre-kindergarten versus unrated and low-rated preschool. Consequently, the inferences we can draw are whether On My Way Pre-K children perform better, worse, or the same as children in non-rated or low-rated PTQ early care facilities.



The validity of the quasi-experimental design is dependent on the extent to which the groups being compared are similar prior to starting the program. If children are similar in terms of social and demographic backgrounds, it is safe to assume that differential outcomes on assessments between the groups may be at least partially attributable to the program. For both Cohorts, Purdue researchers found no age or gender composition differences between the On My Way Pre-K and Comparison groups, with the same finding being true for household income. The groups differed in the following ways: percentage of African American children, likelihood in having early care prior to the study, and whether the child's parent was employed. Statistical techniques addressed these differences between groups.

Three level multilevel regression analyses were used to model child outcomes over time. Time points were nested within children and children were nested within preschool centers. All models controlled for age at each wave (centered), income (centered), gender, and race. In these models, children in the On My Way Pre-K group were compared to children in the Comparison group in terms of how much they changed in the measured outcomes, on average, over time. The maximum likelihood technique was used to retain longitudinal observations that had missing data on families or children.



# Appendix B.

## Assessments

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Assessment	Assessment Description
<b>Bracken School Readiness Assessment</b>	A Pre-K assessment required by the Early Learning Advisory Council (ELAC) for this evaluation as a part of the Kindergarten Readiness Assessment tools. It is considered a valid measure of school readiness and is widely used clinically and for research. It is administered directly one-on-one with the child. It is used to measure pre-academic skills and overall school readiness. The Bracken assesses color recognition, numbers/counting, size comparisons, and shapes.
<b>Peabody Picture Vocabulary Test-4</b>	This is an assessment of language skills required by the ELAC for this evaluation as a part of the Kindergarten Readiness Assessment tools. It is considered a valid measure of language comprehension, widely used clinically and in research, and is administered directly one-on-one with the child. The test asks the child to point to a picture when given a word prompt.
<b>Get Ready to Read!</b>	The assessment is a 25-item measure print knowledge and phonological awareness. The task is an individually administered multiple choice test. Children are administered all 25 items and earn one point for each correct response. It takes about five minutes to complete.
<b>Woodcock Johnson Word Identification Subtest</b>	The subtest assesses children's word decoding skills and includes items measuring symbolic learning, the ability to match a written word with an actual picture of the object, and items measuring skills in identifying letters and words.
<b>Head-Toes-Knees-Shoulders</b>	This is a direct assessment of executive function and takes approximately five minutes to administer. It is very much like a "Simon Says" game, in which the child both follows verbal directions and imitates the examiner's movements, including some time doing the opposite of what the examiner says. There are a total of 30 test items with scores 0 (incorrect), 1 (self-correct), or 2 (correct) for each item (maximum 60 points).

Assessment	Assessment Description
<b>Day-Night Stroop Task</b>	The assessment evaluates inhibitory control, an import aspect of executive function. This task takes approximately two minutes to administer. Children are asked to say the opposite of what they see in a series of 16 cards with pictures of the sun or moon (e.g., saying “day” for a moon and “night” for a sun). It is appropriate for children ages three to five with strong reliability and validity.
<b>Preschool Early Numeracy Skills Test</b>	The assessment is a screening tool for early numeracy skills. This 24-item measure takes approximately five minutes to administer and assesses broad numeracy skills (e.g., counting, comparison, numeral knowledge, story problems).
<b>Preschool Mathematical Language Test</b>	The assessment is a brief, 16-item measure of children’s knowledge of quantitative and spatial language. All items are designed to be completed without exact quantitative skills or in a non-numeracy context. For example, the more/less questions are asked in such a way that if they knew the meaning of the language terms, they would be able to respond correctly, and another item uses a picture of glasses mostly full vs. mostly empty. It takes about five minutes to complete.
<b>Woodcock Johnson III Applied Problems Subtest</b>	The assessment is a widely used measure with published evidence for its validity. It measures children’s skill in analyzing and solving practical problems in mathematics. This subtest takes 10-15 minutes to complete.
<b>Social Skills and Behavior Problems</b>	The Social Skills Improvement System Rating Scales (SIS) were completed by the child’s classroom teacher after they had a chance to observe the child for at least one month in the classroom in the fall and then again in the spring. This measure provides scores for problem behaviors and social skills. It is designed to assess social skills that can be observed in school and is a single measure that is appropriate across the grades from Pre-K through Grade 3. It takes the teacher approximately 10 minutes to complete for each child.



# On My Way Pre-K

## RESEARCH FINDINGS

FINAL REPORTS INTRODUCTION BY JENN FINDERS, PH.D.  
2021



Office of Early  
Childhood and Out-  
of-School Learning

# Report Takeaways

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Indiana's On My Way Pre-K program offers high-quality early learning to children from low-income families. The enclosed reports present data from two research efforts aimed at studying On My Way Pre-K and its effects. Results demonstrate that children who attend the program have stronger general school readiness, language and literacy skills in kindergarten than their peers with similar family incomes who attend lower-quality programs. These patterns are maintained in grades 3 and 4 standardized Math and English/Language Arts scores as children progress through schooling. Further, children who attend On My Way Pre-K perform on a par with national norms of higher-income children on at least one oral language and literacy skill prior to the start of kindergarten. Still, only 28-48% of children in On My Way Pre-K meet target benchmarks set for higher-income children on language, literacy and math skills. Together, findings indicate that On My Way Pre-K is working as intended by providing a more enriching learning experience than low-income children may otherwise have access to, and in turn, this gives them a greater chance of succeeding in elementary school. Findings also highlight opportunities to enhance the quality of program delivery to ensure children are receiving the strongest start to their education. Specifically, it may be beneficial to offer professional development to teachers that focuses on instructional quality to support the development of specific math, literacy and executive function skills.



# Report Summaries

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## On My Way Pre-K Pilot Program Evaluation Report

Purdue University researchers from the Center for Early Learning have been conducting an ongoing longitudinal study of On My Way Pre-K to evaluate program effectiveness. They have followed a sample of 376 children who attended the program rated as Level 3 or 4 on PATHS to Quality, and 182 children who attended comparable programs that were either not participating in PATHS to Quality or were rated Level 1. All participating children were assessed on a variety of school readiness measures during the pre-kindergarten and kindergarten years and on the Indiana Learning Evaluation Assessment Readiness Network Math and English/Language Arts tests in grades 3 and 4. Researchers examined whether children who attended On My Way Pre-K gained more skills than those in comparison programs. Indeed, children performed better than comparison children on general school readiness skills, such as identifying shapes, colors and numbers and language and literacy skills in kindergarten. The On My Way Pre-K students also tended to have higher performance on ILEARN English/Language Arts tests than the comparison children in grades 3 and 4.

However, children who attended On My Way Pre-K performed similarly to children in comparison programs on self- regulation, social and behavioral competence, executive functioning and mathematics in kindergarten. They also had comparable attendance rates, discipline records, and special education placements in grades 3 and 4. Importantly, parents were overwhelming satisfied with On My Way Pre-K and reported that the program allowed them to become more self-sufficient.

# Report Summaries

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## Kindergarten Readiness Indicators Report

The Kindergarten Readiness Indicators assessment was implemented for the first time in On My Way Pre-K classrooms statewide in the spring of the 2020-2021 school year. The KRI measures oral language, literacy and math skills prior to kindergarten entry. Researchers from NORC at the University of Chicago analyzed KRI data from 1,608 students of the 2,476 students enrolled in On My Way Pre-K programs across the state of Indiana were assessed in the Spring of 2021. Approximately 78% of children in the sample qualified for On My Way Pre-K based on income eligibility. On average, children scored at or above national target levels on 29% of the language and literacy skills and 40% of the math skills that were assessed in the KRI. Approximately 5% of children scored at or above target levels on all four oral language and literacy skills and 25% scored at or above target on both math skills. Girls had higher OLL skills than boys; children attending home-based centers and children who were white scored higher on most skills as well. It is important to note that because the sample includes children who do not qualify for On My Way Pre-K, these patterns may not be representative of On My Way Pre-K students. Further, there is no way to compare these trends in children with other incomes and/or quality of pre-kindergarten experiences. In other words, we can only draw conclusions based on the national thresholds set by children from more advantaged backgrounds.

